

SBVC College Council Minutes August 25, 2010

Deb Daniels, SBVC President, Co-Chair
 John Stanskas, Academic Senate President, Co-Chair
 Damaris Castillo **A**
 Damon Bell
 Achala Chatterji **A**
 Larry Buckley
 Marco Cota
 Colleen Gamboa (Michelle Crocfer, guest rep.)
 Jim Hansen
 Rick Hrdlicka
 Courtney Hunter
 Celia Huston

Grayling Eaton (Cassandra Thomas, guest rep.)
 James Smith

TOPIC	DISCUSSION and ACTION
Approval of April 28, 2010 Minutes	Minutes were approved
Review Role of College Council - Deb Daniels	Deb reviewed the roles of College Council, as it relates to AR 2225 (Collegial Consultation) on topics of planning, issue management, and communication with the group. Stacy is working on a membership list and will have it ready by the end of the week. The list will be sent out so that members can be identified from each representative group and sent back to Deb for a complete membership list.
Review Mission Statement - Deb Daniels	Deb asked that everyone take a look at the mission statement along with their constituent groups to reaffirm that it is reflective of what the college wants to stand by as an accreditation standard and to use for our strategic plan.
Educational Master Plan - Deb Daniels	The preliminary draft of the Educational Master Plan was reviewed and some edits were discussed. Deb asked that the draft be reviewed with constituent groups and brought back to the next meeting for finalization.
Accreditation Report - Deb Daniels	The Accreditation Follow up Report has been sent out campus wide. The deadline for input is August 31, 2010. Deb asked that the draft be shared with constituent groups for their input.

OTHER

Agenda Items for next meeting	<p>Technology Plan (Rick Hrdlicka): The Technology Plan is complete and needs to be reviewed and approved. Stacy will include the Technology Plan as agenda item for the next meeting and Rick will send Stacy an electronic copy of the plan to include with the meeting announcement.</p> <p>Annual Needs Assessment (Courtney Hunter): for discussion</p> <p>MIS: for discussion</p> <p>Email any other Agenda items to Stacy for inclusion at the next meeting.</p>
Meeting Dates	Discussion ensued about the best possible dates for College Council to meet. Consensus was to hold meetings on the second or fourth Wednesday of the month. Deb will set the final meeting dates and have notices sent out.

SAN BERNARDINO VALLEY COLLEGE

EDUCATIONAL MASTER PLAN

2009-2014



San Bernardino
Valley College

*Preliminary Draft
May 7, 2010*

President's Message



On behalf of the faculty, staff, and students of San Bernardino Valley College, I would like to invite you to read our Educational Master Plan. This document reflects the values, insight, and hard work of the entire campus community. We are very proud of this plan and are excited about the promise it holds for the future.

The Educational Master Plan is dynamic in nature. It will be reviewed and updated annually through a participatory process (along with the Strategic Plan) to incorporate emerging educational trends and the evolving needs of the students and communities we serve. It is a hallmark of SBVC to engage participants from every area of the college in the development and review processes of all projects. By coming together and effectively using data, we have been able to peel away the layers of complexity to discover what truly benefits our students.

I encourage you to draw on our Educational Master Plan as a guide as we continue in our efforts to improve instruction and services to our students and community.

Sincerely,

Debra S. Daniels, Ed.D.
President
San Bernardino Valley College

Acknowledgements

The San Bernardino Valley College Educational Master Plan was developed by a team of faculty, classified staff, managers and a student representative. The work began in early 2009 when the president and a dean began to review possible models for the plan. In August 2009 a committee was formed and selected a planning model. The committee met two or more times a month until May 2010 to develop a plan, host a campus-wide planning event (January 8, 2010), suggest, review, evaluate and edit its efforts. Three weeks before May graduation the first draft of the plan was sent to the campus for its review.

The Educational Master Plan is a result of the dedicated work of the following individuals:

Dr. Ailsa Aguilar-Kitibuhr, Counselor
Dr. Susan Bangasser, Dean, Science
Damon Bell, Vice President, Student Services
Dr. Larry Buckley, Vice President, Instruction
Dr. Debra Daniels, College President
Dr. Diane Dusick, Professor, Radio/Television/Film Department
Jim Hansen, Vice President, Administrative Services
Barbara Nichols, Research Assistant to Director Institutional Research
Samuel Padilla, Student Representative
Dena Peters, Administrative Secretary, Research, Planning and Development
Dr. Zelma Russ, Dean, CalWORKS, Career College
Dr. Troy Sheffield, Dean, Research, Planning and Development
Dr. James Smith, Director, Institutional Research
Dr. John Stankas, Associate Professor, Chemistry and Academic Senate President
Dr. Kay Weiss, Dean, Humanities

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Guide to the Educational Master Plan

The San Bernardino Valley College Educational Master Plan (EMP) is the official institutional document to provide information about the college for the next five years (2009-2014). The plan is not static, nor is it a manifesto. The document will be updated each year, with the most current data, along with various phases of implementation plans and evaluations.

The nature of an Educational Master Plan is to provide an outline or direction for the college, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will have input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress. The nature of construction—whether or not it is a plan or a freeway—involves personnel, concepts, action plans, delays, modifications, detours, and maintenance.

In education, creation of an optimum learning environment does not mean that instructors abandon methods that are proven useful in favor of the latest techniques. Rather, a plan provides an impetus to faculty and staff to evaluate the goals, action plans, processes and services necessary to teaching and learning and revise as necessary.

The plan is based on college and economic data and includes one-page summaries for each area (Administrative Services, Instruction and Student Services) organized by department to support the mission and vision of the college. Already the summaries have been integrated into other planning efforts and used for the spring 2010 program review and to project needs for replacement of faculty and staff.

The themes (basic skills, innovation, online, partnerships, services, technology, talent and training) of the document emanated from the January 8, 2010 in-service event on planning. All college personnel attended the morning sessions, contributed recommendations, and participated in the summary of discussions held prior to lunch. The college will use the themes and actions (see Appendix), as clarified and expanded by the EMP Committee, in a practical way to support and articulate the mission and vision of the college.

THE PURPOSE OF THE PLAN

- To envision a clear direction to the district for integrated planning, basic skills and transfer, internal and external trends, and to support the college's attention to student learning.
- To fulfill the college's own accreditation 2008 self-study evaluation, which acknowledged the intention of the college to embark on an education master plan.

- To integrate planning, not only with the district and the state chancellor's office, but also with other college planning efforts, the work of collegial consultation committees, and the SBVC Strategic Plan.
- To provide a reference and justification for modification and expansion of facilities as reflected in the continual updating of the SBVC Facilities Master Plan.
- To maximize value of a low cost, high quality education close to home as a resource for many residents in the area.
- To inform stakeholders of the college's current situation and future plans.
- To serve as a public relations instrument to promote the college and communicate its strengths, capabilities and possibilities as the foremost community college in the region.

WHY PLAN?

Why is planning even necessary? Often planning may be viewed as onerous, tedious, and a waste of time. It requires additional work for personnel who are already busy. However, the result of a lack of planning can lead to:

- Reactive or crisis-driven decision-making
- Plans driven by budget constraints
- Inefficient use of resources: people, equipment, time and projects
- Lack of direction or mission
- Conflict over resource allocation

INTENT OF THE SBVC EDUCATIONAL MASTER PLAN COMMITTEE

The Educational Master Plan Committee spent more than eight months developing a plan that could be easily updated, respond to current realities, reflect future trends, and reduce duplicative work of other planning efforts. The committee met twice a month and reviewed plans of other colleges, adopted a model, held a college-wide planning event to obtain additional input beyond the one-page summaries, and integrated all discussions and findings into one document. The plan embodies a basic one-stop shop approach that is bottom-up, beginning with data, division and/or departmental goals, challenges and actions plans. It is user friendly, easy to evaluate and change as necessary.

Section I: College Background

HISTORY OF SAN BERNARDINO VALLEY COLLEGE

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. The college has lived through 14 US Presidents—Coolidge, Hoover, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II. It has also lived through 14 California governors. There have been 40 Board of Trustee members, 7 Chancellors and 12 Valley College Presidents.

As the face of the college changes, so do the demographics. The student body is diverse: 45% Hispanic/Latino, 21% White Non-Hispanic, 19% African American, 5% Asian/Pacific Islander. This ethnic makeup is very close to that of the surrounding communities, which suggests that SBVC is approaching equal access to the college's services. In addition, the Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution. A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average. The average age of our students is 29, indicating that a significant portion of our students are returning to school after a number of years away from education.

San Bernardino Valley College has an average enrollment of 12,500 students for fall semesters and 13,500 for spring semesters. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college now has more than 170 distributed education courses (TV/hybrid/online) and offers an Associates degree that enables students to obtain the degree solely through online and hybrid coursework. The college also transfers almost 500 students each year to 4-year institutions, three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco.

To mitigate seismic issues impacting a large area of the campus, a major construction project was begun in 2002. Within the past eight years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health & Life Sciences, Art) while at the same time six buildings have been demolished. In addition, three buildings have been retrofitted. Two new classroom building will be dedicated in mid-2010. The seismic mitigation plan, rebuilding the campus so that all buildings are located outside the earthquake fault zone, continues to occur. Now as visitors, staff and students traverse the college, from the administration building to the campus center; the area now equals the size of the Pasadena Rose Bowl.

The major construction efforts have resulted in constant planning and communication in order to avoid any disruptions to class scheduling, parking, and campus pathways. Looking to the future, it is a testament to the spirit of the college—its employees and students—that the excitement of a new SBVC trumped inconvenience. The fall 2007 term welcomed students, not with construction barriers, but with new access points, sweeping walkways, vistas and an expansive greenbelt area. However, that phase was short-lived when construction began anew on the demolition of the college's largest building, North Hall and the foundation laid for its replacement.

In 2008 the college submitted its self-study to the Association of California Community and Junior Colleges (ACCJC) as part of the six-year accreditation reporting process. A few months later the college welcomed an accreditation team to verify the accuracy of its report. As a result of the evidence, the college received a most successful evaluation by the team and the accrediting commission. The week following the letter from ACCJC, the college began to debrief its processes and discuss (a) what it did right and (b) areas where it could improve. The college continues to embrace a culture of improvement as evidenced by refinement of its program review process (2009-2010) to be a stronger form of peer evaluation and efficacy. The SBVC Educational Master Plan is another example of the college's determination to sustain a culture of accountability and integrated planning.

COLLEGE MISSION

SAN BERNARDINO VALLEY COLLEGE PROVIDES QUALITY EDUCATION AND SERVICES THAT SUPPORT A DIVERSE COMMUNITY OF LEARNERS.

COLLEGE VISION

SAN BERNARDINO VALLEY COLLEGE WILL BECOME THE COLLEGE OF CHOICE FOR STUDENTS IN THE INLAND EMPIRE AND WILL BE REGARDED AS THE ALMA MATER OF SUCCESSFUL, LIFELONG LEARNERS. WE WILL BUILD OUR REPUTATION ON THE QUALITY OF OUR PROGRAMS AND SERVICES AND ON THE SAFETY, COMFORT, AND BEAUTY OF OUR CAMPUS. WE WILL HOLD BOTH OUR STUDENTS AND OURSELVES TO HIGH STANDARDS OF ACHIEVEMENT AND WILL EXPECT ALL MEMBERS OF THE COLLEGE COMMUNITY TO FUNCTION AS INFORMED, RESPONSIBLE, AND ACTIVE MEMBERS OF SOCIETY.

VALUES (TENETS)

THE COLLEGE TENETS DESCRIBE THE PHILOSOPHY AND VALUES OF SAN BERNARDINO VALLEY COLLEGE'S FACULTY, STAFF, AND ADMINISTRATION:

WE BELIEVE

- THAT A WELL-EDUCATED POPULACE IS ESSENTIAL TO THE GENERAL WELFARE OF THE COMMUNITY.
- THAT A QUALITY EDUCATION EMPOWERS THE STUDENT TO THINK CRITICALLY, TO COMMUNICATE CLEARLY, AND TO GROW PERSONALLY AND PROFESSIONALLY.
- THAT AN ENRICHED LEARNING ENVIRONMENT PROMOTES CREATIVITY, SELF-EXPRESSION, AND THE DEVELOPMENT OF CRITICAL THINKING SKILLS.
- THAT OUR STRENGTH AS AN INSTITUTION IS ENHANCED BY THE CULTURAL DIVERSITY OF OUR STUDENT POPULATION AND STAFF.
- THAT WE MUST PROVIDE STUDENTS WITH ACCESS TO THE RESOURCES, SERVICES, AND TECHNOLOGICAL TOOLS THAT WILL ENABLE THEM TO ACHIEVE THEIR EDUCATIONAL GOALS.
- THAT WE CAN MEASURE OUR SUCCESS BY THE DEGREE TO WHICH OUR STUDENTS BECOME SELF-SUFFICIENT LEARNERS AND CONTRIBUTING MEMBERS OF SOCIETY.
- THAT PLANS AND DECISIONS MUST BE DATA DRIVEN, AND BASED ON AN INFORMED CONSIDERATION OF WHAT WILL BEST SERVE STUDENTS AND THE COMMUNITY.
- THAT WE MUST MODEL OUR COMMITMENT TO LIFELONG LEARNING BY MAINTAINING CURRENCY IN OUR PROFESSIONS AND SUBJECT DISCIPLINES.
- THAT, AS PART OF THE COLLEGIAL CONSULTATION PROCESS, ALL LEVELS OF THE COLLEGE ORGANIZATION MUST OPENLY ENGAGE IN SHARING IDEAS AND SUGGESTIONS TO DEVELOP INNOVATIVE WAYS TO IMPROVE OUR PROGRAMS AND SERVICES.
- THAT INTERACTIONS BETWEEN ALL MEMBERS OF THE COLLEGE COMMUNITY MUST BE MARKED BY PROFESSIONALISM, INTELLECTUAL OPENNESS, AND MUTUAL RESPECT.
- THAT WE MUST HOLD OURSELVES AND OUR STUDENTS TO THE HIGHEST ETHICAL AND INTELLECTUAL STANDARDS.
- THAT WE MUST MAINTAIN A CURRENT, MEANINGFUL AND CHALLENGING CURRICULUM.
- THAT STUDENTS SUCCEED BEST WHEN FOLLOWING AN EDUCATIONAL PLAN AND WHEN ENROLLED IN CLASSES THAT MEET THEIR INTERESTS AND GOALS, AND MATCH THEIR LEVEL OF ACADEMIC PREPAREDNESS.
- THAT ALL MEMBERS OF OUR CAMPUS COMMUNITY ARE ENTITLED TO LEARN AND WORK IN AN ENVIRONMENT THAT IS FREE FROM PHYSICAL, VERBAL, SEXUAL, AND/OR EMOTIONAL THREAT OR HARASSMENT.
- THAT STUDENTS LEARN BEST ON A CAMPUS THAT IS STUDENT-CENTERED AND AESTHETICALLY PLEASING.
- THAT WE MUST BE RESPONSIBLE STEWARDS OF CAMPUS RESOURCES.

Section II: Profile of Students, Employees, and Service Area

This internal scan of San Bernardino Valley College is an opportunity to assess, over academic years, the demographics and characteristics of students and their educational goals. This data is used to discern patterns and trends and review institutional educational plans to best serve students.

SAN BERNARDINO VALLEY COLLEGE OVERALL STUDENT DEMOGRAPHICS

During the 2008-2009 academic year, student enrollment at San Bernardino Valley College peaked at 26,704. Although there was a slight drop in student headcount in 2005-2006, the annual student population at San Bernardino Valley College is expected to average 23,632.

Table 1.

Unduplicated Student Headcount

Year	Count	% Change
2004-05	22,084	13%
2005-06	21,874	-1%
2006-07	22,599	3%
2007-08	24,899	9%
2008-09	26,704	6%

Source: SBCCD Datatel

Table 2.

Ethnicity of San Bernardino Valley College Student Population

Ethnicity	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Asian	1,033	4.68	982	4.49	980	4.34	1,130	4.54	1,179	4.42
African American	5,112	23.15	4,730	21.62	4,771	21.11	5,214	20.94	5,474	20.50
Filipino	426	1.92	412	1.88	410	1.81	449	1.80	492	1.84
Hispanic	8,274	37.47	8,489	38.81	9,094	40.25	10,290	41.33	11,456	42.90
Native American	211	.96	221	1.01	220	.97	221	.89	249	.93
Other	263	1.19	255	1.17	259	1.15	268	1.08	255	.95
Pacific Islander	148	.67	163	.75	175	.77	201	.81	193	.72
White	5,716	25.88	5,610	25.65	5,639	24.95	6,055	24.32	6,003	22.48
Unknown/DTS	717	3.25	707	3.23	714	3.16	828	3.33	816	3.06
Blank	184	.83	305	1.39	337	1.49	423	.98	587	2.20
Total	22,084	100	21,874	100	22,599	100	25,079	100	26,704	100

Source: SBCCD Datatel

Note: The Hispanic student population has continued to increase over the last five years, comprising of 43% of the student population at San Bernardino Valley College in 2008-2009, while White and African American student population percentages have continued to decrease.

Table 3.
San Bernardino Valley College Population by Gender

Gender	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Female	12,707	57.5	12,508	57.2	12,753	56.4	14,035	56.4	14,876	55.7
Male	9,208	41.7	9,147	41.8	9,623	42.6	10,690	42.9	11,658	43.7
Unknown/DTS	169	≤ 1	219	1	223	1	174	≤ 1	170	≤ 1
Total	22,084	100	21,874	100	22,599	100	24,899	100	26,704	100

Source: SBCCD Datatel

Note: The female student population is higher than the male student population, although male student population has shown a slight increase in percentage of the overall population.

Table 4.
San Bernardino Valley College Population by Age

Age	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
-19	3,552	16	3,675	17	4,123	18	4,420	18	4,920	18
20-24	6,231	28	6,172	28	6,292	28	7,138	29	7,824	29
25-29	3,443	15	3,423	16	3,614	16	4,029	16	4,398	17
30-49	7,392	34	7,226	33	7,093	31	7,707	31	7,904	30
50+	1,465	7	1,376	6	1,472	7	1,603	6	1,650	6
Total	22,083	100	21,872	100	22,594	100	24,897	100	26,696	100

Source: SBCCD Datatel

Note: Age groups varied slightly, with an increase in 20-24 year old students in 2007-2008 and 2008-2009. There has been an increase in 19-year-olds attending San Bernardino Valley College.

Table 5.
San Bernardino Valley College Service Area Cities

City	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Colton	1,885	6.32	2,018	6.36	2,023	6.49	2,229	6.28	2,373	6.31
Fontana	1,252	4.20	1,337	4.22	1,309	4.20	1,465	4.13	1,608	4.28
Highlands	2,172	7.29	2,299	7.25	2,284	7.33	2,565	7.23	2,761	7.35
Redlands	3,332	11.18	3,446	10.87	3,390	10.87	3,728	10.51	4,094	10.89
Rialto	2,515	8.44	2,438	7.69	2,191	7.03	2,562	7.22	2,761	7.35
San Bernardino	8,070	27.07	8,694	27.42	8,338	26.74	8,816	24.84	9,652	25.68
Total	19,226	64.50	20,232	63.81	19,535	62.66	21,365	60.21	23,249	61.86

Source: Datatel

Note: More than 50% of San Bernardino Valley College’s student population comes from the immediate area surrounding the college campus.

Table 6.
San Bernardino Valley College Student Characteristics

Student Educational Goals	%
BA after Associate	31%
Undecided	13%
Acquire job skills	10%
Associate degree without transfer	9%
Vocational Certificate	8%
Update job skills	6%
BA without Associate degree	6%
Personal Interest	5%
HS Diploma/GED	3%
Maintain Certificate/License	3%
Educational Development	2%
Vocational Associate Degree	2%
Basic Skills	1%
Uncollected/Unreported	1%
Total	100%

Source: Datatel

Note: The majority of the student population at San Bernardino Valley College has an educational goal to transfer with an Associate degree.

Table 7.
San Bernardino Valley College Annual Online Duplicated Enrollment

Year	Online Enrollment	% Change	Enrolled in Online & Face to Face	% Concurrently Enrolled
2004-2005	3,289	37%	69,365	5%
2005-2006	3,951	17%	65,557	6%
2006-2007	4,986	21%	63,390	8%
2007-2008	7,055	29%	67,324	11%
2008-2009	8,868	20%	74,499	12%

Source: Datatel

Table 8.**San Bernardino Valley College Feeder High Schools**

Feeder High School	04-05		05-06		06-07		07-08		08-09	
	n	%	n	%	n	%	n	%	n	%
Arroyo Valley	201	.009	288	.013	378	.017	455	.018	560	.021
Bloomington	300	.014	277	.013	312	.014	360	.014	381	.014
Cajon	1,033	.047	978	.045	961	.043	1,044	.042	1,199	.045
Colton	1,046	.047	1,062	.049	1,094	.048	1,249	.050	1,369	.051
Eisenhower	986	.045	867	.040	934	.041	972	.039	1,086	.041
Pacific	835	.038	812	.037	824	.036	822	.033	930	.035
Redlands	1,130	.051	1,188	.054	1,173	.052	1,350	.054	1,546	.058
Rialto	832	.038	835	.038	861	.038	920	.037	1,114	.042
San Bernardino	1,068	.048	999	.046	943	.042	1,057	.042	1,117	.042
San Geronio	1,022	.046	1,033	.047	1,035	.046	1,123	.045	1,244	.047
Total	8,454	.383	8,339	.381	8,515	.377	9,470	.380	10,537	.395

Source: Datatel

Note: The number of high school students is steadily increasing.

Table 9.**San Bernardino Area Family Income Levels**

Zip code	City	Median household income	Percent with some college	Percent employed white collar	Percent below poverty line
92324	Colton	38,954	43.60%	22.00%	18.40%
92313	Grand Terrace	\$57,303	66.90%	39.50%	6.30%
92335	Fontana	\$53,406	27.20%	14.50%	20.60%
92336	Fontana	\$53,406	47.90%	25.10%	11.90%
92346	Highland	\$46,273	54.30%	32.60%	15.60%
92354	Loma Linda	\$40,467	74.70%	55.30%	16.20%
92373	Redlands	\$53,360	77.70%	54.00%	8.20%
92374	Redlands	\$53,360	59.50%	38.10%	12.70%
92376	Rialto	\$45,670	35.10%	18.30%	20.10%
92377	Rialto	\$45,670	51.70%	25.70%	7.20%
92399	Yucaipa	\$45,000	53.60%	29.80%	11.10%
92404	San Bernardino	\$33,692	44.00%	23.70%	28.80%
92406	San Bernardino	\$30,217	39.00%	19.00%	29.70%
92407	San Bernardino	\$40,018	48.50%	28.20%	19.90%
92408	San Bernardino	\$23,785	36.10%	22.60%	34.40%
92410	San Bernardino	\$23,538	21.50%	13.20%	37.30%
92411	San Bernardino	\$23,498	\$24.00%	14.50%	34.90%

Note: SBVC is located in the 92410 zip code and the student population surrounding area of the campus is substantially below the poverty level.

Table 10.

