San Bernardino Valley College

San Bernardino Valley College

Educational Master Plan

Data Sheets

2018-2019

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Academic Success/Learning Support Services -- Instruction

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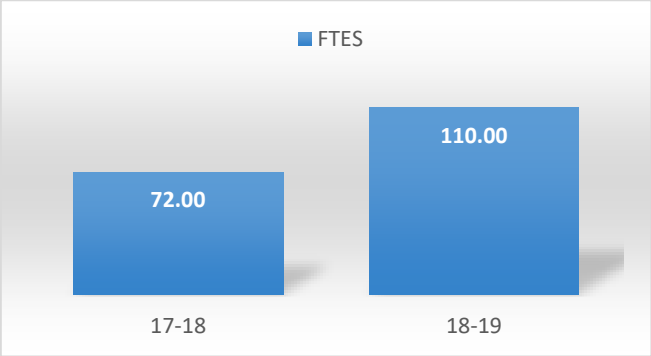
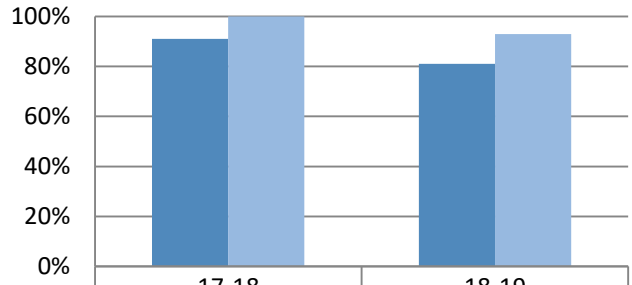
San Bernardino Valley College

EARLY COLLEGE PROGRAM — 2018-2019

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

This year, the Early College Program partnered with campuses throughout San Bernardino Unified School District, Colton Joint Unified School District, and Rialto Unified School District as well as PAL charter and Springs charter schools. One important program under the Early College umbrella is the GenerationGo! Career Pathways Program. GenerationGo! seeks to both increase the college-going rate and the employability and vocational education of high school students in San Bernardino City Unified School District, Colton Joint Unified School District, and Rialto Unified School District. The curriculum for this program includes 54 to 72 hours of vocational education courses followed by a 75 to 120 hours of supervised work experience.





	17-18	18-19
Success	91%	81%
Retention	100%	93%

	14-15	15-16	16-17	17-18	18-19
Sections				69	127
Duplicated Enrollment				1,499	2,185
FTEF				6.47	12.43
WSCH per FTEF				326	258

Assessment:

1. The Early College program shows increasing enrollment which is most likely the result of the increased number of course offerings and the expansion of participating high school campuses.
2. WSCH per FTEF decreased from 2017-18. As the program expands to new locations, some classes are run with lower enrollment in order to increase exposure and strengthen the partnerships between SBVC and the high school districts. Additionally, the reduction of the minimum required high school GPA for the 2019-20 academic year will allow for greater accessibility to high school students.
3. Success and retention rates for 2018-19 dropped significantly for the 2018-19 school year. This can possibly be attributed in the change from primarily offering condensed summer courses during 2017-18 to include greater offerings of regular term courses in 2018-19.

Progress from Last Year's Action Plan:

SAOs/SLOs/PLOs:

The Early College program is currently working to establish SAOs and SLOs.

Departmental/Program Goals:

1. Increase the number of courses offered at high school campuses.
2. Increase the efficiency of courses offered through the Early College Program.
3. Increase the number of students who successfully complete the GenerationGo! program.
4. Develop and provide resources for high school students and high school personnel to assist in the enrollment and registration of high school students.
5. Hire a full-time coordinator and two student services technicians to help provide the program with more focused direction and accountability while increasing the program's capacity.

Challenges & Opportunities

- Increasing awareness and enrollment: As a new program, much of the infrastructure needed to ease high school students through the enrollment processes is still being developed. This includes
  - The development of processes to efficiently gather concurrent enrollment paperwork from individual school sites
  - Clearly defining the functions and expectations of high school site liaisons
  - Establishing protocol for the disbursement of transcripts to high school districts
- Out of date textbooks and curriculum for VOCED courses have posed challenges in instructing contemporary students.
- The state's new school finance system, the Local Control Funding Formula (LCFF), includes college readiness as one of eight priority areas that schools and districts must address. Consequently, demand for courses offered through the Early College Program has increased dramatically. In order to meet this demand and increase the program's capacity, funding for full-time classified staff must be secured.
- Establishment of College and Career Access Pathways (CCAP) agreements allows the Early College program the opportunity to schedule classes within the high school bell schedule, expanding the pool of potential students.
- San Bernardino City Unified School District has plans to expand GenerationGo! over the next few years to include every qualifying SBCUSD senior in their district. This will provide the Early College program the opportunity to reach a broad and incredibly diverse pool of students.

Action Plan:

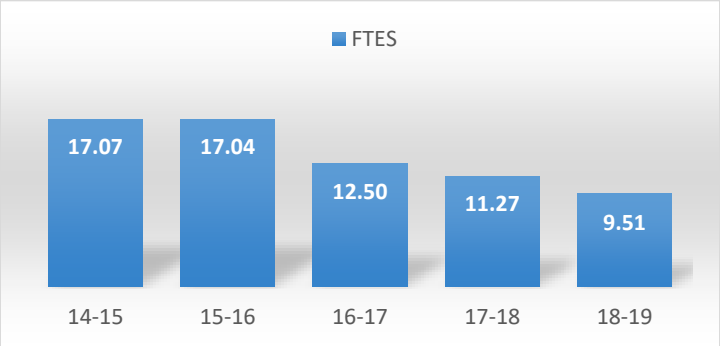
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase enrollment in Early College courses.	1, 2, 3, 4, 5	Marketing, staff time, funding for increased staff	Ongoing
Update curriculum for the VOCED classes offered as part of GenerationGo!	2, 3	Faculty time Evaluation and approval by curriculum committee	Fall 2020
Hire a full-time coordinator and two student services technicians for the Early College and GenerationGo! programs	1, 2, 4, 5	Funding	May 2020

San Bernardino Valley College

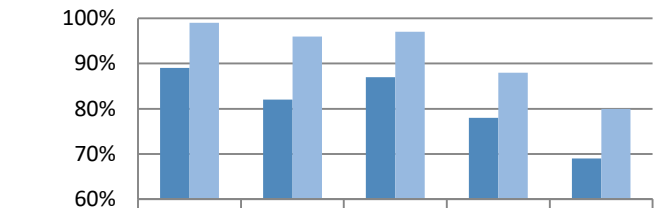
LEARNING SKILLS & TUTORING (FORMERLY ACADEMIC ADVANCEMENT) — 2018-2019

Description:

Enter in updated description for the academic year, emphasizing any changes to the department. Learning Skills & Tutoring (formerly Academic Advancement) courses are designed to support students by developing college skills, study skills, tutor training, and supervised tutoring. LST 001 (formally ACAD 001) is a required course for the local Associate Degree 9Associate Degree: Option #2). ACAD 606 Supervised Tutoring is a new non-credit course that has had initial success.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	467	486	370	353	309
FTEF	1.15	1.15	1.01	0.87	0.94
WSCH per FTEF	446	445	374	388	370



	14-15	15-16	16-17	17-18	18-19
Success	89%	82%	87%	78%	69%
Retention	99%	96%	97%	88%	80%

	14-15	15-16	16-17	17-18	18-19
Sections	16	16	14	13	14
% of online enrollment	19%	13%	13%	15%	14%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Progress from Last Year's Action Plan:

LST 001 is actively being offered on local high school campuses as part of the Early College program, to great success.

Due to staffing issues, little progress was made towards the other previous goals. However, this situation is in progress.

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

The students achievement of SLOs are consistently 90% or better and have held steady over 5 years.

Departmental/Program Goals:

1. Continue to offer LST 001 to local high schools as part of the Early College program.
2. Explore growing LST 001 as part of the new student bridge program associated with the Promise Program.
3. Reach out and market LST 001 to local degree candidates in hopes of growing the program.
4. Rewrite curriculum for the former ACAD 010 based on the College Reading and Learning Association (CRLA) tutoring certification that will allow students to obtain International Tutor Training Program Certification (ITTPC) Level 1 and create a second class for Level 2 certification. At this time we will revisit the noncredit option for the coursework.
5. Apply for CRLA ITTPC certification

Challenges & Opportunities:

Assessment: This semester, FA19, nearly every LST 001 section offered on campus was cancelled due to low enrollment. The lack of enrollment turns out to have been, for the most part, due to an error in the WebAdvisor online registration system as a result of the discipline change from ACAD to LST. The challenges associated with this includes general marketing of the course and networking with counselors who advise local certificate students. The opportunity for additional offerings of LST 001 will continue with Early College; and we have hopes to expand offerings to the Promise Program. An ongoing challenge with LST 001, is that as a one unit course that does not transfer, it will not meet the needs of all students.

The challenges and opportunities related to instituting CRLA ITTPC tutor training programs remain unchanged.

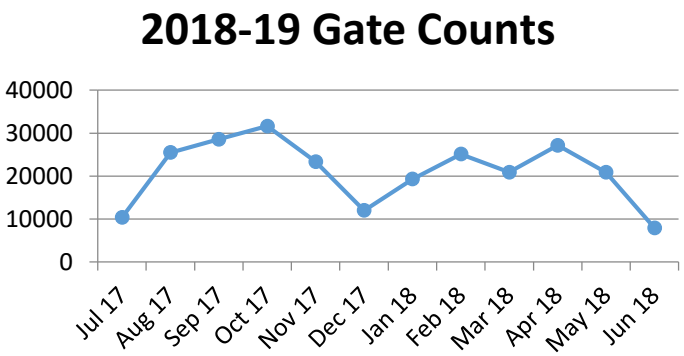
Action Plan:

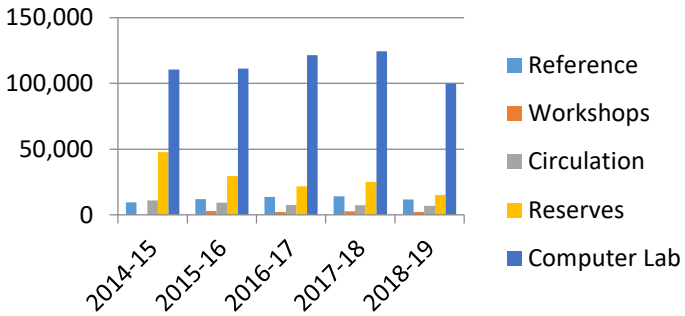
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Promote and offer LST 001 class to Early College, students whose goal is the local associate's degree, and Promise Program.	1, 2 & 3	No additional resources	20-22 Academic Years
Rewrite curriculum for tutor training and add second level class to align current practice and incorporate the CRLA ITTPC.	4	No additional resources	20-22 Academic Years
Begin CRLA ITTPC certification process	5		20-22 Academic Years

LIBRARY — 2018-2019

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

The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors. The 40,000 square foot building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. In 2018-19, when classes were in session the library was open: Mon-Thu 7:30-8:00, Friday 7:30-5:00, and Saturday 10:00-2:00. Hours were extended until 10:00 p.m. during final exams.





2018-19 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	67%	74%	85%	91%	2.43	2.57
Used Library Book(s)		78%		93%		
Used Textbook(s)		76%		92%		
Attended Workshop(s)		77%		95%		
Used *Learning Express*		76%		92%		

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

The Library served 252,631 visitors in 2018-19. As usual, Fall semester was busier than Spring.

Computer lab usage continues to be the most frequent reason for students to visit the library, accounting for almost 3/4 of all visits. However, usage is markedly down from recent years. This is likely due to the proliferation of Chromebooks on campus. Many students who previously relied on the open computer lab now have access to their own devices. Reference transactions and workshop attendance remain steady from recent years, but circulation totals (both regular stacks and textbooks) continue to decline. This is likely the happy result of the increasing adoption by faculty of Open Educational Resources – free digital textbooks.

Library services and resources demonstrate a measurable positive impact on student success rates. Students who use library resources and services succeed at significantly higher rates than those who do not.

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

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

The percentage of Survey respondents reported below agreed or strongly agreed with the corresponding statements.

- I feel welcome in the library, and comfortable asking staff for help. – 98%
- Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89%
- Library hours of operation are sufficient and match my schedule well. – 86%
- The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84%
- As a result of my visit I have a better understanding of how to conduct my own research. – 86%
- The resources and/or assistance I received during my visit will help me earn a better grade. – 93%

Hours of operation, building temperature and noise levels are most frequently mentioned in user comments.

- The Library now regularly expands hours of operation during final exams.
- Air circulation solutions will be investigated, to better balance temperatures on the first and second floors.
- The second floor study areas have been established as "Quiet Study" areas, and are regularly in full use.

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

1) Library services and resources will continue to demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA).
2) A minimum of 80% of library users will continue to be satisfied with library services and resources, and satisfaction levels surrounding hours of operation and library environment will increase by at least 3%
3) The library will complete the transition to Alma/Primo before the start of Spring semester.

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

- The biggest challenge and opportunity facing the library this year continues to be the process of migrating to the new CCC system-wide library management system (Alma/Primo by Ex Libris) to be completed by December 2019.
- Physical plant issues (HVAC, roof leaks) remain, and will be addressed.

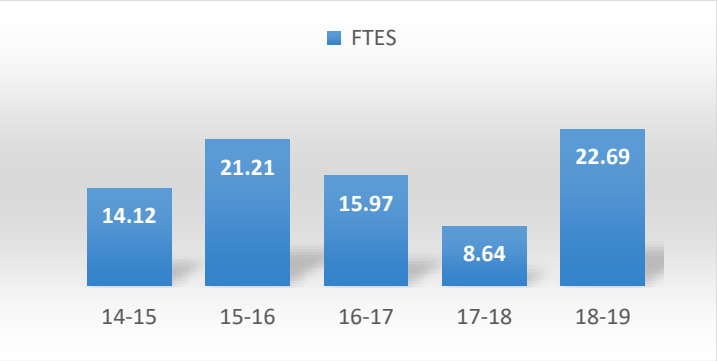
Action Plan: (Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.)

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue the transition from OCLC WMS to Alma/Primo	Transition will be completed by the start of Spring, 2020	Step-by-step guidance and timelines are contractually set with Ex Libris. SBVC Library management, faculty and staff will be called upon to varying degrees. All will be involved in training as the "cutover" date approaches.	December 2019

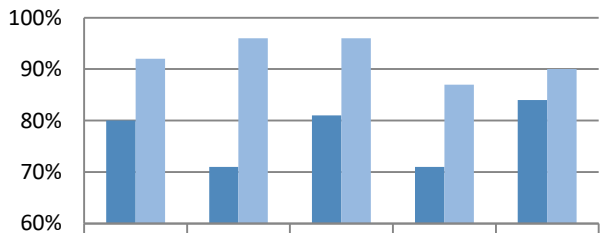
San Bernardino Valley College

LIBRARY TECHNOLOGY DEPARTMENT — 2018-2019

Description:
The Library Technology Program at San Bernardino Valley College is the only program in the Inland Empire offering a certificate and degree for paraprofessionals in the library field. Employees in the library field can enhance their employment and promotion opportunities, and wages by earning a certificate or degree in Library Technology. Particularly those employed in K-12 where college coursework, in some cases up to 48 credits, is required by their district to obtain and/or maintain employment.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	169	252	182	102	258
FTEF	1.09	1.74	1.90	0.81	1.95
WSCH per FTEF	388	366	252	318	350



	14-15	15-16	16-17	17-18	18-19
Success	80%	71%	81%	71%	84%
Retention	92%	96%	96%	87%	90%

	14-15	15-16	16-17	17-18	18-19
Sections	7	14	15	5	17
% of online enrollment	71%	43%	40%	60%	47%
Degrees awarded	6	2	2	3	3
Certificates awarded	7	6	3	8	5

According to Center for Excellence the Occupational Outlook Handbook and Bureau of Labor Statistics the job growth for library paraprofessionals including technicians and clerical library assistants, is projected to be 5-8% in the region and throughout California, in the next three to five years. The Library Technology Program seeks to improve access, program growth, success, and employment by offering a fully online option to a certificate or degree in Library Technology.

Assessment: With the exception of the 17-18 year in which data was underreported [15 total sections of LIB Tech classes were offered in 17-18], the program is experiencing some growth. We attribute this to the success of the addition of LIB 064 as a pre or co- requisite to many of the subject classes. The 18-19 Success rate came back into line with previous years, of course, with the exception of 17-18 in which full data is not recorded.

Progress from Last Year's Action Plan: LIB 067 was offered in an online format in SP19. This FA19, it is being offered on-campus and the two delivery methods are being reviewed and success/retention rates will be compared. With the help of Strong Workforce funds we have begun a fully online option for our program as of FA19. We'll wait to determine if LIB 067 is successful and effective for all students as an online offering. It may be that LIB 067 will be offered online every other year, which may lead to a lengthening of program completion for some students. Beginning SP20, the first of the two alternative online courses for LIB 062 [which will remain an on campus offering] is scheduled; the second online alternative course is scheduled for FA22. Continue offering LIB 110 to non-library major populations. Enrollments for this course will be monitored to see if there is any additional need due to AB705.

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) **There has been little change to SLO and PLO assessment since last year.**
Assessment of Library Technology Program PLOs and SLOs show that Library Technology students are successfully achieving the learning outcomes for the courses and programs. The program has a good foundation for growth.

Comparative year-to-year assessment of LIB 110 to non-library majors shows improvement and demonstrates that the course can be successfully adapted for non-library student populations.
Courses, excluding 064 and 110, are offered once a year thus assessment data is not robust and does not lend itself to disaggregation. It will be interesting to see SLO assessment results from the online section of 067 compared to the on campus section of 067

Departmental/Program Goals:

1. Implement the marketing phase of the new coursework and fully online option for completion (due to Strong Workforce funds) and review such targeted marketing on enrollment patterns.
2. Meet with advisory committee and enhance the Work Experience opportunities and options.
3. Reevaluating the SLOs and PLOs and align them with the ILOs.

Challenges & Opportunities:

Opportunity - LIB067 Cataloging, was be offered online in SP19 for the first time in over a decade. LIB 071 Youth Services and Programing is being offered online in SP20, followed by LIB073 Digital Media and Archives in FA21. As of this term, students now have a fully online pathway for a Library Certificate. With the use of Strong Workforce funds, marketing of the enhanced program will occur this fall at the California Library Association Conference. The goal being to increase enrollment and fill the needs for job placements. We will need to monitor any and all program growth in order to provide a smooth pathway for students.
Challenges – As the campus and students move towards embracing the Guided Pathways approach, we need to analyze our curriculum and total number of units in order to best serve students who wish to transfer and/or complete the degree within a two year period.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Attend CLA Oct 19; use newly developed program flyers	1	SWF funding	19-20 academic year
Grow the advisory committee and network with district Workforce committee regarding work experience opportunities	2	None required	19-20 academic year
Review SLOs/PLOs/ILOs	3	None required	SP 2020

Middle College— 2018-2019

Description:

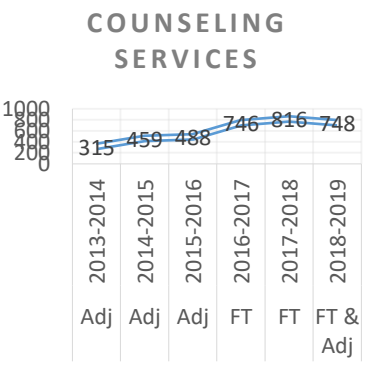
The Middle College High School Program supports and collaborates with the Middle College High School (MCHS) whose student population consists of 80% high potential (GPA ranging from a minimum of 1.8 to a 3.49) and 20% high potential (GPA of 3.5 or higher). Acceptance to MCHS is based on a combination of factors including: overall academic performance, standardized test scores, attendance and discipline, family college completion, and other socio-economic factors.

Our population consists of grades 9th through 12th, totaling approximately 280 students. Grades 10th through 12th are mandated to enroll in a minimum of two college courses, no less than four units. The 9th grade students register for one course per semester during their first year as they undergo a transition period of adapting to both academic settings. On average, our students may graduate with approximately 50 degree applicable units. In addition, about 45% of graduates complete a partial IGETC, and approximately 20% receive a full IGETC certification. Approximately 20% of seniors receive an associate degree in addition to their high school diploma.

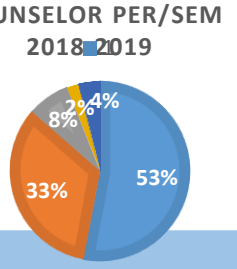
The SBVC and MCHS work in collaboration to provide a professional and supportive environment that allows students to thrive. The goals of our program are dedicated towards helping MCHS students receive significant college credit and obtain acceptance to a four-year institution. We aim for students to develop 21st century skills including personal, academic and social responsibility.

Academic Yr. Enrolled	2014-15	2015-16	2016-17	2017-18
# of Combined Units	244	434	771	873
# of Transferable Units	244	405	696	815
Success Rate	97.0%	95.0%	96.7%	91.6%
Retention Rate	99.2%	100.0%	98.9%	99.3%

Year	# of AA's in SPRING AND SUMMER	# of IGETC in SPRING AND SUMMER
2013	7	4
2014	12	12
2015	9	5
2016	21	23
2017	35	33
2018	12	14
2019	10	20



Demographics	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19 Campus
Asian	3.01%	2.99%	4.00%	3.83%	1.10%	4.73%
African American	4.51%	4.48%	4.36%	6.27%	6.52%	11.63%
Hispanic	73.68%	78.61%	78.91%	84.32%	47.83%*	66.85%
Multi-Ethnicity	n/a	n/a	n/a	n/a	38.04%	3.60%
White	8.27%	6.47%	6.18%	3.83%	3.30%	12.40%
Pac. Isl./Nat. Amer.	0.75%	0.50%	0.73%	0.35%	1.10%	0.37%
Unknown	9.77%	6.97%	3.96%	1.39%	0.00%	0.41%
Male	37.59%	40.30%	40.73%	40.06%	40.20%	41.59%
Female	61.65%	59.20%	56.00%	56.10%	57.60%	58.13%
Disability	0.75%	0.50%	0.36%	0.00%	0.01%	4.36%



	Average Units for Seniors Completed	
Years	# Degree Applicable	# Transferable
2016-2017	53.00	47.16
2017-2018	47.65	42.21
2018-2019	47.00	42.00

Assessment:

- 2016 was the first graduating class that had a designated college counselor, showing a large increase in completion of IGETC, associate degrees, along with degree applicable and transferable units.
- 2017 there was an increase in the number of associate degrees and IGETC certifications; we believe that this may be due to several factors: during recruitment of this specific class, an error was made in accepting a large number of students considering possibility of attrition. However, this group of students excelled academically and therefore kept majority of its graduating class. This class was the first 9th grade academy, and were also exposed a college class (ACAD 001) in their spring semester of their freshman year.
- There is a consistent trend that shows MCHS students have a high success and retention rate.
- Reviewing the demographics, we can see that our African American, Asian, and White population are lower in comparison to the campus general population.
- Our male and female ratios mirror that of the general campus population.
- With the transition from having two adjunct counselor to having one full-time temporary counselor and one adjunct, counseling sessions doubled. This does not include class presentations, orientations, and workshops.
- Number of degree applicable and transferable units have stayed consistent over the three year time period.

Progress from Last Year's Action Plan:

- The Middle College Program partnered with the Generation Go! program at MCHS in order to connect students with industry and provide students the opportunity to shadow jobs similar to their majors.
- Our program was able to develop a counseling survey that gauged the used of college services by all MCHS students.
- Being that the SAO's were developed in spring, our program Middle College Program has evaluated the previous college workshops specific on transfer readiness and educational requirements. Through the use of the survey, the counselors will

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)

- We have constructed two SAO's specific to the program. The first being, MCHS students will meet with a counselor a minimum of once a semester to evaluate their progress towards goal. The second, MCHS program will collaborate with Middle College High School to develop and integrate support services.
- The data collected from the survey created last spring 2019 towards SAO#1 in that it showed that 100% of our students have met with a counselor at least once a semester and that 47% of our students have met with a counselor more than once. In addition, 87.3% of students agreed or somewhat agreed that the counseling sessions helped them to clearly identify their goal. Data has shown a consistent rate of students average number of transferable and degree applicable units. We are also seeing an increase in the number of IGETC certifications and degrees.
- The second SAO has been focused on collaborative services, which all requirements are continuing to be met in order to suffice program requirements including but not limited to: committee meetings, policy changes and updates, new student orientation and handbook updates.
- These specific standards have influenced our goals in that each of these are vital to increasing student success. Previous data has shown that counseling services greatly affect the student completion of goals. In addition, the collaboration process amongst both stakeholders, college and high school, are needed to run the program efficiently. Overall, the focus is dedicated towards enhancing the student support services and assisting students towards completion of college.

Departmental/Program Goals:

1. Collaborate with campus programs & services to support success.
2. Continue to assist students towards completion of academic goals, which can include partial or full IGETC certification, associate degrees, number of transferable units and major prerequisite sequences.
3. Prepare both 9th and new 10th grade in transitioning to college.

Challenges & Opportunities:

Challenge:

- Our population of students has increased in size since the original institution in 2001. However, staffing remains the same, and responsibilities and roles have increased as the program has taken on more activities to increase student success.
- The program has shown the success based off of student data in comparison with general population.
- Our program has yet to have staffing that is institutionalized, causing the program to be unstable should temporary faculty transition to other campuses.

Faculty and staffing:

- Advocate for one full time tenure counselor along with Secretary II position.
- With the expansion of the program to include 9th grade, along with additional duties such as teaching and coordinating, the limited staff can make it difficult to service students to the best of our abilities.

Opportunities:

- Use of the Chancellors grant has helped to staff a part time counselor, and increase program services and professional development opportunities.
- Use of SSSP funds permitted one temporary full time counselor position, this allowed for an increase in student services and addressing main program functions including but not limited to updating grant, MOU, handbook and other program functions.

Action Plan:

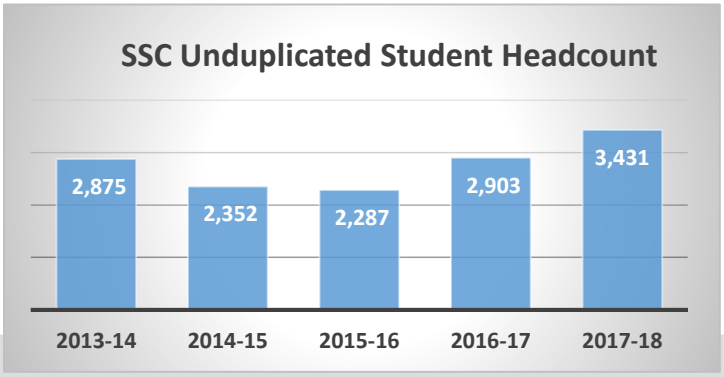
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Recommend to campus services to students, advertise hours and workshops at centers, increase mandated tutoring for at risk students.	Goal 1	• Collaborations with special programs and MCHS coordinator	May 2020
• Assist students in identifying a clear educational goal, and track progress based on completion at high school graduation. • Create a survey for quality of services, transferable knowledge and available resources	Goal 2	• Opportunity to go into classrooms and time for completion • Time and survey feedback	• May 2020 • May 2021
• Improve support services through SDEV 102 course and workshops planned during new student orientation.	Goal 3	• Collaboration with MCHS administration to ensure students are knowledgeable of resources	May 2020

San Bernardino Valley College

STUDENT SUCCESS CENTER— 2018-2019

Description:

The Student Success Center (SSC) provides instructional services and resources including tutorial support, a positive study environment, and a location for students to network. The SSC provides textbooks, laptops, calculators, anatomy models, and study supplies. There are five areas in the SSC: Mathematics, Chemistry, Biology Zones, a Computer Lab, and private rooms used for mentoring, workshops, quiet study, and Supplemental Instructions (SI) sessions. The SSC provides satellite tutoring locations in the Huddle and Nitasoma (to learn/study) room. The STEM Program is housed under the SSC. The program is designed to assist underrepresented students and prepare them to pursue careers in STEM fields. The program provides accelerated cohort classes and access to textbooks. It also encourages peer-to-peer relationships through workshops, mentoring, and tutoring. It delivers hands-on experiences through STEM events; student educational plans; goal setting; and dedicated STEM counseling. In spring 2019, a classified Tutorial Coordinator and Faculty Tutor Coordinator were added to the team. We have expanded Academic Support Centers (ASC) into two main locations. The SSC is now called the Math and Science Success Center. We have tutors for all sciences and Math 103 (Trigonometry – Math 266 (Differential Equations). The Tutor Center, located in the Liberal Arts building, provides tutoring for Math 962 (Arithmetic/Prealgebra) – Math 102/Math 108 (College Algebra/Statistics). We are in the process of adding tutors for courses across the disciplines.

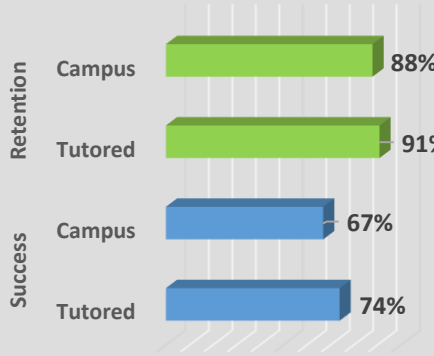


Ethnicity	14-15	15-16	16-17	17-18	Campus-wide_17-1
Asian*	8%	5%	7%	11%	5%
Black	18%	14%	14%	13%	12%
Hispanic	62%	64%	64%	65%	66%
White	11%	10%	10%	10%	13%
Gender	**14-15**	**15-16**	**16-17**	**17-18**	
Female	63%	62%	57%	61%	58%
Male	37%	38%	43%	39%	42%

*Includes American Natives and Pacific Islanders

	Success Rate		Retention Rate	
2017 - 2018	Tutored	Campus	Tutored	Campus
Subjects	74%	67%	91%	88%
Accounting	83%	58%	92%	81%
Biology	74%	66%	91%	86%
Chemistry	65%	56%	89%	82%
CIT	83%	65%	93%	85%
Computer Sci.	78%	62%	83%	81%
Economics	81%	73%	96%	92%
Math	66%	56%	92%	86%
Physics	86%	80%	96%	91%

2017-18	76,036
2016-17	34,566
2015-16	28,161
2014-15	32,291
2013-14	42,902



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

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

- Students who access the ASCs will be satisfied with the facilities, services, and resources (SAO 1).
  - Administer a Satisfaction Survey during spring semester to assess and use results to improve as needed.
- Students who access the ASCs will demonstrate and increase in retention and success rates. (SAO 2).
  - Request data from the Research Department and use results for comparing retention rates of students who access ASCs compared to students who did not.
- The ASCs hours conveniently fit student schedule (SAO 3).
  - Administer a Campus Climate survey during spring semester to assess and use results to improve as needed.
- Students who access the ASCs will continue to receive quality services (SAO 4).
  - Administer a Campus Climate survey during spring semester to assess and use results to improve as needed.

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

Increase access and usage: develop partnerships with faculty, other campus programs, and departments; explore strategies to promote and market the ASC; expand discipline offerings in Tutoring Center; offer online tutoring; promote class visits.

Adequately staff the SSC: hire classified Tutorial Coordinator/Student Service Technician II; faculty Success Center Coordinator; always staff the centers with faculty to fulfill both apportionment requirements and provide students and tutors with oversight, guidance, and mentorship; recruit federal work study/Cal Works students as greeters and office assistants.

Augment budget: explore ways to augment budget—grants, categorical funds, streamline processes, Basic Skills, and etc.

Provide tutor training certification: apply for CRLA tutor training certification, Levels 1 and 2.

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

Staffing

The classified Tutorial Coordinator position is unfilled

Faculty coverage to provide student and tutors with oversight, guidance, and mentorship

Increase tutor availability to meet demand

Budget

The expansion of the ASCs necessitates increased funding for office aid, greeter, tutors, faculty, and classified staff

Need funding to get currently used textbooks, other supplies, and equipment as textbooks are outdated and existing supplies and equipment distributed across both ASCs

Additional funding is needed to grow and expand STEM program services, activities, and events

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Provide professional development	Professional Development for tutors, staff and faculty through	$30K	Continuous

San Bernardino
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Applied Technology, Transportation and Culinary Arts -- Instruction

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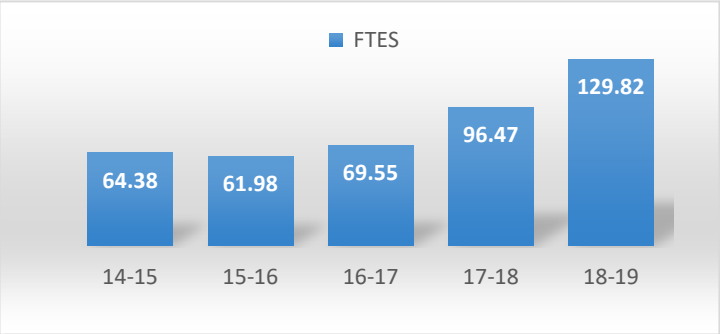
San Bernardino Valley College

AERONAUTICS — 2018-2019

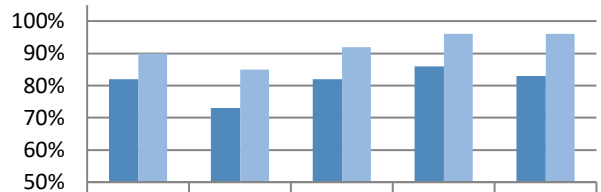
Description:

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.

