

Student Learning Outcomes (SLO)

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San Bernardino Valley College - Student Learning Outcomes (SLO)

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San Bernardino Valley College, 701 South Mount Vernon Ave. San Bernardino, CA 92410, 909 384-4400.
[San Bernardino Community College District](#)

The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

It appears the SLOs for the new courses (as of fall 2009) have not been entered into this database, but are recorded in curricunet (as required when the courses were created). These courses are 101, 132, 133, 134.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

In fall 2008, 121, 131, and 140 were assessed. In spring 2009, 130, 230, and 231 were assessed. In fall, 2009, 132, 133, and 134 were assessed. In fall 2009, changes were made to the curriculum based on previous assessments, including revising all lecture/lab combination classes from 1 hour lecture/6 hours lab to 2 hours lecture/3 hours lab to accommodate a more scholarly tone to the classes. Also, the RTVF MEDIA ACADEMY was implemented to encourage students to work as a production team within the department rather than in isolated classes. Faculty are encouraged to maintain contact with students to encourage retention. Finally, the new lighting class, 132, was sent back to curriculum to revise the course work to more closely align with students' need to understand the relationship between the director of photography and the lighting needs of a production.

Mission and Purpose

What is the purpose of the program?

The Radio/Television/Film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production for use in broadcasting, cablecasting, multimedia, and Internet applications.

The Instructional Program offers comprehensive coursework in 4 tracks (Radio, Television, Film, or general RTVF concentration) that can be taken independently to complete 21-unit certificates or in conjunction with General Education and Electives courses for a 60-unit A.A. degree.

How does this purpose relate to the college mission?

San Bernardino Valley College provides quality education and services that support a diverse community of learners." In the RTVF department, we provide quality education and services to prepare students for diverse careers in radio, television, film, and multimedia.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed.

Retention is the biggest problem in RTVF, often because students do not realize the academic rigor of the program, sometimes thinking this is an 'easy' program where students just come to 'play' with equipment. We currently have an active Broadcasting Society where the students themselves are actively recruiting other students in the department and sharing their knowledge with each other. The broadcasting club sponsors field trips, guest speakers, and participates in campus events. This active club is working to assist faculty in retaining students.

The conditions in North Hall contributed somewhat to our low enrollments – poor conditions included no air conditioning and flooding when it rained (followed by mold).

Our stacked laboratory classes should be limited to 20 students to ensure that students can be productive and participate in all productions. Currently, our stacked classes average more than 20. For example, the 132/134240/221 stacked classes in spring 2010 have a combined enrollment of 27; the 131/133 stacked classes in spring 2010 have a combined enrollment of 28. We keep the number of seats available in stacked classes higher than what the enrollment *should* be for several reasons: 1. First, the enrollment in

Economics Program Efficacy Sp 10

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The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

SLOs have been developed for all the Economics courses.

Attach your three-year plan for assessing SLOs.

(See plan below)

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

At the time the plan was developed, Economics was in a department with Accounting, Business Calculations, Paralegal and Real Estate/ Escrow. Since then, Economics was moved to the Social Science Division and is a department by itself. Fortunately for Economics, the original plan was to do Economics first and then progress to the other programs. Consequently, Economics has moved further along than originally planned. Our accomplishments are:

1. All SLO's have been developed
2. All SLO's have been assessed
3. As a result of this assessment, two SLO's were rewritten
4. All SLO's have been entered into elumen
5. The rubrics are about one half complete and the only remaining component is to finish this elumen work.

Department: Accounting, Economics, Business Calculations, Paralegal, Real Estate/ Escrow

Course	Assessed FA08	Assessed SP09	Semester to be Assessed
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ECONOMICS

Econ 100 Will be assessed at time of finals SP09.
Econ 200 Will be assessed at time of finals SP09.
Econ 200 H Will be assessed at time of finals SP09.
Econ 201 Will be assessed at time of finals SP09.
Econ 208 Will be assessed at time of finals SP09.

BUSINESS CALCULATIONS

BUSCAL 050 Assessment tools will be developed FA 09, and assessed SP10.
BUSCAL 091 Assessment tools will be developed FA 09, and assessed SP10.
BUSCAL 200 Assessment tools will be developed FA 09, and assessed when class is offered.
BUSCAL 208 Will be assessed at time of finals SP09.

ACCOUNTING

ACCOUNTING 010,030,047,090,100,101,132,200,201,206,235,236,and 237

Assessment tools will be developed for these accounting classes in the FA09, and assessment will take place in SP10, or the next semester the class is offered.