San Bernardino Valley College Full-Time Employee Characteristics

The following tables describe employee characteristics by job classification

ACADEMIC MANAGEMENT (Fall 2008)

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	0	0%	American Indian	0	0%	Female	10	59%
35-54	6	35%	Asian/Pacific Islander	1	6%	Male	7	41%
55-59	4	24%	Black	6	35%	Total	17	100%
60+	7	41%	Hispanic	2	12%			
Total	17	100%	White	8	47%			
			Total	17	100%			

CLASSIFIED MANAGEMENT (Fall 2008)

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	1	6%	American Indian	0	0%	Female	11	61%
35-54	6	33%	Asian/Pacific Islander	0	0%	Male	7	39%
55-59	5	28%	Black	5	28%	Total	18	100%
60+	6	33%	Hispanic	4	22%			
Total	18	100%	White	9	50%			
			Total	18	100%			

FACULTY (Fall 2008)

Age	N	%	Ethnicity	n	%	Gender	n	%
25-34	7	4%	American Indian	3	2%	Female	99	58%
35-54	87	51%	Asian/Pacific Islander	15	9%	Male	73	42%
55-59	43	25%	Black	29	16%	Total	172	100%
60+	35	20%	Hispanic	30	17%			
Total	172	100%	White	96	56%			
			Total	172	100%			

CLASSIFIED (Fall 2008)

Age	N	%	Ethnicity	n	%	Gender	n	%
20-24	5	2%	American Indian	3	1%	Female	145	67%
25-34	42	20%	Asian/Pacific Islander	14	7%	Male	70	33%
35-54	110	51%	Black	40	19%	Total	215	100%
55-59	31	14%	Hispanic	84	39%			
60+	27	13%	White	74	34%			
Total	215	100%	Total	215	100%			

Source: Datatel

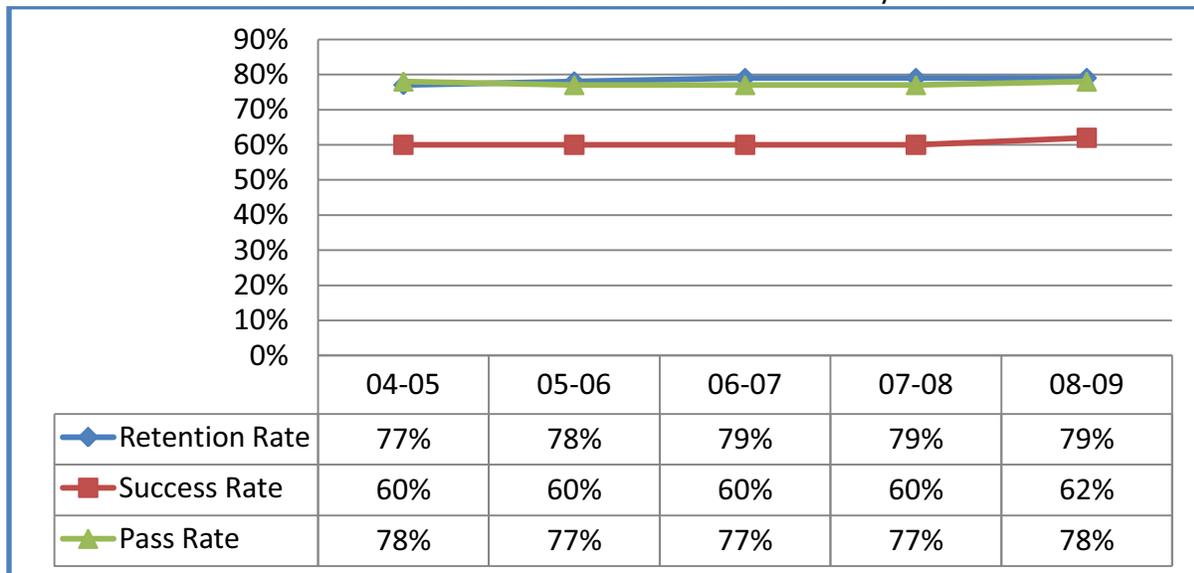
Note: Over 50% of the faculty at San Bernardino Valley College is between 34-54 years old, predominately white and female.

Section III: Instructional Programs, Trends and Forecasts

Figure 1.

San Bernardino Valley College Average Course Success, Course Retention, and Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)

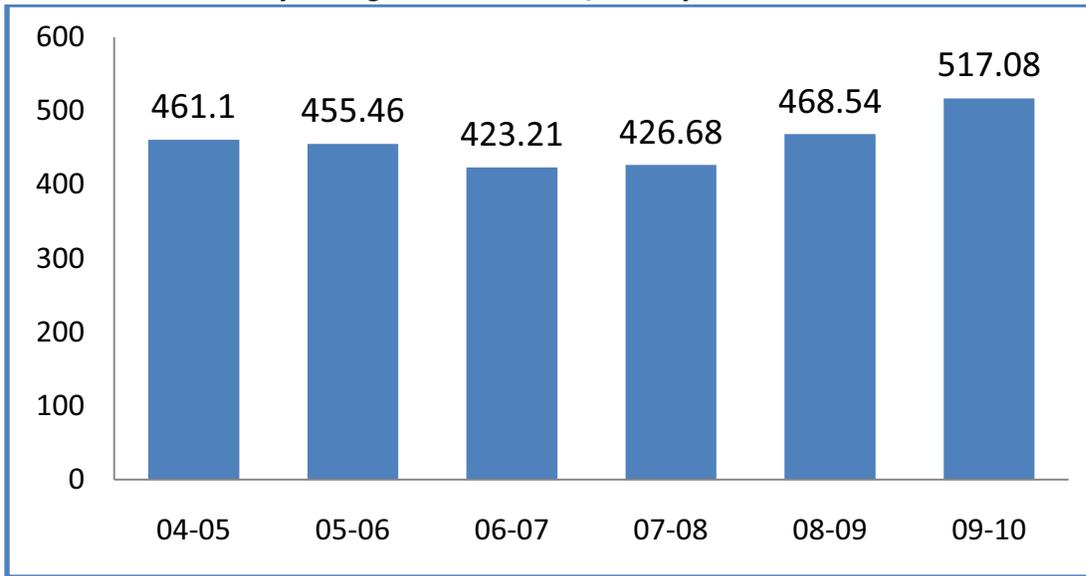
Retention rates have remained steady over the last five years, while success rates took a sharp decline in 2004-2005 and then remained constant for the next four years.



Note: Retention rates are calculated by dividing the number of students who complete a course by the number of students present at census. Students who are not retained typically receive “W” grades. Calculating the success rates and pass rates begin by counting the number of students who earn grades of A, B, C, D, or CR in a class. They have different dominators. Success rates are calculated by using the census count as the denominator. Pass rates are calculated by using the ending enrollment as the denominator. (See Glossary for complete definitions.)

SBVC retention rates have remained stable at around 79% after increasing two percentage points between 2004 and 2006. Retention rates refer to the percentage of students present at the end of the term, whether they pass the course or not. Pass rates refer to the number of student present at the end of the term who pass the course. Pass rates have also been stable at 77% to 78%. The success rate tends to be lower than the other two measures because it measures the percentage of students counted at census who pass the course. This measure went up 2% in 2008-09 after being unchanged for four years.

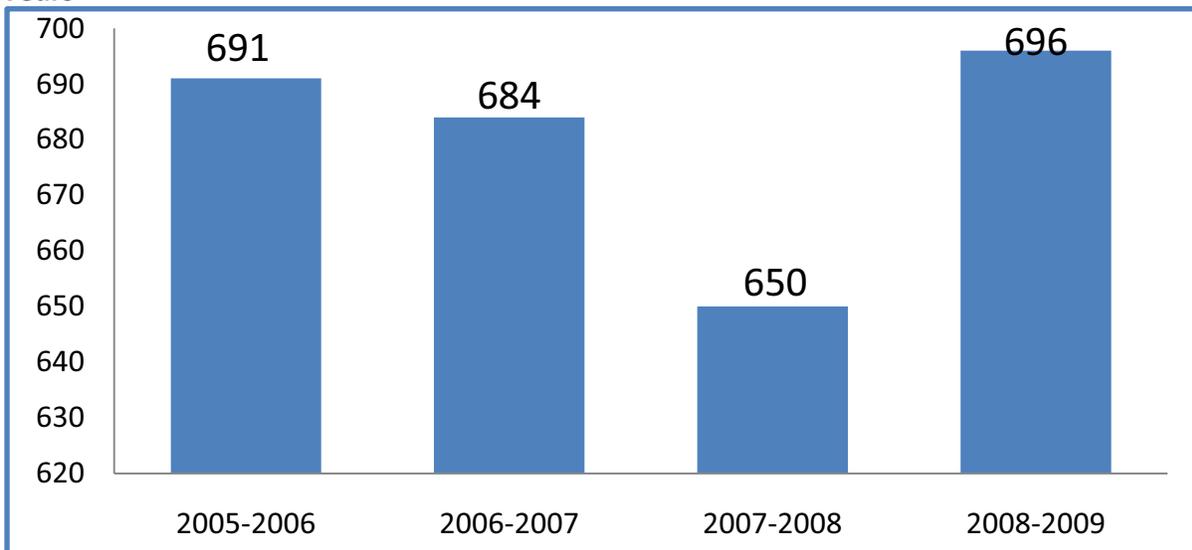
Figure 2.
San Bernardino Valley College Annual WSCH/Faculty Load



Note: Data for summer courses are not included in these calculations

Figure 2 shows an upward trend in efficiency starting in 2007-2008. The campus has set a goal of 525 for this measure. This measure is correlated with increases in class size.

Figure 3.
San Bernardino Valley College Total Number of Associate Degrees Issued Over the Last Four Years



SBVC experienced a dip in the number of associate degrees for the 2007-2008 academic year which is partly linked to a decline in enrollment in prior years. The number of graduates for 2008-2009 shows a dramatic increase and a reversal of the downward trend.

Table 11.

San Bernardino Valley College Top 11 Programs by Total Number of AA/AS Degrees Conferred, 2004-2005 to 2008-2009

Program Title	2005-2006	2006-2007	2007-2008	2008-2009	Total
Liberal Arts	390	379	378	354	1,501
Nursing	85	87	72	92	336
Business Administration	27	25	40	44	136
Child Development	28	38	28	35	129
Human Services	32	31	26	28	117
Administration of Justice	26	22	23	33	104
Mathematics	13	8	10	11	42
Pharmacy Technology	10	7	9	15	41
Psychiatric Technology	3	5	5	7	20
Accounting	11	3	0	10	24
Chemistry	5	10	7	5	27

Source: Datatel

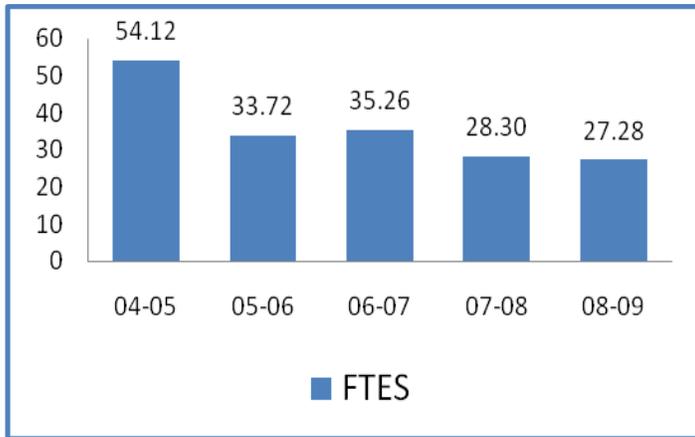
Table 12.

San Bernardino Valley College Top 10 Certificates by Total Number Obtained, 2004-2005 to 2008-2009

Program Title	2005-2006	2006-2007	2007-2008	2008-2009	Total
Psychiatric Technology	54	51	41	53	199
Child Development Associate Teacher	31	31	36	42	140
Alcohol/Drug Studies	28	31	37	31	127
Administration of Justice	23	20	19	24	86
Refrigeration & Air Conditioning	13	12	17	20	62
Basic Auto Body and Paint Technician	16	22	0	29	67
Child Development Teacher	50	43	50	61	204
Library Technology	13	9	8	16	46
General Warehousing	0	1	42	0	43
Electronics Technology	25	21	15	17	78

Source: Datatel

Academic Advancement



Description:

Academic Advancement provides instruction through ACAD 100, Strategies for Student Success; ACAD 910x4, a self-paced class providing basic skills instruction in mathematics, reading, language arts and writing via Plato™ computer software; ACAD 110, Tutor Training, a class fulfilling one of the Title 5 requirements for tutoring programs generating FTEs; and ACAD 600x4A-I, Supervised Tutoring, classes for students receiving tutoring (meeting another Title 5 requirement). Classes in the ACAD Lab are open entry-closed exit: students may enroll generally until the 12th week of the term; students in the 600 series may enroll continuously. All student work must be completed by a deadline set by the various instructors.

Assessment:

Although it appears as though there has been a significant drop in FTEs and student enrollment, the statistics are skewed because enrollment is not being reported accurately for the ACAD 600 series and has not been so for the past five years. In addition, it appears as though the success rate has dropped while the retention rate has increased. This, too, is inaccurate, because of the enrollment pattern of open entry classes. Further, recent statistics for the ACAD 910x4 classes are inaccurate perhaps because of a change in the grade reporting procedure mandated by the state, changing from CR/NC to P/NP. During fall 2008 and spring 2009, no grades are reported for students. Based on statistics generated by the ACAD program for the last “efficacy cycle,” students’ success percentages in ACAD 100 and ACAD 910x4 range from 76.5-80.9%. Students in the 600 series do not receive a grade.

Program Goals:

It is the goal of Academic Advancement to continue to provide basic skills instruction through self-paced courses to any student needing such services (as identified by counseling faculty or through self-identification). In addition, it will continue to provide study skills strategies and educational planning methods for students in ACAD 100 classes, required for all students enrolled in 9 or more units during their first two semesters at SBVC. Further, the ACAD program will continue to work with faculty across the curriculum to provide classes using the Plato software, and provide supplemental instruction whenever possible. Currently such support is being provided to mathematics, reading, and chemistry. Several initiatives have been proposed for English, ESL, DSPS counseling (placement), and technical programs.

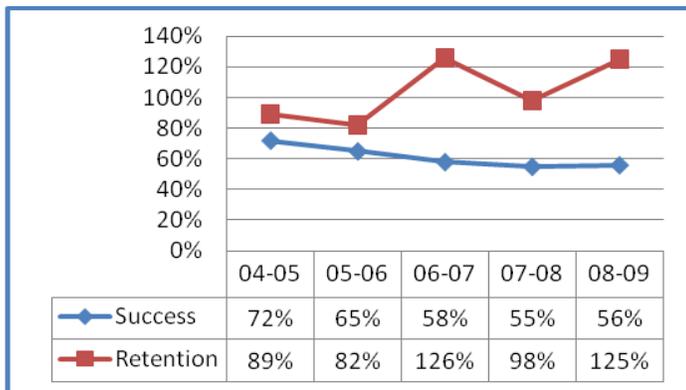
Challenges and Opportunities:

At least half of the students enrolling in ACAD 910x4 are interested in preparing for the GED test. These students require a different kind of attention than those students who enroll for a refresher in basic skills or as a supplement to their other coursework; however, the needs of GED students are not currently being specifically addressed. It would be useful to have a longitudinal tracking system in place to identify students who go on to take the GED test after preparing at SBVC, but currently there is no such study; consequently, the success of the program cannot be adequately measured as results are only noted occasionally and anecdotally. In addition, the ACAD 100 class is superficial at best as a one-unit preparatory class; students balk at the work required of them when the class is offered in the shortened format, but “blow off” the class when offered for a full semester. In all cases, accurate data collection methods remain a significant challenge and barrier to accurate program assessment.

Action Plan:

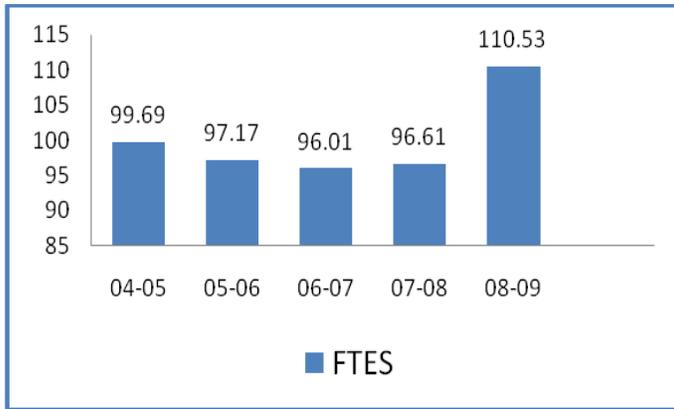
A different strategy will be employed to address the needs of those students enrolling in ACAD 910x4 who wish to obtain a GED. They will receive more individual attention and direction. Faculty across the curriculum will be encouraged to identify students with basic skills needs that could be addressed by concurrent enrollment in ACAD 910x4, and the program will work with faculty to develop supplemental coursework available in a self-paced environment. The curriculum for ACAD 100 will be reviewed with an eye to increasing units and deepening content.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,200	928	844	703	668
FTEF	3.55	1.78	2.63	3.48	1.57
WSCH per FTEF	457	568	402	244	521



	04-05	05-06	06-07	07-08	08-09
Sections	58	54	58	52	49
% of online enrollment	3%	15%	10%	10%	14%
Degrees awarded					
Certificates awarded					

Accounting



Description:

We offer high quality accounting programs which will prepare our students for successful careers in business and government. Provide students with a broad-base understanding of the concepts of Accounting. The courses offered satisfy transfer requirements or offer training required by industry for employment.

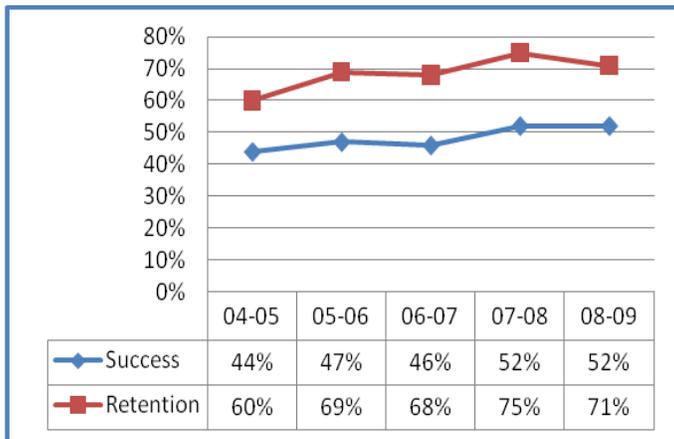
Assessment:

After experiencing a slight decline in FTES, the accounting program is growing. This is likely due to the state of the economy which has resulted in high unemployment. People are going to school to gain the skills to obtain employment. The accounting field has not experienced the loss of positions impacting many other disciplines. Jobs are available in accounting.

	04-05	05-06	06-07	07-08	08-09
Duplicated enrollment	841	766	775	800	922
FTEF	6.90	5.92	6.19	6.52	7.26
WSCH per FTEF	433	492	465	445	457

Program Goals:

The Accounting department will continue to evaluate and revise the programs and courses in order to maintain currency in the changing accounting field. The Accounting department will develop materials for Accounting Ethics, International Financial Reporting Standards, and career options to incorporate into the accounting courses.



Challenges and Opportunities:

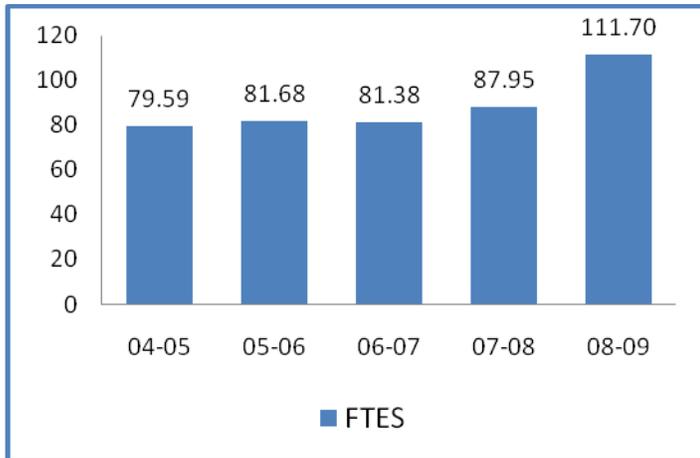
The Accounting department is staffed by one full time CPA and many adjunct faculty. The Accounting department will work to identify the underlying causes of retention failures. The high cost of textbooks has been identified by students as the reason for dropping a course. Other factors will be identified. Many students lack basic skills.

	04-05	05-06	06-07	07-08	08-09
Sections	29	24	26	28	31
% of online enrollment	32%	47%	45%	39%	27%
Degrees awarded	8	11	3		10
Certificates awarded	6	6	3	3	1

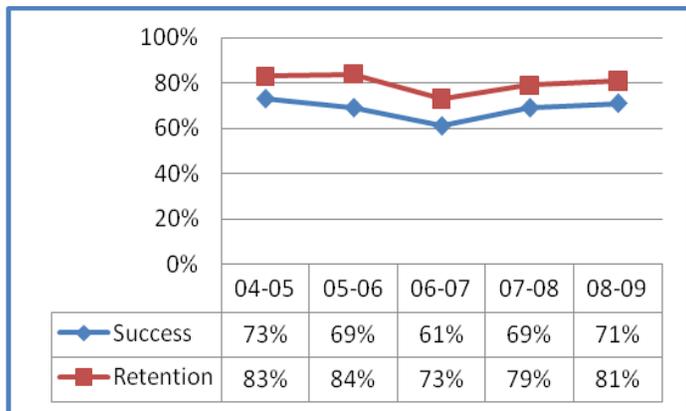
Action Plan:

The Accounting department will standardize the course content and materials for each section of a course in order to encourage success in the classes and subsequent accounting courses. The accounting department will work with publishers to find less expensive alternatives to the traditional accounting text books.

Administration of Justice



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	802	823	815	880	1,118
FTEF	5.00	5.20	6.00	6.40	6.20
WSCH per FTEF	478	471	407	412	541



	04-05	05-06	06-07	07-08	08-09
Sections	25	26	30	32	31
% of online enrollment			12%	25%	29%
Degrees awarded	0	21	22	23	30
Certificates awarded	25	19	15	16	21

Description:

The AOJ Department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a 4-year academic program.

Assessment:

- AOJ has showing continuing program growth with a spike in 08-09.
- WSCH per FTEF is continuing to increase sharply.
- Number of sections has dramatically increased since 05-06; cuts in SP10 sections will impact future growth.
- Both success and retention rates are showing strong growth and above college averages.
- Degrees and certificates awarded increasing significantly each year.

Program Goals:

- Continue online growth and development of new online courses once budget cuts are restored.
- Continue to revise and amend courses for relevance and currency.
- Assimilate merged CHC- AOJ sections into program.
- Continue updating training for adjuncts as new technologies evolve and attempt to increase their voluntary participation in professional development.

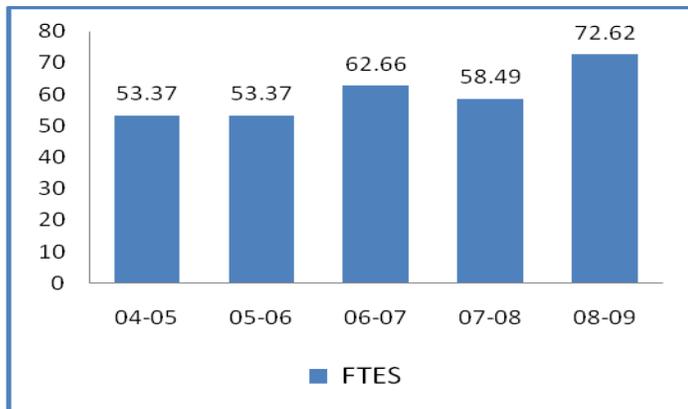
Challenges and Opportunities:

- Develop strategies to increase success and retention rates.
- Continue a viable program in the face of significant budget cuts statewide; maintain program growth and/or recover sections cuts during budget mess.

Action Plan:

- Give students campus lists of resources for tutoring on reading/writing skills.
- Publish AOJ/CORRECTIONS information brochure in SP10.
- Hold at least one staff/advisory meeting yearly to discuss potential instructional problems and resultant solutions on SLOs and relevant industry needs.

Aeronautics



Description:

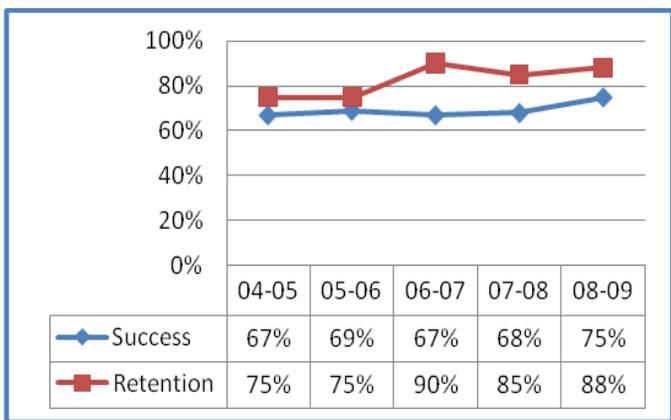
The Airframe and Powerplant Program prepares students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours Powerplant, and 400 hours in the Airframe and Powerplant General Curriculum. The program is certified by the Federal Aviation Administration (FAA) under Federal Aviation Regulation Part 147

The Flight Operations and Management Program prepares students for employment in the aviation industry as commercial pilots, airport managers, aircraft dispatchers, and other management related positions in the aviation industry

Assessment:

Assessment of the data indicates a steady increase in FTES with students taking more than one class to obtain a certificate. WSCH has also shown a steady increase demonstrating increasing instructor involvement. Student success and retention also indicate a high standard and a steady increase. Since these programs are not primarily focused on degree completion this area shows a low number. Certificates awarded indicate a steady amount but students do not always follow through for a school certificate and instead focus on the FAA certificate that will enable them to achieve the appropriate FAA license. Data indicated does not support an accurate number of certificate application submitted or awarded.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	193	193	318	294	376
FTEF	6.08	6.08	6.61	6.68	7.22
WSCH per FTEF	263	263	284	263	302



Program Goals:

Over the next five years the Aviation Maintenance Program will focus on close associations with industry representatives in a continuing effort to meet the needs of a changing workforce. Updating instructional technology and teaching aids to meet these needs is of primary importance. Adapting to new regulatory and environmental requirement will also be at the forefront. Meeting these goals will help the department to assure that each graduate is fully prepared to enter the workforce with all necessary training and skills.