Two new programs were introduced—Flight Operations and Aviation Management --to prepare students to become pilots as well as prepare them for flight operations and aviation management careers.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	242	237	273	415	656
FTEF	5.98	5.84	5.98	7.89	12.67
WSCH per FTEF	323	319	349	367	307



	14-15	15-16	16-17	17-18	18-19
Success	82%	73%	82%	86%	83%
Retention	90%	85%	92%	96%	96%

	14-15	15-16	16-17	17-18	18-19
Sections	14	13	14	21	38
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	3	1	1	3	
Certificates Awarded*	4	29	21	43	

Assessment:

1. FTES increased from last reporting period of 2017-2018 to 129.82 from 96.47. This incredible increase is do in part to the investment made in the program, from the purchase of newer industry standard equipment and mockups which adds to the student learning experience. It is also due to our successful outreach activities in addition to our adding of a full night A&P program, creating an opportunity to double our enrollment as well as attracting a different pool of students currently working and wanting to change careers to the aviation industry.
2. Duplicated enrollment has substantially increased drastically over the last two reporting periods. The latest increase is a 63% increase. The increase in duplicated enrollment is attributed to the same reasons indicated above in item 1 in addition to the innovation of instructor lead curriculum.
3. FTEF has dramatically increased (see reasons stated above in item one) putting the strain on our single Full-time Faculty of the program. We are in desperate need of more Full time Faculty as indicated by the FTEF of 12.67.
4. WSCH has understandably dropped, due to the class size limit and the lab / lecture ratio which is 60%-70% of lab instruction in addition to the increased offerings of more sections for both the night A&P program as well as the aviation management and flight operations programs.
5. Student Success has dropped by 3%, due in part to the increase of student to instructor ratio.
6. Retention has stabilized at 96%. The Certificates awarded rate has dramatically increased

Progress from Last Year's Action Plan:

1. As of January 2019, the department has obtained two additional Redbird Simulators for the flight operations courses. Bringing our total to four Simulators that are FAA approved for students to receive flight hours.
2. Hired five new adjunct instructors with an additional two going through the hiring process in order to maintain the evening programs.
3. Added 17 new sections in the evening. The program has now duplicated the day AMT program onto evenings, Airframe , Power-plant and general maintenance programs; to meet the needs of students and aviation industry in the area as suggested by previous advisory meetings.

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 re-assess 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:

1. Continue outreach and program promotional activity to improve student enrollment.
2. Increase student success and retention rates by providing high-quality education, innovation, instruction and services to a diverse community of learners.
3. Continue to update instructional technology and teaching aids and equipment to meet industry needs.
4. Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce to foster economic growth.
5. Explore industry partnerships to provide our students with internship and or employment opportunities.
6. Hire full-time faculty to support the duplicated evening program and the huge enrollment increase.

Challenges & Opportunities:

1. Difficulty operating a program with 38 sections with one full time instructor and at times up to 14 adjuncts remains the biggest challenge for the Aeronautics program
2. New equipment for training and updating exceeds allocated budgets. Grant monies must supplement short falls and are generally difficult to obtain for the program. Nevertheless, application for Round 5 of the Strong Workforce Program will be submitted and could allow for more class offerings and new equipment.
3. Hiring part-time faculty remains to be a challenge due to high employability in the industry and the slow process of the district in processing potential instructors.
4. Due to space constraints, two lab sections are taught in one lab room at the same time.
5. Outreach programs and program promotion are done by part-time faculty on a voluntary basis and at their own expense.

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 or day program.	5	Funding. Also needs assessment committee approval and ranking process.	May 2020
Purchase new equipment and supplies for the additional evening AMT and flight operations courses.	2&3	Funding	May 2020

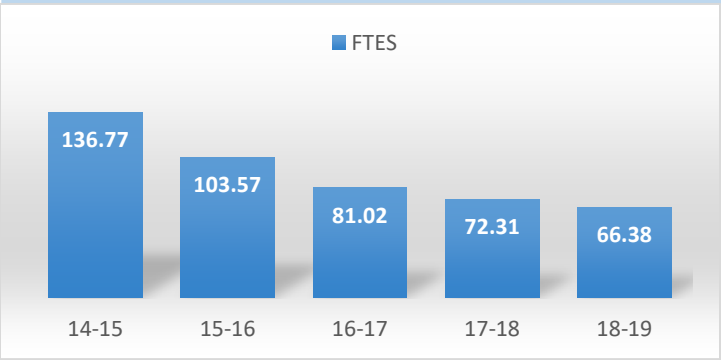
San Bernardino Valley College

AUTO COLLISION — 2018-2019

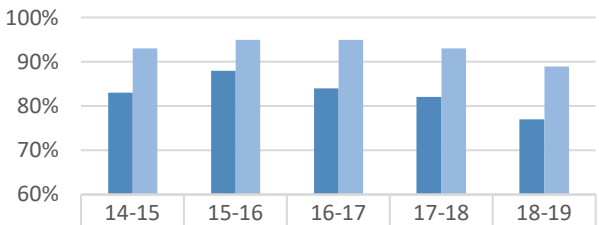
Description:

Enter in updated description for the academic year, emphasizing any changes to the department.

The Collision Repair, Refinishing & 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, Automotive for the Collision Specialist Spring 2020, Interior Restoration Fall 2017 and Street Rod Fall 2015. The department updated the curriculum in 2017 to reflect the industries fast changing Hybrid programs. The automotive department and instructors are certified by ICAR which is a nationally recognized organization.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	617	484	376	327	297
FTEF	11.39	11.12	10.52	9.82	9.16
WSCH per FTEF	360	279	231	223	217



	14-15	15-16	16-17	17-18	18-19
Success	83%	88%	84%	82%	77%
Retention	93%	95%	95%	93%	89%

	14-15	15-16	16-17	17-18	18-19
Sections	29	29	27	25	23
% of online enrollment	0%	0%	0%	0%	
Degrees awarded	4	2	5	3	
Certificates awarded	17	15	46	18	

Assessment:

Assessment: The Collision, Refinishing and Street Rod Program data shows decreasing enrollment from 2014 to 2018, however, it has increased this Fall 2019.

•The success rates are 82% in 2017-2018 and 77% in 2018-2019, within the threshold of the school average at 78%.

The retention rate is 93% in 2017-2018 and 89% in 2018-201, again, within the school average of 89%

•Certificates have increased over 20% from 2012-17, with an increase in AS Degrees, in 2016-2017 with a decrease 1n 2017-18.

•WSCH per FTEF average 217 because of duplicate enrollment

Progress from Last Year's Action Plan:

The Collision and Refinishing department was very active in the recruitment of new students at our local high schools such as Redlands, REV, Colton, Pacific and Serra just to name a few. The department also was active promoting the Collison, Refinishing, Street Rod and Interiors programs on campus during functions such as Welcome Day, Winterfest, Food Fest and Club Rush events.

The Collision Department will offer the newly implemented course, Mechanical for the Collision Specialist 030 that will start in Spring 2020.

The department will work with Needs Assessment, Strong Workforce, Perkins and all other grants and programs to fund needed projects to improve instruction, professional development, tools, equipment and new projects.

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

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

Challenges & Opportunities:
The Collision & Refinishing and Street Rod department has had their building renovated. With the help of Program Review and Grant monies, the department has purchased several hybrid vehicles with 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 conduct the Auto Interiors program/courses. The resolution was to hold classes in the Aeronautics portable building however, their program is growing as well, and they need that classroom back. We will be looking where to put eight industrial sewing machines w/layout tables by Spring 2020 semester.

Action Plan:

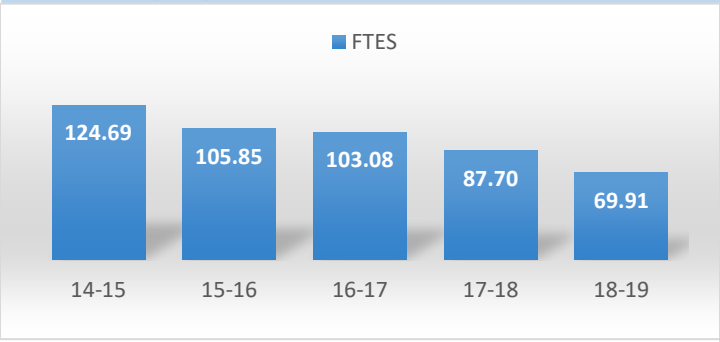
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Instructors will attend more industry conferences and workshops	Keep the curriculum to the latest/current standard	Support from Pro Development , Perkins & SWP	Summer 2020
Increase outreach through better marketing.	Increase enrollment	Support from SBVC and High school administrators	Summer 2020
Continue to explore grant opportunities	Increase enrollment	Work with SBVC's marketing department	Summer 2020
Request a permanent budget increase	Maintain state of the art facilities and equipment	Administrators support	Ongoing
Increase outreach through better marketing.	Maintain state of the art facilities and equipment	Administrators support	Spring 2020
	Increase enrollment	Work with SBVC marketing dept.	Summer 2020

San Bernardino Valley College

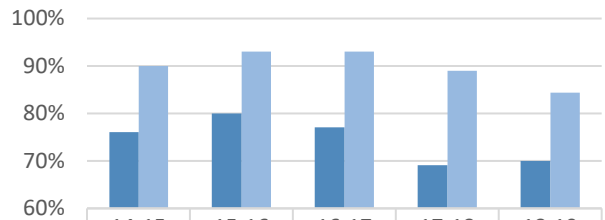
AUTOMOTIVE TECHNOLOGY — 2018-2019

Description:

The Automotive Technology curriculum is designed to concentrate on technically related courses in the repair of today's high tech computerized automobile covering, all areas of automotive technology, bureau of automotive repair smog analysis, and hybrid vehicle introduction and safety, to a diverse community of learners. Upon completion of the program, the certificate or degree holder will be able to seek employment as an entry-level automobile repair technician in a dealership or the aftermarket service area. The student/technician will also acquire skills which will allow advancement into other automotive opportunities such as service advising and manufacturer corporate positions. The program supports and is aligned with the nationally recognized Automotive Service Excellence (ASE) certificate.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	558	479	467	394	313
FTEF	8.39	8.32	8.66	7.98	6.88
WSCH per FTEF	446	382	357	330	305



	14-15	15-16	16-17	17-18	18-19
Success	76%	80%	77%	69%	70%
Retention	90%	93%	93%	89%	84%

	14-15	15-16	16-17	17-18	18-19
Sections	28	28	29	27	24
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	3	8	7	
Certificates awarded	12	26	21	3	

Assessment:

The Automotive Technology program data shows decreasing enrollment from 2012-19. Though it is speculated the decrease is likely due to an improving economy and a reduction of the unemployment rate. The increase 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. Due to decreased enrollment, the WSCH per FTEF has declined some. Sections have decreased slightly in alignment with the enrollment and could be a direct reflection to a lack of marketing for the department. The department will attend more events to promote the program. As the local economy improves and provides jobs for the community, the department will see fluctuations in enrollment due to the conditions in the economy and students needing to be employed.

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 fuel introduction and safety course.

The department will continue to update equipment and tools for the hybrid/alternative fuels advance technology areas and support the older technology by upgrading the equipment within the lab.

The department will continue our community support including high school outreach.

Auto Technology will support more job fairs and encourage students to expand their experience in the latest technology to strengthen their opportunity for employment within the industry.

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.

As Guided Pathways become more direct in assisting the students to completion within a reasonable time, the Automotive department is building curriculum to align with the Guided Pathways and ensure graduation and success of the students.

The department has added hybrid/electric car introduction and safety course and is 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 of being in an outdated building, which is being addressed with design and construction of the new Tech building, it is projected that there will be limitations that come with this transition. The scheduling of classes and the newly implemented Guided Pathways, which is desperately needed, will be a challenge due to classroom scheduling so that our students can have a quality education.

Auto Technology will work with needs assessments, Strong Workforce, VATEA (Perkins) and all other grants and programs to fund needed projects to improve instruction, tools and equipment and new projects.

Action Plan:

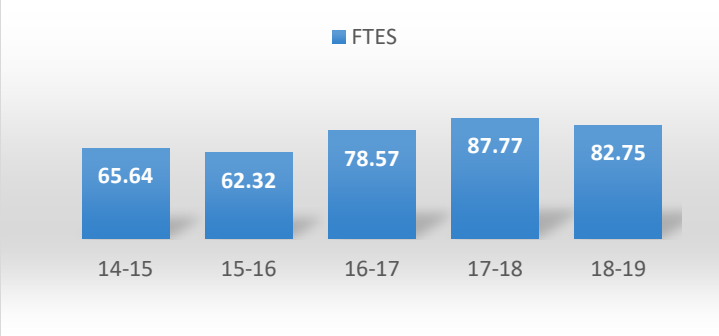
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach through better marketing	Increase Enrollment	Work with SBVCs Marketing department	Ongoing
Update tools, equipment and learning modules	Improve student comprehension, retention and completion	Support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

San Bernardino Valley College

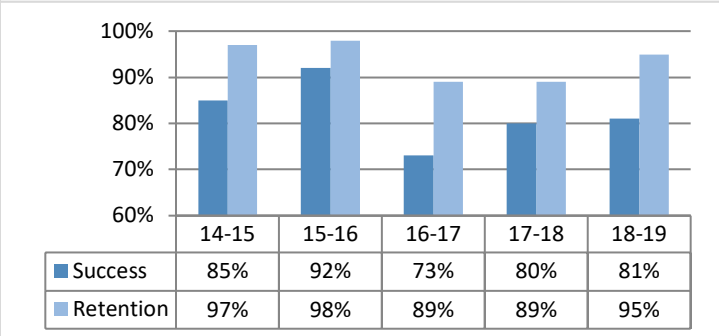
CULINARY ARTS/RESTAURANT MANAGEMENT— 2018-2019

Description:

The Culinary Arts department is designed to train students by giving them the skills needed to be successful within the Food Service Industry. Skills include hands-on service and cooking techniques, how to be part of a team, catering, purchasing, human resources within food service, cost control and food service management techniques. The department has recently added Hospitality courses, a working food truck, on campus caterings, a working restaurant and a Starbucks coffee shop. These working areas give students ample experience in small business and how small businesses are run which supports the theory classes within the program as well.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	344	287	384	360	373
FTEF	5.25	4.85	5.54	7.01	8.71
WSCH per FTEF	375	385	425	376	285



	14-15	15-16	16-17	17-18	18-19
Success	85%	92%	73%	80%	81%
Retention	97%	98%	89%	89%	95%

	14-15	15-16	16-17	17-18	18-19
Sections	20	18	21	25	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	6	6	3	3	
Certificates awarded	20	33	15	11	

Assessment:

- Duplicate enrollment has bounced from 344 in 2014-15 to 287 in 2015-16 and 2016-17 up to 284, in 2017-18 duplicate enrollment was at 360 and now in 2018-19 duplicate enrollment is at 373. The way the culinary program is set up duplicate enrollment should be at a higher average each year. The department chair will investigate to see why the numbers are fluctuating so much from year to year even though the numbers are up from last year but down from 2016-17.
- FTEF in 2014-15 was 5.25, in 2015-16--4.85, in 2016-17--5.54, and in 2016-17 when the one-year program started FTEF went up to 7.01 and in 2018-19 FTEF is even higher at 8.71. The department is growing quickly since the one-year has been offered. The department anticipates growth to continue as more students join the program.
- WSCH per FTEF has also fluctuated in 2014-15 was 375, 2015-16 WSCH was 385, 2016-17 the numbers were higher at 425 then in 2017-18 the numbers dropped to 376 and now the numbers have dropped again to 285. The department is not sure why the numbers dropped because there are more sections being offered and three full time staff currently in the program.
- Sections offered have gone up over the past four years from 20 in 2014-15, 18 sections in 2015-16, 2016-17--21 sections and in 2017-18, the department offered 25 sections and in 2018-19 the department offered 27 sections. The number of sections will continue to increase as the department will soon be offering hospitality courses as well as continue to offer culinary and baking courses.
- The department does not offer online courses currently, however, the department is planning to offer online courses by 2021.
- The department does not award many degrees as most of the students after completing their certificates go out and become gainfully employed. From 2014-15 the department awarded six degrees in 2015-16 six degrees, 2016-17 degrees were awarded and in 2018-19 there were three degrees awarded. The department has noticed a drop-in degrees awarded because the industry has such a need within the industry the students are being headhunted by food service companies before they complete their certificates. Students are not able to complete their degrees due to this issue.
- There were 20 certificates awarded in 2014-15, 33 certificates awarded in 2015-16, when the one-year program started certificates awarded dropped in 2016-17 to 15 and in 2017-18 dropped to 11. There is no comparison data for 2018-19.

SAOs/SLOs/PLOs:
The SLO's and PLO assessments influence department goals this year in the case of textbooks, and in making sure some of the course textbooks are outdated and updates are being made in order to follow the SLOs and PLOs within the courses and certificates.

The department is ok with equipment for this fiscal year except the need for one 12 burner range with double convection ovens and some maintenance on equipment within the hands-on classroom.

Departmental/Program Goals:

- Hire full-time instructors for culinary.
- Hire two full-time lab technicians, one for culinary and one for baking.
- Hire adjunct instructors for culinary.
- Hire three adjunct instructors to teach baking.
- Get a larger kitchen in order to teach both evening and daytime classes.
- Create a space where the classrooms are near the kitchens so lecture can be done along with labs.
- Work on curriculum to coincide with the Hospitality program.
- Start catering outside venues with the truck and or catering class to increase revenue for the program.
- Create online courses for culinary and hospitality.
- Create a certificate and degree program for hospitality.
- Have ample storage space for equipment needed to run classes.
- Increase enrollment for culinary and baking.
- Storage for the Den
- A refillable first aid kit

Challenges & Opportunities:

Challenges:

- Larger kitchen to run evening and daytime classes
- Storage space for the equipment needed in the program
- Hiring qualified full time and part time instructors
- Classroom space close to the kitchen
- Qualified full-time and part-time faculty
- Marketing the program
- Outreach to area high schools
- Full-time classified staff to support the program

Opportunities:

- Off premise catering
- Catering the games on campus
- Offering a full-blown Hospitality Program
- Marketing
- Online classes

Action Plan:

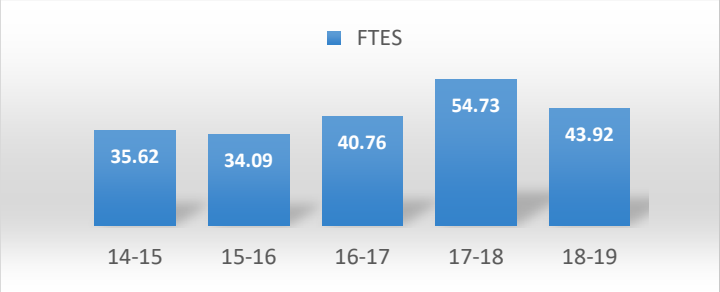
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Put in needs requests	Hire full time faculty	General budget funding	Summer 2020
Put in needs requests	Hire two full time lab techs	General budget funding	Summer 2020
Put in needs requests	Hire adjunct instructors	General budget funding	Summer 2020
Talk to administrators/ needs request	Lobby for a larger kitchen space for classes	General budget funding	Summer 2026
Curricunet and curriculum committee	Combine culinary and baking curriculum into Hospitality	Non instructional	Fall 2021
Faculty responsibility	Create a catering certificate That allows for outside caterings	Non instructional	Fall 2022
Faculty responsibility	Create online courses	Non instructional	Fall 2022
Needs assessment	Storage space for program	Not that I know of	Fall 2021
Outreach and marketing	Increase enrollment for the program	No budgetary requirements except time	Spring 2020
Needs assessment	Refillable first aid kit	General funds	Spring 2020

San Bernardino Valley College

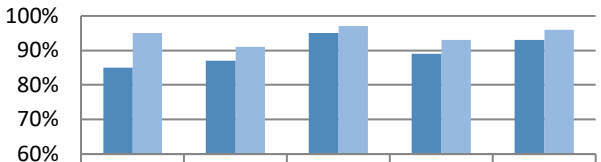
DIESEL — 2018-2019

Description:

Enter in updated description for the academic year, emphasizing any changes to the department.
Heavy/Medium Duty Diesel Technology Associate degree program has been added to the Diesel program. SBVC is the only public college in the area that offers a Diesel program in the Inland Empire Desert Region. The diesel classes are offered weekdays in the morning and evening to accommodate the working student's schedule. This offering works well with all students and supports industry demands. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	200	183	207	309	242
FTEF	4.63	4.29	3.97	5.49	4.80
WSCH per FTEF	231	239	308	299	274



	14-15	15-16	16-17	17-18	18-19
Success	85%	87%	95%	89%	93%
Retention	95%	91%	97%	93%	96%

	14-15	15-16	16-17	17-18	18-19
Sections	14	13	12	17	15
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	3	
Certificates awarded	7	7	6	14	

Assessment:

The students that attend the Heavy/Medium Duty Diesel Technology classes are required to take 30 units+ of lecture and lab training to achieve the certificate offered within the department. Success in 2018-19 has a 4% rise. The Diesel department reviewed its internal data and have concluded that that students are returning to continue their education with support from the companies that hired them. There were 12 students that returned and have reentered the program in 2018-19. Retention in 2018–19 is up by 3% which is a direct reflection of the students returning to college after withdrawing from classes to acquire jobs within the industry.

For the first time in the Diesel program, the Diesel department has awarded **three AS Degrees** for the year 2017–18 and **14 Certificates** in 2017–18. This is a great reflection of the improvements in the departments training program but students looking to achieve more success within themselves and training for employment and their careers. In 2018-19, it will be better as the students value the need for certificates and/or AS Degree to better their lives.

Progress from Last Year's Action Plan:

The departments action plan from the two-year review has done little to expand customized not-for-credit training for incumbent workers, but, has added courses for non-credit classes that are approved through the curriculum committee. The addition of these non-credit classes will allow students to take classes at no cost and earn a non-credit certificate of completion

The department has successfully encouraged students to achieve newly created AS degree an continue their education by changing their Major to Business Degree and continue their goal toward a Bachelor's degree.

The department has broadened the Industry Advisory Board membership pool by adding companies like Pacific Railroad BNSF railroad, TEC of California (Volvo Mack) and Velocity Truck Group(Freightliner) to its advisory committee. The Advisory committee is dedicated to the success of the Students at SBVC and the partnering program at Pacific High School.

The department has updated training equipment to teach Compressed Natural Gas (CNG). This has successfully been implemented for the Fall 2019 semester. The Southern Gas ($50K) grant that was acquired through the SBVC Foundation for the Diesel Department at SBVC allowed the purchase of two training modules for lab use in the CNG program. The CNG equipment and training modules extend the knowledge for the students when applying for jobs, not only in the Inland Empire, but anywhere in the USA.

With the addition of new partners like C.R England, Penske and TEC of California, the advisory board has now members that are from major corporations within the industry that are supporting SBVCs Diesel department. The department has received in 2019 a Volvo Light Grant for

SAOs/SLOs/PLOs:
The use of the SLOs have directed the Diesel program to improve its training techniques and establish a better foundation of training for which the students would grasp information needed to support them in their quest for better education and job skills.

The 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 which has reflected in the lower % of students who met the SLO; this results in over 78% of the students meeting or exceeding the Program SLOs.

The SLOs are given every semester in all sections.

Departmental/Program Goals:
Spring 2020 the department has added non-credit training for incumbent workers and students that would like to take the program but cannot afford the expense of the program.
Encourage students to achieve newly created AS degree
Broaden the Industry Advisory Board membership pool and with Advisory input expand training that meets the industries demands
Create more non-credit certificates
Request to hire another full-time faculty

Challenges & Opportunities:
Challenges:
- of the program are to improve the success and retention rate
- develop new courses to meet renewable energy programs that will align with other colleges within the area.
- Newer teaching modules and tools are needed to keep up with the new standards for trucks.
- Working with other departments within SBVC in regard to a cover 120'x60'x20' for outside LAB in the transportation facility so the donated equipment will not be open to mother nature and the elements

The Diesel department has developed a new alternative fuel class which will be part of the 20-unit certificate that is needed to strengthen the diesel program.
The department has sent out letters to other manufactures expressing interest in teaching their product at SBVC Diesel.
Concurrent enrollment and Guided Pathways are challenges that are weak and more understanding be implemented within a timely manner.
The department needs another full-time faculty. With the hiring of another full-time faculty it would allow our program to add more sections because of the shortage of adjunct instructors.
DE Education is a struggle with no real support from the industry at this time.

Action Plan:

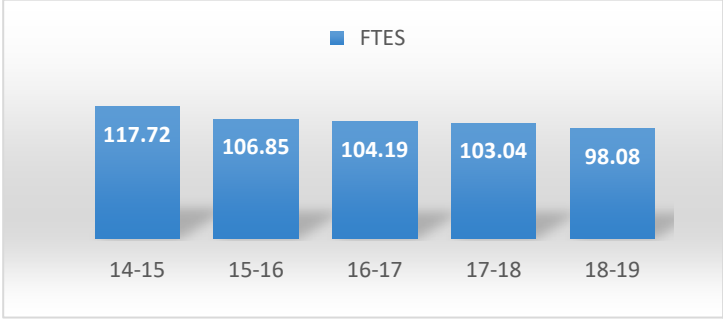
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Apply for Grants from AQMD, Edison, Southern Gas	Hoping to achieve funding to purchase/update equipment within the lec/lab area to continue growing our department	Working with the SBVC foundation in acquiring these grants.	Fall 2020
Create non credit courses	Going through curriculum and sent to State Chancellor Office for approval	Working with Curriculum to complete process	Fall 2020
Cover parking lot an newly donated equipment and students protected from the elements of mother nature	Working with other departments to acquire approval and funding for the 120'x60'x20' cover which will include lighting , electrical and proper ventilation	Approval and funding	Fall 2021
Hire full time faculty	Hire full time faculty	Sent forms to program review for approval	Fall 2020

San Bernardino Valley College

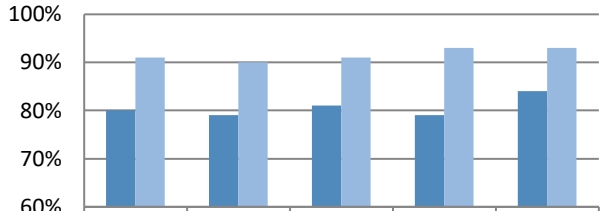
ELECTRICITY/ELECTRONICS — 2018-2019

Description:

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



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



	14-15	15-16	16-17	17-18	18-19
Success	80%	79%	81%	79%	84%
Retention	91%	90%	91%	93%	93%

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

Assessment:

• FTES has continued to decline to less than 4.8% from previous year however, the actual FTES should be higher because we have successfully launched an accelerated Electronics program that had a cohort of students, considered full time by mandatory requirement, enroll continually through the Fall, Spring, as well as all summer sessions. Sections were added to accommodate them. Therefore if the summer semester numbers where not included then that would adversely skew our numbers. In addition, 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. FTEF and duplicated enrollment have slightly dropped but not drastically, but again the number maybe skewed due to the same argument from the previous analysis

• Success rate has drastically improved while retention has remained strong 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 dramatically increased to an all time high for a total of 53 which support good retention and success metrics.

• WSCH is now stabilized and has actually increased and is considered at the correct level and is expected to hover around this level due to the reduction of class size in lecture and lab sections in order to deliver superior quality hands-on training and increase student success rates. This policy was started four years ago and has shown noticeable improvements in student success. Retention, and completion.

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. Continued maintaining a subject matter expert to help in advanced lab setups and demos to help instructors demonstrate and teach students to perform more up-to-date, hands-on troubleshooting and maintenance techniques used in today's systems

SAOs/SLOs/PLOs:

Even-though the PLOs and SLOs are annually reviewed and, if deemed necessary, updated, no changes were instituted from the previous year. The PLOs for the varied degrees and certificates are global, meaning that they map directly to all the programs in the department and directly reflect the program's main objectives, which are to produce a viable, employable technical workforce in the electricity/electronic industries. For example, all industries require students utilize applicable test equipment to help setup, maintain, and troubleshoot various electrical and electronic systems and to perform such duties effectively and safely. Therefore, we have specifically included a global PLO stating, "Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results." Data for the last three years indicate that students continue to perform in excess of 91% on average on PLOs in general, and in excess of 86% on average on SLOs indicating that program goals as well SLO goals are being met and also attesting to the effectiveness of the educational curriculum and program goals. That fact delineates that our program is graduating effective skilled technicians that can be gainfully employed and positively contribute to our community and economy. Our department actively reviews all course SLO to insure they are consistent and duly support the PLOs, department goals, and 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 by continuously participating in outreach activities to attract more students and increase enrollments.
2. Develop a two-way pipeline of pathways for the K-12 High School students to enter our programs, successfully complete, and then to find their career work placement in the industry.
3. Hire a full-time lab technician support faculty with lab intensive curriculum of all certificates.
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. Seek out and hire 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 accelerated electronics technology program.
8. Improve student success and retention rates by providing increased tutoring and workshops to strengthen student knowledge and thus success.
9. Maintain a subject matter expert in specific automation field to augment and support our automation program.

Challenges & Opportunities:

1. 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.
2. 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.
3. 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.
4. Lab space to house newly acquired trainers remains a challenge.
5. Since funding was cut for tutors, providing subject matter tutoring and workshop has halted.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach through better marketing of all program certificates and degrees	1 &7	Work with SBVCs marketing department	Ongoing
Create new industry partnerships and internship opportunities	2&6	Work with Job Developer liaison at SBC Tech department	Ongoing
Hire full-time faculty to help	5 &9	Approval and high ranking of	Depends on approval from

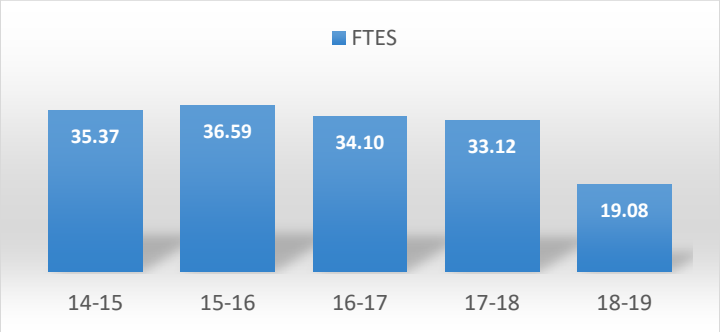
San Bernardino Valley College

FOODS & NUTRITION — 2018-2019

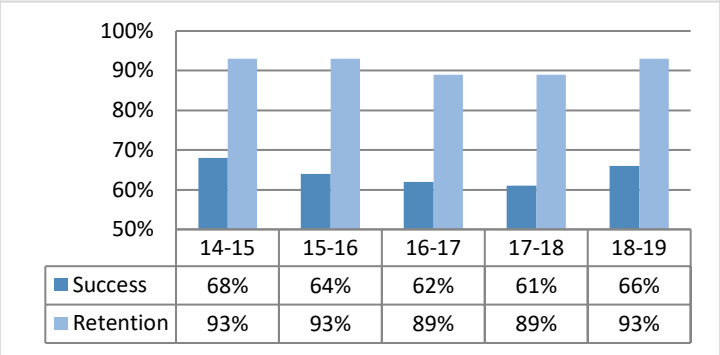
Description:

The food and nutrition department is a program in which students can study healthy life-styles. Students can earn a degree in Dietetic Aide, or Dietetic Supervision or transfer to a four-year college utilizing the TMC in place. Upon completion of the certificate or degree students can fill positions in the following areas; hospitals, high schools, retirement homes, in senior living, teaching in a high school or college, work with children and seniors or become a nutritionist or lastly an RD.

The Food and Nutrition department has been working on solidifying the new and updated curriculum to be in place by fall 2020.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	353	366	341	332	195
FTEF	2.20	2.40	2.20	2.40	1.80
WSCH per FTEF	482	457	465	414	318



	14-15	15-16	16-17	17-18	18-19
Success	68%	64%	62%	61%	66%
Retention	93%	93%	89%	89%	93%

	14-15	15-16	16-17	17-18	18-19
Sections	11	12	11	12	9
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	2	2	1	0	

Assessment:

- Duplicate enrollment in 2014-15 was 353; in 2015-16 duplicate enrollment increased to 366; 2016-17 decreased to 341; 2017-18 decreased to 332; and, in 2018-19 decreased to 195. The decreases were due to the food and nutrition courses not being offered because the program is being redone and the state has not approved the new courses. Hopefully, this should be corrected by 2020.
- FTEF – FTEFs in 2015-16 and 2017-18 were 2.40 and in 2014-15 and 2016-17 FTEFs were 2.20, while in 2018-19 it dropped to 1.80. The dip in FTEF is because the students do not have classes to choose from besides the general nutrition course that is always running.
- WSCH per FTEF – 2014-15, 482; 2015-16 WSCH was 457; 2016-17 the number dropped to 465; 2017-18 dropped again to 414; and, 2018-19 dropped again in to 318. The numbers are dropping due to curriculum not being in place.
- Awards and Certificates – 2014-15, 2015-16 there were two certificates awarded for each year, while in 2016-17 there was only one certificate awarded.
- Degrees awarded – there have been no degrees awarded since 2014-15 due to the curriculum not being approved by the state.
- Success rates fluctuated over the years: 2014-15, 68%; 2015-16, 64%; 2016-17, 62%; 2017-18, 61%; and, in 2018-19, 66%.
- Retention has remained good from 2014-15, 93%; 2015-16, 93%; 2016-17, 89%; and, in 2017-18, 89% and in 2018-19 retention went back to 93%.

Progress from Last Year's Action Plan:

The department chair thought that the curriculum had gone to the state and classes would start this fall; however, Curricunet lost some of the certificates and or degrees for the program so we had to redo them and send them through once again.

The program should be up and running by fall of 2020.

SAOs/SLOs/PLOs:

- The SLOs and PLOs are all revised or new classes are in place and have new SLOs.
- No determination to be made on program needs until the program is up and running.

Departmental/Program Goals:

- Increase enrollment by completing the program and sending it to the state for approval.
- Advertising the new and improved program.
- Work on hiring more adjuncts before the program gets back online.

