San Bernardino Valley College Educational Master Plan Data Sheets

2017-2018

Research, Planning and Institutional Effectiveness

San Bernardino
Valley College

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Applied Technology, Transportation and Culinary Arts Division – Instruction

San Bernardino Valley College

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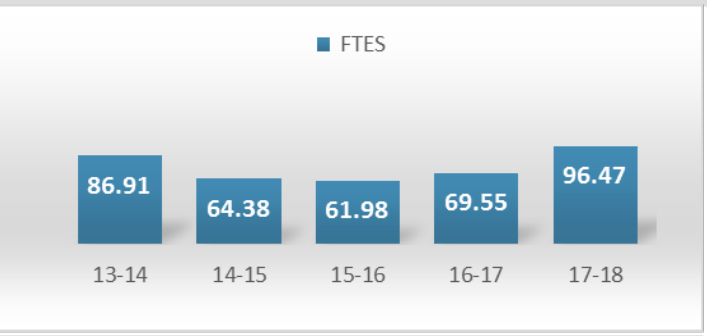
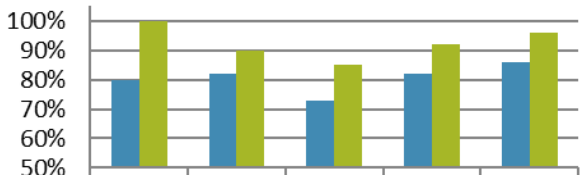
San Bernardino Valley College

AERONAUTICS — 2017-2018

Description: The Airframe and Powerplant Technician program prepares students for employment in the aviation industry as a certified Airframe and Powerplant Mechanics. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours power plant, and 400 hours in the airframe and power plant general curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. Industry analyst from Boeing predicts that 189,000 new mechanics and 206,000 pilots will be needed by 2037, as per Boeing Long-term Market report ; https://www.boeing.com/commercial/market/pilot-technician-outlook/2018-pilot-outlook/



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	304	242	237	273	415
FTEF	5.69	5.98	5.84	5.98	7.89
WSCH per FTEF	458	323	319	349	367



	13-14	14-15	15-16	16-17	17-18
Success	80%	82%	73%	82%	86%
Retention	100%	90%	85%	92%	96%

	13-14	14-15	15-16	16-17	17-18
Sections	12	14	13	14	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	3	3	1	1	3
Certificates Awarded*	42	4	29	21	43

Assessment:

1. FTES increased from last reporting period of 2016-17 to 96.47. This increase is due in part to the investment s made in the program, from the purchase of newer industry standard equipment and mockups which adds to the student learning experience and instructors' motivation to grow the program. The substantial increase in FTES shows the department is moving in the right direction with its overall plans.
2. Duplicated enrollment has substantially increased over the last four reporting periods the latest increase is a 65% increase. The increase in duplicated enrollment is attributed the increased quality of instruction and innovation through the purchase and implementation of new equipment and innovation of instructor lead curriculum.
3. FTEF has remained about the same.
4. WSCH is increasing. Nevertheless, there is a class size limit where the lab / lecture ratio is 60%-70% of lab instruction.
5. Student Success has increased to 86%, a high for the last four reporting periods which is directly attributed to obtaining various program goals
6. Retention has risen to 96% from the previous period but still low compared to 2012-13 reporting.

Progress from Last Year's Action Plan:

- As of January of 2018 the department has obtained two (2) Redbird Simulators
- Introduced additional Powerplant and General Courses in the evening to meet the needs of students and aviation industry in the area as suggested by previous Advisory meetings.
- The Aeronautics Department is in talks with San Bernardino Sheriff's Aviation Department to introduce an apprenticeship program or work experience , this is an addition to our current apprentice partnership with SkyWest Airlines
- San Bernardino Valley College Foundation has come to an agreement on behalf of the Aeronautics program with the organization, "Women in Aviation," to pay for female and male aero students membership in the organization which makes

SAOs/SLOs/PLOs: The success of aeronautics students revolves around Federal Aviation Administration (FAA) Part 147 certifications and their ability to Interpret airframe and Powerplant manuals (#3) and successfully write descriptive discrepancy reports, and perform required inspections on aircraft among other PLOs. Our PLOs and SLOs reflect the requirements of the FAA part 147 CFR. Nevertheless, they need to be updated to better reflect industry needs while still being in line with FAA requirements. The FAA regulations allows a part 147 school to teach beyond their requirements. Through advisory meetings we have learned that we require updates our PLOs SLOs and SAOs, to a higher industry standard while keeping within the requirements of the FAA. Over 90% of the PLOs have met the PLOs based on the curriculum we offer.

Furthermore, the feedback received from industry advisories has demonstrated a need to reassess these PLOs. To accomplish this, we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required competency levels. This will, in turn, require additional faculty, lab support, equipment, supplies, etc.

Departmental/Program Goals:

- Increase outreach and program promotional activity to improve student enrollment.
- Increase student success and retention rates by providing high-quality education, innovation, instruction and services to a diverse community of learners.
- Update instructional technology and teaching aids to meet industry needs.
- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce to foster economic growth.
- Explore industry partnerships to provide our students with internship and or employment opportunities.

Challenges & Opportunities:

- New equipment for training and updating is quite expensive and far exceeds allocated budgets. Grant monies have to supplement and are generally hard to obtain for the program. Nevertheless , Application for Round 4 of the Strong Workforce Grant will be submitted and could allow for more class offerings and new equipment.
- One full-time faculty has been hired but this will still impact this year's department performance statistics due to the learning curve and time lag of implementing new plans.
- Hiring part-time faculty remains to be challenge due to high employability in the industry and low adjunct faculty pay scale.
- Due to severe space constraints, two lab sections are taught in one lab at the same time.
- Currently, outreach and program promotion conducted by part time faculty are on voluntary basis as they are not compensated for their time due to lack of funding for this purpose.

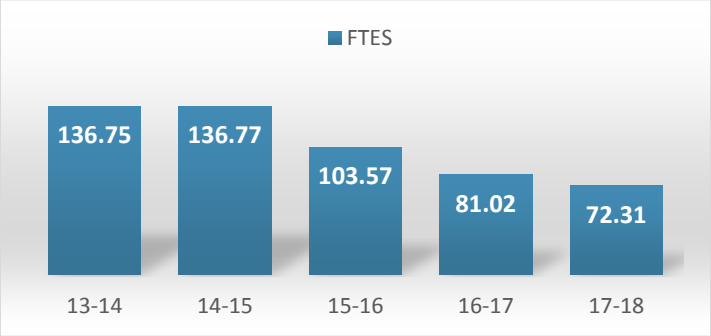
Action Plan:

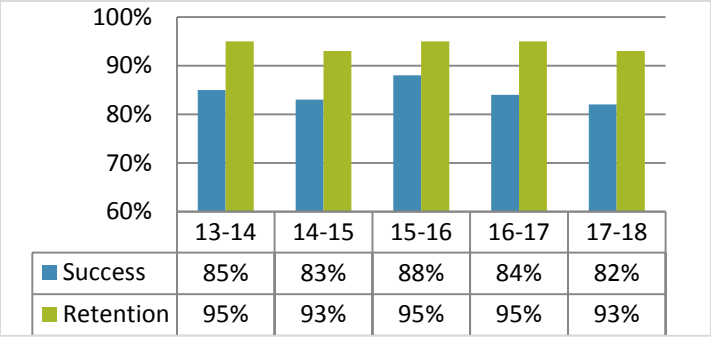
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Hire additional full-time faculty to reduce current overload and to better serve the Aeronautics airframe and Powerplant evening night program.	1	Funding	Aug 2019
• Purchase new equipment for the additional Flight operations courses.	2	Funding	Aug 2019
• Hire a professional expert for the Flight Operations Courses	3	Funding	Aug 2019

San Bernardino Valley College

AUTO COLLISION — 2017-2018

Description: The collision repair, refinishing and street rod program 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 auto estimating that started in fall 2014, street rod, fall 2015 and interior restoration, fall 2017, all have been successful additions to the collision program. The department updated the curriculum in fall 2017 to reflect the industries fast changing hybrid programs and will be adding a collision mechanical class in 2019. The automotive department and instructors are certified by ICAR which is a nationally recognized organization.





	13-14	14-15	15-16	16-17	17-18
Success	85%	83%	88%	84%	82%
Retention	95%	93%	95%	95%	93%

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	580	617	484	376	327
FTEF	10.44	11.39	11.12	10.52	9.82
WSCH per FTEF	393	360	279	231	223

	13-14	14-15	15-16	16-17	17-18
Sections	25	29	29	27	25
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	4	2	5	
Certificates awarded	35	17	15	46	

Assessment:

- The program data shows decreasing enrollment from 2013-18. This is likely due to a lack of marketing from SBVC.
- The success and retention rates have remained above the school average by eighteen and four percentage points, respectively.
- Due to decreased enrollment, the WSCH per FTEF has declined some. With increased marketing and high school partnerships, this should increase. Sections have decreased slightly in alignment with the enrollment and low marketing.
- Certificates have increased nearly 50% and AS degrees by 400% from 2013-14 to 2017-18.
- Up until 2016-17, four our of these courses overlapped with Auto Technology (Auto 50, 52, 56, 84). Beginning 2017-18, 050 and 052 were removed from the curriculum, so only the following courses will be used for these data: AUTO 010, 020, 022, 024, 026, 028, 029, 056, 064, 084,All AUTOIN, AUTORS, AUTOST

Progress from Last Year's Action Plan:

- The department continues to recruit and promote our programs to diverse groups in the community and high schools. During spring 2017 and 2018, our department collaborated with Colton High School to create and implement recruitment activities. These included a car show with at least 70 outside participants and many hands on demonstrations.
- The department will continue to request an increased budget during the needs request process. Last year's budget request was fulfilled, but ongoing funds are required to stay up to date with current industry trends and standards.
- Students continue to be gain employment in paid internships with Service King Auto Collision, which also prepares them for work at other collision businesses.
- The department has made advances in green technology curriculum by purchasing a Ford Fusion Hybrid, Toyota Prius and a Chevy Volt with money from the RAMP Up and Strong Workforce grants. These are examples of our

SAOs/SLOs/PLOs:
All of the department SLOs were met with 90% or greater; therefore, there were no changes made to the evaluation process.

With the addition of the our hybrids and brand new electric vehicle, students are better able to meet the PLO, "diagnose and repair vehicle damage on full frame and unibody vehicles" due to the difference in body design.

Departmental/Program Goals:

- Although enrollment is down, award count has increased, meaning students are moving through the program more efficiently with high success and retention rates. With increased marketing in the community, enrollment should increase and improve the WSCH/FTEF as well. Increased community awareness of the college is part of Strategic Goal 3.
- Concurrent high school enrollment courses have been a positive trend for many departments. The department is exploring this option at Redlands High School and possibly Pacific High School. This will increase access as mentioned in Strategic Goal 1.
- The department continues to offer quality education in vehicle restoration, interiors restoration and in green technology, now made increasingly possible with our new hybrid and electric vehicles. Continuous improvement of facilities aligns with Strategic Goal 6.
- 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, NAPA, U-SAV-Mor Paints, Victor Valley and RCC, etc.) will help with our technical information, equipment, demonstrations and internships for continued student success, as described in Strategic Goal 5.

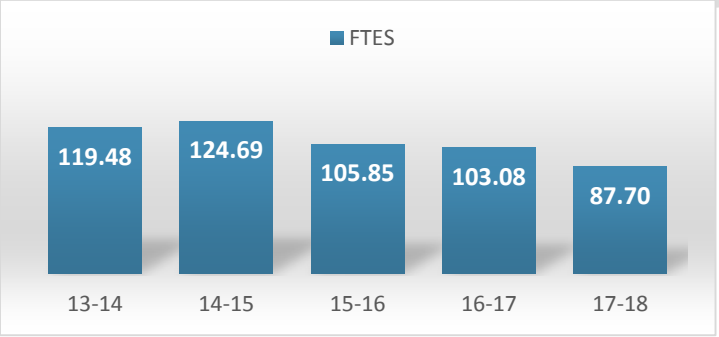
Challenges & Opportunities: The department building has been renovated. With the help of program review and grant monies, the department has purchased new Ford Fusion Hybrid, Toyota Prius and a Chevy Volt with money from the RAMP Up and Strong Workforce grant funding and increased instruction supplies with program review funds. The advisory board has recommended that we restructure our space to keep up with industry standards. A challenge is where to put the cabinets, tooling, welding machines and supplies. The solution was to use an existing 40-foot container and move it to the auto compound which has been helpful. The collision department has increased sections in the past ten years, but space has remained the same, so reutilizing space is necessary.

Action Plan:

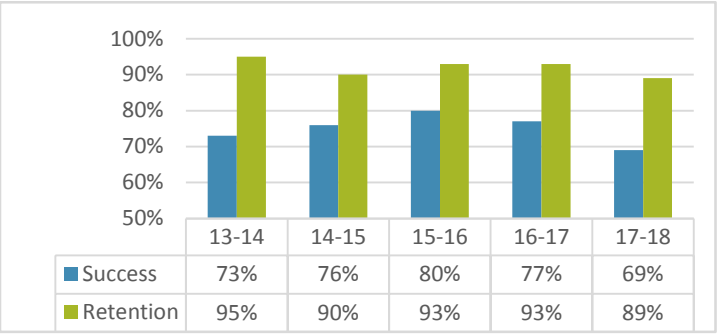
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Explore concurrent enrollment opportunities	Increase enrollment	Support from SBVC and high school administrators	Summer 2019
Increase outreach through better marketing	Increase enrollment	Work with SBVC's marketing department	Summer 2019
Continue to explore grant opportunities	Maintain state-of-the-art facilities and equipment	Administrative support	Ongoing
Request a permanent budget increase	Maintain state-of-the-art facilities and equipment	Administrative support	Spring 2019

AUTO TECHNOLOGY — 2017-2018

Description: The Automotive Technology Program provides education and training in all areas of automotive technology, bureau of automotive repair smog analysis, hybrid vehicle introduction and safety, to a diverse community of learners. The program provides the ability for students to gain the needed skills to enter into the automotive industry. All courses offered apply towards a certificate or degree and allow our students to work day or evening in order to enroll in the required courses and complete their certificate or degree.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	531	558	479	467	394
FTEF	8.45	8.39	8.32	8.66	7.98
WSCH per FTEF	424	446	382	357	330



	13-14	14-15	15-16	16-17	17-18
Success	73%	76%	80%	77%	69%
Retention	95%	90%	93%	93%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	22	28	28	29	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	1	3	8	
Certificates awarded	16	12	26	21	

Assessment: The Automotive Technology program data shows decreasing enrollment from 2012-18. This is likely due to an improving economy and a reduction of the unemployment rate. The drop in success rate could be due to the change in skills needed to become successful in industry with advancements in technology and the need to have the ability to read and comprehend at a high level. The decline in retention rate could be the increase in employment opportunity and the students achieving enough skills in order to gain employment and dropping out of school. Due to decreased enrollment, the WSCH per FTEF has declined some. Sections have decreased slightly in alignment with the enrollment and lack of marketing. Certificates have remained constant and A.S. Degree have increased. As the local economy provides jobs for the community, we will see fluctuations in enrollment due to the conditions in the economy.

Progress from Last Year's Action Plan: Auto Technology will continue to use the two hybrid and one electric vehicle as part of our alternative fuels introduction and safety course. The department will continue to update equipment and tools for the hybrid/alternative fuels advance technology areas. The department will continue our community support including high school outreach. Auto Technology supports job fairs and encourage students to attend for information on automotive employment opportunities. The department will continue to work with the strong work force partnership that supplies much of our needed resources for updating and expanding our program.

Auto Technology continues to work on a one year preventative maintenance certificate, hybrid/electric car introduction and safety course and update the tools and equipment in the shop.

SAOs/SLOs/PLOs: SLOs 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 outcome.

Departmental/Program Goals: Auto Technology's goals are to assist the students in all aspects of their education plan and provide support whenever needed to transition into the industry and/or university. The department continues to service all diverse groups and recruits underserved populations in the community and align the curriculum with strong workforce partners and local feeder high schools. Auto Technology continues to upgrade tools, equipment, and high tech learning modules to provide the students with the best opportunity to complete certificates and degrees to better prepare them for entry in the automotive industry.

Challenges & Opportunities: The challenge is the age of the building and the limitations that come with it. A new building is desperately needed so that our students can have a quality education. It will also to show the community that SBVC knows what is needed in our local community to foster student and community success. Auto Technology will work with needs assessment, strong workforce, VETA and all other grants and programs to fund needed projects to improve instruction, tools and equipment and new projects.

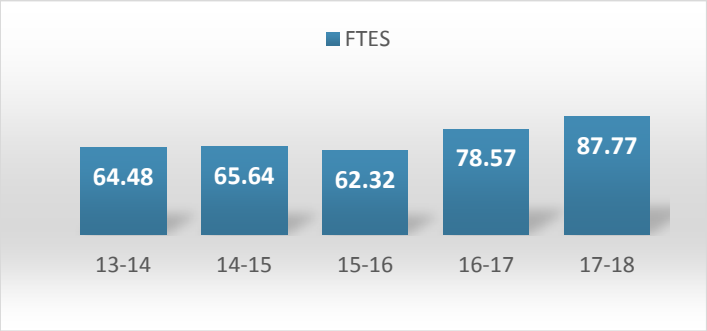
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach through better marketing	Increase Enrollment	Work with SBVCs Marketing department	Ongoing
Update tools, equipment and learning modules	Improve student compre-hension, retention and completion	Support from SBVC and SWP and local funds	Ongoing
SLO evaluation	Improve student meets %	Department evaluation	Ongoing

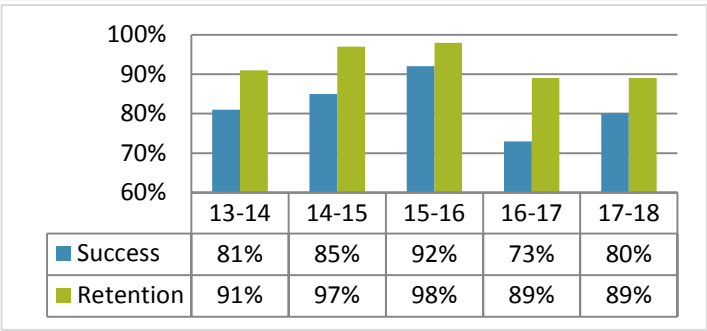
San Bernardino Valley College

CULINARY ARTS — 2017-2018

Description: The Culinary Arts department is a well balanced training program for students that are interested in running their own restaurants, managing or working as a chef within the food service/hospitality industry. The culinary program allows students to gain hands on experience in the kitchen within their discipline as well as theory knowledge regarding costing, menu planning, running small businesses, purchasing, catering, sanitation and safety and customer service courses. The students are responsible for running the student run restaurant, the food truck and the Den which allows the students to gain and perfect their skill set before entering the industry.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	362	344	287	384	360
FTEF	4.19	5.25	4.85	5.54	7.01
WSCH per FTEF	461	375	385	425	376



	13-14	14-15	15-16	16-17	17-18
Success	81%	85%	92%	73%	80%
Retention	91%	97%	98%	89%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	17	20	18	21	25
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	6	6	3	3
Certificates awarded	14	20	33	15	11

Assessment:

- In 2016-17, duplicate enrollment down by 24 students; however, courses starting on 9/24/18 were not in these totals and that is the core of the program. Add in the current classes being offered, the duplicate enrollment is equal to or more than last fiscal year.
- Duplicate enrollment in 13-14 was 362, down to 344 in 14-15, was at 287 lowest point in 15-16. The numbers came up in 16-17 to reflect duplicate enrollment of 384. In 17-18 duplicate enrollment was down to 360; however, not all classes have been included in this data.
- The FTEF was 4.19 in 13-14; 5.25 in 14-15; and decreased 4.85 in 15-16 followed by an increase to 5.54 in FTEF in 16-17; and in 17-18, FTEF stated an increase to 7.01. The program increased in class offerings and branched out to include classes at the high schools, reflected in the FTEF. The program expects FTEFs to continue to increase in future years.
- Culinary Arts has no online courses at this time. There has been discussion in department meetings on how/which courses to offer online. The department anticipates online courses will be available to the students soon.
- In 2013-14, 14 certificates awarded; 14-15, 20 certificates awarded; and 33 certificates in 15-16; 16-17, 15 certificates. The reason for the decrease in 16-17 was due to lots of students starting mid-program in January. The certificates should reflect the discrepancy between the fiscal years in 17-18.
- In 2013-14, 3 degrees awarded; 6 awards in 14-15; 15-16, 6 awards; 16-17 another 3 awards. The reason for low degree awards is most students attend the program to obtain a certificate to work in the industry. Some will transfer to a four-year college. Plan to communicate with students early in the program to the intent is for being in the culinary program.

Progress from Last Year's Action Plan:

- Progress made from last year's culinary arts action plan is that the baking program is in full swing and the students are happy with the program.
- Updated curriculum has been approved by the state and we can offer all courses within the program in a timely manner.
- The food truck has been delivered and is in the process of being approved by the health department. The class started on 09/24/18 and has full enrollment.
- The department has created and printed trifold flyers for the program.
- The new larger kitchen has been asked for twice an turned down by administrators so this has not been rectified.
- Two full-time staff have been hired and are working within the program.
- The program is in need of more advertisement; continue to build the program.
- The hospitality curriculum is in place and the program and courses have been approved by the regional consortium.

SAOs/SLOs/PLOs:

- The PLOs and SLOs have been assessed and have helped in departmental goals with regards to hiring staff and developing courses within the program.
- SLOs have been updated with the new curriculum.
- SLOs are undated and monitored each semester by faculty and staff.

Departmental/Program Goals:

1. Continue to grow the programs within the department.
2. Hopefully start the hospitality program in fall of 2019; if programs and curriculum are approved by the state.
3. Hire a full-time professional expert for culinary and baking.
4. Adjust the certificates and degree to include the food truck.
5. Complete the 4th round of SWP for Culinary, Baking and Hospitality.
6. Hire adjunct staff for hospitality courses.
7. New building for culinary and baking courses.

Challenges & Opportunities:

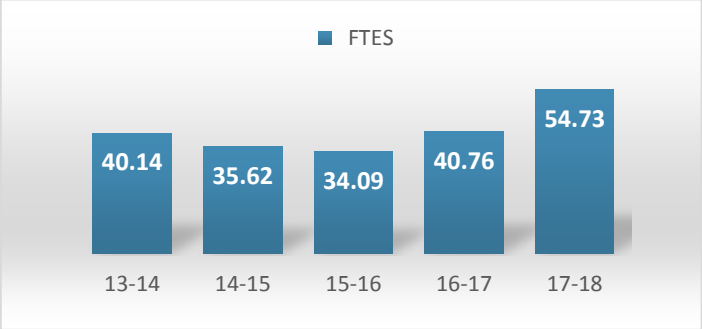
1. Advertising the program to the area high schools.
2. Getting a larger building to house programs, culinary, baking and hospitality.
3. Increasing student enrollment within the courses.
4. Expanding the catering to include outside or off campus venues.
5. Expanding programs.
6. Working cart for culinary, baking and catering that has a flat bed.

Action Plan:

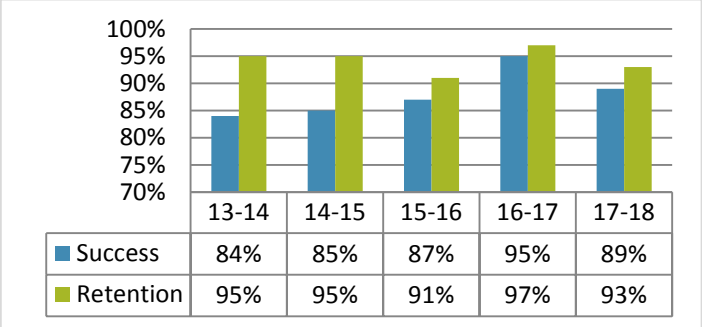
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work with SBVC Public Information Officer to expand the advertising areas to include area high schools and private schools.	Advertising the program to area high schools.	Advertising resources	2018
2. Finding donors and backing to build a new building or to move into an existing building already set up with kitchens and classrooms needed to expand program.	The program needs a larger building to house the programs which will allow the current programs to expand.	$6M dollars	2027
3. To increase student enrollment in each program we will need more advertising within the district and larger facilities. Perhaps the district could check into renting or purchasing the old Art Institute kitchens in San Bernardino.	Increase enrollment in each program.	Advertising dollars and larger spaces needed. Not sure how much money is needed for that.	2019
4. In order to expand the catering program to include off site caterings we will need to work with the health department for permitting.	Expanding catering to include outside or off campus venues.	Proper permits for food truck. $600 per event.	2018
5. In order to expand our programs within the culinary and baking we are in need of larger spaces such as kitchens, class rooms.	Expand Programs	$6M or rent space already built out with kitchens and storage.	2020
6. In order to purchase a cart for the culinary program we either need one time money or work it into a grant.	Purchase a flat bed working cart for catering, culinary and baking.	$20,000	2020

DIESEL — 2017-2018

Description: SBVC is the only public college in the Inland Empire/Desert Region that offers a diesel program, despite the expanding logistic industry in the region. Diesel classes are offered morning through evening to accommodate working students' schedules. A new Heavy/Medium Duty Diesel Technology Associates Degree Program, as well as new curriculum for compressed natural gas, have been recently added. The Diesel department has also completed its first year of concurrent enrollment with Pacific High School. There are several delays in signing high school students up in the program, but the demand is there for students to fill seats, and the process has been improving each semester. The department maintains relations with the local industry to stay current on trends and regional needs. One current trend is diesel electric trucks, so the department is working with the electronics/electricity department to develop curriculum that will meet the needs of the industry and state approval.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	217	200	183	207	309
FTEF	3.94	4.63	4.29	3.97	5.49
WSCH per FTEF	305	231	239	308	299



	13-14	14-15	15-16	16-17	17-18
Success	84%	85%	87%	95%	89%
Retention	95%	95%	91%	97%	93%

	13-14	14-15	15-16	16-17	17-18
Sections	12	14	13	12	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	3
Certificates awarded	8	7	7	6	14

Assessment: 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 17-18 has a 6% decline. The Diesel department reviewed its internal data and have concluded that that 21 students accepted a W (withdrew) due to acquiring jobs during the past two years. There were 12 students that failed courses within the past two years but have reentered the program in 2018. Retention in 2017-18 is down by 4% which is a direct reflection of the students withdrawing from classes to acquire jobs within the industry.

For the first time in the Diesel program, the department has **three Associate of Science Degrees** for the year 2017-18 and **14 Certificates** in 2017-18. This reflects greatly on the improvements in the department's training programs for students looking to achieve more success within themselves and training for employment to be successful in their careers.

Progress from Last Year's Action Plan: The outside lab is in need of cover (about 70'x120'x20'). There has been no update on the discussions after obtaining partial funds through program review but will continue to communicate the importance of this upgrade with the VP of Administrative Services.

The Diesel department has implemented stackable certificates to allow students that only want specialized training to complete the course and receive specific certificate from the college.

SAOs/SLOs/PLOs: The use of SLOs have directed the Diesel program to improve its training techniques and establish a better foundation of training for which the students would grasp information needed to support them in their quest for better education and job skills. The above three-year report has been of great importance in creating a better program for the students that take the Diesel program.

Ex: The department included more components within the lecture classes to identify and have more understanding of what is being taught. After lectures moving to the lab, students can now relate to where the component is located and its function of why the component was installed onto the engine or vehicle.

The department has raised the level of expectations for students in 2016-17 reflected in the lower % of students who met the SLO; this results in over 78% of the students meeting or exceeding the program SLOs.

Departmental/Program Goals:

- Expand customized non-credit training for incumbent workers and students that would like to take the program but cannot afford the expense of the program.
- Encourage students to achieve newly created AS degree.
- Broaden the Industry program advisory committee membership pool and with Advisory input to expand training that meets the industry demands.
- Create/develop non-credit courses and certificates.
- Request to hire another full-time faculty for the program.
- Follow-up and explore other resources to cover the outside lab area, to protect over $200,000 worth of equipment and the students from elements of mother nature, such as heat and direct exposure to the sunlight.
- Propose to add a building in unused land area in order to accommodate additional class/training sections.

Challenges & Opportunities:

- The challenges of the program are to develop new courses to meet renewable energy programs and hybrid 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 energy-efficient vehicles.
- Renovation of the current facility to meet the program needs which would include adding a building to expand training opportunities. Additionally, a cover for the outside lab to protect the expensive equipment that students are using in the lab which is currently open to the environment. The cover would be an average of 70 ft. wide x 120 ft. long x 20 ft. high to include lights, fan and electrical outlets.
- The department is in need of hiring another full-time instructor.

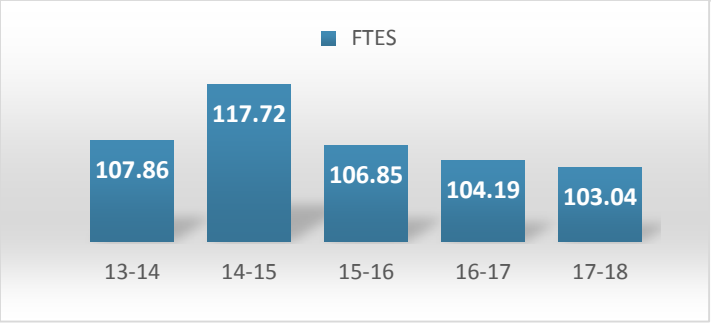
Action Plan:

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 2020
Create non-credit courses	Going through curriculum and sent to State Chancellor Office for approval	Working with curriculum to complete process	Fall 2019
Hire full-time faculty	Hire full-time faculty	Sent forms to program review for approval	Fall 2019
Request cover outside lab area	Working with Facility VP	Funding and approval	Fall 2019

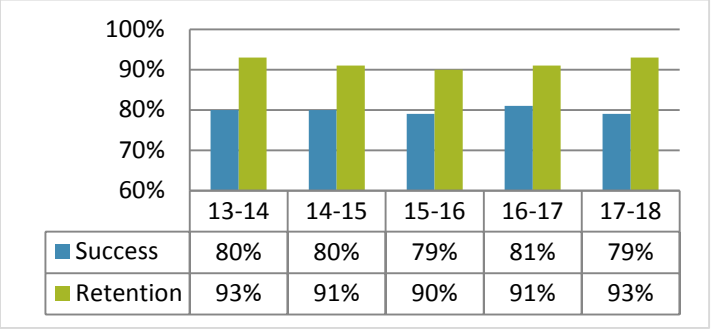
San Bernardino Valley College

ELECTRICITY/ELECTRONICS — 2017-2018

Description: The Electricity/Electronics department provides a comprehensive educational theoretical and hands on 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, Industrial Electronics, Electrical Power Technology, Industrial Automation Technology, as well as green technology (pertaining to solar technology). The General Electricians program is approved by the Department of Industrial Relations of the State of California. Many of the other programs curricula matches and exceeds the Electronics Technology Association 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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	789	847	768	735	738
FTEF	8.20	10.46	11.28	11.09	11.22
WSCH per FTEF	395	338	284	282	276



	13-14	14-15	15-16	16-17	17-18
Success	80%	80%	79%	81%	79%
Retention	93%	91%	90%	91%	93%

	13-14	14-15	15-16	16-17	17-18
Sections	34	42	45	43	44
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	10	13	10	8	26
Certificates awarded	19	28	28	26	27

Assessment:

- FTES has slightly declined from previous year by less than 0.5% and can be considered remaining steady and still within the historical five-year average. The low unemployment economy has lured potential students away from school enrollment and career improvement. Many instances of students dropping classes once a job is found within a semester continues to negatively affect enrollment. However, FTEF and duplicated enrollment continue to improve.
- Success rate has remained at an acceptable level while retention has increased due to quality improvement in curriculum in terms of updates to industry standards as well as better equipped laboratory environment. Certificates and degrees awarded have remained relatively strong which support good retention numbers.
- WSCH continued to drop is now stabilizing to the correct level. This reduction is due to reducing overall class size in lecture and lab sections in order to deliver superior quality hands-on training and increase student success rates. This policy was started four year's ago and has shown noticeable improvements in student success and retention. An Accelerated Electronics certification was offered and sections were increased dramatically, but then had to be cancelled due to low enrollment which might have affected the WSCH drop. However, a successful cohort began this fall, and an increase is expected in the number as well as in enrollments.

Progress from Last Year's Action Plan:

1. Department representatives continue to participate with more outreach and on campus events, showcasing typical projects and systems that students are involved within the programs to help promote programs to increase enrollment and gather potential student's information.
2. Hired 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, hands-on troubleshooting and maintenance techniques used in today's systems.
3. Offered more tutoring hours and workshops to increase student success and retention and also to provide student mentoring to facilitate the learning experience.
4. Initiated curriculum course modifications to include any and all code updates as well as new industry standards as per the recommendations of our advisory committee members.
5. Hired full-time temporary faculty to help launch our accelerated electronics technology degree that can be completed in eight months. (This program is slated to increase enrollment statistics and help students get employment in a faster time span.)
6. Acquired additional lab testing and trainer equipment to augment and improve our labs.

SAOs/SLOs/PLOs: 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 90% 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. In addition, dept. actively reviews all course SLO to insure they are consistent and duly support the PLOs and department goals. Incorporated any modifications that must be included and needed to support any updates in industry standards while also taking into account industry advisory committee recommendations.

Departmental/Program Goals:

1. Increase enrollment and counter the improved economy effects of students pursuing employment instead of career paths. Increase outreach activities to attract more students and increase enrollments.
2. Improve student success and retention rates by providing increased tutoring and workshops to strengthen student knowledge and thus success.
3. Hire a full-time lab technician to support faculty with lab intensive curriculum of all programs.
4. 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.
5. Acquire qualified faculty working with the most current industry technologies to teach the updated curriculum materials.
6. Create new industry partnerships to enhance internship opportunities for students which would provide a career pathway and also satisfy the new state funding formula.
7. To continue to promote the newly launched accelerated electronics technology program.

Challenges & Opportunities:

1. Dept. is acquiring new state-of-the-art SCADA and Mechatronics equipment and lab space remains a premium. Requested additional lab space and/or retrofitting and rearranging existing classrooms to be able to fit this new equipment. In addition, all classrooms are being used to full capacity within the most popular time slots of the schedule and that remains a challenge.
2. During low-unemployment economy periods, student's focus and priority is not on careers or school but remains to be employment. With effective outreach activities, this trend can be countered.
3. Seeking out industry partnerships to explore internships for students to provide a pathway for employment for students and thus improve program efficacy. This is both a challenge and an opportunity.
4. Hard to find qualifying part-time faculty to teach during daytime, especially in good economic times, since they are working in the field as there exists great demand for the electrical/electronics technicians and engineers. .

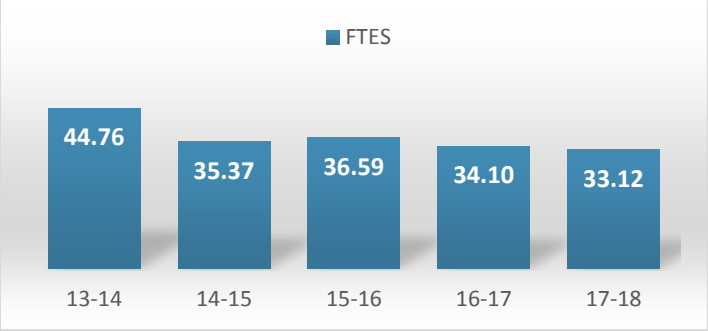
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Increase outreach activities to augment enrollment and provide a career pathways.	1	Funding	Ongoing
2. Create new industry partnerships to enhance internship opportunities for our students.	6	Non-instructional hours compensation	Ongoing
3. To hire a full-time lab technician to support faculty with our lab intensive curriculum	3	Acquired through SWP	In process

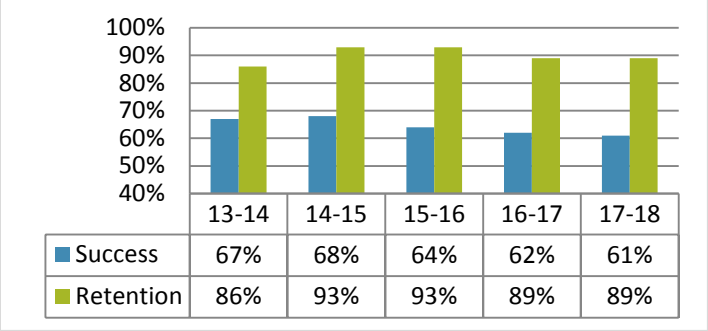
San Bernardino Valley College

FOOD & NUTRITION — 2017-2018

Description: The Food & Nutrition department allows students to become certified in dietetic aide, dietician supervisor or transfer with their dietetic technician transfer degree to a four-year college. The Food & Nutrition program services students that are interested in working in the K-12, hospitals, institutions, health spas and food service establishments.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	443	353	366	341	332
FTEF	2.20	2.20	2.40	2.20	2.40
WSCH per FTEF	610	482	457	465	414



	13-14	14-15	15-16	16-17	17-18
Success	67%	68%	64%	62%	61%
Retention	86%	93%	93%	89%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	11	11	12	11	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	2	2	2	1	

Assessment: The program lost its certification from the state in 2012 and has not been able to run any of the courses except Nutrition 162, which explains why FTES and certificates awarded are low from 13-14, 14-15, 15-16, 16-17 and 17-18. The department chair submitted curriculum to the state and is awaiting approval. Nutrition 162 is offered as a general education course and is open to all students. Sections offered have varied each fiscal year depending on adjunct availability. The success rate was down as well in 17-18 due to inability to offer courses until state approval has been granted. Retention has understandably dropped from 93% in 15-16 to 89% in 17-18. With the new program starting soon the success and retention should revert back to healthy numbers. This department does not have any full-time faculty to teach online classes, so for now, no online classes are being offered. Once the new programs are in place, the certificates awarded will hopefully reach record highs for this department.

Progress from Last Year's Action Plan:

- Progress that has been made in this program since last year.
- Last fiscal year, the department chair was submitting curriculum for Food & Nutrition to the curriculum committee and working with the VPIs office and the curriculum committee to get the program up and running. The program has gone through curriculum and has been updated in the course schedule and is awaiting state approval. The new program will be up and running in fall 2019.
- All SLOs and PLOs have been updated.
- The transfer degree has been put into place and is available for students to enroll into classes in order to transfer to a USC or CS of their choice.
- We did lose one adjunct from the program this fall and when the new program starts in the fall
- The department chair will work with the division dean to hire another adjunct instructor.
- Students can now achieve two certificates or transfer, and if they desire, attain their AA degree in this area of study.

SAOs/SLOs/PLOs:

Because this program has not been up and running for the past few years now, there are no assessments to the SLOs or PLOs for this department. However, when the new programs are up and running, reports will be given regularly and assessed.
When curriculum was updated all SLOs and PLOs were also updated.

Departmental/Program Goals:

1. Grow program
2. Transfer students upon completing their program
3. Hire adjunct staff in order to offer courses at various times for student success and completion
4. Assess SLOs after one year
5. Market the program

Challenges & Opportunities:

Challenges:

1. Increasing student population in order to build a strong program.
2. Outreach to the target market.
3. Hiring adjunct faculty qualified to teach Food & Nutrition.

Opportunities:

1. Filling some of the vacant positions within the industry.
2. Hiring qualified staff to teach and make the program stronger.
3. Build a strong program for the college.

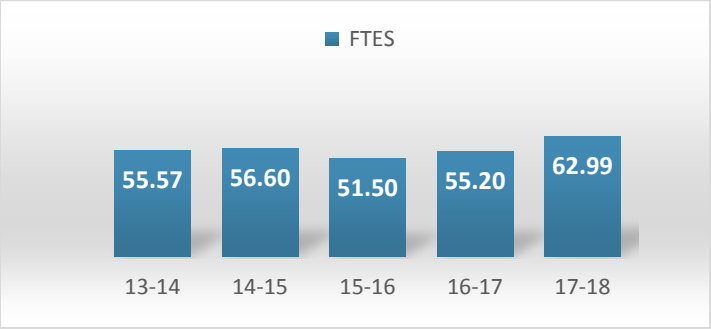
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Advertise program, outreach, create a flyer for program	Grow program	Marketing resources	2025
• Raise completion and or transfer rates	Transfer students to USC, or CS systems or complete certificates in a timely manner.	Marketing resources, outreach, counseling for students	2023
• Hire adjunct staff that is qualified to teach within the Food and Nutrition Program	Market in appropriate areas and post graduate colleges.	Marketing resources	2018-19
• Assess SLO's after the program runs for one year to make sure the program is hitting all goals in student learning.	Assess the SLO's after a one year period.	No cost	2020
• Marketing the program	Market the program	Marketing resources	2018-20

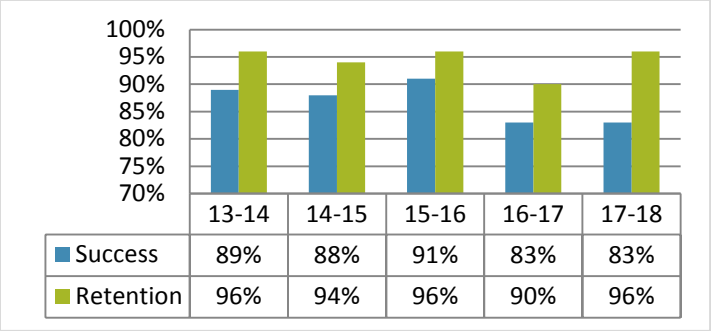
San Bernardino Valley College

HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION (HVAC/R) — 2017-2018

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 business or work as independent contractor for major box stores. The department offers Environmental Protection Agency (EPA) certification, required for handling refrigerant gases used in the industry. It also offers Refrigeration Services Engineers Society (RSES) classes that must be taken by a North American Technician Excellence (NATE) certified professional in the HVAC/Refrigeration field to keep current with industry standards. The program directly aligns with these industry standards.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	271	276	252	269	312
FTEF	4.48	4.82	4.82	5.51	6.39
WSCH per FTEF	372	352	320	301	296



	13-14	14-15	15-16	16-17	17-18
Success	89%	88%	91%	83%	83%
Retention	96%	94%	96%	90%	96%

	13-14	14-15	15-16	16-17	17-18
Sections	13	14	14	16	19
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	3	4	2	
Certificates awarded	8	12	16	14	

Assessment:

1. FTES and enrollment have increased an impressive 14% over the previous year and continues to increase due to class section expansion daytime slots in order to capture that pool of students that historically where evening only students. The FTES improvement is also due to the hiring of the full-time faculty the previous year which enabled him to bring in his vast HVAC experience to the field and to better coordinate and reduce department inefficiencies
2. FTEF has also increased warranting the hiring of the Full time Faculty since this department has not had a full time Faculty in over 9 years. In fact overall program performance numbers have improved despite the Full timer only being hired 2 semesters ago.
3. WSCH slightly declined due to lab intensive classes and the reduction of student number per section as well as offering more sections of the beginning courses. This number is expected to further drop in order to provide a more quality based teaching of this intensively hands on program.
4. Student Success has stabilized to a realistic average reflecting assessment accuracy. However, retention has markedly increased and returned to previous levels which align with consistent SLO data showing high success rates. This is also due to program efficacy and the updated state of the art training equipment introduced in the program.