Challenges and Opportunities:

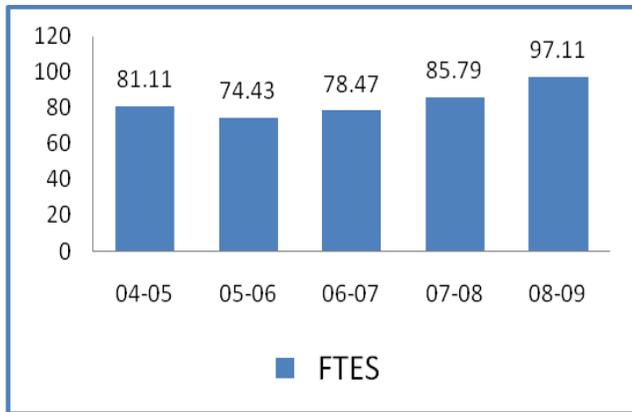
- Continuing to stress the importance of a certificate and/or a degree to our students is an ongoing challenge. Students in the Aero programs view the program fundamentally as a method to achieve FAA certification and enter the workforce.
- Students are not cognizant of the advantages a certificate and/or degree can offer by developing soft skills that can increase employability. This also presents an opportunity to develop a viable plan to alter student's perception and increase student participation in achieving degrees and certificate.

Action Plan:

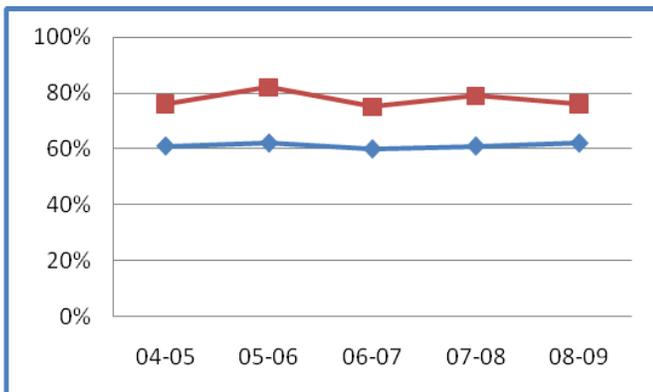
- Research data that supports the advantages of degree and certificate programs over minimum CTE course offerings for the FAA certificate.
- Develop methods to make this information accessible, understandable, and relevant to our student population

	04-05	05-06	06-07	07-08	08-09
Sections	13	13	19	19	21
% of online enrollment					
Degrees awarded	4	1	0	1	1
Certificates awarded	25	17	28	16	20

Anthropology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	816	745	786	857	970
FTEF	4.40	4.60	5.00	5.00	5.00
WSCH per FTEF	553	485	471	515	583



	04-05	05-06	06-07	07-08	08-09
Sections	28	26	33	34	32
% of online enrollment	12%	28%	40%	44%	43%
Degrees awarded					
Certificates awarded					

Description:

Anthropology is the study of humanity in all times and places. It has the broadest scope of any of the social sciences. Offerings by the department include basic introductory courses in archaeology, cultural and physical anthropology with a focus on areas, such as religion, art, and Native American Indians. Courses meet GE requirements.

Data Analysis:

- FTES and efficiency rates have varied, generally trending upward
- Efficiency rates of 583 for 2008-2009 were much higher than the institutional goal of 525
- Student success rates have held steady with an average of 61%
- Retention rates have somewhat fluctuated averaging 78% which is well within acceptable levels
- Online offerings have significantly increased while success rates remained steady

Program Goals:

- 2009 -2010 academic year, 100% of anthropology offerings are taught by adjunct faculty
- Maintain currency of curriculum, assessment, and evaluation of SLOs
- Ensure that the needs of students and faculty are met
- Advocate to hire full time faculty and encouraging current faculty to engage in professional development

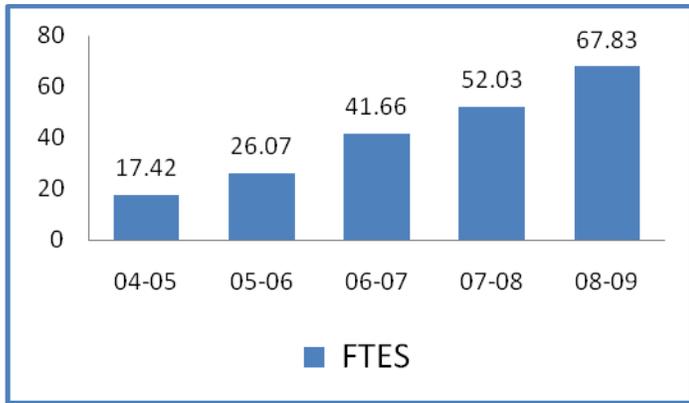
Challenges and Opportunities:

- Budget cuts create challenges to serve the needs of students and community
- CSUSB and UCR have undergraduate and graduate anthropology programs
- San Bernardino County is rich in program related resources
- Program cuts in faculty and courses may have broader consequences
- Challenges create opportunities to build community relationships

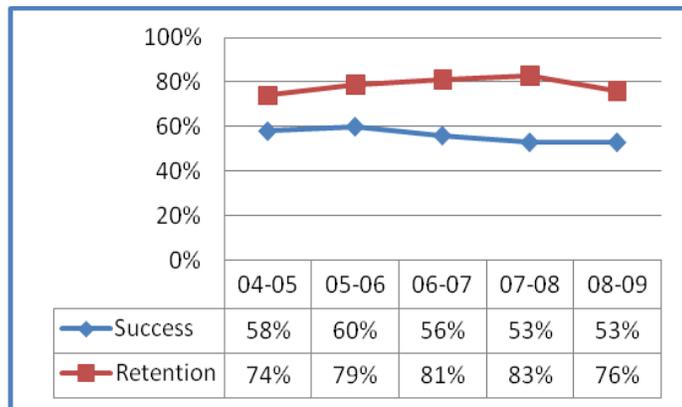
Action Plan:

- Continue meeting institutional deadlines related to curriculum, SLO and program review reporting
- Continue to keep faculty abreast of professional development opportunities
- Engage faculty in conversations and strategies related to student success, retention and efficiency
- Develop approaches to build program with community partners

Architecture



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	136	112	247	376	480
FTEF	1.52	1.93	3.76	5.24	6.30
WSCH per FTEF	344	405	332	298	323



	04-05	05-06	06-07	07-08	08-09
Sections	8	6	14	25	28
% of online enrollment		37%	37%	58%	59%
Degrees awarded				5	
Certificates awarded					1

Description:

The Architecture and Environmental Design 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 courses serve as major's preparation for transfer students and practicum classes for career and technical education students. The Architectural Computer Aided Drafting courses serve CTE students interested in acquiring job skills for employment.

Assessment:

- FTES generation has increased dramatically over the last five years as requested by the institution.
- The programs growth has come at a cost of efficiency, but the efficiency is increasing from 2007-2008 to 2008-2009 and again in 2009-2010 from current year reports.
- The success and retention rates are okay, but could be improved.
- The online sections have really increased enrollment.

Program Goals:

- Continue work with ROP projects and area high schools to articulate introductory drafting classes for students who then wish to take the more advanced classes at SBVC.
- Complete articulation requirements at four-year institutions.
- Convert some of the lecture content in the design classes to an online format for students.

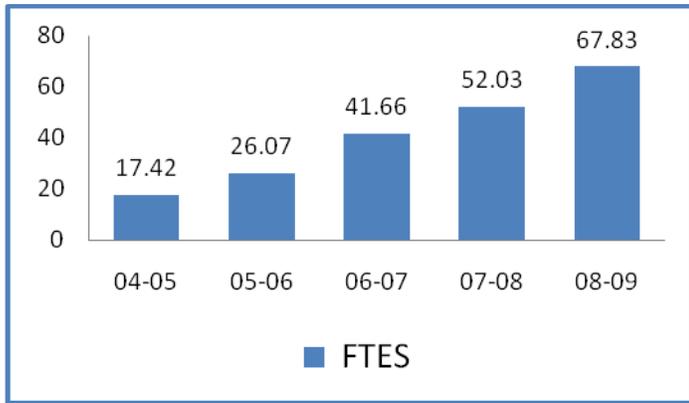
Challenges & Opportunities:

- With the push for higher efficiency, the laboratory nature of the design and drafting programs are less desirable to the college.
- There is also a challenge to expand into landscape architecture and urban planning while maintaining relevant curriculum in the current areas.
- One of the major accomplishments of the program is the number of students transferring to four-year institutions: 12 in the last three years. Since Architecture is often an impacted program at the university level, this is a great record.

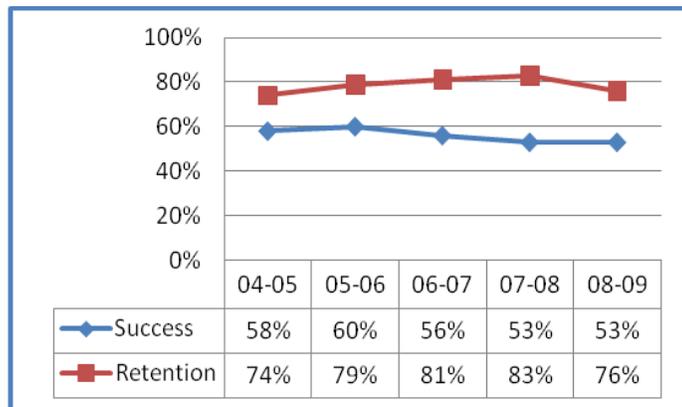
Action Plan:

- The program will continue to find ways to improve efficiency and offer relevant curriculum for transfer students, general education, and career advancement.
- The program will explore on-line/hybrid offerings for the design classes during the next two years and assess their feasibility and pedagogical soundness.
- The program will begin to explore what would be required to expand the focus of the program to other segments of the field like urban planning and landscape design.

Architecture



	04-05	05-06	06-07	07-08	08-09
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WSCH per FTEF	344	405	332	298	323



	04-05	05-06	06-07	07-08	08-09
Sections	8	6	14	25	28
% of online enrollment		37%	37%	58%	59%
Degrees awarded				5	
Certificates awarded					1

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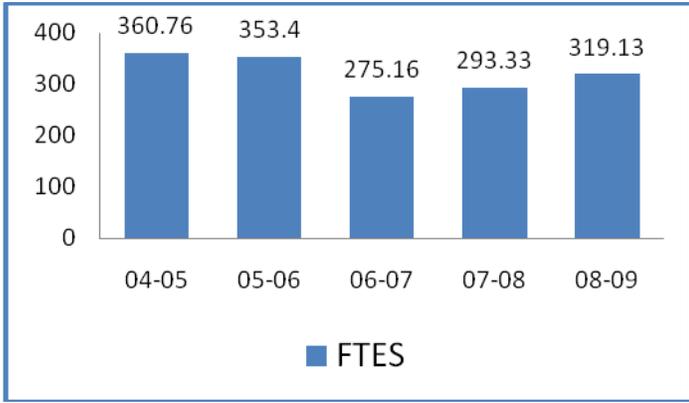
Challenges & Opportunities:

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- There is also a challenge to expand into landscape architecture and urban planning while maintaining relevant curriculum in the current areas.
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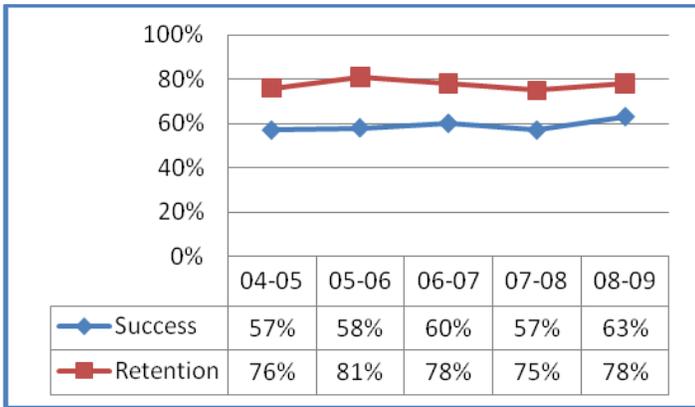
Action Plan:

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- The program will explore on-line/hybrid offerings for the design classes during the next two years and assess their feasibility and pedagogical soundness.
- The program will begin to explore what would be required to expand the focus of the program to other segments of the field like urban planning and landscape design.

Art



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,681	2,464	2,022	2,082	2,266
FTEF	20.18	20.25	19.77	19.65	20.93
WSCH per FTEF	536	524	836	448	457



	04-05	05-06	06-07	07-08	08-09
Sections	89	91	90	88	94
% of online enrollment	9%	6%	4%	6%	8%
Degrees awarded	2	6	13	2	9
Certificates awarded	4	6	7	8	3

S

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, and computer animation, the personal interests of our community members and to provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

Assessment:

- Enrollment in art classes increased 9% from 2007-2008 to 2008-2009
- WSCH per FTE were stable during 2004-2005, increased by 62% in 2006-2007, and decreased by 53% in 2007-2008
- WSCH per FTE have been relatively stable during the last two years
- Success Rate has increased by 9% from 2004-2005
- Retention Rate is relatively stable

Program Goals:

- Update curriculum and submit to the Curriculum Committee
- Delete Art 158 and Art 164 and develop an Intermediate Photography course
- Articulate Art 185 and Art 186, Beginning and Intermediate Web and Multimedia Design, with CSU
- Separate stacked classes by increasing enrollment in each class. Art 148/Art 149, Art 180/181 and Art 185/186 are currently offered as stacked classes
- Increase number of degrees and certificates awarded
- Evaluate and implement changes to the SLOs as necessary
- Develop additional online classes

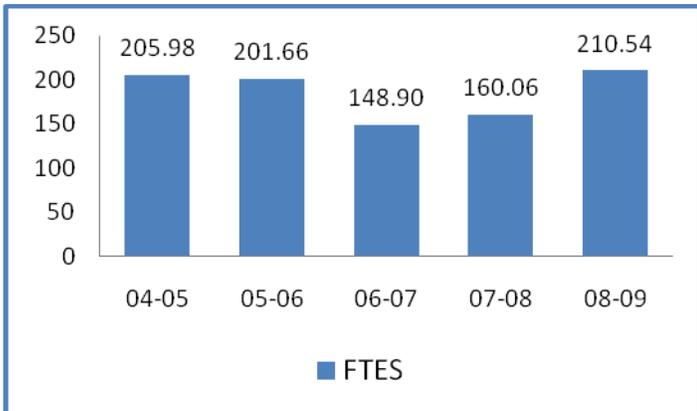
Challenges and Opportunities:

- Develop strategies to maintain growth during times of decreased funding
- Develop a plan to update and input curriculum for content review
- Develop a plan to periodically review and update SLOs
- Develop strategies to increase the number of degrees and certificates awarded

Action Plan:

- Regular Department meetings to discuss maintaining departmental growth during budget cuts
- Develop a calendar for content review
- Identify potential outside funding sources
- Develop a calendar for the review and implementation of SLOs
- Survey students about their future educational and career plans

Automotive



Description:

The San Bernadino Valley College Automotive Department trains and educates disadvantages, displaced, and special group student in the repair of automobiles. The department consists of two sections Collision Repair and Mechanical Repair. Our nationally certified college program provide high tech traing in all of the specialized areas of the modern automobile. To complete the program students are required to attend approximatley 1000 hours of classroom and lab instruction approved by NATEF (National Automotive Teaching Education Foundation) and an industry training alliance with I-CAR (Inter Indusrty Collision Automotive Repair).

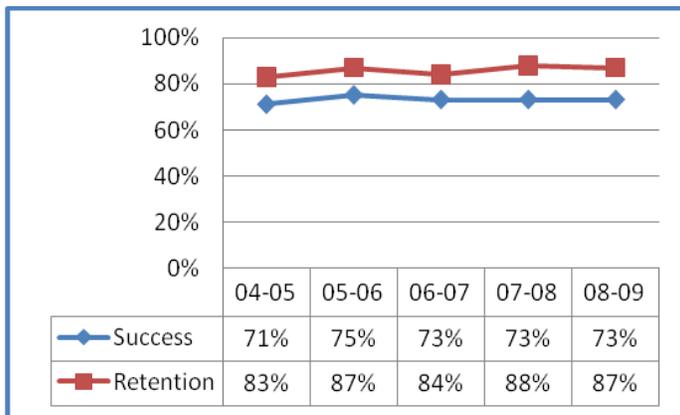
Assessment:

Many students are enrolled in multiple classes to complete their training and education. Some students particularly in the evening classes are enrolled in only one class to update their technical skills, these students are typically employed. Both the success rate and retention rates are satisfactory with 72% average and 86%, respectively. Degree and certificate rates may appear low because of students entering the job market before completing their training. The WSCH indicates most classes running with near to or over capacity. Please note that this data is supplied as provided by the school statistician, and does not appear to be correct.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	703	637	491	560	738
FTEF	13.64	12.83	12.96	13.65	14.33
WSCH per FTEF	453	472	345	352	441

Program Goals:

The goal for the Automotive Department for the next five years is to maintain quality education and increase training the new high technology fields. Goals being investigated are green technology for automobiles such as electric cars and clean fuels. When these goals are implemented our students will have an advantage in the employment arena because of their training at San Bernardino Valley College.



Challenges and Opportunities:

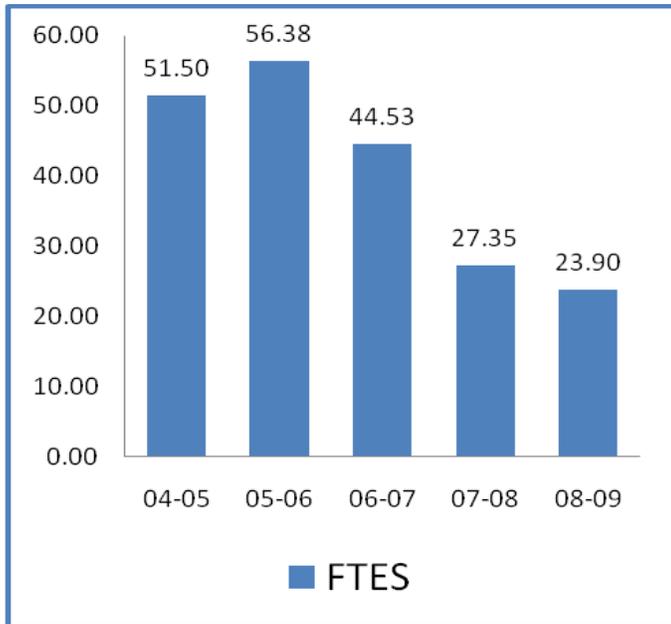
- A major challenge for the Automotive Department is the lower than desired number of certificates and degrees awarded. Our success seems to indicate a failure, we attribute the low degree and certificate numbers to students leaving school to begin employment.
- Today with technology changing so fast the opportunity for offering training in new fields is tremendous. The challenges are finding the funding to kick-off new classes.

	04-05	05-06	06-07	07-08	08-09
Sections	44	43	43	46	48
% of online enrollment					
Degrees awarded		1		3	1
Certificates awarded	4				32

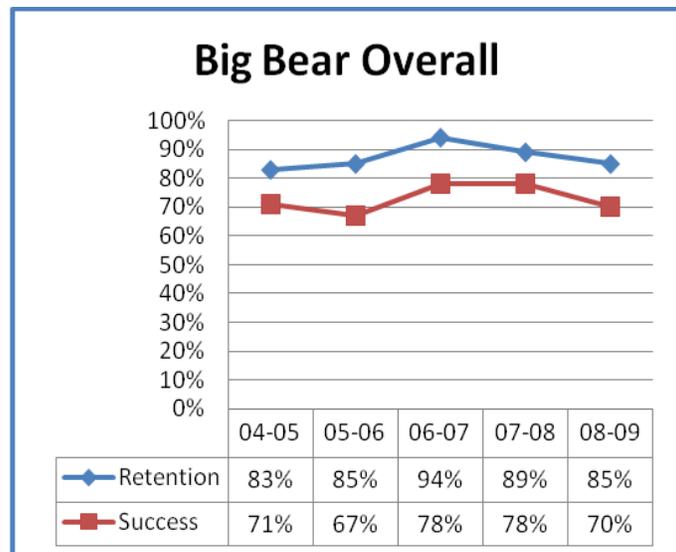
Action Plan:

As funds become available the automotive department would like to grow in the area of Green Technology particularly electric cars and clean fuel. Our division is investigating grants at the federal Level that may make this possible. To better serve the bussiness community and students we are working toward specialized certificates requiring lower units. This lower unit certificate will allow the student to leave the college with documented high tech training opening opportunities for them to gain employment.

Big Bear Overall



	04-05	05-06	06-07	07-08	08-09
Sections	28	26	24	20	16
Duplicated Enrollment	453	527	392	250	199
FTEF	5.65	5.30	4.79	3.67	2.85
WSCH per FTEF	542	633	559	462	500



Description:

Big Bear/Mountain Centers is an off-campus center of San Bernardino Valley College. The Mountain Centers program is responsible for offering classes and services to students who live in the mountain areas surrounding San Bernardino. Those mountain areas include Big Bear City, Big Bear Lake, Sugar Loaf, Lake Arrowhead, Crestline, Running Springs, and surrounding cities. Currently, evening classes are offered only at Big Bear High School. Many of our students located in mountain cities are unable to attend the classes offered on campus due to: the distance, weather conditions including fog and snow, lack of transportation, and unsafe roads conditions. Classes are offered in multiple formats Tuesday through Thursday. The formats include traditional delivery, Interactive Television, hybrid course offerings and online courses

Assessment:

The data provided indicate that enrollment peaked in 2005-2006 and then has declined. The retention rate ranging in the upper 80% to 90% is better than the college's retention rates. Although the success rate declined the last year reported (70%) it exceeds the college rate. So enrollment declined but retention and success are strong. Data not included show that the number of students taking on-line classes is most likely increasing from the mountain area. From one zip code only, the number of students enrolled in on-line classes increased from 34 in Fall, 2007, to 65 the following semester, Spring 2008. Nevertheless, students in the mountain area advocate for face to face classes since many are not ready for on-line courses.

Program Goals:

The goals for the Big Bear Mountain Communities are the following:

- Serve the population in the mountain regions with courses that meet their needs
- Install a second ITV unit to provide maximum number of courses without the risk of cancelling the classes due to low enrollment.
- Provide learning assistance for students in remote location
- Find/develop a useable location off the high school campus
- Assess local needs annually

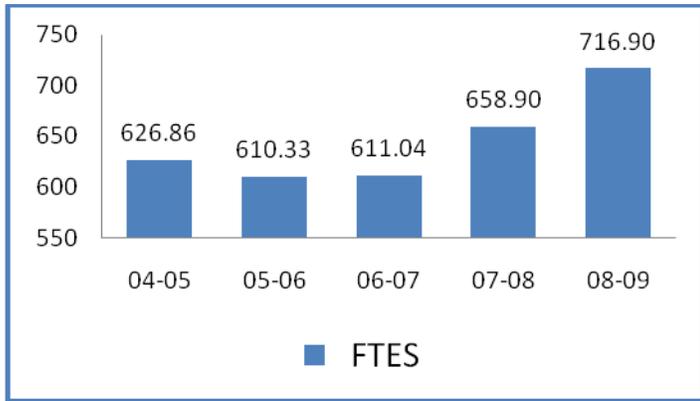
Challenges and Opportunities:

The population of Big Bear and the surrounding mountain communities have needs for a variety of courses at diverse levels and in different disciplines. This diversity of interest combined with a comparatively small population makes it difficult to fill classes. The challenge of providing courses that meet the needs of the community and filling these classes has led the college to provide Interactive TV (ITV) classes. The instructor can teach the class from the college campus (or Big Bear) and students can see, hear, and interact via the two-way communication system. Also, as the student gains experience and technical skills the student can successfully progress to on-line classes. Finding interested qualified local faculty can be difficult for some disciplines

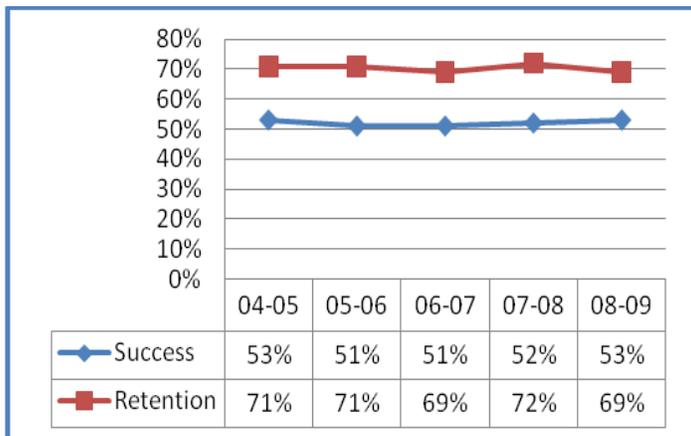
Action Plan:

- Acquire and install second ITV unit
- Provide local assistance for computer based math classes
- Continue and improve Super Saturday one stop service for the community
- Offer non-credit enrichment classes
- Promote 3 year cycle of AA classes
- Build strong community relationship

Biology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	3,354	3,186	3,153	3,371	3,752
FTEF	30.36	31.26	31.05	35.58	35.91
WSCH per FTEF	619	586	590	556	599



	04-05	05-06	06-07	07-08	08-09
Sections	132	135	130	147	149
% of online enrollment		1%	1%	2%	2%
Degrees awarded	1	3	8	2	5
Certificates awarded					

Description:

The courses offered by the Biology Department are designed to meet the demands of science majors, and those wanting to enter an allied health career. The department prepares students not majoring in science to understand the methods and basic facts of biological science. It provides foundational courses for a Biology major equal to those at the university level. The department is also preparing students to enter an allied health career like the Nursing program at Valley College. The Anatomy and Physiology program and the Microbiology program are dedicated to producing students capable of high academic achievement, independent thought, and critical thinking.