Challenges & Opportunities:

Challenges:

- Getting the curriculum to the state for approval.
- Hiring qualified staff.

Opportunities:

- Outreach to increase student enrollment.
- Working with area hospitals, retirement homes and rehab centers to create a relationship for jobs within the industry.

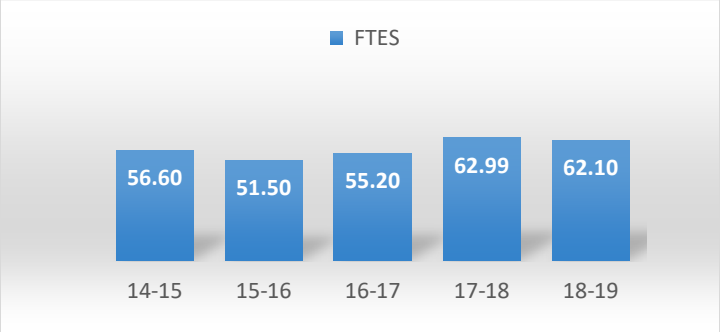
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Speak with the Dean	Hire adjunct staff	Advertising for staff	Summer 2020
Complete curriculum	Work with curriculum committee to complete	None	Spring 2020
Increase enrollment	Work with outreach to bring in students for program	None	Spring 2020

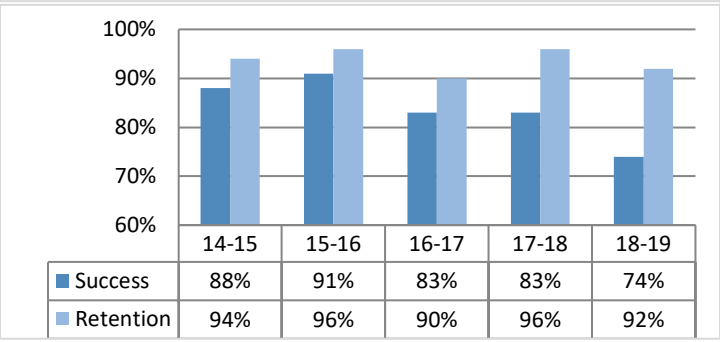
San Bernardino Valley College

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATOR (HVAC/R)— 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	276	252	269	312	305
FTEF	4.82	4.82	5.51	6.39	6.19
WSCH per FTEF	352	320	301	296	301



	14-15	15-16	16-17	17-18	18-19
Success	88%	91%	83%	83%	74%
Retention	94%	96%	90%	96%	92%

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

Assessment:

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

Progress from Last Year's Action Plan:

1. Established and continue to connect with local HVAC contractors to establish a career pathway, whether as job placement or internships for our students within the industry.
2. Signed an mutual of Understanding with Southern California Gas Company to train students to be Gas appliance technicians since it is related to our heating portion of our program. Program will produce viable technicians to be hired by the Gas Company directly from our pool of students.
3. Increased outreach and promotional activities within campus and with local chapters of the Refrigeration Services boards at every meeting. Meetings are now held on campus monthly. 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. Additionally, data for the last three years indicate that students continue to perform in excess of 90% on average on PLOs in general, and in excess of 87% on average on SLOs indicating that program goals as well SLO goals are being met and also attesting to the effectiveness of the educational curriculum and program goals. Moreover, course 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. Continue to establish industry-wide partnerships to provide student internship opportunities and provide a pathway for student employment opportunities.
3. Continue to offer morning sections of beginning 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. Classroom and Lab spaces are being used to capacity. Lecture and Lab sessions are scheduled in alternates forcing Lab sessions to be taught before lecture in some instances. Space remains a premium and to increase class sections or sizes remain a challenge. Only one LAB serves the program and that continues to limit growth.
2. Seek out industry partnerships to explore internships for students remains a challenge as many local contractors are not large enough to consider the liability involved, however their increased numbers and with aggressive contact, this can become a good opportunity. Some success has ben achieved with that respect.
3. Remains a challenge to hire part–time faculty to teach in morning section. All are typically employed in the industry with high pay-scale and if available only in evenings.
4. Outreach activities and program promotion to be supported by part time faculty. However, they are participating on their own expense. Funding is being explored so that they can be paid for their time (non-instructional hours) when promoting the program. Additionally, holding the RSES meeting at our campus has had some effect on outreach efforts at it has increased awareness of our program.
5. Hiring a Lab Technician is a challenge going through all processes. However, requests through program needs assessments continue, and funding through Strong Workforce will be sought.

Action Plan:

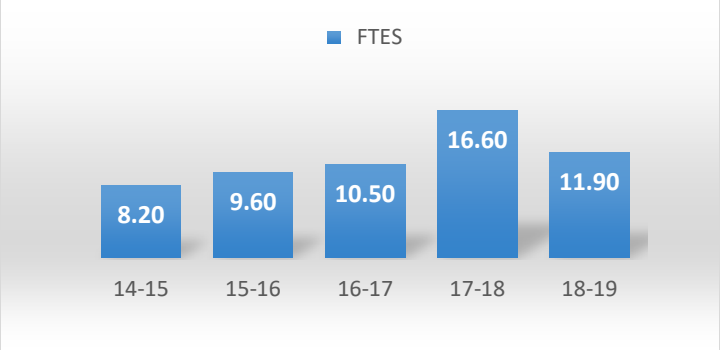
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue to establish industry partnerships for apprenticeship opportunities for students	2	Funding and working with SBVC job developer	Ongoing
Perform more outreach and program promotions	4	Working with SBVC marketing.	Ongoing
Hire Lab Technician to assist in lab setup and maintenance	1	Needs assessment ranking, funding through strong workforce grant	Working through the process
Obtain a secondary lab space since program growth will require us to have a second-	(not listed but needed for	Facilities. New building to be built	Unknown (major funding

San Bernardino Valley College

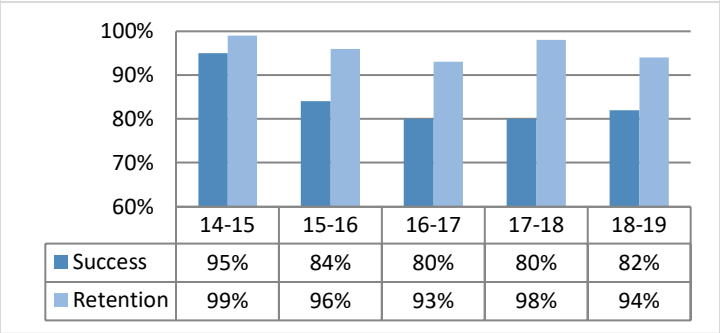
INSPECTION TECHNOLOGY — 2018-2019

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	82	96	105	166	119
FTEF	1.00	1.40	1.40	1.80	1.60
WSCH per FTEF	246	206	225	277	223



	14-15	15-16	16-17	17-18	18-19
Success	95%	84%	80%	80%	82%
Retention	99%	96%	93%	98%	94%

	14-15	15-16	16-17	17-18	18-19
Sections	5	7	7	9	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	1	0	0	
Certificates awarded	2	2	3	2	

Assessment:

- There was a spike in last years duplicated enrollment. We can still see that this year numbers have increased from the 2016-17 year.
- FTEF has the same trend as the duplicated enrollment. There is still growth from the 2016-17 year.
- WSCH per FTEF decreased slightly from the previous two years.
- Student success increased by 2%.
- Retention rate is lower than 2017-18 year. Since the 2016-17 year, there is a slight increase.
- Certificates awarded remained consistent since 2014-15 year. For the 2018-19 year the data was not available.

Progress from Last Year's Action Plan:

- Several possible adjuncts are in the application process.

SAOs/SLOs/PLOs:

The faculty for the program have reviewed and updated all of the SLOs and PLOs as a part of an extensive update to the program's curriculum. These updated SLOs/PLOs were approved and are now being implemented fall 2019. Many of the old SLOs were not regularly assessed because they were to advanced or did not reflect the curriculum being taught.

Data from the new SLOs/PLOs should be available after this coming year and will be assessed and used to provide recommendations on how the students needs can be better met based on local industry requirements.

Departmental/Program Goals:

- Continue to increase enrollment
- Increase number of completions
- Continue to recruit more faculty

Challenges & Opportunities:

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

Action Plan:

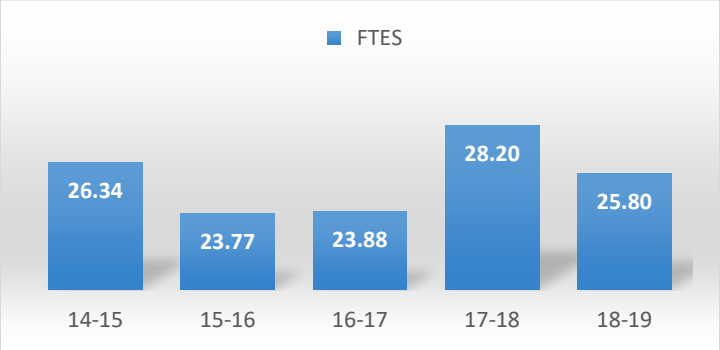
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Marketing	Continue to increase enrollment	Support from campus and district marketing	Now
Recruiting	Recruit more faculty	Support from campus and district marketing	Ongoing
Updating Curriculum	Review of course contents to ensure compliance with current standards, rules, and regulations	Use of Adjunct Instructors as subject matter experts	Ongoing

San Bernardino Valley College

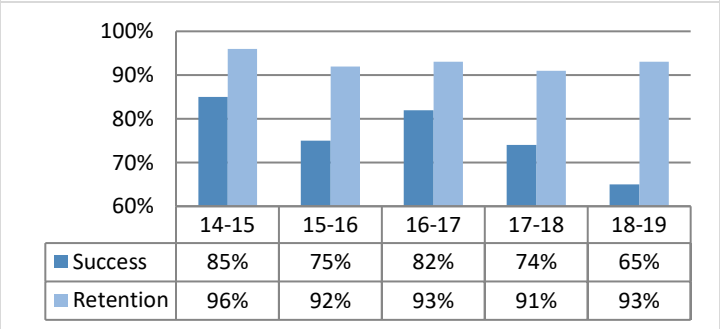
MACHINE TECHNOLOGY — 2018-2019

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).



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	141	133	139	138	120
FTEF	3.10	2.26	3.38	4.44	3.06
WSCH per FTEF	255	316	212	191	253



	14-15	15-16	16-17	17-18	18-19
Success	85%	75%	82%	74%	65%
Retention	96%	92%	93%	91%	93%

	14-15	15-16	16-17	17-18	18-19
Sections	17	15	15	22	15
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	0	0	4	
Certificates awarded	9	6	4	7	

Assessment:

- FTES spiked for the 2017-18 year and although lower for the 2018-19 year shows overall improvement from the 2015-16 year.
- Duplicated Enrolment has decreased from the previous years represented.
- FTEF has decreased due to less classes being offered to raise efficiency.
- WSCH to FTEF has increased for the 2018-19 year due to less sections being offered to increase efficiency
- Retention rates continue to be in the 90%'s, success rate has decreased
- Certificates and degrees awarded have increased for the 2017-18 year. Certificate and degree data for 2018-19 were not available when providing this assessment.

Progress from Last Year's Action Plan:

The Machinist Technology program is working closely with the local apprenticeship network through the regional Strong Workforce Program's Local Apprenticeship Uniting a Network of Colleges and High Schools (LAUNCH) Project. The pilot apprenticeship cohort is projected to be offered in the spring 2020 semester provided funding to cover tuition and miscellaneous fees for participating students are covered through sponsorships.

Funding for marketing and outreach is still not slated to be released until October at which time a professional will be hired

Curriculum improvements have been submitted and approved; the courses will not be effective until fall 2020

The machinist technology program was successfully awarded four strong workforce grants and will be purchasing

SAOs/SLOs/PLOs:

The 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 77.69% to 93.62%.

These show a fairly high percentage of students who have met the PLOs based on the curriculum offered. The feedback received by our industry advisories has shown us that we need to more rigorously assess these PLOs. To do this, we need 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. Implement a pilot apprenticeship program.
2. Implement a machine operator program for high functioning Autism/Asperger.
3. Join more manufacturing associations.
4. Increase marketing and outreach.
5. Develop and improve curriculum (mechanical drafting, machine tool integrator, robotics manufacturing, quality control technician, drone manufacturing, advanced manufacturing, etc.).
6. Continue to connect with the industry to strengthen the Machinist Technology's Advisory Committee.
7. Purchase/upgrade equipment.
8. Establish and maintain partnerships with community organizations including high schools.
9. Continue to apply for SWP funds.
10. Increase enrollment.

Challenges & Opportunities:

- Funding is needed to pay for apprentices' tuition in order to implement service
- Funding is needed to pay for autistic program coordinator in order to implement service
- Funding for marketing and outreach to be disbursed later in the year
- Funding is needed to update current software used in the laboratory.
- Apply for Strong Workforce Program funding to acquire multi-axis machines.

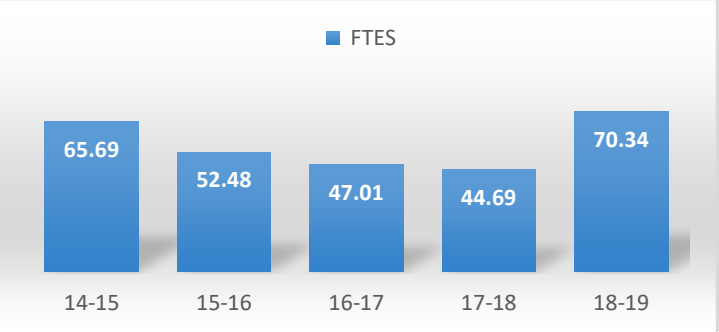
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Implement apprenticeship program	1	Successful grant award seed money	1/20
Implement a machine operator program for high functioning Autism/Asperger	2	Successful grant award seed money	1/20
Improve marketing and outreach	7	Funding to be disbursed so that a professional can be hired in marketing to properly target potential students	Fall 2019
Purchase Equipment	7	Successful funding awards	Ongoing
Recruit and hire lab assistant	2	Funding	Ongoing

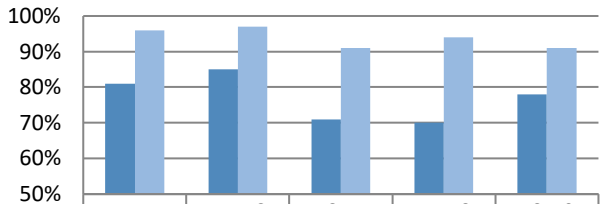
San Bernardino Valley College

WATER SUPPLY TECHNOLOGY — 2018-2019

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 99% of the program units can be completed by taking courses approved for as distributed education. Hybrid course offerings takes the traditional sixteen-week course and condenses the material covered each week--intense and demanding by design--into an eight-week format. 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	18-19
Duplicated Enrollment	933	758	595	564	486	759
FTEF	8.09	6.98	6.69	6.13	6.32	7.60
WSCH per FTEF	340	282	235	230	212	278



	14-15	15-16	16-17	17-18	18-19
Success	81%	85%	71%	70%	78%
Retention	96%	97%	91%	94%	91%

	13-14	14-15	15-16	16-17	17-18	18-19
Sections	45	45	47	42	43	49
% of online enrollment	0%	0%	4%	14%	14%	18%
Degrees awarded	20	9	12	15	12	
Certificates awarded	5	15	14	12	6	

Assessment: As a result of evolving technologies and changing regulations within the water industry, curricular redesign (the removal of overreaching requisites, modifications of electives, and underfilled course deactivations) were employed to better align program awards to the current workforce environment. One true test has been increasing the positive perception of the program among prospective and current students. Satisfying a unique space within a targeted audience, most of the program's growth has come from word-of-mouth and the general marketing efforts of departmental faculty. The program is staffed primarily by one full-time faculty member and thirteen part-time adjunct professors. Total FTEF has increased to 7.60 but is stable as no new faculty has been hired since the retirement of a full-time faculty member. (EMP, Fig. #3). Another full-time staff member with subject matter expertise in environmental technologies is urgently needed as the increased growth of the program has already made it untenable for one full-time faculty member to lead, particularly with a full teaching load and no release time for the increasingly time-consuming and challenging demands of program development, representing the program on college-wide committees, trying to ensure that the program stays up-to-date with accreditation requirements (SLOs, course outlines, etc.), recruiting students, scheduling classes, and recruiting, evaluating, mentoring, and supporting instructors. To clarify, it has become increasingly apparent that the department is not properly staffed to keep pace with the increase volume of work. Administrative support staff assistance is also needed to help stabilize the existing program and build a stronger infrastructure for future growth. Funding for a Program Assistant position is also being requested to support these endeavors. Student success rates are on the rise and retention rates remain constant. (EMP, Fig. #2). There has been a positive change in enrollment activity, both in traditional and online courses demonstrated by an FTES increase of 25% in comparison with previous academic years (AY) averages for AY 2016 to 2017 (EMP, Fig. #1). The increase in FTES can be attributed to the following changing curricular requirements: 1) the removal of overreaching course requisites; 2) modifications of electives; and, 3) underfilled course deactivations. (EMP, Fig. #1). Duplicate enrollments increased to a high of 759 in AY 2018-2019 from a low of 486 in AY 2017-2018. (EMP, Fig. #3). Increased educational access to feeder high schools and the local community (City of Rialto), expansion of hybrid courses, and non-credit training initiatives is being employed to stimulate program growth. The number and proportion of students in the program enrolling in traditional face-to-face instruction has been declining and shifting to students utilizing on-line instructional methods, specifically, hybrid course offerings, demonstrating a marked increase of 18% (EMP, Fig. #4).

Progress from Last Year's Action Plan: In order to most equitably serve the community, the Water Supply Technology (WST) Program must offer a full complement of classes in the discipline areas (water conservation, distribution, treatment, wastewater collection, treatment, backflow and cross-connections) in both day and evening time slots. A course rotation schedule (both campus and weekend college programs) has been standardized to ensure course offerings are consistent from semester to semester. Similar courses within a discipline area are offered during the same time block so students can take multiple classes in the same term. Core classes required to complete certificates are offered at least once a year. All entry-level lecture courses have been successfully offered in distance education or an online formats. Moving forward, outreach activities continue to center on the establishment of an effective program advisory committee comprised of industry, community leaders, college administrators, faculty, and students. A regional meeting in partnership with San Bernardino County Youth Regional Occupational Programs (CRYOPS) was held on April 30, 2019. The purpose of this collaborative effort was to partner with K-12 to advance water technology instruction and career readiness skills. Jon Cafferty, M.Ed. Deputy Sector Navigator, Energy, Construction, and Utilities was in attendance facilitating a panel discussion for Water Career Pathways, future labor trends and demands. Preparation for career success, hands on, real-world learning opportunities, supportiveness, affordability has been the dominant theme in making the courses more attractive to students. 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).

SAOs/SLOs/PLOs: The focus of the course offerings in WST are three-fold: 1) career technical education; 2) transfer; and, 3) life-long learning. The Program Learning Objectives (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. In accordance with AB705 mandates, applied mathematics continues to be taught as either independent course of studies or totally integrated into the technical subject matter. Additionally, the content review process was used to adapt industry specific writing skills into the target courses, WST 034 and WST 036, respectively. Program data (enrollment) seems to point to the success of the hybrid and/or accelerated instructional model. Adding an online learning experience to the lecture portion of the WST 075 Water and Wastewater Analysis course, continues to be the solution to the program's continuing struggle for adequate laboratory space. As an illustration, shifting the laboratory structure of the water and wastewater analysis course into the virtual realm continues to allow more students to be served; especially those identified as under-represented. Curriculum mapping is underway to integrate entry level learning across curriculum with an emphasis toward mastering the competency-based skills required in the workplace. The graphical synopsis will help faculty identify both academic gaps and misalignment of curriculum components, while ensuring the student learning experience leads to the achievement of program outcomes.

Departmental/Program Goals: A disparity exists between student preparedness and regional job opportunities in water technology. Research reveals continued gaps in college completion among various racial and ethnic groups. In 2017, Hispanic students constituted the largest percentage of students in the program at 55.5 percent. White (non-Hispanic) students followed with 28.5 percent of the student population. Other reported ethnicities included Asian (3.3 percent), African American (9.6 percent), Native American (1.2 percent), Pacific Islanders (1.4 percent). Clearly, this distribution reflects the serving traditionally underserved populations by ethnicity. The goal of the various program activities has been to increase college completion rates, overall. Course additions (credit and non-credit) plus modifications to the existing certificate and degree program are being proposed to align with three-data based objectives: 1) the job market; 2) the program's mission; and, 3) student educational goals.

Program growth has mostly come from word-of-mouth (with publication in the class schedule often the only CTE marketing effort) beside the general advertisement of the college. The WST Program is also trying to create a strong marketing message to program students and beyond through Twitter, LinkedIn, Facebook. 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. Dual enrollment, concurrent enrollment, and early college models may hopefully, significantly improve outcomes for these prospective students.

It is important to note that very few (less than 17%) of WST program activities generate FTES as non-credit instruction. To improve student completion rates, the WST program has customized not-for-credit entry level training. As an example, the non-credit courses serves 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. 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.

Challenges & Opportunities: Water utilities are seeking customized training programs, best defined as web-based operator training or e-learning modules to train industry personnel, anytime and anywhere. The agencies want credit courses and programs to be more responsive to changing needs. Easy access to materials, flexible space, time, and pace of study are just a few of the advantages desired by the industry in comparison to the traditional teaching model. Organizational leaders expect the WST Program to respond more quickly to changing labor market trends. Stakeholders in the water industry are sponsoring ways and methods to build pathways to credentials across multiple populations, including military service members transitioning to the civilian workplace and older adults wishing to return to the workplace. Like other community college programs, the WST Program serves as a gateway for traditionally underrepresented students. However, the WST Program is struggling to meet deeper demands with limited technical, human, and financial resources.

To encourage greater full-time enrollment, more work is needed in forming stronger alliances with the industry and working collectively to remove obstacles that hinder program growth. As an illustration, shifting the laboratory structure of the water and wastewater analysis course into the virtual realm continues to allow more students to be served; especially those identified as under-represented. The curriculum mapping process is being utilized to identify the specific skills, knowledge, abilities, and behaviors required to operate effectively in a job position. Lastly, the WST program will continue to search for viable solutions for limited laboratory classroom space; continue to offer hybrid courses (100% on-line offerings schedule date Fall 2020), investigate accelerated short-term scheduling, establish cohort learning communities, and pursue dedicated weekend college options. Doing so, will ensure the AS degree can typically be completed in two years, a relatively short time commitment.

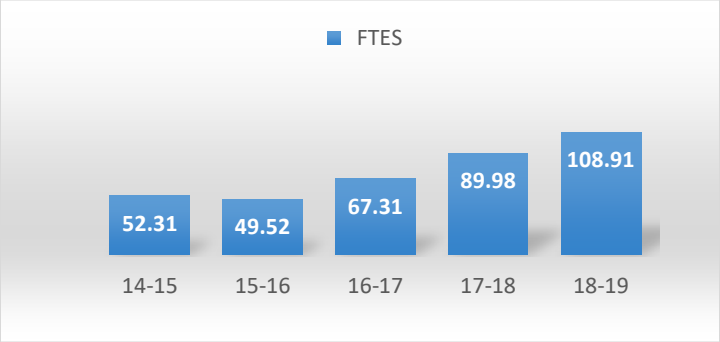
Action Plan:

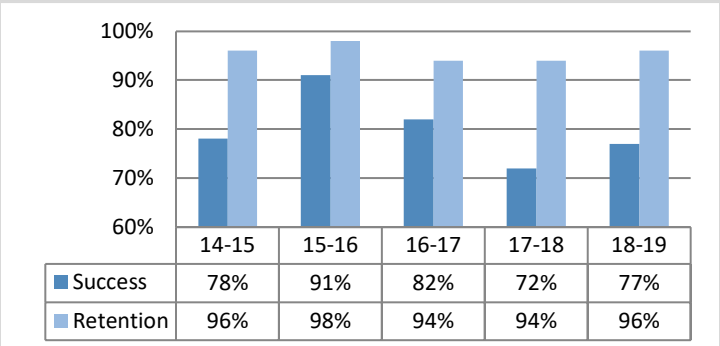
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Recruit adjunct faculty who are water professionals, working in the field. 2. Complete staff training in course management system and on-line enhanced instruction. 3. Update courses based on C-ID articulation feedback (develop transferable core curriculum). 4. Expand customized not-for-credit training for incumbent workers. 5. Research rapid and/or integrated 4- or 8-week bridge courses to help students move from developmental to credit courses. 6. Establish cohort learning communities. 7. Establish career pathways leading to high-demand jobs in the water industry. 8. Advertise the water supply technology department more effectively, both on and off campus.	1. Brings currency to the classroom every week. 2. Expansion of distributed education course offering (hybrid and 100% on-line). 3. The revised collapsed course sequence courses will keep students on target to complete the program. 4. Close alignment with labor market demands; training solution that can be modeled statewide. 5. Course completion pace is faster and slightly rigorous; provides a competitive edge. An AS degree can be earned in a compressed amount of time. 6. Encourages students to stay together from enrollment to graduation. 7. The success and retention rates of accelerated courses and learning cohorts can be used to determine future alternative scheduling options. 8. Offer water conservation education workshops for high school teachers about water related issues.	1. Qualified instructors who care about student academic success. 2. Canvas Training 3. A. Identify instructional needs and gaps. B. Establishment of both high school matriculation and four-year articulation agreements. 4. Enrollment management data. 5. Resources for students struggling in an accelerated format would include online or 24/7 tutoring services and much more. 6. Enrollment management data. 7. A. Partner with K-12, 4-year institutions, and employers. B. Seek funding support through specialized grant programs. 8. Water agency job fliers, promotional opportunity notices, Inland Empire Water Council (IEWC) web-site and WST Program webpage.	Ongoing Ongoing Curriculum CSU Launch Date October 2020 October 2020 Ongoing October 2020 Ongoing Ongoing

San Bernardino Valley College

WELDING TECHNOLOGY — 2018-2019

Description: The Welding Technology program continues to keep in step with industry standards. This includes: Oxy-fuel processes, shielded metal arc welding, gas metal arc welding, flux-cored arc welding, gas tungsten arc welding, fabrication, thermal cutting, and welding inspection. Students in the program are being prepared to successfully meet the American Welding Society (AWS) standards and pass the Los Angeles City certification test for structural welders. The program provides the needed skills training for students to enter the welding profession and receive high paying jobs with opportunities for advancement. The program recently added four new certificates, eight new courses, a non-credit certificate, eight non-credit courses and updated existing course curriculum to keep up to date with industry standards.





	14-15	15-16	16-17	17-18	18-19
Success	78%	91%	82%	72%	77%
Retention	96%	98%	94%	94%	96%

	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	338	326	463	513	556
FTEF	7.82	7.06	7.96	9.39	10.05
WSCH per FTEF	201	210	254	287	325

	14-15	15-16	16-17	17-18	18-19
Sections	32	28	32	31	32
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	1	8	2	
Certificates awarded	6	3	5	5	

Assessment:

- FTES increased by 21.03% from the 2017-18 year. The program has continued to grow. This shows a significant improvement in the program as the FTES has increased by 119.93% from the 2015-16 year to the 2018-19 year.
- Duplicated enrollment has also increased 70.55% since the 2015-16 year. The 2018-19 year has the highest duplicated enrollment out of the five years of data represented.
- FTEF is also up which is expected due to the unit increases as a part of curriculum updates.
- WSCH per FTEF has improved by 61.69% from the 2014-15 year to the 2018-19 year. The 2018-19 WSCH per FTEF of 325 is showing strides the program is making towards improved efficiency.
- The student success was at 72% for 2017-18 and has increased to 77% for the 2018-19.
- Retention rates have remained steady fluctuating between 94%-98% for the years represented.
- Five certificates and two degrees were awarded for 2017-18; data for 2018-19 was not available when preparing this report.

Progress from Last Year's Action Plan:

- Because of the hard work performed by the two full-time faculty in the program, the program was awarded funds through both Perkins and the Strong Workforce Program. These funds are being used to update some of the equipment and instructional supplies.
- The program was given a one-time budget augmentation during the 2018-19 fiscal year through the program review needs assessment process for instruction 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 is still requesting a full-time lab assistant and an additional full-time faculty, but these requests are consistently being denied.

SAOs/SLOs/PLOs:

The faculty for the program have reviewed and updated all of the SLO's and PLO's in response to the advice/request from industry partners serving as part of the program's advisory board. Many of the old SLOs were not regularly assessed because they were to advanced or did not reflect the curriculum being taught.

Data from the new SLOs/PLOs should be available after this coming year and will be assessed and used to provide recommendations on how the students needs can be better met based on local industry requirements.

Departmental/Program Goals:

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

Challenges & Opportunities:

- The program not having a laboratory technician has continued to keep student success low in the program. Instructors are doing the job that a lab technician would do during class time. This takes away valuable time from the students. Also, having no lab technician raises some safety issues with classroom management.
- A large percentage of the courses are taught by adjunct faculty. The program FTEF is 10.05. The program only has two full-time instructors which are always carrying overloads. Most of the adjuncts have also been recently given overloads which means that class offerings will need to be decreased if adequate support is not provided.
- Additional instructional supplies are needed to support the increased enrollment in the program.
- Strong Workforce grant is a possible opportunity for funding.

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/ adjunct overload	Funding	Now
Continue to advocate for a full time laboratory technician through program review	#1, Hire a full-time laboratory technician to improve student success and safety	Funding	Now
Continue to apply for grant funds and advocate for funding through program review	#3, Purchase new equipment	Funding	Fall 2019 Ongoing
Continue to advocate for adequate instructional supply funds through the program review process	#4 purchase instructional supplies to support increased enrollment	Funding	Ongoing

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Arts and Humanities -- Instruction

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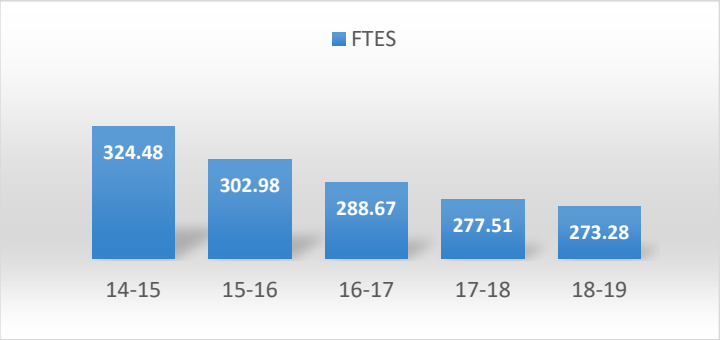
San Bernardino Valley College

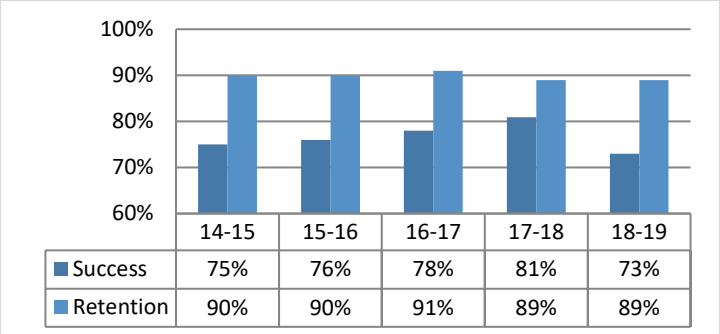
ART — 2018-2019

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 course provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,263	2,177	2,089	2,030	2,069
FTEF	19.18	18.95	18.66	20.70	19.78
WSCH per FTEF	507	480	464	402	414



	14-15	15-16	16-17	17-18	18-19
Success	75%	76%	78%	81%	73%
Retention	90%	90%	91%	89%	89%

	14-15	15-16	16-17	17-18	18-19
Sections	130	150	149	155	156
% of online enrollment	4%	5%	7%	9%	11%
Degrees awarded	14	22	30	19	20
Certificates awarded	7	6	18	11	3

Assessment:

The assessment was made comparing data between the years 2017-18 and 2018-19. A comparison of the FTES between 2017-18 and 2018-2019 indicates FTES decreased by 4.23, and Duplicated Enrollment decreased by 39 and FTEF decreased by 0.92. There may be a link to the decline in FTES, Duplicated Enrollment, and FTEF as fewer students enrolled in studio art classes. Counselors may advise students counselors to enroll in art history classes rather than the studio art class. Another consideration is that financial aid may not be available for advanced course sections and, there has been an increase of students in the 3-unit lecture classes. Also, the national unemployment rate is just under 3.7%, the lowest it has been in decades. WSCH per FTEF increased by 12, as we serve more students with fewer faculty hours. This increase may be the result of additional online offerings and Art Appreciation courses offered at area high schools.

The popularity of online classes in art history and art appreciation classes required additional sections to meet student demand and accounted for the increase in section offerings and the 1% increase in online enrollment. A gap in the program is that we lack a full-time art historian to help guide and grow the art history classes more efficiently. With limited funds and staff, the Gresham Art Gallery helps to address the inequities in the community's limited access to art.

According the the data provided, the number of degrees awarded increased by one the previous year and, the number of certificates decreased by eight. Eleven degrees were Associate degrees in Art, nine degrees were Associate degrees in Graphic Design, two certificates were in Graphic Design and one certificate was in Web/Multimedia. The number of certificates may be inaccurate, as more than three were sent to the Department Chair for a signature. There has been a targeted effort to increase student awareness of job and transfer opportunities for art and design majors. The collaboration in the Here to Career grant with CSUSB is providing mentoring and internship opportunities for art students.

Success rates decreased by 8% and, retention rates decreased by 1%. There may be a correlation between the increase in the number of students enrolled in online classes and the lower retention rate. Retain, and success rates are lower in online courses. Student success and retention are also dependent on a specialized and professional environment. The drawing, painting, ceramics, and glass studios need updated equipment and the 3D, ceramics and glass studios need an increase in access to help from the lab technician.