Progress from Last Year's Action Plan:

1. Continued to offer more of the Refrigeration Services Engineers Society (RSES) certification classes which is the industry recognized certification and is required to be taken also as refresher courses for technicians already within the industry as well as beginners. Every semester, two classes in a series are being offered in order to complete the series of 12 courses within the program
2. Continued to grow our adjunct Instructor pool since it is very hard to find industry professionals willing to teach the subject matter since they are paid higher wages providing services to the public.
3. Increased outreach and promotional activities within campus and with local chapters of the Refrigeration Services board at every meeting. Participated in Skills USA competition and have taken first place recognition amongst California schools offering similar programs. More activities to promote the program are needed to increase enrollment.

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. In addition, course PLO's 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.

Departmental/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. 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 courses 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:

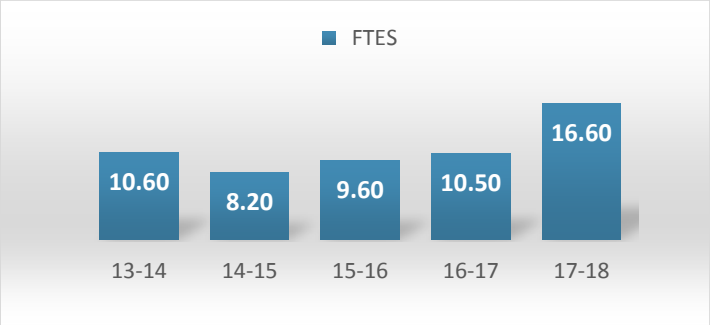
1. Remains a challenge to hire part–time faculty to teach in morning section. All are typically employed in the industry with high pay-scale and if available only in evenings.
2. Classroom and Lab spaces are being used to capacity. Lecture and Lab sessions are scheduled in alternates forcing Lab sessions 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.
3. 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.
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.

Action Plan:

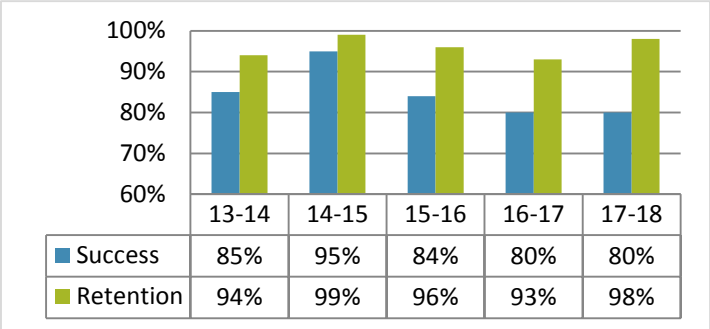
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Hire Lab Technician to assist in Lab setup and maintenance.	1	Funding	2019-2020
2. Establish industry partnerships for apprenticeship opportunities for students	2	Funding	Ongoing
3. Obtain a secondary lab space since program growth will require us to have a secondary lab space to expand our teaching capabilities	3	Facilities	Unknown
4. Perform more outreach and program promotions	4	Funding	Ongoing

INSPECTION TECHNOLOGY — 2017-2018

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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	106	82	96	105	166
FTEF	1.20	1.00	1.40	1.40	1.80
WSCH per FTEF	265	246	206	225	277



	13-14	14-15	15-16	16-17	17-18
Success	85%	95%	84%	80%	80%
Retention	94%	99%	96%	93%	98%

	13-14	14-15	15-16	16-17	17-18
Sections	6	5	7	7	9
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	2	1	0	
Certificates awarded	3	2	2	3	

Assessment:

- FTES increased by 58% from the 2016-17 year to 2017-18 year. This is the highest the FTES has been for the 5 years of data shown.
- Duplicated Enrollment is also showing a steady increase and is the highest it has been for the past 5 years.
- FTEF is slightly up which is to be expected with increased FTES and Enrollment.
- WSCH per FTEF has also improved and is at the highest point for the last five years.
- Student success has remained at 80% for the past two years.
- Retention has improved from 93% for 2016-17 to 98% for 2017-18.
- Certificates awarded remained steady for 2016-17 but degrees awarded decreased. For the 2017-18 year, the data was not available when preparing report.

Progress from Last Year's Action Plan:

- Enrollment is increasing
- The program has hired one additional adjunct
- Curriculum has all been submitted for approval

SAOs/SLOs/PLOs: The PLOs assess the students to see if they are at an: "entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement areas" (89.20% of students have met this PLO), and a student's ability to interpret and use several of the most important sections of building code (between 70% and 90.08% of students have met these PLOs).

This shows successful range of students who meet the PLOs.

Along with the curriculum updates that have been submitted, SLO and PLO updates have also been submitted to better collect data to show how well the students are learning the content the industry is looking for.

Departmental/Program Goals:

- Continue to increase enrollment
- Follow-up with the curriculum committee to make sure the updates submitted are approved
- Increase number of completions
- Continue to look for more faculty

Challenges & Opportunities:

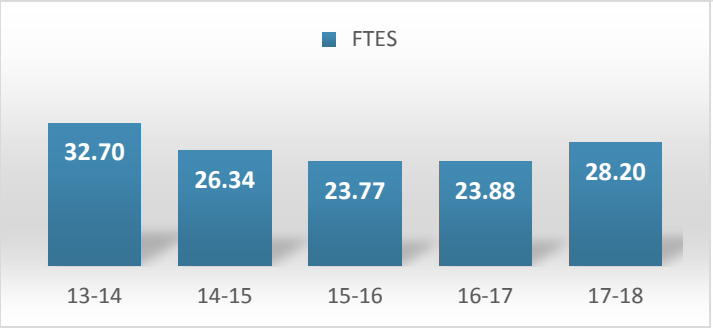
- The Inspection Technology Program has no full-time faculty, which makes it difficult to make any updates or improvements. The current faculty chair, who is also the chair of Welding Technology and Machine Trades programs, is not a subject matter expert for the program but is doing his best to provide faculty leadership for the program.
- 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:

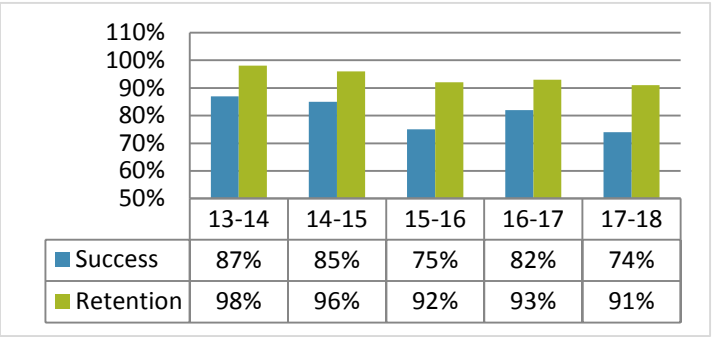
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Marketing	Continue to increase enrollment	Support from campus and district marketing	NOW
Recruiting	Recruit more faculty	Support from campus and district marketing	Ongoing

MACHINIST TECHNOLOGY — 2017-2018

Description: The Machinist Technology program is designed to train first-time students and to re-train 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 A.S. 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).



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	190	141	133	139	138
FTEF	3.10	3.10	2.26	3.38	4.44
WSCH per FTEF	316	255	316	212	191



	13-14	14-15	15-16	16-17	17-18
Success	87%	85%	75%	82%	74%
Retention	98%	96%	92%	93%	91%

	13-14	14-15	15-16	16-17	17-18
Sections	16	17	15	15	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	4	3	0	0	4
Certificates awarded	3	9	6	4	7

Assessment:

- FTEF has risen due to offering more sections being offered indicating the need for additional faculty and lab technician.
- WSCH to FTEF has decreased due to more sections being offered in an attempt to attract other populations however low enrollment hindered efforts.
- Retention rates continue to be in the 90th percentile, success rate has decreased due to rigor of curriculum and several students voluntarily to failing courses to have an opportunity to continue getting machine time to gain required experience.

Progress from Last Year's Action Plan:

- Still collaborating to start an apprenticeship program through our regional consortium and will expect to have it approved and offered by Fall 2019.
- Program marketing and outreach are still a challenge—will continue to explore other resources to target and reach the correct demographics for the machinist program.
- The new program proposals submitted are still undergoing curriculum committee review and approval.
- After being in hiatus, the program finally had a successful meeting to help approve new proposed curriculum.
- Acquired a 5-axis CNC mill for teaching advanced manufacturing funded by the Strong Workforce Program.

SAOs/SLOs/PLOs:

- PLOs for the Machinist Technology program focus on skills required by the industry. As an example, one of the PLOs states "Properly use hand grind cutting tools in machine tool cutting operations." Percentage of students who met the PLOs range from 78.57% to 93.33%.
- These show a fairly high percentage of students who have met the PLOs based on the curriculum we offer. The feedback received by our industry advisories has shown us that we need to more rigorously asses these PLOs. To do this, the program needs to expand some of the course offerings to more comprehensively cover and prepare students for industry required certifications. This will, in turn, require additional faculty, lab support, equipment, supplies, etc.

Departmental/Program Goals:

1. Start an apprenticeship program.
2. Start a machine operator program for high functioning Autism/Asperger students.
3. Increase partnerships and memberships in additional manufacturing industry associations.
4. Increase our marketing and outreach targeting the appropriate audience to attend our program.
5. Develop and improve curriculum (mechanical drafting, machine tool integrator, robotics, quality control technician, etc.)
6. Increase partnerships with the industries/employers to strengthen the Machinist Technology Program Advisory Committee.
7. Explore additional funding sources to purchase/upgrade equipment and tools used in the program.
8. Certify machine trades staff with NIMS industry certification to improve access to professional development
9. Establish and maintain partnerships with community organizations including the high schools and adult education
10. Continue to prospect and apply for grants including SWP funds.
11. Increase enrollment, retention, and completion for the program by implementing the projected activities stated above.

Challenges & Opportunities:

1. In spite of all the marketing and efforts previously done, we still have low enrollment in the program—continue to collaborate and promote our program as well as develop more outreach and marketing strategies
2. Conventional machines require maintenance and accessories. Funding to pay for routine maintenance and repair services are needed.
3. The program only has six operational computer numerical control (CNC) machine tools due to insufficient funding
4. The Machinist Technology program was able to purchase 5-axis CNC machines with strong workforce funding
5. Software programs used are outdated and requires additional funding to purchase updates
6. The program does not have the most up to date multi-axis machines and will continue our efforts to upgrade equipment and tools for the program if internal and/or external funding is obtained.
7. Continue to explore partnership opportunities with the industry to increase our network.
8. Lack of or denial of funding for additional purchases and improvements to equipment
9. Limited marketing and outreach support

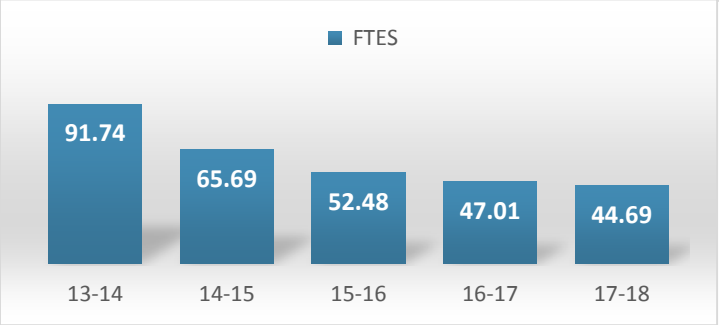
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Start an apprentice program	1	Upper management to finalize procedures needed to approve apprentice enrollment	01/19
Increase enrollment by improving marketing and outreach	3,9	A professional in marketing to properly target potential students	Ongoing
Submit Curriculum improvements	5	Revisions and errors edited and are awaiting curriculum approval	October 2018
Purchase Equipment	7	Successful funding awards	Ongoing

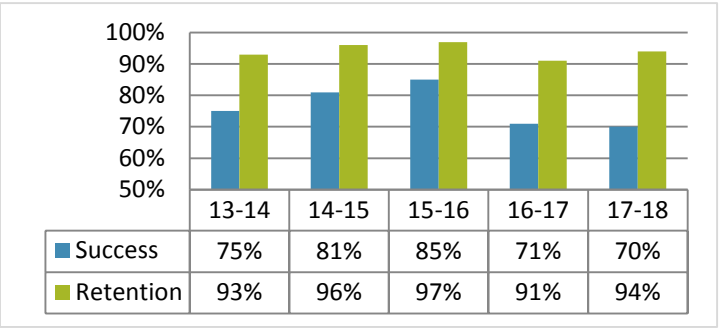
San Bernardino Valley College

WATER SUPPLY TECHNOLOGY — 2017-2018

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, as well as, backflow prevention and cross-connection control. 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 a vocational certificate as well as an Associate Degree. Scheduling options include accelerated formats (i.e., eight, ten, and eighteen weeks). Convenient, fast-track weekend classes are offered at two locations–SBVC Campus and the Rialto Resource Center. For those who cannot or choose not to attend the main campus, over 98% 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. Typical students are spending approximately 6-12 hours per week outside of the classroom in a time frame convenient for their lifestyle.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	933	758	595	564	486
FTEF	8.09	6.98	6.69	6.13	6.32
WSCH per FTEF	340	282	235	230	212



	13-14	14-15	15-16	16-17	17-18
Success	75%	81%	85%	71%	70%
Retention	93%	96%	97%	91%	94%

	13-14	14-15	15-16	16-17	17-18
Sections	45	45	47	42	43
% of online enrollment	0%	0%	4%	14%	14%
Degrees awarded	20	9	12	15	12
Certificates awarded	5	15	14	12	6

Assessment: Total FTEF varies slightly but are stable as no new faculty has been hired since the retirement of a full-time faculty member (EMP, Fig. #3). Success and retention rates remain constant, but the slight decrease in FTES can be attributed to a more rigorous program (EMP, Fig. #1). To illustrate further, efficiency has declined as a result of smaller class sizes brought about changing curricular requirements (the addition of overreaching course requisites). In the past, the conventional educational pathway has been to build the foundation of learning required through subject based teaching in math, chemistry, physics, biology, and science. In fact, satisfactory grades in basic high school subjects such as math, English, natural sciences, plus minimal levels of computer literacy is the body of knowledge endorsed by licensing agencies as preparatory for the rigors of the profession. The number and proportion of students in the program enrolling in traditional face-to-face instruction has been declining and shifting to students utilizing online instructional methods, specifically, hybrid course offerings, demonstrating a marked increase of 14%.

Increased educational access to the local community (City of Rialto), expansion of hybrid courses, and non-credit training initiatives are being employed to stimulate program growth. One true test has been overcoming the program's negative brand identity.

Progress from Last Year's Action Plan: To improve student success and retention rates, the program has customized not-for-credit entry level training. As an example, the non-credit courses serve as a "bridge" for WST program students to attain the essential knowledge, skills, and abilities to successfully acquire, retain employment, and transition to college. Specifically, designed for students who wish to advance their educational and career goals, these short-term vocational training courses supports the WST program's mission to research, formulate, and effectively establish career pathways leading to high-demand jobs in the water industry. Changes to the curricular design of the Associate of Science Degree in Water Technology are under discussion to include theory, best accepted practices, and regulatory standards that employees entering the field must understand to provide safe and efficient operation of water utilities. Along with the college-wide general education breadth requirements, the curricula for the AS degree program would also encompass the professional management skills in demand for leadership of highly technical professionals in the workplace. Built on a foundation of scientific knowledge and practical applications in water resource management, the AS degree is the living document that supports the program's competitive edge in the industry.

SAOs/SLOs/PLOs: The Program Learning Objectives (PLOs) 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. To become more pedagogically effective, several entry-level courses were restructured to streamline the certificate program (e.g. removing superfluous courses and math prerequisites to assure quicker completion rates for students). 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 target courses, WST034 and WST 036, respectively, and validates an English departmental advisory. Program data (enrollment) seems to point to the success of the hybrid instructional model. Adding an online learning experience to the lecture portion of the WST075 Water and Wastewater Analysis course, has been a recent solution to the program's continuing struggle for adequate laboratory space.

Departmental/Program Goals: The goal of the various program activities has been to increase college completion rates, overall. Still, there are significant gaps in completion rates based on student enrollment behavior. Subjects like environmental education and ecology are often not found in more traditional school curricula. Preconceptions about careers in operations and the trades are a deterrent to students interested in the water industry. To overcome the negative brand identity, the WST program must market itself as a viable option for traditional white-collar careers. The WST Program will continue to work collaboratively with the State Water Resources Control Board, California Water Environment, Association American Water Works Association, and other certifying entities in response to changes to existing regulations and industry standards that impact licensure. The WST Program will also collaborate and partner with community colleges plus other educational institutions in our region which offer water technology, environmental science, agriculture, and natural resources programs. Available funding under the Perkins Act will be used to develop courses that articulate from high school to colleges to California State University. Funding support through specialized grant programs, specifically, outreach efforts partner with K-12 to advance water technology instruction and career readiness skills. Dual enrollment, concurrent enrollment, and early college models may hopefully, significantly improve outcomes for these prospective students. As an illustration, the WST Program will market career pathways to K-12 students, their parents, to middle and high school teachers and career counselors. The program chair has been granted developer access to the (IEWC) web-site and WST Program webpage on the SBVC main campus site, as well. Both sites are periodically updated to include links to open and/or late start classes, exam prep courses, certification testing dates, internships and job postings (i. e., California Water Jobs Internship and Apprenticeship Board).

Challenges & Opportunities: The challenge for WST departmental faculty remains: 1) increased competition for students from private (for profit) education resources, best defined as web-based operator certification and license renewal training. 2) working collectively to evaluate ineffective practices that hinders program growth. Outreach activities continue to center on the establishment of an effective program advisory committee to assist in validating the size, demographic composition, and academic needs of the labor pool the WST Program serves. The Water and Wastewater Technology TOP Code is currently under review at the State Chancellors office level to establish a discipline specific C-ID numbering system. Therefore, course requirements may change and courses may be modified, revised and deleted to ensure the program courses equate across college boundaries Academic program activities since the last full efficacy review has included collapsing the WST060, WST070 and WST090 course series (three courses reduces to two) plus deleting historically low enrolled courses. On a positive note, the Water Supply Education (WST) Non-Credit Education and Training program now encompasses three new specialty tracks: Basic Waterworks, Wastewater Technology, and Water Use Specialist. The skills certificates are tailored to specific industry needs, align closely with labor market demands, and is a training solution that can be modeled statewide.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
—Recruit adjunct faculty who are water professionals, working in the field.	—Brings currency to the classroom every week.	—Qualified instructors who care about student academic success.	Ongoing
—Complete staff training in course management system and on-line enhanced instruction.	—Expansion of distributed education course offering (hybrid and 100% on-line).	—Canvas Training —Identify instructional needs and gaps.	Ongoing Curriculum CSU Launch Date October 2020
—Update courses based on C-ID articulation feedback (develop transferable core curriculum).	—The revised collapsed course sequence courses will keep students on target to complete the program.	—Establishment of both high school matriculation and four-year articulation agreements.	
—Expand customized not-for-credit training for incumbent workers.	—Close alignment with labor market demands; training solution that can be modeled statewide.	—Enrollment management data.	October 2019
—Research rapid and/or integrated 4- or 8-week bridge courses to help students move from developmental to credit courses.	—Course completion pace is faster and slightly rigorous; provides a competitive edge. An AS degree can be earned in a compressed amount of time.	—Resources for students struggling in an accelerated format would include online or 24/7 tutoring services and much more.	October 2019
—Establish cohort learning communities.	—Encourages students to stay together from enrollment to graduation.	—Enrollment management data.	October 2019
—Establish career pathways leading to high-demand jobs in the water industry.	—The success and retention rates of accelerated courses and learning cohorts can be used to determine future alternative scheduling options.	—Partner with K-12, 4-year institutions, and employers.	Ongoing
—Advertise the water supply technology department more effectively, both on and off campus.	—Offer water conservation education workshops for high school teachers about water related issues.	—Seek funding support through specialized grant programs. —Water agency job fliers, promotional opportunity notices, Inland Empire Water Council (IEWC) web-site and WST Program webpage.	Ongoing

Arts and Humanities Division – Instruction

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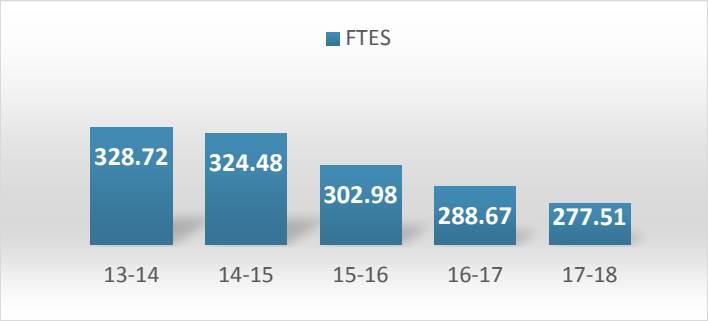
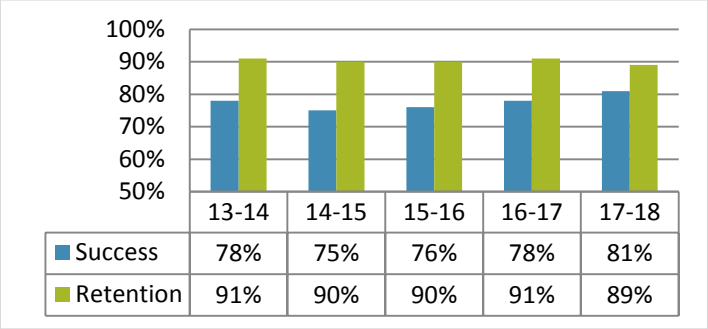
ART — 2017-2018

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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,209	2,263	2,177	2,089	2,030
FTEF	19.00	19.18	18.95	18.66	20.70
WSCH per FTEF	519	507	480	464	402



	13-14	14-15	15-16	16-17	17-18
Sections	80	130	150	149	155
% of online enrollment	3%	4%	5%	7%	9%
Degrees awarded	16	14	22	30	19
Certificates awarded	7	7	6	18	11

Assessment: A comparison of the FTES between 2016-17 and 2017-18 indicates FTES decreased by 11.16. Duplicate enrollment decreased by 59 and the WSCH per FTEF decreased by 62. The decline in FTES, duplicated enrollment and FTEF may be linked to campus-wide enrollment, fewer students taking art classes due to advisement by counselors, and financial aid considerations. The increase of six sections offered in 2017-18 were online classes and account for the 2% increase in percentage of online enrollment. The addition of the online classes was in response to the request to offer more art history classes. A gap in the program shows a lack of a full-time art historian to help guide and grow the art history classes more efficiently. The number of degrees awarded increased from the previous year of 8 and the number of certificates increased by 12. For three years there has been targeted effort to make students more aware of career opportunities in art and design and the numbers suggest the Career Days may have helped. Success rates increased by 3% and retention rates decreased by 2%. There may be a correlation between the increase in online classes and the lower retention rate, as online students are more difficult to retain.

Progress from Last Year's Action Plan: A full-time art historian was requested through the program needs assessment process. While ranked high in the process the position was not opened. Copy has been written for brochures for both studio and career art classes. There has been no time to design the brochures. The Art Gallery received a small budget through the program needs assessment and program review processes. During the 2017-18 academic year, the department hosted a career-panel discussion, career-themed workshops and a portfolio review day. The department also had local colleges send representatives to speak with students about transfer opportunities in the visual arts. The department offered both Art 108 and Art 161 in a hybrid format and there was an increase in online art history offerings. Several faculty have taken advantage of professional development activities in online teaching.

SAOs/SLOs/PLOs: The goal most significantly influenced by the assessments of PLOs and SLOs has been aligning courses with the TMCs for studio and art history courses. The adjunct instructors and full-time instructor teaching the CTE courses are looking at SLOs as new curriculum and courses are discussed.

Departmental/Program Goals:

- Goals for the Art department include sustaining and improving the studio space in the drawing, painting, sculpture, ceramics and glass-blowing areas through the program needs assessment process.
- Continue to pursue TMCs in studio art and art history
- The Art Gallery director will curate a high school art exhibit in the 2019-20 academic year to increase the visibility of the art department to local high schools.
- Host career-related events through grant-funded opportunities
- Increase the Art Gallery budget through the program needs assessment process so the Art department can provide traveling exhibitions, catalogs, and posters.
- Begin to incorporate Project Based Learning and Design Thinking to CTE classes through faculty training and implementation.
- Hire a full-time art historian.

Challenges & Opportunities: The challenges are lack of an additional full-time faculty member, especially in the area of art history. There are FTEFs for ten full-time faculty, yet the department has two full-time faculty and one faculty member on the faculty early retirement program and is teaching one-half of a full-time load. Additional challenges are maintaining and increasing sections offered and students who are underprepared and lack basic skills. An additional challenge is presented by the number of students attending art classes who have additional physical and mental needs. Instructors are not prepared to handle the increase in student numbers experiencing for students with special needs. Opportunities are increased enrollment through online and hybrid offerings, increased student success and retention by aligning courses with TMCs when Art 121 is approved by the State Chancellor's Office, increased awareness of employment opportunities in the arts through a career-related activities and increased awareness of the Art Gallery. Funding from three grants, the Here to Career, Strong California Work Force and Perkins also provide opportunities for curriculum development and equipment purchases that might not otherwise be possible.

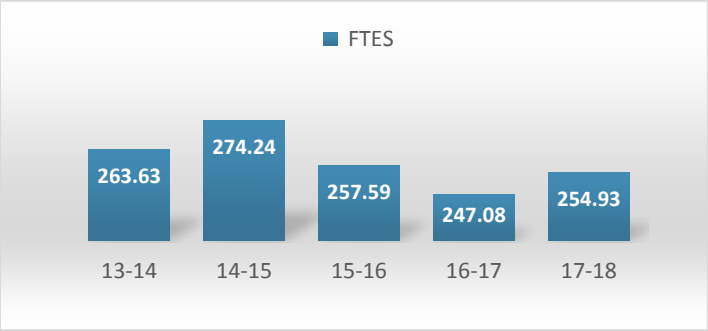
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request full-time art historian through the program needs assessment process	Increase enrollment and advance curricula	Program needs assessment	Fall 2018
Develop brochures to increase awareness of degrees and certificates	Increase enrollment	Time to design brochures	Spring 2019
Submit TMS once Art 121 has state approval	Easier transferability of art students to four-year institutions	State approval and submission of the TMCs to the curriculum committee	Spring 2019
Submit request for Art Gallery budget	Increase awareness of importance of art	Program needs assessment	Fall 2018
Increase awareness of career opportunities in art and design	Increase enrollments, certificates, degrees, transfer	Grant funding, collateral materials, volunteers	Fall 2019

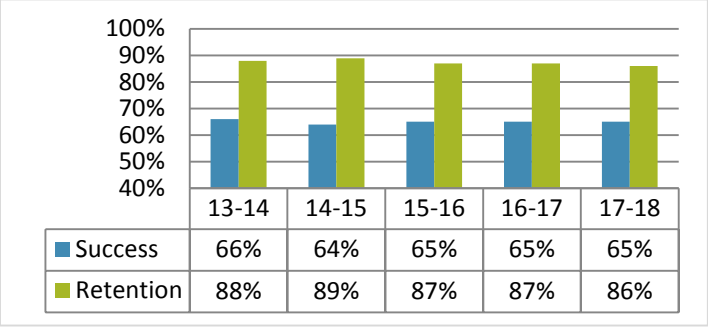
San Bernardino Valley College

COMMUNICATION STUDIES — 2017-2018

Description: The Communication Studies (COMMST) department has a FTEF load equivalent to nine FTF. However, the Communication Studies department functions with four FTF, and ten adjunct faculty. The department serves an important role by preparing students for occupational and personal success through developing their communication skills. The department offers a variety of 100-level communication courses that meet general education requirements. ***Notably, the COMMUNICATION STUDIES department is the only area where the A1 requirement for CSU transfer can be met***. Courses are taught in various learning environments and at various times in order to create more access for students. Course offerings include traditional face-to-face classes, various late start schedules, 100% online, online-hybrid, morning, mid-day, and evening.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,636	2,760	2,596	2,488	2,572
FTEF	17.40	18.20	18.18	17.60	18.20
WSCH per FTEF	455	452	425	421	420



	13-14	14-15	15-16	16-17	17-18
Sections	87	91	92	88	91
% of online enrollment	12%	13%	14%	16%	17%
Degrees awarded	4	9	10	12	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: COMMST maintains FTEF load of nine but functions with four FTF and ten adjunct faculty. COMMSTs FTES increased between 2013-14 and 2014-15, which is why the department maintained approximately the same number of course offerings 2015-16. However, COMMST noticed a drop in productivity and after reevaluating the following year (2016-17), decided to reduce number of sections offered to meet the current needs of the students, which explains the decrease in FTES in 2016-17. However, COMMST recognized the need to begin expanding its offerings in 2017-18. As a result, increasing sections, serving more students, demonstrating growth and increasing FTES in 2017-18. WSCH per FTEF remained consistent with the previous year. COMMSTs SUCCESS and RETENTION rates continue to remain consistent with the college average (SBVC success 66% and retention 89%). It must be noted that COMMSTs productivity rate will never reach the general campus goal because of class caps. Class caps have been set according to pedagogical factors that influence the success of students in the course. Approximately 85% of course offerings have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses. As a result of the steady increase in % of online enrollment, COMMST continued to increase online offerings to continue to meet the needs of the students. COMMST is pleased with the steady number of AA-T degrees awarded, tripling in the past five years.

Progress from Last Year's Action Plan: Progress has been made from last year's action plan. COMMST continues to advocate for more full-time faculty through program review documents. COMMST continues to assess the needs of the students, adjusting course offerings accordingly. As a result, COMMST experienced growth in FTES this past year. COMMST has evaluated success rates between full-term and short-term class, finding that students do better during short term classes, so the number of weeks in the courses offered were adjusted for the upcoming spring 2019. COMMST has also explored with FREE "Open Educational Resources (OER)." One COMMST faculty member took the lead to see how it works out, and bring the rest of the department on board. COMMST continues to market the program by attending appropriate events to promote the department. For example, attending the Welcome Back event and distributing department fliers, attending a United Way event for young women, promoting career opportunities in COMMST, and participating in an event hosted by the counseling department, sharing

SAOs/SLOs/PLOs: The program SLO summary for the past three years demonstrates approximately 83% of students have met the PLOs.

Departmental/Program Goals:

INCREASE ACCESS by expanding the number of FTF and continue to evaluate the course offerings.
PROMOTE STUDENT SUCCESS through increasing sections using free Online Educational Resources (OER). COMMST looks forward to continuing to host its annual speech and debate tournament.
IMPROVE COMMUNICATION through continuing to promote the program and grow the number of AA-T degrees awarded.

Challenges & Opportunities: COMMST continues to look forward to expanding the program. However, this goal will remain difficult to achieve as long as COMMST continues to function with four FTF. ACCESS and STUDENT SUCCESS will be jeopardized if COMMST continues to function with four FTF, and ten adjunct faculty, but with a FTEF load equivalent to nine FTF.

COMMST is concerned about being able to maintain student success with only four FTF while having load for nine FTF. COMMST continues to experience a challenge staffing all of the sections offered. COMMST continues losing adjunct faculty to FT jobs and it is making it difficult for the department to staff classes. This shortage is not unique to SBVC. Many surrounding communication studies departments have contacted SBVC looking for adjunct faculty, including our sister school CHC.

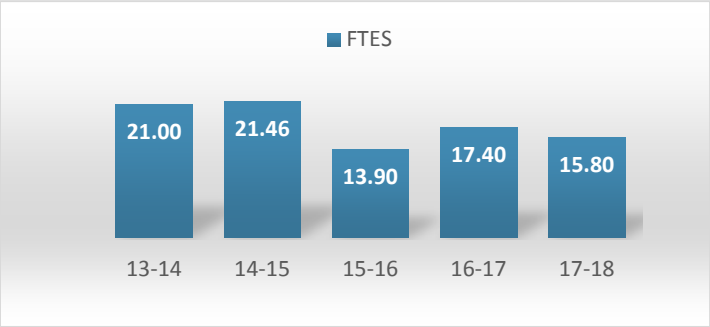
While the success rates are on target with the campus success rates, the department will continue to evaluate success rates and examine approaches to take to increase them.

Action Plan:

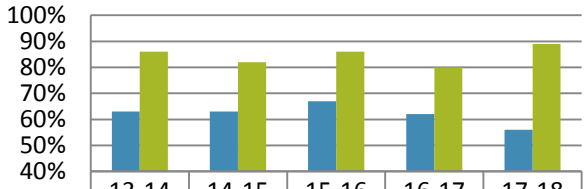
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Continue advocating for more full time faculty through program review documents.	Increase number of full-time faculty in the department.	Funding	Now, ongoing.
• Evaluate different approaches to improve success rates, especially online courses. Increasing sections using free Online Educational Resources (OER). Continue to examine the impact the length of our classes has on student success.	Increase success rates.	Faculty training and additional research.	Now, but hopefully see statistics changing by Fall 2020 (2years)
• Continue to market our program , distributing COMMST brochures to help inform our students of department offerings and the AA-T Degree. COMMST will also be more visible by attending appropriate events to promote the department.	Continue to increase the number of degrees awarded.	Update and print brochures and fliers to distribute.	Now, ongoing.

DANCE — 2017-2018

Description: Dance is one of the most rewarding of all human endeavors, and the dance faculty and students in the department share a deep love for their art with a common desire to achieve excellence. The curriculum provides basic preparation for further study in a variety of dance disciplines at the community college or university level. It is the goal of the dance department to help students develop their dance potential to the highest possible level.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	105	115	76	87	79
FTEF	1.14	1.63	1.06	2.00	1.43
WSCH per FTEF	551	395	394	261	331



	13-14	14-15	15-16	16-17	17-18
Success	63%	63%	67%	62%	56%
Retention	86%	82%	86%	80%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	8	19	12	20	17
% 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: Enrollments have fluctuated over the past five years, and 2017-18 is slightly lower that last year. Looking at the last two years, however, enrollment is still higher now than two years ago and that is probably because classed are now held in the new dance studio. The program remains strapped, however, for facility use as the department has access to the studio only two days/week. The program has been able to add ballet and plans to bring back their History of Dance course which meets GE requirements in an effort to boost enrollments. Success and retention rates also fluctuate with enrollments with the success rate 6% lower than last year, but the retention rate has risen 9%. The program runs entirely with part-time faculty teaching "stacked sections," so though the data reflects 20 sections; in reality, three classes are offered.

Progress from Last Year's Action Plan: The program's primary goal has been to increase enrollments. While the program participated in a variety of outreach activities with the Performing Arts department, hosted showcases and workshops they did not achieve the goal of increased enrollment. In fact, these efforts have seen a decrease FTES by 1.6 from last year and early data shows the program is still struggling for minimal growth this year.

SAOs/SLOs/PLOs: Faculty have assessed SLOs in all courses offered. Assessment indicates that students are successful in achieving expected outcomes. All students participate in end of semester showcases as part of their final assessment. As the program has grown, the showcase has moved back to the auditorium for these showcases.

Departmental/Program Goals: The department's primary goal is once again to increase enrollments while providing greater access to performance education to our students. The department has several activities planned to accomplish this goal. These include continued outreach and recruitment with area high schools, greater publicity for showcases, increased partnerships with the other programs within the performing arts and discussions with counseling about the merits of dance performance classes.

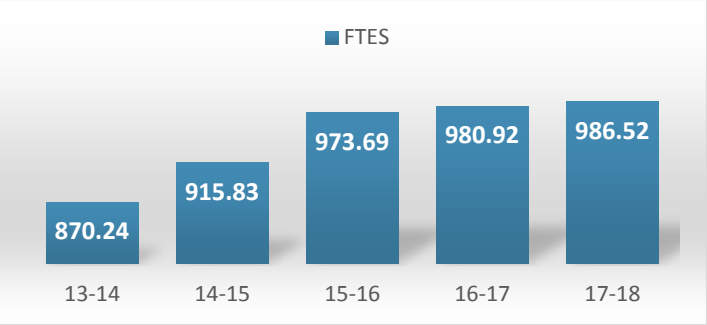
Challenges & Opportunities: Due to the fact that most of the courses within the dance program have limited transfer and degree applicability (lifelong learning), counselors do not frequently recommend these courses to students. The department intends to work with our articulation officer to explore curricular enhancements to improve transferability of the performance-based courses. An additional challenge is the limited time available for dance courses in the studio as it is shared with the kinesiology department. The department desires to add additional courses, but must balance this with limited classroom availability.

Action Plan:

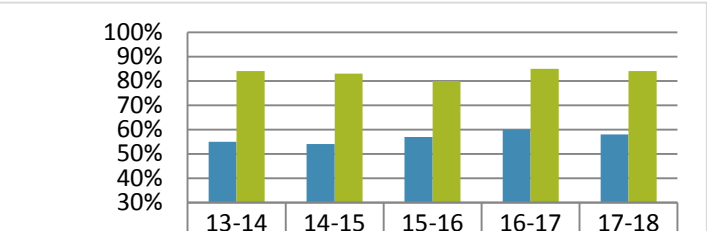
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Participate in outreach/ recruitment activity including faculty concert, Wolverine Showcase and other local events	Increase enrollment	Faculty time	18-19
Increase course offerings to include Dance 200	Increase enrollment	Faculty time	SP19
Add current course curriculum to include alternative dance forms such as hip hop and/or ballroom	Increase enrollment	Faculty time	18-19

ENGLISH with ESL — 2017-2018

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, basic skills students, AA-T English degree majors, and ESL students. Courses are designed to foster practical and academic writing, critical thinking, comprehension skills, and communication skills. The department has carefully reviewed the overview description of our program with the college mission and student needs in mind, and we believe this description is an accurate representation of our program, balancing the needs of our basic skills students and our transfer students.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	6,679	7,024	7,462	7,533	7,569
FTEF	64.10	68.23	72.23	75.51	76.89
WSCH per FTEF	407	403	404	390	385



	13-14	14-15	15-16	16-17	17-18
Success	55%	54%	57%	60%	58%
Retention	84%	83%	80%	85%	84%

	13-14	14-15	15-16	16-17	17-18
Sections	270	282	304	310	308
% of online enrollment	10%	12%	12%	12%	13%
Degrees awarded	2	2	10	20	11
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- After significant increase in FTES 2015-18, slight increase in FTES last year and unduplicated enrollment, mirror college growth. Plateau suggests department meeting demand.
- Enrollment is up slightly reflecting FTES. Slight increase in FTEF up 1: department has load for 38 full-time faculty has 17. Thus, 57% of classes are adjunct taught FA2018 (84 of 150 sections). Years of growth with stable success and retention strongly support request for additional full-time English faculty. Otherwise, the percentage of courses taught by FT faculty will continue to decline below the current 43%, which is well below 50% (FON).
- Following period of WSCH stability with significantly increased FTES and enrollment, current WSCH is slightly lower, suggesting English meets student demand and faculty are not adding above class caps, recently enforced at the contractual # 25. Dept. WSCH will always be lower than college goal due to contractually-set class caps and classroom seating limitations. It should be noted that the college maximum efficiency can never be more than 450 (VPI 9/21/2018).
- Section total increase has plateaued likely due to the lack of classrooms and depleted adjunct pool.
- One percent online section increase indicates more online sections offered to meet demand.
- AA-T English degrees awarded doubled. FA2018 =180 declared English majors (Research 9/18) supports department progress on and commitment to AA-T English Degree outreach.