PARALEGAL

PARLGL 110, 200, and 205

Assessment tools will be developed FA 09 and assessed in SP10.

PARLGL 100,111,120,130,220,230, and 240

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The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

All courses within the department, along with the AS degree, have SLOs written and on file with the Office of Instruction.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

Appendix C provides an overview of the department's three-year plan. With the exception of MATH 265 and MATH 266, which are only offered once a year, all courses have gone through their initial assessment and revised SLO's have been discussed, along with revised assessment methods. SLO's

have already been revised for MATH 942, MATH 942ABC, MATH 952, and MATH 952ABCD and SLO discussions have led to the revision of the department's AS degree requirements and have informed content review discussions.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

The Mathematics Department offers course work in all levels of mathematics from arithmetic through differential equations and linear algebra. Students seeking improvement in their basic mathematical skills and those desiring development of advanced mathematical methods can all find meaningful activities in the mathematics program. While there are job opportunities in pure mathematics, there are even more in education, business, engineering, and other technical fields that rely on mathematics. Students planning to transfer to a four-year institution and major in mathematics or a related field should consult with a counselor regarding the transfer process and lower division requirements.

How does this purpose relate to the college mission?

The department serves a diverse community of learners, from those requiring developmental remediation, to those needing to complete degree requirements. For those requiring remediation, the department offers arithmetic and prealgebra courses that cover the fundamentals of mathematics. For transfer students, the department offers a complete range of transfer-level courses, all of which have articulation agreements with CSUs and UCs. As for services, tutoring and workshops are offered by the department, addressing student needs from 8am to 4pm. Along with full-time faculty maintaining regular and stated office hours, there are two offices within the division for adjuncts to meet with students in.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

From 04-05 to 09-10, FTES has raised from 898.20 to 1156.66, a rise of 28.8%. During this same time, productivity (WSCH per FTEF) has risen from 497 to 546, well above the desired 525. This has been in part due to the department's efforts to identify ideal scheduling times and formats. The number of online offerings along with late-start courses has increased during this time. Also, a number of four-day-a-week sections were converted to two-day-a-week formats.

Academic Advancement Program Efficacy Sp. 14

Student Learning Outcomes

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

COURSE GRID)

See [Strategic Initiative 5.1](#)

Academic Advancement's grid is in PDF format and we could not successfully place in the document. However, we are able to provide the document as an attachment.

Academic Advancement Program doesn't have program SLOs (it does not offer a certificate or degree).

Academic Advancement Assessment	
AcAd 001, Strategies for College Success: Formerly AcAd 100 Instructor:	SLO Assessment Date
A. Ellison	Spring 2013, 2014
R. Day	Fall 2013
Document has no instructor name listed	5/1/09
Dr. Badway	6/1/09

AcAd 010, Tutor Training	SLO Assessment Date
J. Gilbert (sections 01 & 02)	5/1/12, 5/22/13

AcAd 600 A-I X4
Deleted 11/14/13 in CurricUnet

AcAd 610 Tutor Training
Never been offered. Non-credit course.
3/10/14

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **INSERT MAPPING GRID & RECENT PROGRAM EVAL FORM**

See Strategic Initiative 5.1

N/A Academic Advancement does not offer a certificate or degree.

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Initiative 5.1

<p>See attached Academic Advancement Core Competencies.</p> <p>Analyzing Academic Advancement courses against the Core Competencies grid that had been prepared for the four classes taught in this department (AcAd 001, Strategies for College Success; AcAd 010, Tutor Training; AcAd 600A-Ix4's (non-credit and deleted in November 2013), Supervised Tutoring; and AcAd 610, Tutor Training (non-credit) shows that they have focus relating to specific categories listed in the Competencies. For example, all the courses emphasize Communications and Creative Expression & Self Awareness. The category of Critical Thinking is a component in all the classes, especially so when applying learned knowledge to new situations and the ability to evaluate strengths, weaknesses and fallacies of logic. AcAd 010 and 610 are strong in all the areas of Ethics and Social Interaction & Cultural Diversity. Faculty teaching these classes are encouraged at department meetings held prior to the Adjunct Workshops offered at the beginning of each semester and through email, to review and revise SLOs. Two faculty in particular are very involved with SLO assessment and attending the pre-semester meetings. One of these faculty members would like to "add critical thinking skills and emotional intelligence to the SLOs...both are very important skills to master in order to succeed in college." We are looking forward to a full-time director as we have been without one for almost a year and we are hoping to have a full-time faculty member in Academic Advancement in the future.</p>
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