Progress from Last Year's Action Plan:

- The glass studio received a new furnace.
- The AA-T in Studio Arts is complete.
- A new lead/art gallery curator is working on increasing the Art Gallery budget and expanding the educational and interdisciplinary components of the gallery.

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

The 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:

- Request a full-time Art History faculty member through the Program Needs Request process.
- Increase the lab technician position from 55% to full-time. The lab technicians helps with the studio classes in 3D design, ceramics, glass and with the Art Gallery.
- Sustain and improve the studio space in the drawing, painting, sculpture, ceramics and glass-blowing areas through the Program Needs Assessment Process.
- Continue to pursue AA-T in Art History.
- Through grant-funds opportunities and art gallery events offer career-related activities in visual arts.
- Increase the Art Gallery budget through the Program Needs Assessment Process for educational and interdisciplinary programs and activities.
- Continue to incorporate Project Based Learning and Design Thinking to CTE classes through faculty training and implementation.

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 who is on the Faculty Early Retirement Program and is teaching one-half of a full-time load. The lab technician in the studio areas for the faculty who is FERPing is not full-time and works 55% of a 40-hour work week.

The percentage of art classes taught by adjunct instructors is 75%. An additional challenge is that of underprepared students and who lack basic-skills or have additional physical and mental needs and require more attention from the faculty. Adjunct faculty may not be aware of campus resources to help the students and may not have the additional time to provide support the the students.

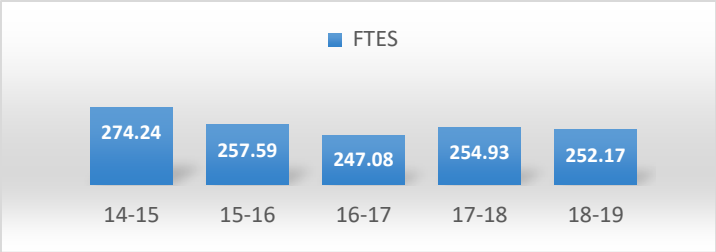
The opportunities are in increased enrollment in Art History and art Appreciation through online classes and classes held at the local high schools. Transfer opportunities have increased with the AA-T in Studio Arts. An AA-T in Art History is in the planning stages and the curricula for the Graphic Design/Multimedia programs is undergoing revisions with the help of a consultant and Strong Workforce 4 funding. Our collaboration with the Here to Career grant with CSUSB and partnering with the Media Academy may help to increase career and transfer opportunities for the students. The Art Department is planning to provide educational and interdisciplinary art exhibits and programs to increase campus and community awareness, and increase student success, retention and transfer rates.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request a full-time art faculty member with a specialization in Art History.	Increase enrollment and advance the art history curricula. Develop an Art History AA-T transfer degree	Program Needs Assessment Requests	Fall 2020
Increase the lab technician's hours from 55% to full-time.	Provide additional support in the 3D design, ceramics and glass studios and with the Art Gallery	Program Needs Assessment Request	Fall 2020
Order new equipment to update the painting, drawing, ceramics and glassblowing studios.	Sustain and improve the drawing, painting, sculpture, ceramics and glass-blowing studios, the Art Gallery and the outside area near the Art Gallery	Program Needs Assessment Request for increase in Art Gallery budget	Fall 2020
Relate activities to the Here to Career grant and art gallery activities.	Offer career-related activities in visual arts	Program Needs Assessment Request for increase in Art Gallery budget	Fall 2020
Long range planning for gallery shows, activities and art talks.	Increase the Art Gallery budget for educational and interdisciplinary programs and activities.	Program Needs Assessment Request for increase in Art Gallery budget	Fall 2020

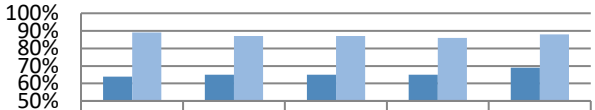
San Bernardino Valley College

COMMUNICATION STUDIES — 2018-2019

Description: The Communication Studies Department has a FTEF load equivalent to nine FTF. However, our Communication Studies department functions with four FTF, and nine adjunct faculty. The Communication Studies 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***. Our courses are taught in various learning environments and 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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,760	2,596	2,488	2,572	2,551
FTEF	18.20	18.18	17.60	18.20	
WSCH per FTEF	452	425	421	420	416



	14-15	15-16	16-17	17-18	18-19
Success	64%	65%	65%	65%	69%
Retention	89%	87%	87%	86%	88%

	14-15	15-16	16-17	17-18	18-19
Sections	91	92	88	91	91
% of online enrollment	13%	14%	16%	17%	18%
Degrees awarded	9	10	12	13	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment: The Communication Studies Department maintains FTEF load of nine, but functions with four FTF and nine adjunct faculty. The department maintained approximately the same number of course offerings 2015-16, after experiencing an increase in FTES the year prior. However, the department noticed a drop in productivity and after re-evaluating the following year (2016-17), decided to reduce number of sections offered to meet the current needs of our students, which explains the decrease in FTES in 2016-17. However, the department recognized the need to begin expanding course offerings 2017-18. Thus, increasing sections, serving more students, demonstrating growth and increasing our FTES in 2017-18. The department maintained a number of course offerings in 2018-19, due to the growth experienced the year prior. Although the department experienced a slight decline (1%), it was still less than the decline noted across campus. SBVC College-Wide experienced a 3% decline. However, the department will continue to assess the FTES patterns. WSCH per FTEF experienced a slight decline of approximately 1%, still less than what our campus experienced. The Communication Studies Department is most excited to report an increase in SUCCESS and RETENTION rates. Our department has always maintained a steady rate consistent with our college-wide average. However, our department goal was always to work toward improving them further. This past year (2018-19) we increased our SUCCESS rate by 4% and RETENTION rate by 2%. It must be noted that our department productivity rate will never reach the general campus goal because of our class caps. Our class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offering have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses. As a result of our steady increase in % of online enrollment, we have continued to increase our online offerings to continue to meet the needs of our students. The department is pleased with the steady number of COMMST AA-T degrees awarded, and still waiting for the 2018-19 degrees to be reported.

Progress from Last Year's Action Plan:

Progress has been made from last years action plan. The Communication Studies Department focused on the following three areas: **INCREASE ACCESS, PROMOTE STUDENT SUCCESS, and IMPROVE COMMUNICATION. INCREASE ACCESS:** The departments continues to advocate for full time faculty through program review documents. We have increased the number of sections offering Zero Textbook Cost. After continuing to assess the needs of our students and adjusting course offerings accordingly, we have continued to slightly increase our online course offerings and offer a greater variety of short term classes. As a result, we found these adjustments have contributed to **PROMOTE STUDENT SUCCESS .** As reported above, the Communication Studies Department increased SUCCESS rates by 4% and RETENTION by 2%. The department also introduced Supplemental Instruction to a few sections of COMMST 100-Public Speaking, and experienced positive results with the success and confidence of students. The department continues to host the annual speech and debate tournament, providing students currently enrolled in COMMST 100 (Public Speaking) and COMMST 125 (Argumentation and Debate) another venue to practice the skills they are learning in class. These two events also expose other students, not enrolled in our classes to some of the skills they would learn about acquiring when taking our courses. The Speech Tournament continues to be hosted every Fall and the Debate Tournament is hosted every Spring. The department continues to **IMPROVE COMMUNICATION** through continuing to promote the Communication Studies AA-T degree in our classes and posting information in CANVAS, increasing the number of degrees awarded (still waiting for 2018-19 results).

SAOs/SLOs/PLOs:

With the help of Dr. Celia Huston, we were able to disaggregate the SLO data as part of our Spring 2019 efficacy report, and were pleased with our findings. Over 80% of our students are meeting the Student Learning outcomes identified for each course. The percentage of students meeting our SLOs seem consistent among the various course offerings (Honors, online, and all combined). The department believes the current SLOs reflect the objectives identified in our Course Outline of Records, and seem to be met by most of our students (well over 70%). While the Communication Studies department recognizes COMMST 135 exceeds our department expectations (above 70% considered "good enough"), we recognized the percentage of students meeting SLOs in that particular course were a bit lower than the rest of our courses. The department has discussed what might be different about that course, and reviewed the reflections offered by faculty teaching the class. We noticed most of the feedback provided had to do with the ability to write. It seems that course may have a stronger emphasis on writing, which students seem to be struggling with. The department discussed if we should be considering an English class as a pre-requisite or offer more writing resources during the course of the class. The department concluded that a pre-requisite would not be appropriate. As noted, over 75% of our students are still meeting our SLOs in that course. The department decided it would be more appropriate to share more resources available on campus that could assist in the ability to write papers. This particular course is only offered online, so we discussed posting more information in CANVAS regarding our online writing center services, and possibly making it mandatory that the service be used as part of the writing assignments. We also discussed that this may all be improved with the latest AB705 initiative. We may find more of our students completing ENGL 101 prior to entering our courses, impacting success rates. Our department plans to continue to evaluate and assess our course student learning outcomes.

Departmental/Program Goals:

- INCREASE ACCESS by expanding the number of FTF and continue to evaluate our course offerings.
- PROMOTE STUDENT SUCCESS through evaluating the use of low-cost and free online resources that can be used in our classes and maintaining up-to-date curriculum. We look forward to continuing to host our annual speech and debate tournament.
- IMPROVE COMMUNICATION through continuing to promote our program and grow the number of AA-T degrees awarded.

Challenges & Opportunities:

The number one challenge we continue to face is the need for more FTF. We continue to look forward to expanding our program. However, this goal will remain difficult to achieve as long as we continue to function with four FTF. We indicated in our EMP summary that ACCESS and STUDENT SUCCESS may be jeopardized if the Communication Studies Department continues to function with four FTF, and nine adjunct faculty, but with a FTEF load of nine.

The Communication Studies Department is concerned about being able to maintain student success with only four FTF while having load for nine. We continue to experience a challenge staffing all of the sections offered. We continue losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. This shortage is not unique to SBVC. Many surrounding Communication Studies Departments have contacted us, looking for adjunct faculty, including our sister school CHC.

The only way to address our shortage of FTF, is to continue to advocate for another FTF position for our department. The Communication Studies Department will continue to submit a FACULTY NEEDS ASSESSMENT APPLICATION every year, until the position gets prioritized higher, and funded by the college.

Due to the shortage of FTF and room availability, we also struggle to fully accommodate our students at peak offering times. One way we are addressing this issue is through expanding our online offerings, as indicated in our EMP summary report.

We have also evaluated classroom efficiency. Our department has in the past been assigned three classrooms, so our department has evaluated the term of classes offered, to ensure we don't have a class sitting empty half the semester. So we have made sure to coordinate the length of our short-term courses in a way to maximize our classroom use, and meet the needs of our students.

Action Plan:

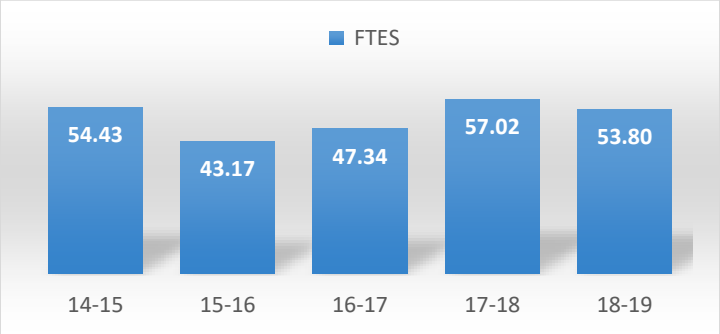
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue advocating for more full-time faculty through program review documents.	Increase number of full-time faculty in the department.	Funding	Now
Expand sections offering zero textbook cost and free online resources that can be used in our classes and continue to maintain up-to-date curriculum.	Increase access and success rates.	More full-time faculty and additional research.	Fall 2020
Continue to market our program by updating and distributing department brochures to help inform our students of our department offerings and our AA-T Degree. We will also be more visible by attending appropriate	Continue to increase the number of degrees awarded.	Update and print brochures and fliers to distribute.	Fall 2020

San Bernardino Valley College

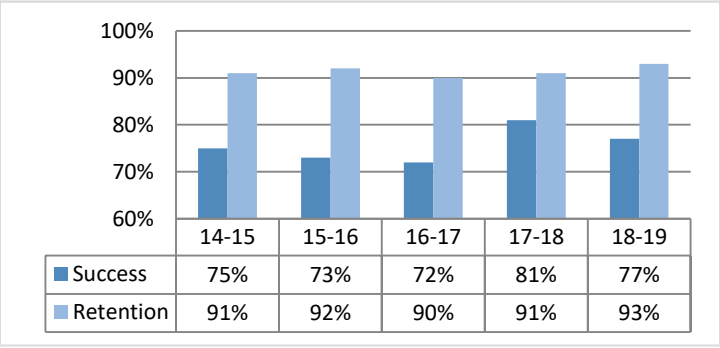
RADIO/TELEVISION/FILM — 2018-2019

Description:

The RTVF Department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The Department provides a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. This is a transition for the RTVF program as of next year the department name will change to Film, TV, and Media. This better aligns our program with 4-year colleges and universities and relates to vast changes in the industry. As of fall 2020 the program will offer 6 stackable certificates that are no more than 15 units for each certificate. The certificates will focus specifically on industry related career pathways such as pre-production and story development, production, and post production. There will also be certificates focused on Social Media Video production. This reflects marketing and public relations careers that require video production skills as well as their previous writing, business, and communications backgrounds. The FTVM Program will continue coordinating the Inland Empire Media Academy's original mission of collaboration with high schools, universities, and local business will expand to including the media arts guided pathways. The pathways will not only include film, tv, and media majors but also graphic arts, and technical theater.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	370	289	322	398	340
FTEF	4.43	4.13	3.99	5.74	4.98
WSCH per FTEF	369	314	356	313	324



	14-15	15-16	16-17	17-18	18-19
Success	75%	73%	72%	81%	77%
Retention	91%	92%	90%	91%	93%

	14-15	15-16	16-17	17-18	18-19
Sections	34	30	28	30	25
% of online enrollment	21%	13%	18%	10%	4%
Degrees awarded	10	7	11	9	
Certificates awarded	2	2	3	3	

Assessment:

- The department dropped slightly in FTES in 18-19 to 53.80 down from 57.02. However, enrollment seemed steady during spring 2019. As part of the spring 2019 semester the program completed a project based learning assignment of producing it's own half hour sketch comedy show, to premier on KVCR-TV in the fall of 2019. The positive trend of enrollment from the spring continues in fall 2020 as no classes were cancelled due to low enrollment and most classes have hit their seat cap.
- WSCH/FTEF increased from 17-18 of (313) to 18-19 (324). The RTVF department retention rates remain consistent with a bit of an increase in 18-19. Success rates decreased slightly to 77% which is down 3% of the five year high of 81% in 17-18. Degrees and certificates still have not posted from 18-19. With the stackable certificates coming in the fall of 2020 and the continued offering of the AS-T there completion should trend upward. The department is also currently working with Arroyo Valley High School on final

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)

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 77%. 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, the new full-time faculty received training in project-based learning in the fall of 2018 and are incorporated those new techniques that improved learning outcomes and attendance rates during the spring 2019. There are currently three faculty that utilize project based learning in their classes.

Departmental/Program Goals:

1. Complete new certificates and curriculum for film, tv, 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 students enrolled in the media academy. (Goal 2: Promote Student Success)
5. Increase the number of film festival submissions to at least 60 from high schools, community colleges, and universities. (Goal 1: Increase Access; Goal 2: Promote Student Success)
6. Implement new acquired technology into the appropriate classes. (Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)
7. Hire and onboard new support staff funded through IEMA funds from the sale of bandwidth (Goal 1: Increase Access; Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)

Challenges & Opportunities:

Significant challenges with and increase in new technology comes a need for the support of a full-time Media Lab Technician. That although has funding and the job posting completed it has yet to be posted by HR to the district website . With our new technology and lack of support staff there is a need of the campus marketing to department to increase the visibility of the program to the greater community of the Inland Empire.
Because of the increase in funding our students and future students will now work and learn in state of the art environments that best prepares them for an increasing media economy for years to come.

Action Plan:

Provide adjunct faculty with the time and funding through the media academy funds to maintain appropriate knowledge of the new technologies of film and media production. Maintain consistent communications with department advisory board that support overall program goals. Continue to outreach to local high schools. Begin monthly workshops open to all students and community members to help increase awareness of the program.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Write and evaluate curriculum 2. Submit to curriculum committee	Curriculum	Assistance from Curriculum Committee	Fall 2020
3. Continue to utilize project based learning techniques	Student Success	Funding from CSUSB Here to Career Grant	Fall 2020
4. Set aside appropriate funds and resources	Student Success	IEMA funds from bandwidth Sale	Fall 2020
5. Promote media academy on social media platforms	Student Success	Coordinate between SBVC Marketing and Department	Fall 2020

San Bernardino Valley College

Science -- Instruction

San Bernardino
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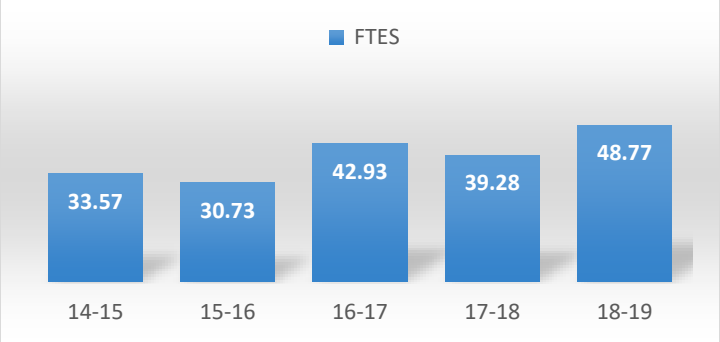
San Bernardino Valley College

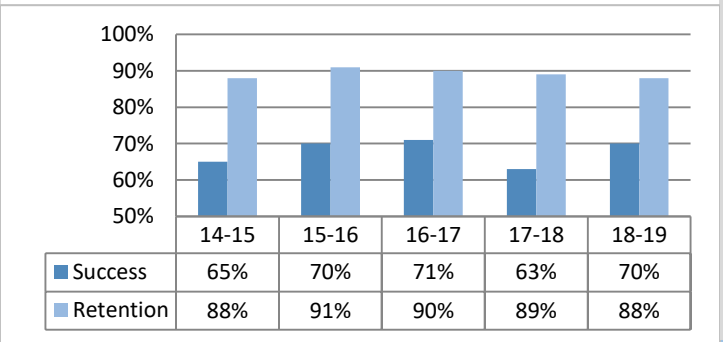
ARCHITECTURE & ENVIRONMENTAL DESIGN— 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	239	221	268	251	273
FTEF	2.94	3.21	4.17	4.25	4.68
WSCH per FTEF	342	287	309	277	294



	14-15	15-16	16-17	17-18	18-19
Success	65%	70%	71%	63%	70%
Retention	88%	91%	90%	89%	88%

	14-15	15-16	16-17	17-18	18-19
Sections	11	12	14	16	16
% of online enrollment	27%	33%	29%	25%	25%
Degrees awarded	0	0	0	0	
Certificates awarded	0	0	0	0	

Assessment:

FTES generation of the program grew significantly as courses that have not been offered in many years were offered based on a 2-year cycle. We expect to see the results of this implementation within a year or two. Enrollment has also increased, indicating an increasing demand for the program. The success rate has also increased. Degrees and certificates awarded are still stagnated, likely owing to courses not being offered on a consistent rotation. The majority of our transfer students are being accepted without the AA in Architecture into primarily Architecture but also Urban Planning programs or Landscape Architecture.

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 programs (an AS and 3 certificates) and new courses have undergone the curriculum process and are board approved. The programs are currently undergoing the state approval process. These changes will go into effect in Fall 2020.

Implement 2-year rotation for course offerings. We have established this rotation, based on our existing courses. We will update the course rotation plan based on the new programs and Guided Pathways.

Secure adequate funding. Needs Assessment for CAD and other relevant software updates, classroom/lab supplies, additional lab spaces, 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. We 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.
  - Secure two architecture labs
- **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. The new curriculum is in the articulation process 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 or a new computer lab for ARCH needs to be in place. A separate lab room is also needed to build models. The current computer lab should not be exposed to dust and other airborne materials as that would damage the computers.

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 promote courses to High School students.	Increase access.	Faculty time	May 2020
- Finalize curriculum revision. Establish and publicize 2-year rotation for courses offered.	Improve student success.	Faculty time	Fall 2019; May 2020 and ongoing
- Request adequate budget/ supplies, technology, and facilities redesign through Program Review.	Increase access/ Provide exceptional facilities.	Faculty time; supplies, 2 labs in the new CTE building	May 2020, when the plans for the new CTE building finalized
- Plan and implement two campus design projects, acquire 2 labs	Increase access/ Provide exceptional facilities.	Faculty time; supplies	May 2020 and ongoing

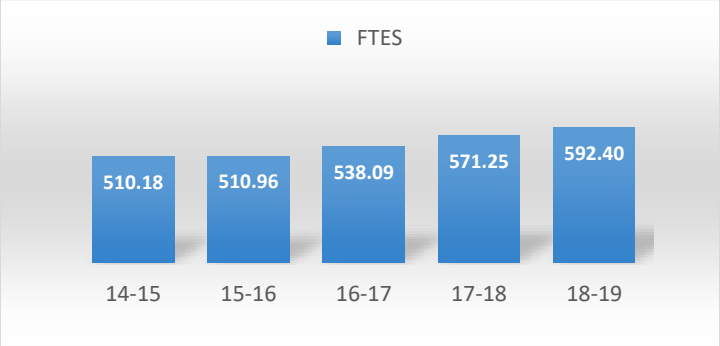
San Bernardino Valley College

BIOLOGY — 2018-2019

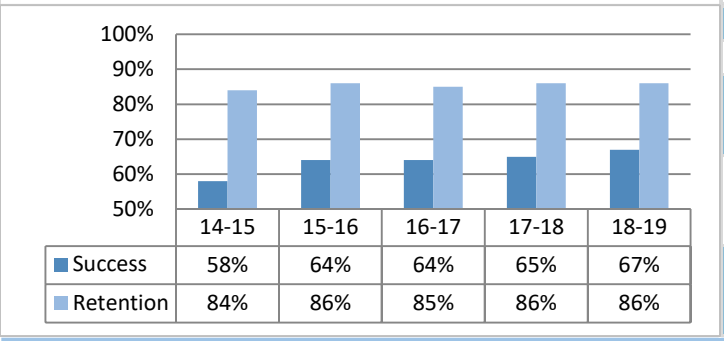
Description:

Description:

The Biology Department offers courses to prepare students for opportunities towards three major areas:
i) General Education (GE) 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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,587	2,561	2,725	2,867	2,898
FTEF	30.73	32.32	34.24	35.12	36.36
WSCH per FTEF	498	474	471	488	489



	14-15	15-16	16-17	17-18	18-19
Sections	108	109	118	124	124
% of online enrollment	9%	6%	6%	7%	5%
AS Biology Degrees Awarded	8	10	17	8	
AA Lib Arts: Bio/ PhySci Degrees Awarded	148	152	210	196	

Assessment:

- FTEF Continues to grow and has been growing since academic year 2014-2015.
- The number of sections the department has offered has increased 14.8% since 2014-2015.
- Due to the evaluation of SLO's and modifications in curriculum student success has continued to rise over the last five years.
- The gains in retention have been sustained for the past four years.
- Remarkable increases in awarded A.S. Biology degrees was observed from 2013-14 to 2016-2017, with a percent change of 183%. This large percent gain seems to follow a college-wide trend in 2016-2017 as awarded degrees across many departments had considerable peaks (District B.O.R.G Data Cubes). When excluding 16-17 datum as an outlier, the department still had positive growth of 50-67% from 2013-2014 to the current year.
- A considerable growth in AA Lib Arts for Bio & PS degrees was also noted and in equal trends to the AS Bio degree. The percent change in growth in the past five academic years was 33.1%.
- The Biology department has developed more articulation agreements with our local High Schools.

Progress from Last Year's Action Plan:

- Though the department has continuously shown a need and was ranked high in both the division and Program Review no new faculty have been hired. The department still needs two new full-time faculty to overcome some of their obstacles.
- Through Program Review the department has been able to update some of it's equipment however there is a continuous need due to additional sections, the need for permits, journals, and van rentals and still outdated equipment.
- The department has created new articulation agreements while continuing to maintain the current ones
- The biology department has updated its website and will continue to do so as Guided Pathways evolves.

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)

Lack of pedagogical approach in the original curriculum for biol 250/251 led to a lower rate of student success in these courses. Many students failed to make the necessary connections among the presented content, which in turn affect the success rate of our student population in the Core science courses. The new curriculum for the two semester course was created with the goal of presenting information in the appropriate hierarchy, maximizing students' comprehension and enabling students to built a stronger foundation for their future education.

It is at times hard to meet SLO'S and PLO's without the appropriate tools

Departmental/Program Goals:

- Reduce teaching load taught by part-time faculty by hiring two new full-time faculty
- Continue to raise number of AA, AS, and AS-T degrees awarded and gather preliminary student data on career, CTE, and college choices, and admitted transfer institutions .
- Increase student success using course student data and innovation of teaching to a student-centered environment.
- Increase equity in the classroom by targeting the success of minorities.
- Maintain current and create new partnerships with local and regional universities and industries.
- Create short-term courses to support student pathways to CTE, AS, and AS-T degrees.
- Support administration with SBVC's transformation for an outdoor classroom and serve as a resource for community guidance
- Continue to update Biology website with insightful content on coursework, career opportunities, and biology-related community education
- Create opportunities for adjunct faculty success and participation in Departmental activities by creating a canvas shell for all to access.

Challenges & Opportunities:

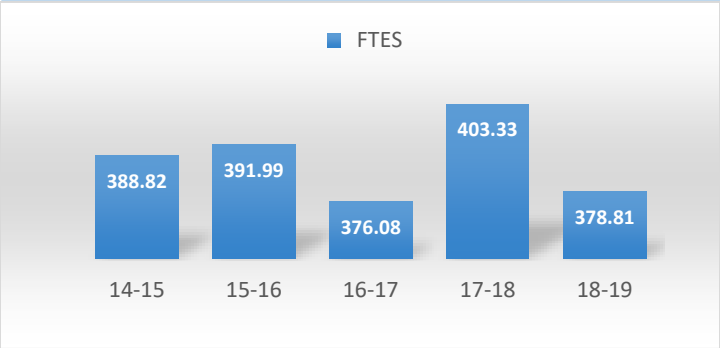
- Challenge: Low percentage of classes taught by full time faculty.
- Opportunity: If hiring new full-time faculty, then this presents an opportunity to diversify the FT faculty.
- Challenge: Very outdated laboratory equipment operating in instructional activities of many Biology courses.
- Challenge: Inadequate financial support for skill-based/hands-on biology training (e.g., scientific special permit, outdoor classroom van rental, primary journals, spirometer-ecg machines, spectrophotometers).
- Opportunity: Update and diversify laboratory curriculum with up-to-date lab instructional technology.
- Challenge: Increasing number of sections has stretched demands in storage availability for specimens (e.g., teaching museum and dissection storage).
- Challenge: Increasing number of sections requires support by a PT Laboratory technician for Majors and Non-majors Biology for evenings and weekends.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Create a Canvas shell for all faculty access SLO's, syllabi, etc.			

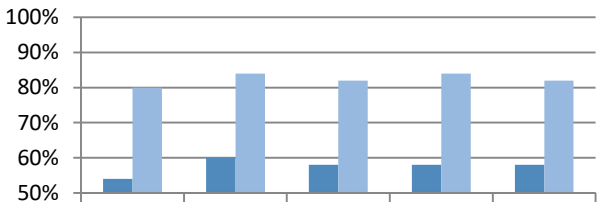
San Bernardino Valley College

CHEMISTRY/ PHYSICAL SCIENCE — 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,801	1,864	1,769	1,775	1,737
FTEF	25.84	27.83	27.79	29.73	28.27
WSCH per FTEF	451	423	406	407	402



	14-15	15-16	16-17	17-18	18-19
Success	54%	60%	58%	58%	58%
Retention	80%	84%	82%	84%	82%

	14-15	15-16	16-17	17-18	18-19
Sections	94	97	97	91	87
% of online enrollment	3%	4%	4%	2%	2%
Degrees awarded*	7	12	14	12	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment: The data indicates a drop of 24.52 FTES compared to last year. However, the FTES is slightly higher than the FTES observed in 16-17. The efficiency of the program is slightly lower than last year but remains at an acceptable and high level for laboratory-based instruction. The same factors affecting efficiency last year are still contributing to the lower, but expected, efficiency: the gradual increase in the number of single-sections of CHEM 101 with caps of 28 students and the majors courses (CHEM 150, 151, 212, 213, 205) having lower caps of 24 or 20 students. These student caps are due to pedagogical reasons and safe laboratory practices. The Allied Health supporting chemistry courses, CHEM 104 and 105, also have caps of 24 students for the same rationale as our chemistry majors courses. 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 awarded have increased since 14-15. Retention is at 82%, and this is within the normal fluctuation we have seen for the last few years (80-84%). Success rates have been consistent at 58% over the last 3 years. Over the past few years, we have been holding regular faculty workshops, which focus on communication and skills as related to student success. FTEF is slightly lower than last year but still relatively high.

Progress from Last Year's Action Plan:

Build adjunct pool. Our load is nearly 15 FTEF, but about 60% is taught by adjunct faculty. We continue to communicate with surrounding Chemistry/Biochemistry Departments to encourage MS graduates and existing adjuncts to apply. Due to our adjunct faculty securing FT positions elsewhere, many of our current adjuncts are new. Our FT faculty are involved with campus initiatives and are reassigned, to some degree, to complete that work, which in turn increases the number of adjunct faculty we need to backfill.

Increase majors & STEM degrees. We have continued to offer multiple sections of all majors' prep courses (CHEM 150, 151, 212, and 213) and allied health chemistry (CHEM 104, 105) every semester. We ensure we offer courses throughout the day, evening, and on weekends. We offer CHEM 205 once per year, a course not offered by most community colleges. Our faculty continue to present and host workshops for MESA/STEM students (including Chemistry topics, leadership workshops, and STEM guest speakers), as a method 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. We have strengthened the prerequisites of CHEM 101 effective Fall 2020.

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

SAOs/SLOs/PLOs:

The SLOs

CHEM 101/105: The departmental overall success rates have been acceptable for SLOs #1 and 2, but not for SLOs #3 and #4. We made a departmental decision to modify SLO #3, then re-designed the questions for SLOs #3 and #4, to better align with priorities in course content. The revised common assessment tool was used Fall 2018, Spring 2019, and Summer 2019. Unfortunately, we saw a decrease in success with SLOs #3 and #4 using the new CHEM 101 assessment tool. Interestingly, the assessment tool used in CHEM 105 contains the same questions (because the SLOs are the same for #3 and #4) and we see the pattern of lower success rates with those SLOs.

Majors CHEM: The department has noticed patterns of which SLOs students overall do well in versus the SLOs students do not do well in. Because the department has voted to use common assessment tools, we may be seeing that some questions are worded in a way that may not fit how a faculty member may write a question. We are also mindful of not teaching to a test and respecting academic freedom.

The PLOs: we have completely revamped our PLOs as our previous PLOs were not giving us necessary information.

We will continue to have department discussions and corresponding SLO modifications that 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.
- Continue work on chemistry and allied health guided pathways.

Challenges & Opportunities:

Identifying and retaining adjunct faculty. This is a persistent challenge. We have needed waivers for adjunct to teach above 67% for several years. Adjunct faculty now find FT jobs right before or even after the semester begins, requiring emergency staffing which proves difficult and is not conducive to student success. We recently had to cancel two full CHEM 101 courses due to a lack of an instructor. Many of our adjunct are new in the past couple years. This level of turn-over is unsustainable and is preventable only with an increase in FT faculty.

Improving student success. The success rate continues to be lower than desired. 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 4-year institutions. This laboratory preparation requires both human and financial resources. Challenges include price increases for chemicals/supplies, aging/outdated instrumentation, individual lab drawers for hundreds of students, proper ventilation for fume hoods, and enough personnel to manage experimental setups for > 50 labs/week (Mon – Sat). Effective communication in the classroom requires appropriate technology and whiteboard space.