Progress from Last Year's Action Plan:

- Needs assessment documents submitted for two full-time faculty—not hired.
- Newly enrolled ENGL majors enrolled in Canvas—completed, ongoing with FA2018 list being entered.
- Updated resources ENGL majors Canvas—completed, ongoing; AA-T English degree updated SP18; ongoing mentoring of ENGL majors.
- Subcommittee—accelerated classes—discussion resulted in FA18 offering two sets of eight-week classes (914/015). Data to be analyzed but current focus is AB-705.
- Guided Pathways—due to severe time restrictions and major curricular changes, AB-705 is primary dept. focus. Little direction from the college re: pathways.
- Contact local K-12 schools—resulted in partnership with Urbita Elementary School—one ESL class taught there FA18, more planned for SP19; FA18 & continued outreach.
- Subcommittee to work with Diesel—AB-705 has redirected focus.
- Sources of funding for writing center—department is actively pursing funding sources, including equity, basic skills, and budget augmentation through program review.
- SI across disciplines—department is actively advocating through program review, academic senate, and other meetings across campus.
- CASAS ESL assessment test—department has successfully acquired CASAS and adopted recommended cut scores for placement in non-

SAOs/SLOs/PLOs:

English: Continuing to work to increase students in the AA-T degree (G2) is supported by the three-year PLO review (Completed S17), which shows students in program are meeting PLOs at a high level (80+%) demonstrating the program is viable and achieving learning outcomes. The goal to advocate for institutionalization of SIs (G9) is supported by instructor reflections in SLO reports of courses that have utilized SIs.

ESL: SLO instructor reflections support the need to research assessment tools for non-credit ESL courses (G10) to give students better info to place themselves into these courses. With CASAS in place for FA19, will collect SLO data and reassess.

Writing Center SAO: Each semester the Writing Center collects, reviews and reports on SAOs on its tutoring services. Based on the SAOs collected, updates to scheduling process were made to address the need to increase tutor availability for students without appointments. The changes have been met with positive response from students and have increased the efficiency of the Writing Center. However, even with these scheduling updates, based on the comments that students made on the SAO surveys, one of the common themes was the need for more tutors to provide increased tutoring support (G8). This can only be achieved with an increased stable source of funding.

Departmental/Program Goals:

1. Add two full-time, tenured faculty positions—**strategic goal 2**
2. Continue to increase # of AA-T English degrees awarded—**strategic goal 1 & 2**
3. Investigate guided pathways—**strategic goals 1 & 2**
4. Expand ESL program by seeking partnership with K-12—**strategic goal 1**
5. Work to institutionalize funding for writing center tutors (absent of SSSP/student equity/basic skills funding)—**strategic goal 2**
6. Given the value of the SI program, the department will advocate for institutionalization of SI program across disciplines—**strategic goal 2**
7. Comply with AB-705—**strategic goals 1 & 2**

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

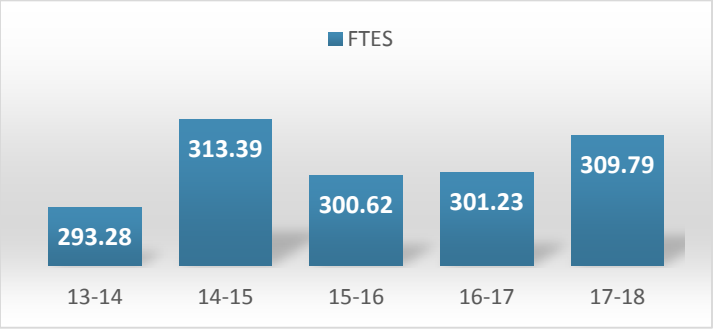
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1--Submit program review docs	1, 5, 6, 7	Data, forms	Oct. 2018
2--Update Canvas ENGL majors community	2	Data/time	Oct. 2018
3--Send faculty to Guided Pathways training	3	Professional development	Sp2019–ongoing
4--Meet: Joe Baca Middle School	4	District support/MOU	SP19 or FA19
5--More tutors for AB-705	5	Program review documents,	SP19 for FA AB-705 compliance
6--Work w/SI Coordinator and Academic Senate to advocate SI across disciplines	6	meet w/admin. Data/attend meetings	SP19 for FA AB-705 compliance SP19 for FA AB-705 compliance
7--Hire FT English faculty	7	Program review docs	SP19 for FA AB-705 compliance
8--Secure 12 ChromeBook carts	7	Program review docs	SP19 for FA AB-705 compliance
9--Create & conduct 101 training/workshops for all ENGL faculty	7 7	Program review docs/prof dev Program review docs/faculty	SP19 for FA AB-705 compliance SP19 for FA AB-705 compliance
10--Hold workshops/training for 015 re: FA18/SP19	7	input, time, funding for compensation for PT faculty	

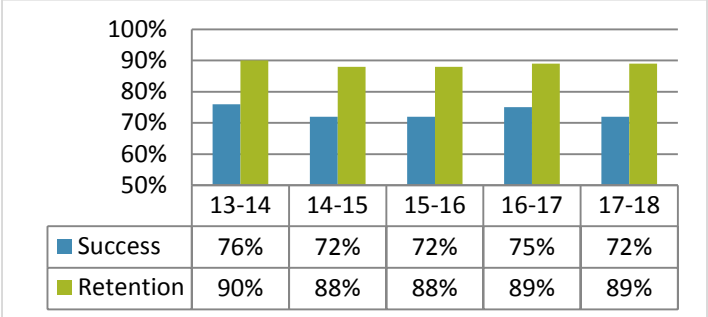
San Bernardino Valley College

MODERN LANGUAGES — 2017-2018

Description: The Modern Languages department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and ASL courses for non-native and native speakers. The goal for students is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. All transfer-level courses are articulated with CSU/UC system.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,879	2,012	1,943	1,965	2,033
FTEF	18.06	19.33	21.13	20.86	22.33
WSCH per FTEF	487	486	427	433	416



	13-14	14-15	15-16	16-17	17-18
Success	76%	72%	72%	75%	72%
Retention	90%	88%	88%	89%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	59	63	68	72	74
% of online enrollment	9%	11%	18%	15%	14%
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:

- Arabic WSCH decreased 7.4% , retention & success strong with both at 92%: small class sizes, increased teacher: student ratio may result in increased success rate. Possible waning interest in Arabic as a language. Better advertisement needed to inform students of the offerings.
- ASL WSCH increased 1.1% , strong retention—91%, acceptable success—72%, stable offering of online courses at 11%: courses continue to be grow, need to determine techniques to improve overall success rate.
- SPAN WSCH decreased 7.4%, retention strong—87%, acceptable success—72%, decrease in online offerings 20—16%: overlapping course offerings may have affected lower enrollment, upper level courses have lower level enrollment, FT faculty decreased the number of online courses they teach, need to open online course sections to PT faculty
- FREN WSCH highest in department with 8% increase, strong retention—85%, but lowest success—59%: Additional inquires are needed to assess the cause for the low success rate.
- Department summary: FTEF increased due to demand for courses, FTES have increased 2.85%, WSCH is down 3.9% despite increased FTES indicates overall class size has decreased, success rate slightly decreased but acceptable at 72% and has remained between 72-76% over the past five years, retention rate stable and strong at 89%. With retention remaining stable, success rate should be focused on for improvement and work on increasing class sizes.

Progress from Last Year's Action Plan: Six department goals given priority with an action plan. Goals and progress are as follows: 1) create SPAN AA-T: Initial research into the process & requirements for establishing a SPAN AA-T completed, but implementation hasn't occurred; 2) Review SPAN 157: SPAN 157 SLOs were revised, SPAN 102 was changed from a pre-req to an advisory and has been submitted for rearticulation. Course is scheduled for spring 2019 pending state approval; 3) Expand course offerings: expanded by offering French 101/102 as part of the regular cycle, and additional ASL 109 courses are offered at several HS campuses; 4) Improve pass rates in classes: Success rates did not improve, but continue to be acceptable; 5) Expand partnerships with department: Partnerships with local HSs improved with additional ASL courses offered for concurrent enrollment; and, 6) Revise ASL SLOs: SLOs for ASL 109/110/111/112 were revised in collaboration with PT faculty and in place for the 2018-19 academic year.

SAOs/SLOs/PLOs: In looking at the SLO summaries for the year, one of the main challenges is the manner in which this information is aggregated. The summaries are categorized by subject matter, rather than a department summary. In addition, the summaries indicate there are numerous methodologies being used to assess common SLOs. While the summaries are indicating multiple methodologies, it is due to the limitations of the reporting system and lack of being able to recognize similar methodologies that may be worded differently. Overall, the SLO summaries indicate the of SI Leaders has been helpful for students in meeting the learning outcomes. More FT and PT faculty are requesting SI Leaders. Faculty met this semester to streamline SLOs with respect to categories of language covered rather than specific grammatical topics. The Spanish final exam is reviewed each academic year and changes are proposed and implemented as needed. The ASL faculty are working towards a common SLO assessment in attempt to meditate the reporting issues.

Departmental/Program Goals:

1. Hire a FT ASL faculty member to meet increased demand in ASL courses and to better align with best practice pedagogy; more student faculty contact to increase student success. All of these points would improve availability and student contact with full time faculty. ASL faculty FTES is equal to 3.74 with only 1 FT position currently in play, which is not in alignment with the best practice pedagogy. There continues to be a demand for increased ASL course offerings, hiring additional PT faculty will continue to skew the FTES number and be further misaligned.
2. Improve overall department success rate to 77% in an attempt to improve the five-year average of 73.4%.
3. Launch completed SPAN AA-T to potentially increase overall enrollment and increase WSCH. Students may be more interested in SPAN courses if there is an end goal and direct transfer possible.
4. Offer 1-2 non-credit courses in ASL to meet the campus strategic plan and capture potential additional funding. In additional, non-credit courses may attract additional students to credit courses and increase WSCH.
5. Offer Mandarin 101 as a method to providing a diverse course offerings to provide students additional and diverse options at their home campus. This course also meets the increased demand for Mandarin acquisition and use in the workforce.
6. Improve communications with adjunct faculty as a method for improving success rates in all classes, as well as improve overall retention rates.

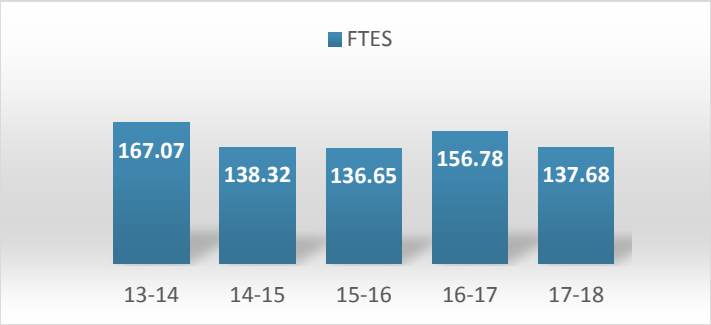
Challenges & Opportunities: Challenges: 1. Sufficient FT ASL faculty representation to align with best practice pedagogy; more student faculty contact to increase student success and meet the growing need for additional credit/non-credit course offerings; 2. Obtaining disaggregated data to better analyze information; 3. No increase in student success despite it being a goal in the past year/s; 4. Training, communication and involvement with adjunct faculty to align how students are assessed and how to improve success rates; current FT faculty have limited time resources to conduct training and regular communication follow ups; 5. Increasing the WSCH for the department overall, which will require increased class sizes; 6. Increasing the number of online course offerings to return to the high of 18% from three years ago, or at least not decrease the number; 7. Insufficient use of Starfish (early alert); 8. decrease in access to tutoring; 9. Training of adjunct faculty with early alert system, tutoring access, etc.; 10. Retention of FREN and ARAB PT faculty to provide stable instruction and have effective training; 11. Increasing success rate. Opportunities: 1. Maximizing use of Starfish in every course to increase student success; 2. Maintain the increase of FTES; 3. Complete faculty schedules and course offerings based on data and streamline the process to eliminate overlapping course sections.

Action Plan:

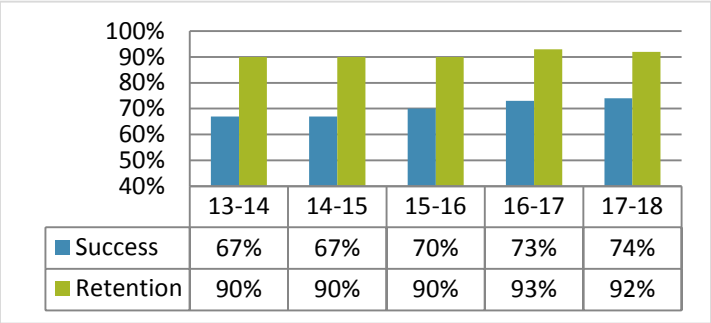
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Submit needs assessment document to program review 2. Create additional, ongoing and transparent communication avenues within department 3. Meet with articulation officer for curriculum 4. Submit 1-2 courses to CurricUNet by given deadlines 5. Include at least one section offering for Fall 2019 and fly position for instructor 6. Hold regular meetings with invitations being made to all faculty within the department	▪ Hire full-time ASL faculty member to meet increased demand in ASL courses and align with to better align with best practice pedagogy; more student faculty contact to increase student success. Improve overall department success rate to 77% ▪ Launch completed SPAN AA-T ▪ Offer 1-2 non-credit courses in ASL ▪ Off Mandarin 101 ▪ Improve communications with adjunct faculty	▪ Approval by Program Needs Assessment ▪ Training on early alert system (Starfish) with faculty across the department, as well as the definition of success ▪ Establishment of a work group and timeline to maintain forward movement ▪ Faculty to research specific needs, write and launch curriculum ▪ Recruitment of faculty to teach new course ▪ FT faculty, time to facilitate meetings, communication, etc.	▪ As soon as possible, but is dependent on Program Review approval ▪ Complete trainings by end of 2018-19 academic year ▪ AA-T launched in CurricUNet by 6/30/19 ▪ Launch curriculum in CurricUNet by 10/01/18 and offer courses by Fall 2019 ▪ Recruit faculty Spring semester 2019 for courses offered Fall 2019 ▪ Ongoing

MUSIC — 2017-2018

Description: The Music program, part of the larger Performing Arts department, provides preparation for careers in music while also preparing students for transfer to four-year institutions. The program in recent years has significantly expanded, moving into the field of instrumental music performance, community outreach concerts and early childhood music education, connecting with high school music programs with shared concerts and music festivals, targeted campus performances as well as larger and more elaborate concerts.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,312	1,127	1,106	1,369	1,258
FTEF	9.58	11.12	11.44	14.08	13.07
WSCH per FTEF	523	373	358	332	316



	13-14	14-15	15-16	16-17	17-18
Success	67%	67%	70%	73%	74%
Retention	90%	90%	90%	93%	92%

	13-14	14-15	15-16	16-17	17-18
Sections	55	75	91	105	101
% of online enrollment	6%	8%	8%	10%	11%
Degrees awarded	0	2	0	2	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: Both duplicated enrollment and FTEF declined slightly from the year 2016-17 as we experienced decreasing enrollment in our performance classes. While enrollment in the music appreciation/history classes remained high during the 2017-18 school year, this decreasing enrollment in our performance music classes contributed to a lower WSCH/FTEF productivity. Additionally, applied music requires very low enrollment which reduces productivity. While the numbers were not in for degrees awarded at time of writing this report, anecdotal evidence suggests a modest increase in graduating music majors in 2018. The increase in degrees awarded is likely due to the implementation of a new AA-T degree. Online enrollment is up 1% while certificates awarded remains unchanged. The decreasing number of sections is attributable to cancelled classes due to low enrollment in some of our duplicated sections.

Progress from Last Year's Action Plan: The focus of last year's action plan was enrollment. During this period, ensembles traveled to six high schools, performing and recruiting for future classes. The Honor Band was implemented as a summer program to recruit interested musicians. The opera ensemble performed multiple concerts for increasing audiences, with a focus on both recruitment and childhood education (K-12 performances). Myriad performances were given throughout the year by our advanced ensemble. Instrumental and vocal faculty held a number of workshops with high school ensembles, utilizing this opportunity to discuss enrollment at SBVC. It is too early to determine success, but additional recruitment strategies are being discussed for current year implementation.

SAOs/SLOs/PLOs: In assessing data provided by the faculty SLOs, students are again achieving the objectives in great numbers. In reviewing the assessment data, however, a distinction between performance classes and academic classes can be seen. In academic classes little or no change in pedagogical perspective is called. In performance classes suffering from low enrollment however, many of the results, expectations, concerts, rehearsals and choices of repertoire have been impacted. With reduced numbers of students auditioning for advanced groups, more fundamental instruction has occurred in order to meet the needs of a less prepared student ensemble. Clearly, enrollment in these classes is negatively altering the educational approach to teaching such classes.

Departmental/Program Goals: There is a current emphasis in many arenas to move education and curricula from STEM to STREAM. Initiating this discussion at SBVC would change the campus perspective on the ARTS, bringing all into the sphere of awareness of the vital role that the arts play in both education and in life after college. A second goal is to develop and offer a commercial music program. Such a program would generate a considerable increase in enrollment of music majors and minors, prepare students for employment in the field of music and appreciably widen the spectrum of interest in music across the general education populace on campus. The department is currently researching existing programs and curriculum and building an advisory committee to assist in this endeavor. Curriculum for both certificate and degree programs in commercial music are expected to be launched this academic year.

Challenges & Opportunities: The greatest challenge faced by the department is declining enrollment in music performance courses. The department has undertaken substantial recruitment efforts with varying degrees of success. The greatest success has come from reaching out to existing and incoming identified music majors, and those interested in becoming music majors at regular, monthly meetings that help students focus on goals, identify upcoming courses and information about transfer auditions, etc. This has resulted in a cohort of students and faculty with common goals. Opportunities exist in working with STEM faculty and staff to create STEAM programming. Additionally, a new commercial music program, with ties to the Media Academy guided pathways cohort, provides opportunity for growth and employment opportunities for students.

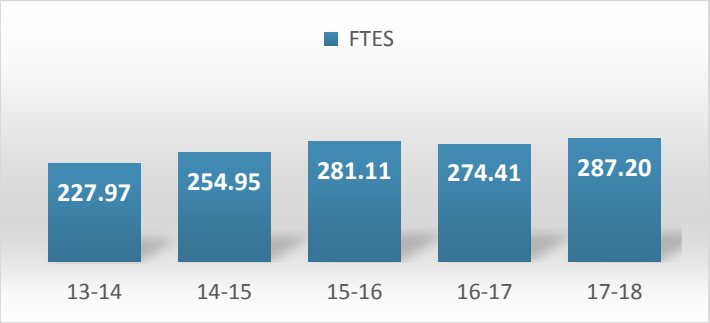
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Investigate colleges that successfully converted STEM to STEAM programs	Form a committee to explore a conversion process on this campus.	Chairs of appropriate departments, VPI, Counseling Dept.	2019-20
Develop certificate and degree in Commercial Music	Launch curricula	Fund a professional expert to write curricula	Spring 2019
Explore scheduling options of ensembles to find optimal times for performance classes	Adjust schedules, interview students, monitor enrollment data recruit from high schools	Faculty time	Ongoing

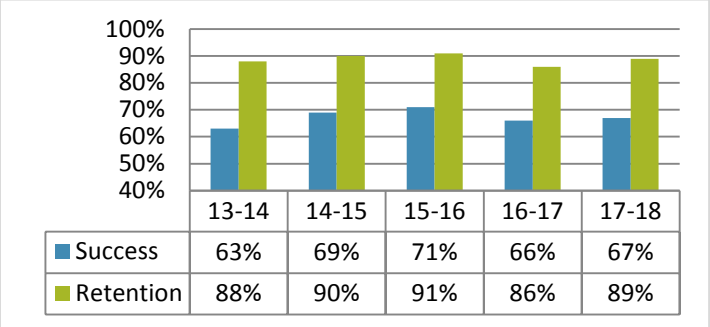
San Bernardino Valley College

READING & STUDY SKILLS — 2017-2018

Description: The Reading and Study Skills department offers courses designed to improve reading comprehension, vocabulary development, critical thinking and study skills. Entering students use their assessment scores to select the appropriate reading course as determined through the SBVC assessment process. READ 950, Reading Skills II, is the prerequisite course for ENGL 914, Basic Writing. Other developmental reading courses: READ 905, Reading Foundations; READ 920, Reading Skills I; and READ 015, Preparation for College Reading, prepare students for success in other courses across disciplines. In addition, the department offers college-level, CSU-transferable reading courses: READ 100, College Academic Reading; and READ 102, Critical Reading as Critical Thinking. READ 102 meets the CSUs "critical thinking" requirement, General Education, Breadth A3.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,255	1,326	1,360	1,471	1,504
FTEF	17.53	18.40	19.12	20.05	19.70
WSCH per FTEF	390	416	441	411	437



	13-14	14-15	15-16	16-17	17-18
Success	63%	69%	71%	66%	67%
Retention	88%	90%	91%	86%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	53	56	57	61	60
% of online enrollment	15%	16%	25%	30%	25%
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 increased, indicating that the department has met current demand. Duplicated enrollment increased which is attributed to the department's decision to schedule several eight-week cohorts, where many students completed 2 reading courses in one semester. The department currently operates with three FT faculty, but has load for ten FT department faculty. In the Reading and Study Skills department, PT faculty teach 53% of its sections which is an improvement. Last year, PT faculty taught 70% of its sections. Notably, FTEF decreased slightly. For pedagogical and logistical reasons, classes are capped lower than the expected average of 35 students per class; as a result, WSCH/FTEF will always be lower than the expected 525. Retention and student success have increased, which is attributed to, in part, the department's decision to offer additional accelerated, short-term READ sections. The department's number of sections decreased by one because of its commitment to improved fill-rates, and maximized instructional productivity. The percentage of online enrollment decreased by 5%, as the department offered a more balanced variety of instructional delivery options from which to choose: on-campus, online, and hybrid.

Progress from Last Year's Action Plan: The department made progress from last year's action plan. For example, one of the department's 2016-17 goals was to secure funding so it could renew its "Reading Plus" subscription. This goal was met; the Basic Skills Committee funded the department's web-based, supplemental reading intervention program, March 2019-March 2022. Second, regarding noncredit READ courses, department FT faculty currently participate in the College's Guided Pathways planning, and anticipates noncredit READ courses to be included in select CTE guided pathways, along with other instructional areas. Next, regarding accelerated reading courses, throughout the year, the department offered six additional accelerated reading courses, where students completed two reading courses in one semester. Moreover, to maintain up-to-date curriculum, the department evaluated its SLOs and updated its curriculum to better meet students' instructional needs. Finally, regarding the department's replacement, FT position, the department did not hire a FT READ faculty as scheduled. Due in part to a failed hiring search. However, at this critical time in basic skills instruction, this may be best. The department must consider AB 705's mandates. Anticipate an immediate reduction in its number of sections offered; the greatest reduction projected for Fall 2019, and plan accordingly. As a result of said projections, the department forfeited its opportunity to hire a FT READ faculty. Instead, the department collegially and graciously recommended that the college transfer its open FT position to the college's most needed faculty position as identified by the program review process. As soon as READ's staffing needs change, the department

SAOs/SLOs/PLOs: SLOs are evaluated at the end of every semester; full-time and part-time faculty participated in the process. SLOs were used to influence department goals. For example, through faculty's reflection comments it was suggested that the department develop a self-paced, noncredit reading lab course. In this instructional environment, students have the opportunity to enroll in a reading lab course, and repeat it as often as the student needs to improve basic reading skills, up to 6th grade reading-level, based on Fry's Readability Scale. As such, department faculty modified its current noncredit READ course to better support student success in noncredit courses.

Departmental/Program Goals: As aligned with the College's EMP Goal 1.2, "Increase the number of accelerated basic skills courses," the department's goal is to grow its FTES by increasing the number of accelerated READ courses. It will offer at least two late-start and short-term sections per semester as appropriate. As related to the College's EMP Goal 1.3.1, "Increase access to linked-courses," the goal is to continue scheduling linked, eight-week courses. It will create the opportunity for students to complete two reading courses in one semester. Regarding the College's EMP Goal 1.8, "Improve access to transfer courses," the department's goal is to strengthen its curriculum including its 100-level, CSU-transferable curriculum. Beginning FA19, the department will offer READ 100 and READ 102 each semester to meet anticipated departmental advisories and prerequisite demands across the disciplines. The department will modify its current noncredit curriculum to meet students' needs. It will offer noncredit reading lab classes: day and evening sections. This specific departmental goal relates to the College's EMP Goal 1.11.3, "Explore the expansion of non-credit courses." The department will expand noncredit courses as needed. Also, the department will review new instructional materials for students enrolled in READ courses without prerequisites. It will also consider incorporating a READ SI tutor, to provide supplemental instruction for students enrolled in noncredit READ lab courses.

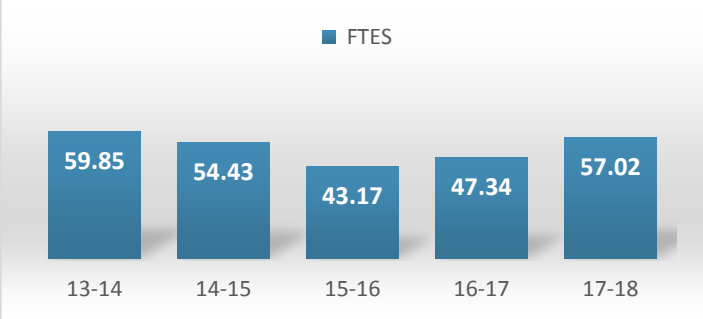
Challenges & Opportunities: **Challenges:** **1)** AB 705, which expects CCC students to complete college-level English and math within one year (two semesters), effective FA19, does not name READ, specifically. However, AB 705 has a considerable impact on the department as its READ 900-series (905, 920, and 950) is currently tied to the ENGL sequence. Historically, 66% of READ's sections (20 out of 30 sections) are courses from its 900-series. Beginning FA19, its 900-series will no longer be offered as these courses are outside of AB 705's ENGL 101 expected completion perimeters; **2)** Significant READ curriculum revisions are needed to comply with recent legislation; **3)** READ SLOs must be re-written to reflect READ's refined instructional focus; **4)** New instructional materials are needed to meet a wider span of students' needs; **5)** Noncredit READ course modifications are needed to meet the demand of students requiring basic READ instruction. **Opportunities:** **1)** Schedule and complete a faculty site visit to Long Beach City College (LBCC), to learn how it successfully reduced the number of courses in their READ sequence, without compromising instructional quality and rigor; **2)** Make significant modifications to READ curriculum; **3)** Rewrite all department SLOs; **4)** Promote the department's paradigm shift which focuses on CSU-transferable READ courses; **5)** Collaborate with faculty chairs across divisions and disciplines; discuss possible READ departmental advisories and prerequisites. Additionally, the department will expand its partnership with FYE and Valley Bound programs designed to support students in transition.

Action Plan:

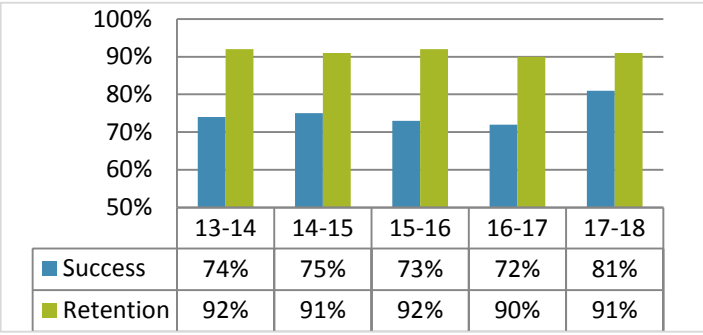
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Schedule visit to LBCC 2. Modify department curriculum 3. Offer college-level READ courses, linked FYE-READ sections, and noncredit READ lab courses 4. Meet with faculty chairs across divisions and disciplines 5. Apply for funding through the Basic Skills Committee and/or Student Equity	• Complete faculty site visit to LBCC's Reading department • Improve noncredit and credit READ curriculum. • Offer CSU-transferable READ courses (FA19), and linked READ courses • Increase READ advisories and prerequisites across disciplines • Secure funding for Chromebook technology and 1 READ SI tutor	• BSC Funding, Summer 2018 • Department faculty involvement • Counseling promotion, campus-wide advertising, and support from interested divisions • Faculty chair support from participating departments • 2018-19 funding applications	June 2018 Fall 2018 Fall 2019 Beginning Fall 2018; on-going Fall 2018

RADIO, TELEVISION, FILM — 2017-2018

Description: The Radio, Television, and Film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The department provides a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF. RTVF also coordinates the Inland Empire Media Academy, whose mission is to, in part, establish an active partnership among local school districts, community colleges, universities, and businesses in order to provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community. This mission is accomplished in part through a strong partnership with KVCR-TV and FM where students in the RTVF program help produce news and entertainment programs for broadcast. This partnership ensures our students graduate from SBVC with practical experience at a broadcast station, leading to better employment opportunities.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	424	370	289	322	398
FTEF	5.05	4.43	4.13	3.99	5.74
WSCH per FTEF	355	369	314	356	313



	13-14	14-15	15-16	16-17	17-18
Sections	39	34	30	28	30
% of online enrollment	23%	21%	13%	18%	10%
Degrees awarded	7	10	7	11	9
Certificates awarded	1	2	2	3	3

Assessment:

- The department hit a low FTES of 43.17 in 2015-16, but continues a positive trend up at (57.02). The positive trend is not felt throughout the entire program as some of our lab classes continue to struggle with enrollment. RTVF 133 struggled to meet enrolment numbers and RTVF 232 had to be cancelled in fall 2018. That said moving into spring 2019 the increased numbers look to have a positive effect on class offerings.
- WSCH/FTEF is trending lower in 2017-18 (313) vs. 2016-17 (356), which is similar to 2015-16. The RTVF department retention rates remain consistent whereas the success increased and retention rates increased slightly in 2017-18. Success rate now stands at 82% versus previous years' stagnation in the 70s. The retention rate remains near 90%. *2017-18 degree and certifications completions*. While the overall number of degrees and certificates seems small, this is in part due to the fact that not all courses in the degree transfer to four-year universities in the major. This may change in the years to come as the program now offers an AS-T degree that transfers to CSUs.

Progress from Last Year's Action Plan:

1. Outreach activity is ongoing to local area high schools in Rialto, Colton, San Bernardino, and Redlands; internships from student equity are in progress; interns in the midst of producing ongoing video content for a new YouTube channel and social media.
2. Grant through CSUSB to improve student digital literacy—ongoing; Interns completed a project in spring 2018 with the campus police department.
3. Improve working relationship with KVCR (re: provide students with on-air experience and mentoring)—completed; after meetings with the KVCR leadership, the district board, and the college president, it was agreed to both paid and volunteer positions for students on a variety of news and entertainment programming
4. Completed the Associate of Science Transfer Degree ready for 2018-19.

SAOs/SLOs/PLOs: A common reflection in the courses is "A majority of the students have an excellent grasp of concepts, outcomes and objectives. Those who did not meet course expectations are due to poor participation, lack of work turned in and poor test performance." This is reflected in our success rate overall of 72%. This matches overall meeting SLOs in classes, which averages percentages in the mid-70s. Two courses that were previously taught online (RTVF 104 and 106) are now being taught on campus to increase both retention and success.

While all our lab classes incorporate project-based learning, two faculty received training in project-based learning in spring 2017 and are incorporating new techniques to improve learning and hopefully improve poor participation and poor test performance.

Departmental/Program Goals:

1. Complete courses and certificates for Film and Media Production (Goal 2: Promote Student Success)
2. Improve student success rates in individual classes (Goal 2: Promote Student Success)
3. Increase student access to professionals via field trips and guest speakers (Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)
4. Increase the amount of cash prizes for spring 2019 film festival to at least $5000 (Goal 2: Promote Student Success)
5. Increase the number of film festival submissions to at least 40 from high schools, community colleges, and universities (Goal 1: Increase Access; Goal 2: Promote Student Success)
6. Work with community leaders to develop experiential learning opportunities for our students(Goal 1: Increase Access; Goal 2: Promote Student Success)
7. Work with KVCR-TV to curate bi-annual student programming on KVCR-TV(Goal 1: Increase Access; Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)

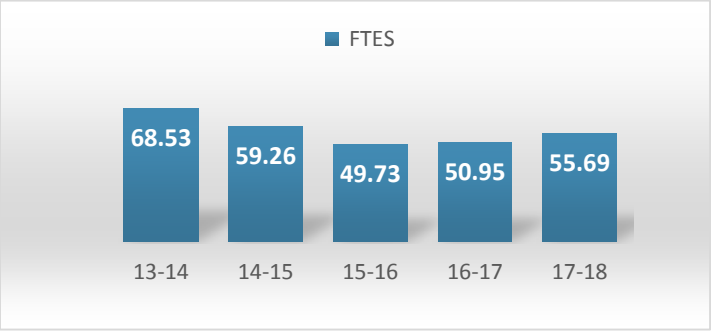
Challenges & Opportunities: Significant challenges are the specialized needs of this highly interactive area of study. Laboratory classes must remain well below the average class size of 35 in order to ensure safety and quality instruction. As the department grows with new IEMA funding and closer ties to KVCR, additional lab sections will need to be added.
The windfall the district received from the sale of KVCR bandwidth ensures not just the growth of the IEMA and the stations, but paid internship opportunities and reaching out.

Action Plan:

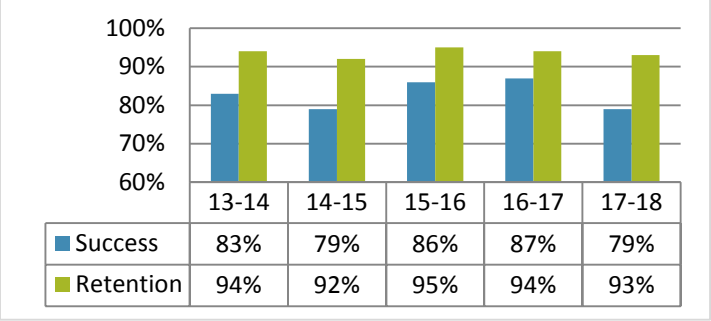
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
•Write and evaluate curriculum •Submit to curriculum committee	Curriculum	Assistance from curriculum committee	Fall 2019
•Advisory meeting, Oct 2018 •Solicit donations, plan and prepare promotional materials	Increase the film festival	Assistance from RTVF advisory committee	Spring 2019
•Advisory meeting, Oct 2018 •Plan and prepare promotional materials •Contact RTVF departments at local high schools, colleges, and universities		Assistance from RTVF advisory committee; graphics from art department; printing; mailing	Spring 2019
•Outreach to start up and non profit businesses •Determine their need for video production •Provide arena for business to express need to students	Provide opportunity for students to pitch	Assistance from RTVF advisory committee and campus career services	Spring or fall 2018-19

THEATER ARTS — 2017-2018

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 the 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. The faculty consists of one full-time and four adjunct professors.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	447	389	336	369	388
FTEF	4.35	4.43	5.06	5.43	6.06
WSCH per FTEF	472	401	295	282	276



	13-14	14-15	15-16	16-17	17-18
Success	83%	79%	86%	87%	79%
Retention	94%	92%	95%	94%	93%

	13-14	14-15	15-16	16-17	17-18
Sections	18	17	19	22	25
% of online enrollment	6%	6%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: Enrollment in theatre classes indicates a slight increase from last year's 50.95 to 55.69 this year. Specialized courses continue to struggle with enrollment issues; the department is working to increase student interest as well as reaching out to the community. The Performing Arts Club (PAC) and the department participate in several community outreach events including San Bernardino Arts Night, The Orange Show, and the SBVC Holiday Festival. PAC is active on campus, participating in events such as Club Rush and New Student Welcome Day.

The program reflects retention rates that are among the highest in the college (93%). The success rates had a slight decrease (87% to 79%).

The number of sections increased from 22 in 2016-17 to 25 in 2017-18. This increase in sections reflects the desire to build the program and to offer all core courses for the major in rotation.

The first Theatre Arts degree was awarded, and per anecdotal information, the number of majors continues to increase, as does the number of students interested in minoring in theatre.

Progress from Last Year's Action Plan:

The department produced *It's a Wonderful Life* and *The Crucible*. KCACTF respondents attended and responded to both productions resulting in 5—Irene Ryan Acting Nominations, 1—Technical Nomination, and 1—Meritorious Achievement Award.

The department continues to explore marketing strategies to increase audience size. Recent strategies include the creation of a theatre alumni group on social media.

The department met and exceeded its enrollment goal with an increase of 4.74%.

SAOs/SLOs/PLOs: The PLOs require a greater commitment to technical and specialized core courses. The SLOs of such courses require equipment/materials and instructors with specialized knowledge.

Departmental/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. Seek opportunities to increase exposure and recognition for theatre arts students, the department, and the college.
4. Consider technical theatre certificate.
5. Increase adjunct pool.

Challenges & Opportunities:

One challenge is to increase the number of students enrolled in specialized courses. The courses often do not count as general education humanities courses, students are often funneled into other courses.

The department needs to grow the adjunct pool. The pool has decreased from five to three in the fall and spring semesters and four in the summer sessions. The degree also requires a greater commitment to technical courses. A full-time technical theatre faculty is needed to boost and maintain the technical courses. A technical theatre professor could guide the creation of a technical theatre certificate. Current technical staff are overbooked with campus events.

Eight SBVC students competed in KCACTF in Mesa, Arizona, in February 2018. Two students were cast in Ten Minute Plays and two students were cast in *Devised Performances* at Festival. Several students received Interact Callbacks resulting in offers for admittance into professional training programs and job opportunities. One SBVC student won a Kennedy Center Costume Design Award. Four students have been nominated for the 2019 festival for *The Crucible*. *In The Heights* has also been submitted for the 2019 festival. Department success at the festival promotes the students, the department, and the college, but financial support is desperately needed.

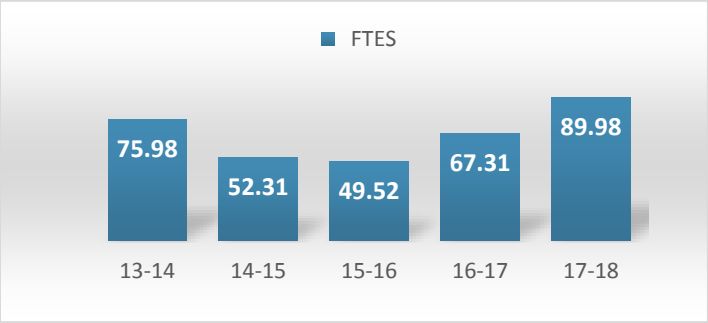
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Encourage students to attend and participate in theatre productions and activities	1, 5	NA	Ongoing
Request full-time technical theatre faculty and increase pool of adjuncts	5	Program review prioritization	Ongoing
Explore sources of financial support for KCACTF (and other competition/festival) participation	4	Foundation, general fund	Ongoing
Explore marketing solutions	1, 4	Marketing	Ongoing
Meet with counselors and financial aid to foster understanding of benefits and job opportunities offered by core theatre classes to reduce enrollment problems	1, 2, 3, 5	NA	Ongoing

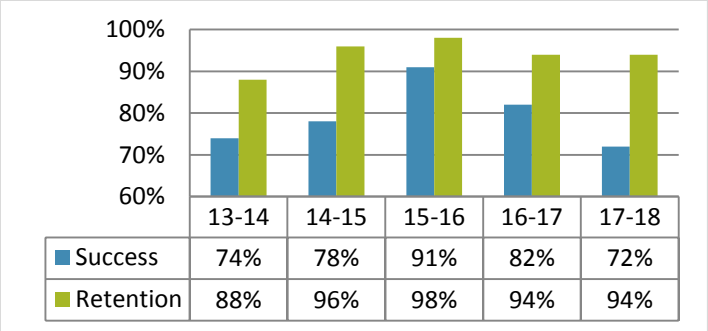
San Bernardino Valley College

WELDING TECHNOLOGY — 2017-2018

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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	463	338	326	463	513
FTEF	7.84	7.82	7.06	7.96	9.39
WSCH per FTEF	291	201	210	254	287



	13-14	14-15	15-16	16-17	17-18
Success	74%	78%	91%	82%	72%
Retention	88%	96%	98%	94%	94%

	13-14	14-15	15-16	16-17	17-18
Sections	39	32	28	32	31
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	0	1	8	2
Certificates awarded	1	6	3	5	5

Assessment:

- FTES increased by 33.68% from the 2016-17 year and is the highest it has been for the five years of data shown. This shows a significant improvement in the program as the FTES has increased by 81.7% from the 2015-16 year to the 2017-18 year.
- Duplicated enrollment is also showing a steady increase and is at the highest level for the last five years.
- FTEF is also up which is expected due to the significant increase in FTES.
- WSCH per FTEF has improved by 42.79% from the 2014-15 year to the 2017-18 year. The 2017-18 WSCH per FTEF of 287 is close to what it was for the 2013-14 year and demonstrates that the program is making strides towards improved efficiency.
- The student success was at a high of 91% for 2015-16 but then dropped to 82% for 2016-17 and then to 72% for 2017-18.
- Retention increased for the 2015-16 year and slightly dropped in 2016-17 and remained stable in 2017-18 year.
- Certificates awarded significantly increased for 2016-17; data for 2017-18 was not available when preparing this report.

Progress from Last Year's Action Plan:

- Because of extra work/time put in by the two full-time faculty, the program was granted funds through Proposition 39 and the Strong Workforce Program. These funds have been used to purchase some of the equipment needed to keep the program up to date with the industry.
- The program was given a one-time budget augmentation through the program review needs assessment process for instructional supplies but was not given an ongoing budget increase even through the cost of consumables have gone up and the program's FTES has significantly increased.
- The program was denied all funds requested for equipment repair for the 2017-18 year.
- The program is still requesting a full time lab assistant and an additional full-time faculty but these requests are consistently being denied.
- Some of the SLOs have been rewritten and approved for fall 2018. The remaining SLOs and the PLOs will be rewritten along with the content review of the curriculum and should be approved for fall 2019.

SAOs/SLOs/PLOs: The success of welding students revolves around industry recognized certifications and their ability to read drawings and successfully fabricate based on a drawing. Our PLOs and SLOs are being updated to better and more accurately reflect this. There are several PLOs that are already in place that meet the criteria: #1) entry into the welding field as a certified/licensed welder, #3) reading and interpreting welding symbols and blueprints, #4) layout and fitting of steel structures, and #5) performance standards that meet the American Welding Society's guidelines.