Assessment:

- FTES has increased by 17.3% during the last three years and enrollment by 586 students. Each dipped slightly in the 05-06 year.
- WSCH per FTES has remained fairly steady over the last measured period at an average of 591.2. The program maintains a high efficiency score.
- Success and retention rates have remained fairly stable. These are fairly typical for the science courses at Valley College.
- There is only one online course in the department and it is taught in a hybrid format.

Program Goals:

- Develop Biol 090, a course to increase retention in Anatomy and Physiology courses.
- Develop Biol 155 a course to replace Biol 050
- Develop a multi-semester majors program with a third and fourth semester offering.
- Construct and maintain building planters for use with our students.
- Assess and rework the lab portion of our Anatomy and Physiology courses.
- Explore adding veterinary science courses to our department.

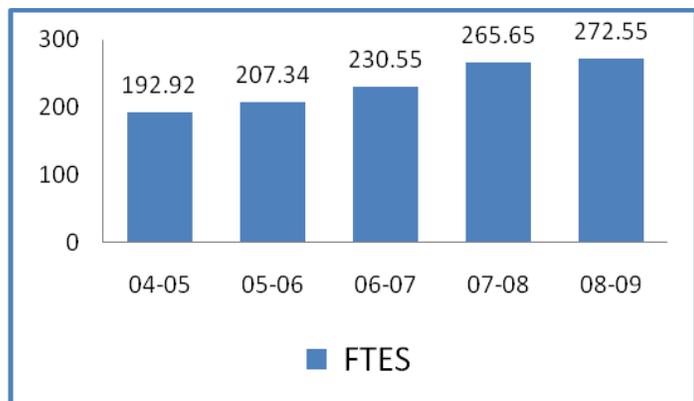
Challenges and Opportunities:

- Increasing success and retention in our courses.
- Develop more laboratory space.
- Develop more lecture space.
- We have the opportunity to serve many more health care students than currently with the necessary resources.
- We have the opportunity to incorporate more educational technology to enhance and broaden our instructional efforts.
- We could develop and offer some more online courses either in a hybrid or in a full online format.

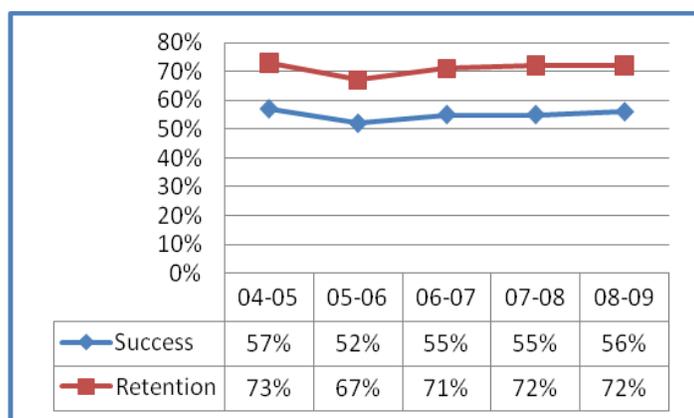
Action Plan:

- We want to have curriculum plans approved before the economy changes so that we are prepared to add important new classes.
- We will begin to talk to the college and district administration about plans to add more space in our building or new buildings.
- We have purchased materials to develop Biology planters. We have an action plan to acquire plants and install watering equipment.
- We will continue to upgrade lab experiences in A&P with more technology resources.
- We will begin to develop more online offerings in Biology.

Chemistry



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	955	1,020	1,149	1,266	1,366
FTEF	12.09	13.93	17.68	21.02	20.72
WSCH per FTEF	479	447	391	379	395



	04-05	05-06	06-07	07-08	08-09
Sections	43	51	62	75	74
% of online enrollment	3%	3%	4%	3%	4%
Degrees awarded	6	5	10	4	5
Certificates awarded					

Description:

The Chemistry program provides instruction and laboratory experience appropriate for general education requirements in the area of physical sciences, pre-nursing students, and lower-division preparation for Chemistry and Biochemistry transfer students. These same lower-division courses also service transfer students in nearly every science, health-science, and engineering field and pre-professional school preparation. The program has worked hard to expand the number of majors in science, mathematics,

Assessment:

The data shows the following:

- A significant increase in enrollment over the last five years as directed by the institution.
- The success and retention rates have been relatively stable.
- The efficiency numbers have decreased during expansion due to the large number of single sections used to experiment with growth strategies.
- The number of degrees is fairly constant with a one year spike. Many students choose not to earn an associates

Program Goals:

- To increase the number of science, math, and engineering majors to affect the economic viability of our region.
- To offer and fill five sections of general chemistry every semester which will provide a basis for the more advanced courses in chemistry for a viable major's

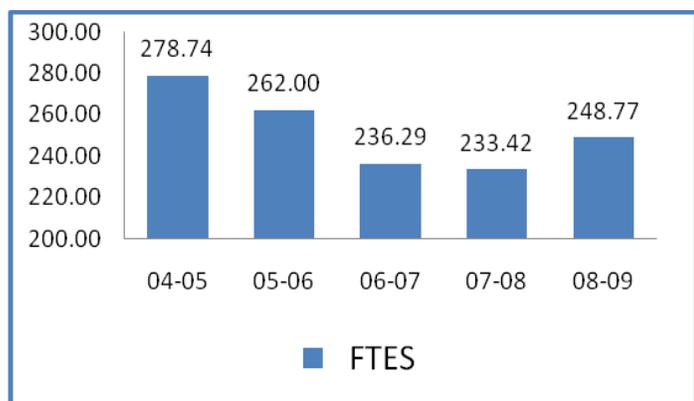
Challenges & Opportunities:

- There has been a lack of stable student support services to help students achieve their academic goals. Currently there is a grant to support this, but no long-term, stable funding has been identified.
- Another challenge is the lack of laboratory space and a stable instructional supply budget. We have covered laboratory supplies with one-time money every year for the last five years. We believe this problem has been corrected during the 2009-2010 year.

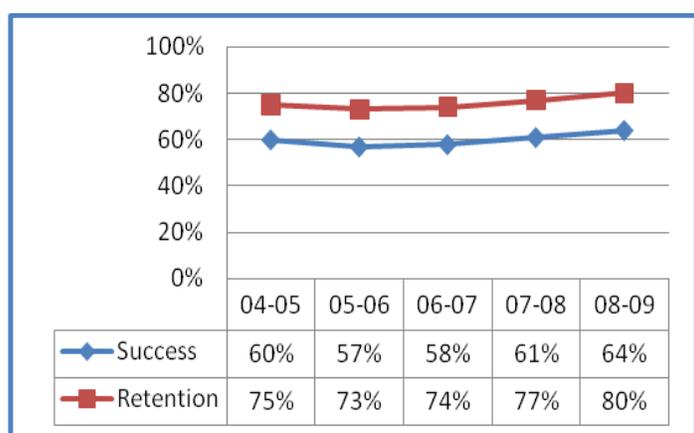
Action Plan:

- Improve efficiency by offering more double sections.
- Prepare for the move to the new building.
- Maintain a viable major's preparation by providing sufficient number of introductory/feeder.
- Maintain its position in the region as the largest chemistry program compared to other Inland Empire

Child Development



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,816	2,572	2,322	2,220	2,378
FTEF	16.89	16.88	17.29	16.91	17.20
WSCH per FTEF	495	466	410	414	434



	04-05	05-06	06-07	07-08	08-09
Sections	98	99	100	90	92
% of online enrollment					
Degrees awarded	29	28	38	28	35
Certificates awarded	51	54	51	60	66

Description:

The Child Development department has an academic as well as vocational orientation. The academic program prepares students for Associate of Arts degrees that articulate with educational institutions that offer BS/BA in Child Development degrees. The vocational program which interfaces with the academic program allows students to develop skills suitable for immediate employment. The certificate programs provide a well-rounded, concentrated area of study in child development. At the present time, the department has eight certificates and three AA degrees. The department functions to provide the academic foundation necessary for students to become successful providers of early childhood care and education. The Child Development department is committed to student learning, excellence and success.

Assessment:

- Assessment of the data indicates student success rates and retention have been consistent and have risen slightly in the last 5 years
- Student success rates in 2004-2005 were at 60% and in 2008-2009 were at 64%. Retention in 2004-2005 was 75% and in 2008-2009 was 80%. Since 04-05 FTEs have declined
- slightly, but since 2006-2007 they have increased
- We have offered fewer sections; 98 sections in 2004-2005 to 92 sections in 2008-2009. We will continue to decrease our sections as the administration requires
- 29 AA degrees awarded in 2004-2005 and 35 degrees awarded in 2008-2009 showing a slight increase over the last five years. 51 certificates awarded in 2004-2005 and 66 certificates awarded in 2008-2009 demonstrating a steady increase
- During spring 2008, CD Department successfully completed program efficacy and between spring 2006- fall 2008 completed content review
- Our certificates and degrees received curriculum and board approval. Update certificates and degrees again in January 2009 to align course titles with the CD Curriculum Alignment Project
- Prior to fall 2010, received curriculum approval on 4 Distance Education courses
- Child Development Department is dedication and commitment to student learning and success

Program Goals:

- Increase access to Child Development courses to include late afternoon, evening, Friday and Saturday
- Online courses will be offered in fall 2010
- Faculty will receive training in Blackboard and eLumen
- Support student success by continuing Mentorship Program, Child Development Training Consortium, partnerships with the early childhood education community, and local 4- year Universities

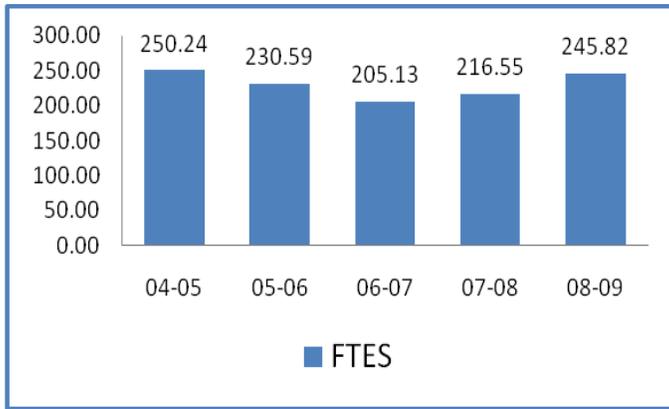
Challenges and Opportunities:

- Offering a range of Child Development courses for student to complete certificates/degrees
- Impact of budget cuts on Child Development section offerings
- Reduction in certificates and degrees awarded over the next 5 years

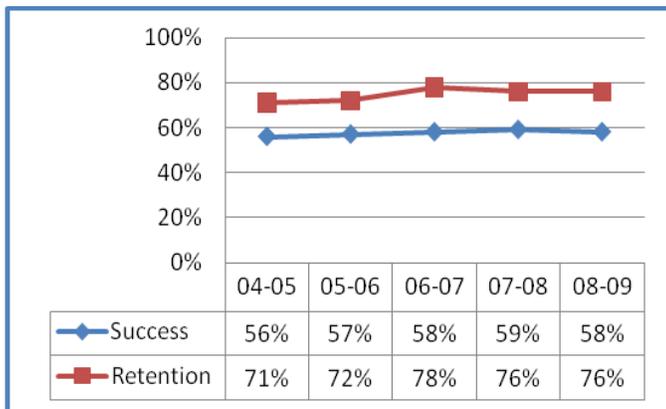
Action Plan:

- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time
- Develop a flexible course/section offering plan
- Evaluate Child Development Department goals annually

Computer Information Technology (CIT)



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,227	2,085	1,815	1,918	2,199
FTEF	18.96	18.48	16.00	17.13	16.31
WSCH per FTEF	396	374	385	379	452



	04-05	05-06	06-07	07-08	08-09
Sections	99	100	86	89	86
% of online enrollment	2%	2%	20%	48%	65%
Degrees awarded	2	4	7	3	11
Certificates awarded	7	17	5	2	6

Description:

The CIT Program serves students needs in three ways:

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

Assessment:

The data indicates a mature program that consistently serves the needs of students while maintaining academic standards:

- FTEF and enrollment variance is consistent with campus-wide trends
- During the 2008-2009 academic year that was an increase in WSCH/FTEF
- The department has maintained student success and retention numbers while the online enrollment has increase from 2% to 65%

Program Goals:

The CIT department has established the following goals:

- Define, evaluate, and assess SLOs for all courses, degrees, and certificates
- Improve student access by offering courses in a distributed education environment
- Create short term certicate(s) to quickly move students from college to career

Challenges and Opportunities:

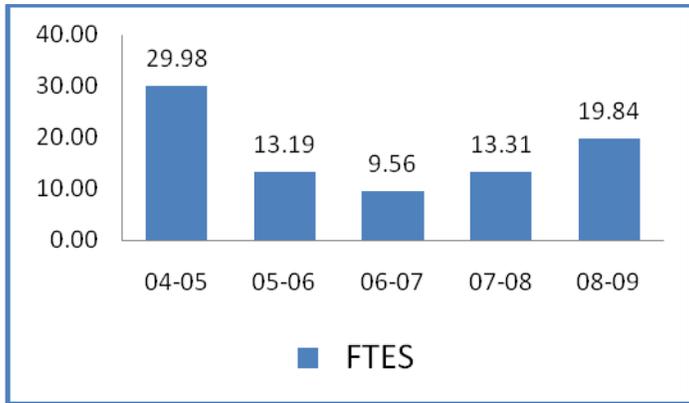
By the nature of the rapid rate of change in the Information Technology field we have significant challenges maintaining currency:

- Hardware and software
- Faculty experience with changes in technology and standards
- The adoption of Distributed Education (DE) provides the opportunity to provide college education opportunities

Action Plan:

- Provide faculty with opportunities to stay current with emerging technologies
- Continue to create more DE courses and maintain instructional quality and rigor
- Create short-term courses and certificates focused on local employment opportunity
- Actively engage local resources such as high schools, colleges, employers, governmental agencies.

Computer Science



Description:

The Computer Science program provides preparation for students planning to transfer to a four year institution, experience in computer programming for students enrolled in science or engineering disciplines and preparation for students interested in pursuing employment after Valley College

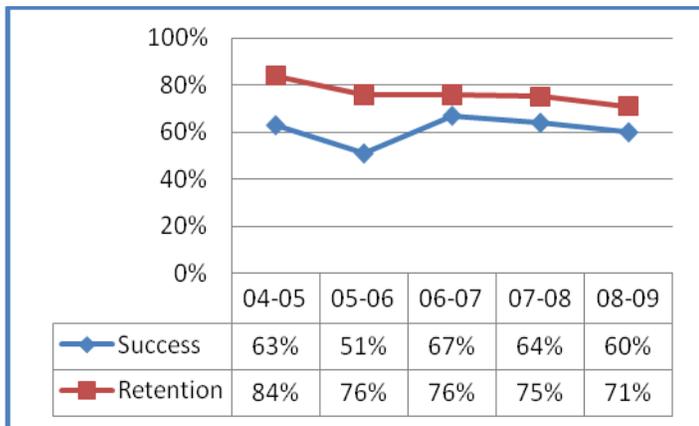
Assessment:

The program clearly is suffering from lack of full-time faculty and being lost within an Academic Division without support from a Department Head with significant Computer Science expertise.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	207	71	54	73	109
FTEF	2.69	1.63	1.22	1.90	2.30
WSCH per FTEF	323	243	235	210	259

Program Goals:

The program has been moved to the Business, Mathematics, and Computer Technology division and assigned a Department Head with experience and academic credentials in Computer Science. The goal is to return the program to the performance levels of 2004-2005.



Challenges and Opportunities:

The most obvious and urgent challenge is to rebuild the program. The opportunities are that through the rebuilding process a relevant and effective program can be built.

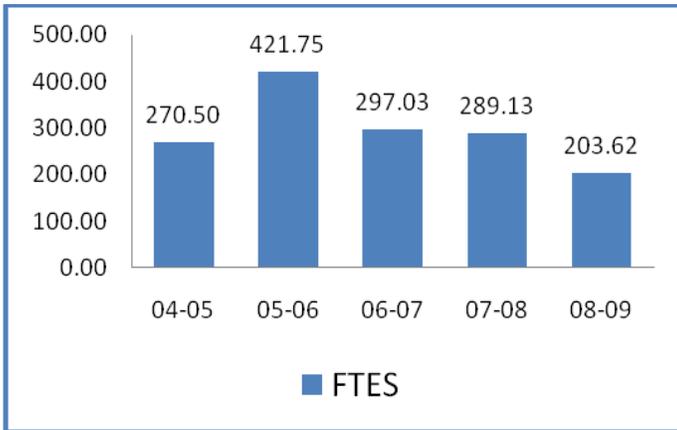
	04-05	05-06	06-07	07-08	08-09
Sections	12	7	6	8	11
% of online enrollment				29%	39%
Degrees awarded	22				1
Certificates awarded	4				

Action Plan:

Rebuilding the program will involve significant effort on several fronts:

- Develop SLOs
- Update curriculum
- Articulate the courses/program with local 4 year institutions
- Build business/community partnerships
- Build enrollment and student success

Criminal Justice



Description:

The Criminal Justice Department offers law enforcement courses designed for entry-level officers, advanced officers, reserve officers and dispatchers. Most all of the curriculum is certified by the Commission on Peace Officers Standards and Training.

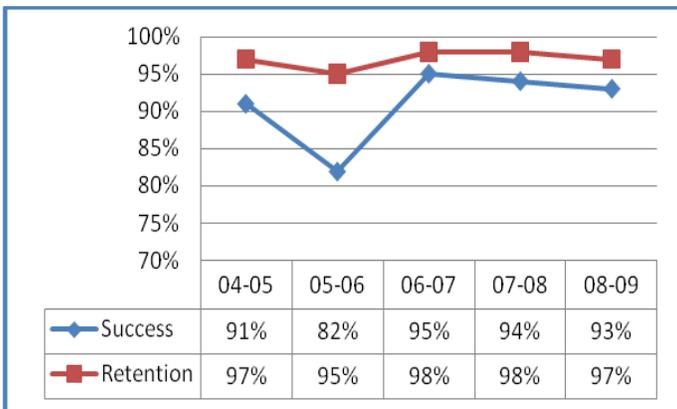
Assessment:

Criminal Justice has maintained excellent performance and productivity for the reporting years shown in the tables to the left. The data is inaccurate since it captures only the fall and spring semesters omitting summer and not capturing course end dates. Many of the courses offered by the department bridge semesters so for accurate data summer must be included.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,465	3,032	2,888	2,623	2,165
FTEF	15.57	15.18	16.41	16.01	14.28
WSCH per FTEF	521	834	543	542	428

Program Goals:

- Continue providing quality law enforcement training with a greater emphasis on ethics and character development.
- Finalize the update and content review process for the basic academy courses five courses.
- Work with the college research team to generate accurate data for the department.
- Provide more in-service training for academy on-site-supervisors.



Challenges and Opportunities:

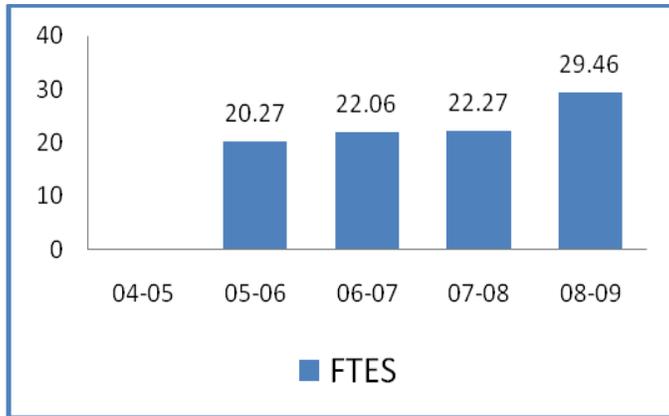
- Develop strategies to increase the readiness of academy applicants for the physical rigors of the training program.
- Continue offering four intensive format and one extended format basic law enforcement academies each year to meet the demand for officers.

	04-05	05-06	06-07	07-08	08-09
Sections	106	101	109	100	98
% of online enrollment				8%	15%
Degrees awarded					
Certificates awarded		3	5	3	3

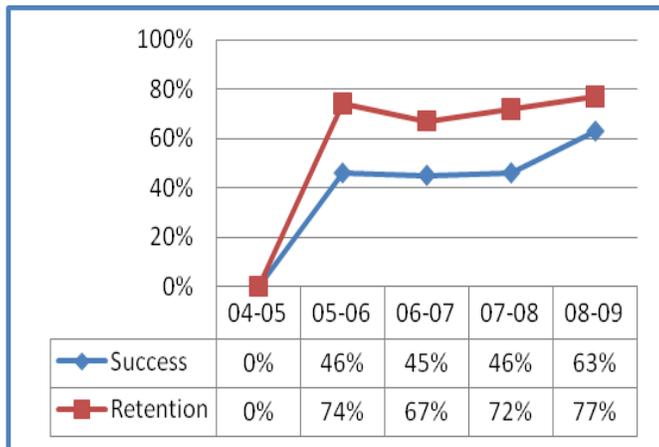
Action Plan:

- Develop a pre-academy training program.
- Develop a comprehensive pre-academy handbook.
- Hold at least one advisory meeting yearly to discuss weaknesses
- in the current report writing learning domain of the academy.

Dance



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment		121	130	132	176
FTEF		1.33	1.62	2.50	2.08
WSCH per FTEF		457	475	267	425



	04-05	05-06	06-07	07-08	08-09
Sections		5	6	9	9
% of online enrollment					
Degrees awarded					
Certificates awarded					

Description:

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

Assessment:

The dance program came into existence only four years ago. There has been a steady increase in enrollments through 08-09. Productivity increased over last year. This can be attributed to changes in scheduling and class offerings. The current dance studio mandates a class cap of 20 students making further productivity increases moot.

Program Goals:

The goal is to continue to offer courses in light of mandated schedule cuts. Classes fill to capacity, but are taught by adjunct faculty. The program would have greater opportunity for growth with a full-time faculty member to provide needed support. Evidence shows that additional classes could fill.

Challenges and Opportunities:

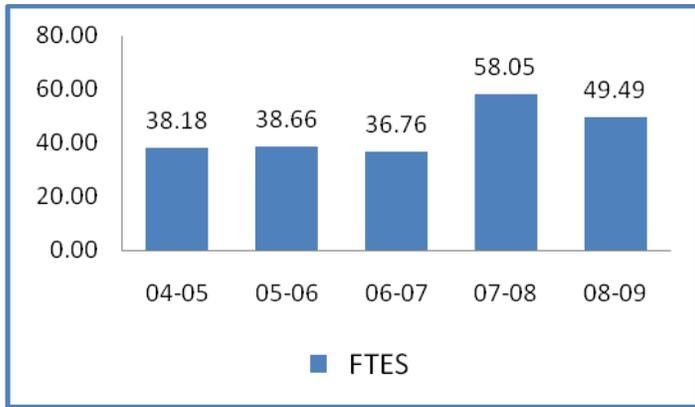
The current dance studio is only large enough for 20 students and is in need of substantial repair. The current economic environment allows for only two course offerings per semester which has been only slightly mitigated by stacking sections to provide for more opportunity for students interested in increasing their skills in dance.

Attendance at dance recitals is very high and generates a great deal of enthusiasm. The dance program should explore ways of better capitalizing on this level of community involvement.

Action Plan:

In order to capitalize on the interest in the dance program the department is considering opportunities for collaboration between the disciplines.

Diesel



Description:

This class is a service and repair of heavy duty truck and bus equipment. Students are trained from basic service to computer systems.