Action Plan:

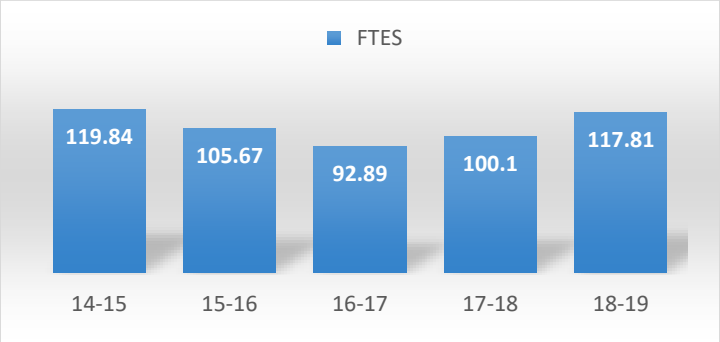
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Reach out to local Chem/Biochem Depts.	Build adjunct pool.	Continued advertising	May 2020 and ongoing
Continue workshop series in Chemistry/STEM topics; Plan outreach/retention strategy for entering Chem majors.	Increase number of majors and STEM degrees.	Flyers, advertising Data from Research office	May 2020 and ongoing
Improve access to facilitated workshops; Disaggregate success data, discuss/implement ideas for specific courses.	Improve student success.	Workshop facilitators, FT faculty, data from Research office	May 2020 and ongoing
Identify the sequence suitable for each type of pathway.	Continue work on chemistry and allied health guided pathways.		May 2020 and ongoing

San Bernardino Valley College

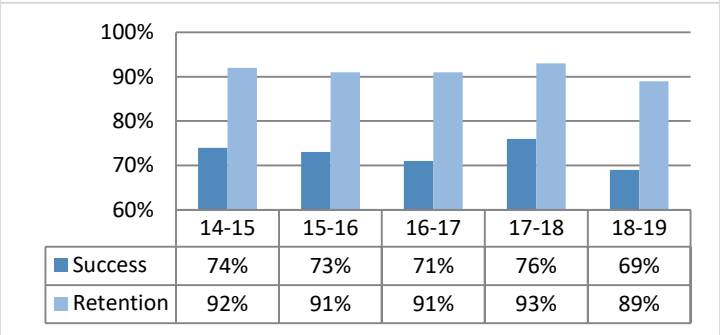
GEOGRAPHY — 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,157	1,015	903	955	1,089
FTEF	7.90	6.55	8.01	7.32	8.14
WSCH per FTEF	455	484	348	410	434



	14-15	15-16	16-17	17-18	18-19
Success	74%	73%	71%	76%	69%
Retention	92%	91%	91%	93%	89%

	14-15	15-16	16-17	17-18	18-19
Sections	49	52	52	51	56
% of online enrollment	2%	13%	17%	21%	39%
Degrees awarded	4	3	5	3	
Certificates awarded	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)

The FTES, duplicated enrollment, and efficiency have increased since 2016-17, and have nearly recovered to 2014-15 levels. While some of the declines during the 2014-15 through 2016-17 period could be attributed to overall, college-wide enrollment trends, as a result of an improving economy where students sought employment rather than collegiate advancement, there was a growing mismatch between student demands and existing Geography course scheduling.

Past enrollment data has been more closely scrutinized and analyzed to better guide and schedule current and future Geography classes. As a result, traditional face-to-face and online scheduling appears to better suit student demands. For example, the percentage of online enrollment has increased from 2 to 39 percent during the five-year period. Closer coordination with counselors and marketing experts, offering a greater variety of Geography courses, and adoption of free open educational resources (OER) online textbooks within many sections also appears to have played a role in improving overall enrollment and efficiency. The department is also engaged in the campus-wide guided pathways (GP) dialogue and planning process.

In general, success and retention had increased somewhat through 2017-18. However, both measures declined in 2018-19. This may be attributed to the larger percentage of online enrollment, but warrants further research. The department endeavors to improve both measures through faculty and SI/tutorial support, including more comprehensive training for online faculty. The number of degrees awarded has remained stable, 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. Free OER textbooks have been adopted within most Geography lecture sections, eliminating some of the financial barriers that students face. Partnerships with universities, internship sites, educational grants, and employers are in the nascent stages of development. The department

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)
The most recent (ending in 2018-19) three-year, program-level SLO summary for both Geography AS and AA-T Degrees indicates that 80 to 81 percent of students have met the three identified SLOs. These data are higher than success rates that have fluctuated between 69 and 76 percent during the past five academic years. 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 increasing OER and online sections, participating in guided pathways, marketing and outreach, closer coordination with counselors and STEM/MESA programs, and new and existing curricular development, including honors-level, non-credit, service-learning, and regional field studies courses. The second department goal is to offer all geography courses in a schedule and delivery method that accommodates student needs. This includes traditional, full-term, short-term, and distributed education formats. The third department goal is to permanently fund tutorial and SI support for all geography students. This includes institutional funding such as basic skills, MESA, STEM, and S-STEM programs, as well as external grant funding. The fourth department goal is to increase and maintain funding for exemplary field trips, as well as classroom and laboratory equipment and supplies. This incorporates the Program Review process. The fifth department goal is to expand and strengthen relationships with four-year transfer institutions, as well as internship sites and employers. The sixth department goal is to hire an additional full-time faculty. Throughout, the department will redouble its focus on student equity.

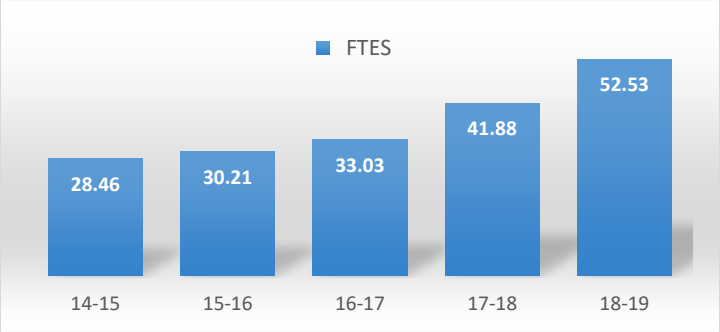
Challenges & Opportunities:
The primary challenge for the Geography Department is to steadily increase student enrollment, efficiency, and degree attainment. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling (including traditional and online formats), AS and AA-T degree options, tutorial/SI student support, full implementation of guided pathways, and continued expansion of OER sections. A secondary challenge, related to the primary challenge, is the 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, STEM, S-STEM, and related programs; four-year universities; research opportunities; and area employers.

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 scheduling, participating in Program Review and grant funding processes, OER section expansion, and continued online faculty training.	Increasing student enrollment, student success, majors, and earned degrees. Increase OER sections. Implement the guided pathways model to expedite degree completion.	Counseling, marketing, curriculum, scheduling, Program Review, grant funding, and SI/tutorial support.	Ongoing, but data from 2019-20 should serve as a benchmark.

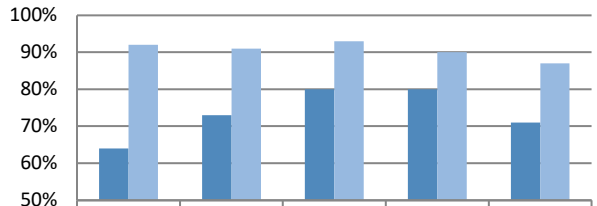
San Bernardino Valley College

GEOLOGY/OCEANOGRAPHY — 2018-2019

Description:
Department offers courses that examine our planet and focus on concepts that cover all aspects of our planet's history, structure, environment, ocean processes, climate and economic resources. These courses not only fulfill the undergraduate general education science requirement, but also prepare students majoring in the geological sciences for transfer to 4-year institutions in related geology and environmental science fields. In addition, these courses improve the scientific literacy of students by introducing them to the underlying science behind broad concepts such as plate tectonics and global climate change.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	286	318	316	421	525
FTEF	2.18	2.78	3.92	3.66	4.54
WSCH per FTEF	392	326	253	343	347



	14-15	15-16	16-17	17-18	18-19
Success	64%	73%	80%	80%	71%
Retention	92%	91%	93%	90%	87%

	14-15	15-16	16-17	17-18	18-19
Sections	16	20	24	24	28
% of online enrollment	0%	5%	4%	13%	29%
Degrees awarded	0	0	0	0	
Certificates awarded	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, with a slight decrease last year (may be related to the increase in online sections offered). Retention has remained quite stable and at or above 90 percent since 2013-14 (decline in 2018/19 related to online course sections). 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.

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; and, 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 tied closely to development of Guided Pathway degree map implementation and collaborate with local professional organizations like the Inland Geological Society (IGS), 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 third 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:

Challenges to the program include lack of understanding to the importance of the geologic sciences and the future job market for students in the geological sciences major (i.e., students are often discouraged from completing their AS-T Geology degree). This challenge also presents an opportunity for us to build up the awareness of the geosciences on campus. Working with architecture we are looking to implement an informational "Fault Walk" that will track the San Jacinto Fault on our campus. This will not only be used in both geology and geography courses but can also be highlighted within the community to highlight earthquake awareness.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Coordinate Counseling Program Review and Curriculum. Cultivate relationships with four-year university to maximize student outreach opportunities and maintain 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.	Student research space, enhanced classroom technology (i.e., smart projectors), curriculum modification, counseling and marketing coordination, and community outreach.	Ongoing, but major milestones achieved within the 2019-20 academic year.

San Bernardino
Valley College

Social Science, Human Services and Physical Education – Instruction

San Bernardino
Valley College

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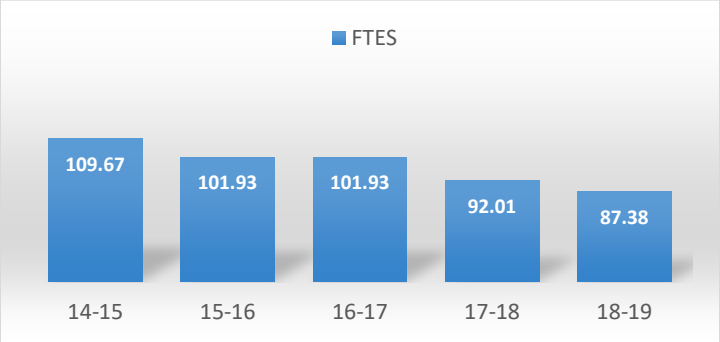
San Bernardino Valley College

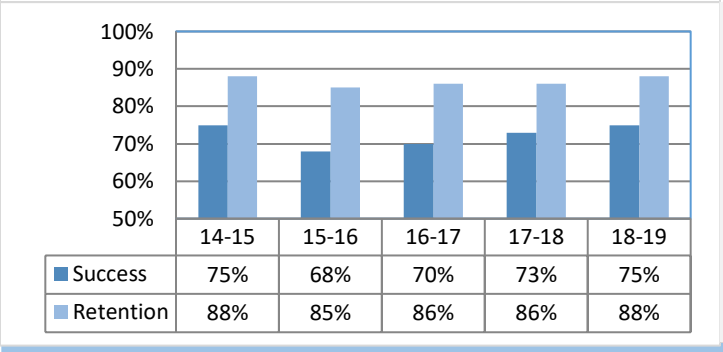
ADMINISTRATION OF JUSTICE — 2018-2019

Description:

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,098	1,020	909	918	872
FTEF	5.60	5.64	5.40	5.20	5.40
WSCH per FTEF	588	542	506	531	485



	14-15	15-16	16-17	17-18	18-19
Success	75%	68%	70%	73%	75%
Retention	88%	85%	86%	86%	88%

	14-15	15-16	16-17	17-18	18-19
Sections	28	29	27	26	27
% of online enrollment	25%	24%	26%	23%	26%
Degrees awarded	54	52	66	68	55
Certificates awarded	27	19	17	13	12

Assessment:

- FTES is down approximately 5 between 2017-18 and 2018-19.
- Duplicated enrollment is down by approximately 5% between 2017-18 and 2018-19.
- Student success and retention held steady between 2017-18 and 2018-19. Each slightly improved by 2%.
- Online enrollment has stayed consistent between 2017-18 and 2018-19 and increased by 3%.
- WSCH per FTEF is down by 8.6% to 485.
- Degrees awarded was down around 19% to 55, and certificates awarded was down 1.
- The reasons for the declines are under review by the new chair. It is difficult to speculate on the causes of these due to being new at the college. However, increased engagement of students is a priority to increase student success.

Progress from Last Year's Action Plan:

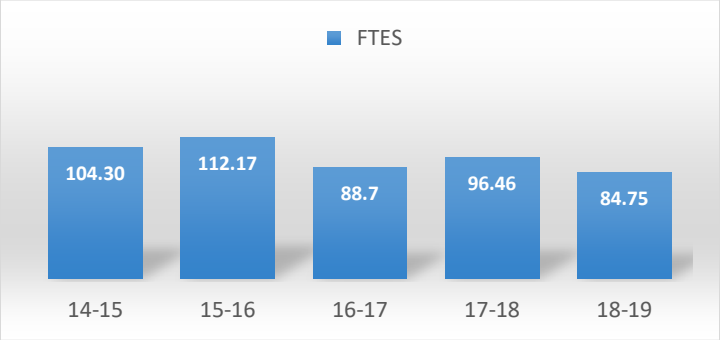
- A new full-time faculty member / faculty chair was hired.
- Canvas trained faculty for online teaching has remained the same; however, the new required training for all faulty teaching online will potentially impact the faculty deemed qualified to teach online.

San Bernardino Valley College

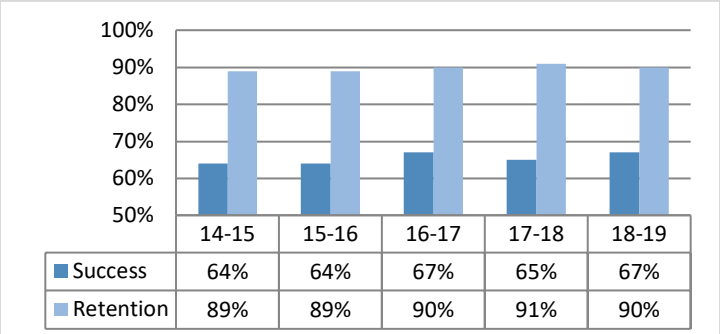
ANTHROPOLOGY — 2018-2019

Description:

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1045	1,122	887	970	851
FTEF	5.20	6.20	6.00	5.80	5.20
WSCH per FTEF	602	543	444	499	489



	14-15	15-16	16-17	17-18	18-19
Success	64%	64%	67%	65%	67%
Retention	89%	89%	90%	91%	90%

	14-15	15-16	16-17	17-18	18-19
Sections	34	38	32	40	32
% of online enrollment	35%	47%	59%	54%	56%
Degrees awarded	3	4	3	8	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

The success ticked upwards to the highest rate within the years represented, and the retention rate dropped a percent. Both success and retention remain stable while crawling upwards from 2013-14 when the success rate was 60% and the retention rate 89%. The program's retention rate is higher than the state average of 89% for the same time period (CCC Datamart). The program's success rate is slightly lower than the state average of 73% for the same period (CCC Datamart). A little more than half of the program's classes continue to be offered online and Office of Research data requested by the Department verifies that SBVC Anthropology students do well in online classes. Enrollment, FTEF, and WSCH/FTEF declined. The drop in enrollment reflects program section cancelations and a campus-wide trend in lowered FTES for 2018-19. Sections were canceled due to low enrollment in Fall, including a new course: ANTHRO 106L. In addition, Honors sections with increased caps compared to prior years did not attract as many students as was hoped for. Some hybrid classes were not filled in spring. There is load for two full-time faculty, but the program currently operates with only one full-time faculty member.

Progress from Last Year's Action Plan:

All action items were completed. The research request was completed by the Office of Research and analyzed by Department faculty. EIS data was analyzed and is reflected in the efficacy report written in spring 2019. A faculty survey was conducted to assess needs in the program. This all helped to reconsider the current program budget, which motivates submitting a Needs Assessment request this fall 2019. A new brochure was created and disseminated. The department website was updated. A Canvas shell for department faculty was created.

SAOs/SLOs/PLOs:

In spring 2019, SLOs and PLOs were evaluated. SLO's for one course (ANTHRO 110) were modified to reflect updates to the curriculum. As noted in the 2019 efficacy report, inaccuracies in SLO Cloud make it difficult to accurately analyze assessment data. Nevertheless, SLOs are assessed every semester. Faculty continue to reflect on assignments and teaching strategies in relation to SLO pass rates. PLO 1 slightly decreased from 81% in 2017-18 to 79% and PLO 2 slightly increased from 83% to 85%. From discussions in 2018, the faculty wish to better understand the purpose of analyzing PLO data since PLO pass rates are compiled from a variety of disciplines included in the AA-T not just the Anthropology program. Anthropology faculty wish to understand how to best assess the Anthropology program itself.

Departmental/Program Goals:

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

Challenges & Opportunities:

1. Faculty struggle to create engaging DE components that are ADA compliant, and part-time faculty struggle to incorporate ZTC/OER in their classes.
2. The Anthropology Department is no longer participating in the SI program but seeks means to support students in and outside of the classroom.
3. Misunderstandings and lack of knowledge about what anthropology is, what classes are needed, and how to apply anthropology to particular career pathways continue to create confusion for some students.
4. Program planning would benefit from more data and data analysis.

Action Plan:

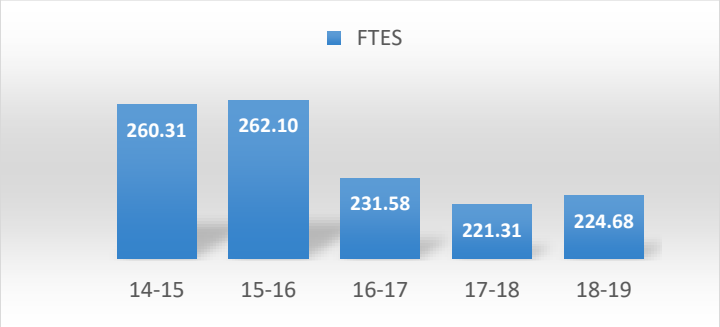
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Request increased budget via needs assessment process	1, 3, 4	Needs assessment forms	October 2019
Continue to analyze EIS data and request Office of Research data for program planning	1, 2	Office of Research requests	December 2019, ongoing
Continue to work with faculty on OEI rubric and promote ZTC/OER	1, 4	Update faculty Canvas shell, email, and Dept. meetings	November 2019, ongoing
Continue to advertise the program, various classes, transfer opps, and career pathways	1, 2, 3, 4	Outreach	Spring 2019, ongoing

San Bernardino Valley College

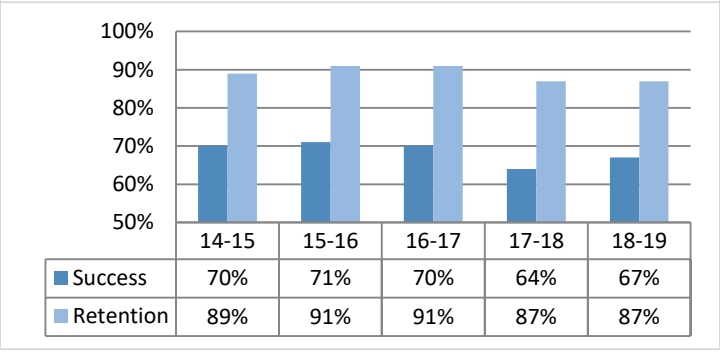
CHILD DEVELOPMENT — 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,293	2,254	2,026	1,993	2,062
FTEF	14.57	16.28	15.95	16.20	16.15
WSCH per FTEF	536	483	436	410	402



	14-15	15-16	16-17	17-18	18-19
Success	70%	71%	70%	64%	67%
Retention	89%	91%	91%	87%	87%

	14-15	15-16	16-17	17-18	18-19
Sections	76	83	81	83	86
% of online enrollment	16%	16%	27%	36%	35%
Degrees awarded	33	39	65	47	62
Certificates awarded	50	37	38	21	25

Assessment:

- Section offerings have increased steadily since 14-15. CDD offered 76 sections in 14-15 and 86 sections by in 2018-19. 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.
- Retention and success percentages have been consistent over the last two years 87% and 67% but are slightly down from a high of 91% and 71% respectively.
- FTES remain consistent and WSCH remain consistent with the previous year along with the percentage of courses offered online.
- The number of degrees and certificates have increased over the previous year.

Progress from Last Year's Action Plan:

- CDD has continued to maintain partnerships, contracts, outreach to high schools and CTE programs,
- CDD has offered all courses in each certificate & degrees in one year and maintained quality programs.
- CDD faculty have met to plan classes for the 2018-19 academic year as planned in last year's goals..
- CDD increased the number of degrees and certificates awarded.
- CDD conducted monthly Director's meetings as part of our partnerships.
- CDD Update Child Development brochure booklet listing all degrees and certificates.

SAOs/SLOs/PLOs:

CD faculty continue to meet 2-3 times per year for SLO Assessment discussions. We will continue our efforts to increase the 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, since these strategies proved very successful for 2018-2019.

PLO Assessments for the three-year cycles have been good, showing positive results for all CD programs except for the FCC Certificate. CD 075 a key course for our FCC certificate is now offered in a hybrid format with some success. We will continue to monitor this certificate.

CD PLOs will be remapped with revised/updated 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:

- Continue to increase the number of Certificates earned. (1)
- Offer all courses needed for the degrees and certificates in one year cycles to prepare students for employment, career attainment & transfer (Access & Success) (2)
- Increase FTES (3)
- 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, CD Training Consortium, University of La Verne CD BS program, concurrent courses at local high schools, high school & ROP articulations and other university including CSUSB Articulations, etc. (Access and Student Success) (4)
- Update CD brochures and keep all CD courses current (Access & Student Success) (5)
- Increase student success (6)
- Remap course SLOs and PLOs and review the data. Use data to inform student success (7)

Challenges & Opportunities:

Opportunities:

- Work with the Guided Pathways committee to complete Guided Pathways for Child Development
- Create a partnership with Human Services to recruit more students for both majors.
- Work with CTE to offer Apprenticeship Program for child Development students.

Challenge:

- Maintaining CDD responsibilities including vocational and academic responsibilities including articulation, content review for academic and CTE, advisory boards, community partnerships, site visits, vocational and academic advising and maintaining state contracts with only three full-time faculty.

Action Plan:

Schedule Winter Retreat to discuss all matters Child Development
Provide information to Child Development students on certificates and degrees
Meet with CTE staff to address Apprenticeship Program

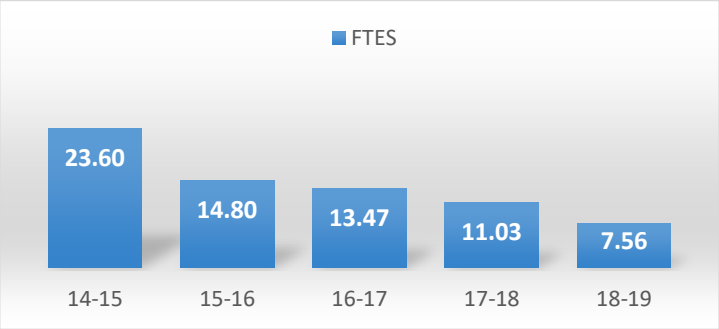
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Schedule Winter Retreat to discuss all matters Child Development	1-7	IO Support Dean Support	May 2020
Provide information to Child Development students on certificates and degrees	5		May 2020
Meet with CTE staff to address Apprenticeship Program	4	CTE Department	May 2020

San Bernardino Valley College

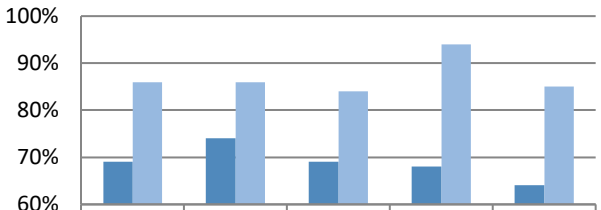
CORRECTIONS — 2018-2019

Description:

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	236	148	134	110	75
FTEF	1.20	1.20	1.20	1.40	1.20
WSCH per FTEF	590	370	337	236	189



	14-15	15-16	16-17	17-18	18-19
Success	69%	74%	69%	68%	64%
Retention	86%	86%	84%	94%	85%

	14-15	15-16	16-17	17-18	18-19
Sections	6	6	6	7	6
% of online enrollment	33%	17%	17%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	3	0	0	0	1

- Because this program is so small, small variations in the enrollment raw data have a tremendous impact on the rates and measures
- Duplicated enrollment is down about 32% from 2017-18 to 2018-19.
- FTES is down by 3.5 students from 2017-18 to 2018-19.
- Student success fell by 4% from 2017-18 to 2018-19.
- Retention fell by 9% from 2017-18 to 2018-19.
- WSCH per FTEF is down by nearly 20% to 189.
- Awarded certificates was up to 1.
- The reasons for the declines are under review by the new chair. It is difficult to speculate on the causes of these due to being new at the college. However, increased engagement of students is a priority to increase student success.

Progress from Last Year's Action Plan:

A current adjunct who teaches online in ADJUS has offered to teach corrections online. However, she is the only faculty currently teaching online in ADJUS, so additional online faculty are needed. Further, the new required training for all faulty teaching online will potentially impact the faculty deemed qualified to teach online.

SAOs/SLOs/PLOs:

- SLO data indicates that there is a range of outcome success that ranges from around 68% to around 95%. As the current department chair is new to the college, this is an area that requires more investigation. However, it appears that there is no consistent methodology in the SLO assessment process certainly to a degree that meets any academic research methods standards. Likewise, there is not a standardized definition of success.
- Again, as the department chair is new, SLOs have not been extensively reviewed in the month that the chair has been at the college.

Departmental/Program Goals:

1. Engage students by using more active learning methods and move away from merely lecturing from the textbooks.
2. Leverage faculty to shift the instructional emphasis to theoretical frameworks, evidence-based solutions to criminal justice challenges, critical thinking, analysis, and problem-solving skills.
3. Ensure that current modern emphasis on deinstitutionalization, offender rehabilitation, and reducing recidivism are immersed in the program content
4. Through normal attrition, seek faculty with a master's degree, specifically in criminal justice or criminology (not criminalistics), as well as a balance of career experience in the field. This ensures exposure to high-level theoretical and problem-solving research. It also ensures exposure to advanced research methods to promote critical analysis evidence-based emphasis in the course work.
5. Promote a sense of connection and cohesion among students in the program to drive and enhance retention, persistence, and success.

Challenges & Opportunities:

Challenges

- Corrections is generally seen as the lowest rung on the justice careers ladder, and the work is seen as extremely demanding and undesirable by many
- Labor market data shows correctional officers will experience a 2% decrease from 2016-2026
- Labor market data shows correctional front-line supervisors will experience a 2% decrease from 2016-2026

Opportunities

- Labor market data shows rehabilitation counselors will experience a 10-14% increase from 2016-2026

Action Plan:

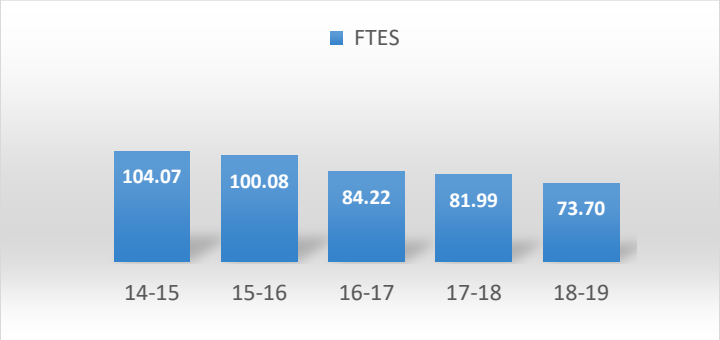
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work with adjunct faculty and carefully interview new faculty to ensure that textbooks supplement instruction but do not drive it and that class time is not simply lecture "straight out of the textbook"	1, 5	None	Spring 2020
2. Work with adjunct faculty and carefully interview new faculty to ensure adoption of latest progressive philosophies of corrections	2, 3, 4, 5	None	Spring 2020
3. Create a new Justice Club for students	1, 5	None	Fall 2019

San Bernardino Valley College

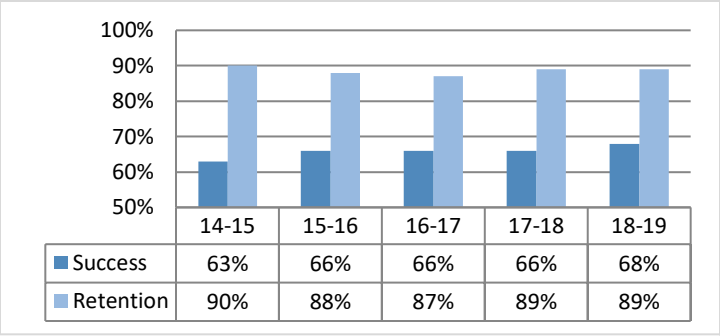
HEALTH EDUCATION — 2018-2019

Description:

The Health Education department offers transfer-level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill a general education requirement for the SBVC associate's degrees, with either Health 101 or Health 103 being a required course for the kinesiology A.A. degree, which began being offered in the FA'18 semester. Health courses also provide students with guidelines for healthy living, which may improve their overall health, as well as increase length and quality of life.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,046	1,002	842	821	737
FTEF	5.20	5.40	6.20	6.20	6.00
WSCH per FTEF	600	556	407	397	369



	14-15	15-16	16-17	17-18	18-19
Success	63%	66%	66%	66%	68%
Retention	90%	88%	87%	89%	89%

	14-15	15-16	16-17	17-18	18-19
Sections	27	27	31	31	30
% of online enrollment	44%	52%	61%	56%	57%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

- Enrollment remained steady from 2014-15 to 2015-16, before decreasing in 2016-17. There were additional decreases in enrollment from 2017-17 to 2018-19.
- Conversely, FTEF increased from 2014-15 to 2016-17 held steady in 2017-18, and then decreased slightly in 2018-19.
- The number of sections offered for 2014-15 to 2015-16 remained the same before increasing in 2016-17. Sections offered remained the same for 2017-18, before slightly decreasing in 2018-19. The percent of online enrollment increased from 44% in 2014-15 to a high of 61% in 2016-17. Online enrollment decreased to 56% in 2017-18, before increasing slightly to 57% in 2018-19.
- Success rates have increased from 63% in 2014-15 to 66% in 2015-16 where it remained steady through 2017-18. Success rates slightly increased to 68% in 2018-19.
- Retention rates have remained relatively steady fluctuating anywhere from 87%-90% for an overall average of 88.6%.

Progress from Last Year's Action Plan:

- One course was updated and distance education was added to provide another online class option for students.
- The number of online and hybrid courses have been increased.
- The department participated in the program review and needs assessment processes to stay current.
- There have not been any new discussions regarding Health 101 being included as a required course for a Nutrition certificate which would be offered through Culinary Arts/Food and Nutrition. However, we are still looking to pursue collaboration on the nutrition certificate.
- The department has worked with the Veterans Center and DSP&S to increase enrollment in the kinesiology-adaptive courses.
- We are continuing to search for opportunities to develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles.
- While preliminary discussions have taken place regarding a potential cross-discipline public health degrees, this

SAOs/SLOs/PLOs:

- SAOs – N/A
- PLOs – Our AA and AA-T degrees began being offered in FA'18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs.
- SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Departmental/Program Goals:

- To increase enrollment and efficiency
- To increase number of sections offered to meet student demand
- To increase number of evening, ITV and/or Saturday courses
- To develop new courses in order to increase the variety of courses available to our students

Challenges & Opportunities:

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

Action Plan:

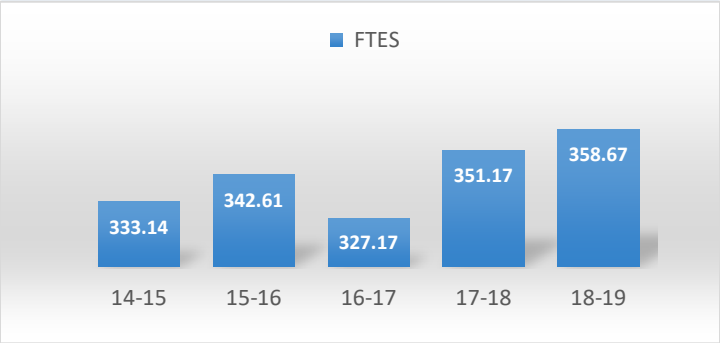
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Develop new health courses • Increase training opportunities for ITV and hybrid courses • Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles • Research potential cross-discipline degrees such as public health	• Create one or two new courses • Find ways to offer ITV courses • Increase course offerings • Find ways to create non-credit course for the community	• Professional development funding • Professional development funding or workshops • Facility/room availability when building schedule • Professional development funding or workshops	• September 2020 • September 2020 • September 2020 • September 2020

San Bernardino Valley College

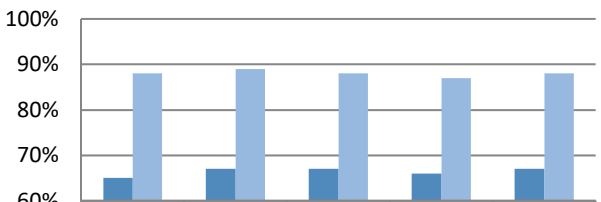
HISTORY — 2018-2019

Description:

The History Department offers lower division courses that transfer and articulated to California State University, University of California, and local area private colleges and universities. Our courses meet both Social Science and Humanities requirements for our AA/AS general education requirements and are also listed in the Liberal Arts degrees under both the Social Science and Humanities emphasis. Additionally, we provide courses that meet the American Institutions requirement for all CSU students. In the past year, we have gotten approval for five courses to meet the American Institutions requirement, including: History 100, History 101, History 137, History 138, and History 138. Additionally, we offer a California History courses that is required for some education degrees and certificates. In the past year, we have created a History Major (ADT) that is in the process of approval (waiting for two history course C-ID approvals). We have expanded our section offerings, specifically our specialty courses so that our most popular classes (Chicano History, California History, Racial and Ethnic Groups in United States History, and African American History), providing sections that are available in the classroom, in hybrid format, and online.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	3,335	3,435	3,289	3,520	3,620
FTEF	17.40	18.60	19.60	22.60	22.80
WSCH per FTEF	574	553	501	466	472



	14-15	15-16	16-17	17-18	18-19
Success	65%	67%	67%	66%	67%
Retention	88%	89%	88%	87%	88%

	14-15	15-16	16-17	17-18	18-19
Sections	94	100	107	124	123
% of online enrollment	39%	41%	44%	46%	51%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

We have seen an **increase** in our FTES in the past year from 351.17 to 358.67. After a dramatic drop in WSCH per FTEF last year (based on mandatory classroom caps of 34 and 36), we have rebounded this year and increased those numbers from 466 to 472. Part of this came from an increase in online sections, which have a cap of 40 students. Our retention and success numbers bumped up from 67% to 68% for success, and from 87% to 88% for retention. Overall, these numbers are strong considering the number of writing assignments required for all of our history courses. **What is not included in this data (and has ever been included) provided is our SUMMER FTES**. I have calculated this data by including the third session of 2018 and the first session of 2019. In those two sessions, we had 21 sections, and generated 49 FTES. It is disappointing that Institutional Research chooses not to include data that our college does receive apportionment for. It is critical that those numbers, as well as retention and student success, be included in our Fall and Spring data in order to provide accurate information.