These show a fairly high percentage (between 90.83% and 95.49%) of students who have met the PLOs based on the curriculum we offer. The feedback from industry advisories has shown us that we need to more rigorously asses these PLOs. To do this, we have expanded some of the course offerings to more comprehensively cover and prepare students for industry required certifications. This in turn requires additional faculty, lab support, equipment, Supplies, etc., as the program's enrollment is increasing.

Departmental/Program Goals:

1. Hire an additional full-time faculty and lab assistant to improve student success and retention.
2. Increase class offerings to improve CTE certificates and increase student access to the program.
3. Improve and modernize equipment to improve student success.
4. Purchase instruction supplies to support student success even with increased enrollment
5. Revise the SLOs and PLOs to meet industry standards.
6. Increase the number of student completing the program certificates.
7. Increase the number of students completing industry recognized qualifications.

Challenges & Opportunities:

- The program has a shortage of instructors. The program is having trouble meeting the needs of current classes and as enrollment increases the program needs to offer more sections. An additional full-time instructor is desperately needed as qualified adjunct instructors are proving difficult, if not impossible to find.
- Having no full-time lab assistant is a serious safety issue that is effecting student success and retention. Instructors our doing the job that a lab assistant would do, as well as their own which takes away time from students.
- Outdated equipment.
- Strong Work Force grant is a possible opportunity for funding.
- Additional instructional supplies are needed to support the increased enrollment in the program.
- Updated SLOs/PLOs will enhance student success and job opportunities.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to advocate for a full-time faculty through program review	#1, Hire an additional full-time faculty and reduce faculty overload	Funding	NOW
Continue to advocate for a full time lab assistant through program review	#1, Hire a full-time lab assistant to improve Safety	Funding	NOW
Continue to apply for grant funds and advocate for funding through program review	#3, Purchase new equipment	Funding	Fall 2019
Continue to advocate for adequate instructional supply funds through the program review process	#4 purchase instructional supplies to support increased enrollment	Funding	Ongoing

Mathematics, Business and Computer Technology Division – Instruction

San Bernardino Valley College

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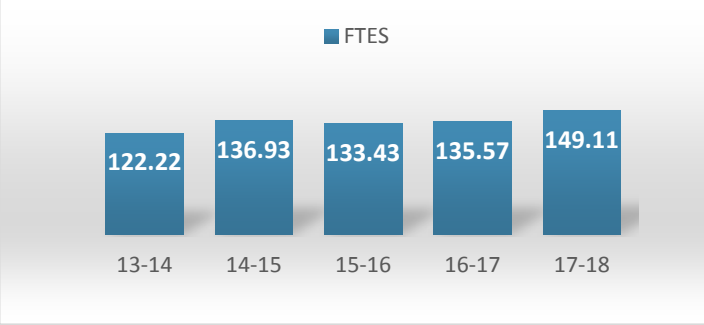
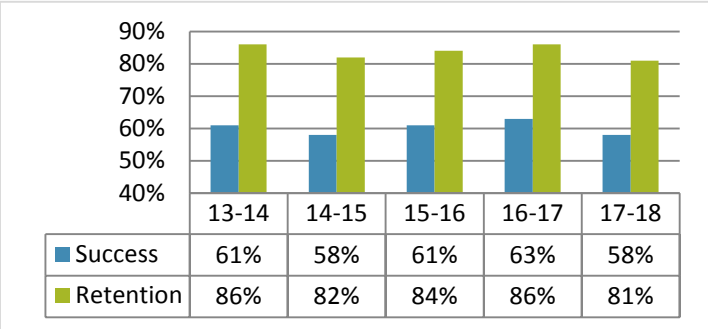
ACCOUNTING — 2017-2018

Description: The Accounting department offers high quality accounting programs which will prepare students for successful careers in business and government. The program provides students with a broad based understanding of the concepts of the accounting field. The programs serve transfer, degree, and certificate seeking students. The program also serves 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. The Accounting department offers an AA degree in Accounting and certificates in both accounting and bookkeeping.



	13-14	14-15	15-16	16-17	17-18
Duplicated enrollment	1,025	1,142	1,115	1,121	1,223
FTEF	7.14	8.01	9.21	10.01	10.14
WSCH per FTEF	514	513	435	406	441



	13-14	14-15	15-16	16-17	17-18
Success	61%	58%	61%	63%	58%
Retention	86%	82%	84%	86%	81%

	13-14	14-15	15-16	16-17	17-18
Sections	30	34	39	42	42
% of online enrollment	50%	62%	72%	64%	67%
Degrees awarded	29	30	39	54	37
Certificates awarded	28	15	21	22	28

Assessment: The Accounting department experienced a 10% increase in FTES while offering the same number of course. However, there was a 46% and 73% drop in degrees and certificates awarded respectively. It is likely that many students are not degree/certificate oriented, instead opting to join the workforce prior to completion. The steady growth of the job market has offered student the opportunity to work. As a result, students defer their education. Online enrollment increased by 3% following the national trend (https://www.usnews.com/higher-education/online-education/articles/2018-01-11/study-more-students-are-enrolling-in-online-courses); however, the overall success and retention rates each decreased 5%, likely due to the increased demands of employment.

Progress from Last Year's Action Plan:

1. Maintained current qualified adjunct faculty while continuing to search for additional qualified faculty.
2. Continued meeting with accounting industry professionals to keep accounting courses up to date with marketable skills.
3. Continued updating technology requirements in all courses to better match the job requirements for the accounting field.
4. Continued modifying online courses to standardized contents.

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

Departmental/Program Goals:

1. Continue to offer accounting courses to meet community needs.
2. Continue to evaluate the accounting programs for possible reconfiguration to meet the needs of students.
3. Research the feasibility of offering tax preparation courses certified by the California Tax Education Council (CTEC) as fulfilling the 60-hour qualifying education requirement imposed by the State of California for becoming a registered tax return preparer.

Challenges & Opportunities: The Accounting department will continue to reevaluate course offerings to increase efficiency and effectiveness in all accounting courses. The department will also continue to offer courses to fit the schedules that match the student population's needs.

The biggest challenge remains to be staffing the classes. There is one full-time, tenured faculty member nearing retirement and a new full-time faculty--both are CPAs. There has been a continued 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 in order to staff the classes. There is competition with other, better funded colleges and universities in the Inland Empire for adjuncts. There is hope to find additional qualified adjunct faculty to lighten the load on the full-time faculty, or there may be a need to consolidate student enrollments into fewer sections.

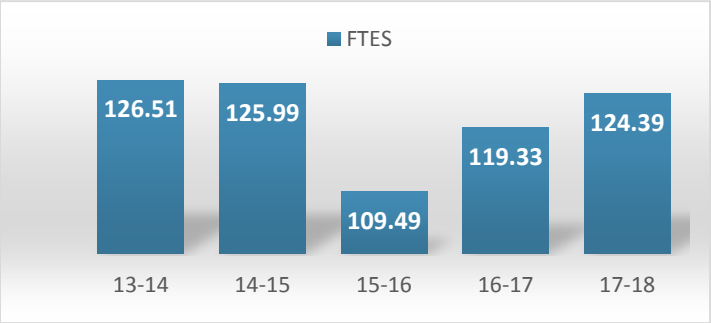
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Continue to offer accounting courses to meet community needs.	Offer adequate numbers of accounting courses.	Adequate courses scheduling and staffing.	Ongoing
2. Continue to evaluate the accounting programs for possible reconfiguration to meet the needs of students.	Courses types/time to be better matching students' needs.	Adequate courses scheduling and staffing.	Ongoing
3. Research the feasibility of offering tax preparation courses certified by the California Tax Education Council (CTEC) as fulfilling the 60-hour qualifying education requirement imposed by the State of California for becoming a registered tax return preparer.	Building department reputation by offering a ready-for-employment certificate.	Qualified staffing and appropriate funding.	Fall 2021

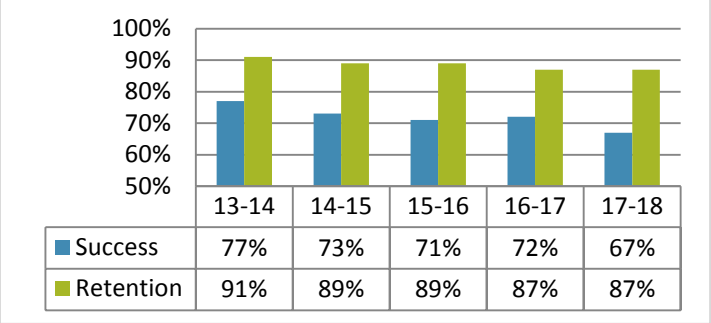
San Bernardino Valley College

BUSINESS ADMINISTRATION — 2017-2018

Description: The Business Administration department inspires its students to pursue productive careers in the business world. Students are provided with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives—both from a hard skills and soft skills perspective. The program offers an AA and AS-T degree in Business Administration. The program also offers Certificates of Achievement in Business Administration, Retail Management, Management/Leadership and soon Entrepreneurship.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,259	1,265	1,099	1,195	1,244
FTEF	7.20	7.20	7.60	8.40	8.60
WSCH per FTEF	527	525	432	426	434



	13-14	14-15	15-16	16-17	17-18
Success	77%	73%	71%	72%	67%
Retention	91%	89%	89%	87%	87%

	13-14	14-15	15-16	16-17	17-18
Sections	38	36	39	43	43
% of online enrollment	40%	36%	36%	58%	60%
Degrees awarded	59	78	87	135	123
Certificates awarded	7	4	1	1	7

Assessment: As a result of unemployment—going down approx. 1.1% (reported August 2018), now being at 4.5%—many students are needing more flexibility in their schedules in order to be able to continue their education. In addition, local employers are requiring employees to further education for personal/business growth. Through continual efforts to offer distributed education (hybrid and/or online)—up 2% over 2016-17 academic year, community involvement and counseling (on campus and local universities), department efforts have continued to garner a desired growth in FTES (119.3 in 2016-17 to 124.39 in 2017-18—a 4% increase) and reduction in our degrees (6%) and increase in certificates (700%) awarded. As would be anticipated, the success rate has dipped slightly (from 72% to 67%)—believed to be a result of more online/hybrid offerings. The main growth, as stated, is in the AS-T's awarded (80 to 82—3% growth). This truly makes sense being that many students started or came to the community college to get their lower level or GE requirements completed in the past several years and then plan to transfer to a four-year institution.

Progress from Last Year's Action Plan: All of the courses in BUSAD are up-to-date and now being offered in either a hybrid or ONLINE format. The major concern is to monitor and watch the success rates as a result of the increase demand in online education—all instructors have indicated the challenge in maintaining student completion in ALL online offerings. Department is 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. 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, the department can now 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. Modifications were made 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 the college serves—to assure stronger success rates, the department is now implementing many OER Textbooks (Open Education Resources - FREE). BUSAD 100, BUSAD 103, BUSAD 105, BUSAD 108, BUSAD 120, BUSAD 151 and BUSAD 210 have been implemented. Other courses are being considered in the semesters to come—as quality resources become available.

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. The department has 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 at this point in time. No change to the SLOs has been needed at this point in time. No need to change the pre-test/post-test method of assessment at this point in time as well. The only real 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. Being that it is difficult to do a similar pre-test/post-test approach at the program level, the department is using the following methodology and/or logic for Instructional Program SLOs: the program SLOs were in fact generated from the course(s) content, and are tied directly to identified individual course SLOs 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 SLOs for the overall program (degree or certificate).

Departmental/Program Goals:

- ✓ Continue to increase offerings to meet community needs.
- ✓ Continue to develop new online and hybrid courses (BUSAD 050 Business Math & BUSAD 105 Entrepreneurship).
- ✓ Continue to expand partnerships regionally with employers (Stater Bros., AMAZON, Cardenas, Ashley Furniture, etc.) and four-year academic institutes – assuring growth.
- ✓ Explore the potential for reinvigorating the business offerings (OER, etc.)—leading to student success.
- ✓ Develop certificates in Entrepreneurship—assuring program growth.
- ✓ Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program(ZOOM, CANVAS Chat, etc.).

Challenges & Opportunities: Business Administration has evaluated efficiency and effectiveness in every course within the discipline—hence allowing higher FTES (4%) and FTEF (3%) rates. Modifications were made to existing certificates and courses to accommodate the community needs. With the increase in demand, modification of existing certificates and additional online and hybrid offerings, the program should see a greater concentrated/desired growth in 2018-19 academic year. As a result of the implementation of the NEW Leadership/Management certificate and Entrepreneur certificates, anticipate a desired increase in awarded certificates. In addition, being that the Retail Certificate 100% is now offered online, enrollment is up approx. 30% in the courses and the program should see an increase in the Retail Certificates in the next several years. The challenges here is going to be maintaining a strong success rate and not allowing it to drop as a result of less face-to-face contact with the student population. One way to explore this is through better student contact via tools like ZOOM or CANVAS Chat.

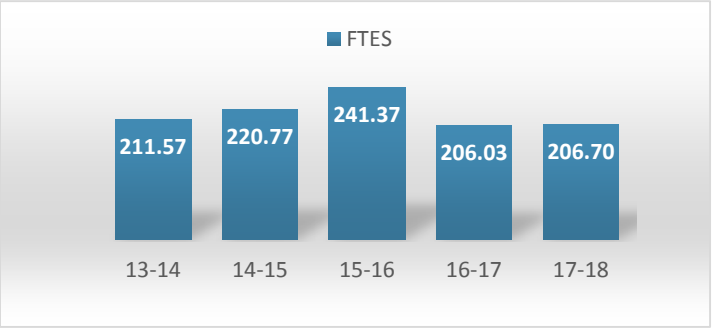
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
✓ Submit NEW certificates.	Goal #1	Faculty time allocation	End of academic year
✓ Continue to assess ONLINE/hybrid offerings to assure student success rates.	Goal #2	Faculty time allocation	End of academic year
✓ Continue to explore OER opportunities to assist in student success.	Goal #3	Faculty time allocation	End of academic year
✓ Continue to evaluate course offerings and SLOs/PLOs to assure student success.	Goal #4	Faculty time allocation	End of academic year
✓ Continue to implement and adjust curriculum offerings recommended by Advisory Committee for community needs.	Goal #5	Faculty time allocation	End of academic year

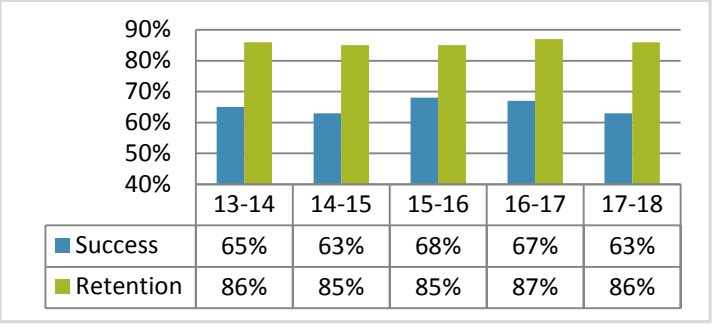
COMPUTER INFORMATION TECHNOLOGY (CIT) — 2017-2018

Description: The Computer Information Technology (CIT) program serves student's needs in the following ways:

- Acquisition of basic through advanced computer technology skills.
- Acquisition of computer skills applicable to current work requirements.
- Preparation for pursuing education in computer technology at a four-year institution.
- Social forum through participation in school clubs, and cyber security competition with other colleges and universities.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,159	1,945	1,753	1,469	1,515
FTEF	16.59	16.78	17.81	16.58	15.86
WSCH per FTEF	383	395	407	373	391



	13-14	14-15	15-16	16-17	17-18
Success	65%	63%	68%	67%	63%
Retention	86%	85%	85%	87%	86%

	13-14	14-15	15-16	16-17	17-18
Sections	77	79	74	68	67
% of online enrollment	77%	85%	92%	90%	90%
Degrees awarded	14	18	13	13	14
Certificates awarded	13	8	13	12	8

Assessment: FTES data for 2017-2018 is slightly higher compared with that of 2016-17. FTES for 2012-13 was slightly higher than the 2016-17, and 2017-18. In contrast, the 2015-16 FTES show much improvement compared to the last previous three years. Many students with employable computers skills were once again been hired, because of the stabilization and recovery of the state economy. Retention for the current year 2017-18 indicated a 1% decrease from the last year data. However, current year retention data show improvement when compared with 2014-15 and 2015-16 data. Student success in the current year (2017-18) indicated a 3% drop from 2016-17. The rest of the data is generally consistent apart from efficiency. WSCH/FTEF remains above the 2011-12 level, it continues to improve. Student success and retention is stable, degree and certificate awards are about the same from the previous year.

Progress from Last Year's Action Plan: The department has made some progress from last year's action plan. The majority of certificates and degrees have been modified and gone through Region 9 approval process. The department has an AS degree aligned with CSUSB information Science and Technology (IS&T) BS degree. CIT continued to expand the academy models; working on outreach and has some articulation agreements with some of the feeder high schools. CIT has developed many non-credit CIT program(s) and certificates, created a digital Forensics certification which was approved by Region 9, and developed new courses in iOS, Android and web security. All non-credit programs, certificates and new courses are waiting final approval at the state chancellor's office.

SAOs/SLOs/PLOs: The analysis of department SLOs downloaded from the College SLO cloud for the years 2017-18, revealed that about 80.37% of the students who completed SLOs understand the hardware and software makeup of a personal computer. The finding is well tied into one of the department goals #4: (Maintain hardware and software currency). In another related area of the SLOs that deal directly with either computer hardware or software, students scored 84.73%; equally, 83.37% of the students queried affirmed that they can recognize computer and network security threats and common approaches to preventing security compromises; students rated their ability to write reports and format business 84.73%. Reader 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."

Departmental/Program Goals:

1. Maintain academic standards of courses
2. Promote student academic achievement
3. Offer courses that are relevant to local job market
4. Maintain hardware and software currency
5. Promote SBVC CS and CIT programs to local high school students
6. Enhance transferability and articulation of courses
7. Liaison with our feeder universities to develop new course and programs for transfer students
8. Create transfers and career pathways for students

Challenges & Opportunities:

Challenges

1. State & ACCJC approval of degrees and certificates
2. Streamlining student completion process
3. Book cost and availability at SBVC bookstore
4. Moving new course and program through the Regional Consortium and curriculum committee in a timely manner
5. Some students in special programs not getting required course textbooks on time

Opportunities

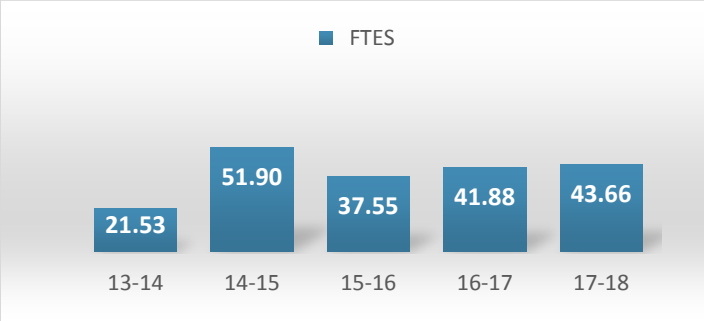
1. Career opportunities created by emerging technologies
2. Grant funding
3. CSUSB new Information Systems & Technology BS degree
4. Working in consultation with CSUSB to create new course in ever emerging field
5. Active student club
6. Medical Coding and Billing Certificate

Action Plan:

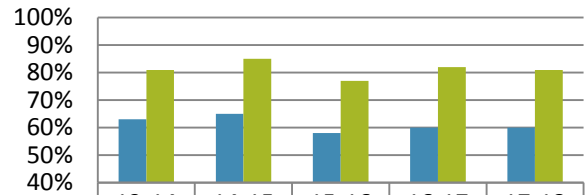
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Develop curriculum that meet current and future regional job market	Offer courses that are relevant to local job market	Faculty and curriculum committee support	Ongoing
contacting our feeder high school and ROP programs	Expand high school outreach	Stipend for faculty to do the leg work necessary	Ongoing
Yearly updates to existing hardware and software	Maintain hardware and software currency	None	Ongoing
Contacting our feeder high school and ROP programs	Promote SBVC CIT programs to local HS students	Stipend for faculty to do the leg work necessary	Ongoing
Consult with articulation college officer to ensure new course proposal meets transfer requirements	Enhance transferability and articulation of courses	None	Ongoing
Meet regularly with our feeder universities	Liaison with our feeder universities to develop new course and programs for transfer students	None	Ongoing

COMPUTER SCIENCE — 2017-2018

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



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	191	295	217	237	252
FTEF	2.68	3.98	3.02	3.64	3.85
WSCH per FTEF	241	391	373	345	340



	13-14	14-15	15-16	16-17	17-18
Success	63%	65%	58%	60%	60%
Retention	81%	85%	77%	82%	81%

	13-14	14-15	15-16	16-17	17-18
Sections	9	13	11	12	13
% of online enrollment	89%	92%	82%	100%	100%
Degrees awarded	1	0	0	5	5
Certificates awarded	1	0	0	0	0

Assessment: FTES from 2017-18 data indicated much improvement compared to that of 2016-17, and equally higher than the last four years, except for the 2014-15 academic years. FTES for 2012-13 was slightly higher than the 2016-17, and 2017-18. Student success remains the same from last year data. There is a slight dip in student retention compared to 2016-17 data. Degrees and certificates awards are about the same from the previous year.

Progress from Last Year's Action Plan: Lots of progress was made from last year's action plan. The majority of computer science certificates and degrees were modified and gone through Region 9 approval process. The program has an AS degree aligned with CSUSB. Computer science continued to expand the academy models; working on outreach and have articulation agreements with some of the feeder high schools. The program has developed many non-credit CS program(s) and certificates, developed new courses in iOS, Android and web security for the major--all are waiting final approval at the State Chancellor's Office. Except for the 2014-15 years, FTES is at the highest level compared to any other year.

SAOs/SLOs/PLOs: The analysis of department SLOs downloaded from the college SLO cloud for the years 2017-18 revealed that about 78.64.59% percent of the students who completed SLO can analyze a problem and create an algorithmic solution for the desired solution. The finding is well tied into department goal #1, which attempts to increase the number of students who earn a computer science degree and certificate. In another related area of the SLO revealed that 78.97% of the students queried can design, implement and evaluate secure computer-based system specification. In another finding, 78.64% of students agree that they engage in research to access new ideas and information. This finding supports computer science goals #5 and #6. It looks like the students will be more than likely to embrace new course in the discipline to address developing technologies and changing nature of the computer field. Reader note: "Data in this analysis contain duplicate head count. A student can be counted once for each statement in an SLO, and for each class they took."

Departmental/Program Goals:

1. Increase the number of students who earn a CS degree and certificate
2. Create transfer and career pathways
3. Improve student success and retention
4. Offer a certificate aligned with Microsoft Programming certification(s)
5. Develop new course to address changing trend in discipline
6. Develop a Gaming certificate

Challenges & Opportunities:

Challenges

1. Frequent course cancellation due to low enrollment each semester
2. Unnecessary high number of units required for CS AS-T degree
3. Lack of manpower to conduct high school outreach
4. Rapid and constant nature of the field
5. Lengthy Regional, State and ACCJC degree and certificate approval process
6. No loopback communication between Regional consortium approval process and the college curriculum committee

Opportunities

1. Visio Studio
2. Game programming and development
3. Microsoft IT Academy
4. Partnership with Here to Career and Workability Grants to develop new courses
5. New courses to address emerging areas of the computer science discipline
6. Active Computer Science student gaming club on campus

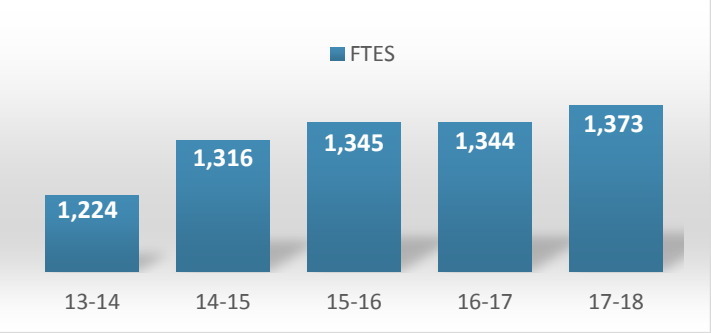
Action Plan:

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 degree and certificate	Incentive to attract and retain qualified faculty in the CS area	Ongoing
2. Improve outreach efforts to feeder high schools	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	Spring-2018
4. Offer sections in newly approved course in Android, iOS, and Web programming	Develop new courses to address changing trends in discipline	None	Spring-2018
5. Start process design a game certificate	Develop a Gaming certificate	None	Fall-2019

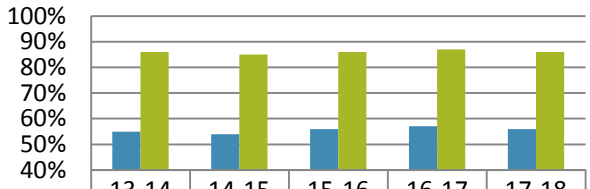
San Bernardino Valley College

MATH — 2017-2018

Description: The department offers courses in mathematics from developmental math through differential equations and linear algebra. Students who study mathematics will develop skills in logical thinking, problem solving, and decision making which are skills desired by institutions of higher learning and employers. Mathematics prepares students for a career in a diverse range of areas such as science and technology. The program offers an Associate in Science in Mathematics for Transfer (AS-T).



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	9,558	10,132	10,292	10,274	10,463
FTEF	71.22	77.31	82.23	87.49	88.24
WSCH per FTEF	516	511	491	461	467



	13-14	14-15	15-16	16-17	17-18
Success	55%	54%	56%	57%	56%
Retention	86%	85%	86%	87%	86%

	13-14	14-15	15-16	16-17	17-18
Sections	280	299	317	332	337
% of online enrollment	14%	17%	21%	24%	22%
Degrees awarded	18	14	19	23	26
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: The Math department increased in FTES by 2.2% from academic years 2016-17 to 2017-18 which met the campus goal of increasing by 2%. The retention and success rates dropped by 1% but not significant to cause concern since the rates have been roughly uniform from previous years. Ideally, the department would like to see higher success rates, but this will be challenging with the implementation of AB 705. However, this will provide an opportunity for the department to be creative and innovative to better serve our students. The retention rate is still strong at 86% percent but may suffer in the future due to a strong economy. Duplicate enrollment is up from 10,274 in 2016-17 to 10,463 in 2017-18 which is understandable with the slight growth. The WSCH/FTEF rate increased to 467 but fails to meet the state's productivity standard of 525. The average room capacity is 30 students. With the lack of enough space and appropriate rooms the WSCH/FTEF rate will never be satisfied. The department's online enrollment is down from 24% to 22%. The 2% decrease is the result of the department slashing the online offerings due the instruction office decision of faculty loads to be no more than 50% online. The number of AS-T is down from 23 to 18.

Progress from Last Year's Action Plan:

- Complete the Pre-Stats and Stats courses
  - The courses were developed and submitted to the curriculum process. However, the courses were put on hold for articulation reasons. The department does see the need for Pre-Stats or non-STEM math course to address AB 705 and provide an avenue for students pursing a non-STEM educational goal.
- Determine a director for the MESA grant
  - The MESA grant was awarded but then postponed by MESA until November 2017. A director was found for Spring 2018, but the director resigned summer 2018.
- Support the Math 601 lab
  - The Math 601 lab or ALEKS lab continues to be supported by the department. The department sees the Math 601 lab as vital tool that will be used to implement AB 705. The structure/program of the lab will be revisited to suit the needs of students.

SAOs/SLOs/PLOs: The assessment of SAOs/SLOs/PLOs have allowed instructors to evaluate the quality of their instruction. The objectives and assessments are reviewed by the department to ensure consistency and appropriateness.

Departmental/Program Goals:

1. Grow by 1.5%.
2. Reevaluate the department's online program to ensure consistency and offer training for faculty interested in teaching online.
3. Convert math classrooms to a hybrid computer lab/traditional style rooms.
4. Continue to implement AB 705 by exploring student support structures such corequisite courses.
5. Hire full-time faculty and part-time faculty.

Challenges & Opportunities:

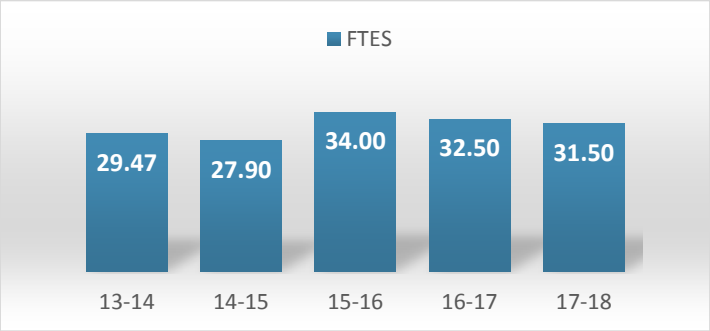
- The biggest challenge the department faces is AB 705. As a consequence, the department foresees many unprepared students will be placed in a college-level math courses. This is an opportunity for the department to be creative and innovative to support students.
- The department would like to increase our WSCH/FTEF rate. The department can achieve this by increasing the online offerings. However, faculty are restricted to teach only 50% online which creates a shortage of instructors.

Action Plan:

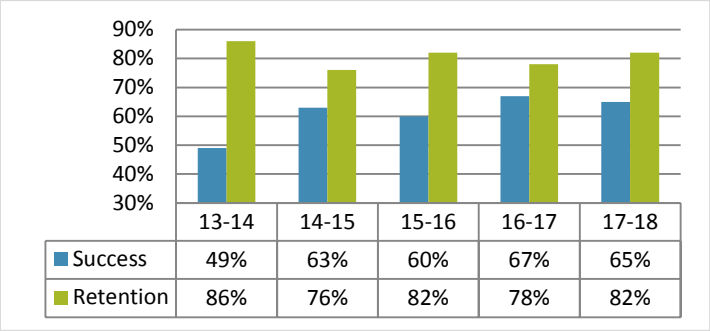
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase the departments online offerings	Goal 1 and Goal 2	Qualified and experienced faculty	Ongoing
Seek funding from Basic Skills for computer cart	Goal 3	Funding	Fall 2019
Create curriculum for corequisite courses	Goal 4	Research models and funding for conferences	Fall 2019
Meetings to evaluate department's online program	Goal 2	Faculty	Fall 2019
Request faculty	Goal 5		Fall 2019

REAL ESTATE & ESCROW — 2017-2018

Description: People study real estate at SBVCs 50+ year-old program for a wide range of reasons. Some attend SBVC to become real estate agents, real estate brokers, informed customers, investors, and or to find employment in real estate related fields. Others attend to receive a Real Estate Certificate from the SBVC certificate program or an AA Real Estate Degree (which requires a total of 60 units, including general education). There are also those who study Real Estate at SBVC in order to transfer to a CSU to earn an advanced degree as a Business Major/Real Estate Minor.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	297	179	340	325	315
FTEF	2.20	1.60	4.20	2.20	2.20
WSCH per FTEF	402	523	243	443	430



	13-14	14-15	15-16	16-17	17-18
Success	49%	63%	60%	67%	65%
Retention	86%	76%	82%	78%	82%

	13-14	14-15	15-16	16-17	17-18
Sections	11	8	12	11	11
% of online enrollment	73%	100%	92%	100%	100%
Degrees awarded	2	1	2	1	0
Certificates awarded	4	1	0	4	3

Assessment: FTES has been roughly consistent over the last three years—this is largely due the adjustments made in offering the courses 100% online and the lack of a dedicated full time faculty member. Courses are now offered 100% online and are now showing higher enrollment numbers per class then in the past. As a mater of fact, REALST 100 classes are now having wait lists. FTEF is consistent at 2.20 with slightly higher retention rates (from 78% to 82%). The success rates have dipped slightly—believed to be as a result of the online offerings. The degrees/certificates has remained constant, but one would anticipate an increase in the up and coming academic year as a result of the higher enrollment rates, reduction in requirements by the State of California and the strong economy.

Progress from Last Year's Action Plan: The Real Estate department has created a clear pathway for students to receive an AA degree and/or certificate in a timely fashion. With the reduction of the necessary units to achieve a REALST certification, the program is beginning to see less certificates awarded then previously. The department has made the appropriate adjustments to certificates and/or degrees to meet the changes in the REALST offerings. ALL of the REALST courses are approved for online education, which now provides greater access for all students and professionals looking to either enter or get requalified. The key challenge here is that there is no Bachelor's Degree in Real Estate in any local transferable universities. Hence, there has been no increase the number of real estate courses that are transferable to CSUs.

SAOs/SLOs/PLOs: All SLOs and PLOs have been implemented showing no real need for change in the curriculum at this point in time. 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, the department is working on the program PLOs that 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. Hence, a student will NOT be issued an identified certificate within the REALST field unless they have successfully achieved completion of the necessary courses or units, with a letter grade of "C" or greater.

Departmental/Program Goals: Review, update, and continue to improve real estate courses in conjunction with faculty incorporating the latest in technology and innovative teaching methods. The department will continue to develop and provide course materials that give students practical knowledge that can be applied to current and future professional needs. Continue to build bridges and increase collaboration with employers in the community to foster and establish relationships in providing future work experience/internship opportunities for students. Course offerings and delivery will encompass pragmatic teaching approaches in order to enhance students' preparation for employment opportunities. Reaccess any course level SLOs needed and continue to establish strong program level SLOs. Continue to review and adjust the existing Real Estate certificates to make the existing certificates more accessible in a shorter time frame, as well as offer a NEW Entrepreneurship certificate for REALST professionals who are getting their license and doing their own brokering.

Challenges & Opportunities: With the most recent upturn in the economy, there has been an increase in the opportunities in the real estate industry. Many people are either coming back to the real estate industry and are in need of 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 the department to reexamine its offerings, the manner in which they are offered, and the content of the offerings. This is difficult to accomplish as a result of having no full-time instructor applied to the discipline—only part-time adjuncts are employed at this point in time. The full-time instructor retired in spring of 2014 and the discipline is being taught by adjunct faculty members who are professionals in the real estate industry.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
✓ Submit NEW Certificate.	Goal #1	Faculty time allocation	End of academic year
✓ Continue to assess ONLINE offerings to assure student success rates.	Goal #2	Faculty time allocation	End of academic year
✓ Continue to explore OER opportunities to assist in student success.	Goal #3	Faculty time allocation	End of academic year
✓ Continue to evaluate course offerings and SLO's/PLO's to assure student success.	Goal #4	Faculty time allocation	End of academic year
✓ Continue to implement and adjust curriculum offerings recommended by Advisory Committee for community needs.	Goal #5	Faculty time allocation	End of academic year

Science Division – Instruction

San Bernardino Valley College

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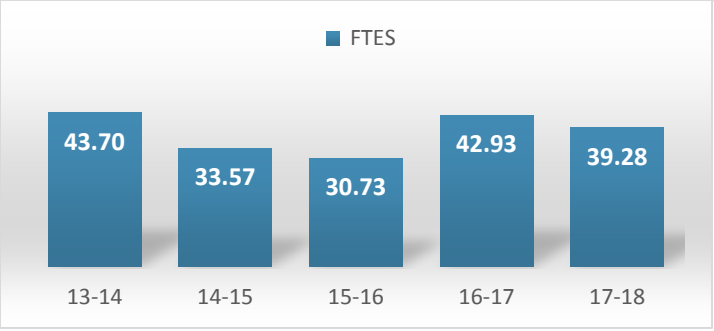
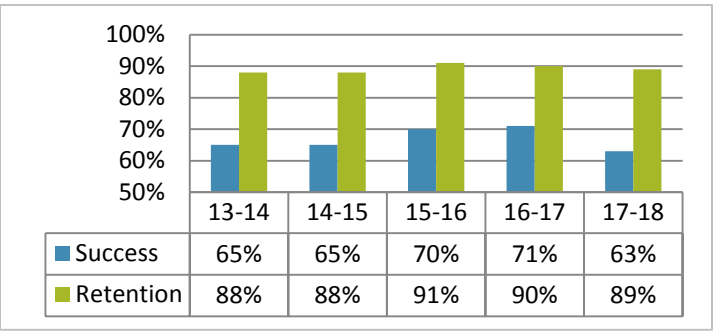
ARCHITECTURE — 2017-2018

Description: The Architecture, Environmental Design, and Drafting program serves a variety of students through instructional course offerings. The architectural history courses serve both as major's preparation and as general education courses. The architectural design sequence serves as major's preparation for transfer students to a variety of architectural related fields, including landscape architecture, city and regional planning, urban planning, architectural engineering and construction management. The drafting classes serve career and technical education students as well as support major's preparation.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	283	239	221	268	251
FTEF	4.20	2.94	3.21	4.17	4.25
WSCH per FTEF	312	342	287	309	277



	13-14	14-15	15-16	16-17	17-18
Success	65%	65%	70%	71%	63%
Retention	88%	88%	91%	90%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	15	11	12	14	16
% of online enrollment	13%	27%	33%	29%	25%
Degrees awarded	1	0	0	0	0
Certificates awarded	1	0	0	0	0

Assessment: FTES generation of the program grew significantly until the college was forced to scale back instructional offerings. The program has not yet fully recovered. FTES have improved by 28% (2016-17 and 2017-18) compared to the low point of 2014-15 and 2015-16), which indicates an increasing demand for the program. However, enrollment compared to last year is down about 9%. Retention has remained fairly consistent over the years, at near 90%. However, success decreased sharply last year, dropping from 71% to 63%, most likely due to the transition from Blackboard to Canvas. Canvas has been a much more demanding system with greater limitations than Blackboard. MANY of the quiz and activities that functioned well in Blackboard had to be redesigned and are limiting the variety of learning styles that we may appeal to. Degrees and certificates awarded have stagnated recently, likely owing to courses not being offered on a consistent rotation. A two-year cycle was established to ensure that all architecture courses are offered in order to facilitate degree and certificate completion. The results of this implementation is expected within a year or two. The majority of our transfer students are being accepted without the AA in Architecture into primarily architecture but also urban planning programs.

Progress from Last Year's Action Plan:

Revise curriculum. Significant effort has gone into developing new courses to specifically align with Cal Poly's courses/course outlines, in order to strengthen articulation. New courses have been launched and will continue to undergo the curriculum review process during this semester.

Implement two-year rotation for course offerings. The department has established this rotation based on existing courses.

Secure adequate funding. Needs assessment for CAD software, classroom/lab supplies, and field trips. In progress this semester for the current needs cycle.

SAOs/SLOs/PLOs:

- PLO success is > 80%, according to mapping to the grid which indicates that the course SLOs and PLOs are in good alignment and relevant to the curriculum.
- SLO data and reflections for Arch 100/101 show > 90% of students meet the assessment based on a series of exercises/projects.
- SLO data and reflections for Arch 145/145 (history courses) show > 89% meet the assessment. These courses are offered in both online and face-to-face format. The department will look to disaggregate the data to see if there is an effect based on course format.

Departmental/Program Goals:

Increase Access. Continue to build and maintain partnerships with organizations and K-12 systems. Continue to promote courses in architectural history and design to high-school students.

Improve Student Success:

- Finalize redesign of curriculum to strengthen articulation with Cal Poly.
- Increase numbers of degrees and/or certificates awarded.
- Secure adequate budget/funding to meet program needs for technology, supplies, and field trips.

Provide Exceptional Facilities. Complete at least two additional areas of the designs in the physical sciences building alcoves and project displays on campus and at events.

Challenges & Opportunities:

Articulation with transfer institutions. Most universities currently award credit only by portfolio review for transfer students. We have achieved articulation with private universities and an agreement with Cal Poly Pomona for the architectural history classes. The architectural history classes and ARCH 120 are now UC transferable. Cal Poly has actually increased the number of our students accepted based on their monitoring of our transfer student success. New curriculum has just been launched, with the goal of achieving stronger articulation with Cal Poly, and an increase in number of degrees/certificates awarded.

Facilities. The physical layout of the lab is geared toward traditional lecture delivery and limits group learning and collaborative projects. The room design has never been optimal for architectural design, and should be modified to support maximum student success.

Funding. Consistent funding/department budget continues to be inadequate, and is nowhere near what is needed for routine supplies in the laboratory. Our technology for CAD classes is outdated and must be replaced. Campus projects initiated by Architecture students are a great means of promoting the SBVC Campus with elementary students and the community; however, resources are necessary to continue this work.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Communicate with Outreach and/or Counseling to pro-mote courses to HS students.	Increase access	N/A	May 2019
• Finalize curriculum revision; establish and publicize two-year rotation for courses offered; request adequate budget/supplies, technology, and facilities redesign through program review.	Improve student success	N/A	December 2019 May 2019 Fall 2019
• Plan and implement two campus design projects.	Provide exceptional facilities	Faculty time/supplies	May 2019

San Bernardino Valley College

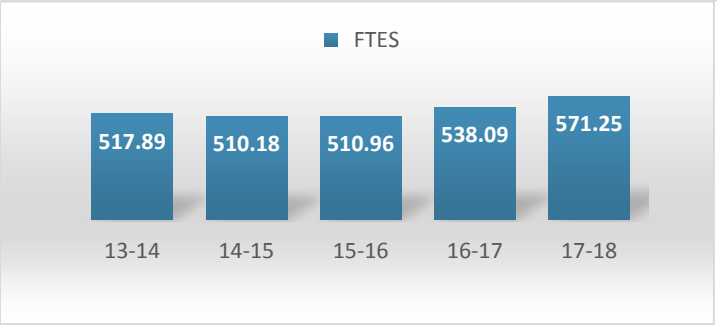
BIOLOGY — 2017-2018

Description:

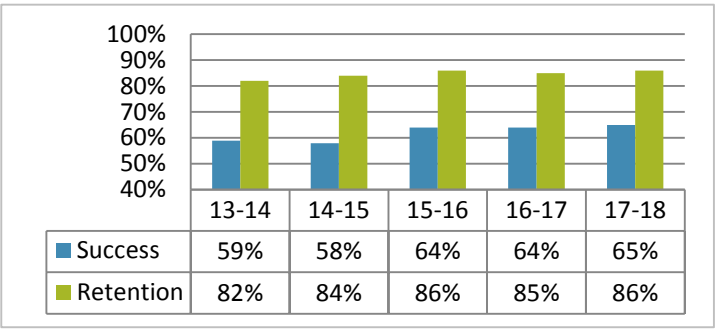
The Biology department offers courses to prepare students for opportunities towards three major areas:

i) general education science requirements;
ii) allied health careers; and,
iii) biology major transfer students.