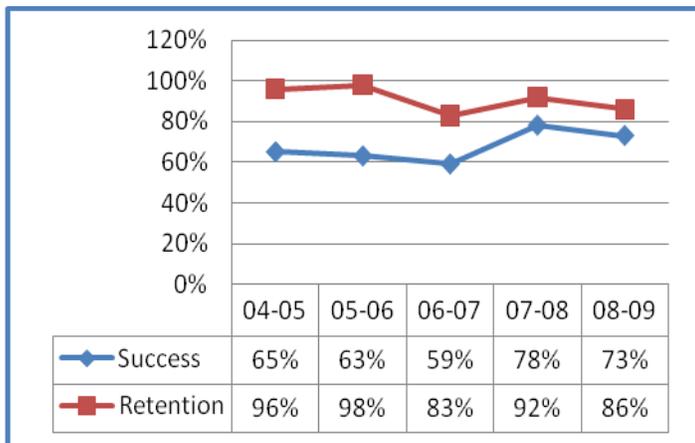
Assessment:

The Truck and Bus Technology students are required to take 30 units to be truck and bus certified. FTES dropped in 08-09 due to placement versus completed classes. Success and retention rates are average, with a small decline in 08-09 due to students going to work.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	247	248	234	326	278
FTEF	3.23	3.57	4.52	5.27	4.42
WSCH per FTEF	355	325	244	330	336

Program Goals:

- Increase new career class in fuel and emissions
- Increase retention by developing a service certificate to increase the number of certificates.



Challenges and Opportunities:

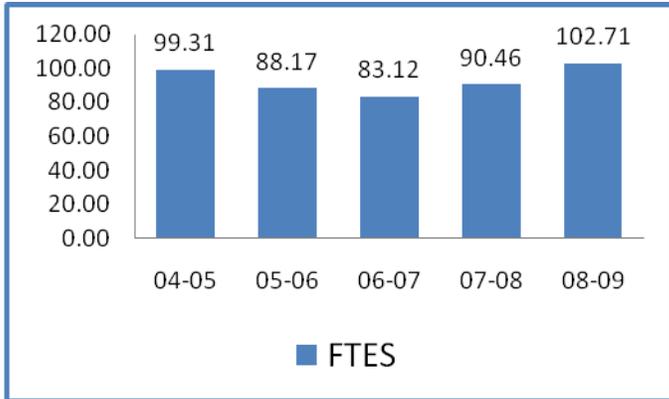
The challenge of the program is to improve the success and retention rate, and develop new courses to meet renewable energy programs for the state of California.

	04-05	05-06	06-07	07-08	08-09
Sections	15	15	16	17	14
% of online enrollment					
Degrees awarded					
Certificates awarded	7				4

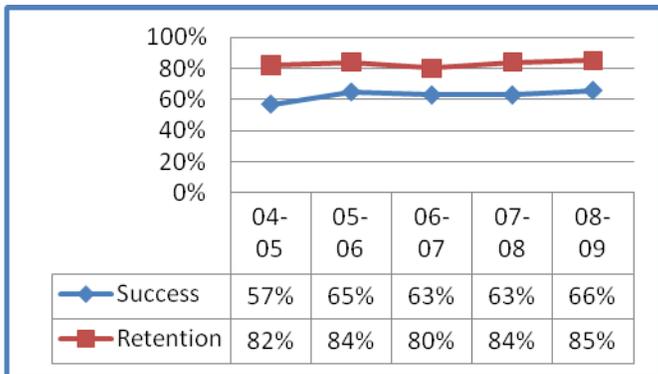
Action Plan:

- Introduce basic electric class to meet new computer systems in trucking
- Develop new renewable energy class to improve student retention rates
- Align basic classes to meet service certificate requirements

Economics



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	977	873	818	898	1,022
FTEF	6.61	5.34	5.34	5.07	5.54
WSCH per FTEF	451	495	467	535	556



	04-05	05-06	06-07	07-08	08-09
Sections	34	28	31	30	32
% of online enrollment	16%	26%	38%	37%	32%
Degrees awarded					
Certificates awarded					

Description:

Economics is concerned with the study of how people and societies produce various commodities and services and distribute them for consumption, now and in the future, among various persons and groups in society. As a descriptive, academic discipline, it is concerned with accurate portrayals of national economics as well as those of regions, firms, and individuals. As an analytic discipline, its tools are used to order, modify, and describe economic activity. Training in economics provides excellent preparations for careers in industry, government, and many professions including management, law, education, public administration and consulting.

Assessment:

Since 2006-2007

- Duplicated enrollment has increased 25%
- WSCH per FTEF increased 19%
- FTES increased 24%

Since 2004-2005

- Success rates have improved 16%
- Retention has improved 4%
- Percent of on line enrollment increased 100%

The department feels strongly that the number of students desiring to enroll in economic courses will increase because:

- Americans believe the most challenging problem facing the nation is the economy
- As the nation faces high unemployment and recession interest in economics increases
- Enrollment in community colleges generally increases during times of high unemployment and recessions

Program Goals:

- Update curriculum
- Improve program review status
- Modify SLO for macroeconomics
- Improve student learning, work with the tutorial center to provide tutors early in semester
- Improve student success by working to develop systems where students can use early editions of text books at a fraction of usual textbook prices, and thereby get their books earlier in the semester
- All economic courses will utilize Blackboard by end of spring 2010

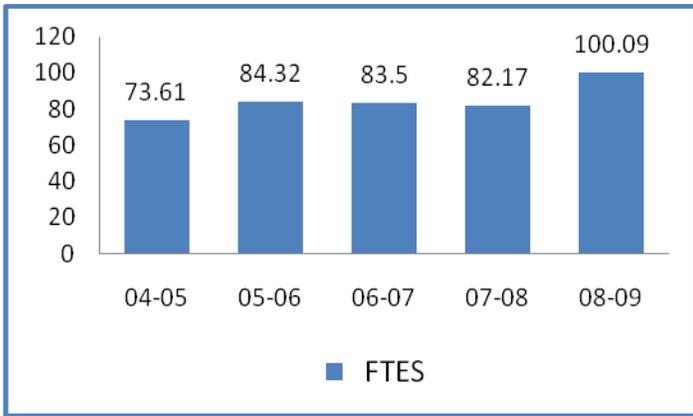
Challenges and Opportunities:

- Biggest opportunity is to serve more students as interest in economics and expected enrollment increase
- Most formidable challenge is how to increase offerings in times of budget cutbacks
- While all of the indicators (enrollment, WSCH/FTES, FTES, success and retention rates, and percent of online enrollment) have improved, the program will continue to strive to improve

Action Plan:

- Write updated curriculum and meet with curriculum committee to make current all economics courses
- Write and improve the program review documents to improve status
- Meet with economics faculty to review and perhaps modify SLO's for macroeconomics
- Hold monthly department meetings to assess our success in meeting our goals

Electricity & Electronics



Description:

Career training curriculum designed to train individuals for the workforce in the fields of Electricity, Electronics Technology, Computer Engineering Technology, Communications Engineering Technology, Avionics, and Electricians Training.

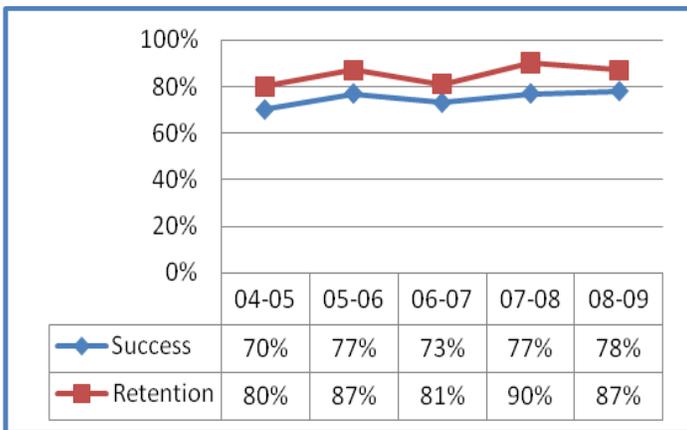
Assessment:

- Enrollment is up, retention is strong, completions and transfers are also strong.
- Our classes are taught in the evenings and on Saturdays to give our students the opportunity to work during the day.
- We have two full-time faculty and an FTEF of over 8.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	566	557	634	591	752
FTEF	7.28	7.98	6.31	7.90	8.02
WSCH per FTEF	303	317	397	310	374

Program Goals:

The functions of the Electricity/Electronics Programs is to offer curriculums designed to prepare students to be employed at an introductory level in the fields of Electricity or Electronics. We prepare them for the work force under the advisement of our advisory committee and Employment Development Dept. (EDD). We are developing a program in solar power.



Challenges and Opportunities:

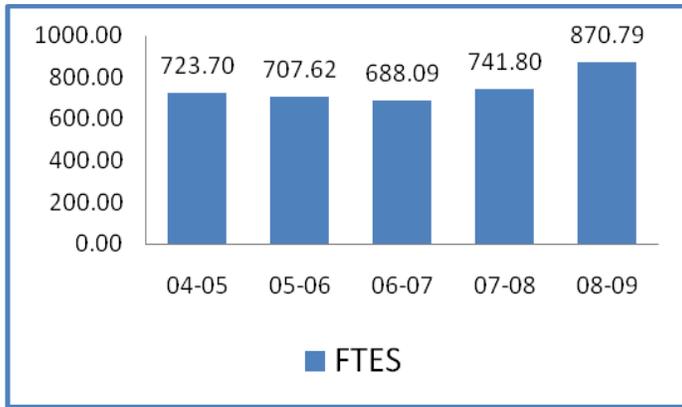
- There are challenges in budget and facilities. We are running out of room to offer new curriculum.
- Opportunities are there for our students especially in Electricity and Electrical maintenance.
- We continue to work on increasing the number of women in our programs.

	04-05	05-06	06-07	07-08	08-09
Sections	34	34	30	36	38
% of online enrollment					
Degrees awarded	4	6	6	4	8
Certificates awarded	14	25	14	40	17

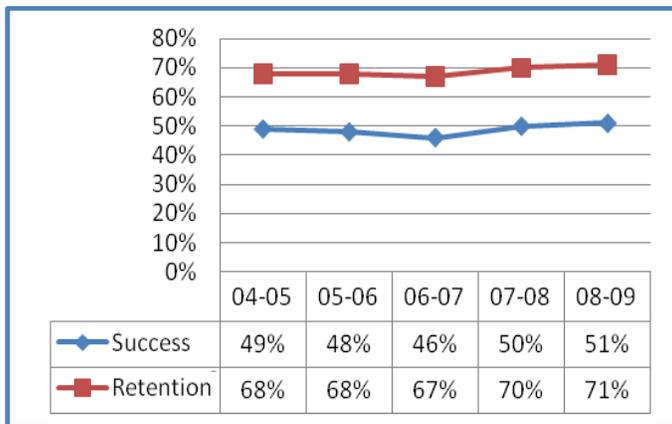
Action Plan:

We are offering as many needed classes as permitted and soon plan to offer a curriculum in "green" technologies including solar (photo voltaic) energy.

English



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	5,789	5,712	5,671	6,151	6,730
FTEF	58.24	55.44	56.95	58.69	63.89
WSCH per FTEF	373	383	363	379	409



	04-05	05-06	06-07	07-08	08-09
Sections	248	241	243	254	258
% of online enrollment	2%	3%	3%	5%	7%
Degrees awarded					
Certificates awarded					

Description:

The SBVC English Department offers a program of classes designed to help students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate, as well as our basic skills students. The courses taught by faculty in the English Department are designed to foster practical and academic writing and communication skills. In addition, our department offers a complete ESL program for English Language Learners with courses that begin at the conversation level and progress through a composition level that is four levels below transfer, Freshman Composition.

Assessment:

- FTES have increased due to current economy and reduction in the number of students accepted into CSU and UC institutions.
- WSCH has increased even though the department class caps are below the college average (25 vs. 30) based on bargaining agreement.
- Success rates have remained constant while retention has slightly increased
- this program has no degrees or certificates
- We have increased the number of online sections to accommodate a greater range of students

Program Goals:

- Continue to provide quality education to our transfer students as well as our basic skills students
- Maintain a complete and diverse program that includes a college newspaper, required transfer-level composition and literature classes, and a complete ESL program.
- Improve number and frequency of English classes held in computer classrooms.
- Provide students accurate placement into English classes for maximum success. Increase retention in online composition classes.
- Acquire ESL students from local recently closed Adult Schools

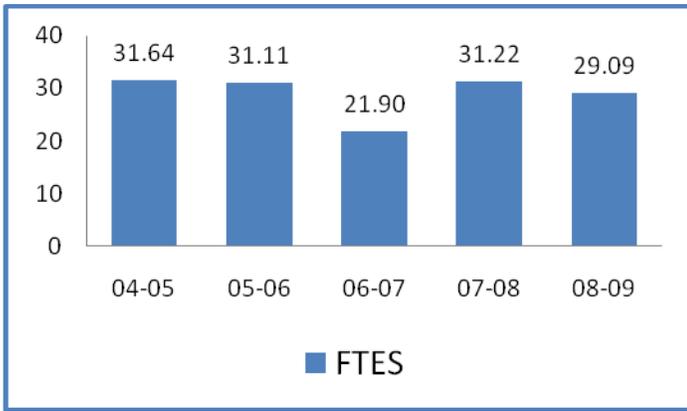
Challenges and Opportunities:

- Achieving the goals listed above while balancing substantial cuts to our program.
- Adjusting cut scores for newly implemented computerized assessment test in order to ensure accurate placement into English classes.
- Continuing to offer literature classes despite the current emphasis on basic skills classes

Action Plan:

- Gather and analyze data so as to make necessary adjustments to assessment cut scores so that students are accurately placed in English classes.
- Use rotation system for literature classes.
- Continue to recruit ESL students by giving former Adult School students campus tours of SBVC.
- Continue partnerships across campus to utilize technology classrooms

Family & Consumer Science



Description:

Prepares for careers in dietetics, assist dieticians in the provision of foodservice and nutritional programs. Prepare students to meet the CA Dept Health Licensing requirements for Dietetic Service Supervisor; may supervise production, writing menus, designing diets, teach classes to food service personnel, giving diet instructions.

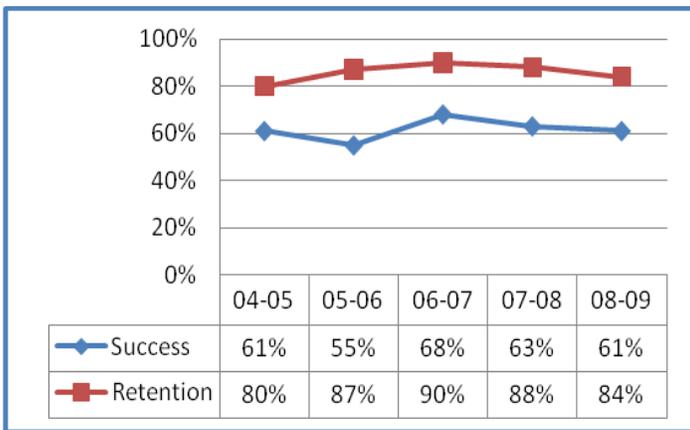
Assessment:

FTES have maintained due to outreach efforts by college and department faculty. The retention rate is high as many FCS students are encouraged to take classes in this department with a promise of a better position at their current place of work. Lower success rate reflects the current academic performance levels.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	304	296	214	280	286
FTEF	2.07	2.07	2.07	1.80	1.80
WSCH per FTEF	459	451	317	520	485

Program Goals:

- Maintain current content review.
- Encourage students to ask for tutoring in reading and math to increase their success and our rate in the program.
- Increase job placement opportunities and statistics.
- Partner with local residential facilities to provide locations for students to do internships in dietetics.
- Offer a class in vegetarian diets.



Challenges and Opportunities:

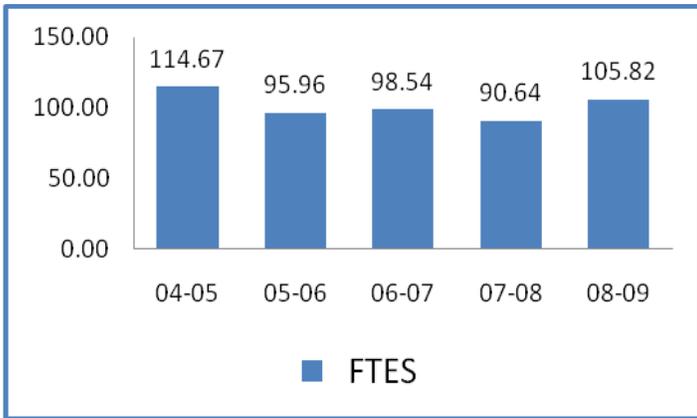
Academically challenged students are a constant at this college. Efforts to aid students to learn in this challenging environment within their abilities include referrals for tutoring and to the the reading and math labs. Outreach opportunities to future students explain the difficulties with this program.

	04-05	05-06	06-07	07-08	08-09
Sections	16	14	13	12	13
% of online enrollment					
Degrees awarded	1				
Certificates awarded	3	1	1		4

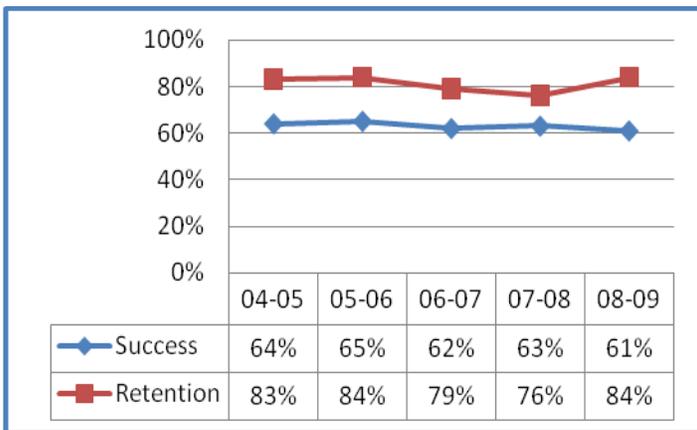
Action Plan:

Include online theory courses in Sanitation & Safety, Purchasing, Menu Planning, Nutrition, Modified Diets, and Nutrition Management by 2010-2011. This will improve our FTES, success & retention rate. We will continue outreach efforts to attract more academically capable students.

Geography



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,102	1,013	958	937	1,107
FTEF	6.68	6.06	5.80	5.60	6.54
WSCH per FTEF	515	475	510	486	485



	04-05	05-06	06-07	07-08	08-09
Sections	37	33	36	37	42
% of online enrollment					
Degrees awarded			1		
Certificates awarded					

Description:

The environmental science of geography examines both physical and cultural landscapes. Geography includes the study of all forces of nature and the consequences of those forces: the nature and interactions of the atmosphere and the land, plants and animals, the earth's waters, weather, climate, the earth's dynamic surface, landforms and soil, and the way people have inhabited and altered the earth by creating various forms of agriculture, language, religion, and cities.

Assessment:

- Pass rates have matched or slightly exceeded college averages
- Success and efficiency rates have consistently exceeded college averages
- Because of curriculum updates and expanded course offerings, the number of Geography AS degrees should increase.

Program Goals:

- Enhanced student recruitment strategies, incorporating on- and off-campus resources.
- Now that curriculum has been fully updated, efforts to complete all course SLO evaluations should continue.
- Creation of grant and scholarship programs for enhanced program viability and student transfer and career opportunities.
- Additional collaboration with other departments for creation of additional degree, certificate, and transfer opportunities for students.

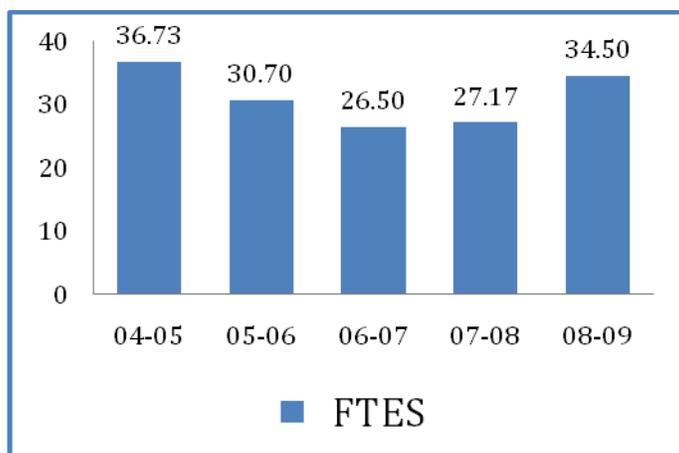
Challenges & Opportunities:

- Success, retention, and efficiency, while high, could be improved.
- Local field and outreach opportunities must be incorporated, as budgets remain flat or may even decline.
- Geography should be more fully incorporated into future environmental science degree and certificate programs.
- Geography and GIS programs should become more closely linked, especially as environmental and geospatial career fields continue to grow.

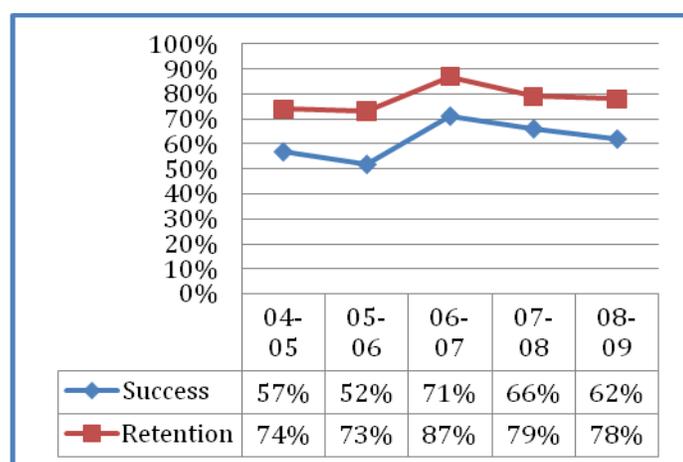
Action Plan:

- As course load and funding opportunities allow, a full-time, tenure-track Geography-GIS instructor position should be created.
- Advertising the Department more effectively, both on and off campus.
- Continuing to offer an expanded variety of Geography classroom- and field-based courses.
- Increase the number of Geography graduates and transfer students by cultivating grant, scholarship, and research opportunities.

Geology & Oceanography



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	283	227	200	219	304
FTEF	3.18	3.10	2.16	2.66	2.96
WSCH per FTEF	347	297	368	306	350



	04-05	05-06	06-07	07-08	08-09
Sections	29	27	23	28	25
% of online enrollment					
Degrees awarded					
Certificates awarded					

Description:

The Geology-Oceanography Department offers courses that examine the Earth's terrestrial and marine history, structure, and economic resources. These courses meet the needs for (1) students planning to transfer to a four-year institution and preparation for a career in geology, oceanography, or related fields, (2) students fulfilling the undergraduate general education science requirement, and (3) students who wish to better understand the planet on which we live.

Assessment:

- After a period of decline, enrollment and FTES have increased
- Success and retention rates have generally remained at or above college averages.
- Efficiency (defined as WSCH/FTEF) remains below college averages and stated goals (425) but appears to have stabilized above 300. The Geology-Oceanography program endeavors to increase its success, retention, and efficiency rates
- Since there is no full-time faculty member for this program, a full-time faculty member would be better able to grow the program through integration with existing and emerging degree and certificate programs, curriculum and SLO updates, student recruitment, and monitoring of student transfer into related four-year programs.

Program Goals:

- Creation of a full-time faculty position for the Geology-Oceanography Department.
- Enhanced student recruitment strategies, incorporating on- and off-campus resources.
- Creation of grant and scholarship programs for enhanced program viability, student transfer, and career opportunities.
- Increased variety of course offerings and creation of standard semester course patterns (e.g. so that students will know during which semester specific courses will be offered).
- Enhanced linkage between Geology-Oceanography and related majors programs (e.g. Biology, Chemistry, Environmental Sciences/Studies, Geography, GIS, Mathematics, Physics, Water Supply Technology, and others).
- More regular curriculum and SLO updates.

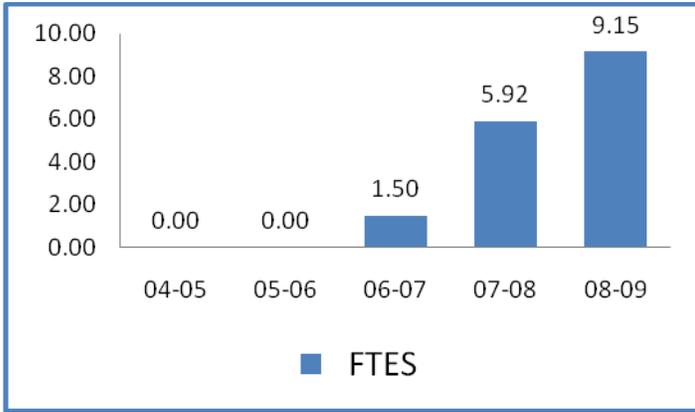
Challenges and Opportunities:

- The greatest challenge facing the Geology-Oceanography Department is a lack of a full-time faculty member.
- Enrollment must continue to increase while success, retention, and efficiency rates must improve.
- Local field opportunities must be incorporated, as budgets remain flat or may even decline.
- Geology and Oceanography should be more fully incorporated into future environmental science/studies degree and certificate programs, as well as related physical science programs.
- While traditional petroleum and mineralogy transfer programs and careers have declined, environmental, engineering, and hydrology geosciences continue to expand.
- Scholarship, grant, internship, and transfer opportunities exist for traditionally underrepresented students. However, they must be made more available to SBVC Geology-Oceanography students.