Progress from Last Year's Action Plan:

1. After submitting our needs assessment report to program review, we were ranked number 5 for a faculty position. As usual, the district chose to not hire any of these positions.
2. We have submitted changes for courses within the curriculum process to better align with the C-IDs.
3. We have resubmitted our History Department ADT to the curriculum process (it was held up by C-ID issues)
4. We are still participating in Tumaini, and our faculty have participated in going on trips to HBCU with the students in these classes. Additionally our Tumaini faculty participated in statewide conferences for Umoja programs.
5. We have submitted three honors courses for the curriculum process to expand our History honors program.
6. We have a mandated mentoring program for new online instructors, where the courses need to be modeled after

SAOs/SLOs/PLOs:

We have maintained our SLOs, which evaluate our students' comprehension of basic historical events, as well as their ability to critically assess the significance of such events within a broader historical context. Feedback from history department faculty illustrate the effectiveness of these measures in assessing student understanding and achievement. Statistically, we exceed our goals as a department (which is 70% of student success in each measure) by 10% or more for each of objectives. When discussing if we needed to increase our goal from 70% to 80%, we did not reach a consensus on the necessity of that change.

Departmental/Program Goals:

1. Increase our full-time department faculty from three to four positions.
2. Develop Canvas course shell for the History department, in collaboration with both full time and adjunct faculty.
3. Work with the Online Committee to train online faculty, and to establish norms that meet the OEI rubric.
4. Research the possibility of creating an Ethnic Studies program, separating some of our courses into two departments: considering the gains/losses from such a move and the process will be part of the decision whether or not to pursue this move.

Challenges & Opportunities:

The most significant challenge we face as a department is the need to acquire a fourth full time faculty position. We teach enough courses to have TWELVE full time faculty. The need for this position is critical for the following reasons. First, as we continue to offer more sections in Chicano History, California History, and Racial and Ethnic Minorities in United States History, and African American History, we have full time faculty who must meet those demands and are no longer teaching United States survey courses. We have enough load for four full time faculty just in those specialty courses alone. That does not even cover United States history or World History—which are the courses required for the History major (at all neighboring universities). A fourth full time faculty must be able to teach either United States history or World History. We are at the point where we need a generalist to help us to teach our survey courses.
The second challenge is that I have again requested at a Department Chair meeting that Research needs to include our summer data in our overall FTES, Enrollment (duplicated), Retention, and Success rates. We do not want this date separate. Our retention and success rates are higher in the summer, which would impact the rates listed in this report. Therefore, this "incomplete" data provided from that office, ends up creating inaccurate data for my overall data regarding FTES, Enrollment, Retention, and Success rates.

Action Plan:

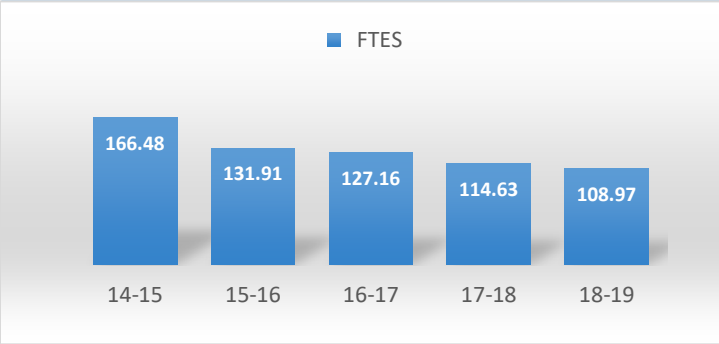
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work within Needs Assessment to ask for another full-time position	1	N/A	10/20/19 for the submission of needs assessment
2. Create Canvas Shell for History Department	2	N/A	5/1/2020
3. Increase training for online instructors	3	Possible conference attendance funding	Ongoing
4. Researching the creation of an Ethnic Studies department	4	Possible conference attendance funding	5/1/2020

San Bernardino Valley College

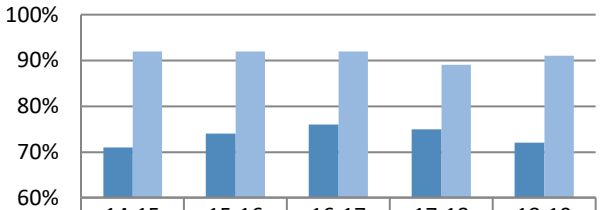
HUMAN SERVICES — 2018-2019

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. In addition to the four existing certificates in the department, Alcohol and Drugs Studies Certificate, Human Services Certificate, Case Management Certificate, Career Specialist Certificate, this year we will be working on a new certificate in the area of Social Criminal Justice.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,962	1,605	1,531	1,358	1,287
FTEF	11.39	10.83	12.06	11.27	11.54
WSCH per FTEF	439	365	316	302	283



	14-15	15-16	16-17	17-18	18-19
Success	71%	74%	76%	75%	72%
Retention	92%	92%	92%	89%	91%

	14-15	15-16	16-17	17-18	18-19
Sections	70	71	75	74	73
% of online enrollment	4%	8%	15%	19%	19%
Degrees awarded	37	32	33	28	
Certificates awarded	40	45	43	44	

Assessment:

- Certificates and degree information was missing so the department reached out to admissions which provided us with these numbers at the time we worked on this report. The degrees awarded as reported by admissions were 41, and the certificates awarded as reported by admissions were 42. This is a significant increase in degrees and certificates overall.
- Cap sizes on classes due to room capacity, have had an impact on the decrease in WSCH per FTEF, as have the lower number of interns in work experienced classes and stacked internship classes. We are currently seeing the number of interns increase slightly, which should improve our WSCH and FTEF in next year's EMP.
- Online enrollment has stayed steady at 19% and shows high enrollment in the courses we have in full online and hybrid format. Retention rates have increased to 91%, a significant increase attributed to creating career pathways, increasing community partnerships, and working with students early to prepare them for internships in the community.
- Success rates have dropped over the past year, which could be directly related to having to cut sections and adjust caps, and previous levels of students enrolled in multiple certificates, without a clear pathway towards transfer or workforce.
- Online enrollment is the same at 19%, and department is working to increase this with training to faculty and offering more hybrid courses.

Progress from Last Year's Action Plan:

We have continued to utilize professional experts in assistance with communication to our community partners. They are no substitute for faculty but have been invaluable to the department particularly when we are hosting events such as advisory committee meetings, and agency forums. They have created data bases to track our students, outreach to alumni, and community partner surveys.

SAOs/SLOs/PLOs:

We have continued to discuss, revise and implement all course SLO's and program PLO's.

Departmental/Program Goals:

- Hire at least two more full-time faculty.
- Review and revise new and existing courses and certificates to align with career pathways for students. This could include development or revision of SLO's and PLO's, and the layout of courses for students in existing or new certificates.
- Work with marketing and professional expert in CTE division to increase visibility of the human services program.
- Continue to increase online courses.
- Continue to build on our offerings of classes offered in the community, and at high schools in the area.
- Develop a social criminal justice certificate and a peer support certificate based on the changing trends in the workforce.
- Collaborate with other departments in creating outreach efforts to increase enrollment, through possible strong workforce funding and the shared use of professional experts.
- Continue to utilize strong workforce 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 73 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 strong workforce funding grants, outside accreditation and advisory meetings, committee, division and department responsibilities.
- The department has taken advantage of concurrent enrollment at local high schools in the area and course offerings in the community. These courses have helped bridge some of the gaps in marketing efforts and created a pathway for high school students to learn about human services and the careers in behavioral health fields. The intention of the department is to develop another certificate that will align with articulation to social work and criminal justice degrees at master's level, while providing entry level jobs in the field.

Action Plan:

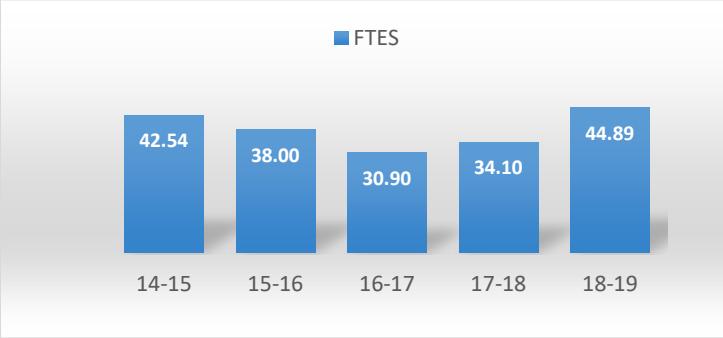
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Meet with counseling and curriculum committee regarding the new certificate in social criminal justice. Meet with department faculty to develop courses for the new certificate. Continue to advocate for funding for new full faculty and continued professional experts to assist the department.	Create pathways for new and existing certificates and degree. Continue with articulation, concurrent enrollment, community partnerships, and job and intern opportunities for students.	Time and funding for existing full-time faculty to focus on new certificate. Funding for additional full-time faculty and professional experts.	Ongoing

San Bernardino Valley College

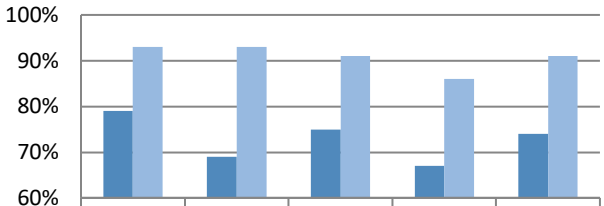
KINESIOLOGY — 2018-2019

Description:

The Kinesiology (KIN) department offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills needed to promote a lifelong wellness lifestyle. Specifically, the KIN courses are lecture-based classes which focus on the theories behind a variety of topics related to Physical Education, Kinesiology, Sport Performance, Sports, First Aid/CPR and Mental Health. All 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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	395	349	293	313	423
FTEF	2.89	2.95	3.15	2.95	3.95
WSCH per FTEF	442	386	294	347	340



	14-15	15-16	16-17	17-18	18-19
Success	79%	69%	75%	67%	74%
Retention	93%	93%	91%	86%	91%

	14-15	15-16	16-17	17-18	18-19
Sections	14	15	16	15	19
% of online enrollment	0%	7%	6%	13%	58%
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 395 in 2014-15 to 293 in 2016-17. Starting in 2016-17, enrollment increased from 293 to 313 in 2017-18 before increasing markedly to 423 in 2018-19.
- FTES decreased from 42.54 in 2014-15 to 30.90 in 2016-17 before increasing to 34.10 in 2017-18 and then jumping to 44.89 in 2018-19.
- Overall, success rates have fluctuated from 67%-79% for a five-year average of 72%. Specifically, success rates decreased from 79% in 2014-15 to 69% in 2015-16. Success rates increased again to 75% in 2016- 17, decreased to 67% in 2017-18 and then increased again to 74% in 2018-19.
- Retention rates were consistently at 93% from 2014-15 to 2015-16 before decreasing slightly to 91% in 2016-17 and 86% in 2017-18. Retention rates increased again to 91% in 2018-19.
- The number of sections offered increased from 14 in 2014-15 to 16 in 2016-17, before decreasing slightly to 15 in 2017-18. In 2018-19, the number of sections offered increased to 19.
- Online sections offered increased from 0% in 2014-15 to 7% in 2015-16 before decreasing to 6% in 2016-17. In 2017-18, the percentage of online classes offered increased to 13% before jumping to 58% in 2018-19.

Progress from Last Year's Action Plan:

- The department collaborated with DSP&S in the 1st Annual Disability Awareness Fair and will be doing so again in the 2nd Annual this year. This will be an annual event for the foreseeable future.
- The department participated in the yearly program review and needs assessment processes to stay current.
- The number of online and hybrid courses being offered has increased to 58%.
- There have been discussions regarding a few of our KIN courses being included as required courses for a Nutrition certificate which would be offered through Culinary Arts/Food and Nutrition. At this time, the Nutrition certificate is still in process.
- 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.

SAOs/SLOs/PLOs:
SAOs – N/A
PLOs – Our AA and AA-T degrees began being offered in FA'18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs.
SLOs are used to help guide the instructors with regards to course content and desired outcomes.

Departmental/Program Goals:

- To increase the number of sections offered.
- To increase efficiency.
- To increase the number of online, hybrid and/or ITV courses offered.
- To increase the variety of courses offered through the development of new courses and/or updating historical courses.
- To ensure that the courses articulate with the UC/CSU system.
- To ensure that new courses will add to the classes available for meeting KIN AA and AA-T degree requirements or electives.

Challenges & Opportunities:

- The lack of variety of courses leads to redundancy in the courses offered which may affect enrollment
- 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.
- Create non-credit courses that may appeal to the local community.

Action Plan:

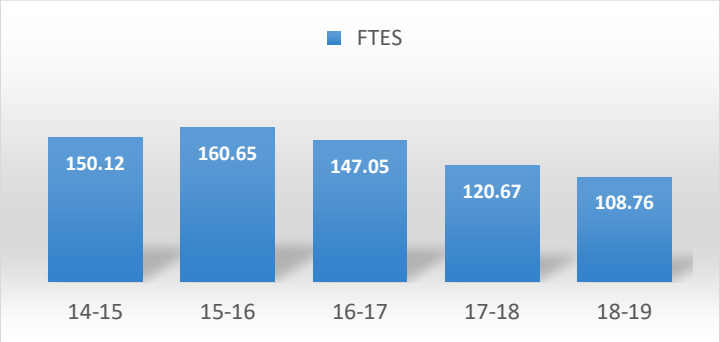
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Develop new courses and/or update historical courses • Participate in the yearly program review and needs assessment processes to stay current • Continue to seek opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles • Explore the ITV possibilities for offering more courses	• Develop and/or update at least two courses • Research the curriculum of other colleges and universities to find potential new courses to create and offer • Meet with the faculty of other departments to discuss the possibility of creating an annual physical activity/healthy lifestyles event	• Professional development funding • Student services funding • ASG funding	• September 2020 • September 2020 • September 2020

San Bernardino Valley College

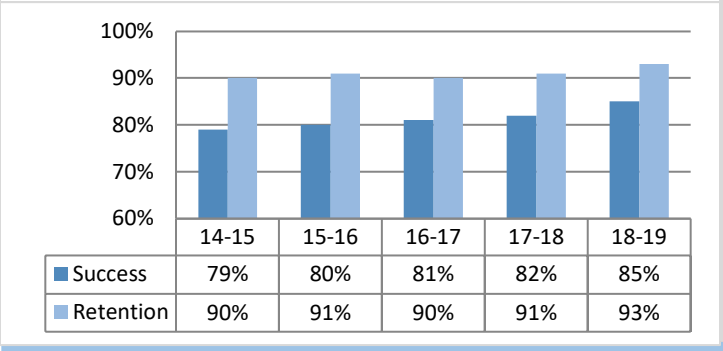
KINESIOLOGY/TEAM/FITNESS/ADAPTED — 2018-2019

Description:

The Kinesiology (KIN) department offers a variety of courses which provides students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong, wellness lifestyle. Specifically, the KINF, Fitness Activity courses, focus on individual skill development and fitness/health improvement, as opposed to the team oriented KINS courses which focus on teamwork, skill development as part of a unit, as well as fitness/health improvement. KINA Adapted courses offer students with and without disabilities the same opportunities as other students with the added benefit of individualized modifications as needed according to ability level. All of the courses can be used for electives in Category V which is required for graduation and/or transfer.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,015	1,703	1,527	1,450	1,382
FTEF	10.30	9.01	9.87	10.15	9.87
WSCH per FTEF	586	568	465	429	420



	14-15	15-16	16-17	17-18	18-19
Success	79%	80%	81%	82%	85%
Retention	90%	91%	90%	91%	93%

	14-15	15-16	16-17	17-18	18-19
Sections	202	188	188	206	207
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

- Enrollment has decreased from 2,015 in 2014-15 to 1,382 in 2018-19.
- The number of sections offered has decreased from 202 in 2014-15 to 188 in both 2015-16 and 2016-17. The number of sections increased to 206 in 2017-18 and 207 in 2018-19.
- FTES increased from 150.12 in 2014-15 to 160.65 in 2015-16. FTES has decreased from 160.65 in 2015-16 to 108.76 in 2018-19.
- Success rates remained steady, ranging from a low of 79% to a high of 85% with an overall average of 81.4%.
- Retention rates have remained steady and high at 90-93% with an overall average of 91%.
- These are all activity classes. Therefore, due to the physical participation required in these classes, there are no online classes offered.

Progress from Last Year's Action Plan:

- The department collaborated with DSP&S in the 1st Annual Disability Awareness Fair and will be doing so again in the 2nd Annual this year. This will be an annual event for the foreseeable future.
- One new course was submitted and approved.
- The department participated in the program review process but did not receive funding for new equipment.
- The department reached out to the Veteran's Center and DSP&S to increase the participation of those student populations in our activity classes.
- We are still searching for opportunities to develop collaborative relationships with other campus entities.

SAOs/SLOs/PLOs:
SAOs – N/A
PLOs – Our AA and AA-T degrees began being offered in FA'18. As the degrees continue to be offered, the department will offer courses to provide an avenue for students meet the PLOs.
SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Departmental/Program Goals:

- To increase enrollment.
- To increase efficiency.
- To increase the variety of courses offered through the development of new courses.
- To increase the variety of equipment available to allow more students to participate safely.
- Maximize facility usage to increase enrollment.

Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment.
- Utilizing the needs assessment process to acquire the equipment needed for existing courses, as well as future courses, that are being developed.
- Since students may only take each course level one time, the number of students participating in these courses may be limited.
- Sharing the gym spaces with other departments limits our ability to offer certain courses.

Action Plan:

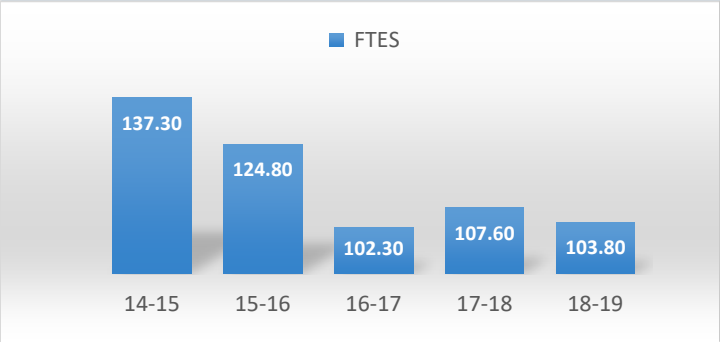
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Continue to develop new courses • Participate in the program review and needs assessment processes, in an attempt to, acquire the latest equipment to service our students appropriately and safely • Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles, group fitness challenges, etc.	• Develop at least two new courses • Acquire new equipment • Create an annual event physical activity/health lifestyles event	• Professional development funding • Program review funding and/or ASG funding • Student services funding and/or ASG funding	• September 2020 • September 2020 • September 2020

San Bernardino Valley College

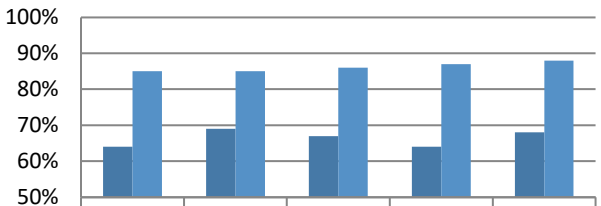
PHILOSOPHY/RELIGIOUS STUDIES — 2018-2019

Description:

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,373	1,248	1,023	1,076	1,038
FTEF	8.20	8.40	7.40	8.00	8.00
WSCH per FTEF	502	446	415	403	389



	14-15	15-16	16-17	17-18	18-19
Success	64%	69%	67%	64%	68%
Retention	85%	85%	86%	87%	88%

	14-15	15-16	16-17	17-18	18-19
Sections	52	53	48	48	49
% of online enrollment	60%	60%	60%	66%	
Degrees awarded	N/A	N/A	N/A	5	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

FTES has varied, depending on the overall enrollment of Valley College. The retention and success rates remain stable with limited fluctuation at or above 85% and 65% respectively. The percentage of online enrollment is stable at or above 60%. With the overall increase in enrollment at Valley College, particularly due to the Promise Program, we will notice an increase in enrollment and larger class sizes in our disciplines.

Progress from Last Year's Action Plan:

The overall number of courses offered by the department declined slightly in 2016-17, but has remained constant since that time to 2018-19, and with the new growth at Valley, we will also experience an increase in overall enrollment this year and hopefully in the years to come.

With the Philosophy AA-T as a viable option for students, we had a few students (5) complete this degree in 2017-18. While the main purpose is to serve general education requirements, one form of progress in our department is to have "majors." We plan for growth and progress in this area.

SAOs/SLOs/PLOs:

Courses in both philosophy and religious studies develop the critical thinking, reading and writing skills of students. The questions, assignments and reading materials may vary in these courses, so flexibility in the SLOs, for example, is essential to allow for the growth and success of students within the classroom dynamic. Philosophy and Religious Studies are essentially studies of enquiry into how to think critically about questions that matter to human beings. By continually assessing the flexible nature of our SLOs, for example, our department faculty have the flexibility and the opportunity to provide students with the direction they need to succeed in learning.

Departmental/Program Goals:

- Publicize and market the AA-T in Philosophy.
- Publicize and market Philosophy and Religious Studies courses as vital for student success.
- Seek ways to grow and strengthen the two honors courses currently offered every semester: Introduction to Philosophy, Honors and Introduction to Religious Studies, Honors.
- Continue to offer high-level online courses and hire one adjunct faculty member in the next year to increase on-campus department offerings.

Challenges & Opportunities:

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

Action Plan:

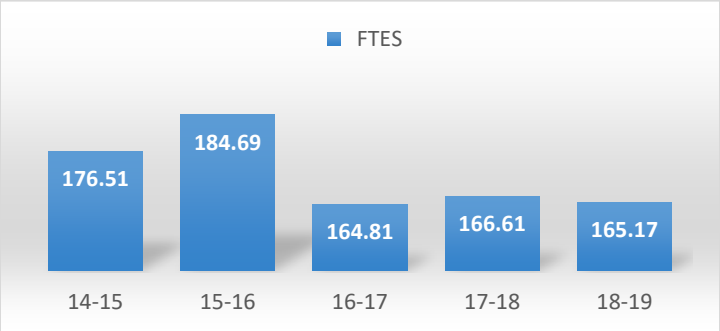
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Promote PHIL and RELIG courses as courses that not only fulfill graduation requirements but promote critical thinking skills and inspire learning. Advertise and promote the Philosophy AA-T to actively seek more students to major in the program.	Update PHIL/RELIG website prior to Spring 2020 Review SLOs on an ongoing/regular basis.	Time and work from our dedicated faculty!	Ongoing promotion. Hire new adjunct faculty member by Spring 2020 or Fall 2020.

San Bernardino Valley College

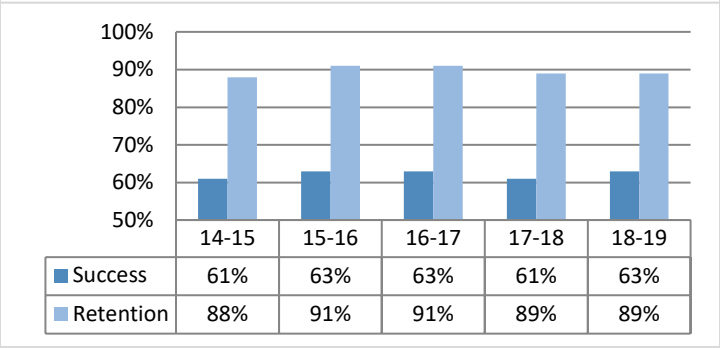
POLITICAL SCIENCE — 2018-2019

Description:

Enter in updated description for the academic year, emphasizing any changes to the department.
Political Science studies the relevant processes and institutions relating to how society attempts to allocate valuable variables within it through binding decisions. In this respect, political scientist David Easton conceives of politics as involving "the authoritative allocation of values." Laswell describes it as relating to "who gets what, why, and how? Hence, institutions and processes involving policy-making are of crucial interest to the student of politics. The methodology of political inquiry includes both qualitative and quantitative theoretical methods.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,726	1,791	1,629	1,657	1,627
FTEF	9.71	11.31	11.36	11.55	11.89
WSCH per FTEF	546	490	435	435	417



	14-15	15-16	16-17	17-18	18-19
Success	61%	63%	63%	61%	63%
Retention	88%	91%	91%	89%	89%

	14-15	15-16	16-17	17-18	18-19
Sections	51	59	60	61	61
% of online enrollment	20%	19%	20%	28%	30%
Degrees awarded	2	2	9	5	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

Our success rate rose by 2% over the 2017-18 cycle. Our retention rate remained the same as in the last cycle. Our online courses grew by 2% from 28% to 30%. The number of degrees we offer which began at a snail pace of two degrees in the 2014-15 cycle rose to nine in the 2016-17 cycle but fell to five in the 2018-19 cycle. Our efficiency which has been falling steadily took another nose-dive from 435 in the previous cycle to 417. The classroom capacity which stands at 34 is a major cause of this problem. In addition, we have probably not been willing to cancel low-enrolled classes out of consideration of student needs. Our FTEs dipped very slightly, from 166.61 to 165.17

Progress from Last Year's Action Plan:

We moved slightly upward in FTEF, from 11.55 in 17-18 to 11.89 in the 18-19 cycle.

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:

Currently, the Department of Political Science offers courses that are transferrable to the UC and CSU systems. It also offers an AA-T degree which allows students to simultaneously earn an associate of arts degree and to transfer to a California State university as a junior. Through its course offerings and interactions with students, the Department helps to prepare students for career in government (including legislative assistants, the foreign service, national security, etc.); politics; law; journalism; business; teaching; public relations; and community organizing and relations.

Our current goals include the following:

1. Continue and further partnership with First Year Experience (FYE) to offer courses to its students, including POLIT 100, POLIT 138, and POLIT 139
2. Raise our FTEs
3. Raise our WSCH/FTEF
4. Create a course in Constitutional Politics Part 1 and Part 2

Challenges & Opportunities:

With respect to our service learning courses (POLIT 138H and POLIT 139H), we will be exploring how students in the promise program can benefit from the fact that both courses are honors-level courses. POLIT 138 is transferable to the CS system while POLIT 139 is transferable to the University of California, Riverside. A major challenge in offering 139 lies in the fact that some important agencies we have sent students to in the recent past required our students to undergo a time-consuming clearance process (finger-print, TB test, etc.) taking weeks before they begin to serve in the agencies.

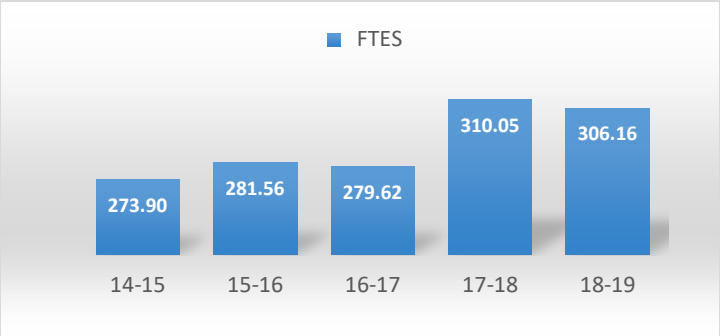
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Begin by examining the merits of canceling low-enrolled sections against their impact on efficiency, FTEs and FTEF. 2. Gather data and information on content of constitutional law courses. 3. Find colleagues who may want to help prepare the course for onward presentation to the	1. Raise our efficiency rate 2. Create courses in Constitutional law	1. Classrooms that can take more than 34 students; willingness of online instructors to take more than 34 students 2. Consider canceling more low-enrolled sections	1. Spring 2021 2. Spring 2022

San Bernardino Valley College

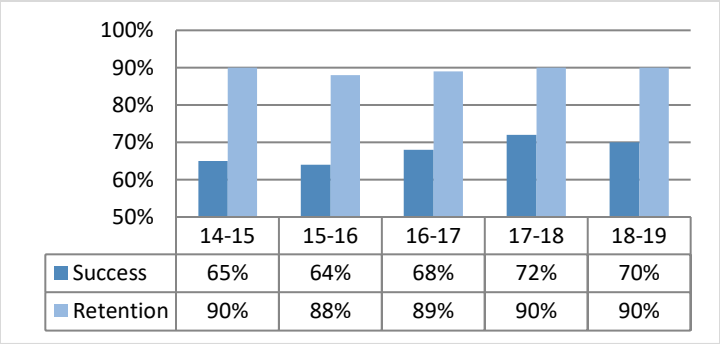
In PSYCHOLOGY — 2018-2019

Description:

During fall 2018, there was only one full-time faculty in Psychology. In spring 2019, an additional full-time faculty member (replacement) was hired. During the fall semester, some classes were cancelled which impacted WSCH per FTEF. The AA-T (transfer degree) in Psychology provides students with a clear path to transfer to CSU. Psychology continues to be a popular discipline. Psychology offers classes that meet general education requirements and prerequisites for many AA degrees, transfer degrees, career and technical programs. The Psychology program has made contributions to the campus goals of increased student access, promoting student success, and improving communication, culture, and climate. Students continue to enroll in Psychology classes in high numbers and pursue the Psychology transfer degree.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,739	2,826	2,710	3,004	2,970
FTEF	13.79	15.40	17.40	19.27	19.47
WSCH per FTEF	596	548	482	483	472



	14-15	15-16	16-17	17-18	18-19
Success	65%	64%	68%	72%	70%
Retention	90%	88%	89%	90%	90%

	14-15	15-16	16-17	17-18	18-19
Sections	75	82	87	97	98
% of online enrollment	25%	26%	28%	36%	37%
Degrees awarded	20	31	52	74	
Certificates awarded	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 two 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 higher than 2013-18 levels. FTES rates are lower than 2017-18 rates which is related to lower numbers of enrollment in general and several classes being cancelled in fall 2018. Success rates have slightly decreased compared to 2017-18 levels. This may be related to having only one full-time faculty member in ll 2018. Retention rates are still at the 2017-18 levels of 90%. The number of Psychology Transfer degrees awarded in 2018 increased 47% over the number of degrees awarded in 2016-17 and 620% since 2013-14 when the first degrees were awarded and represent 47% of AA-T degrees awarded in 2017-18, 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 1 of all the campus full-time faculty requests by the Program Review Committee in fall 2018. There has been no movement on this request.
2. Student success rates need improvement and retention rates are steady.
3. Requests for budget and software were not funded.

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. A new full-time faculty member (replacement position) should help with supporting student learning and success in these courses in the future. 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 two more full-time faculty in Psychology will help support college strategic goals of increased access and promoting student success.
2. Continued development and implementation of strategies for increasing student success will help support the college's goals of increased access and promoting student success.
3. 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 two full-time faculty members and 20 adjunct faculty members.
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. To continue to offer quality instruction and diversity in course offerings with 96% of the courses taught by adjunct faculty.

Action Plan:

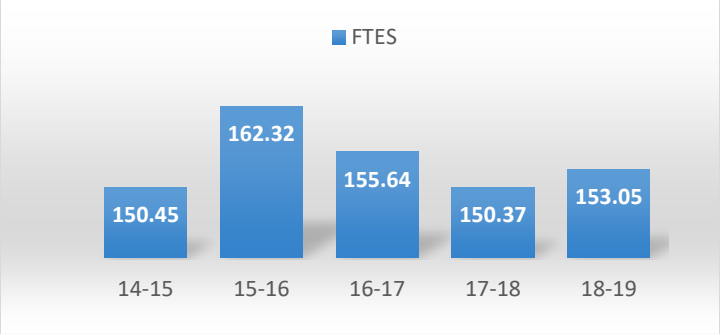
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. To submit requests for more full-time psychology faculty hires to the Program Review Committee 2. To continue to work on strategies to improve student success rates while maintaining retention rates 3. To seek funding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

San Bernardino Valley College

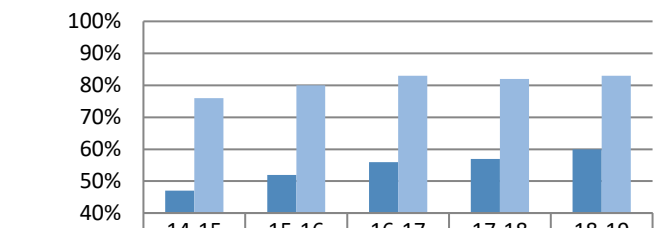
SOCIOLOGY — 2018-2019

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,505	1,628	1,558	1,508	1,534
FTEF	7.60	8.97	9.4	8.4	8.8
WSCH per FTEF	594	543	497	537	522



	14-15	15-16	16-17	17-18	18-19
Success	47%	52%	56%	57%	60%
Retention	76%	80%	83%	82%	83%

	14-15	15-16	16-17	17-18	18-19
Sections	40	47	49	44	46
% of online enrollment	48%	43%	43%	58%	52%
Degrees Awarded	17	15	24	33	35
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

While FTES remain stable for the department, the year-year WSCH per FTEF used to measure efficacy, dropped by 15 points, however at 522, this is within the acceptable range of the statewide 525 number. Both success and retention rates have slightly increased year-year while the success rates have significantly increased from 47% in 2014-15, to 60% in 2018-19. AA-T sociology degrees awarded continue to incrementally increase and the program does not offer any certificates. While online sections are documented as 52% of the total sociology sections, this is misleading since the program now also offers hybrid sections in addition to 100% online sections.

Progress from Last Year's Action Plan:

During 2018-19, the program underwent the four-year program efficacy review and received "continuation." All courses completed a five-year content review, and the department evaluated SLOs for all courses and PLOs for the sociology degree. The department continued to invest in the purchase of instructional materials for on-campus classes, and for its size, offers a wide-ranging selection of courses in different modalities and semester timeframes to increase access for students completing GE and sociology coursework. Increasing the student success rate is an ongoing goal for the program.