The development of lifelong skills as they relate to creative and critical thinking, analyses of quantitative information, deductive and inductive reasoning, and written communication are emphasized. The department aims to make evidence-based decisions to best support our students and the community at large.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,659	2,587	2,561	2,725	2,867
FTEF	31.41	30.73	32.32	34.24	35.12
WSCH per FTEF	495	498	474	471	488



	13-14	14-15	15-16	16-17	17-18
Success	59%	58%	64%	64%	65%
Retention	82%	84%	86%	85%	86%

	13-14	14-15	15-16	16-17	17-18
Sections	107	108	109	118	124
% of online enrollment	6%	9%	6%	6%	7%
AS Biology Degrees Awarded	6	8	10	17	8
AA Lib Arts: Bio & PhySci Degrees	151	148	152	210	196

Assessment:

- FTES increased by 6.12% in the most recent academic year and by 10.30% in the past five academic years.
- FTEF increased by 2.57% in the most recent academic year and by 11.81% in the past five academic years. FTEF has been increasing since academic year 2015-16.
- In the past academic year duplicated enrollment increased by 142 students and it has been increasing since academic year 2015-16.
- There has been a 5.09% increase in number of sections offered in the past year with a gain of 15.9% since 2013-14.
- Student success is at an average of 62% with a gain of 10.2% in the past five academic years. There was also observed an increase in retention of 4.9% since 2013-14. The gains in retention have been sustained for the past three years.
- A.S. Biology degrees have increased by 183% in the past five years. A gain of 70% in AS Biology degrees in the past academic year . . . To be determined for 2017-18.
- There have been considerable gains in AA Liberal Arts for Biology & Physical Science degrees from 15-16 to 16-17 by 38.2% . . . TBD for 2017-18.

Progress from Last Year's Action Plan: Progress has been made and maintained in the following action plan:

- Faculty advising performed by biology faculty in two of the three major areas of the department. Faculty are engaged in one-on-one meetings with students to discuss educational plans, provide orientation for transfer, for internship applications, and for career advancement. Faculty have actively promoted visits with general, transfer, and STEM counselors via assignments or programs such as MESA.
- Data has been collected per course using (Crafton's) B.O.R.G Data Cubes with respect to student success & retention disaggregated by instruction method (online & face-face) and by demographics (gender, age, ethnicity). The department continues to conduct decision-making using evidence-based information to target gaps and improvements in courses and scheduling.
- Student academic support has been maintained in the past academic year for each of the major areas of the department.
- Allied-health courses have been promoted in high schools via biology faculty visits. An articulation agreement with Cajon High School has been established for anatomy and physiology courses. As of June 2018, six students have taken advantage of this agreement.

SAOs/SLOs/PLOs:

- The biology PLOs have several skill-based outcomes which must engage students in a diversity of hands-on activities on and off campus. The department's goal of expanding the botanical and zoological collections have exposed students directly with skill-based training and it has open a guided view into possible career options. Our continued support for an outdoor classroom (a *Living Lab)* in the campus landscape has influenced our students.
- Faculty dialogue of SLOs and PLOs resulted in an improvement in our discussion topics with students and adjunct faculty as we aim to create a more effective student-learning environment. Via SLOs, we have been informed to improve our mentoring approach with new and senior adjunct faculty.

Departmental/Program Goals:

- Reduce teaching load taught by part-time faculty by hiring two new full-time faculty [Strategic Initiatives: 2.16, 2.18].
- Continue to raise number of AA, AS, and AS-T degrees awarded and gather preliminary student data on career and college choices, and admitted transfer institutions [Strategic Initiatives: 2.16, 5.2.3; 5.2.1;2.6.2].
- Increase student success using course student data and innovation of teaching to a student-centered environment [Strategic Initiatives: 2.5, 2.17,2.13, 5.2.3; 5.2.1; 2.6.2, 3.1; 3.1.1; 2.9.3; 2.17].
- Maintain and establish new articulation agreements with local high schools for entry to Gen Ed Biology courses and/or CTE-biology related coursework [Strategic Initiatives:2.9.1; 2.8.9].
- Maintain current and create new partnerships with local and regional universities.
- Create non-credit courses and short-term courses to support student pathways to AA, AS, and AS-T degrees.
- Update relevant pre-requisites to reflect updates across the state and the college.
- Support administration with SBVCs transformation for an outdoor classroom and serve as a resource for community guidance [Strategic Initiatives: 3.12; 3.10; 6.1; 6.1.4; 6.1.5; 6.1.6; 6.3; 2.9.3; 2.18].
- Update biology website with insightful content on coursework, career opportunities, and biology-related community education [Strategic Initiatives: 3.1; 3.1.6; 2.9.3; 2.18].
- Maintain current and create new partnerships with local, regional, and/or state organizations as the department's botanical and zoological museum expands [Strategic Initiatives: 2.8.9; 2.9.3; 2.17].
- Create opportunities for adjunct faculty to participate in departmental activities.
- Maintain the department's botanical and zoological museum as it is integrated with course activities in the majors program.

Challenges & Opportunities:

Challenges:

- Low percentage of classes taught by full time faculty.
- Inadequate financial support for skilled-based SLOs in field biology (e.g., scientific permit, field trips)
- Outdated laboratory equipment utilized in instruction of various courses supporting the three major areas of the Department.
- Inadequate financial support for maintenance and repair of lab equipment, and general instructional supplies.
- Increasing number of sections has impacted outdated laboratory equipment and adjunct faculty hiring.
- Increasing number of sections has increased demands in already limited storage of dissection specimens and other supplies.
- Increasing number of sections requires support by a PT laboratory technician for majors and non-majors biology for evenings and weekends.
- Limited museum storage and inadequate printing supplies for museum specimens.

Opportunities:

- Diversify our FT teaching faculty across biological disciplines and innovate our department, if new FT faculty is hired.
- Influencing community engagement in college's landscape using interpretive signage.

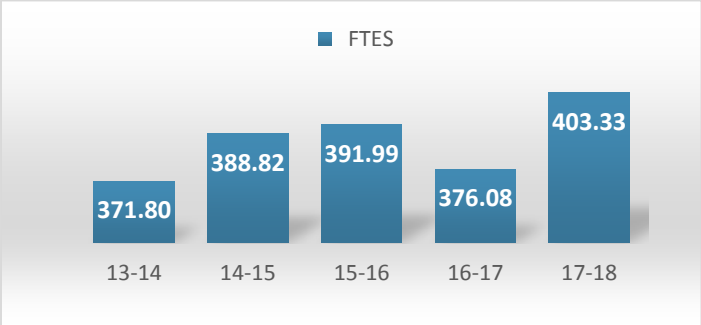
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
➢ Program review sub-mittals, data sharing of enrollment & student success.	➢ Hire two new FT faculty. ➢ Increase student equity and success using	➢ Funding for new faculty. ➢ Research tools (e.g., Tableu software, BORG Data Cubes) for direct	➢ Fall 2019 ➢ Ongoing ➢ Spring 2019 ➢ Ongoing

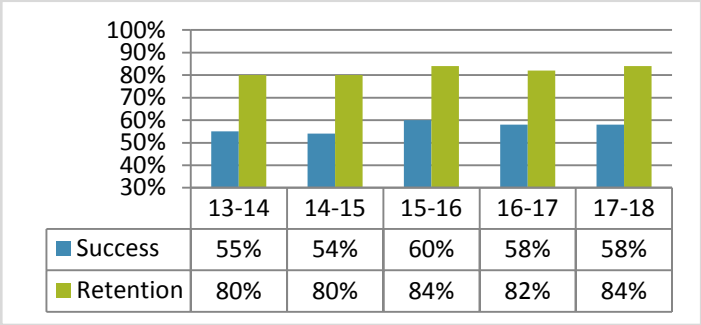
San Bernardino Valley College

CHEMISTRY/PHYSICAL SCIENCE — 2017-2018

Description: The Chemistry program provides instruction and laboratory experience appropriate for general education requirements in the area of 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 nearly every field of science, engineering, and pre-professional school majors, such as pharmacy, dental, clinical, physical therapy, and medical schools.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,737	1,801	1,864	1,769	1,775
FTEF	24.81	25.84	27.83	27.79	29.73
WSCH per FTEF	450	451	423	406	407



	13-14	14-15	15-16	16-17	17-18
Success	55%	54%	60%	58%	58%
Retention	80%	80%	84%	82%	84%

	13-14	14-15	15-16	16-17	17-18
Sections	91	94	97	97	91
% of online enrollment	7%	3%	4%	4%	2%
Degrees awarded*	8	7	12	14	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: The data demonstrate a need for this program, showing a 7.25% increase in FTES compared to last year. The efficiency of the program is essentially the same as last year, and remains at an acceptable level for laboratory-based instruction. One factor contributing to lower efficiency may be the gradual increase in the number of single-sections of CHEM 101 on Fridays and Saturdays, as a way to target working students. Another reason could be related to our attempts to increase the number of chemistry, allied health, and STEM-related degrees. The classes required for these majors have lower caps due to pedagogical reasons and safe laboratory practices, and therefore have decreased efficiency. The department has increased the number of allied health and STEM majors by offering additional sections of general and organic chemistry/biochemistry. The number of degrees doubled in two years and overall FTES is at its highest value in five years. Retention is up slightly, and student success is the same, compared to last year. Over the past few years, we have been holding regular faculty workshops, which focus on communication and skills as related to student success. This may account for better success & retention compared to 2013-14 and 2014-15.

Progress from Last Year's Action Plan:

Build adjunct pool. Our load is nearly 15 FTEF, but 60% of this is taught by adjunct faculty. 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, about one-third (7/20) of our current adjuncts are new in the past couple years.

Increase majors & STEM degrees. FTES has increased 7.25% and degrees awarded are up by nearly 17%, compared to the previous year. Continue to offer multiple sections of all majors' prep courses (CHEM 150, 151, 212, and 213) and allied health chemistry (CHEM 104, 105) every semester. Offered CHEM 205 once per year for over ten years, a course not offered by most community colleges. Our faculty presented workshops for MESA/STEM students (including chemistry and leadership topics), as a way to promote STEM fields.

Improve student success. Discussions continue at our faculty workshops about different classroom and laboratory techniques for success with our existing courses. This ongoing communication amongst our faculty inspires a continuous exchange of ideas and promotes a cohesiveness across our program. Different options for corequisites has not materialized yet. Explored different modes of offering courses, such as eight- or nine-week formats or Fri/Sat times for general chemistry but these are generally less successful than our traditional offerings.

SAOs/SLOs/PLOs: The SLO success in CHEM 101 has not been acceptable for SLOs #3 and #4 for many years despite attempts to improve questions in the assessment tool. The department decided to modify SLO #3, then redesigned the questions for SLOs #3 and #4 to better align with priorities in course content. Fall 2018 will be the first semester evaluating SLO data for the new CHEM 101 assessment, and expects to see improvement in the percentages of students meeting these SLOs. These types of department discussions and corresponding SLO modifications are connected to goals of improving student success.

Departmental/Program Goals:

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

Challenges & Opportunities:

Identifying and retaining adjunct faculty. This is a persistent challenge. Waivers are needed 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. About 1/3 of our adjunct are new in the past couple years. This level of turnover is unsustainable and is preventable only with an increase in FT faculty.

Improving student success. The success rate continues to be lower than desired. Recent issues include students enrolling in too many units, students not understanding the time required or not having the appropriate study skills to succeed in chemistry and too few workshop facilitators.

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 sufficient personnel to manage experimental setups for > 50 labs/week (Mon–Sat). Effective communication in the classroom requires appropriate technology and whiteboard space.

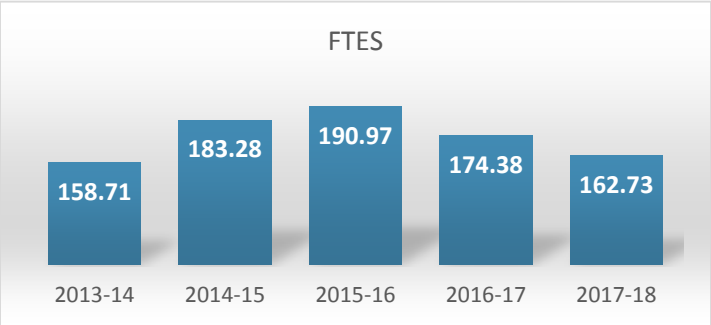
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Reach out to local chem/ biochem departments	Build adjunct pool	N/A	May 2019
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 2019 and ongoing
Improve access to facilitated workshops; disaggregate success data, discuss ideas for specific courses, implement ideas	Improve student success	Workshop facilitators, FT faculty, data from Research office	May 2019 and ongoing
Identify potential courses and sequence suitable for each type of pathway	Begin to explore chemistry and allied health guided pathways	N/A	May 2019

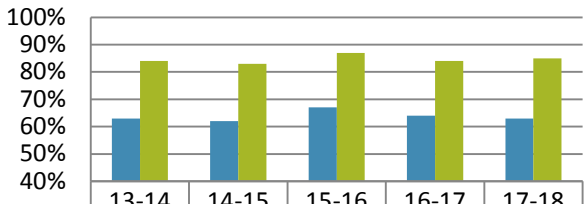
San Bernardino Valley College

ENVIRONMENTAL SCIENCE — 2017-2018

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



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	679	784	814	753	701
FTEF	11.78	13.78	14.90	14.55	14.55
WSCH per FTEF	404	399	385	360	335



	13-14	14-15	15-16	16-17	17-18
Success	63%	62%	67%	64%	63%
Retention	84%	83%	87%	84%	85%

	13-14	14-15	15-16	16-17	17-18
Sections	36	39	37	36	39
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	2	3	6	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- Although a stand-alone environmental science course, revised AS Degree, and new AS-T degree are in the curriculum approval process, they will not be offered until the 2018-19 and 2019-20 academic years, respectively. Therefore, the 2017-18 EMP document analyzes data from five core courses within the existing AS Degree: BIOL 205 (replaced BIOL 201), BIOL 206 (replaced BIOL 202), CHEM 150/150H, CHEM 151/151H, and MATH 250. It is likely that only a small number of students enrolled within these courses are actively pursuing an environmental science AS Degree. Nonetheless, this analysis is a nascent step towards characterizing the degree. In future years, the analyses will more precisely capture 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 increased between 2014-15 and 2015-16. There has been a decline since 2015-16 that may be partially attributed to a significant curricu-lum 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.
- Promising trends indicate increasing awareness and interest in the environmental science AS and AS-T Degrees, as the number of awarded degrees have increased during the five-year period. 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.

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 Club (and related student organizations), and Student Success Center. Third, there has been significant progress on curricular revisions, including AS Degree, AS-T Degree, and introductory environmental science course. The revised AS Degree is currently in place (2018-19 academic year), and the AS-T Degree can now be launched (for approval in the 2019-20 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, ENVT 100: Introduction to Environmental Science, will be offered beginning in the 2019-20 academic year. It is anticipated that this will partially address some of the concerns and goals expressed within the action plan.

SAOs/SLOs/PLOs: The three-year (2015-16 through 2017-18), program-level analysis of three key course SLOs suggests that 47 to 53 percent of students are successfully meeting the defined SLOs. This is in contrast to the 62 to 67 percent overall success rate for the core courses within this interdisciplinary program. From the perspective of the environmental science program, these success rates should be increased and improved. While these are rather 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).

Departmental/Program Goals: First, the department will participate in curriculum modification that adapts to changing transfer institution and employment demands. 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 are currently undergoing modification and these will also be incorporated within updated AS and AS-T degrees. 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, and site visits to four-year transfer institutions and regional employers. 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 and S-STEM programs is crucial.

Challenges & Opportunities: In order 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. Perhaps an existing full-time faculty could receive release time in order to recruit and retain students. 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 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.

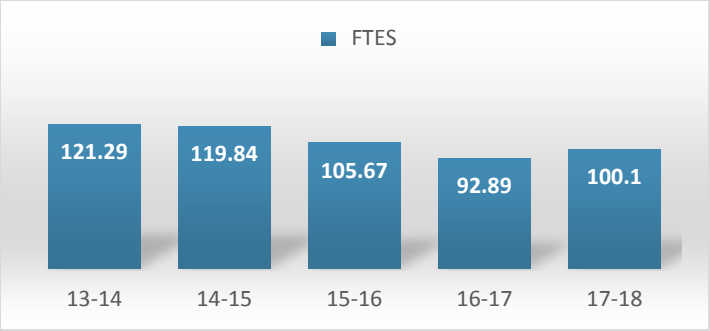
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach and marketing efforts Curricular updates that meet transfer/career demands Establishment of a department budget Release time for dedicated faculty Successful grant funding implementation	Increase FTES, enrollment, success, retention, transfer, and degree completion for environmental science students	Institutional- and grant-supported budgets, as well as faculty release time Incorporation into MESA and S-STEM programs	End of the 2019-20 academic year (but these actions must be ongoing)

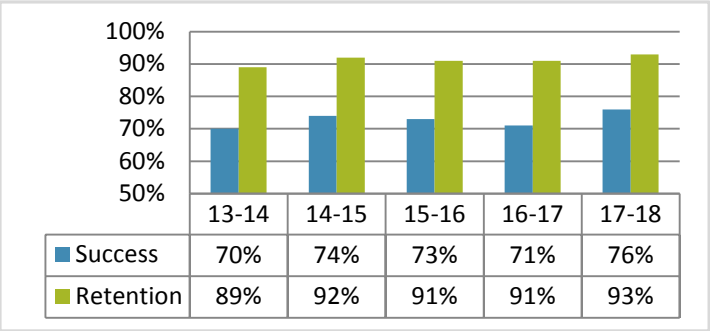
San Bernardino Valley College

GEOGRAPHY — 2017-2018

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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,179	1,157	1,015	903	955
FTEF	6.60	7.90	6.55	8.01	7.32
WSCH per FTEF	551	455	484	348	410



	13-14	14-15	15-16	16-17	17-18
Success	70%	74%	73%	71%	76%
Retention	89%	92%	91%	91%	93%

	13-14	14-15	15-16	16-17	17-18
Sections	40	49	52	52	51
% of online enrollment	0%	2%	13%	17%	21%
Degrees awarded	2	4	3	5	3
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- The FTES data indicate a decline from 2013-14 through 2016-17, with a slight increase in 2017-18. The duplicated student enrollment duplicates this trend. The decline may be partially explained by a steadily improving economy where potential students are choosing employment rather than college. It may also be partially attributed to course sections being offered in a schedule that is not responsive to student needs. The department is analyzing historical enrollment data and scheduling future courses, including online sections, to be more accommodating. In addition, the department is coordinating with counseling faculty and marketing staff to better advertise the program. These strategies were employed during the 2017-18 academic year and appear to have achieved a modicum of success.
- In light of declining enrollment and increasing FTEF and total number of course sections from 2013-14 through 2016-17, department efficiency also declined. The intent of offering a larger variety of courses and sections is to increase options and access for students. Past enrollment data are more fully incorporated to better guide the course scheduling process. This resulted in sections offered during times and within formats better suited to student schedules. Closer coordination with counselors and marketing experts also appears to have played a role in improving overall enrollment and efficiency.
- In general, success and retention have increased somewhat since 2013-14. The department endeavors to improve both measures through faculty and SI/tutorial support. The number of degrees awarded have increased, but the department aims to increase the number of geography majors.

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 more effectively advertise the program and recruit additional students and geography majors. As a further means to increase student success and retention, there is a college-funded Geography SI/tutor. 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 and S-STEM programs on campus. An SBVC geography scholarship will be available to students for the first time during the 2019-20 academic year. Curriculum revisions are in progress and all geography courses, with the exception of laboratory courses, are approved for online delivery. Additional honors-level sections and degree revisions are also an important component of the curricular revisions and will be approved in the fall 2019 semester. As enrollment, FTES, FTEF, and efficiency increase, the department will request additional

SAOs/SLOs/PLOs: The most recent (ending in 2017-18) three-year, program-level SLO summary for both Geography AS and AA-T Degrees indicates that 78 to 79 percent of students have met the three identified SLOs. This is general agreement with success rates that have fluctuated between 70 and 76 percent during the past five academic years. Essentially, 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.

Departmental/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 increased marketing and outreach, closer coordination with counselors, 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 support for all geography students. This includes institutional funding such as basic skills, MESA, 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.

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, AS and AA-T degree options, and tutorial/SI student support. A secondary challenge, related to the primary challenge, is the relatively small number of geography majors. Some of the same existing opportunities could address this challenge. A tertiary challenge is relatively 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 and S-STEM program, four-year universities, research opportunities, and employers.

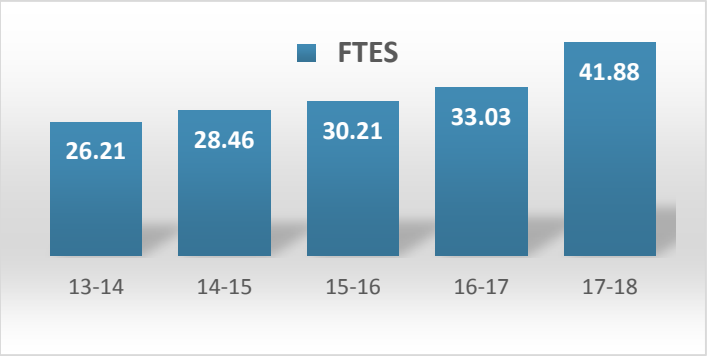
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
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 schedule-ing, and participating in program review and grant funding processes.	Increasing student enrollment, majors, and earned degrees.	Counseling, marketing, curriculum, scheduling, program review, grant funding, and SI/tutorial support.	Ongoing, but data from 2018-19 should serve as a benchmark.

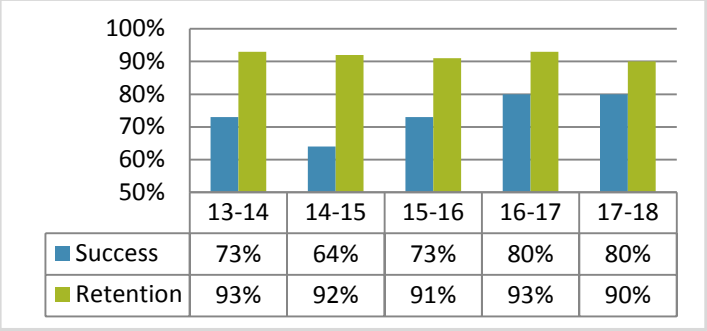
San Bernardino Valley College

GEOLOGY-OCEANOGRAPHY — 2017-2018

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



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	268	286	318	316	421
FTEF	1.98	2.18	2.78	3.92	3.66
WSCH per FTEF	397	392	326	253	343



	13-14	14-15	15-16	16-17	17-18
Success	73%	64%	73%	80%	80%
Retention	93%	92%	91%	93%	90%

	13-14	14-15	15-16	16-17	17-18
Sections	15	16	20	24	24
% of online enrollment	8%	0%	5%	4%	13%
Degrees awarded	0	0	0	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- FTES and duplicated enrollment have generally increased since 2014-15. In addition, efficiency has increased, most likely attributed to an overall increase in the number of online course in both geology and oceanography sections offered and FTEF.
- Student success has dramatically increased since 2014-15, retention has remained quite stable and at or above 90 percent since 2013-14. Geology AS and AS-T degrees have not been awarded, however, curriculum has been updated to align with C-ID requirements and should allow students to earn degrees. Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees.
- Future course scheduling will take into account 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 distance education (DE) formats. Geology and oceanography laboratories are 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. 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 offers diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers. Future curricular development will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students. Relationships with neighboring higher institutions (i.e., CSUSB and UCR) have yielded student engagement opportunities and those efforts are ongoing.
- Through the program review needs assessment process, the department advocates for budget increases in order to expand field trip, instructional supply, and tutorial opportunities. In addition, the department is leveraging existing and future grants to enhance services to students. The department must redouble its efforts to coordinate with counseling and marketing experts as a means to recruit, retain, and successfully graduate students.

SAOs/SLOs/PLOs: The most recent three-year PLO analysis of the Geology AS Degree indicates that approximately 83% of students have successfully met the six SLOs 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 adequately 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 in order to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

Departmental/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 in order 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. The second goal is to secure permanent office space within the physical sciences building for the full-time faculty member. The ideal scenario is to combine the office with the student laboratory/research facility described within the first goal. The third goal is to more closely collaborate with professional organizations like the Geological Society of America (GSA), Southern California Friends of Mineralogy (SCFM), and others in order to increase student participation in local scientific conferences related to the discipline. Ancillary benefits include increasing the number of geology majors, as well as transfer, scholarship, and employment opportunities. The fourth goal is to enhance the stature and visibility of the department. This can be achieved through various means, including collaborating with counseling and marketing personnel, developing honors-level and non-credit courses, creating research and scholarship opportunities, enhancing budgets for expanded field and tutorial opportunities, and leveraging STEM, geology, and other student clubs and organizations.

Challenges & Opportunities: The primary challenge for the Geology-Oceanography department is the relatively small population of students enrolling in geology and oceanography courses and associated lack of awarded degrees. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, AS and AS-T degree options, and tutorial/SI student support. A secondary challenge is relatively 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 tertiary challenge is the imperfect linkage between the department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers. A quaternary challenge is the lack of permanent office facilities for the full-time faculty member. There are opportunities to address this challenge by leveraging existing storage/preparation space and creating a combined faculty office-student laboratory/research activity hub.

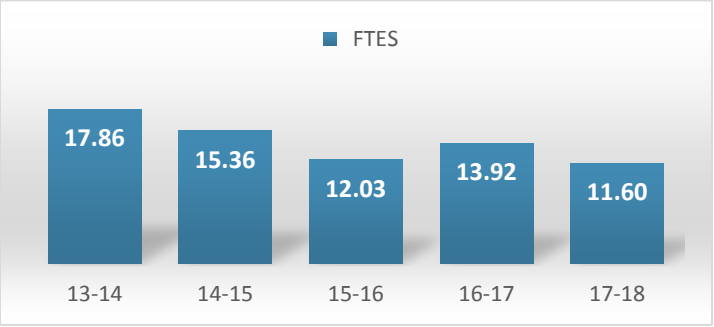
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Coordinate with administrative services, program review and curriculum committees, cultivate relationships with four-year universities to maximize student outreach opportunities, while maintaining relationships with professional organizations, and employers.	Increase student enrollment, majors, and graduates. Get student in the geology majors program experience with research projects and conference participation.	Faculty office space, student research space, enhanced budget, curriculum modification, counseling and marketing coordination, and community outreach.	Ongoing, but major milestones achieved within the 2018-19 academic year.

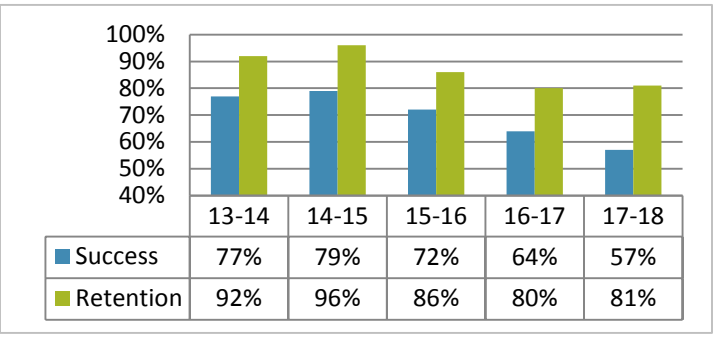
San Bernardino Valley College

GEOGRAPHIC INFORMATION SYSTEMS — 2017-2018

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, fire fighting, and more.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	134	101	81	89	74
FTEF	2.22	1.66	2.35	2.07	2.63
WSCH per FTEF	241	278	154	201	132



	13-14	14-15	15-16	16-17	17-18
Success	77%	79%	72%	64%	57%
Retention	92%	96%	86%	80%	81%

	13-14	14-15	15-16	16-17	17-18
Sections	17	20	20	18	18
% of online enrollment	0%	0%	20%	22%	50%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	17	5	2	3	3

- **Assessment:**
- After a three-year decline, FTES, student enrollment, and efficiency increased in 2016-17, but declined, once again, in 2017-18. Significant improvement must occur to ensure the viability of the GIS Certificate program. On- and off-campus outreach, marketing, and partnerships with counselors must expand in order to increase FTES and overall student enrollment. 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. These valuable resources must be leveraged to increase student enrollment. At present, evidence suggests that most GIS students do not pursue GIS courses beyond the introductory level (e.g. GIS 100 and 130).
- Student success and retention have generally declined since 2014-15. This may be partially attributed to faculty not dropping students if they are no longer attending class meetings. It may also be the result of course scheduling that does not meet student needs. As an increasing number of GIS courses are offered online, steps must be taken to ensure student success and retention.
- There is a miniscule institutional budget to support the GIS program, but additional funding is necessary. In particular, 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 relatively low number of awarded GIS Certificates, as will the recent State Chancellor's Office reaffirmation.

Progress from Last Year's Action Plan:

- 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. 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 are 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). Perkins Grant funding has been secured during the 2018-19 academic year. This will facilitate better marketing and SI/tutorial

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. At present, three out of five program-level SLOs have been assessed. Between 80 to 93 percent of students met the three program-level SLOs. Essentially, 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 improve.

Departmental/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, OER textbook adoption, 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 has occurred during the 2018-19 academic year. The third department goal is to permanently fund tutorial and SI support for all GIS students. This includes institutional funding such as basic skills, MESA, and S-STEM programs, as well as external grant funding. Perkins 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.

Challenges & Opportunities: The primary challenge for the GIS department is declining student enrollment, success, and retention. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, recently reapproved certificate, and tutorial/SI student support. A secondary challenge, related to the primary challenge, is the relatively small number of earned certificates. Some of the same existing opportunities could address this challenge. A tertiary challenge is relatively 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 and successful GIS certificate completion. At present, students can complete the certificate within one year entirely online. Perkins Grant funding has been procured.

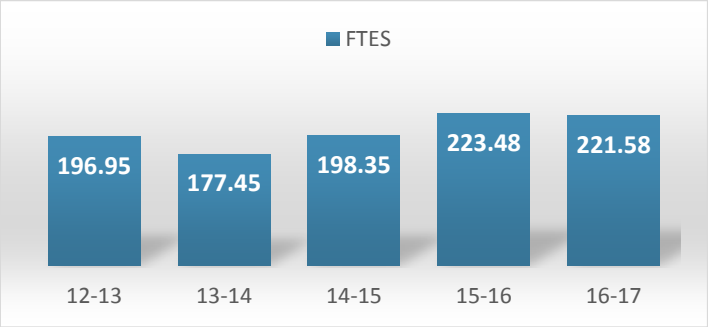
Action Plan:

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, and participating in Program Review and grant funding processes.	Increased student enroll-ment, success, retention, and certificate completion.	Counseling, marketing, curriculum, partnerships, scheduling, Program Review, and grant processes.	Ongoing, but data from the 2018-19 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. Perkins Grant funding has been procured to assist with marketing and SI/tutorial support.

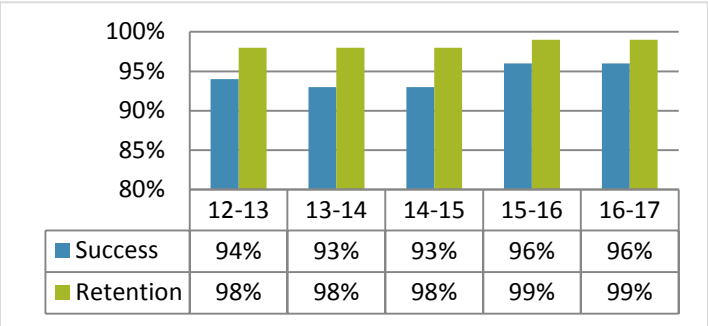
San Bernardino Valley College

NURSING — 2017-2018

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, either as a first-semester nursing student or through the Licensed Vocational Nurse (LVN) bridge course. Graduates of the program are eligible to take the national licensing exam (NCLEX-RN) in order to become licensed as a Registered Nurse 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), a voluntary, yet a specialized accreditation for pre-licensure nursing programs. Participating in the ACEN accreditation process awards nursing programs the opportunity to validate its commitment to providing a quality nursing program. The accreditation process assures that awarded programs meet expected standards of educational quality specific to nursing education.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	952	1,050	1,134	1,128	1,044
FTEF	29.56	32.16	35.62	37.07	35.78
WSCH per FTEF	180	185	188	179	179



	12-13	13-14	14-15	15-16	16-17
Success	94%	93%	93%	96%	96%
Retention	98%	98%	98%	99%	99%

	13-14	14-15	15-16	16-17	17-18
Sections	57	58	58	78	78
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	73	58	72	92	81
Certificates awarded	N/A	N/A	N/A	N/A	N/A

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

Progress from Last Year's Action Plan:

- Faculty are referencing available evidenced-based care resources and utilizing such guiding principles as a way to direct their teachings.
- Faculty are incorporating NCLEX-style questions into their exams--select-all-that-apply questions are being introduced in 1st semester and carried out throughout; some faculty have shifted their exams to timed computerized exams instead of the traditional paper exams.
- Faculty have attended workshops/seminars to learn various teaching strategies; faculty are incorporating/trialing different teaching modalities to help students build/retain knowledge.
- Professionally, the faculty team is advancing—currently, team members are recognized in the following roles: assistant director/department chair; clinical coordinator; clinical nurse educator (CNE); geriatric specialist.
- Curriculum has been revised completely, submitted to Curricunet, and being reviewed and evaluated by designated college committees; upon approval revised curriculum to be submitted to BRN with the request to be approved for implementation as of fall 2019.
- Partnerships have grown with the Inland Coalition of Healthcare Professionals; this awards the program relationships with high schools in order to provide opportunities for nursing outreach events.

SAOs/SLOs/PLOs:

- Faculty collect and evaluate SLOs every semester. Findings are then discussed and trends identified. Ideas for revisions, restructuring and reevaluation are discussed at the annual end of program review. A three-year review of the SLOs was also completed at the end of spring 2016. The next three-year review will reflect fall 2016- spring 2019.
- As part of the curriculum revision, the PLOs and course SLOs were evaluated and revised accordingly in order to provide clear and measurable outcomes. Courses have already began to use these new SLOs. These new SLOs will be evaluated every semester and then collectively as part of the new three-year review due in 2019. The new PLOs will be implemented with the new curriculum.
- In 2013, the end of program review was implemented. Faculty meet at the end of the spring term to discuss various components of the curriculum. Faculty provide insight and data related to their course, course outcomes, student performance, student needs, etc. The director uses the program evaluation tool to help assess and review the nursing program.
- Program/department goals are discussed and evaluated in order to identify trends, challenges and opportunities for growth and improvement.

Departmental/Program Goals:

- Have state-of-the-art technology that supports student learning for the discipline;
- Improve/maintain student success rate to greater than or equal to 94% in the program;
- As per ACEN and BRN recommendations, have sufficient staff for student success;
- Faculty to continue to expand knowledge and skills to remain current with advancing practice;
- Maintain qualified and consistent adjunct clinical faculty;
- Have adequate space, adding more skills lab space, to provide for expectations by accrediting agencies, ACEN and BRN, for increase use of technology and simulation;
- Hire nursing counselor from enrollment & retention grant for remediation purposes;
- As per BRN and ACEN recommendations, increase faculty training for the incorporation of human-patient simulation;
- Improve NLCEX pass rate to national average.

Challenges & Opportunities:

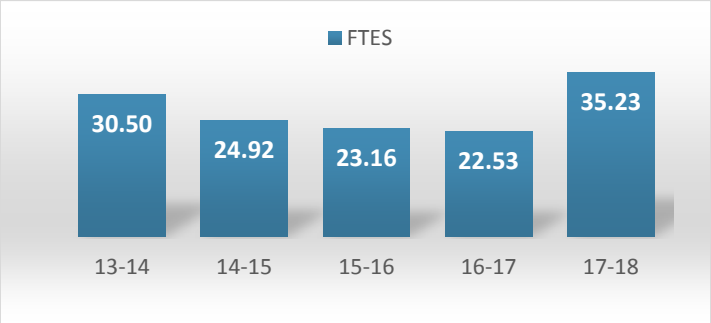
- Improving the NCLEX pass rate;
- Funding for professional development;
- Expanding clinical sites;
- Seeking and hiring a full-time (preferably) skills lab coordinator as recommended by BRN and ACEN recommendations--in order to facilitate using the skills lab to facilitate students success;
- Incorporation human-patient simulation into all courses;
- Seeking a half-time simulator technician support specialist as recommended by BRN and ACEN;
- Funding from enrollment & growth grant for HESI examinations and remediation materials for all courses;
- Finish curriculum revision;
- Continue conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN);
- Seeking new opportunities to satisfy the community needs of improve employments in the health-related fields (future plans of starting CNA (Certified Nursing program) and Psych tech to RN transition program).

Action Plan:

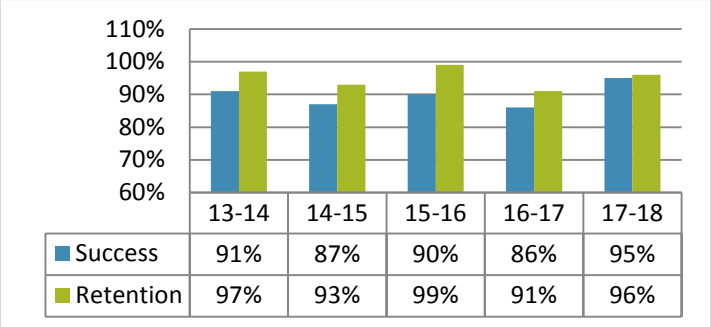
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Input into Curricunet; allocate funding to submit to the BRN • Implement NCLEX-style questions with incorporation of select-all-that-apply formatting • Explore funding opportunities --professional development vs. grant; explore local and low-cost opportunities • Continue to work with the grant and Health Workforce Initiative (HWI) for resources and allocation of funding • Advertisement and recruitment to fill vacant positions; approval of new simulation position; grooming of adjunct Instructors; faculty mentoring, team-building workshops, faculty recognition, etc.	• Complete curriculum revision. Submit to SBVC Curricunet and BRN • Improve NCLEX pass rate • Professional development for faculty • State-of-the-art technology • Adequate and qualified staff	• Time allocation to put into Curricunet system and funding to submit to the BRN • Continue with the strategy • Funding and potentially sub coverage for courses • Funding for simulation room, equipment, training, staff/faculty training in simulation to continue • Advertisement, recruitment, training, and team building	• October/fall 2018 • Begin fall 2017 • NCLEX exam scores has been improved • Ongoing • Simulation lab already completed and functioning since fall 2018 • Ongoing

Description:

Description: The pharmacy technology program is designed to prepare students for entry-level employment as a pharmacy technician, while working under the direct supervision of a pharmacist. Students who complete our program sit for the Pharmacy Technician Certification Board (PTCB) and apply for a California State Board of Pharmacy Technician License. There are two options for our program, the certificate and the Associates degree.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	194	167	154	150	229
FTEF	3.18	3.18	3.46	3.73	4.76
WSCH per FTEF	288	235	201	181	222



	13-14	14-15	15-16	16-17	17-18
Success	91%	87%	90%	86%	95%
Retention	97%	93%	99%	91%	96%

	13-14	14-15	15-16	16-17	17-18
Sections	12	12	13	14	18
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	20	8	19	12	16
Certificates awarded	23	2	5	8	10

Assessment:

- Increased enrollment is due to the recent American Society of Health-System Pharmacists (ASHP) accreditation. FTES: has increased to 35.23 for 2017-2018 (12.72% increase)
- Anticipate department will continue to increase FTES for the 2018-2019 school year.
- Success and retention have increased due to the structure created in our program.
- The program has a 95% success rate and a 96% retention rate.

Progress from Last Year's Action Plan:

The pharmacy technology program was granted a total of three years of accreditation by ASHP; a follow-up report is due once a year on the progress of our program. SBVC college is the only accredited pharmacy technology program offered within a community college setting in San Bernardino County:

- The pharmacy technology program currently offers classes in day and evening.
- Currently, the majority of lab equipment is purchased with the help of Perkins grant funds. Perkins grant money awarded for 2018-2019. A total of $18,000 this will allow the continuation of marketing the program.

SAOs/SLOs/PLOs:

Faculty collect and evaluate SLOs every semester. Findings are then discussed and trends identified. Ideas for revisions, restructuring and reevaluation are discussed at the annual end of program review. A three-year review of the SLOs was also completed at the end of semester.

- As part of the curriculum revision, the PLOs and course SLOs were evaluated and revised accordingly in order to provide clear and measurable outcomes. Courses have already began to use these new SLOs. These new SLOs will be evaluated every semester and then collectively as part of the new three-year review due in 2019. The new PLOs will be implemented with the new curriculum.