Action Plan:

- Hire a full-time Geology-Oceanography faculty member.
- Advertise the Department more effectively, both on and off campus.
- Continue to offer an expanded variety of Geology and Oceanography classroom- and field-based courses.
- Increase the number of Geology-Oceanography graduates and transfer students by cultivating grant, scholarship, and research opportunities.
- Increase the linkage among SBVC physical/environmental science programs, as well as transfer programs.
- Ensure the timeliness of curriculum and SLO updates.

Geographic Information Systems (GIS)



Description:

This certificate is designed to prepare students for entry level employment in Geographic Information Systems (GIS) and automated mapping technology, utilizing earth resources data satellites, aerial photography, and computerized data banks of spatial data.

The GIS Certificate is applicable towards entry level GIS positions and provides a foundation for transfer to four-year and graduate education within the fields of GIS, Geography, Photogrammetry and Remote Sensing, Computer Cartography, Environmental Sciences, Earth Sciences, and a whole host of educational and career paths that utilize GIS.

Assessment:

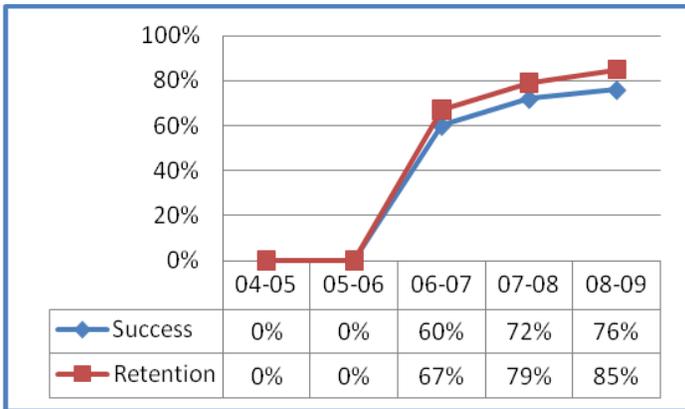
With few exceptions, the GIS retention and pass rates have been near or above those of the campus. Percentage fill and related WSCH, however, have been well below that of the campus and goal of 425.

The GIS program endeavors to improve its fill rate and WSCH, expand the program, and better serve its students through internal and external linkages, as well as continued job placement for students.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment			15	72	89
FTEF			0.20	1.32	1.69
WSCH per FTEF			225	135	162

Program Goals:

- One-year goal: Partnership with the US Forest Service for students, families, and other community members.
- Three-year goal: Hire a full-time, tenure-track faculty member.
- Five-year goal: Expansion of combination and specialized GIS certificate programs, including Water Supply Technology, Architecture and Environmental Planning, and Real Estate programs.



Challenges and Opportunities:

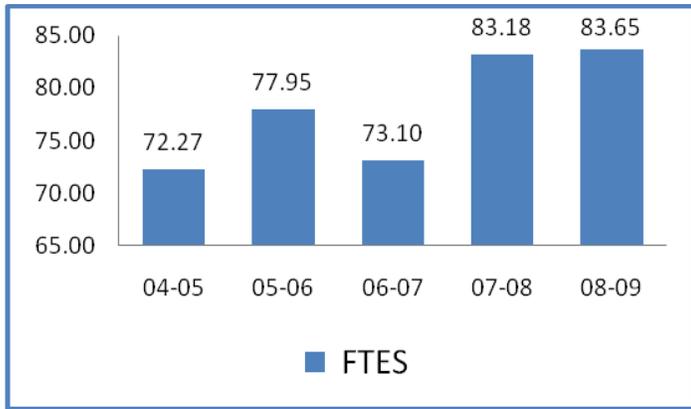
- The recent re-implementation of the GIS program.
- There are no full-time instructors within the GIS program.
- The current economic downturn has resulted in fewer GIS class positions being made available to SBVC GIS students.
- For the GIS 150 internship course, an agreement with the San Bernardino County Geographic Information Management System (GIMS) has the potential to increase enrollment, provide future employment opportunities for students, and a clearinghouse to advertise the SBVC GIS certificate program to all County employees.
- In spite of the gloomy economy, GIS positions remain available.

Action Plan:

- Increase advertisement of the SBVC GIS certificate program.
- Additional full-time Geography and GIS faculty would assist in the growth and maintenance of the GIS certificate program.
- Writing a grant to fund minority/underrepresented (and other) students to transfer into four-year GIS and Geography programs.

	04-05	05-06	06-07	07-08	08-09
Sections			1	6	8
% of online enrollment					
Degrees awarded					
Certificates awarded					10

Health Education



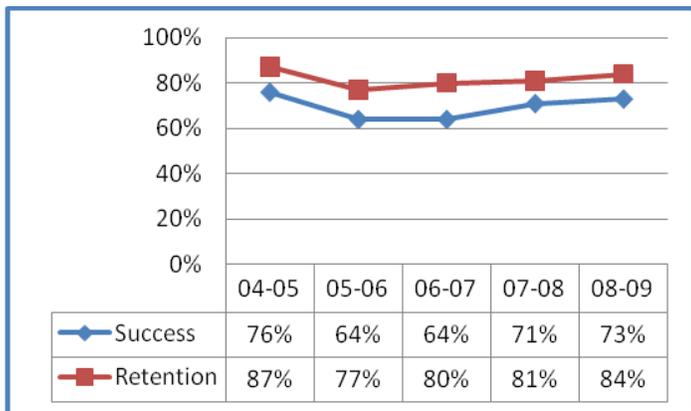
Description:

The Health Education Department is an academic department that offers transfer level courses that fulfill general education requirements for local universities and colleges. Additionally, the Health Education Department courses fulfill a general education requirement for the San Bernardino Valley College associate degree. Health courses provide students with guidelines for healthy living, which can improve their overall quality of life.

Assessment:

- In 2008-2009 enrollment increased from 737 to 845 students
- Drop in enrollment from 2006-2007 reflects campus wide budget cuts
- Steady increase has occurred since 2007 including the addition of online courses
- Replaced outdated telecourses with online classes; currently offering two online sections of Health 101
- WSCH dropped during the cuts of 2006-2007
- Retention and success rates are slowly improving after a drop in 2005-2006 and 2006-2007

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	737	773	689	788	845
FTEF	3.20	3.60	3.80	3.80	4.00
WSCH per FTEF	678	650	577	657	627



Program Goals:

- Update curriculum in the content review process
- Recruit qualified instructors for Health 103 (Holistic Health)
- Develop Health 103 online course

Challenges and Opportunities:

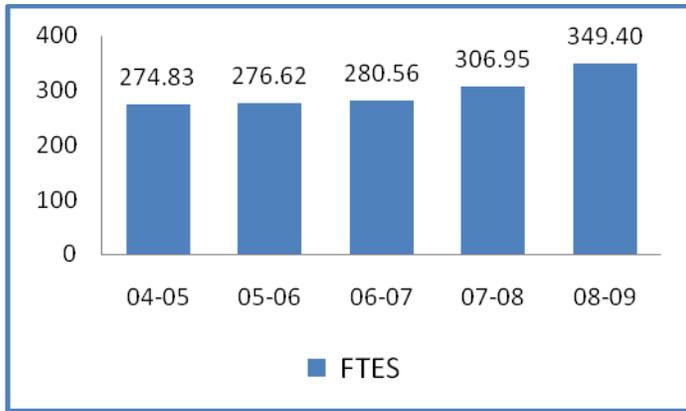
- Challenge—Maintain number of course offerings despite budget cuts
- Opportunity—Use professional development resources to train faculty to teach online courses

	04-05	05-06	06-07	07-08	08-09
Sections	16	18	19	19	20
% of online enrollment					13%
Degrees awarded					
Certificates awarded					

Action Plan:

- Designate full time faculty to update curriculum through content review process
- Offer professional development activities to help develop online teaching Skills
- Mentor new online instructors

History



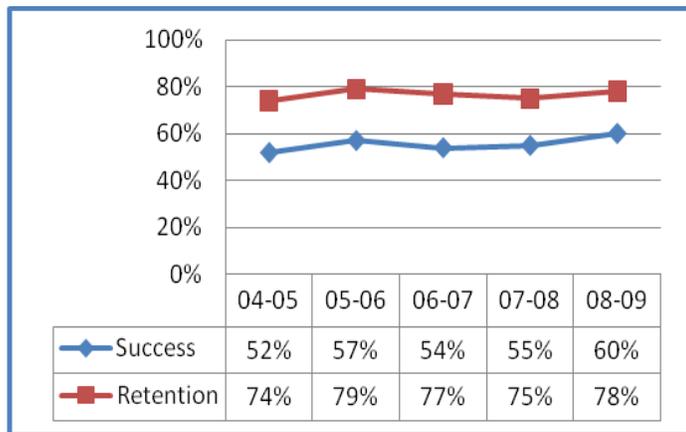
Description:

The History Department is an academic department that offers transfer courses that articulate to the California State University system, the University of California system, and private colleges. Three courses offered in this department (History 100, History 101, and History 137) also meet the CSU graduation requirements for a class in American Institutions. This department offers the four core classes needed for history majors at the university level: World History (History 170 and 171) and United States History (History 100 and 101), as well as a number of specialty classes that meet the needs of our diverse community of learners. History department courses are offered online, throughout the day, and as late start classes.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,891	2,769	2,812	3,079	3,519
FTEF	14.20	15.00	16.65	18.00	18.20
WSCH per FTEF	581	553	506	512	576

Assessment:

- In 2008-2009 a dramatic increase in enrollment occurred from 2004-2005 to 2,514 to 3,154
- Increase reflects a strong faculty commitment to offer more sections as well as a diversity of history courses
- During 2004-2005 to 2008-2009 FTES has increased from 13.85 to 16.40 and WSCH from 536 to 570
- Retention has increased from 72% in 2004-2005 to 78% in 2008-2009 (college retention averages)
- Success rates increased from 51% in 04-05 to 60% in 2008-2009
- Attributes impacting increases are better selection, variety of courses, and strong pool of adjunct faculty
- In 2008-2009 department lost a fulltime faculty position
- 72% of all history courses are taught by adjunct faculty



Program Goals:

- Update all curriculum through the process of content review (this process should be completed by Spring 2010)
- Create a History Department handbook for faculty
- Increase communication and participation of adjunct faculty in department functions
- Continue to evaluate courses with SLO assessment rotations

Challenges and Opportunities:

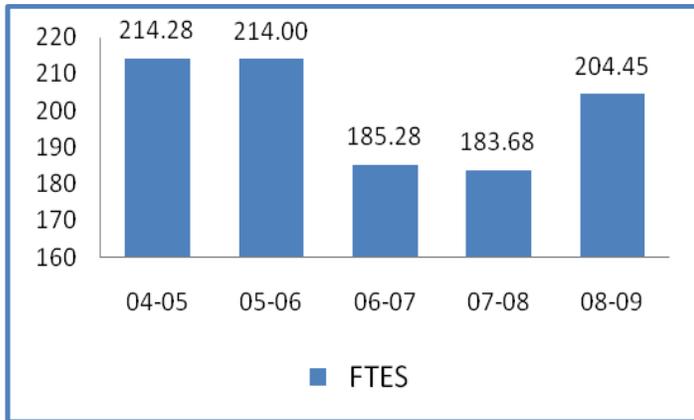
- Budget crisis impact on course offerings (challenge)
- Ability to meet the needs of diverse learners by offering a variety of courses through different modes and in different time slots

	04-05	05-06	06-07	07-08	08-09
Sections	77	76	88	96	94
% of online enrollment	4%	10%	19%	28%	30%
Degrees awarded					
Certificates awarded					

Action Plan:

- Offer department meeting for adjunct to begin creation of History Department handbook

Human Services



Description:

The Human Services Department offers an academic and experiential study of the history, theory, development, and implementation of society's response to human needs. Reflecting this varied and expanding field, Human Services courses are based on a synthesis of knowledge and methodologies of intervention at the individual, group, and community levels. Courses in this department fulfill various needs:

- an introduction to helping skills for students planning advanced degrees in social work, counseling, vocational rehabilitation, and related professions;
- career preparation at the vocational certificate level (Alcohol/ Drugs Studies, Career Specialist, Case Management in the Public Sector, Eating Disorders Studies, or Human Services); and
- continuing education for professionals working in nursing, alcohol/drugs counseling, or related clinical settings.

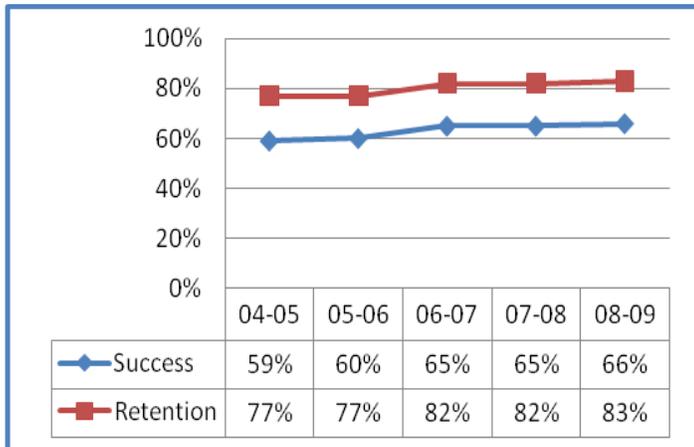
Assessment:

The data reveal that for the past 6 years we are within the range of the college as a whole our FTES has followed the trends of the college. In 2006, our enrollment dropped and our WSCH/FTEF dropped to 403 and 397. This did coincide with other programs around the state and at SBVC. We reduced the number of sections for some of our 3-unit core courses from 4 to 3 per year, and we have also increased the number of 1-unit special classes that appeal to the community. These 1-unit classes are useful for CEU's to the professionals in the area and have good enrollment. In spring 2009, our enrollment has increased almost to our pre-fall 2007 levels, again following the school and state trends.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,613	2,646	2,187	2,145	2,516
FTEF	13.09	13.81	13.73	13.88	13.60
WSCH per FTEF	491	465	405	397	453

Program Goals:

Our goal in the coming year is to expand the Human Services website to include: scholarship opportunities and job links; explore developing more online classes to go with the four courses developed this past year; increase the number of instructors using Blackboard as a supplement to lecture notes, post syllabi, handouts and assignments; actively promote the Eating Disorders Certificate and its classes and to keep in touch with those organizations with employees that need this type of training/education and experience; continue to market our program to attract more Hispanic students and male students (demographics are low in both areas); apply for more community grants from the County of San Bernardino to hire two individuals to work 15 hours per week to help supervise the Students Assistance Program.



Challenges and Opportunities:

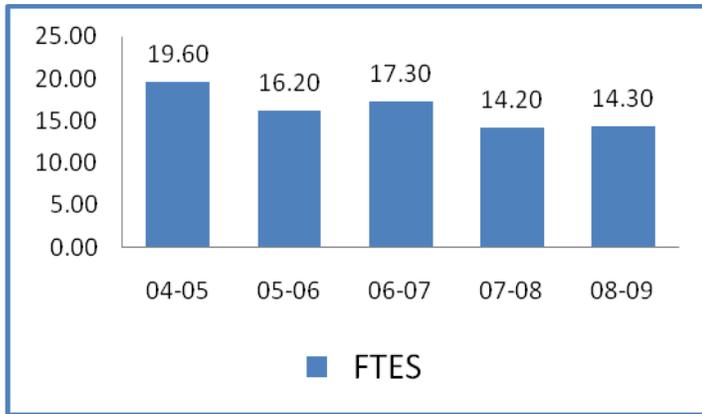
Opportunities are a consistent higher in retention rate-to-success rate; a percentage of students take courses in the helping field to understand why they or those close to them make the choices they do, and a majority are seeking certificates, degrees or to transfer to a four-year college. Challenges are to inspire students to continue to complete their program of choice and to obtain a job. Many in the program are first-generation college students, displaced workers, recovering individuals or have been negatively affiliated with the criminal justice system.

Action Plan:

To partner with internal and external entities to continue to serve our students on campus; raise monies for the SAP program (for all of their services); continue our partnership with various businesses in the community such as Mrs.Redd's Pies, Starbucks's Coffee, Stater Brothers markets, Cardenas Markets, to name a few. Our lifeline is the community-that is how we survive and are able to provide such excellent services to such a diverse student population; apply for the San Bernardino County Block grant; increase our online class offerings from 4 to 6 classes.

	04-05	05-06	06-07	07-08	08-09
Sections	79	83	84	87	85
% of online enrollment					2%
Degrees awarded	29	32	31	26	24
Certificates awarded	44	38	41	42	40

Inspection Technology



Description:

The Inspection Technology department provides the very best training for students with an intensive college program that specializes in building inspection technology. All students are trained in accordance with the California Code of Regulations Title 24 of the state building code.

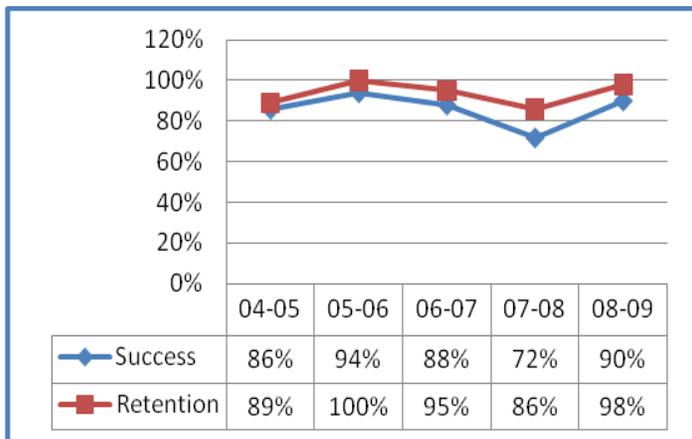
Assessment:

The FTES numbers have declined slightly due to the demand for inspectors. Labor market surveys indicate a growing need for inspectors in the next 3 years. Enrollment is steady over the past two years due to economic down turn. These numbers are starting to improve. The dept. success and retention rates are extremely high indicating a growing need.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	204	162	173	142	143
FTEF	1.20	1.20	6.31	1.20	1.20
WSCH per FTEF	490	405	397	355	358

Program Goals:

In the next five years we plan to update the curriculum to meet new code changes and keep an inventory of qualified adjunct faculty to meet the courses being offered. Continue to have advisory committee input of the industry changes and International Code Council updates.



Challenges and Opportunities:

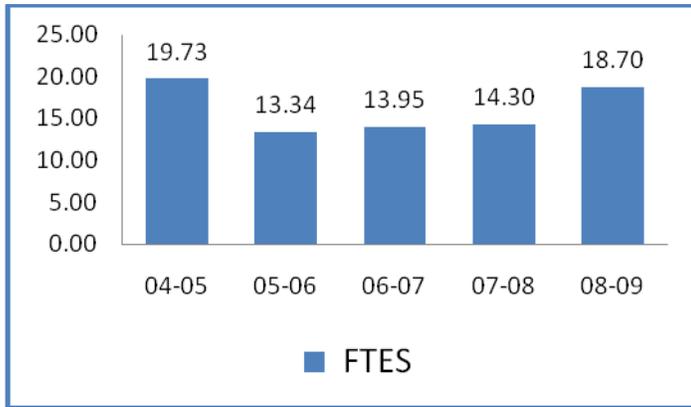
One of the most pressing challenges is to maintain currency in light of the code changes and industry updates. We have highly qualified instructors in all areas of building inspection and will use their expertise in keeping the courses current.

	04-05	05-06	06-07	07-08	08-09
Sections	6	6	6	6	6
% of online enrollment					
Degrees awarded	1	3	2	2	1
Certificates awarded	7	11	6	6	6

Action Plan:

Encourage the instructors to help the students to apply for certificates and degrees. Support changes to the codes with advisory committee input. Keep focused on industry needs and criteria for job placement for all students.

Library Technology



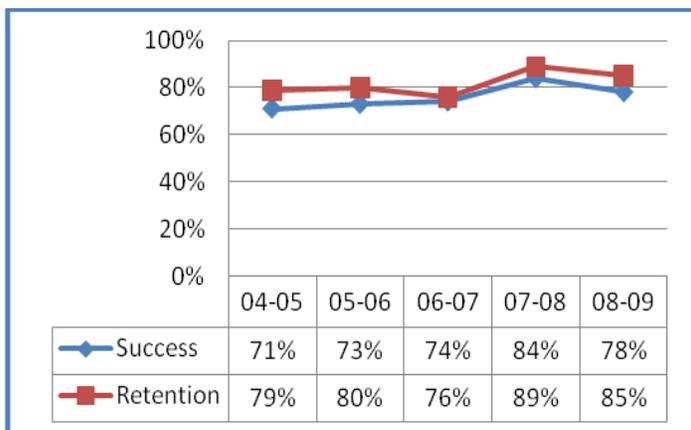
Description:

Library skills are fundamental to student success, especially in today's information laden society. The Library Technology Department offers one course (LIB110) which is designed to teach students how to access both print and on-line information sources more efficiently and effectively. The remaining Library Technology courses are part of an associate of arts degree or a certificate program designed for students who are interested in working as paraprofessionals in the library field. Taken alone, each course provides entry-level exposure to a particular library department or function. Presently-employed library workers can also take courses to increase their level and variety of training in the library field. Courses for the program are rotated over a two-semester sequence.

Assessment:

FTES have risen substantially in 2008-2009 with increasing enrollment in the online course offerings. Our spring 2009 Efficacy Report revealed that the retention rate is consistent or slightly higher than campus average. The passage of the No Child Left Behind Act of 2001 established Federal Guidelines to ensure that all students in public elementary through secondary schools receive a high-quality education. Library paraprofessional staff working at these schools must complete a community college or equivalent program to receive a library technician certificate. Many more certificates are awarded than degrees in the program. The economic down-turn in the state of California has directly impacted libraries and it will certainly play a significant role in future enrollment figures. In fall 2009, the program successfully completed content review and received Curriculum Committee and Board approval, thus establishing continuing currency and need for the program.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	173	161	169	179	232
FTEF	1.27	1.19	1.27	1.19	1.09
WSCH per FTEF	467	336	329	361	515



Program Goals:

Lib 062, Care and Repair of Library Materials, is the only remaining Class that has not been developed for distributed education because of the "hands-on" nature of the class. Discussion continues as to how best to develop this course into an online or hybrid version. Once the conversion to total online delivery is completed, plans are to market the program more aggressively outside the Inland Empire. Another goal is continue the Library Convocation event each year which provides for the library program students guest speakers, for example, outside vendors, that focuses on library support services. Department faculty and the dean work to provide opportunities and raise awareness for student success during this event.

Challenges and Opportunities:

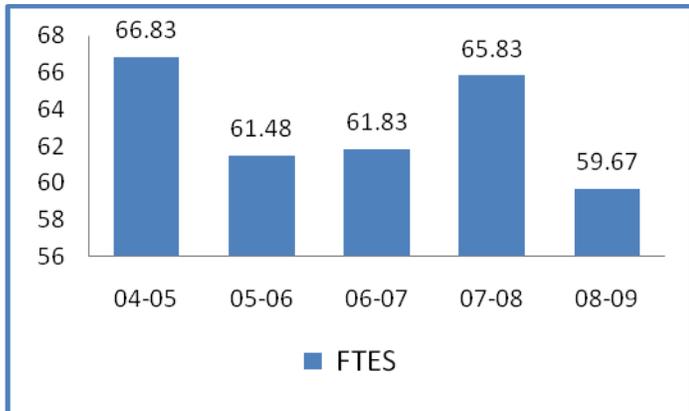
The fiscal instability and high unemployment rates for the state have increased and impacted the enrollment figures for the college. Public libraries have been hit hard by the hardships this has created and will certainly impact the program. Citrus College, which also offered a Library Technology Program, has recently discontinued it, resulting in an unexpected increase in demand for the SBVC Library Program.

	04-05	05-06	06-07	07-08	08-09
Sections	9	8	9	8	7
% of online enrollment	33%	37%	43%	56%	87%
Degrees awarded	6	6	2	5	5
Certificates awarded	14	13	9	8	16

Action Plan:

Continue to offer online and hybrid classes which provide access to those students that are better served by taking our classes in this format. Continued SLO Assessment for library classes is planned, as is work to fully implement eLumens. Implementation of a more aggressive marketing program to local school districts will hopefully raise enrollments, enabling the program to offer two sections of each course per semester, one online and one on-campus, to serve the needs of students close by and far away who ask for instruction in both delivery modes.