SAOs/SLOs/PLOs:

Faculty assess course SLOs every semester and reflect on assessment results. Given that SLOs are only a reflection of students who complete SLO assessments, some faculty reflect that their efforts to improve success rates also involves strategies to motivate students to submit assignments. Additionally, faculty generally report making efforts to try different instructional techniques and materials.

Departmental/Program Goals:

1. *Increase Access* – the program will continue to monitor and modify section offerings to increase efficacy
2. *Promote Student Success* – the program will continue to focus on increasing student success rates
3. *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
4. *Maintain Leadership and Promote Professional Development* – the program will continue to keep faculty abreast of current division, campus, and state professional development opportunities
5. *Effective Evaluation and Accountability* – program will evaluate and meet SLO/PLO deadlines
6. *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 program is challenged by new mandates of the Guided Pathways initiative.
- The program is encouraged by the college's commitment to re-instate funding for tutors beyond the supplemental instruction opportunities.
- The program is encouraged by the increase in its student success rates and degree completion data.
- The program is challenged by expectations of the online training mandate for all online faculty without resources and availability of instruction designers to assist faculty in meeting new Title 5 and OEI rubric expectations.
- The program is encouraged by the increase in sections that incorporate low-cost and no-cost OER resources.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
• Transition to shorter-semester	• Increase Access	• Instruction office flexibility to offer sections	2020-2021
• Continue to make instructional purchases	• Increase student success and provide exceptional facilities	• Access to departmental budget and campus student success funds	2019-2020
• Develop Guided Pathways	• Culture, climate, professional development	• Guided Pathways Committee resources	2020-2021
• Maintain departmental website, Canvas, and other departmental communication	• Provide exceptional facilities	• Instruction office resources	2019-2020
• Develop strategies to implement Program Review Efficacy suggestions	• Provide exceptional facilities	• College wide services (general)	2019-2020

SAOs/SLOs/PLOs:

- SLO data indicates that there is a range of outcome success that ranges from around 65% to around 98%. As the current department chair is new to the college, this is an area that requires more investigation. However, it appears that there is no consistent methodology in the SLO assessment process certainly to a degree that meets any academic research methods standards. Likewise, there is not a standardized definition of success.
- Again, as the department chair is new, SLOs have not been extensively reviewed in the month that the chair has been at the college.

Departmental/Program Goals:

1. Engage students by using more active learning methods and move away from merely lecturing from the textbooks.
2. Leverage faculty to shift the instructional emphasis to theoretical frameworks, evidence-based solutions to criminal justice challenges, critical thinking, analysis, and problem-solving skills. These stand in contrast to more one-dimensional police academy training (that some community college academic justice programs mimic) which focuses on more basic repetitive task steps related to operational tactics and procedures without any individual questioning, critical analysis, reflection, problem-solving, or change for positive improvement.
3. Promote the new law enforcement philosophy of police as "guardians" rather than "warriors" despite resistance from some entrenched mindsets currently working in law enforcement.
4. Through normal attrition, seek faculty with a master's degree, specifically in criminal justice or criminology (not criminalistics), as well as a balance of career experience in the field. This ensures exposure to high-level theoretical and problem-solving research. It also ensures exposure to advanced research methods to promote critical analysis evidence-based emphasis in the course work. Juris doctorate degrees can extremely advantageous for teaching ADJUS 102, 103, and 104, but are otherwise lacking in theory and evidence-based justice system solutions as evidenced by the fact that most universities that will not accept a JD for teaching in justice programs.
5. Promote a sense of connection and cohesion among students in the program to drive and enhance retention, persistence, and success.

Challenges & Opportunities:

Challenges

- Students who sometimes perceive a justice career as one that can be easily achieved by individuals who do not like traditional topics like math and English/writing. This is a significant miscalculation by these students as English and writing are an essential and major part of all justice careers.
- Limited physical space that may inhibit the ability to use more active learning methods and to seek new equipment
- Some are reluctant to enter law enforcement careers due to negative publicity about police in recent years and high wages in the private sector.

Opportunities

- Labor market data shows police officers and sheriff's deputies will experience a 5-9% growth from 2016-2026
- Labor market data shows police front-line supervisors will experience a 5-9% growth from 2016-2026
- Labor market data shows law enforcement detective will experience a 5-9% growth from 2016-2026

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work with adjunct faculty and carefully interview new faculty to ensure that textbooks supplement instruction but do not drive it and that class time is not simply lecture "straight out of the textbook"	1, 5	None	Spring 2020
2. Work with adjunct faculty and carefully interview new faculty to ensure adoption of latest progressive philosophies of law enforcement orientation	2, 3, 4, 5	None	Spring 2020
3. Create a new Justice Club for students	1, 5	None	Fall 2019
4. Review grant availability for new equipment	1, 5	Space to use equipment	Spring 2020

San Bernardino Valley College

Student Services Division

San Bernardino
Valley College

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

Description:

The Admissions & Records is committed to providing comprehensive, student-centered service by enhancing enrollment services to empower and support a diverse community of learners as they work to achieve their goals. Our staff is dedicated to providing accurate and current information to prospective, new, returning, and continuing students regarding admission policies, wedabvisor,, and student education records.

Below is a list of some of the services we provide:

Auditing
Residency determination
Evaluation of prior credit
Evaluation of graduation requirements
Updates in Tess for Course Equivalency
Maintain the integrity of student academic records in perpetuity
Processing of Grade Changes, Incompletes, Non-Traditional Credit (AP, CLEP, CBE, IB, DANTES, Military Credit)
Automated Prerequisite/Co-requisite drops
Processing of AB705 Waivers
Processing of add/drop
Processing and archiving Positive Attendance Records
Processing and archiving incoming transcripts
Provide CSUGE/IGETC certification for outgoing transcripts
Receive and process all out going transcript requests including online
Late Add petitions
Veteran's Certification, Information, and Referral
Online application, registration, and transcript request
services
Petitions for Academic Exception i.e. repeat a course, remove a grade, missed deadlines, etc.
Eligibility determination of concurrently
enrolled high school students
Assistance with Foster Youth
Acceptance of payment for enrollment and auxiliary fees.
Adjudicating and processing petitions for academic
exception
Adjudicating and processing petitions for readmission
Response to subpoenas in accordance with FERPA
Communication with faculty and campus about
important Admissions, Records, and Registration
deadlines and processes

Table 1: Enrollment Status

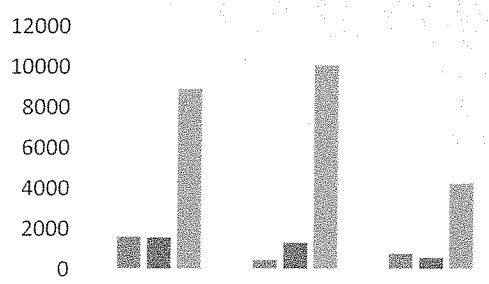
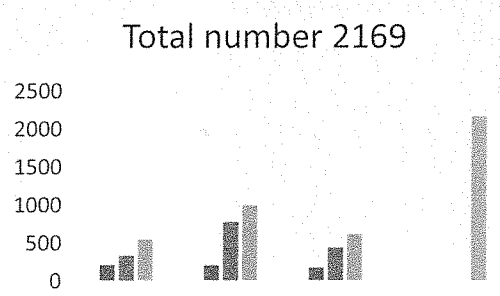


Table 2: Graduation applications evaluated



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

The department is working on surveys and a tracking component for the 2019/20 Academic Year that will help in assessing the program.

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

More staff professional development participation was met. Evaluators continue to broaden and participate in more conferences, committees and trainings to promote growth.
Improve and streamline the pre-requisite clearance process to include AB705 requirements. (Automated Prerequisite/Co-requisite drop goal was met).
Improve technology services in A&R
Increase customer service efficiency

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

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

San Bernardino Valley College

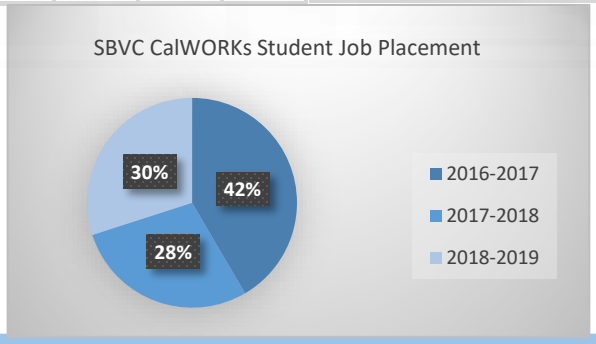
CalWORKs—2018-2019

Description:

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

SBVC CalWORKs Demographics	2016-2017 Student Count and (%)		2017-2018 Student Count and (%)		2018-2019 Student Count and (%)	
San Bernardino Total	431	100%	424	100%	347	100%
County-Referred Program Participant	247	57.31%	255	60.14%	188	54.18%
Exempt Program Participant	36	8.35%	27	6.37%	18	5.19%
Self-Initiated Program Participant	1	0.23%	1	0.24%	2	0.58%
Self-Referred Program Participant	147	34.11%	141	33.25%	139	40.06%

SBVC CalWORKs Demographics	2016-2017	2017-2018	2018-2019
San Bernardino			
CalWORKs - California Work Opportunity & Responsibility to Kids Total	50	50	54
Associate in Science for Transfer (A.S.-T) Degree	4	9	6
Associate in Arts for Transfer (A.A.-T) Degree	11	6	5
Associate of Science (A.S.) degree	3	1	3
Associate of Arts (A.A.) degree	20	20	22
Certificate requiring 60+ semester units	0	0	1
Certificate requiring 30 to < 60 semester units	7	8	14
Certificate requiring 18 to < 30 semester units	5	3	2
Certificate requiring 6 to < 18 semester units	0	3	1



Assessment:

Progress from Last Year's Action Plan:

Though there has been a decline in program enrollment there has been minimal growth in the area of work-study placement and graduation/transfer for CalWORKs students. The department continues to identify the best methods to increase enrollment, work-study placements and graduation/transfer rate.

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

Challenges & Opportunities:

Challenges

1. Lack of space for program growth
2. More support with outreach and marketing efforts
3. Clear and concise communication on campus (verbal and written)
4. Mental health resources for students

Opportunities

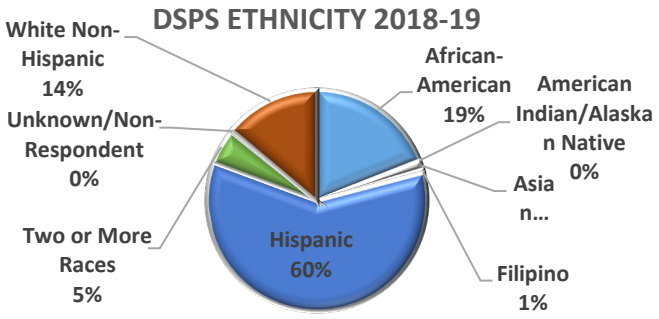
1. Internal and external wrap around services for students
2. Food vouchers ($10.00 increments) to assist students with food insecurities (received from Counseling & Matriculation)
3. Out stationed San Bernardino County Employment Service Specialist located in department to assist students
4. Received TAD funds in the amount of $75,000 for additional CalWORKs work-study placements

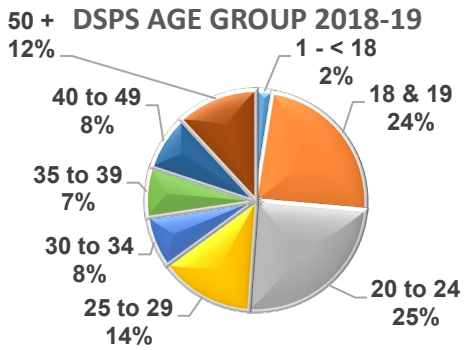
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Bring awareness of program, program needs and program benefits to adult learners by conducting presentations, outreach and in-reach efforts to all stakeholders.	1. Increase program enrollment 2. Increase Job Placement 3. Increase educational goal completion	Seek collaboration with designated outreach person(s) as well as the marketing department to discuss best practices and methods to promote and market programs benefits to students and the community. Develop a more extensive partnership with the Transfer Center.	Department goals 1, 2 and 3 target date June 30, 2020. However, efforts will be ongoing.

San Bernardino Valley College

DISABLED STUDENT PROGRAMS & SERVICES (DSPS) — 2018-2019

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 Disability Types 2017-18	
Acquired Brain Injury	1.90%
Attention Deficit Hyperactivity Disorder (ADHD)	3.33%
Autism Spectrum	6.54%
Developmentally Delayed Learner	4.99%
Hearing Impaired	4.52%
Learning Disabled	10.23%
Mobility Impaired	10.82%
Other Disability	34.72%
Psychological Disability	20.25%
Visually Impaired	2.50%

Assessment:

- African-American and Hispanic students comprise 78.60% of the students served by DSPS. This represents a slight increase compared to the previous academic year (77.41%).
- The age distribution of students is diverse with 65.04% under age 30. This reflects a slight increase compared to the previous academic year of 61.77% 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

San Bernardino Valley College

First Year Experience — 2018-2019

Description:

The FYE program offers incoming students the support that they need to not only complete the first year of college, but to create an educational plan that they will need to successfully meet their academic goals. FYE provides workshops, a dedicated counselor, community service opportunities, Student Development courses and intentionally connecting students to resources on and off of campus to promote well rounded students. All students are incoming first year students that are in need of additional support based on their assessment scores. Students are placed in a learning community that would allow them to learn from each other and to have more focused support from their instructors. In addition, the students are provided with a dedicated counselor that is there to support them follow their educational plan and to connect them with supports on campus as they need them. To assist them with the economic challenges that many students face, the FYE program provides assistance for students to pay for textbooks, supplies and provides each student with a loaner Chromebook for the school year. By providing this focused support for the students we are looking to increase retention and the ability for students to graduate from Valley College in three years or less, while creating a sense of community and connection for our students.

Demographics – 2018-19		
Demographic Measure	**FYE**	**Campus-wide**
Asian	4.2%	3.5%
African-American	16.2%	11.6%
Filipiino	1.2%	1.2%
Hispanic	66.3%	66.9%
Native American	0.6%	0.2%
Pacific Islander	0.4%	0.2%
White	10.2%	12.4%
Female	58.4%	58.1%
Male	41.6%	41.6%
Disability	0.00%	3.9%
Age 19 or Less	58.9%	25.6%
Age 20 to 24	32.1%	31.0%
Age 25 to 29	3.6%	18.1%
Age 30 to 34	1.8%	9.9%
Age 35 to 39	0.0%	5.9%
Age 40 to 49	1.8%	5.9%
Age 50+	1.8%	3.7%

Cohort	FYE Success Rate	Campus Success Rate
2016-17	64.00%	66.00%
2017-18	64.70%	67.00%
2018-19	70.80%	66.00%

Cohort	FYE Retention Rate	Campus Retention Rate
2016-17	94.40%	89.00%
2017-18	92.90%	88.00%
2018-19	92.00%	88.00%

Assessment:

- The data in the above table is reflective of what was received in by the Institutional Research and Assessment Office. The table reflects the FYE success rate is higher than the overall success rate in both 2015-16 and 2017-18, we saw a slight dip in the 2016-17 school year. During that time there was an all-male cohort, this also reflected in the demographic information for that year. In the 2017-18 school year we had an increase in female students when we had more space open for all students, there was an increase from 28.9% in 2016-17 to 70.5% 2017-18.
- The FYE retention rate has consistently been higher than the campus retention rate ranging from 3.9% to 5.2%. This is attributed to the smaller cohorts and the additional supports that the instructors are providing to the students throughout the year. In addition, having a dedicated counselor with them as they move through this first year has a positive impact on their overall connection with the college as a whole.

Progress from Last Year's Action Plan:

There is no data located on an action plan listed for last year or any year prior that. Our goal is to increase the number of students that we will be able to assist, especially with the AB 705 beginning in fall 2019. We have been working with the English, Reading and Math faculty to create classes that will meet the needs of our incoming FYE students as the new bill takes effect.

SAOs/SLOs/PLOs:

- **Student Area Outcome #1**: Students participating in the Summer Bridge component of the First Year Experience Program will be able to increase their knowledge and understanding of academic and vocation programs and student services.
- **Student Area Outcome #2**: Students participating in the First Year Experience Program will develop tools (steps to success) to assist students in navigating their first year at Valley College.
- **Student Area Outcome #3**: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution by following the IEGTC and earn an AA/AS/vocational certificate as a result of participating in the program.

We are currently implementing a Student Satisfaction Survey that will be distributed this Spring. This survey will include a Likert scale and short answer, that will provide us with an overall understanding of the needs of the students and what areas need to be addressed by the faculty and staff that support these students.

Departmental/Program Goals:

1. Collect data on the progress of the students beginning their first year and tracking them to completion. We can use this to find out if this learning community is effective in assisting students to successfully maintain full-time status and complete in a timely manner.
2. Use this program to recruit and support full-time students. This would assist in the overall FTES and if we are able to increase by 2% each year that will positively impact the school as a whole.
3. Working with the faculty to provide classes that will support these students as we implement AB 705. Tracking the FYE students and their progress and compare it to the general population.

Challenges & Opportunities:.

1. Creating a system to collect data and finding ways to better track students once they move out of our program, to determine the successfulness of the program.
2. Using Outreach to share information with high school counselors, regarding the benefits of this program and clearly defining what students it can support.
3. Working with faculty to create classes that have imbedded tutors in an effort to support the FYE students and faculty during this transitional period of the implementation of AB 705.

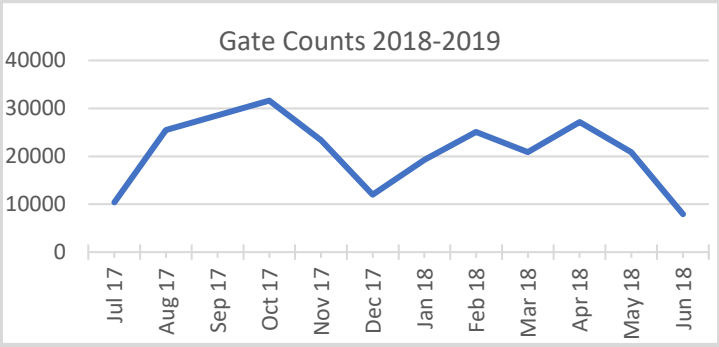
Action Plan:

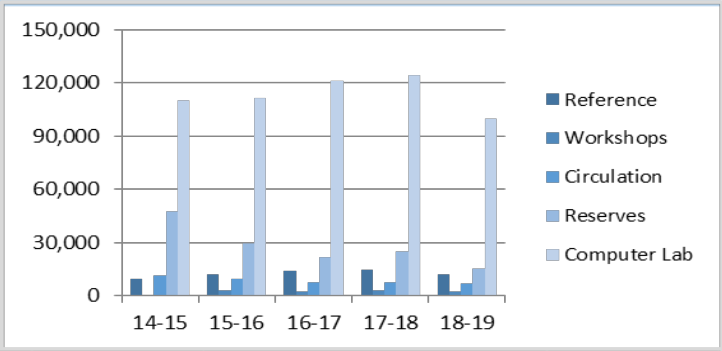
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Collaborate with other departments on campus to get the data needed to strengthen the FYE program. 2. Collaborate with the Math, English and Reading faculty to increase supports needed by the FYE students. 3. king with high schools to share with them the information regarding this program to recruit students that may need it most.	1. Increase the number students that participate in the program. 2. Work with the instructional departments to create supportive classes. 3. Work with Outreach to connect with high school counselors and share this resource.	1. Outreach staff and other staff to work off campus to recruit students. 2. Faculty and FYE staff working together to meet the needs of the students. 3. Same as number 1.	1. Summer 2019 2. Summer 2019 3. Summer 2019

San Bernardino Valley College

LIBRARY — 2018-2019

Description: The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal and representing differing points of view, to meet the needs of students and instructors. The 40K sq. ft. building houses a collection of more than 75K volumes and 200K eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed usually by two faculty librarians during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for three weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for two hours and are limited to in-library use. In 2018-19, when classes were in session the library was open: Mon-Thu 7:30-8:00, Friday 7:30-5:00, and Saturday 10:00-2:00. Hours were extended until 10:00 p.m. during final exams.





2018-19 Success Rates of All Students vs. Library Users

Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Labs	67%	74%	85%	91%	2.43	2.57
Used Library Book(s)		78%		93%		
Used Textbook(s)		76%		92%		
Attended Workshop(s)		77%		95%		
Used *Learning Express*		76%		92%		

Assessment:

- The Library served 252,631 visitors in 2018-19. As usual, fall semester was busier than spring semester.
- Computer lab usage continues to be the most frequent reason for students to visit the library, accounting for almost 3/4 of all visits. However, usage is markedly down from recent years. This is likely due to the proliferation of Chromebooks on campus. Many students who previously relied on the open computer lab now have access to their own devices. Reference transactions and workshop attendance remain steady from recent years, but circulation totals (both regular stacks and textbooks) continue to decline. This is likely the happy result of the increasing adoption by faculty of Open Educational Resources—free digital textbooks.
- Library services and resources demonstrate a measurable positive impact on student success rates. Students who use library resources and services succeed at significantly higher rates than those who do not.

Progress from Last Year's Action Plan:

- Beginning in fall 2019, Saturday hours at the Computer Lab desk are covered by student employees supervised by classified staff. Computer Techs are no longer scheduled overtime to cover Saturdays.
- Preparations began in spring 2019 for the state-wide migration to Alma/Primo, the new library services platform. We are scheduled to "go live" in December 2019.
- Funds have been shifted away from print acquisitions to increased access to online databases.

SAOs/SLOs/PLOs:

The percentage of survey respondents reported below agreed or strongly agreed with the corresponding statements.

- I feel welcome in the library, and comfortable asking staff for help—98%
- Library services and resources are sufficient to meet my needs as a student and a member of the community—89%
- Library hours of operation are sufficient and match my schedule well—86%
- The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study—84%
- As a result of my visit I have a better understanding of how to conduct my own research—86%
- The resources and/or assistance I received during my visit will help me earn a better grade—93%

Hours of operation, building temperature and noise levels are most frequently mentioned in user comments.

- The Library now regularly expands hours of operation during final exams.
- Air circulation solutions will be investigated to better balance temperatures on the first and second floors.
- The second-floor study areas have been established as "Quiet Study" areas and are regularly in full use.

Departmental/Program Goals:

1. Library services and resources will continue to demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA).
2. A minimum of 80% of library users will continue to be satisfied with library services and resources, and satisfaction levels surrounding hours of operation and library environment will increase by at least 3%.
3. The library will complete the transition to Alma/Primo before the start of spring semester.

Challenges & Opportunities:

- The biggest challenge and opportunity facing the library this year continues to be the process of migrating to the new CCC system-wide library management system (Alma/Primo by Ex Libris) to be completed by December 2019.
- Physical plant issues (HVAC, roof leaks) remain and will be addressed.

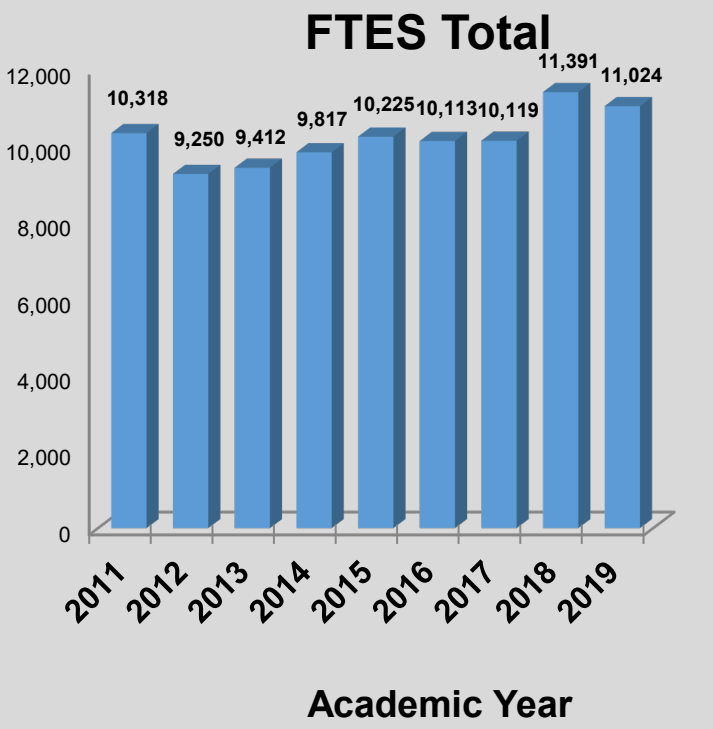
Action Plan:

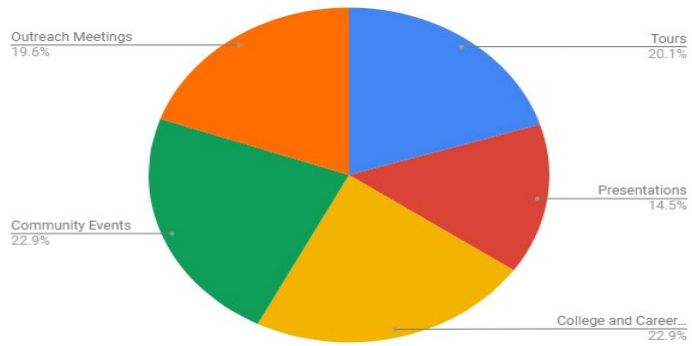
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Continue the transition from OCLC WMS to Alma/Primo.	Transition will be completed by the start of spring 2020.	Step-by-step guidance and timelines are contractually set with Ex Libris. SBVC Library management, faculty and staff will be called upon to varying degrees. All will be involved in training as the "cutover" date approaches	December 2019

San Bernardino Valley College

OUTREACH/RECRUITMENT— 2018-2019

Description: The Outreach Department aims to provide a comprehensive approach to outreach and recruitment. We achieve this by strategically working with our local feeder high schools from San Bernardino City Unified School District, Colton Joint Unified School District and Rialto Unified School District. Outreach also partners with K-8 schools, community organizations, faith-based organizations, and nonprofit organizations. The Outreach Department is responsible for coordinating campus tours, presentations, college and career fairs, coordinating on campus events and participating in community events off campus. The Outreach team collaborate with the K-12 schools to create the college going culture and engaging events that will have a positive impact on the students as they move through their educational careers. The Outreach team works with the local high schools to assist incoming students with the matriculation process and to provide them with exposure to the supportive services on the campus. The Outreach team also works within the college to support other events, such as the Financial Aid Awareness Fair, the High School Counselor Conference, among others. Valley College is a staple in the community and the Outreach team is key in maintaining the strong relationships built over decades.





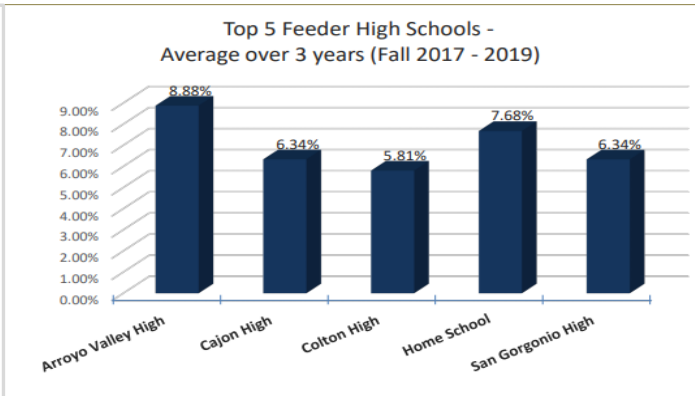
SBVC Ethnicity

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African-American	13.0%	12.5%	12.3%	12.2%	11.6%
Asian	3.5%	3.6%	3.7%	3.4%	3.5%
Filipino	1.1%	1.3%	1.3%	1.2%	1.2%
Hispanic	63.8%	64.5%	65.2%	66.0%	66.9%
Multi-Ethnicity	3.6%	3.4%	3.6%	3.6%	3.6%
Native American	0.2%	0.2%	0.2%	0.2%	0.2%
Pacific Islander	0.4%	0.2%	0.2%	0.2%	0.2%
White	14.1%	13.9%	13.1%	12.8%	12.4%

Top Twelve Feeder High Schools*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Arroyo Valley High	11.73%	10.73%	10.68%	9.02%	6.93%
Cajon High	6.14%	9.16%	6.86%	7.52%	4.64%
Colton High	5.96%	6.15%	6.94%	5.62%	4.86%
Eisenhower High	4.51%	3.27%	3.47%	4.05%	5.19%
Grand Terrace High	2.35%	6.02%	4.51%	4.90%	4.20%
Home School	4.87%	4.06%	6.25%	8.82%	7.97%
Indian Springs High	3.97%	6.15%	3.99%	3.73%	4.86%
Pacific High	4.51%	4.19%	5.82%	3.86%	4.75%
Rialto High	7.04%	3.14%	3.21%	4.58%	7.37%
San Bernardino High	4.33%	5.10%	3.13%	4.64%	4.42%
San Gorgonio High	5.23%	5.50%	6.68%	6.93%	5.40%
Wiler Amina Carter High	2.71%	1.31%	4.43%	3.14%	5.02%

*Percentage of first-time SBVC students who graduated HS and started attending SBVC during the same year (# of total enrollment from a given HS/enrollment from all HSs)



Assessment:

- Table 1 is campus wide data that were provided by the Institutional Research and Assessment Office, this chart reflects an almost 9% increase in FTES from the 16-17 school year to 17-18 . Chart 1 was tabulated through internal Outreach data based on the campus activities completed from January 2017-December 2018. As we are ending out 2019-2020 recruitment period, we will update the data collected from that time in the next EMP. However, we have remained consistent in our efforts to continue to meet the needs of the community.
- In Table 1 we are looking at how using a strategic outreach plan has resulted in a significant increase of FTES from 16-17

SAOs/SLOs/PLOs:

- Service Area Outcomes #1: Outreach and Recruitment will provide information and services to the local K-12 schools and community partners in and beyond our local service area. This will include onsite tours, application workshops and large on campus events. This will enhance the overall awareness and knowledge of prospective students regarding academic and support services available and the overall educational opportunities at San Bernardino Valley College.
- Service Area Outcome #2: Annually hosting Senior Day and New Student Welcome Day on the campus, providing potential and incoming students with access to all Student Services programs, campus resources and can complete the matriculation process. These targeted activities provide all students with access to the campus as a whole and creates a sense of community from their first experience.
- Service Area Outcome #3: The Outreach and Recruitment team will work closely with community partners to ensure access and exposure to the college to underserved populations.

Departmental/Program Goals:

- The data reflects that there has been a drop in enrollment from some of our feeder schools, based on that information we will create a targeted plan with those schools to have a stronger presence in those campuses. Providing students with information on our FYE and Promise programs, in addition to having representation of our CTE programs to convey that there is a path for every student at Valley. (SBVC Goal 1: Access)
- Increase overall FTES by 1%, by using additional staff that is committed to certain high schools to track the students from application to enrollment and assist them with applying for our Promise program. (SBVC Goal 1: Access)
- Working in conjunction with our CTE, STEM and other special programs on campus to support their recruitment efforts. This would include Outreach staff supporting these programs both on and off campus in many different capacities. This would include activities such as application workshops, special events on campus highlighting those areas and sharing this information with high school and community partners. (Goal 3: Communication, Culture, & Climate)

Challenges & Opportunities:

- Implement a Customer Relationship Management (CRM) system, that would allow is to track a student from the first time that we had contact with them all the way through to exiting Valley College.
- Work on creating strategic plans with our high school partners to increase enrollment of targeted populations.
- Improve the coordination of tours with other Student Services departments.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Collaborating with schools early in the fall semester that have been identified as having low enrollment, to determine the best course of action to target 9-12 graders. Create a consistent Valley presence on those high school campuses. 2. Creating an action plan to begin working with students from 9-12 grades and tracking our interactions with all students in a CRM. 3. Meet with the other departments on campus in the summer to determine how the outreach team would be able to assist them with increasing enrollment into their programs. Creating a calendar for the year (Fall, Spring and Summer) that would reflect the needs of those departments and identifying when they	1. The data reflects that there has been a drop in enrollment from some of our feeder schools, based on that information we will create a targeted plan with those schools to have a stronger presence in those campuses. Providing students with information on our FYE and Promise programs, in addition to having representation of our CTE programs to convey that there is a path for every student at Valley. (SBVC Goal 1: Access) 2. Increase overall FTES by 1%, by using additional staff that is committed to certain high schools to track the students from application to enrollment and assist them with applying for our Promise program. (SBVC Goal 1: Access) 3. Working in conjunction with our CTE, STEM and other special programs on campus to support their recruitment efforts. This would include outreach staff supporting these programs both	1. Assigned Outreach Coordinator to each site. Scheduled planning time with each high school. 2. The Outreach Coordinator to complete the action plan that will address the needs of the students from 9-12 grade. We will also need a CRM to track this data to adjust the action plan. 3. Support from the instructional deans and faculty. A shared calendar to ensure that all parties can attend all meetings and events.	1. By Fall 2021 we will have completed an entire recruitment cycle. 2. By Fall 2021 we will have completed an entire recruitment cycle. 3. By Fall 2021 we will have completed an entire recruitment cycle.

San Bernardino Valley College

STAR PROGRAM — 2018-2019

Description:

The Success Through Achievement and Retention (STAR) program is a federally funded TRIO Student Support Services program which provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their Associate Degree, Certificate and/or transfer to a four-year university.

STAR Program Persistence Data*	
2017–2018	99%
2016–2017	96%
2015–2016	98%

STAR Program Positive Academic Standing Data*	
2017–2018	94%
2016–2017	97%
2015–2016	96%

*2018–2019 Persistence and Academic Standing data to be tabulated at the end of 2019 for TRIO Annual Performance Report.