Departmental/Program Goals:

The pharmacy technology program was granted a three year accreditation by the American Society of Health-System Pharmacists (ASHP); a follow up report is due once a year on the progress of our program. SBVC has the only pharmacy program within a community college setting in San Bernardino County that is accredited. There is one profit school accredited in Ontario.

In order to maintain accreditation, the department needs to meet the requirement of hiring a full-time faculty member who will serve as the program director. A program director will oversee the program and be in charge of placing 20-30 students per year in externship rotation. The program director will also manage pharmacy sites and contract agreements. The program director will continue to market our program at the local high school careers fairs. The program will meet all industry and job outlook needs.

Our program has hired a full time faculty member through Strong Workforce grant money. Faculty member will oversee the pharmacy technology training program and maintain accreditation.

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

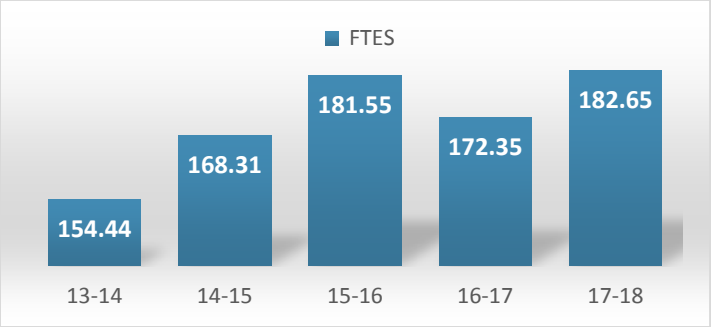
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue accreditation with the American Society of Health-System Pharmacists (ASHP)	January 2019	Continue to gather data and create new partnerships with hospitals Continue to have advisory meetings in order to create bridges with the community	May 2019
Continue marketing our program at various career fairs		Continue to be a part of every high school career fair	May 2019
Concurrent enrollment	January 2019	Be involved with guest speaking as well	

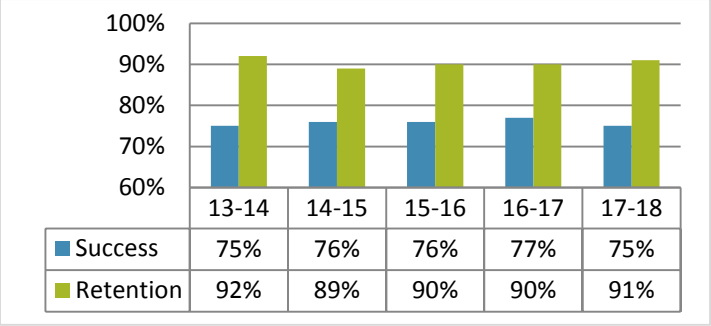
San Bernardino Valley College

PHYSICS/ASTRONOMY — 2017-2018

Description: The Physics/Astronomy/Engineering department offers general education Physics/Astronomy/Engineering courses; the department offers a physics sequence for majors in the life sciences, biology, prenursing/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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	771	797	885	860	877
FTEF	7.20	8.42	9.12	9.60	10.51
WSCH per FTEF	643	599	597	539	521



	13-14	14-15	15-16	16-17	17-18
Success	75%	76%	76%	77%	75%
Retention	92%	89%	90%	90%	91%

	13-14	14-15	15-16	16-17	17-18
Sections	33	38	44	44	48
% of online enrollment	6%	5%	5%	5%	4%
Degrees awarded	4	1	8	19	19
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- FTES and duplicated enrollment have both increased steadily from 2013-14 through 2017-18, both slightly dropping in 2016-17, in spite of the department's offering of an off-track physics sequence. However, often, with the economy's improvement, fewer students enroll in college classes. FTEF has steadily increased by 46% from 2013-14 through 2017-18, as the department has offered another engineering course together with the off-track physics sequence. The WSCH/FTEF productivity peaked at 643 in 2013-14, and has dropped significantly to 521 in 2017-18; although adequate, the drop may be partially due to the drop in FTES in 2016-17, and student enrollment is often low in new and off-track sections.
- Success and retention rates have remained high, averaging 75.8% and 90.4%, respectively, for the period 2013-14 through 2017-18 indicating relative instruction success.
- The number of sections offered had steadily increased from 33 to 48 to reflect student demand; by 45% from 2013-14 through 2017-18; this mirrors the increase in FTES. The percent of online enrollment has remained steady at about 5.0% throughout the same period; only the astronomy hybrid course has online enrollment. The number of degrees offered has spiked at 19 in 2016-17 compared to an average of about 4.3 per year in 2013-14 through 2015-16; this anomaly 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, physics lab tech has received extensive training in the operations of the planetarium and successfully presented planetarium programs in 2017-18. The retired planetarium specialist is presently working part time presenting planetarium programs while the search for a replacement continues. Several physics labs were revised and updated with new equipment obtained through program review and with the assistance of the department lab technician. Another engineering course continues to be offered to educate SBVC students about general engineering careers and opportunities. The department is actively seeking through program review to increase the physics lab tech position to full-time and also to hire another full-time physics faculty. The department continues with the help of the SBVC Student Success Center to support the SI and tutoring services in physics and to support general

SAOs/SLOs/PLOs:
Some of the general program SLOs that apply to all of 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; when the related physics/astronomy/engineering course SLOs are assessed, the student assessment outcomes have driven the department's efforts to create more tutoring/workshop and SI opportunities for students through the Student Success Center to offer more Engineering courses to obtain through program review the hiring of a full-time physics/astronomy faculty, an increase in 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.

Departmental/Program Goals: The department seeks to create more tutoring/workshop and SI opportunities for students through the Student Success Center; 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 and assist in maintaining the planetarium program; to hire a 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 online problem practice software, having a full-time lab tech, and hiring a replacement planetarium specialist will maintain or 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.

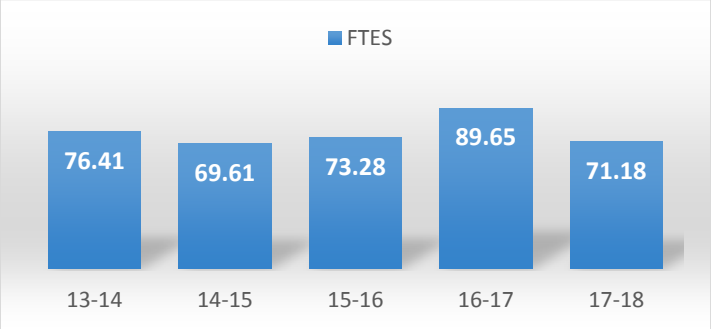
Challenges & Opportunities: Upon request by the Science division, the department is restructuring its Physics 150AB lecture/lab course to a two-semester series, changing from five to four units per semester, and its Physics 200/201 lecture/lab course to a three-semester series, changing from six to four units per semester; this restructuring eliminates from each course the traditional three-hour weekly problem-solving lab sessions. This will present 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 rates and retention rates, and to maintain a high efficiency of classes as determined by the WSCH per FTEF productivity ratio; to develop ways to encourage more students to major in the physical sciences, to encourage more pre-med students to attend SBVC, and to increase the average number of physics/astronomy degrees awarded per year; to enhance the department's engineering curriculum with more engineering-related offerings; and, to encourage more preengineering students to attend SBVC; to identify and retain qualified adjunct to teach all physics, astronomy, and engineering classes; to investigate the possibility of using Open Educational Resources for students in all of the department's courses.

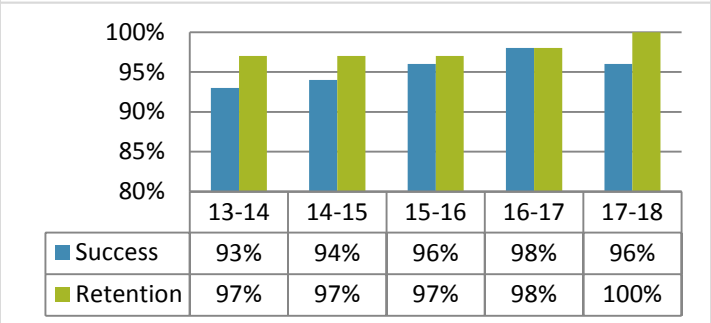
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Hire full-time physics faculty	Hire physics faculty	Program Review	Fall 2019
Increase physics lab tech position to full-time	Full-time physics lab tech	Program Review	Fall 2019
Update/revise physics/ astronomy labs	Update labs	Program Review	Fall 2019
Enhance engineering curriculum, offer more ENGR courses	Strengthen ENGR	Local universities	Fall 2020
Test existing physics practice online problem-solving software	Physics software use	Local colleges, universities, and physics text publishers	Fall 2020

PSYCHIATRIC TECHNOLOGY — 2017-2018

Description: The psychiatric technician program is a one-year program consisting of two, 18-week terms (17 units each) and one, 10-week summer term (12 units). The content of the program includes: nursing science, developmental disabilities, and mental disorders. The program admits 20 students each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the students are eligible to take the BVNPT licensing exam.





	13-14	14-15	15-16	16-17	17-18
Success	93%	94%	96%	98%	96%
Retention	97%	97%	97%	98%	100%

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	74	67	70	86	70
FTEF	10.46	9.74	9.59	11.02	11.32
WSCH per FTEF	219	214	229	244	189

	13-14	14-15	15-16	16-17	17-18
Sections	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	16	18	24	20	22
Certificates awarded	28	34	30	34	36

Assessment:

FTES: Enrollment is currently dictated by one of our largest facilities; they only allow 24 students at any given time. This limits our enrollment to 40 maximum in the summer semester. Another factor in decreased enrollment is the loss of Lanterman Developmental Center and Veterans Administration. These were two large facilities that previously provided valuable clinical experience. Until we can identify and secure another clinical site, the program is limited to enrolling only 20 students each semester. Success and retention is still above average. Student success and retention are a reflection of faculty assessment of students throughout the program for academic success. When a student is deficient, remediation and support efforts are implemented immediately. When a new site is secured, enrollment will go up and incidentally improve duplicated enrollment and WSCH per FTEF. Our priority is to secure an additional site as soon as possible. The department has maintained the number of certificates and degrees.

Progress from Last Year's Action Plan:

1. The psych tech's search for qualified instructors has been ongoing. The job description was updated and a recruitment is open for the next year. There are several applicants for the position.
2. Simulations is the classroom has improved. Students are becoming more actively involved in learning activities. The department is still in search of simulation programs or online simulation activities.
3. Department is actively recruiting at high schools and surrounding events, applicants have increased.
4. Faculty are actively networking in all facilities. Recruitment/clinical coordinator is also seeking qualified potential candidates in his search.
5. Advisory meeting is scheduled for April 2019. Evenbrite invitations to be used to reach more attendees.

SAOs/SLOs/PLOs: The assessment of the PLOs and SLOs has maintained a steady success rate. This success rate is reflected in the BVNPTs high pass rate. The program has maintained a pass rate with the BVNPT above 90% for the last five years. Department assures students are meeting the SLOs, and if not, the instructors collaborate on how to better assist the students before they complete the program.

Departmental/Program Goals:

1. Identify and secure new clinical sites.
2. Increase outreach and program promotional activity to improve student enrollment. Bring awareness to the opportunities of this health care profession by attending high school career fairs and partnering with high school educators.
3. Hire qualified instructors with experience and expertise in developmental disabilities, mental disorders and nursing science (this will increase student success and retention rates).
4. Encourage faculty to improve and expand knowledge, skills, and teaching approaches by attending conferences and seminars.
5. Secure funding and resources for activities for students that support a quality program such as increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education.
6. Increase attendance in the Psych Tech Advisory meeting.
7. Another goal is to increase successful student completion of certificates and degrees, and successful entry into the labor force and maintain first time pass rate at 95% or higher.

The Psych Tech program goals are inline with the SBVCs Strategic Goals, Objectives, and Strategies with Institution-set-Standards in the following areas: Goal 1 Access; 1.6, 1.6.2, 1.6.3, 1.9, 1.9.1, Goal 2 Student Success; 2.5.1, 2.5.1.1, 2.5.2, 2.5.3, 2.8, Goal 3 Communication, Culture, and Climate; 3.1.4, 3..2.4, 3.13 and Goal 4 Leadership and Professional Development; 4.2, and 4.3.

Challenges & Opportunities: Identifying and securing additional clinical sites; the recruitment/clinical coordinator (coordinator) will continue to search for new facilities. With each new clinical facilities we can bring in more students. Growth of the program—this is limited on the number of students based on ARMCs ratio of 8 students to 1 instructor and a maximum of 24 students at any given time. The coordinator position was recently implemented. This is a great opportunity since the focus will be on recruiting, bringing awareness of the psych tech program and mainly identifying and securing clinical facilities. Previous and current recruitment efforts have increased the number of applicants, inquiries into the program and we've also seen an increase in the number of students attending our information meeting. Finding qualified adjunct faculty is difficult; RNs & PTs earn equivalent or more at their primary employers. SBVCs hiring process and low pay scales prevent timely hiring of qualified faculty. Professional development is difficulty for some faculty due to time and expenses. Fortunately, with Perkins grant the department is able to offer faculty more professional development. Efforts will continue to enhance support for the annual advisory meeting. The focus will be on building the relationship between SBVC and local agencies.

Action Plan: The top priority is to identify and secure clinical sites so our students can become competent health care professionals. The coordinator has been networking and visiting with potential facilities and is collaborating with Southern California psych tech programs for other resources. Many hospitals are saturated with other programs so this has been a difficult task. The coordinator is also responsible for recruitment, attending career fairs and other events, which will also help us meet our goals. In the process, the coordinator is networking and finding new avenues for potential sites. In anticipation of growth the department is in search of additional qualified faculty. The job posting was updated and interviews are scheduled to be held soon.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Network with potential facilities and staff in search of clinical sites. 2. Expand recruitment efforts by distributing brochures at local events, and attending on and off campus events. 3. Search for qualified instructors with experience and expertise in develop-mental disabilities, mental disorders and nursing science. 4. Network with local high schools. 5. Apply for grants and search for other funding opportu-nities. 6. Improve advisory meeting attendance.	1. Identify and secure new clinical sites. 2. Increase outreach and program promotional activity to improve student enrollment. 3. Hire qualified instructors with experience and expertise in developmental disabilities, mental disorders and nursing science (this will increase student success and retention rates. 4. Bring awareness to the opportunities of this health care profession by attend-ing high school career fairs and partnering with high school educators.	Work closely with the coordinator to assure progress in identifying and securing clinical sites. Work with Human Resources to advertise for instructors. Collaborate with clinical site representatives to enhance advisory meeting attendance. Collaborate with other CTE programs for new ideas and to improve our current program. Attend conferences and other training opportunities to effectively implement active learning and simulation in the classroom. Collaborate with community high schools and other educational institutions in search for off-campus events to promote the psych tech program.	2020-21

Social Science, Human Services and Physical Education Division – Instruction

San Bernardino Valley College

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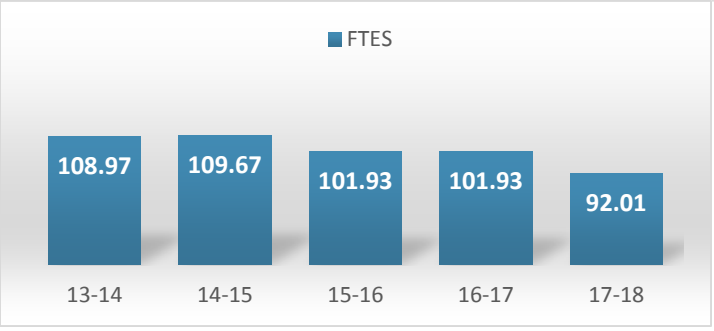
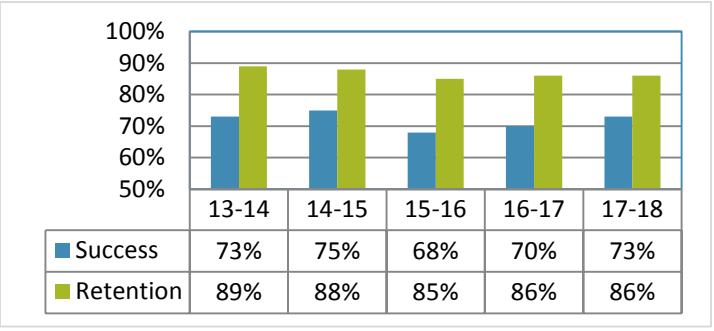
ADMINISTRATION OF JUSTICE — 2017-2018

Description:

The Administration of Justice department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a four-year academic program.





	13-14	14-15	15-16	16-17	17-18
Success	73%	75%	68%	70%	73%
Retention	89%	88%	85%	86%	86%

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,081	1,098	1,020	909	918
FTEF	5.40	5.60	5.64	5.40	5.20
WSCH per FTEF	605	588	542	506	531

	13-14	14-15	15-16	16-17	17-18
Sections	27	28	29	27	26
% of online enrollment	30%	25%	24%	26%	23%
Degrees awarded	46	54	52	66	68
Certificates awarded	16	27	19	17	13

Assessment:

The FTES shows an approximately 10% decline from 2015-16 and 2016-17 reflecting college-wide reductions in enrollment.

FTEF and WSCH demonstrates a consistent need for more full-time faculty and still above the college norm.
Student success up 3% (70% to 73%) and retention is identical to 2016-17 school year.
Online enrollment 3% lower than 2016-17, but just one percent lower than 2015-16.

Progress from Last Year's Action Plan:

FA18 increased online courses offered to approximately 30%; up from 23% from 2017-18.

SAOs/SLOs/PLOs:

- AS-T degree program three-year assessment shows that 87.7% of the students meet/exceed SLO standards over the past three years.
- AA degree program three-year assessment shows that 93% of the students meet/exceed SLO standards over the past three years.
- Certificate program three year assessment shows that 93% of the students meet/exceed SLO standards over the past three years.
- All course and program SLOs were examined and revised in 2015 by the advisory group and they more accurately assess student performance which is between 87.7% to 93%.

Departmental/Program Goals:

- Although the program has increased online sections offered in FA18, we still have a real need for more Canvas-trained online instructors; the same goal as last year.
- The program will be adding one online section for SM19 in Criminal Law to provide more access to students who cannot attend regular brick and mortar classes but need this course for their degree.

Challenges & Opportunities:

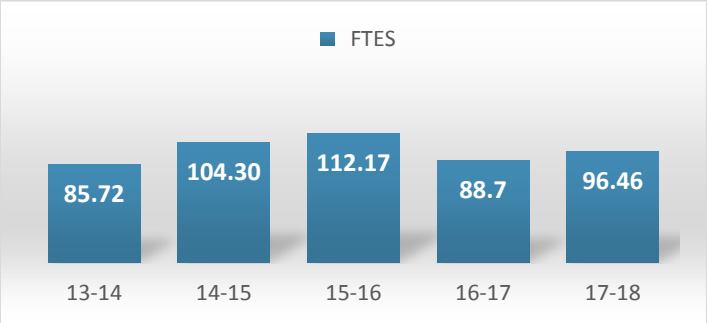
- Continuing challenge to locate additional adjunct faculty willing or capable of teaching online in the new Canvas LMS.
- Opportunity exists next school year as the only full-time faculty and department head retires and a new full-time faculty/department head is hired to replace him who could help in teaching additional online classes which may provide more access to students.

Action Plan:

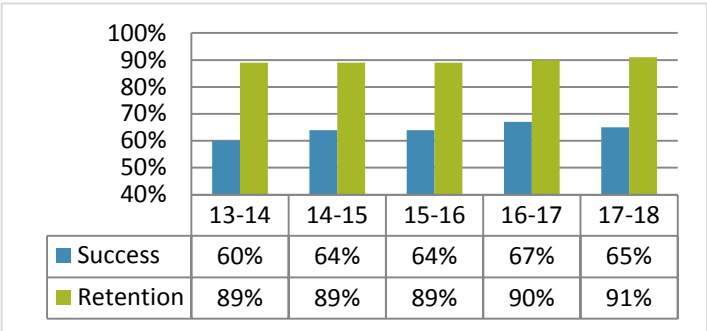
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Retirement	Find more Canvas-trained instructors to replace current full-time faculty.	None	6/1/19

ANTHROPOLOGY — 2017-2018

Description: Anthropology has been called the most scientific of the humanities and the most humanistic of the sciences, integrating biological, archaeological, cultural, and linguistic perspectives into the study of humanity. The SBVC anthropology Department offers courses in all four subfields and in selected areas including religion and visual culture. Taking classes in Anthropology develops skills of critical thinking and research and enriches understanding of human diversity. Anthropologists often aim for their work to be useful in solving real-world issues faced by humans today. Anthropology prepares students to work in education, cultural resource management, health care, advocacy, marketing, or conflict resolution, although anthropological insights can be useful in a vast range of occupations.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	27	1045	1,122	887	970
FTEF	4.20	5.20	6.20	6.00	5.80
WSCH per FTEF	570	602	543	444	499



	13-14	14-15	15-16	16-17	17-18
Success	60%	64%	64%	67%	65%
Retention	89%	89%	89%	90%	91%

	13-14	14-15	15-16	16-17	17-18
Sections	27	34	38	32	40
% of online enrollment	37%	35%	47%	59%	54%
Degrees awarded	1	3	4	3	8
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: Productivity slightly increased but is still below desirable. This is associated with the slight increase in FTES and slight decrease in FTEF. The retention rate continues to increase and remains 3% higher than State Anthropology retention rates for 2017-18 (Datamart). This could be associated with program planning that offered more short-term classes, a continued trend in the Dept. from the previous year. The success rate slightly decreased and is lower than state anthropology success rates for 2017-18, 72% (Datamart). However, when considering final enrollment numbers, the success rate jumps to 73% (EIS). Yet, a decrease in what had been a rising rate for three consecutive years could be attributed to the implementation of Canvas in fall 2017, a major adjustment for both faculty and students, as well as some turnover among the part-time faculty. Online sections make up a little more than half of the Dept. offerings and the SBVC Research Office has concluded that for ANTHRO 102 the online format leads to higher success rates. The Dept. maintains load for at least two full-time faculty but currently operates with one full-time faculty member and up to five part-time faculty per semester.

Progress from Last Year's Action Plan: All action steps from last year's plan have been implemented. The "Which Anthropology Courses To Take" sheet was created, showing which classes fit into different degree and transfer goals and has been made available on the Dept. website. It has been disseminated to counseling faculty and directly to students. Zero Textbook Course (ZTC) information has been regularly provided to and discussed with anthropology faculty. A budget increase was ranked 11th in program review but not funded. More Honors sections have been offered to now include online and hybrid modalities. All Anthropology courses have been transitioned to Canvas and dialogue about best practices with faculty continues.

SAOs/SLOs/PLOs: Assessment continues on a semester basis. Percentages of students who met the PLOs for the AA-T in 2017-18: 81 and 83%. This is an increase in PLO 1 from 2016-17. PLOs reflect the AA-T and not the anthropology program, however. The department faculty will continue to discuss SLOs and PLOs in relation to success rates and all faculty will be encouraged to enter SLO assessment data into SLOCloud. SLO data has been used to improve and modify class assignments and to reflect on instructional methods.

Departmental/Program Goals:

1. Improve student success.
2. Continue to improve productivity.
3. Increase student access to learning opportunities.
4. Continue to promote best practices and professional growth among faculty.

Challenges & Opportunities:

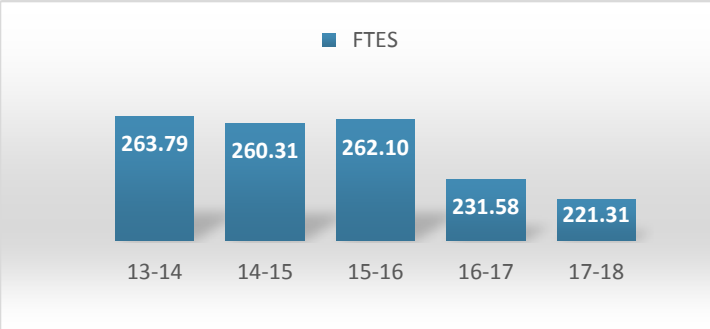
A. Program planning would benefit from more data and data analysis.
B. Faculty struggle to create engaging DE components that are ADA compliant.
C. Some faculty struggle to incorporate ZTC or low-cost materials.
D. Lack of a study abroad coordinator inhibits the development of learning opportunities in the field.
E. Despite dissemination of the newly created sheet, "Which Anthropology Courses To Take" (one of the action steps from the 2016-17 EMP) and several links on the Anthropology Dept. webpage, there remains significant confusion among students about which Anthropology courses to take, how the AA-T works, and what is needed to transfer as an Anthro major.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request data from OR and analyze data in EIS for course scheduling and program planning	1, 2, 3	Research requests and EIS analysis	Ongoing
Create a new brochure and disseminate more information about the anthropology program	3	Update brochure	Ongoing
Reconsider budget with changes in program planning	1, 3	Discussion with faculty, Research requests and EIS analysis	Spring 2019
Conduct faculty survey	4	Create and conduct	Fall 2018

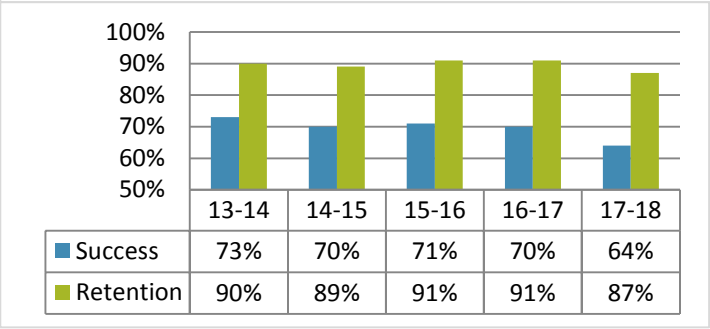
San Bernardino Valley College

CHILD DEVELOPMENT — 2017-2018

Description: The Child Development Department (CDD) has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The CDD currently has eight certificates and three degrees, including an ECE AS-T degree. All courses in the TMC are C-ID approved. The CDD 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 60% of courses are taught by adjunct faculty. The CDD has two state contracts. Courses are offered to provide access to students during the day, in the afternoons, on Saturdays, short-term, in hybrid, online and ITV formats. CD students have SIs to support student success.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,336	2,293	2,254	2,026	1,993
FTEF	13.49	14.57	16.28	15.95	16.20
WSCH per FTEF	587	536	483	436	410



	13-14	14-15	15-16	16-17	17-18
Success	73%	70%	71%	70%	64%
Retention	90%	89%	91%	91%	87%

	13-14	14-15	15-16	16-17	17-18
Sections	71	76	83	81	83
% of online enrollment	10%	16%	16%	27%	36%
Degrees awarded	31	33	39	65	47
Certificates awarded	55	50	37	38	21

Assessment:

- Section offerings have remained about the same. CDD offered 83 courses in 15-16 and 83 in 2017-18 and all courses are necessary for students to reach their program goals. Specialty courses are necessary for each certificate with a special concentration in CD/ECE.
- FTES have declined slightly from 231.58 in 2016-17 to 221.31 in 2017-18 which is a 4% drop in FTES. SBVC overall has had a slight decline in FTES. There is a staffing shortage in CD/ECE, so recruitment is needed to give prospective students the information needed to join the CDD and the CD/ECE field. FTEF are strong at 16.20 showing a need for eight full-time faculty.
- Efficiency has declined to 410. CDD needs to offer all CD courses each year to help existing students complete programs despite overall FTES declining. Caps needed for room sizes have had an impact on efficiency. Increased hybrid and online offerings may have also had an impact on the efficiency in the CDD. Low caps on practicum, lab, internship courses, as well as specialty courses for specific certificates had an impact on the overall efficiency for CDD courses.
- Fifty-one degrees and 21 certificates were awarded in 2017-18. In the last few years the trend has been that CD degrees have increased and CD certificates have decreased (Success). Students are afraid to lose financial aide by earning certificates before degrees, so most wait until they earn degrees before applying for any certificates. Because CD degree numbers have increased, transfer rates have also increased as more CD students are earning AA degrees in CD and then transferring to universities and earning BA degrees. The partnership with the University of La Verne is helping to improve graduation rates and transfer rates.
- In order to increase access, 36% of CD courses were offered in a hybrid or online format which was a 9% increase from 2015-16. The increase in hybrid and online courses may have impacted success and retention rates.
- Success rates in courses are at 64%. Success rates have dropped from 70% in 16-17. This is a 6% decline in success. More hybrid courses were offered for access, but the increase in DE offerings from 16% in 2015-16 to 36% in 2017-18 may have had an impact on success rates. The CDD intends to lower the DE offerings to increase success rates.
- Retention rates remain very high at 87% but have dropped 4% from 91% in 2016-17. DE offerings perhaps lowered retention.

Progress from Last Year's Action Plan: CDD has continued to maintain partnerships, contracts, outreach to high schools and ROP programs, etc. (Access and Student Success). As planned in departmental goals, CDD has almost offered all courses in each certificate & degrees in one year and maintained quality programs with the exception of CD 075 and CD 134 (Access & Student Success). Met: CDD faculty have met for four meetings to plan classes for the 2018-19 academic year as planned in last year's goals. Plans include offering CD 075 & CD 134 in 2018-19, cutting back on at least four DE sections, selecting new times for course offerings & holding orientation meetings for new CD students. Met: Plans included holding seven director's meetings, two advisory board meetings, and two meetings to help students with ULV--all meetings were held. Met: CDD faculty did meet with SBVC President to discuss CDDs goals and needs. As planned, CDD is offering more support and resources for students: CD meetings, brochures, smooth career pathway, orientations, conferences, academic advising to ensure success, contracts/grants, & SI support (Student Success). CDD was #10 in program review in 17-18 and #2 in 2016-17. Not met: CDD has not yet hired a

SAOs/SLOs/PLOs: CD faculty meet 2-3 times per year for SLO Assessment discussions. Suggestions: Increase time covering assignments, clarifying written directions, allowing students to re-write assignments, clarifying information on syllabus, clarifying rubrics, and changing points values to ensure completion. Using the CD SI's and other SBVC resources is recommended. English 015 advisories were added and English 914 prerequisites were added, but English 015 recommendations are changed to Read 015 for fall 2019 due to AB 705. PLO Assessments for the three-year cycles have been good, showing positive results for all CD programs except for the FCC Certificate because CD 075 was not offered. CDDs faculty were concerned that the FCC Certificate be removed related to the FCC PLO. The CD Advisory Board suggested adding DE to CD 075 and attempt to offer it again. DE was added to CD 075 effective fall 2018. CD 075 is now successfully offered in fall 2018 and FCC PLO data can be gathered. CD PLOs need to be remapped with revised CD course SLOs for accuracy on all CD PLOs. Eight core courses had changes in the SLOs in the past three years, which impacted PLO data due to changes in the PLO mapping.

Departmental/Program Goals:

- Increase # of Certificates earned: offer all courses needed for the degrees and certificates in one year to prepare students employment, career attainment & transfer (Access & Success)
- Increase FTES: maintain and increase partnerships in the community such as California ECE Mentor Program (State Contract), Director Meetings, CD Planning Council, San Bernardino Child Care Planning Council & Special Needs Committee, monthly ECE Director's Meetings, CD Training Consortium (State Contract), 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)
- Increase FTES: update CD brochures and keep all CD courses current (Access & Student Success)
- Increase student success: remap course SLOs and PLOs and review the data. Use data to inform student success plan
- Increase efficiency & FTES: hire one full-time faculty to help with the departmental work, assessment, curriculum, partnerships, and bring back Education Program; develop new TK program (Student Success)

Challenges & Opportunities:

- Challenge: Decrease in full-time faculty/increased work load since 2009 departmental advising for eight certificates and three degrees is a challenge--Lost Education program due to lack of FT faculty. The workload for CTE programs is high.
- An opportunity would be to hire a full-time faculty member to help with CDD workload and to bring back the Education courses.
- 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 is a challenge for current full-time faculty.
- Challenge: The drop in CD Certificates to 21 shows that the numbers are being impacted by not having enough full-time faculty to meet the needs of the CDD. CDD has the potential to earn high numbers of certificates and degrees.
- As predicted, the CDDs FTES are declining along with success and retention as the workload to maintain the programs without enough support increases (EMP & CTE two-year review).
- Partnerships are beneficial to students including work, transfer, student support & career advancement, but increase work load for faculty/need more support for students (Success).
- Having SIs has been a wonderful opportunity (Student Success).
- Labor Market and COE data shows that locally there will continue to be many jobs in the field (CTE two-year review).

Action Plan:

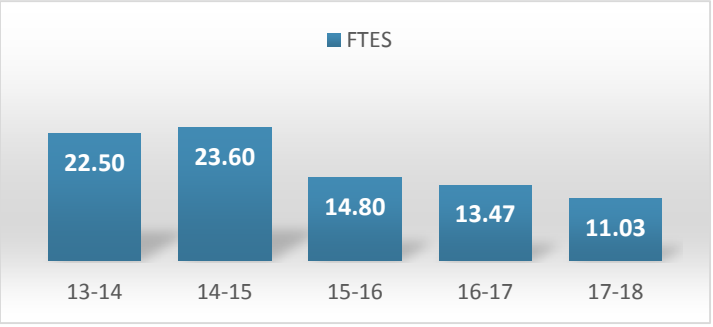
1. To increase the number of CD Certificates in 2018-19 by offering all CD courses in one year, as reflected in the fall and spring schedule, by holding at least four department meetings to plan the fall and spring schedule and hold two student orientation meetings to let students know about opportunities to earn certificates and degrees.
2. To increase overall FTES & help students move into work and transfer by promoting programs in community partnerships, orientations & meetings & maintaining all current community partnerships, contracts and articulation agreements .
3. To hire a new full-time CD Faculty by completing program review process.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. CDD will hold four department meetings to plan for fall/spring schedule to include all CD courses in certificates and degrees & CD faculty will hold two CD orientation meetings per year. 2. CDD will promote CDD programs and hold seven director's meetings, two advisory board meetings and attend two articula-tion meetings and two orientations and reaffirm partnerships and contracts. 3. To complete the program review process to hire one new FT CD faculty member.	1. To increase the number of CD certificates earned in the 2018-19 academic year. 2. To increase FTES and help students move toward work and transfer by maintaining contracts, articulations and current community partnerships. 3. To hire one new FT CD faculty to help with program responsibilities.	1. IO and Dean support 2. IO and Dean Support 3. College President and District Chancellor support	1. May 2019 2. May 2019 3. May 2019 and ongoing.

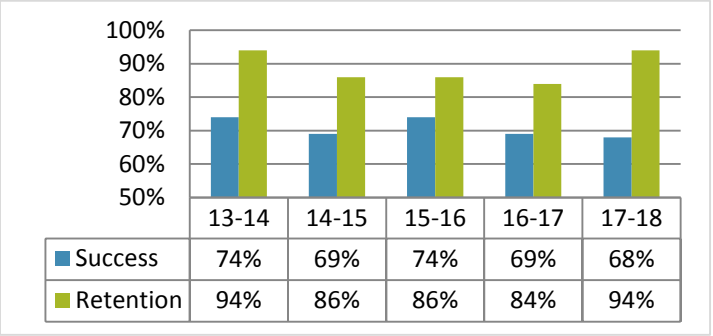
CORRECTIONS — 2017-2018

Description:

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



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	225	236	148	134	110
FTEF	1.20	1.20	1.20	1.20	1.40
WSCH per FTEF	562	590	370	337	236



	13-14	14-15	15-16	16-17	17-18
Success	74%	69%	74%	69%	68%
Retention	94%	86%	86%	84%	94%

	13-14	14-15	15-16	16-17	17-18
Sections	6	6	6	6	7
% of online enrollment	0%	33%	17%	17%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	3	3	0	0	0

Assessment:

FTES is continuing its downward trend since the 2015-16 school year with a corresponding drop in WSCH per FTEF. Student success remained constant, however, student retention increased to an all-time high of 94%. This is such a small program that large swings in statistics can occur from small enrollment changes.

Progress from Last Year's Action Plan:

- Courses have continued to be assessed each time they are taught.
- Late start courses have helped retention scores.
- Newest adjunct faculty hires still have not succeeded in Canvas efficacy.

SAOs/SLOs/PLOs:

- Three-year assessment of SLOs and PLOs show that students meet or exceed the standard 84.5% of the time.
- SLOs were updated in March 2015 to better measure the subject matter. Assessment scores have changed very little.

Departmental/Program Goals:

Still need to identify an instructor that will be Canvas qualified. Dropping student enrollment makes it difficult to justify additional staffing.

Challenges & Opportunities:

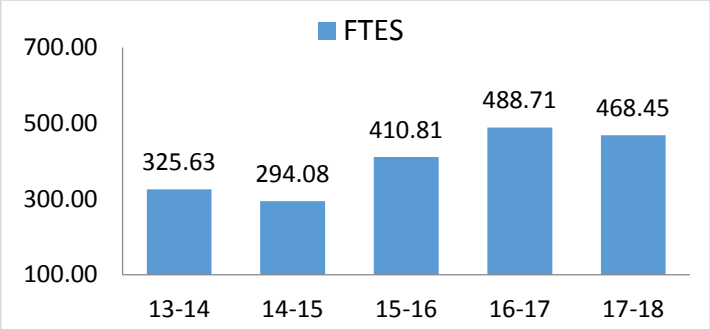
- High employment in entry-level jobs has reduced student enrollment in night courses.
- Corrections job opportunities are still very high and the still declining student enrollment over the past three years is confounding.
- With the retirement of the department chair after this school year, a new chair/faculty that is more proficient in Canvas may help this program recover.

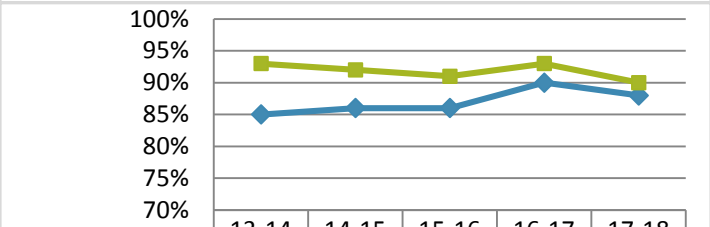
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Identify new online faculty	Adjunct faculty to learn Canvas LMS	None	FA19

CRIMINAL JUSTICE — 2017-2018

Description: The Criminal Justice/Police Science Department offers law enforcement courses designed for entry-level officers and advance officers. Presently, offering a full-time (6-month academy), part-time extended academy (12 months) and a three-step modulized academy (18 months). The curriculum is certified by the Commission on Peace Officer Standards and Training (POST), and upon successful completion, each student receives a certificate of completion and a CTE Basic Peace Officer certificate allowing him/her to be hired as a police officer, school police officer, or deputy sheriff anywhere in the state of California.





	13-14	14-15	15-16	16-17	17-18
Success	85%	86%	86%	90%	88%
Retention	93%	92%	91%	93%	90%

	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,070	859	1,225	1,481	1,475
FTEF	7.32	9.02	9.74	12.40	7.11
WSCH per FTEF	1335	978	1265	1182	1976

	13-14	14-15	15-16	16-17	17-18
Sections	21	22	22	27	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	238	208	245	330	349

Assessment: The program's EMP reveals the continuation of student population increasing due to the demand in law enforcement. An enrollment growth of 190.43 since 2012-13 which demonstrates the need for additional faculty and staffing. Student retention and success rate average for all five years is above 85 % and retention rate average is above 90% and WSCH per FTEF is above college goals. There is a little change from 2012-14, but steadily increasing from previous 2017-18 program efficacy. The California Labor Market Report provided by the California Employment and Development Department reveals a continuing demand for peace officers and related fields; currently, over 68,700 and future projections of 73,700 positions, an increase by 5,000. The Criminal Justice Program and Police Academy is a certificated program. Students that successfully complete the Police Academy are issued a Peace Officer Standards and Training (POST) certificate that allows them to obtain employment as a peace officer. High Field Standards are set by POST; students receiving certification meet requirements for job performance. Most recently, the program was approved as a Career Technical Education Program. This will allow a pathway into law enforcement or continue with their studies to earn further degrees. *Years – POST Certificates issued: 14-15 – 208; 15-16 – 245; 16-17 – 330; 17-18 – 349.*

Progress from Last Year's Action Plan: The department continues to grow. Success rate is 85% and completion rate is 90% while fulfilling the program-level outcomes at 100%. Productivity WSCH per FTEF has doubled. In Jan. 2018, successfully completed the Peace Officer Standards Training (POST) BCCR audit. The Basic Law Enforcement Academy extended format was successfully reaccredited. All academy instructors were recertified through AICP prior to Dec. 2016. The department received approval of a substantive change proposal through the Accrediting Commission for Community and Junior Colleges (ACCJC). Criminal Justice is now part of Career Technical Education (CTE) for gainful employment. A Basic Peace Officer certificate is awarded upon completion of our program. Utilizing Canvas to post POST Learning Domains workbooks. Continuing to participate in campus events, coordinating with outreach department, and networking with other businesses and local communities.

SAOs/SLOs/PLOs: Criminal Justice department regularly assesses program courses. The first three program SLOs are tied to the mission of the program and specifically provides students with the necessary tools to succeed in a law enforcement career. The remaining five SLOs mirror the course student learning outcomes. 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 reflect core attainment by students successfully meeting or exceeding the SLO standards. During this reporting period, all three police academies have maintained a 98% average on the end of course SLO tests. Students in all three academies continue to graduate and hiring rate is at a 91% average on all POST Learning Domain tests. The Police Academy director and coordinator continue to work closely with faculty to ensure the SLOs for Police Academy sections of courses and programs can be compared to other similar college programs and current with POST Learning Domain, Vehicle Code and Penal Code sections. The program assessment has not required any other additional changes. Current level outcomes are at 100%.