Machine Technology



Description:

The Machine Technology Department provides National Industry Metal Skills (NIMS) and college certifications from basic manufacturing to Computerized Numerical Control (CNC) and Computer Aided Design (CAD) certificate programs. The program serves the community, industry, and local area high schools in developing high skills for students

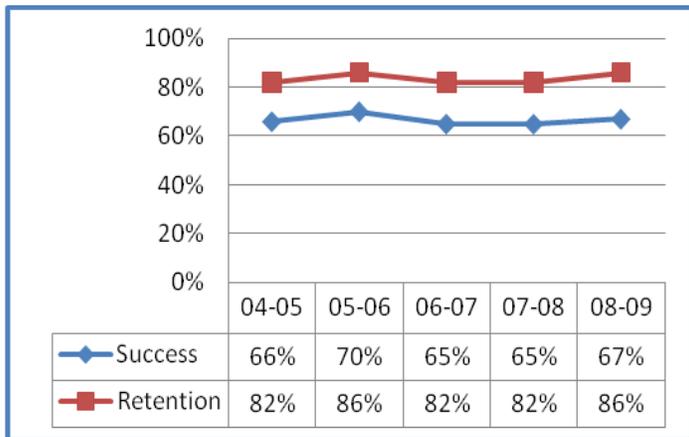
Assessment:

Machine Trades students are required to take a number of classes to complete their certificates, degrees and national NIMS certifications. The WSCH has decreased 08-09 due to decreasing offerings of various classes on a semi semester basis. The program retention rates is high with a average success. The degrees and certificates are low due to new national certification testing requirements.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	387	355	335	354	326
FTEF	6.23	5.78	5.04	5.56	5.36
WSCH per FTEF	322	319	368	355	334

Program Goals:

Over the next five years the program will increase certificates and national NIMS certification by offering certification preparation classes, on-line industry course materials, The goal will be to increase student success rates and help us meet industry standards by partnering with large manufacturing corporations to support student success and employment.



Challenges and Opportunities:

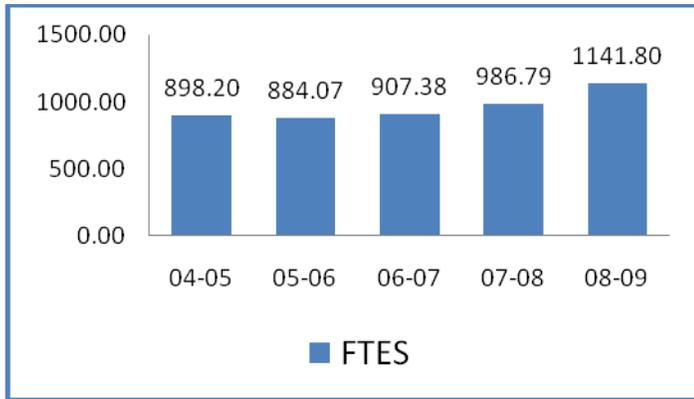
Our challenge is to increase success rates of our students to meet national certification standards, as well as retention rates in certification classes. New on-line classes courses and materials will be developed and implemented to increase FTEs, retention, and certificates which will enable our students to meet employment and job requirements.

	04-05	05-06	06-07	07-08	08-09
Sections	44	41	33	35	34
% of online enrollment					
Degrees awarded	4	3	2	2	2
Certificates awarded	5	12	8	13	10

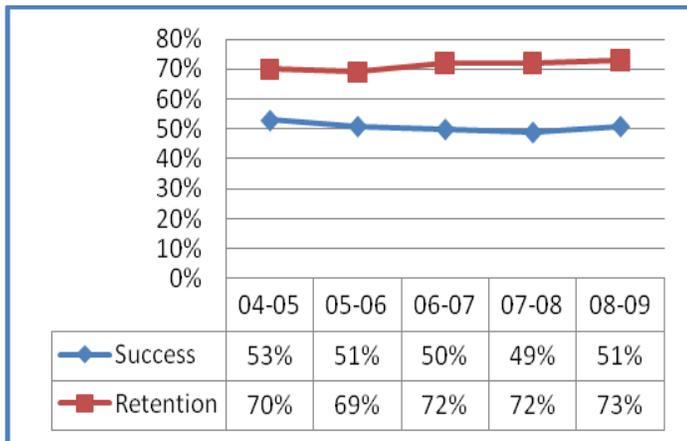
Action Plan:

We plan to develop on-line classes to support additional students in theory type classes. We plan to partner with Corporations to continue implementing high technology to prepare students for jobs, as well as replace outdated equipment so students are prepared for the new workforce requirements.

Math



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	7,320	7,116	7,238	7,818	9,174
FTEF	54.23	54.83	57.60	61.86	65.38
WSCH per FTEF	497	484	473	479	524



Description:

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.

Assessment:

Data from the past five academic years show that the department is continuing to grow. During this period, FTES has risen from 898.20 to 1141.80, an increase of 27.12%. Likewise, both FTEF and efficiency have increased. FTEF has risen from 54.23 to 65.38, an increase of 20.56%. Efficiency has risen from 497 to 524, an increase of 5.43%. While success rates have remained relatively constant, retention is up from 70% to 73%. The number of sections offered, though, has increased from 292 to 316, a rise of 8.22%.

Program Goals:

- The department wishes to continue in the growth revealed by the data to the left, particularly in the number of sections offered and FTES generated.
- As the number of sections offered is on the rise, the department would like to make sure that all class content is up-to-date.
- As the number of students being served continues to increase, the department would like to maintain articulation agreements with nearby colleges and universities.

Challenges and Opportunities:

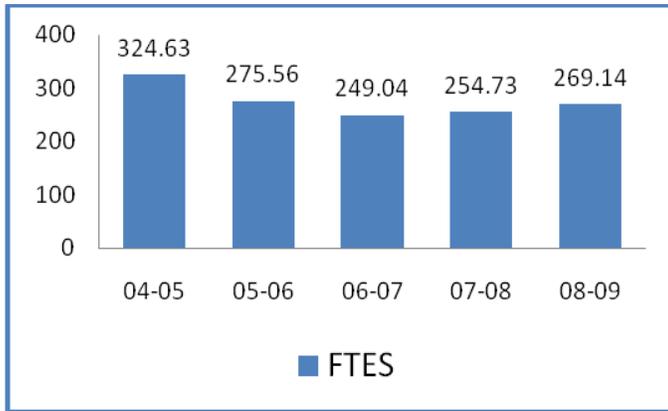
- It is difficult to maintain growth as the college is asking for cuts in sections and as usable classrooms are becoming scarce.
- The department presently offers 23 distinct courses, making content review an arduous process, especially with the added expectations of maintaining and assessing student learning outcomes. This will, though, provide an opportunity for all faculty to be aware of present course content and have a say in future course content.
- To maintain articulation agreements, the department must be aware of changes at nearby colleges and universities. This does provide the opportunity, though, to learn what is presently accepted and expected in the future.

Action Plan:

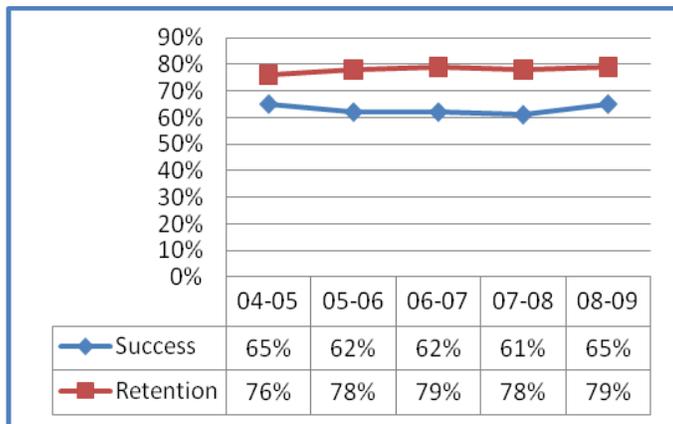
- Notification of any open sections will need to be given to faculty to pass on to students looking to add sections.
- Content experts will be assigned to particular classes to begin the content review process before revealing their recommendations to the department as a whole.
- The department chair will continue to work with the college's articulation officer to ensure that articulation agreements are maintained.

	04-05	05-06	06-07	07-08	08-09
Sections	292	294	289	304	316
% of online enrollment	4%	4%	5%	7%	6%
Degrees awarded	9	13	8	10	11
Certificates awarded					

Modern Languages



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,181	1,845	1,675	1,718	1,819
FTEF	23.08	21.00	20.61	19.89	18.97
WSCH per FTEF	422	394	363	384	426



	04-05	05-06	06-07	07-08	08-09
Sections	79	71	71	68	66
% of online enrollment					
Degrees awarded					
Certificates awarded					

Description:

The Modern Languages Department (MLD) offers a range of beginning, intermediate, and advanced Spanish, French, and ASL courses for non-native and native speakers. The goal for non-native speakers is to learn these languages for personal or work reasons, or to meet foreign language degree requirements. The goal for native speakers is to improve their reading, writing, and vocabulary skills. All transfer level courses are articulated with CSUSB and UC systems.

Assessment:

- Compared to 04-05, FTES and enrollment have declined in the last four years. The decreases in FTES and enrollment were due to reductions in the number of modern language sessions offered to students. In the last four years the number of modern language sessions was reduced because of budget constraints, though numbers are again increasing since hitting a low in 2006-2007.
- The WSCH in the last five years has been erratic due to Cap inconsistencies.
- Student pass rates and retention levels have remained relatively stable in the last five years.

Program Goals:

- Offer Arabic courses
- Continue to expand online Spanish courses (e.g., Span 157)
- Revive the Spanish Study Abroad Program
- Improve student pass rates by increasing the percentage of students earning a C or better grade in all modern language courses
- Partner with community organizations to offer Spanish courses to increase the MLD visibility in the community

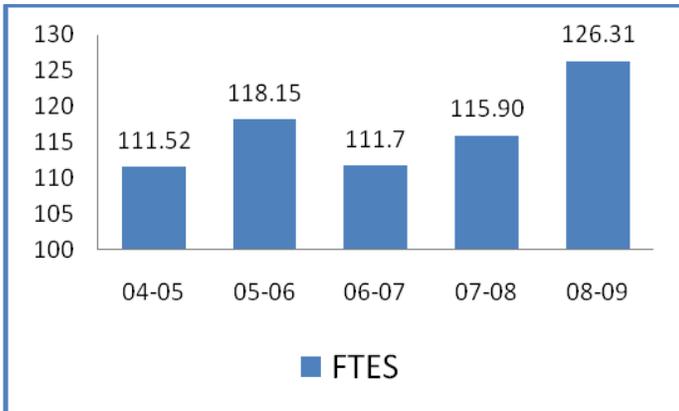
Challenges and Opportunities:

- Continue to expand offerings of online Spanish courses
- Expand offerings of French courses
- Implement eLumen in all modern language courses

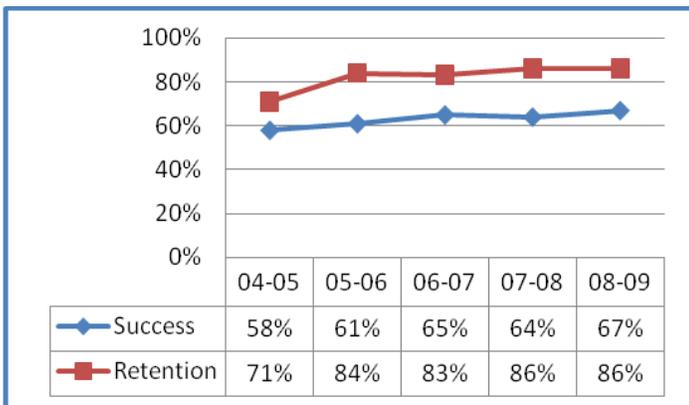
Action Plan:

- Offer Arabic courses when budget conditions improve
- Seek and obtain curriculum approval for online Spanish courses (e.g., Span 157)
- Develop and implement a marketing plan to promote all courses to maintain or increase enrollment and retention
- Explore partnerships with other colleges to revive the Spanish Study Abroad Program
- Encourage students access support services such as tutoring and online resources to improve student pass rates
- Explore opportunities to partner with private employers and Public Safety Academy to offer Spanish courses in the community as college resources allow

Music



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	963	1,033	1,031	1,051	1,120
FTEF	7.40	8.77	7.92	9.62	9.21
WSCH per FTEF	452	404	442	361	411



	04-05	05-06	06-07	07-08	08-09
Sections	39	53	58	59	58
% of online enrollment					
Degrees awarded	1			1	2
Certificates awarded					

Description:

Music is one of the most rewarding of all human endeavors, and the faculty and students in the Department of Music share a deep love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for careers in music or further study (including transfers as music majors to four year institutions). It is designed to provide a balanced education in the many facets of musical experience. It is the goal of the Music Department to help students develop their musical and intellectual potential to the highest possible level.

Assessment:

- For the past three years the music department has steadily increased its FTES.
- We have continued to offer more sections and are filling those classes. In terms of productivity, though we do not have the rate we could wish for. I believe it is attributable to our advanced music courses Mu 121 & 122 (Mu History & Literature) and of course Mu 102 & 102L, Mu 201 & 201L and Mu 202 & 202L (Music Theory II, III, IV & Musicianship II,III,IV). In addition our stacked Mu 123 & 124 classes (Midi Workstation) are small because of a paucity of equipment.
- All of our other classes: instrumental, vocal performance and appreciation format courses enjoy high enrollment rates. In addition our retention rates are among the highest in the division.

Program Goals:

- The music department continues to offer general education requirements in music for the students pursuing AA degrees as well as for the transferring students.
- In addition, the department offers instrumental, vocal, choral and operatic classes for those students interested in the performance side of music.
- In the last three years, the music department has offered the full four semester sequence of music theory courses. These courses, along with others offered by the department have allowed students to transfer to the four year schools as entering music majors with junior status. A number of students have, only in the last few years, successfully transferred and continued their musical education graduating from the four year institution with a bachelor's degree in Music in only two additional years.

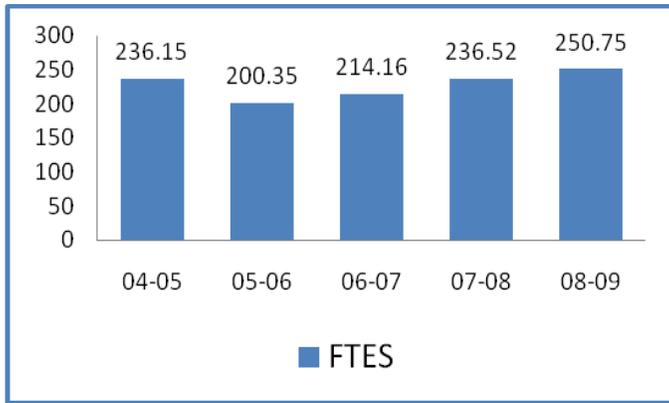
Challenges and Opportunities:

- In a climate where decisions to cut, cancel and delete offerings based on class size there is a significant challenge to maintain offerings (especially the smaller advanced courses for transferring students).
- We are experiencing an increased enrollment in our general music classes but our advanced classes stubbornly remain small.
- The department is working on interesting students in voice class to enroll in choir, to enroll interested choir students in the opera class and to encourage students with majors in music to take all the lower division courses in music designed for transfer.

Action Plan:

- The music department is offering music classes to an increasing number of students. The performance classes are steadily increasing the quality and quantity of performances.
- Our smaller advanced classes remain an area of concern. We are exploring scheduling options to increase class size in beginning classes in order to increase the potential pool of advanced students.
- Additionally, the department is working on encouraging students to take another music class following the success in their current music classes.

Nursing



Description:

The Nursing Department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Graduates are eligible to take the national licensing exam and become licensed as a Registered Nurse in the state of California. Licensed Vocational Nurses may also take courses to prepare for RN licensure.

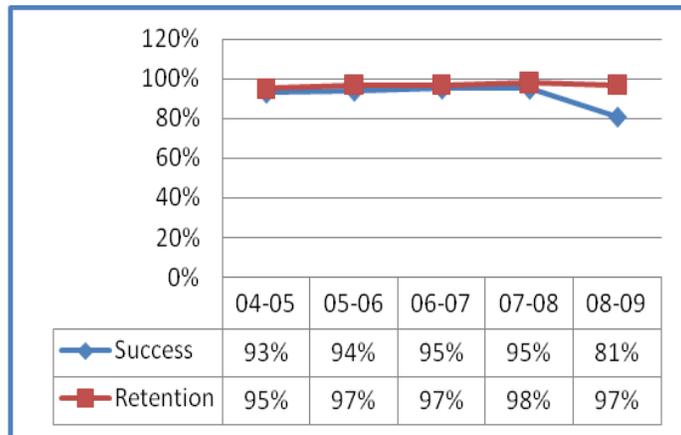
Assessment:

- Program meets the standards and is accredited by the California Board of Registered Nurses and the National League for Nursing
- FTES remain high, between 200 and 250.
- Success and retention are high. There has been a 14% drop in success between 2007-2008 and 2008-2009.
- NCLEX licensing exam pass rate for 2009 to date is 82.35%. This is similar to comparable programs in the area
- There is a waiting list of around 350

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,318	1,220	1,190	1,315	1,399
FTEF	34.17	32.64	32.03	31.70	28.24
WSCH per FTEF	207	184	201	224	266

Program Goals:

- Improve the success rate of students to 90% by 2010
- Improve the pass rate on the NCLEX exam to 88% by 2010
- Faculty must continue to improve knowledge and skills to remain current with advancing practice
- Strengthen the partnerships between SBVC, Community Hospital of San Bernardino and St. Bernadine's Medical Center.
- Maintain a qualified a stable staff of adjunct hospital lab facility



Challenges and Opportunities:

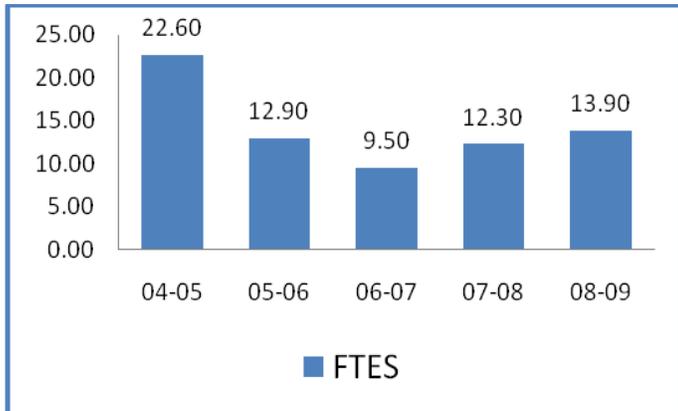
- Improving the NCLEX pass rate
- Strengthening the partnerships between SBVC and community agencies
- Funding for Professional Development

	04-05	05-06	06-07	07-08	08-09
Sections	62	61	61	59	64
% of online enrollment					
Degrees awarded	74	85	88	72	91
Certificates awarded					

Action Plan:

- Develop evidence-based skills in writing and revising NCLEX style test items.
- Use curricular innovations to help students build skills & knowledge
- Continue to encourage partnership adjunct faculty to attend department faculty meetings.
- Choose professional development opportunities offered in Southern California whenever possible to control cost.

Paralegal



Description:

The Paralegal Studies Program prepares students for employment as a legal assistant in law in offices, courts or related positions where knowledge of law is necessary.

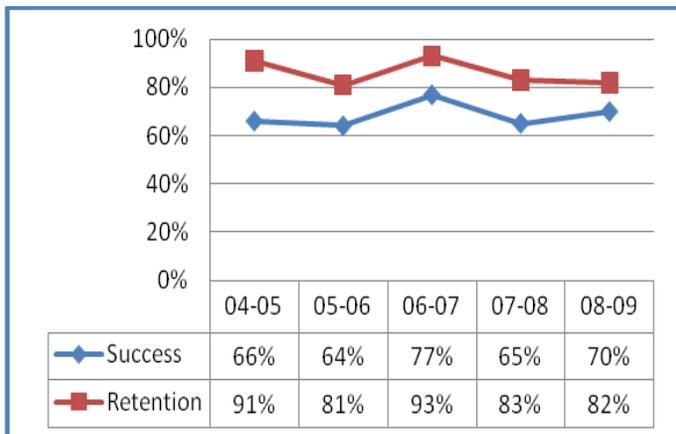
Assessment:

The Paralegal Program has recently moved to Library Division, Learning Resources and Communication Media. Currently there are no full-time faculty, which in combination with its relocating, shows a marked decline since 2004-2005. Retention numbers are high and FTEs are slowly growing. It is important to note corrections to the last graph on this document. This program currently is not approved for distributed education/online classes nor does it offer a certificate (see the last graph).

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	226	129	95	123	139
FTEF	1.60	1.20	0.80	1.40	1.20
WSCH per FTEF	424	323	356	264	348

Program Goals:

Student interest in this program is high, and at the November 2009 Advisory Committee meeting, a class rotation plan had been selected so that students will have the opportunity to take needed class. Goals include implementation of this plan; updating of the program through the curriculum review process; and investigation of the steps to take for American Bar Association approval.



Challenges and Opportunities:

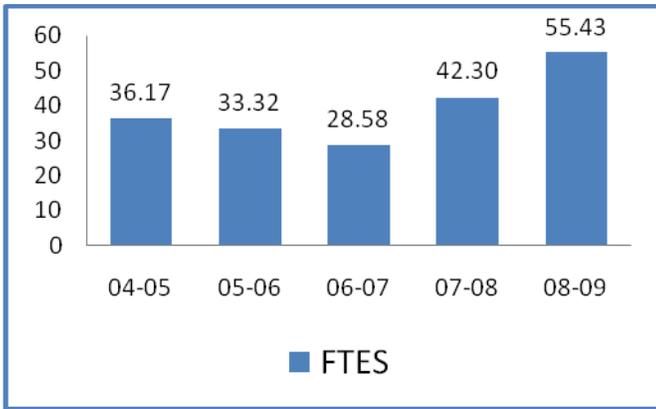
Limitation on course offerings is a challenge for students. Additionally, there is no full-time faculty member. However, the Advisory Committee is enthusiastic about beginning the proposed update of the program with revisions to the course outlines, identified as a top priority for the next two years. Students in this program have been very vocal to the chair, dean and administration about their interest in the program.

	04-05	05-06	06-07	07-08	08-09
Sections	8	6	4	7	6
% of online enrollment					
Degrees awarded	1		10	2	4
Certificates awarded					

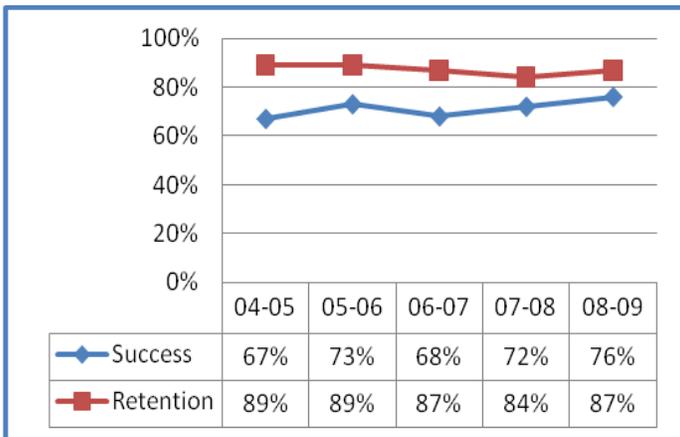
Action Plan:

Over the next five years our focus will be to implement the course rotation plan and to successfully complete the review process for the courses. We should see a marked increase with these significant changes to the program.

Pharmacy Technology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	320	305	260	316	402
FTEF	2.05	2.05	2.05	1.92	2.14
WSCH per FTEF	529	488	418	661	777



	04-05	05-06	06-07	07-08	08-09
Sections	12	12	12	12	12
% of online enrollment					
Degrees awarded	10	10	7	9	15
Certificates awarded	7	9	9		14

Description:

The program prepares students to work as Pharmacy Technicians in community pharmacies, providing medications and other healthcare products to patients under the supervision of a pharmacist. The program prepares students to pass the California Pharmacy Technician licensing examination. Twenty-four units are required for the certificate including MATH 952 or higher and ENG 015 or higher. The AS degree requires students take an additional biology course, general breadth requirements, and associate degree level math (MATH 095) and English (ENGL 101).

Assessment:

- Enrollment in the program has grown by 53.2% over the last five years while the FTEF has only increased slightly.
- The efficiency (WSCH/FTEF) is very high. The WSCH/FTEF for 2008-2009 was an unprecedented 777.
- The retention data demonstrate only minor fluctuation while the success data indicate an overall improvement (9%) over the span of the data.
- Since most students in the program are seeking employment and state certification, the number of students earning the AS degree was low and saw no increase just minor fluctuations.

Program Goals:

The employment opportunity for pharmacy technicians, according to the Center for Excellence, indicates significant growth in the Inland Empire (20% growth expected from 2009-2014) and the program currently offers only one section of each class. A program goal is

- To meet the demand for jobs. There is a growth of about 600 positions from 2009 to 2014. A ten year projection predicts a 35% increase in jobs in the Inland Empire.
- To offer more sections of first semester classes to increase enrollment in second semester classes and more graduates. The number of intern.
- To demonstrate the need for a full-time faculty to coordinate program growth and maintain quality.