STAR Program 2018-2019		
Demographic Measure	STAR Program Participants %	SBVC Campus-wide %
African American	16.6%	11.63%
Asian & Filipino	3.0%	4.73%
Hispanic	65.6%	66.85%
Multi-Ethnicity	3.5%	3.60%
Native American	0.5%	0.17%
Pacific Islander	0.5%	0.20%
White	7.8%	12.40%
Female	61.1%	58.13%
Male	38.9%	41.59%

Assessment:

Documentation will be collected and kept in student files indicating enrollment status and progress. (Class schedules & transcripts, registration, program application, and program completion data, transfer acceptance letters.)

Student participation and general demographics will also be collected and processed with tracking software specific to the TRIO Annual Performance Report. (Student Access Software)

Progress from Last Year's Action Plan:

Continue to enhance the following areas:

- Academic success strategies that begin as soon as a student is accepted into the program.
- Track student participation, academic standing and review student progress to ensure that participants will meet or have met requirements for academic success and graduation and/or transfer.
- Students will work directly with STAR counselors to create a full educational plan.
- STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer.
- Students will participate in the STAR Academic Intervention plan if their GPA falls below 2.3. Overall, STAR faculty and staff will continue work to increase participant persistence rates

SAOs/SLOs/PLOs:

1. Students will be able to identify resiliency factors that help them stay motivated and move forward in completing their goals for graduation and transfer.
2. Students will be able to explain the purpose of an educational plan and why it is important in their academic success.
3. Students will be able to explain in detail what tools they have gained or enhanced while working with a STAR program counselor, tutor or workshop facilitator.

Success of established SAOs is largely determined with bi-annual surveys. Over 90% of students are clearly able to provide evidence that they are benefiting from and meeting the program outcomes that have been set in place.

Departmental/Program Goals:

- Empower students to achieve their educational goals allowing them to graduate and/or transfer to a four-year university.
- Provide outstanding services to students.
- Teach students the importance of an educational goal plan and how to make adjustments to the plan when needed.
- Maintain a positive learning environment for STAR students.

Challenges & Opportunities:

- Challenges continue with the funding. In the past there were cuts in funding which have now been restored, however, due to increases in salaries and benefits and general public economic cost increases for services like filed trip bus rental, cultural event entrance fees, etcetera, providing services to STAR students becomes more and more of a challenge. Other TRIO programs receive extra funding from their district or campus to aid in paying program expenses. Presently, and over the past few years, SSSP funds have been given to aid STAR and if that funding continues it will be a big help. If indirect cost funds or any additional funds could be provided to the program that would also help lighten the financial load.
- The program has many opportunities to help new students each year. This gives the program a chance to help a different cohort of students, as well as continuing students, each fall semester. As new students come into the program, they receive support services to help them be successful student. Service such as: educational goal plans, workshops, counseling, tutoring, participation in the academic intervention program, student progress reports, etc.

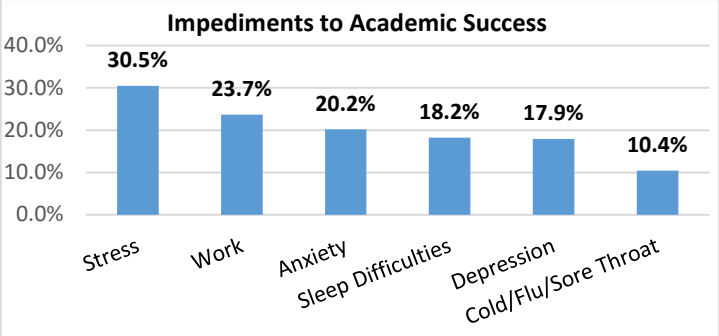
Action Plan:

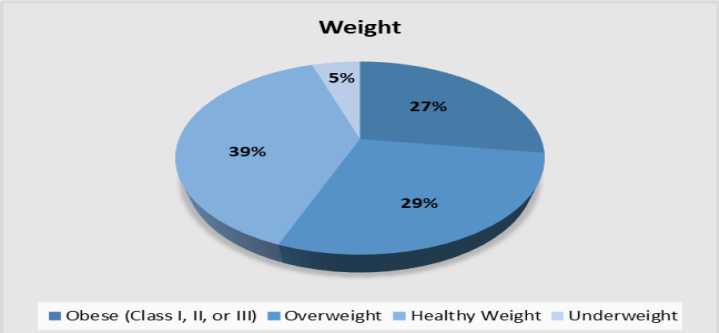
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Meet students where they are personally and within their educational journey 2. Provide tools to build knowledge and working skills to help students help themselves on their educational pathway and to be comfortable doing so 3. Empower student and employees through positive and informative support and education	Empower students and help them develop the tools to successfully meet their educational goals. Provide services that are beneficial to and well utilized by students Maintain open door and open approach policies Stay current with trends and student needs	Capable, flexible and open-minded employees and advocacy from the campus administration Access to campus facilities, tools and technology Supplemental funding from SSSP, student equity, and other sources when available	Ongoing

San Bernardino Valley College

STUDENT HEALTH SERVICES — 2018-2019

Description: Student Health Services at SBVC keeps our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist students in achieving optimal health by providing mental health, physical health, strengths development, and wellness-oriented health education services.





Healthy Lifestyle Summary	Percent
Eat 5+ servings of produce/daily	3.4%
Do Cardio 3+ times/week for 30+ min.	42.2%
Any use of e-cigarettes last 30 days	5.5%
Any use of alcohol last 30 days	19.0%
Used alcohol all of last 30 days	7.0%
Consumed 7 or more alcoholic drinks last time partied or socialized	19.8%
Did something they later regretted when drinking last 12 mos.	29.9%
Use 1 or more of listed rescriptions drugs w/o a prescription last 12 mos.	10.2%

Assessment: The American College Health Association; National College Health Assessment II was administered during Spring 2019 for the fifth time at SBVC. It reveals the most prevalent Physical and Mental Health issues at SBVC. A representative sample of SBVC students completed the survey. Some of the most prevalent findings from last measurement are displayed in figures 1, 2, & 3. Four of the top six impediments to academic success identified by students are mental health related issues. Anxiety was more prevalent than depression for this survey cycle. Students also indicated a desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties. Issues with weight and healthy lifestyle were also prevalent in the data. More than half of students surveyed were overweight or obese based on self-report of height and weight. Stress, lack of exercise, poor sleep, and low intake of fruits and vegetables are all risk factors for overweight and obesity. Again, more than half of students indicated a desire for information on nutrition and physical activity from the campus. Sustained stress, lack of sleep, poor nutrition, and lack of exercise also weaken the immune system leaving students at greater risk for colds, flu, and sore throat. Substance abuse issues are of great concern locally and nationally. Here at SBVC we have seen an increase in marijuana use with 7% reporting daily use and 19% reporting some use in the past 30 days. E-cigarette use in the last 30 days was 5.5%. Daily use of marijuana and E-cigarette use have doubled since the 2016 survey. These trends will guide our programing and goals for this year. We will continue to focus on healthy weight, mental health concerns, and healthy lifestyle during the coming year. We also plan to develop a systematic way to screen for substance abuse issues and identification of reliable and culturally competent referral sources for recovery in our service area.

Progress from Last Year's Action Plan:
We continue to offer our on-line magazine, Campus WELL, Kognito suicide reduction training, health fairs, individual therapeutic counseling, crisis intervention services, support to the BIT team, and Strengths based development to address mental health issues on campus. In addition, this year we are doing weekly tent, "Together We Thrive," events for mental health awareness and self-care, and hosted Movies for Mental Health and Resiliency Forum events for the campus. Healthy Weight and lifestyle change are emphasized at the health fairs, and in educational interactions with client on as daily basis. We are active participants on the county task force to reduce the incidence of Sexually transmitted infections in our area. We continue to provide STI testing, prevention education, and free condoms for students. Students keep us fully booked with counseling appointments most of the semester and have been actively engaged in the educational events we host on campus.

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:

- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes and the provision of **high-quality** and **innovative** services to our **diverse community** of learners.
- Continue to refine targeted services to meet the most prevalent needs informed by **evaluating** trends in SBVC specific data and service utilization. Maximizing use of existing resources in an efficient and **responsible** manner.
- Facilitate **access** to needed emotional and medical health care supported through wellness education services, clinical treatment/prevention services for physical issues, therapeutic counseling services for mental health challenges.
- Increase condom use and awareness regarding the need for responsible and "safe sex."
- Early Identification and treatment of depression, anxiety, and substance abuse issues in students presenting for care at our clinic.
- Promote healthy eating, adequate physical activity, and effective sleep in our student population.
- We continue to offer student free flu shots and flu prevention information especially in the fall.

Challenges & Opportunities:

Challenges:

- Lack of a full-time mental health clinician/therapist to provide a consistent presence on campus for support of the campus community, response to mental health crisis, assistance with threat assessment, and improved access to quality therapeutic counseling services through effective supervision of non-licensed mental health clinicians.
- Lack of full-time clerical support in the front office to address the high volume of phone calls, walk in traffic, administrative paperwork, and competing demands of a blended medical/psychological services office in an educational environment. makes it very difficult to maintain a responsive high-quality services for students. This person also provides infrastructure support back office clinician and responds to campus community needs and requests. The secretary has difficulty providing the administrative support necessary for smooth office operations and district business completion due to constant interruptions when a clerk is unavailable.
- Difficulty retaining qualified nurse practitioner services due to lack of FT contract and associated benefits.
- Limit to therapeutic counseling services due to limited space and lack of full-time licenses clinician to provide expanded counseling associate supervision. With those two items available we could expand access to therapeutic counseling services. By the fifth week of the semester fall 2018, our counseling staff were already at capacity and a waiting list had to be started. Again in fall 2019, a waiting list was instituted for placement of students requesting counseling services September 18, which was the 5th week of class.
- Available space limits access to additional mental health providers during times of peak demand for services. Peak demand typically is during the hours of 10:00 a.m. to 3:00 p.m., Monday-Thursday, and during the last half of each semester. Currently, clinicians compete for space to meet with clients especially of Thursdays and need to utilize the break room to do follow-up work and documentation.

Opportunities:

- Students expressed a desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties as well as information regarding healthy lifestyle changes supportive of healthy weight and risk factor reduction.
- Need for services to counter the most prevalent impediments to academic success on our campus including stress, managing work and school, anxiety, sleep difficulties, depression and cold/flu/sore throat.
- Improvement of stress management, physical activity, quality of sleep, and optimal fruit and vegetable intake in our students to support mental health, normal body weight, energy to cope with work and school, and a healthy immune system.
- Community partnerships for wellness education, free flu vaccine, free dental screening, free imbedded therapeutic counseling in the veteran's center, and free wellness educational resources from the CCC Chancellor's Office.
- Community partnerships to strengthen our support system for struggling students in the community beyond the confines of the campus itself.

Action Plan:			
Action Steps	**Department Goal**	**Necessary Resources to Complete**	**Target Completion Date**
• In application process for supplemental funding through a mental health grant (potential effective date May 2019-December 2020) • Obtain a full-time mental health clinician to be a presence on campus and increase access • Full-time nurse practitioner shared with CHC • Full-time clerical assistant • Survey students and the campus regarding becoming a smoke free campus • Mental health grant implementation if received • Plan educational plan for back pain relief • Continue with healthy weight, nutrition, flu, physical activity, sleep, depression, and anxiety • Screening, treatment, and educational activities	• Continue offering quality individual therapeutic counseling, group therapy, and psycho-education • Develop formal community partnerships • Consistent access for students, faculty, and campus community to mental health consultation and services. Continue to advocate for campus and district support of this position. • Stabilized funding for FT nurse practitioner to provide ongoing consistent medical services and consultation/advisement to department, students, and campus • Provide consistent front desk services to maintain a welcome-ing environment for students and allow the secretary to do administrative work without constant interruption • Eliminate exposure to second-hand smoke for students and campus community. Foster an environment that supports respiratory health for all • Smoking and vaping cessation support for users • Expand early intervention and stigma reduction activities regarding mental health issues. • Develop formal linkage with county and other community mental health providers to provide seamless access and coordinated services for chronic or high acuity mental health issues • Train faculty in inclusion of strengths development, to increase self efficacy, in course design. Target student develop-ment courses, psychology, health classes, and others interested • Spring 2019 NCHA shows back pain is the second most prevalent physical challenge for students • Provides education and self-care support for prevalent health issues impacting academic success	• Qualified therapist and supervising therapists (currently all professional experts or independent contractors) • Position is developed • To be filled when ongoing stabilized funding is identified • Ongoing funding • Ongoing funding • Support for the concept of a smoke free campus from students and the community. • Adoption of smoke free policy • Implement policy • Educational campaign • Referrals for cessation support. • Provide campus events each semester of the grant • Fund additional trainees and interns to increase access to psychotherapy • Fund coordinator for strengths development services and training, campus events, and community linkages to support the goals • Plan and implement educational materials and approaches • Ongoing awareness, education, and services	• Ongoing • Each semester—SP2020 and beyond • ASAP/ongoing • Ongoing • Ongoing • Spring 2020 (6/31/20) • June 31, 2020 • September 30, 2020 • Spring 2020 • Fall 20, Spring 21, Fall 21 • August 20, January 21, and Fall 21 • Duration of the grant July 20 through December 21 • Spring 2020 • Sustain and expand current activities

San Bernardino Valley College

TRANSFER & CAREER SERVICES — 2018-2019

Description:

Enter in updated description for the academic year, emphasizing any changes to the department.

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. This academic year Transfer focused on enhancing communication with the students and the campus community. The following materials were developed: New student welcome letter and a Transfer newsletter. Transfer also facilitated a new event, Transfer 101 conference. The focus of this event was to have a panel of representatives from CSU, UC and privates to present information on their institutions and what they had to offer. Student were able to ask questions they me have. Our plan in the future is to expanded into three separate conferences.

Ethnicity	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)	17-18 (n=1385)	18-19 (n=1084)
Asian	6%	5%	5%	7%	5%
Black	13%	12%	13%	16%	17%
Hispanic	61%	64%	64%	63%	63%
Native American	<1%	<1%	<1%	1%	<1%
Pacific Islander	<1%	0%	0%	<1%	<1%
White	8%	13%	9%	8%	7%
Declined to State	11%	6%	6%	4%	7%

Transfer Contacts	2017-18	2018-19
TRANSFER/HONORS COUN.	1850	2850
CAREER COUNSELING	245	414
GENERAL COUNSELING	222	244
TUMAINI COUNSELING	5	247
UNIV. APPOINTMENTS	317	359
TRANSFER CELEBRATION	607	141
FIELD TRIPS	173	26
INFO TABLE IN QUAD	866	817
WKSHOPS/PRESENTATION	904	1135
UNIV. PRES @ TRANSFER FAIRS	67	69
UNIV. PRESENTATIONS	332	270

Transfer Destination	2014-15	2015-16	2016-17	2017-18
In-State-Private (ISP)	162	120	92	103
Out-of-State (OOS)	143	166	162	145
University of California	41	54	67	69
California State University	387	445	441	454
Total Transfers	733	785	762	771

Gender	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)	17-18 (n=1385)	18-19 (n=1084)
Female	53%	63%	56%	57%	61%
Male	37%	36%	38%	41%	33%

Assessment:

The Transfer data reflects the following:

- The ethnicity of students that have participated in Transfer services has stayed about the same over the years. When comparing numbers to the campus, Transfer is about the same as the campus accept for African Americans 12.2% on campus and Transfers number was slightly higher at 17% . The only other difference that is shown is White students on campus is at 12.8% and Transfer 7%.
- Male participation continues to be low, while the female number have shown an increase which reflects the trend on campus.
- Transfer Services are mandated through Title V to increase number of students applying to transfer. In FA2018 SBVC students submitted 638 applications to CSUSB and 432 enrolled. In FA2019 763 applied and 403 enrolled. In-State schools such as Cal Baptist are seeing increased applications and enrollment particularly for their nursing program. Transfer staff believe that In-State Private number will continue to grow.
- Transfer has worked to find ways to increase participation in all events and services. Areas such as Career counseling as well as workshops and presentations have shown the most increase. Transfer was only able to conduct one field trip in 2018 -19 due to lack of funding. In 2017-18 six campus visits took place.

Progress from Last Year's Action Plan:

- Transfer worked with faculty to increase classroom presentations. Interest cards were developed to assess what services students needed from Transfer Services. Faculty were asked to give cards to the students and once they were filled out follow-up was done by Transfer Services. These cards are one of the tools we use to create a database.
- The campus programs agreed to partner with Transfer Services to give students credit for attending transfer events and we are able to follow-up with these student contacts regarding progress towards their educational and transfer goals
- Transfer continues to seek funding for transfer field trips so we can increase the number of visits to four year universities.

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)

1. Transfer application process and/or requirements by participating in a transfer activity.

98% of the students indicated on a survey that they had a better understanding of the transfer process after attending a workshop or counseling session. This year we had to be trained on the changes to the CSU application and requirements so that we can ensure that students will have the same or better experience. This SAO influences goal 1 as it relates to how prepared a student is to transfer. It is important that transfer readiness includes understanding what is required and understanding what is being asked on the application. We try to communicate how important it is to answer question correctly because it may impact your acceptance into the CSU.

2. Students will be able to articulate transfer goals and a plan to meet those goals as a result of meeting with a counselor and participating in a workshop or activity. Surveys and/or Pre and post test are used to assess this SAO. 83% of the students who received the test could articulate their transfer goals and have a plan to meet that goal. Transfer Center as a result of this test is planning targeted services to undecided students to increase the number of students who apply for transfer.

Departmental/Program Goals:

Goal #1 Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.

Goal# 2 Monitor and evaluate activities and services.

Goals#3 Enhance transfer culture and student awareness of their educational options beyond the community college while increasing the number of students, who apply to transfer to a four-year institution.

Challenges & Opportunities:

CHALLENGES

A. With many new initiatives being implemented, from the new state funding formula where transfer is a key element a long with Guided pathways. These new initiatives create a greater need in the Transfer Services.
B. The four-year admission requirements by program are changing constantly; therefore Counselors are challenged to stay on top of the most current, updated information and criteria and application requirements.
C. As the impaction rate increases at four year institutions, we emphasize the need for students to have several transfer options. Selection criteria and impaction are making it more difficult for SBVC students to get admitted into their desired major. For the CSU's AA-T and AAS-T are going to be heavily emphasized and students will need a 3.0 GPA to be competitive.
D. The gaps of historically underrepresented students not transferring to four-year schools particularly African Americans are increasing and African American males are not percentage.

OPPORTUNITIES

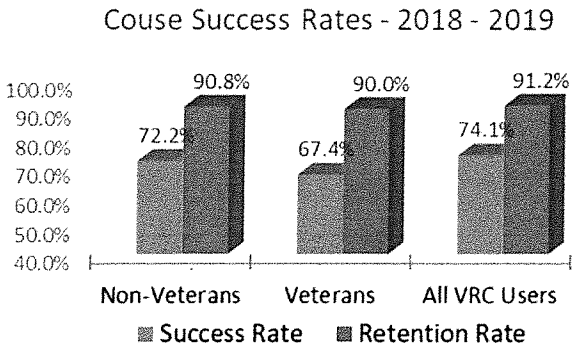
A. Increase the number of transfer fairs and universities representatives who attend the fairs.
B . Increase the number of counseling hours to meet the needs of evening and weekend students.
C. Expanded services such as Transfer 101 Conference.
D. Tracking and assessing the number of students who are transfer ready and are ready to apply and are accepted yearly to the four year colleges and universities

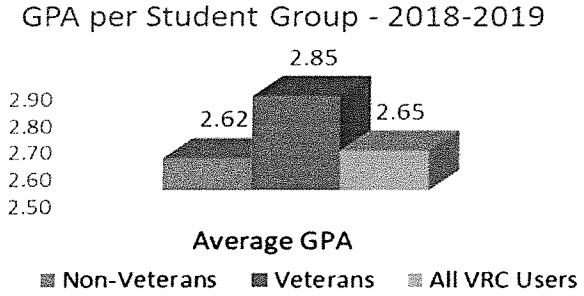
Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Develop strategies in partnership with campus programs that will address the gap in underrepresented students not transferring to four-year schools .	Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.	1. Generate database that identifies underrepresented students and facilitate a meeting with programs that target those students.	Meeting by Fall 2019 Conduct joint event Spring 2020
2. Conduct transfer related workshops, admissions and application	Enhance transfer culture and student awareness of their educational options	2. Space, funding for buses, staff to facilitate workshops /	On-going

San Bernardino Valley College

VETERANS' RESOURCE CENTER— 2018-2019

Description: Currently the Veterans' Resource Center (VRC) has a staff of one Admissions & Records Specialist/School Certifying Official, one Educational Counselor, six veteran students which staff the daily operations of the center. As of March 2019, the VRC made a successful addition to the staff with the integration of a Clerical Assistant II position. The VRC continues its monthly traffic of approximately 600-700 students (411 total veteran population) who check-in each month for various services and resources ranging from: General computer use, lounge, math tutoring, educational counseling, wellness counseling, GI Bill Certification, employment/housing referral, veteran book loan, stationary supplies, and overall support. The release of additional grant funding ($198,000) from the State of California Chancellor's Office will allow the process of upgrading the VRC to begin in the 2019-2020 school year. Upgrades include: New reception desk, new furniture (Couches, chairs, tables, etc.), interior wall design wrap, and signage to the front and rear of the VRC. Additional revisions will take place as well, putting focus on potentially modifying the layout of the VRC's space in an attempt to add additional privacy for services (Wellness counseling, tutoring, study lounge, etc.). The VRC is also set to allocate funding towards ($10,000) growing the already existing "Veteran Book Loan Program." Backpacks/"Success Kits" will be upgraded and set for distribution in the fall 2019. Lastly, a new technology resource (Media Player) to keep veteran students informed of school updates/activities was added to the VRC's existing monitor/lounge.





SBVC Demographics - 2017-2018		
Ethnicity	% Veterans	% Campus-wide
African American	14.6%	11.6%
American/Alaska Native	1.5%	0.2%
Asian	3.2%	3.5%
Filipino	2.9%	1.2%
Hispanic	52.6%	66.9%
Pacific Islander	0.0%	0.2%
White	24.3%	12.4%
Other/Unknown	1.0%	4.0%
Gender		
Female	20.0%	57.5%
Male	80.0%	42.2%

Assessment: Overall, the veterans that are seeking out their resources at SBVC maintain a high success percentage (67.4%) and an even higher retention rate (90.0%) over the last academic year. The VRC also services non-veteran students as well (Dependents/spouses) which have demonstrated an average GPA of 2.62 with a retention rate just slightly higher than that of their veteran counterparts (90.8%). With this said, we have determined that we need to shift the goal of the VRC. It is imperative that we acknowledge our role in Veteran success, but also understand that we are not a "program" with direct requirements in order to participate, but a student services asset/resource that *may* aid in their retention/success. Ultimately, veterans earned the opportunity to have resources available, not guidelines imposed on them by VRC standards for success. So, now we focus at switching our aim at student satisfaction instead of success/retention. Student satisfaction surveys have been issued and offered to the visitors at the VRC hoping to attain an overall satisfaction rating with ideas of how we can revise, add, or remove current resources. The VRC's goal is to meet the needs of veterans and their dependents not mandate guidelines for participation in a program, thus positively affecting their success/retention rates. As the VRC aims to aid in this variable, we understand that we cannot be in control of a population's success/retention with the current structure that the VRC operates.

Progress from Last Year's Action Plan: Last year, we set out to increase retention rates through the alleviation of common life stressors (Finances, mental health, etc.). Theory is, through the increased availability of "Wellness counseling," and an updated "Veteran Book Loan Program" retention *may* increase. Unfortunately, we were unable to complete either of these variables due to delayed release of funding from the State Chancellor's office and the departing of our wellness counselor, Cody Lange (Since replaced). Although, when data was ran for the 2018-2019 academic year we noticed a 3.2% increase in retention (87.2% in

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)

In 2017-2018 the VRC did not state a Service Area Outcome (SAO)

In the 2018-2019 academic year, the VRC's SAO is to: Aim all availability of resources, support services, and customer service towards positive student satisfaction.

- Veterans (All eras of service)
- Dependents (Spouses, children, etc.)

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

- Increase satisfaction rates of students that visit the VRC for services
- Increase population of veterans at SBVC (Establish relationships with local military bases and career placement centers)

Goals are to incorporate student satisfaction surveys into all aspects of services and resources made available here at the VRC. Ultimately, the goal is to monitor the results of such surveys and implement change and revision where needed.

Population is another variable of interest, as our efforts need to aim to increase veterans and their dependents attendance and awareness of resources available at SBVC

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

Challenges:

- Recruitment areas for service members are limited and difficult to access (military bases, Separation classes a.k.a. SEPS, VA hospitals)
- Digitizing our current satisfaction survey and results yielded
- Allow data to be viewed immediately and be made available to institutional research at SBVC for immediate analysis

Opportunities:

- Increase availability, reputation, and customer satisfaction of SBVC's VRC. Opportunity is to be in a position to be a premier hub for veteran services and education.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
- Continue to distribute customer satisfaction surveys (Paper version, electronic version, and digital availability of results) - Increase recruitment efforts substantially(Military bases, local VA, and high local schools (Veterans and Dependents) - Use State grant funds to update VRC's current and	- Gain an understanding of what services need to be revised, continued, and discontinued - Maintain a high customer service rating - Increase veterans population at SBVC, while creating a solid pathway and resource allocation for their dependents as well - Use grant monies to strategically implement	- Move current hard version of survey to electronic - Continue to build relationships with local VA, military bases, and veterans organizations for recruitment - Implement recruitment efforts with local high schools for dependent recruitment and awareness of services	08/20/20

San Bernardino Valley College

Non-Instructional Divisions

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San Bernardino Valley College

CAMPUS TECHNOLOGY — 2018-2019

Description: The CTS Department is a service-oriented department that supports all technology located on the SBVC campus. Installs, maintains, configures and services computer-based hardware and software along with the network infrastructure that includes switches, cabling, servers, and other networking equipment. Uses the helpdesk system to support campus/district owned systems used by students, faculty and staff. Maintains all of the academic/service/ open computer labs and classroom technology. Consults with the campus community as needed to evaluate, specify, and purchase software/equipment that is then deployed to the campus. Works with the technology committee to develop standards and procedures for technology.

2017-18- Student Neutral to Totally Satisfied	N=	%
Technology use in the classroom	512	92%
Wifi access on-campus	514	93%
Campus Computer Lab provides adequate Internet access	516	97%
Campus computer lab provides adequate access to computers and Internet	519	97%

2017-2018 Faculty Agree/Strongly Agree		
Computers and other resources are adequate to meet the needs of . . .		88%
Campus technology support is sufficient	58	86%
Availability of computers and software are adequate for the job		90%

2017 Manager Neutral to Strongly Agree		
Technology support readily accessible	8	88%
College systematically reviews/updates technology infrastructure and equipment to meet program and services needs	8	88%
Online resources improve student access	8	88%
Availability of computers, software, multimedia and other technologies is sufficient to support teaching and learning	8	88%
Technological improvement is integrated with institutional planning	8	88%

2017-2018 Classified Neutral to Strongly Agree		
Online resources improve student access to services	33	
Satisfied with technical support received from campus staff	33	94%
Can easily navigate campus website	33	94%
Computers/software are sufficiently available to do the job	33	94%
College systematically reviews and updates technology infrastructure	33	94%
Satisfied with the help desk services	33	91%
Satisfied with the email system	33	94%
Technology development included in campus planning	33	91%

Number of Lab Computers By Type	2016	2017	2018	2019
PD Desktop	968	1,059	1,113	952
PD Laptop	145	243	302	333
Mac Destop	153	134	115	152
Tablets	24	48	73	94
Chromebooks	0	0	360	1,395

Number of Computer Labs By Type	2016	2017	2018	2019
Student Service	18	26	22	26
Instructional	35	40	40	42
Open	5	5	5	5
Classroom	0	0	0	28

Assessment:

Overall Customer satisfaction is over 86% and has high as 100%.

CTS supports well over 3800 devices on campus. The number of computers and labs continues to grow. There are over 101 computer labs on campus. They vary in size from 2-106 computers. We do not have an exact count on all machines, as many departments have purchased and issued laptops and tablet computers that do not show up in our monitoring system. The count we do have comes from the number of computers that are actively connected to the network. Clerical support would greatly assist in have better documentation.

Progress from Last Year's Action Plan:

As evidenced by Campus Climate surveys CTS continues to meet the needs of the campus community as best it can with the resources we have. Increased staffing would help to further improve our response time and record keeping

SAOs/SLOs/PLOs:

CTS has not current set SAOs. Below are the SAOs established by the department in Fall of 2018.

85% of students and employees will be satisfied with the services they receive from CTS.

85% of students and employees will be satisfied with the technology resources on campus.

Departmental/Program Goals:

Goals are set by the technology committee. These are the Goals from the 2018-2021 technology plan.

Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.

Goal 2. Support the Online Program Committee's Plans and Goals.

Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.

Goal 4. Collaborate with the District on projects that are beneficial to all.

Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.

Goal 6. Identify and meet accessibility standards set by Section 508.

Challenges & Opportunities:

- Use of technology continues to rise. Faculty, students, and staff are using multiple systems that require support.
- Many new systems need to be connected to the network and requires technical configuration. HVAC, security cameras, door locks, alarms, PA systems, and marquees are just a few of the items that only recently have been added to the campuses computer systems.
- Cloud computing is pushing more systems to the network and these system require configuration.
- Budgets and demands for technology have increased.
- Many of the new grants and categorical programs (especially in student services) come with funds for new equipment but no funds to support it.
- AB705 created an infusion of funds for Chromebooks in 28 classrooms and 2 new computer labs. There are no ongoing funds and not new staff has been added to support the new devices.

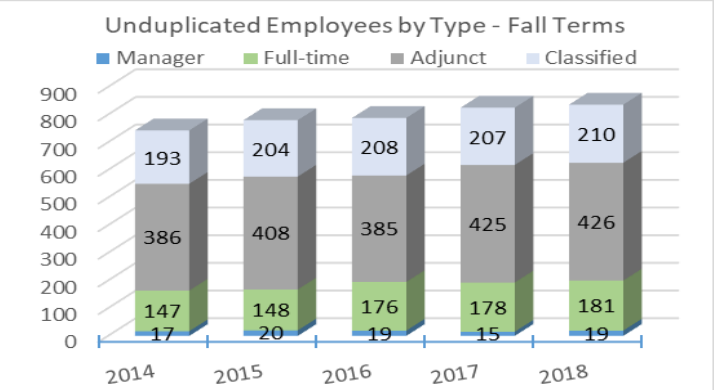
Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Secure funding Admin Secretary Secure funding for two additional Technology Support Specialist	Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.	Rank by Program Review and Funding from College Council	Ongoing

San Bernardino Valley College

RESEARCH, PLANNING, & INSTITUTIONAL EFFECTIVENESS – 2018-2019

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 while providing the community with basic data about SBVC. RPIE reports assesses and track student performance, enrollment, graduation and transfer rates; and demographic, workforce development, and economic data. RPIE assists with developing methods, measures, and databases to assess, evaluate existing programs and implement new programs. RPIE supports data collection, tracking, and analysis to all student service departments and campus committees. Annual Campus Climate Surveys are designed, disseminated, analyzed, and summarized within the campus community. 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.



Research Requests	14-15	15-16	16-17	17-18	18-19
Research requests using online form	91	70	174	145	87
Research requests without RR Form (via email/phone)	8	15	16	1	77
Total Requests	99	85	190	191	164
% of form-filled requests completed within 10 days	86%	94%	89%	80%	60%

Count	14-15	15-16	16-17	17-18	18-19
Sections	2,844	2,958	3,094	3,304	3,319
Students	17,044	17,276	17,755	19,290	19,308
Total RPIE Employees	5	6	6	5	5
Managers	1	1	1	1	1
Classified	2	4	4	2	2
PT Temp	2	1	1	2	2

Dept. Service	14-15	15-16	16-17	17-18	18-19
Number of Instructional Depts. Served	58	58	64	64	64
Number of focus groups	5	7	1	2	8
Number of IRB requests	5	6	5	8	7
Number of partnerships	4	6	7	8	8

Assessment: From 2017-18 to 2018-19, the student and employee population and section count have increased less than 1%. The RPIE employee count has remained constant. One notable change in the data above is the amount of research requests made without the online form; they have increased by 77%. These requests coming in via email/phone, mainly from administrators, are problematic because they are not properly tracked in our databases. Focus groups have increased due to the need with Guided Pathways. 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 705 and 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, may decline.

Progress from Last Year's Action Plan: A staffing increase did not occur. A full-time research analyst, despite ranking in the top three classified needs rankings the last three years, has not been flown.

Due to the low staffing level, the opportunity to create a department newsletter has not occurred, nor has the dissemination of research briefs . Committee presentations have been minimal. Focus groups have increased due to the need placed by Guided Pathways. These are all essential to increase data-informed decisions during the many new policy/process changes institutions are making.

Qualtrics software is now being used for all Campus Climate and other surveys. This software will allow better survey data storage and reporting.

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.
2. The ORP supports the campus community by completing research requests in a timely manner–the amount of research requests has declined 14% from 2017-18, and the on-time completion rate has decreased from 80% to 60% due to the lack of staffing. Still, RPIE has an 86% satisfaction rating on the 2018-19 CC Faculty Survey, slightly up from 85% in 2017-18.
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 and policies–Campus Climate Surveys are distributed and reported annually. The CC Surveys are now 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 improve return 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 2019-20. A newsletter should also be disseminated to the campus in 2019-20.
3. Improve the research request process. The research request form could be moved to Qualtrics for better tracking purposes. Employees need to use this form rather than call in/email requests alone.

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 over the past three years, 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 2020
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 2020
Increase usage of the Qualtrics Research Request Form over phone/email requests.	Improve the research request process for better tracking and communication with the requestor.	This will be a department effort.	Spring 2020

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