Departmental/Program Goals: Criminal Justice's goals are to continue to provide quality law enforcement training with a greater emphasizes on ethics and character development. Visit all feeder high schools and provide information on the three academy programs and create pathways. Improve partnership with San Bernardino County Sheriff's Academy by offering more advanced officer classes and start new partnerships with outside law enforcement agencies. Continue providing quality law enforcement training with a greater emphasizes on accountability, ethics, and character development. Complete content review this school year and required efficacy examination in Criminal Justice/Police Science. Increase staff and faculty.

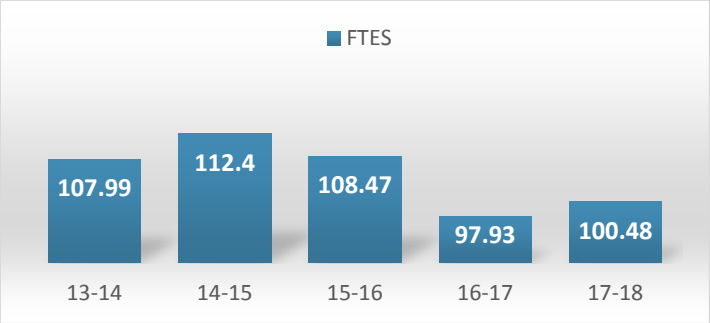
Challenges & Opportunities: There are some challenges maintaining the high rates of success and retention of students attending the full-time basic academy, as enrollment comes to a intentional pull-back from the San Bernardino County Sheriff's Department. Another challenge is to increase diversity of the overall program. Continue to offer four intensive-format--three modulized, and one extended format--basic law enforcement academies annually to meet the current high demand for police officers. Most recently the curriculum committee and San Bernardino Community College District (SBCCD) Board approved 19 advance officer courses. The current challenge is moving forward.

Action Plan:

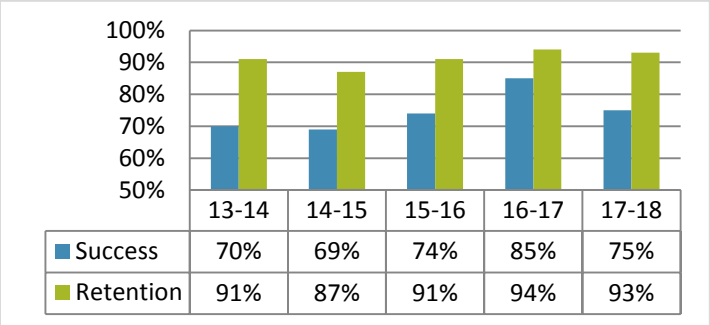
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Develop curriculum for additional Advanced Officer classes	Improve our partnership with San Bernardino County Sheriff's Academy by offering advanced officer classes and proper planning	increase staff/ resources	Jun 2019
Prepare calendar listing visits of all feeder high schools	Visit all feeder high schools and provide information on our three academy programs. Part of Statewide *Career Pathways.*	Existing staff/ resources and collaboration with the high schools	Jun 2019
Review and read code of ethics daily. Academy Director emphasizes accountability, ethics and character develop-ment during "Day One" of all three police academies.	Continue providing quality law enforcement training with a greater emphasizes on accountability, ethics and character development	Existing staff/ resources	Jun 2019

ECONOMICS — 2017-2018

Description: Economics is a standard pre-business major, because it provides insight into the operation of individual markets for goods and services, financial markets, and the global economic system, and because it provides the quantitative and analytical skills that enable students to succeed in a wide variety of business activities. Many law schools view economics as one of the best undergraduate majors because of its disciplined approach to the analysis of social issues. The economics program at San Bernardino Valley College is specifically designed to teach the three core courses that are required for a business administration Associates degree for transfer to a four-year school majoring in business and public administration, or majoring in economics. Many of our student go on to earn a Bachelor's degree in economics which leads to the very highest earnings among all students in the U.S. earning a Bachelor's degree. According to the U.S. Department of Commerce *Occupational Outlook Handbook (2018)*, "rising demand for economic analysis in virtually every industry" should result in good job prospects for economists, especially in management, scientific and technical consulting services. Earners in the 75th percentile can expect to make $126,000 a year after 10 to 12 years."



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,078	1,104	1,062	950	967
FTEF	5.34	5.53	5.53	6.00	6.87
WSCH per FTEF	607	609	588	490	439



	13-14	14-15	15-16	16-17	17-18
Success	70%	69%	74%	85%	75%
Retention	91%	87%	91%	94%	93%

	13-14	14-15	15-16	16-17	17-18
Sections	30	31	32	33	38
% of online enrollment	33%	35%	38%	38%	34%
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: The Economics department expected the FTES drop-off that occurred in 2016-17 as a consequence of implementation of the Math 090 prerequisite in the two core course we teach—Econ 200 (Macroeconomics) and Econ 201 (Microeconomics). Also, note that the success has moved from an average of 71% from 2013-16 to 80%—a significant increase in both retention and success in the last two academic years (2016-18). This is primarily due to the fact that online sections were capped to 30 students. While this was the driver of a lower productivity measure in terms of weekly contact hours per full time equivalent faculty (WSCH/FTEF), the program enrollment is inching upward and the success rate in our online classes are among the highest in the entire college. Thus, the students we retain and teach continue their enrollment—thus increasing overall quality and FTES at San Bernardino Valley College.

Progress from Last Year's Action Plan: The plan was to lower the class size in online and the planned outcome of increasing the success and retention has been achieved. Since implementing the changes, we are consistently above 90 percent in retention. Economics is still coordinating with the business division, and upon the approval of the newly launched Calculus for Business class, the department will begin writing a Associate's degree in economics. The revision of the online courses for the Online Education Exchange is still in the planning stages, so the online program's intention of putting some of the online classes into the exchange is awaiting further directions from the college as to how to proceed as a department. The updating of curriculum is taking place as planned. The department has endeavored to offer a variety of formats for Econ 100 (being launch through curriculum for online delivery for the first time) Econ 200 and Econ 201 with traditional, hybrid and online.

SAOs/SLOs/PLOs: The Economics department is in the process of a complete revision of the SLOs for Econ 100, Econ 200 and Econ 201. These SLOs have not been revised in four years. There is a growing emphasis at San Bernardino Valley College on being proactive in promoting students who are more globally aware and politically engaged. The department continues to rewrite the SLOs to incorporate those division and college goals. However, there is no doubt that the increases in student success within the economics area is due to the reflection on the SLOs we already have in place and the SLO process in place (which has been increasing retention and student success).

Departmental/Program Goals:

- Increase overall FTES by writing alternative delivery curriculum for the highly successful Econ 208 Business Statistics course. The plan is to add several sections of hybrid and online formats to bolster enrollments as well as add more Statistics sections the AA for transfer degree and as a required transfer course for the Business AA degree.
- Launch the Econ 100 for alternative delivery to increase overall interest in Business and Economics as a major to the end of increasing program enrollment
- Compare the Online Course Exchange rubric to the existing economics online courses, ascertain a timeline for putting courses into the Online Course Exchange as per the recent college agreement with the online exchange
- Continue to make progress toward creation of the transfer degree in economics to the four-year programs at UC and Cal State—in keeping with the master plan for the college to increase transfers.
- Work toward the new goal of being a part of the planned Model United Nations program at SBVC.

Challenges & Opportunities: There are no concrete goals yet for the Model United Nations as the program is still in the planning stages. There are too many questions about steps to launch that program. The real challenge in terms of the program goals below involve making the time commitment to rewrite the curriculum and coordinating the curriculum development with other changes such as the changes to the prerequisite math courses as the Math 096 is written. Also, the department proposes to include Econ 208 or Math 108 into a guided pathway plan. It has always been a challenge to communicate with the math department in terms of the graduation and equivalency of math statistics and the Econ 208 course in terms of articulation. Coordinating the development of the new economics course or courses with the launching of the AAT degree in economics will be the biggest challenge in the immediate future.

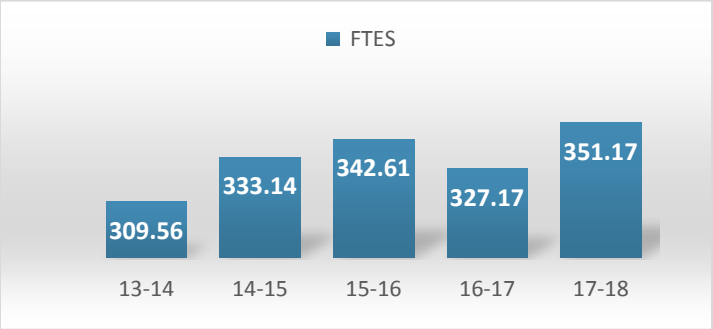
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Approval of new curriculum as outlined above	1. Econ 100 and Econ 208 launched for alternative delivery	1. Expanded need for division to have available computer labs	1. 2020-21
2. Gather information on new courses for the Associates Degree for Transfer (AAT) in Economics	2. Write curriculum for a Labor Economics course to go along with the launch of the AAT in Economics	2. Conference and workshop attendance to design a model AAT in Economics at Community College level	2. Spring 2021
3. Revise Student Learning Outcomes (SLOs)	3. Regular dept. meetings to adopt new SLOs	3. Not applicable	3. 2019-20

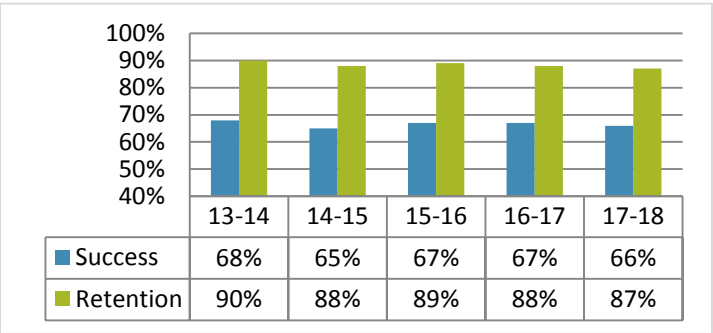
San Bernardino Valley College

HISTORY — 2017-2018

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, there are courses that meet the American Institutions requirement for all CSU students. In the past year, approval was granted for five courses to meet the American Institutions requirement, including: History 100, History 101, History 137, History 138, and History 138. Additionally, there is a California History course that is required for some education degrees and certificates. In the past year, a History Major (ADT) was created that is in the process of approval (waiting for two history course C-ID approvals). Section offerings were expanded, 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) courses are available in the classroom in hybrid format and online. Additionally, the department works with student services in offering learning community courses in the Tumaini Program (African American history cohorts). As multiple sections of United State history honors courses are offered, the department has created an Honors Colloquium so that honors students may present their research to a larger community.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	3,099	3,335	3,435	3,289	3,520
FTEF	16.00	17.40	18.60	19.60	22.60
WSCH per FTEF	580	574	553	501	466



	13-14	14-15	15-16	16-17	17-18
Success	68%	65%	67%	67%	66%
Retention	90%	88%	89%	88%	87%

	13-14	14-15	15-16	16-17	17-18
Sections	87	94	100	107	124
% of online enrollment	37%	39%	41%	44%	46%
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 FTES in 2016-17 from 327.17 to 351.17. However, there was a dramatic drop in WSCH/FTEF from 501 to 466 due to the mandatory caps to 34 that could match the "seat" maximums mandated by fire code. The department felt the initial pain of this seat "cap" during spring 2016-17, but this was the first whole academic year with caps on classroom enrollment. Online sections have increased to offset the loss of FTES, but this did not help WSCH. Retention and success numbers stayed solid at 66% for success and 87% for retention. Considering that courses mandate a minimum of nine pages of written assignments (without any prerequisites), the success and retention rates demonstrate successful teaching techniques. **What is not included in this data (and has never been included) provided is our SUMMER FTES**. The data was calculated by including the third session of 2016-17 and the first session of 2017-18. In those two sessions, there were 21 sections, 567 for enrollment, and 57.24 FTES. It is disappointing that institutional research chooses not to include data for which the college does receive apportionment.

Progress from Last Year's Action Plan: In terms of progress from last year's action plan, here is a recap:

1. After submitting a needs assessment report to program review, the department ranked: 16 out of 31 positions. Sadly, the district chose not to fill any of these positions.
2. Continuing to update our courses to meet the C-ID (two history courses have curriculum that goes "to Present" which is challenging to keep up with the changing requirements of C-IDs).
3. Still participating in Tumaini, and faculty have participated in going on trips to HBCU with the students in these classes.
4. Offer four Honors sections (increasing from two sections)
5. Continuing to promote the highest standards for online sections, including mandated mentoring before a new adjunct faculty member teaches an online/hybrid course in the history department. This mentoring process has been extremely helpful to the faculty members, who appreciate this process.

SAOs/SLOs/PLOs:

The information from the SLOs demonstrates that the students who stay in courses (past census, and past W date) have very high rates of success. After meeting with department faculty, there was no reason to change the SLOs.

Departmental/Program Goals:

1. Increase full-time faculty from three to four by adding a full-time World History instructor.
2. Complete and submit Women's History and Asian-American History courses for the curriculum committee. By creating and offering these courses, we are reaching students from our diverse community of learners.
3. Complete the C-ID process so that our History ADT will no longer be in limbo (Ex. History 101 and History 171 courses C-ID are changed every two to three years to reflect the latest events in US and World History which provides great challenges to keep the C-IDs up to date).
4. Continue participation in the Tumaini and Honors program.
5. Continue to work to meet the standards of OEI for online classes.

Challenges & Opportunities:

- The first challenge is using accurate data that reflects the true FTES and enrollment generated by the history department. This data should include summer session III from the past year and summer session I from the current year—which would reflect how the college counts it for apportionment. Twenty-one sections offered in the summer that are not credited for this data. Institutional research should provide this data for all departments to plan accordingly, and FTEF and FTES are accurate.
- The second challenge is acquiring a fourth full-time faculty position in a district that has little interest in hiring full-time faculty. There is enough (FTEF) for 12 full-time faculty. Sadly, there is absolutely nothing that can be done do to get another position for the department. Instead, a number of World History courses offered were reduced.
- The third challenge is being placed in classrooms that do not hold 40 students, and thus, decreases WSCH.
- The opportunity is to expand online sections which will increase the number of students capped for online classes. Since students are not lost before the drop deadline (which would not count against retention), classes can start at a higher number (such as 45) and then after the initial drop continue on at 40.

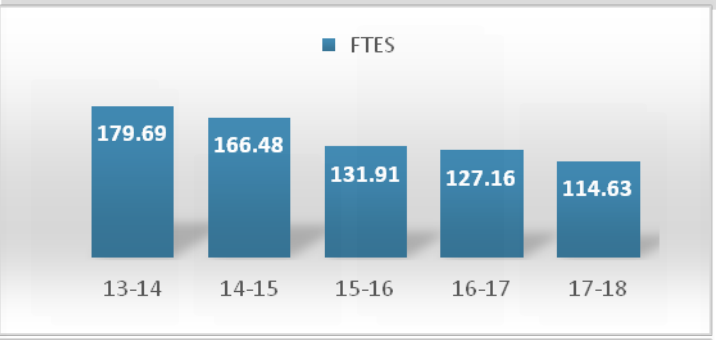
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work within needs assessment to ask for another full-time position (World History instructor)	1, 2, 3	District Funding	Out of my control
2. Work with faculty to update and create new courses.	2, 3	N/A	Spring 2019
3. Continue working with student services–learning communities	4	N/A	Ongoing
4. Work with online faculty towards OEI standards—online classes	5	N/A	Ongoing

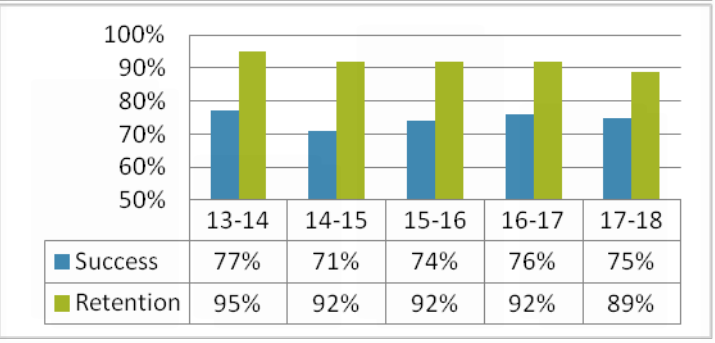
HUMAN SERVICES — 2017-2018

Description:

The Human Services department provides four vocational educational certificates and also an AA degree in human services. Classes offer prerequisites for careers and technical programs such as social workers, counseling, alcohol/drugs counseling and any number of careers in the helping fields. The following are the vocational educational certificates that are offered by the Human Services department: alcohol and drugs studies, human services, case management in the public sector, and career specialist.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,121	1,962	1,605	1,531	1,358
FTEF	10.32	11.39	10.83	12.06	11.27
WSCH per FTEF	523	439	365	316	302



	13-14	14-15	15-16	16-17	17-18
Success	77%	71%	74%	76%	75%
Retention	95%	92%	92%	92%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	64	70	71	75	74
% of online enrollment	0%	4%	8%	15%	19%
Degrees awarded	33	37	32	33	28
Certificates awarded	41	40	45	43	44

Assessment:

Online enrollment has increased from 15% to 19%, meeting the needs of our student population. Hybrid classes work well for our discipline and show high enrollment.

- Retention rates have decreased to 89%, a significant decrease that could be attributed several factors including the college retention and enrollment dips campus wide. Success rates have decreased by on 1% over last year. This is more significant to the department as is relates to efficiency through career paths and aligned curriculum to industry standards. We are also working closely with agencies who employ are students, providing a clear path way for students to enter the workforce.
- The FTEF and WSCH reflect the trend across the college, with enrollment. Fewer students may be attending but we remain consistent in graduating 74 certificates and degrees combined in 2017-18, compared to 76 in 2016-17. Faculty load for this program is still above 5.6, with only two full-time faculty. As a CTE program with work experience courses, at least tw additional full-time faculty is needed to maintain efficiency and student success in our program.

Progress from Last Year's Action Plan:

There was some difficulty in locating the reports from last year and some delay in getting all of our EMP data this year; therefore, unable to address last year's action plan.

SAOs/SLOs/PLOs:

The Human Services department has been redeveloping many of its course SLOs and our PLOs. Working with curriculum this past year and this next year we expect to have full updated student learning outcome statistics measuring success, and baseline data for our program learning outcomes.

Departmental/Program Goals:

- Hire at least two more full-time faculty.
- Continue to increase online courses.
- Continue to build on our offerings of classes offered in the community, currently we have increased these cohorts to three (3) county offices from two in 2015-16, and are also teaching at two (2) high schools, something new to our department this year.
- Develop a behavioral health technician certificate and/or a peer support certificate based on the changing trends in the work force, and strong workforce development funds.
- Continue to utilize funding available for a professional expert to help with curriculum alignment to industry standards, new program development and outreach efforts in the community.

Challenges & Opportunities:

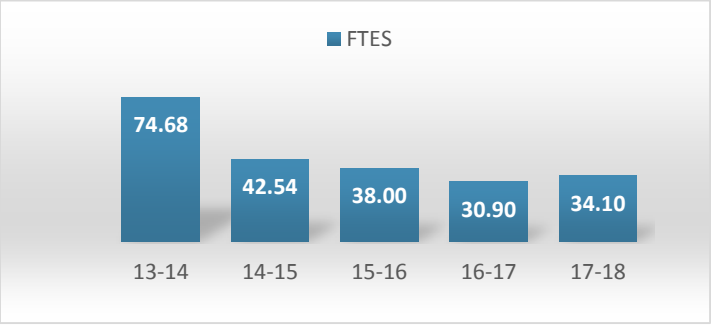
Maintaining the high efficiency of our program over the past three years has been a struggle. With only two full-time faculty, when our load could support 5.6, leaves us short when it comes to outreach to our community and program growth. Though the department has been able to utilize professional experts to help with community outreach, there are still more than 74 sections a year running with only two full-time faculty who also must visit over 32 work experience sites for our certificates. Despite these challenges, the department provides direct student support, works on updating curriculum and attending meetings for workforce development grants, outside accreditation and advisory meetings, committee, division and department responsibilities.

Action Plan:

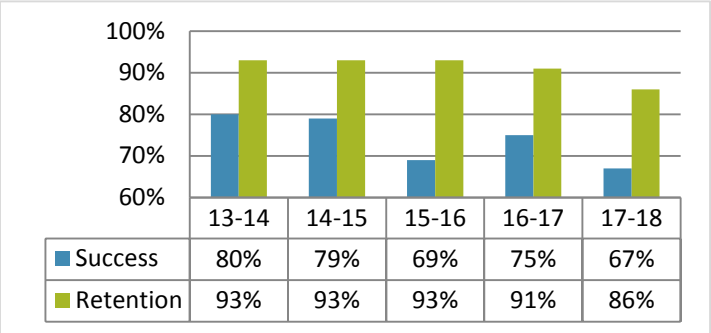
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to advocate for additional full time faculty Continue to utilize professional experts and hire more adjunct faculty	Continue to hire both part-time and full-time faculty to the department, while maintaining base line data	Two full-time faculty hired Continued support by both adjunct faculty and professional experts	

KINESIOLOGY — 2017-2018

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 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, and Health. All of the 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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	667	395	349	293	313
FTEF	4.05	2.89	2.95	3.15	2.95
WSCH per FTEF	554	442	386	294	347



	13-14	14-15	15-16	16-17	17-18
Success	80%	79%	69%	75%	67%
Retention	93%	93%	93%	91%	86%

	13-14	14-15	15-16	16-17	17-18
Sections	22	14	15	16	15
% of online enrollment	0%	0%	7%	6%	13%
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:

- Enrollment decreased from 667 in 2013-14 to 293 in 2016-17. However, enrollment increased in 2017-18 to 313 in 2016-17.
- Overall, success rates decreased from 80% in 2013-14 to 69% in 2015-16. Success rates increased again to 75% in 2016- 17 before decreasing to 67% in 2017-18.
- Retention rates were consistently at 93% until decreasing slightly to 91% in 2016-17 and 86% in 2017-18.
- The number of sections offered decreased from 22 in 2013-14 to 14 in 2014-15. Sections offered increased to an average of 15.33 from 2015-16 through 2017-18
- Sections offered online increased from 0% in 2013-14 to 7% in 2015-16 before decreasing to 6% in 2016-17. In 2017-18, the percentage of online classes offered increased to 13%.

Progress from Last Year's Action Plan:

- One new course "Theory of Coaching" started being offered in fall 2017.
- 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.
- There have been discussions regarding a few of our KIN courses being included as required courses for a Nutrition certificate which will be offered through Culinary Arts/Food and Nutrition. At this time, the nutrition certificate is still in the works.
- Potential cross-discipline degrees such as public health are still being explored with preliminary discussions having taken place.
- The department continued to look for opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.
- The department continued to explore the ITV possibilities for offering more courses.

SAOs/SLOs/PLOs:

- SAOs – N/A
- PLOs – N/A
- SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Departmental/Program Goals:

- Increase number of sections offered
- Increase efficiency
- Increase the number of online, hybrid and/or ITV courses offered
- Increase the variety of courses offered through the development of new courses and/or updating historical courses
- Ensure that the courses articulate with the UC/CSU system

Challenges & Opportunities:

- The lack of variety of courses leads to redundancy in the courses offered which may affect enrollment
- Not having access to Gym 140 (computer lab) nullifies that space's existence for our department. Theoretically, the department could offer more courses, if that space were available.
- Offering online, hybrid, or ITV courses is a possible avenue for making more courses available
- Explore the possibility of creating APE Aide, personal trainer, or similar certification programs

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Continue to develop new courses and/or update historical courses • Continue to participate in the yearly program review and needs assessment processes to stay current • Continue to seek opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles • Try to gain access to the computer lab in Gym 140 • Explore the ITV possibilities for offering more courses	• Develop and/or update one or two courses • Research the curriculum of other colleges and universities to find potential new courses • Meet with the faculty of other departments to discuss the possibility of creating an annual event	• Professional development funding • Student services funding • ASG funding	• August 2018 • August 2018 • August 2018

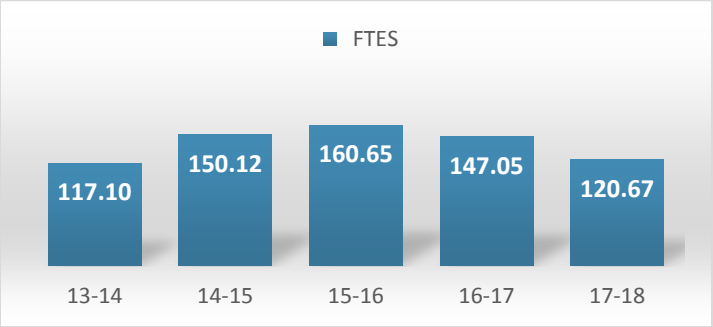
San Bernardino Valley College

KINESIOLOGY/ATHLETICS — 2017-2018

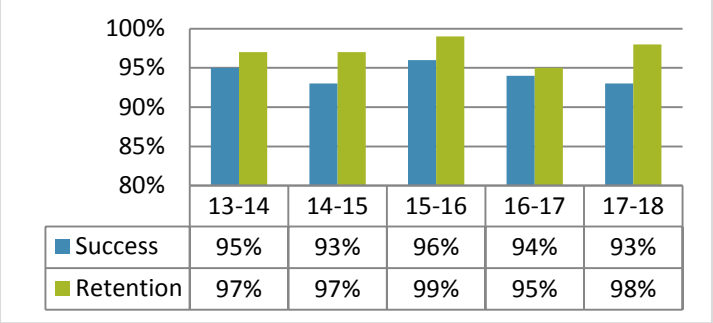
Description: Student athletes perform on average at a higher success rate than the general college population. With this in mind the SBVC athletic program has several primary objectives:

- Help student athletes graduate or transfer.
- Help student athletes obtain scholarship opportunities.
- Produce competitive individuals and teams on the field/court and in the class room.

Courses in the Kinesiology, Athletic and Health department are designed to increase student's skills through activities which produce positive physiological results and promote life long awareness in 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 the Kinesiology requirements for graduation and, or transfer.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	347	644	730	662	534
FTEF	5.71	8.58	8.96	8.87	8.82
WSCH per FTEF	615	525	538	498	410



	13-14	14-15	15-16	16-17	17-18
Success	95%	93%	96%	94%	93%
Retention	97%	97%	99%	95%	98%

	13-14	14-15	15-16	16-17	17-18
Sections	45	31	34	34	34
% 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: Kinesiology and Athletics have decreased in FTES. Two factors for the decrease are stated in last year's report: 1. The new football coach is continually establishing the program and the relationship with the community. As this is done, the roster numbers increase; 2. The softball program has low roster numbers which is assumed to be in direct response to the lack of program support. Softball practices and competes off campus which makes it very difficult to provide proper oversight of facilities, practices, security and safety for the student/athletes; 3. Budget has had an impact within the last couple of years. Coaches, programs cannot grown in number of participants or even maintain the same numbers participants because the budgets cannot support larger squads. So coaches have reduced the numbers allowed to participate in order to provide a quality program for the student athletes. Retention rates are up three points which reflects the success of coaches and their programs. Success rates are down one point but still very high when compared to the rest of the campus.

Progress from Last Year's Action Plan:

- Continued to participate in the program review process
- Continued to work on becoming more transparent, open and informative by providing data which shows the overall success of the athletic program.
- Continued to work with other programs such as the counseling department which has provided our department a great deal of academic support through the "Huddle."
- Continued to work with the "outreach" program to help bring potential students to our campus.
- Worked with the "Foundation" on the "Hall of Fame" celebration.
- Worked with the "Alumni Association" to honor the 1982 State Championship Football Team.
- Worked with the Foundation to host annual golf tournament fundraisers which not only provides addition funds for the Athletic program but funds for Valley Bound and general population scholarships.
- Host multiple sport clinics and sports tournaments which brings the community on to our campus.

SAOs/SLOs/PLOs:

In order to meet and maintain eligibility requirements set by the CCCAA (California Community College Athletic Association) student athletes must consistently be evaluated throughout the year for number of units enrolled, GPA maintained at a 2.0 or above, educational plans are established and updated and enrolled in classes that satisfy the requirements for graduation or transfer. Athletics helps to ensure these standards are met.

Athletics will help provide information and a plan of action to assist the college in becoming compliant with Title IX regulations.

Athletics will continue to work with the counseling department to improve the tutorial center (The Huddle).

Departmental/Program Goals:

- Add more certified training staff to the athletic department. This will help ensure the safety and well-being of our students athletes.
- Increase graduation and transfer rates,
- Become fully compliant with Title IX by increasing opportunities for the underrepresented gender to participate in intercollegiate sports.
- Add more full-time faculty to our coaching staff which can help increase enrollment, retention and success.
- Increase community involvement by working with the Foundation, Outreach and the Alumni Association.
- Increase funds to the budget to meet the yearly basic day to day operational cost.

Challenges & Opportunities:

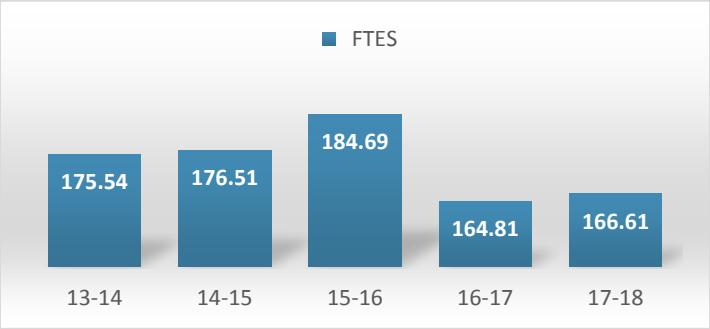
Opportunities: The college has had a great response from the community on our new Kinesiology/Athletic facilities--anticipate this response will transfer over to increased enrollment, increased FTES and increased funds coming to the college.
Challenges: Inadequate oversight of sporting events and practices by our one trainer--consistently out of compliance with CCCAA regulations in not providing adequate coverage with a certified trainer for the student but also visiting teams.
Budget! This is another big challenge. Every year the department has to "rob Peter to pay Paul" just to try and keep up with the cost of doing business. It makes it very difficult to be progressive in moving the department forward if one spends the majority of the time worrying and working on the budget.
Title IX is a big challenge for SBVC. SBVC is currently not in compliance with federal regulations regarding Title IX--need to increase the opportunities for the underrepresented gender to participate in intercollegiate sports.

Action Plan:

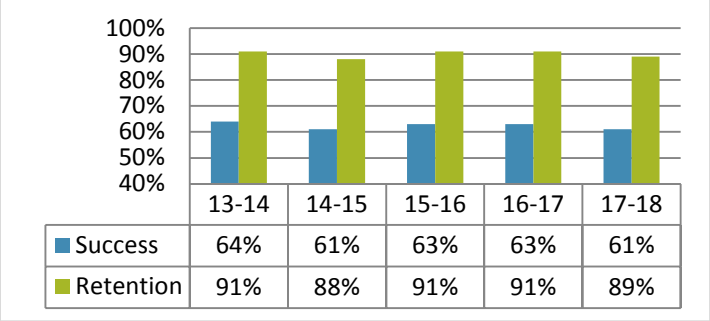
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to work with upper administration to add additional certified trainer to athletics staff	Additional certified trainer	Approval of positon and funding to support the positon	Fall 2018
Continue to work towards compliance with Title IX Working with upper administration to identify opportunities for under represented gender to participate in intercollegiate sports	Compliance with Title IX	Expansion of opportunities for underrepresented gender in athletics	Spring 2020
Continue to collaborate with other programs on campus. Counseling and Outreach	Increase transfer graduation rate	More tutors. Expansion of operational hours	Ongoing
Continue to strengthen relationship with Foundation and Alumni Association	Increase community involvement	Monies for marketing and hosting events	Ongoing
Request additional funding of budget and continue to increase fundraising efforts. Showcase our facilities while raising money to supplement our inadequate budget	Increase budget	Increase budget Availability of hosting fundraising events with nominal cost fees	Ongoing

POLITICAL SCIENCE — 2017-2018

Description: Investigating how *binding decisions* are made on how values are allocated in human communities is the typical inquiry of Political Science. Accordingly, one widely-shared definition of Political Science, and one postulated by eminent scholar David Easton, conceives of Political Science as the "study of the authoritative allocation of values." Hence, institutions and processes--be they local, national or global—through which policies are made are of particular interest to the student of politics. The methodology of political inquiry includes both qualitative and quantitative theoretical methods. The Political Science department offers courses that are transferrable to the UC and CSU systems. In addition, it offers an AA-T degree under the transfer model curriculum which allows a student to simultaneously earn an AA degree and be able to transfer to CSU as a junior. Political science courses help to prepare students for careers in government (including the foreign service and national security bureaucracy), politics, law, journalism, business, teaching, industry, and community relations.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,674	1,726	1,791	1,629	1,657
FTEF	8.58	9.71	11.31	11.36	11.55
WSCH per FTEF	614	546	490	435	435



	13-14	14-15	15-16	16-17	17-18
Success	64%	61%	63%	63%	61%
Retention	91%	88%	91%	91%	89%

	13-14	14-15	15-16	16-17	17-18
Sections	45	51	59	60	61
% of online enrollment	20%	20%	19%	20%	28%
Degrees awarded	N/A	2	2	9	5
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: The department recorded a slight increase in FTEs from 164.81 in (2016-17) to 166.61 in (2017-18). FTEF recorded an increase to 11.55, from 11.36 in the previous cycle. This may be attributable to the slight increase in sections in (2017-18). Efficiency which took a big dive in the previous cycle to 435 remains the same. There is room for improvement and I will elaborate on this in the department/program goals section. Both success and retention rates recorded a slight dip. This does not seem to be a cause for alarm, but should be monitored to see how it goes in the 2018-19 cycle. There was a noticeable increase in online classes recording a jump of 8% from the previous cycle. This has been due to a deliberate effort of the department to provide more opportunities for students who cannot take in-class sections for one reason or another. The number of degrees awarded in political science witnessed a remarkable spike in (2016-17) from two in the previous cycle to nine. Waiting for the numbers for the (2017-18) cycle. The department hopes the numbers will be bright.

Progress from Last Year's Action Plan:
The department has increased online sections by 8% and had a rise in degrees awarded in political science from two in the (2015-16) cycle to nine in (2016-17) cycle. One wish, is namely better compensation of adjuncts--which has seen some modest progress even it was not directly related to a direct action of the department. Hourly pay saw a slight rise and the number of paid office hours has risen as well.

SAOs/SLOs/PLOs:

An assessment of SLOs on August 9, 2018, in American Politics (POLIT 100) the department reluctantly lowered the percentage of students who satisfy "good enough" from 80% to 70% in each of the three SLO questions on which to determine SLO success. This decision was forced by data that showed an expectation that students would get to the 80% mark and stay there reliably was probably unrealistic. This decision brings POLIT 100 in line with the "good enough" criteria for POLIT 140 and POLIT 141. It had no significant impact on department goals. However, it caused the department to not pursue the idea entertained a few years ago to raise the "good enough" criteria to some higher figure. It was a reality check, so to speak.

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Departmental/Program Goals:

1. Partner with First Year Experience (FYE) to revive the two service learning courses POLIT 138 and POLIT 139
2. Raise our FTEs
3. Raise efficiency
4. Keep retention and success rates from sliding further
5. Create a new course in California Government and Politics
6. Push for a Model United Nations program (MUN)—distinct from a club—that is comparable in activity and funding to those we find in comparable institutions like the Riverside City College (RCC)

Challenges & Opportunities: With regard to the service learning courses, the department hopes to enter into a mutually beneficial partnership with First Year Experience. (The FYE has a working relationship (or is planning to perform voluntary service) with Boys and Girls Club.) The department hopes to use such voluntary work as the off-campus service component for one of the two courses—specifically, POLIT 139. Successful partnership with FYE in this respect should also translate to higher FTEs and FTEFs.

With regard to MUN, the department faces the challenge of not getting ranked first in the division year-after-year. It is getting frustrating. Even when the economics department was able to co-sponsor a budget needs request, the political science department was still not ranked highly. Hence, alternate action would be to take the matter up with the district and see if the Board of Trustees can authorize a MUN that is funded as part of the regular budget of the district or SBVC.

With respect to efficiency, the department proposed to improve the numbers, and work towards increasing the number of classes offered; but, it may not be possible to exceed 450 due to the limitations imposed by the capacity of classrooms, which average out at 30 to 32 student capacity.

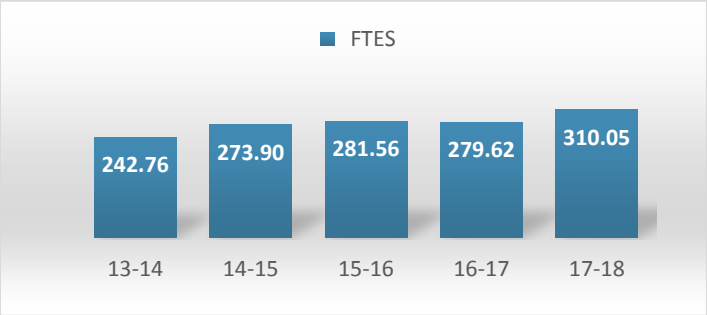
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
We will meet with the Director of FYE to have some discussion soon	1. Partnership with FYE to offer POLIT 139	Adequate number of FYE students enrolling and their involvement with an off-campus agency, like the Boys and Girls Club	Fall 2019
Meet with the Director of M UN at RCC to get a better idea of what they had to do to get a program—not just a club	6. Approach SBVC Board to authorize the creation of a MUN program similar to what RCC has—something that goes beyond a club	The support of the SBCCD Board of Trustees	Fall 2019

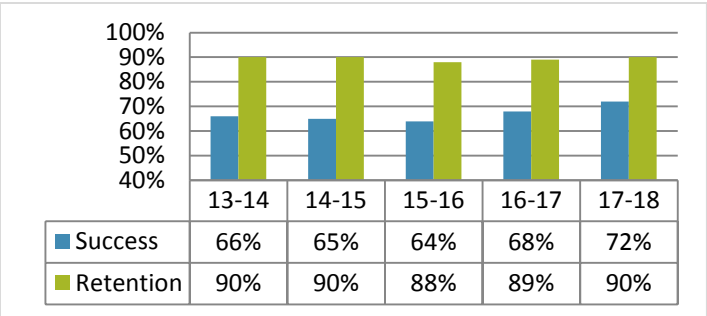
San Bernardino Valley College

PSYCHOLOGY — 2017-2018

Description: Psychology is the scientific study of behavior and mental processes. It is a broad discipline which involves both pure science and practical application of science to matters of daily living. The AA-T (transfer degree) in Psychology provides students with a clear path to transfer to CSU. Psychology offers classes that meet general education requirements 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.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	2,434	2,739	2,826	2,710	3,004
FTEF	12.40	13.79	15.40	17.40	19.27
WSCH per FTEF	587	596	548	482	483



	13-14	14-15	15-16	16-17	17-18
Success	66%	65%	64%	68%	72%
Retention	90%	90%	88%	89%	90%

	13-14	14-15	15-16	16-17	17-18
Sections	66	75	82	87	97
% of online enrollment	23%	25%	26%	28%	36%
Degrees awarded	11	20	31	52	74
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: Faculty load, FTEF, FTES, success rates and increase in AA-T degrees awarded demonstrate the urgent need for at least 3 more full time faculty. WSCH per FTEF rates have become lower as more advanced classes, with smaller class sizes, have been offered to increase the number of transfer degrees awarded. FTEF rates are much higher than 2013-17 levels. FTES rates are higher than 2013-17 rates. Success rates have increased by 4% over the 2016-17 levels. Retention rates have returned to the 2012-15 levels of 90%. The number of Psychology Transfer degrees awarded in 2018 increased 47% over the number of degrees awarded in 2016-2017 and 620% since 2013-14 when the first degrees were awarded and represent 47% of AA-T degrees awarded in 2017-2018, indicating how important the Psychology transfer degree is to the campus goal of increased student success.

Progress from Last Year's Action Plan:

1. One request for more full-time psychology faculty hires was ranked as number 8 of all the campus full-time faculty requests by the program review committee.
2. Software needed for statistics and research methods classes was approved and installed on computers in campus areas for student access.
3. Improved student success rates and retention rates.
4. Request for funding for student attendance at annual WPA conferences was not funded by college council.

SAOs/SLOs/PLOs: Students are regularly assessed on SLOs 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. Obtaining the software needed for statistical analyses needed in PSYCH 105 and PSYCH 201 was included in previous goals to support 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.

Departmental/Program Goals:

1. Hiring at least three more full-time faculty in psychology will help support college strategic goals of increased access and promoting student success
2. Pursuing continued funding for software needed for statistics classes (also a general ed requirement) and research methods classes will support the college's goals of increased access and promoting student success
3. Continued development and implementation of strategies for increasing student success will help support the college's goals of increased access and promoting student success
4. 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:

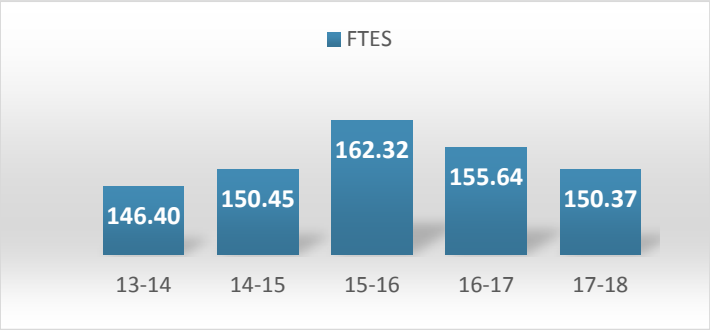
1. Increasing student success and access with only one full-time faculty member (fall 2018) and two full-time faculty members (possibly in spring 2019)
2. Developing and implementing strategies to maintain improved success rates and retention rates as course offerings increase in advanced psychology classes needed for the transfer degree
3. Obtaining continued funding of software for statistics and research methods classes so students can learn how to input, evaluate, and analyze data
4. To continue to offer quality instruction and diversity in course offerings with 96% of the courses taught by adjunct faculty

Action Plan:

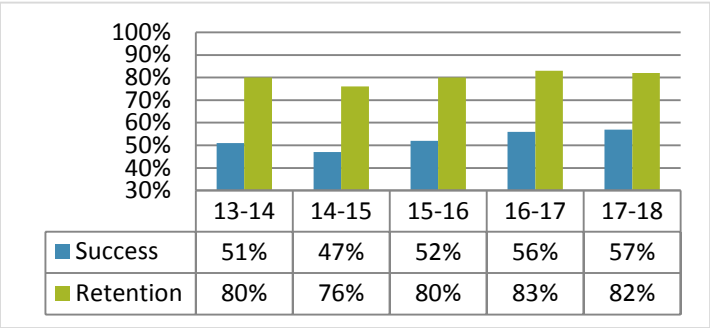
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. To submit requests for more full-time psychology faculty hires to the Program Review Committee 2. To submit requests for continued funding of software needed for statistics and research methods classes 3. To continue to work on strategies to improve student success rates while maintaining retention rates 4. To submit request for funding for student attendance at annual WPA conferences	1. Hiring more full-time faculty is the highest priority 2. Pursuing continued funding for software needed for Statistics and Research Methods classes is the next priority 3. Working on improving student success rates and maintaining retention rates is the third priority 4. Obtaining funding for student attendance at annual WPA conferences is the last priority	1. Recommendation from Program Review and approval from College Council 2. Recommendation from Technology Committee and College Council 3. More full-time faculty and continued tutoring support 4. Recommendation from Program Review and approval from College Council	1. 2018 2. 2018 3. 2018 and beyond 4. 2018 and each year thereafter

SOCIOLOGY — 2017-2018

Description: Sociology is a social science involving the study of societies. Through analyses of society, its institutions, groups, processes, and social lives of people, sociologists attempt to understand and predict social interactions and change. Sociology prepares students for further study of and careers in social work and counseling, social services, probation, corrections, law enforcement, research, public policy, law, education, and other fields which require an understanding of social life. The sociology program includes basic introductory courses in sociology, social problems, institutions, and social inequality.



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,472	1,505	1,628	1,558	1,508
FTEF	7.40	7.60	8.97	9.4	8.4
WSCH per FTEF	594	594	543	497	537



	13-14	14-15	15-16	16-17	17-18
Sections	40	40	47	49	44
% of online enrollment	48%	48%	43%	43%	58%
Degrees Awarded	12	17	15	24	33
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: While FTES decreased slightly year to year, the department is steady at an average of 152.6 and this is consistent with the 150 FTES figure for 2017-18. Both success rate increased and retention rate decreased by one percentage point. The retention rate is not cause for concern and the success rate continues to slightly trend upward. While still below average when compared to statewide data, it is positive development for the department. The department continues to offer a 50% of its sections in the online format and also has begun to offer more hybrid courses, both to meet student demand. An emphasis on short term classes might also be increasing the success rates for the department. There is no data available for AA-T degrees awarded, but a significant number of students in non SOC 100 classes qualitatively report sociology as their major.

Progress from Last Year's Action Plan: The slight drop in FTES is most likely related to the goal of increasing efficacy and consequently WSCH per FTEF increased year to year from 497 to 537. The department continues to focus on student success strategies including providing students access to sociology tutors, and other department communication efforts. Faculty are also encouraged to communicate with students campus wide student success and opportunities for professional development. In the recent year a higher number of departmental faculty have adopted OER resources.

SAOs/SLOs/PLOs:

The department continues to assess SLOs and PLOs every semester, with an overwhelming majority of departmental faculty participating in the process through the SLO Cloud. Course and program reports are posted in the department Canvas shell. Last year all SLOs and PLOs were evaluated and this year SLOs language will be reviewed and updated.

Departmental/Program Goals:

Increase Access: the program will continue to monitor and modify section offerings to increase efficacy
Promote Student Success: the program will continue to focus on increasing student success rates
Improve Communication, Culture, and Climate: the program will continue to facilitate access to resources that promote positive learning and teaching environments for both students and departmental faculty
Maintain Leadership and Promote Professional Development: the program will continue to keep faculty abreast of current division, campus, and state professional development opportunities
Effective Evaluation and Accountability: program will evaluate and meet curriculum content review, program efficacy review, and SLO/PLO deadlines
Provide Exceptional Facilities: program will continue to advocate for faculty and student access to on-campus and online resources available in the on-campus sociology classroom and Canvas.

Challenges & Opportunities:

The department continues to evaluate student success strategies and encourage faculty to communicate to students various college and department resources. The retention of adjunct faculty continues to be a challenge and the continual revolving door presents challenges for the faculty chair, division administrative resources, and student success. Various changes in technology systems adopted by the college and district are also beginning to overwhelm faculty.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Evaluate SLO/PLO language for every course and program		N/A	Fall 2018
Complete curriculum content review for every course	#1, #2, #4, #5	N/A	Fall 2018
Complete program efficacy report	#3, #4, #5	N/A	Spring 2019
Promote OER instructional materials to faculty	#1, #2, #3, #4	N/A	2018-19
Monitor and Communicate to faculty OEI developments	#3, #4, #6	N/A	2018-19

Student Services Division

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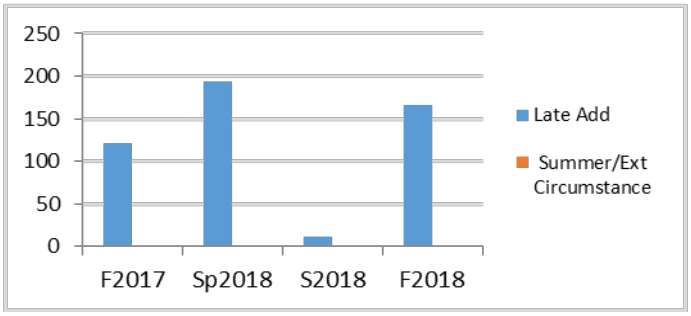
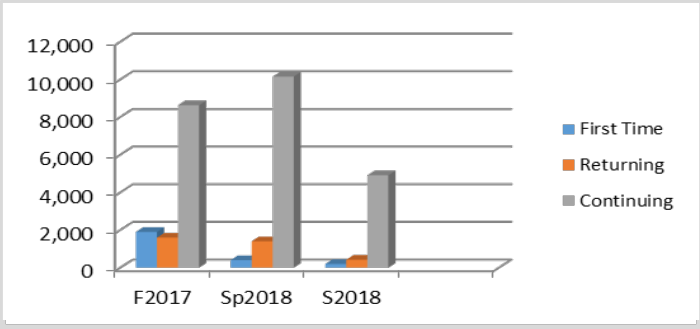
ADMISSIONS & RECORDS— 2017-2018

Description: At San Bernardino Valley College (SBVC), Admissions & Records is here to help students achieve professional and personal success. The admissions process provides the tools needed for: application for admission; assess & orientation; enrollment fees; residency requirements; and, high school concurrent enrollment requirements. admissions is dedicated to providing services to prospective, new, current and former students in the areas of admissions, registration, graduation and transcripts by creating a positive environment that values diversity, multiculturalism and mutual respect. Records provides the tools necessary for current and past students to access their academic history, request an evaluation of prior college credits, apply for a degree, or provide assistance to outside agencies wanting to verify past enrollment. These are some of the services offered in Admissions & Records.

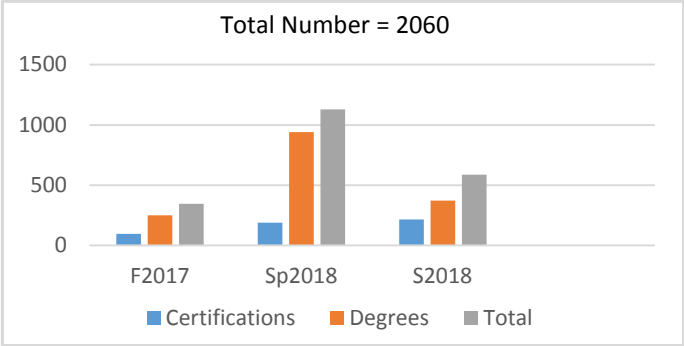
Late Add Petitions



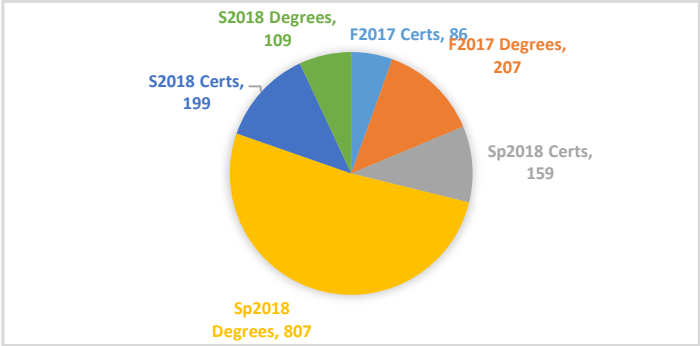
Enrollment Status



Graduation Petitions Evaluated



Graduation Completion 2017-18



Assessment:

Table 1: shows the number of late adds Admissions processed per term after the initial two-week add period
Table 2: shows the number of first time students enrolled for the 2017/18 year
Table 3: Shows the number of graduation petitions evaluated
Table 4: Shows the number of students who actually received degrees and certificates

Progress from Last Year's Action Plan:

Increase use of electronic communication with students (Goal met by working with counselors on the implementation of the Degree Planner system which is an aspect of Starfish)

Also TES maintenance is ongoing throughout the year for any changes and with each updated catalog. This process support counselors and the degree planning.

Improve and streamline the pre-requisite clearance process (Automated Prerequisite/Corequisite drop goal was met).

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.

Increase customer service efficiency: We participate in 'New Student Welcome Day', The Week of Welcome, Concurrent Enrolled Seminars, Outreach events and a host of other events through out the campus hosted by other departments. We also offer overtime for the weekends when asked to extend hours for our students.

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

Departmental/Program Goals:

- More staff professional development participation was met. Evaluators now participate in more conferences keeping current
- Improve and streamline the pre-requisite clearance process
- (Automated Prerequisite/Co-requisite drop goal was met).
- Improve technology services in A&R
- Increase customer service efficiency

Challenges & Opportunities:

- Without the nonpayment drop process and outstanding fees incurred, students are unable to retrieve official transcripts and enrollment verifications
- Staffing: funding issues and support are on-going challenges: Our secretary retired. We brought in a substitute and opened the position. The decision was made outside of this office to bring someone in from another department. She left and now we are without that support again.
- 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:

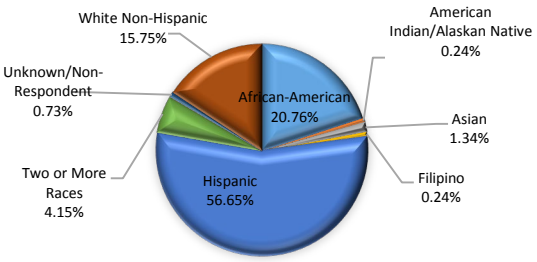
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date

DISABLED STUDENT PROGRAMS & SERVICES (DSPS) — 2017-2018

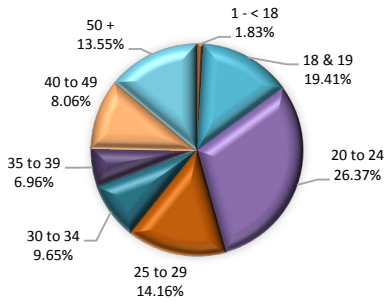
San Bernardino Valley College

Description: DSPS provides, academic adjustments, auxiliary aids, services and educational assistance courses to students with disabilities to ensure that they have full access to and equal participation in all educational opportunities at SBVC. A student's disability must be verified and must be associated with an educational limitation that precludes the student from fully participating in the educational process. An academic accommodation plan is developed for each student which links student´s goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation. Academic adjustments and auxiliary aids include alternate media, assistive technology, ASL interpreters, assistive listening devices, spell checkers, and computer-assisted real time transcription. Services include DSPS learning disabilities assessment, education planning, vocational counseling, referral to campus/community resources, and priority registration. Finally, educational assistance courses provide: 1) instruction in and determine eligibility for learning disability services; 2) instruction/tutoring in math skills; and, 3) specialized instruction in reading and spelling.

DSPS ETHNICITY 2017-18



DSPS AGE GROUP 2017-18



DSPS Disability Types 2017-18	
Acquired Brain Injury	2.44%
Attention Deficit Hyperactivity Disorder (ADHD)	3.54%
Autism Spectrum	3.79%
Developmentally Delayed Learner	4.52%
Hearing Impaired	3.91%
Learning Disabled	12.70%
Mobility Impaired	12.70%
Other Disability	33.94%
Psychological Disability	20.02%
Speech/Language Impaired	0.00%
Visually Impaired	2.44%

Assessment:

- African-American and Hispanic students comprise 77.41% of the students served by DSPS. This represents a slight increase compared to the previous academic year (75.03%).
- The age distribution of students is diverse with 61.77% under age 30. This reflects generally no change compared to the previous academic year (i.e., 60.78% under age 30).
- Identical to last academic year, the highest percentage of students served by DSPS have mental health, mobility, learning and "other" disabilities.

Progress from Last Year's Action Plan: Through the Program Review Process, DSPS requested, but was unsuccessful in obtaining general funds for a full-time Counselor. However, DSPS was successful in obtaining SSSP funds for a one-semester, contract, full-time. These funds were available and utilized for both semesters of the 2017-18 academic year. This goal was partially achieved, but the need for a full-time Counselor position paid by general funds remains.

DSPS hosted two Flex-Day Workshops on Universal Design (Oct 3rd – Accessible Online Learning for DE Courses and April 10th – "Making Documents Accessible"). This goal was achieved.

DSPS hosted campus tour or had outreach events for a total of 21 high schools. DSPS hosted a Parent-Student Orientation Night on May 17, 2018. This goal was achieved.

SAOs/SLOs/PLOs: Service Area Outcomes were evaluate during the fall 2017 semester. Data obtained revealed that current students: 1) have a good understanding of their disability-related limitations, as well as the academic accommodations that they can use to overcome their limitations; and, 2) are able to effectively utilize their disability-related accommodations in their classes. These data influenced the current DSPS goals. That is, one of our goals is recruiting prospective graduates from feeder high schools. Once these students are enrolled at SBVC, they need to be informed about the accommodations and services for which they will be eligible so that they can utilize them in class in a similar manner to current students. A second goal is to obtain general funding for a full-time DSPS counselor. A full-time DSPS counselor would be ideally suited to provide the aforementioned information to these students. Further, a counselor is essential to educate new students about the differences between K-12 and post-secondary disability law.

Departmental/Program Goals: Consistent with the strategic goal of promoting student success (i.e., establish and maintain an appropriate ratio of full-time to part-time faculty), DSPS will obtain general funding for a full-time DSPS counselor through the program review process.

Consistent with the strategic goal of improving access (i.e., establish and maintain partnerships with K-12 systems), DSPS will participate in outreach events with feeder high schools and host a Parent-Student Orientation Night with the goal of increasing enrollment by 5% during the 2018-19 academic year.

Consistent with the strategic goal of promoting professional development, DSPS will provide one or more flex-day workshops pertaining to universal design.

Consistent with the strategic goal of promoting student success (i.e., use SAOs in an ongoing, systematic cycle of continuous quality improvement), DSPS will develop and evaluate an SAO on the DSPS Tram Service that was made available to eligible students during the fall 2018 semester.

Consistent with the strategic goals of increasing student access and conserving resources, DSPS will convert all archival student records to an electronic format.

Challenges & Opportunities: DSPS is challenged to provide core services as directed by SSSP compliance with Title V and ADA regulations due to limited faculty.

Budget restrictions continue to have an impact on services provided to students.

DSPS will take the opportunity to offer the training, implementation, and utilization of universal design at the campus level.

DSPS will utilize students funded by Federal Work Study and Calworks to assist with providing DSPS academic adjustments, auxiliary aids, and services.

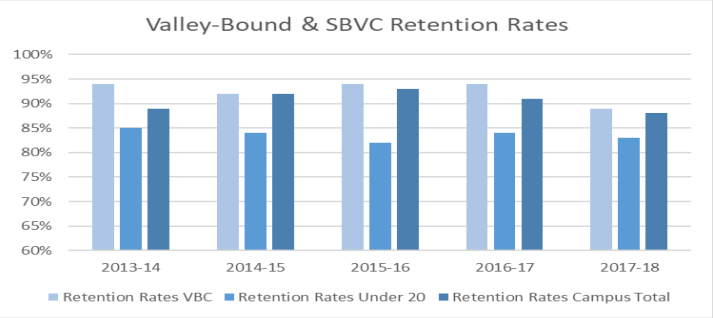
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Seek general funds for a full-time DSPS Counselor through the program review process	Provide core SSSP services and maintain compliance with Title V and ADA regulations	Administrator and faculty time	3/30/19
2. Provide flex activity on all aspects of universal design	Increase student access to course content	SSSP and/or student equity funds support from professional dev	5/16/19
3. Participate in outreach events at feeder high schools, provide SBVC campus tours, Sponsor Spring 2019 Parent-Student Orientation Night	Increase the enrollment of students from feeder high schools by 5 percent	Faculty, staff, and administrator time SSSP and/or student equity funds	6/30/19
4. Convert all archival student records to electronic format	Increase student access and Encourage the use of digital archiving to minimize the unnecessary use of paper filing	Staff time and coordination	6/30/19
5. Develop and evaluate an SAO on the DSPS tram service.	Promoting student success (i.e., use SAOs in an ongoing, systematic cycle of continuous quality improvement	Staff, faculty, and administrator time.	12/07/18

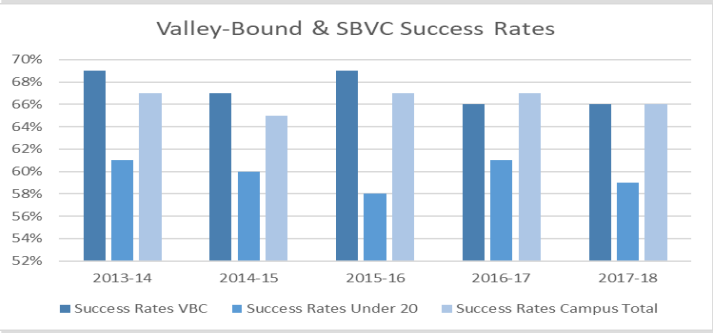
Valley-Bound— 2017-2018

Description:

The First Year Experience (FYE) program is designed to successfully transition first year students into college. FYE oversees other student support programs: Valley-Bound Commitment (VBC), Dreamers, Tumaini, and Guardian Scholars. All of these programs provide a supportive and welcoming environment where students connect with student support services on campus to ensure student success.



Academic Year	15-16	16-17	17-18
SBVC V.B. Unduplicated Enrollment	245	236	237
Gender %	**15-16**	**16-17**	**17-18**
Female	128	139	150
Male	117	96	86
Unknown	0	0	1



Ethnicity	15-16	16-17	17-18	Campus-wide 17-18	% of V.B. Enrolled Campus-wide	Campus-wide Enrollment %
African-American	30	16	22	2,361	0.93%	12.00%
American Indian/ Alaskan	0	0	11	38	28.95%	0.20%
Asian	9	6	10	883	1.13%	4.58%
Hispanic	187	191	180	12,733	1.40%	66.00%
Multi-Ethnicity	2	2	0	694	0.00%	3.60%
Pacific Islander	0	0	0	42	0.00%	0.22%

Assessment:

- Students participating in the First Year Experience and Valley-Bound Commitment programs will develop tools (steps to success) to assist students in navigating their first year of college
- Measurements:
  - End of the year evaluation
- Students who complete the First Year Experience and Valley-Bound Commitment programs will have a clear understanding of the student support services on campus to transition into for their second year
- Measurements:
  - End of the year evaluation
- FYE survey satisfaction

Progress from Last Year's Action Plan:

- Provide more access to students in our service area to San Bernardino Valley College (SBVC)
- Enhance the relationships in the K-12 school districts and community-based organizations to ensure a seamless pipeline to SBVC
- Market and promote all student equity programs

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

Departmental/Program Goals:

- Increase the number of students who successfully complete their courses in their first year
- Provide resources and services that promote student success: Summer Bridge, orientation, counseling, tutoring, course completion, degree completion, and transfer
- Successfully transition students to another student support services program for the duration of their academic career at SBVC

Challenges & Opportunities:

Some challenges are getting the FYE program up and going. This is the first year of the program's existence at Valley College. However, the FYE program has an opportunity to establish itself to be one of the premier programs on campus that assist first year college students to transition into a college environment.

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

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date

Non-Instructional Divisions

San Bernardino
Valley College

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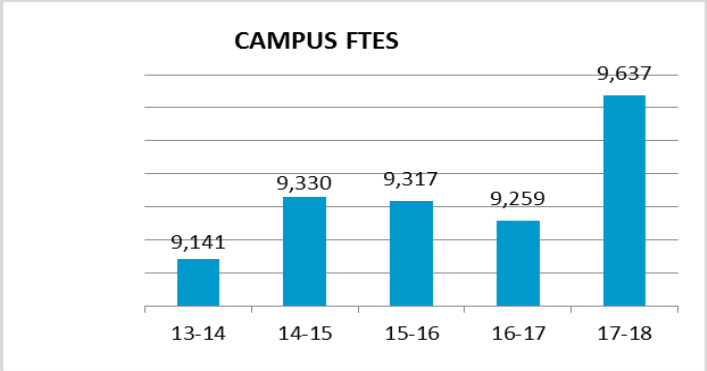
DEVELOPMENT & COMMUNITY RELATIONS – 2017-2018

Description: The Office of Development and Community Relations (DCR) is charged with developing and stewarding relationships with the community that lead to support of SBVC students and programs. The college development function focuses on implementing strategies that promote long-term sustainable growth and deepen SBVCs relationships with existing and new donors. This college development function is supplemented by a close relationship with the San Bernardino Valley College (SBVC) Foundation.

The SBVC Foundation is a fundraising organization committed to the stewardship of assets and the development of relationships to advance the vision of SBVC. The Foundation's vision is to "sustain and promote the legacy of San Bernardino Valley College in our community."



Employee Count	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Administrators	15	17	20	19	15
Classified Staff	199	193	204	208	207
Adjunct Faculty	344	386	408	385	425
Tenured Faculty	146	147	148	176	178
Total Employees	704	743	780	788	825

SBVC Foundation	13-14	14-15	15-16	16-17	17-18
# Board members	27	27	27	29	28
Board members SBCCD employees	3	3	3	6	7
Board members/ community	24	24	24	23	21

Scholarships Awarded	13-14	14-15	15-16	16-17	17-18
Total Awarded	$162K	$201K	$203K	$212K	$224K
Scholarships*	127	120	129	135	136
Awards*	230	379	407	441	463
Unduplicated students awarded	177	244	305	329	321
Avg $$ awarded	$704	$530	$499	$481	$698

*"Scholarships" are defined as separate funds; "Awards" are defined as amounts awarded to students from scholarships.

Assessment: Included in DCRs function is developing relationships and raising financial support. Gifts are applied to SBVC student scholarships and support of vocational and academic disciplines. Most gifts are processed through the SBVC Foundation, a charitable organization. As an independent, 501(c)(3) nonprofit organization, SBVC Foundation acts as the fiduciary body for donated assets. Thus, the standard college advancement functions addressed by DCR are supplemented (not supplanted) by the volunteer efforts of the SBVC Foundation. Current DCR staffing includes a full-time director, full-time administrative secretary, and 0.4 FTE accountant. A professional expert special events planner was added in Jan. 2016, and a professional expert writer/photographer was added in Feb. 2016. Due to the growth in campus and DCR workload, the accountant was increased from 0.2 FTE in 2016-17 to 0.4 FTE in 2017-18. In addition, a job description is pending with HR and CSEA for development coordinator. This position would address current growth and allow the trajectory to continue.

Progress from Last Year's Action Plan: All goals from the 2017-18 action plan were met. The Inaugural Brick Reveal took place on 10/20/17. The Wall of Recognition was revealed in the SBVC Auditorium on 8/25/17. At the Hall of Fame Induction on 11/3/17, there were five new alumni inductees to the Alumni Hall of Fame, and four alumni, plus one retired coach inducted, into the Athletic Hall of Fame. There were 200 people who attended the ceremony. The 8th Annual Foundation and Athletics Golf Tournament was held on 8/20/18 and raised $19,655 (net). The SBVC Foundation Board brought on six new directors with expertise in areas such as law, finance, and nonprofit. Finally, the board improved infrastructure by approving revised bylaws, finalizing a three-year strategic plan, and working with SBCCD on an agreement or memorandum of understanding (ongoing). Total donations in 2017-18 were lower than 2016-17 due to decreased Valley-Bound donations and the short-staffed office unable to fully recover the shortfall.

SAOs/SLOs/PLOs:
SAO: To steward assets and develop relationships to advance the vision of San Bernardino Valley College. The SAO is aligned with the SBVC Foundation's mission statement: "The San Bernardino Valley College Foundation is a fundraising organization committed to the stewardship of assets and the development of relationships to advance the vision of San Bernardino Valley College." Aligning the SAO in this way leverages the development and community relations responsibilities of the college with the support available by the Foundation as an independent, nonprofit organization. In 2017-18, the Foundation finalized and approved a three-year strategic plan that aligned with the SAO. Each of its seven broad goals reflected the SBVC Foundation mission statement and SBVC vision statement. For example, Goal 2 is "Steward assets effectively"; and goal 3 is "Develop relationships." The strategic plan continues with objectives, action steps, entities responsible, success measures, and timelines.

Departmental/Program Goals: DCR goals align with the SBVC Foundation strategic plan and SBVC Master Plan. Goals for 2018-19 are: 1) to continue to strengthen existing relationships and cultivate additional donations via events and appeals; 2) to transition AcademicWorks scholarship application processes to the SBVC Financial Aid Office while conserving tasks related to donors, scholarship criteria, and establishment of new scholarships; 3) improve stewardship by strengthening internal controls, revising QuickBooks chart of accounts, and increasing staff capacity to manage increased donations; 4) strengthen alumni and community relations by sending appeals to alumni and connecting through affinity groups; and, 5) using software to establish a short list of possible major gift donors.

Challenges & Opportunities: The main challenge is keeping up with increased demand of higher donations, more scholarships, and more relationships with donors and other community members. The pending job description of development coordinator addresses current needs as well as leaving room for the office to grow. The 0.4 FTE accountant is increasingly pulled between DCR and the Grants Office, both of which intend to continue to pursue funding at higher and faster levels. The increased workload has an adverse effect on the accountant's ability to maintain records on a part-time schedule, as evidenced by audit deficiencies for the past two years and ongoing recommendations to revise the budget and chart of accounts. A fraudulent transaction that wasn't detected until two months after it occurred further emphasizes the need for more accountant time. Daily scrutiny of accounting transactions by the director is also needed, but the director is also pulled into activities that take away from their ability to verify each transaction. Thus, increasing the accountant to 1.0 FTE and adding a 1.0 development coordinator would be instrumental in addressing this challenge. Finally, there is an emergent opportunity to cultivate major gifts, with wealth screening software recently made available to DCR. The director is able to access this information and design appropriate cultivation, but that takes time. The development coordinator position would give the director time to cultivate major gifts that would result in donations in excess of increased staffing costs.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work with CPA consultant to resolve audit deficiencies and ensure ongoing accuracy. 2. Work with CPA consultant to create budget template.	Stewardship of assets	1.0 FTE Accountant; CPA consultant	12-31-18
3. Research and cultivate major gift prospects.	Fundraising	1.0 FTE Development Coordinator	5-31-19
4. Work with Financial Aid to transition scholarship application process. 5. Retain donor relations and scholarship criteria side of scholarships	Student Support	Financial Aid Director; Financial Aid Coordinator; Scholarship software	1-31-19

Grant Development & Management — 2017-2018

Description:

The Grant Development and Management Office is responsible for the development, submission, and management of grant projects awarded by federal, state, and private entities. The grants team researches opportunities and ensures they are a good fit with college and district priorities. Additionally, the office administers and manages the project after funding is awarded. Grants are tools of change for an institution. Innovative grants projects raise community awareness of the college and build prestige. Grants assume an even more important role in supporting college priorities as state funding fluctuates.

Programs and Services Supported by Ongoing Major Grant Awards			
2013-14	2014-2015	2015-2016	2016-2017
$1,932,789	$3,109,269	$5,435,874	$2,579,583

Departmental Effiency and Productivity (Ratio of Salary to Income Generated)			
2013-14	2014-15	2015-16	2016-2017
$214,703	$233,799	$151,366	$159,068
$1,932,789	3,109,269	$5,435,874	$2,579,583
1:9	1:13	1:36	1:16

Ongoing Major Grant Awards - 2017-19	
HSI STEM PASS GO	$775,000
MCHS	$100,000
AB86	$366,883
CTE	$42,863
TAAACT	$577,085
Nursing Enrollment	$126,737
TRIO (SSS)	$392,340
CCCCO Vets Center	$198,675

Upcoming Grant Opportunities	Agency	Amount
Open	Kresge Foundation	$300,000
Title V	U.S.D.O.E	$2.75 mil
Improving Undergrad STEM	NSF	$3 mil
21st Century CCLC & ASSETs	CCCCO	$250,000

Assessment:

- The Grants Office is fulfilling its purpose on campus and operating at a high level of performance as indicated by benchmarks for the profession.
- As shown in the performance measure comparisons table, grant awards have provided the foundation for the development of programs and resources that contribute to student success.
- Grants management is a time-consuming process. The more effective the Grants Office is at bringing in awards, the less effective the department will become unless staffing ratios match the workload created by new awards.

Progress from Last Year's Action Plan:

- Increase collaboration with campus population and focus on success.
- Increase grant applications and awards and enhance student access and success through grant funded projects
- Educate campus population re: grant timelines, process, and proper grant management

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

Departmental/Program Goals:

- Institutionalization of programs and positions that have been identified as a campus priority.
- Ample grants exist for colleges with SBVC social-economic base and demographics.
- Instability in staffing and resources have created a situation where at times there is limited ability to respond to funding opportunities. Regular funding for a grant writer is a must.

Challenges & Opportunities:

- Institutionalization of programs and positions that have been identified as a campus priority.
- Ample grants exist for colleges with SBVC social-economic base and demographics.
- Instability in staffing and resources have created a situation where at times there is limited ability to respond to funding opportunities. Regular funding for a grant writer is a must.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Desire to build partnerships with adult education, K-12, and R.O.P. institutional segments, as well as with business and industry. • Initiate and manage projects as lead institution, with partners such as UC Riverside, CSUSB, and other colleges and universities; also participate as a partner in others' grants			

MARKETING & PUBLIC RELATIONS – 2017-2018

Description:

The Marketing & Public Relations department supports the college's marketing and public relations efforts, as guided by the college president. The department's responsibilities include coordination of all college marketing and public relations activities, internal and external college communications, mass media marketing campaigns, media inquiries, special events, and promotional, outreach and recruitment activities; development and enforcement of the college's brand identity; oversight of the design and functionality of the college website; management of the college's online presence and reputation; development of internal and external college publications; advisement of college administration regarding public relations concerns, and advisement and assistance to the SBVC Foundation with outreach and fundraising. The department consists of one director-level position and part-time support from the president's administrative secretary.

Year	Social Media Posts			Press Releases	Total Posts + Releases
	Twitter	Facebook	Instagram		
2008-2009				39	39
2009-2010	162			57	219
2010-2011	223	89		37	349
2011-2012	193	237		41	471
2012-2013	961	440	23	47	1,471
2013-2014	41	205	30	12	288
2014-2015	88	157	13	9	267
2015-2016	277	476	279	30	1,062
2016-2017	219	493	116	52	880
2017-2018	354	335	607	35	1,331

Year	Social Media Followers			
	Twitter	Facebook	Instagram	Total
2010-2011		1,250		1,250
2011-2012		4,150		4,150
2012-2013	1,050	6,050		7,100
2013-2014	1,460	7,465	305	9,230
2014-2015	2,008	8,459	502	10,969
2015-2016	2,765	24,716	1,751	29,232
2016-2017	3,049	44,121	2,347	49,517
2017-2018	3,350	43,454	2,849	49,653

Assessment:

During the 2017-18 academic year, the department planned and implemented multiple enrollment growth and retention campaigns designed to engage the maximum number of prospective students at the lowest possible cost and highest possible return on investment for the college. These campaigns were measured by the quality and number of communications produced by the department, as well as by their level of contribution to customer engagement, new student applications, and website conversions. The total number of external communications on social media increased significantly during 2017-18, in line with the department's promotional campaigns and the media consumption habits of its diverse audiences, while the number of press releases declined in favor of more shareable social media-style content. The department saw its Facebook following start to decline in 2017-18, which mirrors national trends as younger users abandon the platform, while follower growth continued to build on Twitter and Instagram.

Progress from Last Year's Action Plan:

Since there has not been any hiring of full-time staff or additional funding in the last year, no progress on the department's action plan can be noted.

SAOs/SLOs/PLOs:

The department does not currently have SAOs.

Departmental/Program Goals:

During the 2017-18 academic year, the department's goals were concentrated around enrollment growth and included the following:

- Attracting prospective students to increase the number of new student applications;
- Increasing SBVC's brand visibility and differentiating it from its competitors;
- Increasing visibility of SBVC student, staff and alumni successes and accomplishments;
- Improving SBVC's reputation and public understanding of its programs and course offerings;
- Increasing digital engagement and conversions on the SBVC website;
- Assisting with retention of existing students.

Challenges & Opportunities:

Although the department has seen significant growth in the quantity and quality of marketing communications produced by the college over the 2017-18 academic year—as well as a marked increase in online visibility and engagement on the college's website and social media platforms—it still faces a number of severe challenges, including a lack of budget and full-time staff to develop compelling digital and print media to match the quality of marketing content being produced by competitor colleges.

Action Plan: The hiring of a full-time assistant director, web developer, social media specialist, and communications specialist, as well as the addition of advertising funding comparable to that of competitor college marketing departments, should significantly augment the department's ability to increase the college's public appeal and reputation and help to overcome enrollment challenges. In the absence of these full-time resources, the department will need to continue to recruit and utilize part-time professional expert staff to meet its goals.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Hiring of assistant director, web developer, social media specialist, and communications specialist.	All goals	$400,000	ASAP
Augmentation of department budget to include advertising funding comparable to neighboring colleges.	All goals	$300,000	ASAP

RESEARCH, PLANNING, & INSTITUTIONAL EFFECTIVENESS – 2017-2018

Description: Research, Planning, & Institutional Effectiveness serves both campus and community constituents by creating detailed data reports that support state initiative implementation, campus planning, grants, and continuous program improvement and provides the community with basic data about SBVC. RPIE reports, assesses, and tracks student performance, assessment placement, enrollment, graduation and transfer, demographic, workforce development, and economic data. RPIE assists with developing methods, measures, and databases to assess, evaluate, and implement new programs. RPIE supports SLO data collection, tracking, and analysis, and provides data to all student service departments and campus committees, including the program review committee. RPIE supports the District by gathering requested data and administering surveys for District-level planning and evaluation. RPIE maintains webpages with tables, graphs, dashboards, maps, summary reports, gainful employment information, and other college planning documents to communicate information to the campus and surrounding community. RPIE is also responsible for local, state, and federal, mandated reporting of campus data.

SBVC Employee Count	F-13	F-14	F-15	F-16	F-17
Classified Staff	199	193	204	208	207
Faculty (FT & PT)	490	533	556	561	603
Administrators	15	17	20	19	15
Total	704	743	780	788	825
RPIE Employees	13-14	14-15	15-16	16-17	17-16
Classified Employees*	2	2	4	4	2
Researchers	1	1	2	3	1
PT/Temp/ Student Workers	3	2	1	1	2
Volunteers	1	2	0	0	0

*Includes Researchers

Section/Student Count	13-14	14-15	15-16	16-17	17-18
Sections	2,510	2,844	2,958	3,094	3,304
Students Served	16,079	17,044	17,276	17,755	19,290

Research Requests	13-14	14-15	15-16	16-17	17-18
Requests using online RR Form	55	91	70	174	145
Requests w/o Form (via email/phone)	6	8	15	16	46
Total requests	61	99	85	190	191
% of requests completed within 10 working days	97%	86%	94%	89%	80%

Dept. Service	13-14	14-15	15-16	16-17	17-18
Number of departments/ programs served	58	58	58	64	64
Number of focus groups held	3	5	7	1	2
Number of IRB requests	6	5	6	5	8
Number of partnerships	4	4	6	7	8

Assessment: The student population has increased since 2016-17 by 8.65%, and the amount of employees increased by 4.7%. Section count has also increased by 6.8%. Conversely, the RPIE employee count has decreased by 37.5%; two researchers quit in summer 2017; however, the amount of research requests has remained constant resulting in less being completed in a timely manner. Too many requests are coming in via email/phone, mainly from administrators. This needs to be remedied for better tracking purposes. The programs served has remained constant, as has focus groups. The number of IRB requests and partnerships has increased slightly from 2016-17. So much time is spent on research requests, surveys, campus-mandated reports and state-mandated data, that exploratory research serving the campus, local, and research community has not been done and is needed for continuous institutional improvement. Under the newly passed AB 1805, student course-taking behavior disaggregated down to a very granular demographic level will need to be tracked and reported to the Chancellor's Office beginning fall 2019 on an annual basis. This reporting is tied to campus funding, so it is imperative that is done as required. The staffing in RPIE needs to improve with the increased impact of the shifts being made at the Chancellor's Office. Without additional researchers, stress will continue to be put on the department, and productivity, possibly even funding, will decline.

Progress from Last Year's Action Plan: A staffing increase did not occur, and as previously mentioned, it actually declined. A full-time research analyst, despite ranking in the top 5 Classified needs rankings the last two years, has not been flown.

Due to the reduction of staffing, the opportunity to create our much talked about department newsletter has not occurred. On an upside, because RPIE's Senior Research Analyst is now sitting on 8 committees, research is being shared more readily campus-wide. This is essential to make data-informed decisions during the many new policy/process changes institutions are making.

Campus Climate Survey return rates have remained fairly steady, slightly improving at an average return rate of 26%. Qualtrics software was used for the 2017-18 Classified and Managers surveys. This software will allow better survey data storage and reporting. Qualtrics will continue to be used for future Campus Climate Surveys and other projects.

SAOs/SLOs/PLOs 1) The ORP supports data-based campus planning and monitors trends by querying databases, analyzing data, and disseminating reports - Although there was work done on the revision of the Campus Strategic Plan, the number of reports RPIE has produced for the campus community has remained constant. No additional plans were developed in 2016-17. Additional research briefs should be done in 2018-19.
2) The ORP supports the campus community by completing research requests in a timely manner – The amount of research requests has remained steady, but the on-time completion has decreased from 89% to 80% due to the lack of staffing. Still, RPIE has an 85% satisfaction rating on the 2017-18 CC Faculty Survey, up from 61% in 2016-17.
3) The ORP supports student success and retention by analyzing assessment data/student performance measures – This has remained relatively unchanged; however, with AB705, 1805 and Guided Pathways, this will need to increase in 2018-19.
4) The ORP conducts surveys and focus-groups to assess employee and student attitudes and opinions regarding the campus climate an policies – Campus Climate Surveys are distributed and reported annually. There has been a larger response rate for all college constituency groups except students, which has declined by nearly 50%. The CC Survey for 2018-19 will be in Qualtrics, a much better platform than SNAP. It is more user-friendly and can be taken on a cell phone, so this should help to improve rates.

Departmental/Program Goals:
1) Increase permanent staff by hiring a FT research analyst at the very minimum, preferably two. This is essential to produce effective evaluation and accountability of student performance and program/scheduling efficiency. AB 1805 will increase this need – increased mandatory, granular-level reporting of SBVC's AB 705 process and outcomes will begin in fall 2019.
2) Increase transparency to convey the importance of RPIE in data-informed decision making. With the increased policies from the Chancellor's Office, additional research reports presentations, and focus groups will be needed to increase data-informed decision making in 2018-19. A newsletter should also be disseminated to the campus in 2018-19.
3) Improve the research request process . The research request form could be moved to Qualtrics for better tracking purposes.
4) Improve student survey return rates.

Challenges & Opportunities: Maintaining minimum government and institutional requirements through data support continues to be a challenge with low numbers of permanent staff members. Short-term workers and students have been helpful to a point, but require a lot of training and only stay employed for a short time, sometimes only one semester. The time spent training temporary employees could be better spent training permanent staff. Despite being identified as a top need by Program Review, it remains a challenge to convince decision-making administrators that a Research Analyst needs to become a permanent classified, general funds- supported position. Operating a department that is involved with every constituency on the campus continues to be difficult without an institutional budget. The implementation of AB705 and 1805 should provide additional criteria for hiring a permanent Research Analyst or two.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to submit needs requests to Program Review to document need. Meet with the college President and VP-AA to present the case for additional staffing.	Increase permanent staff by hiring a FT research analyst at the very minimum, preferably two.	Program review and administrative support	Spring 2019
Conduct focus groups, share presentations with committees, and disseminate research briefs throughout the campus.	Increase transparency to convey the importance of RPIE in data-informed decision making.	Additional staff members and institutional support	Spring 2019
Move the research request form to Qualtrics.	Improve the research request process for better tracking and communication with the requestor.	This will be done by the RPIE Secretary.	Spring 2019