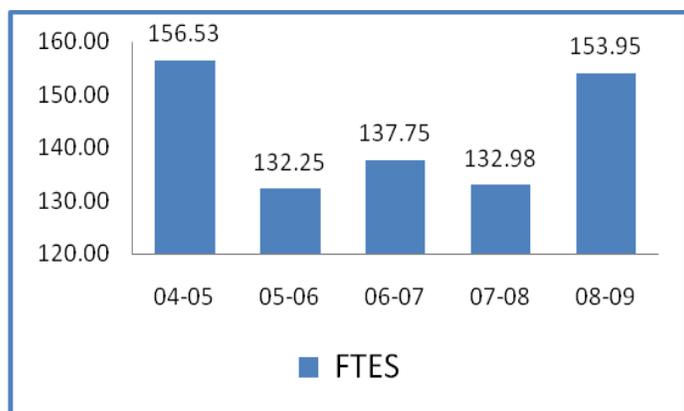
Challenges & Opportunities:

- Provide class space for the many students trying to enroll in the courses due to increased opportunities for employment.
- Nurture partnerships and develop more internship opportunities since this is required component of the program.
- Develop support for a full time faculty to help the program grow and provide continuity. Currently the classes are taught only by adjunct.
- Since the program has no budget, develop a budget for supplies.

Action Plan:

- Strengthen advisory committee to provide liaison for increased internship sites.
- Review curriculum to develop a pharmacology review course for other health care professions allowing the current pharmacology course to focus on content for pharm techs.
- Increase course offerings for first semester classes.
- Update equipment and software used in the course.
- Advocate for a full time faculty member.

Philosophy & Religious Studies



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, and symbols, as well as through descriptive and analytic writing. These are invaluable skills transferable to most vocations. Although anyone can benefit from courses in the two disciplines, the primary function of each class is assumed to be the filling of a lower division general education requirement for those students who plan to transfer to a baccalaureate institution.

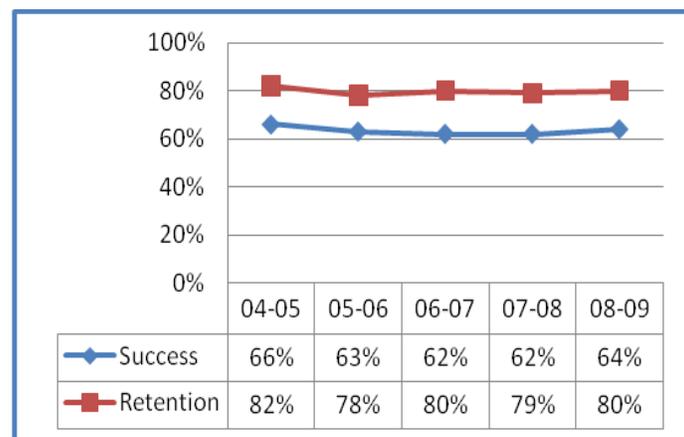
Assessment:

Retention and success are both stable and mirror the rates for both the college and the division. FTES vary depending on the sections offered. WSCH per FTEF varies but mirrors the FTES numbers. With more sections offered, the department becomes more productive.

Program Goals:

- Offer at least one online section of every course offered.
- Offer at least 50% of the total sections every semester
- Improve retention by 2% between fall and spring semesters.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,432	1,255	1,374	1,321	1,537
FTEF	9.20	8.80	8.80	9.00	9.40
WSCH per FTEF	510	451	470	442	491



Challenges and Opportunities:

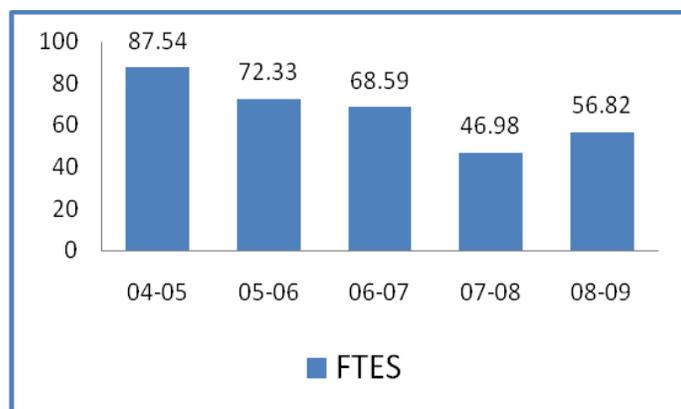
The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities at a time in the culture when resources for public higher education are shrinking.

Action Plan:

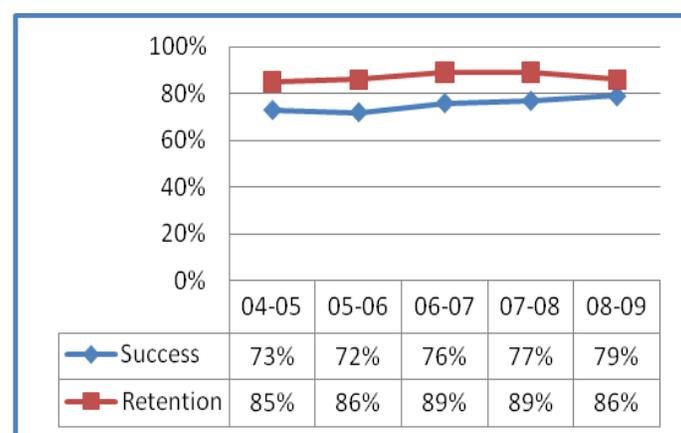
- Develop department strategies for improving retention.
- Work collegially with other departments in the division to improve retention.

	04-05	05-06	06-07	07-08	08-09
Sections	53	51	51	56	56
% of online enrollment	39%	50%	45%	54%	55%
Degrees awarded					
Certificates awarded					

Physical Education



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	812	657	583	414	518
FTEF	5.64	5.15	5.15	3.58	3.92
WSCH per FTEF	466	421	400	394	435



	04-05	05-06	06-07	07-08	08-09
Sections	31	35	30	21	21
% of online enrollment					22%
Degrees awarded					
Certificates awarded					

Description:

The Physical Education Department is an academic department that offers college level courses that can be used for electives for the San Bernardino Valley College Associate Degree. The department offers diverse courses, including: first aid and CPR, prevention and care of athletic Injuries, introduction to physical education, mental skills for sports performance, and sports officiating. Additionally, we offer professional activity courses to prepare students for careers in athletics.

Assessment:

There has been an increase in enrollment from 414 in 2007-2008 to 518 in 2008-2009, but these numbers pale in comparison to the enrollment of 812 in 2004-2005. The dramatic drop may have come from the separation of PE activity and varsity courses from PE lecture courses. Additionally, we have made a commitment to offering more sections of health, which meant a drop in course offerings in physical education. Retention and success rates are consistent, with success rates at 72-79%; and retention rates at 85-89%. We do not currently offer any physical education courses online.

Program Goals:

- Update curriculum in the content review process
- Develop online Introduction to physical education course
- Work towards articulation for physical education courses
- Develop new courses

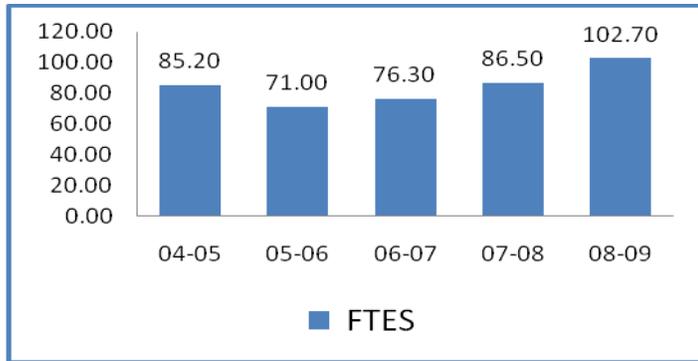
Challenges and Opportunities:

- Challenge--Maintain number of course offerings despite budget cuts
- Opportunity—Use professional development resources to train faculty to teach online courses.

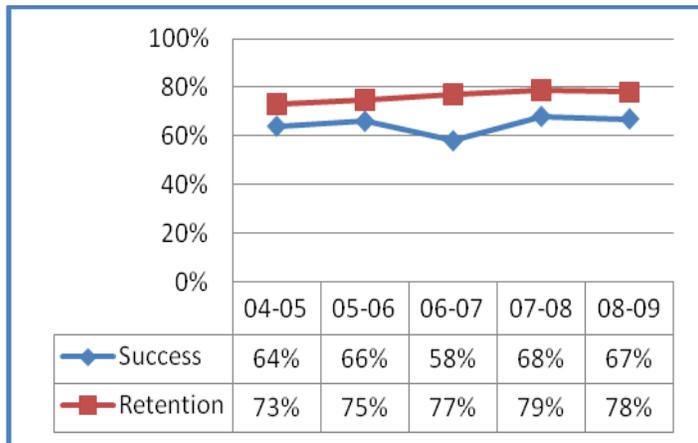
Action Plan:

- Designate full time faculty to update curriculum through content review process
- Offer professional development activities to help develop online teaching skills
- Mentor new online instructors
- Develop dialogue with CSUSB faculty for articulation

Physics & Astronomy



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	491	408	441	476	573
FTEF	4.15	4.46	4.96	5.02	5.99
WSCH per FTEF	616	478	461	517	514



	04-05	05-06	06-07	07-08	08-09
Sections	42	37	47	47	52
% of online enrollment					
Degrees awarded	3	2	5		2
Certificates awarded					

Description:

The Physics/Astronomy Department offers a variety of transfer-level courses paralleling the lower division courses at four-year colleges and universities: general education applicable courses in Physics and Astronomy; a Life Science physics sequence that meets the physics requirement for students majoring in the life sciences, biology, pharmacology, pre-medicine, physical therapy, and allied health programs; and a Physical Sciences physics sequence that meets the needs of students majoring in architecture, astronomy, chemistry, computer science, engineering, geology, physics, and other areas of physical science. The department also operates and maintains a Planetarium and an Astronomical Observatory; the Planetarium provides visual demonstrations that support the Astronomy classes, and it also offers a series of Astronomy programs for public school classes and for the general public.

Assessment:

Compared to the lowest levels over the years observed,

- Physics/Astronomy FTEF has increased 45%
- Enrollment has increased 40%
- Aside from the anomalous peak in 04-05, WSCH per FTEF has risen modestly since 05-06, increasing as much as 12%
- Success and retention rates increase by 17% and 8%, respectively
- The total number of sections offered has increased 41%

Aside from the anomalous peak in 06-07, the number of degrees awarded has been relatively constant over the years observed

Program Goals:

- Offer Astronomy 120 in an online format
- Explore the possibility of offering Physics 101 as a hybrid course, with online lectures and on-campus labs and/or tests
- Explore the possibility of having the Life-Science and Physical Sciences sequences begin in the Spring as well as in the Fall
- Update the Physics/Astronomy labs and their related equipment needs
- Explore the possibility of setting up a Rooftop Observatory atop the new Physical Sciences building
- Establish more tutoring/workshop opportunities for Physics/Astronomy students
- Maintain current course outlines and evaluation of SLOs

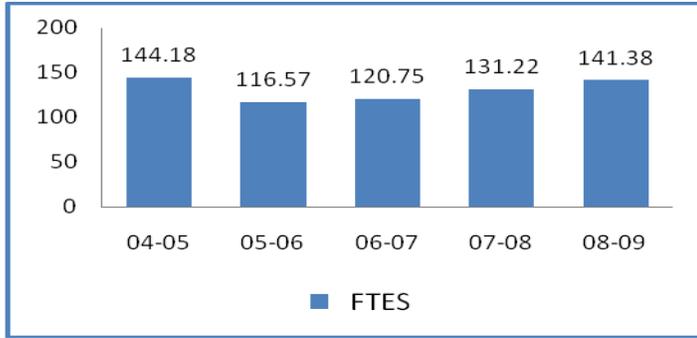
Challenges and Opportunities:

- Develop strategies to increase retention and student success rates
- Develop strategies to increase the productivity of classes as determined by WSCH per FTEF
- Develop ways to encourage more students to major in the physical sciences in order to increase the number of degrees awarded
- Enhance the Physics/Astronomy curriculum with more engineering-related offerings and encourage more pre-engineering students to attend SBVC
- Encourage more pre-med students to attend SBVC

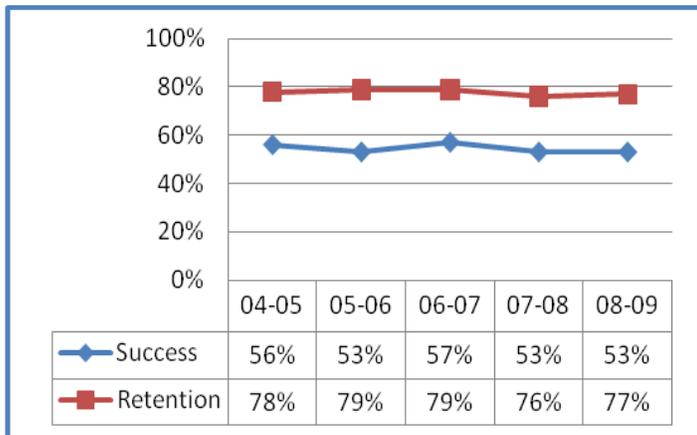
Action Plan:

- Work with instructors familiar with on-line presentation to better understand what is necessary to formulate a hybrid course
- Work with the Physics/Astronomy lab technician to update and successfully transfer all related equipment to the new Physical Sciences building
- Work with the engineering programs of local universities to enhance the Physics/Astronomy curriculum with more engineering-related offerings and encourage more pre-engineering students to attend SBVC
- Work with the pre-med programs of local universities to encourage more pre-med students to attend SBVC

Political Science



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,490	1,190	1,228	1,351	1,446
FTEF	8.80	8.96	8.27	8.83	8.76
WSCH per FTEF	492	390	438	446	484



	04-05	05-06	06-07	07-08	08-09
Sections	48	49	48	49	47
% of online enrollment	19%	20%	17%	16%	18%
Degrees awarded					
Certificates awarded					

Description:

The Department of Political Science offers courses which satisfy general education requirements for students who wish to graduate with an AA degree and/or transfer to a four year institution. Political science courses satisfy the California state government and institutions requirement for the BA. Political science provides useful preparation for students interested in careers in politics or government service, teaching, law enforcement, and the legal professions.

Assessment:

This department's statistics have been relatively stable for the past five years, with no particular trends either positive or negative. The efficiency, success, retention, and online figures are in line with other social science disciplines. Efficiency in 08-09 was higher than in the previous three years. Success rates are consistently over 50%. While none of this indicates any special problems, improvements are doubtless possible.

Program Goals:

To improve the political science program by

- raising the level of professionalization of political science faculty and
- increasing the number of course offerings to cover more aspects of the discipline.

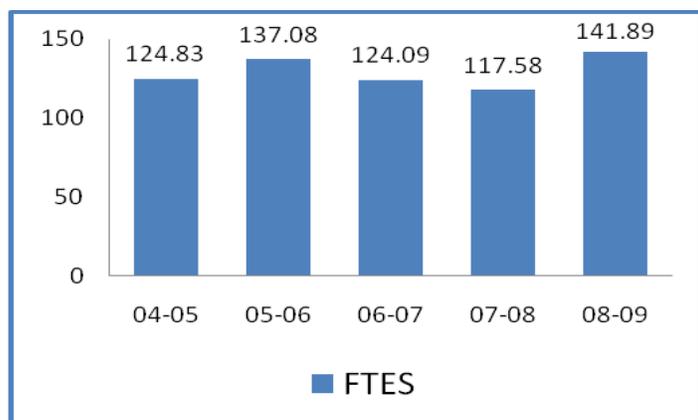
Challenges and Opportunities:

The challenge, of course, is to make improvements when fewer resources are available, due to economic trends and political choices. The opportunity comes from the fact that the educational problems of today are largely due to inaction—or wrongful action—by government, and this should stimulate student interest in the subject of politics.

Action Plan:

- Enhance the professional level of political science faculty by hiring an additional full-time instructor. This would likely upgrade the quality of instruction, thus improving the retention and success rates. Also an additional full-time faculty member will be able to work more intensely on further program improvements.
- Add a new course offering on Comparative Government and another on Law and Society, to increase the attractiveness of our program to students working towards a BA or higher degree in political science—which, again, will improve our rates of retention and success. In the absence of full-time faculty to move ahead on this, it is possible that our very competent adjunct faculty will be able to assist.

Psychiatric Technician



Description:

The Psychiatric Technician Program is a one year program consisting of two, 18 week and one, 10 week term. The program content areas include: nursing science, developmental disabilities and mental disorders. Thirty students are admitted each fall and spring semesters. Upon program completion, the students are eligible to take the BVNPT examination.

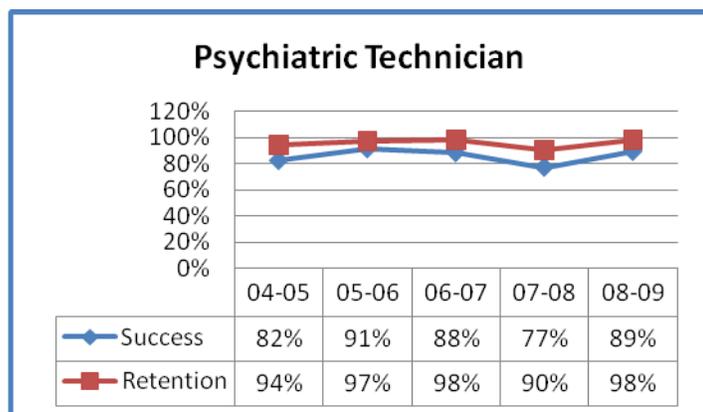
Assessment:

- Retention and success rates are high and stable.
- Retention and success rates exceed the college average
- FTES are high and stable
- The program continues to be accredited by the Board of Vocational Nurses and the Psychiatric Technicians.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	124	137	121	124	140
FTEF	12.31	10.27	11.24	11.04	12.31
WSCH per FTEF	304	400	331	320	346

Program Goals:

- Upgrade prerequisite to ENGL 101 and MATH 090
- Expand the multimedia collection for student independent use
- Increase the State Board pass rate from 75% to 85% over the next three years
- Encourage faculty to improve knowledge, skills, and teaching approaches



Challenges and Opportunities:

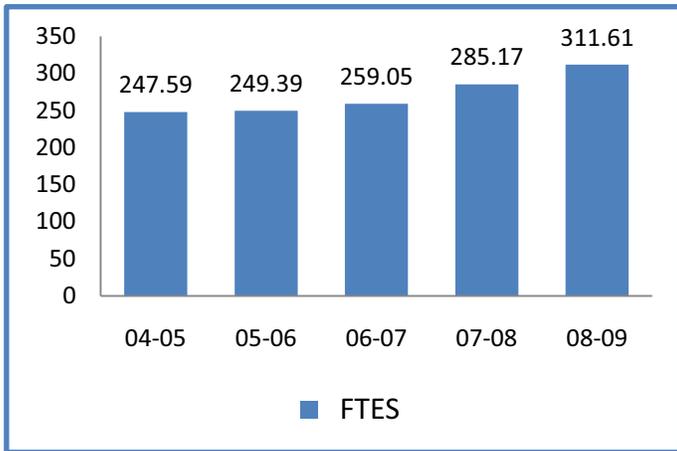
- To meet the faculty to student ratio of 1:10 demand
- Renew expiring affiliation agreements within the next six months
- Build a pool of adequate adjunct faculty when qualified faculty are difficult to find
- Lack of support for annual advisory meetings

	04-05	05-06	06-07	07-08	08-09
Sections	4	4	4	4	4
% of online enrollment					
Degrees awarded	5	3	5	5	7
Certificates awarded	57	54	51	41	53

Action Plan:

- Develop a partner relationship with community agency to provide one additional instructor in the program
- Obtain funding and support for annual advisory meetings
- Seek qualified instructors with experience in this area

Psychology



Description:

Psychology offerings include classes in General, Abnormal, Child and Adolescent Psychology, Human Sexual Behavior, Lifespan, Personal and Social Adjustment, and Statistics. On average, one-sixth of the courses are offered online. Although there is no psychology degree, the courses meet general education requirements and fill quickly.

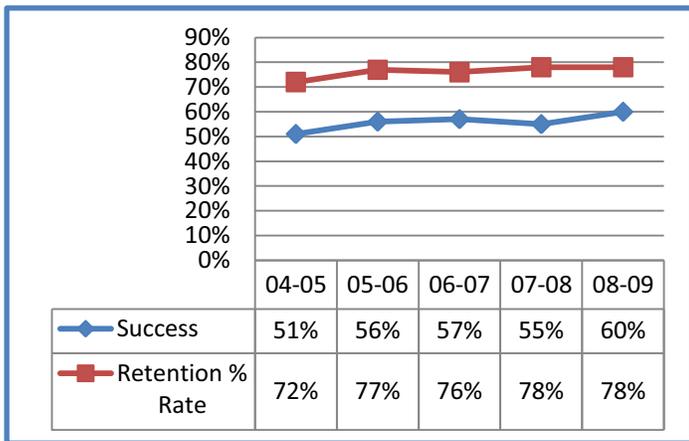
Assessment:

- Fluctuating efficiency rates, currently at highest rate since 2004-2005
- Steady increase in FTES with a 25% increase over 2004-2005
- Success rates are consistently over 50%, with a noticeable increase since 2004-2005
- Retention rates are high and steady
- Initially dramatic increase in number of online sections from 2004-2005 to present; currently holding steady at approximately one-sixth of offerings

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,514	2,461	2,557	2,821	3,154
FTEF	13.85	14.60	14.80	17.00	16.40
WSCH per FTEF	536	512	525	503	570

Program Goals:

- To maintain updated curriculum
- To enhance communication with adjunct faculty who teach approximately 75% of psychology course offerings
- With regard to SLOs--to increase the number of faculty involved in the process of inputting assessment data and to develop an assessment of a second SLO for general psychology



Challenges and Opportunities:

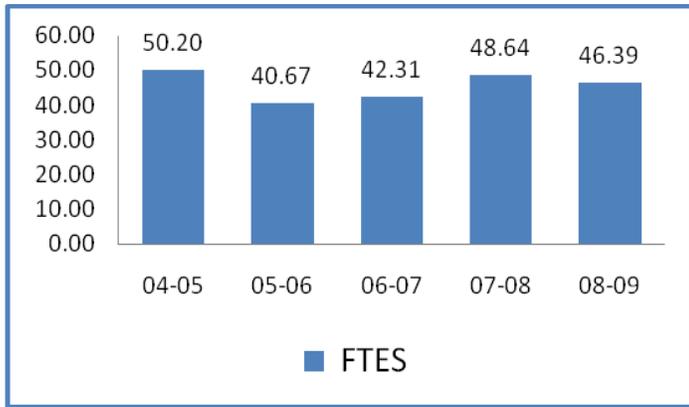
- To serve the increasing demand with fewer resources and reduction in number of classes offered
- To develop and implement strategies to improve retention and success rates, especially in online classes

	04-05	05-06	06-07	07-08	08-09
Sections	76	79	81	91	88
% of online enrollment	4%	8%	12%	15%	14%
Degrees awarded					
Certificates awarded					

Action Plan:

- To offer professional development opportunities to adjunct faculty
- To mentor new online instructors
- To have the two full-time faculty become proficient in the use of eLumen to input and track SLOs

Radio Television Film (RTVF)



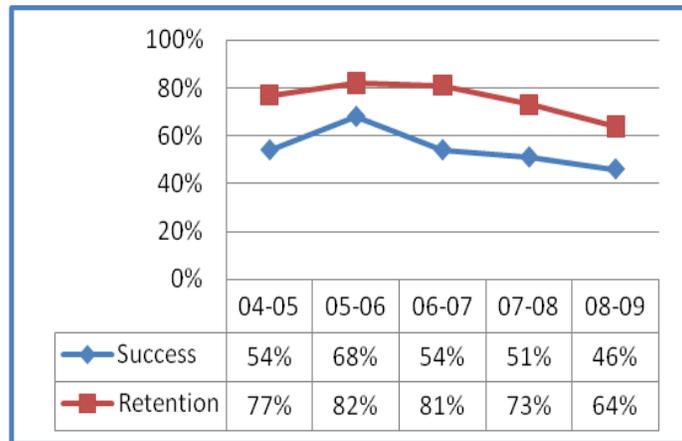
Description:

The Radio/Television/Film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The department provides a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may also opt for 21-unit certificates in radio, television, film, or RTVF. The instructional program includes internships at local stations and businesses, on-air experience using the facilities of the student radio or TV station and public television station KVCR-TV, which is licensed to the San Bernardino Community College District.

Assessment:

Although enrollments dropped (as with the rest of the college), the dept has had relatively consistent FTES. This small dept serves the campus through our student TV station with programming for students displayed 24/7 on the campus center monitors and on the Internet. Limited lab space requires small classes, although the new MEDIA ACADEMY permits stacking classes so students learn in a production facility environment. The MEDIA ACADEMY was in place for the first time in fall 2009 and led to increased overall class sizes and, hopefully, improved WSCH per FTEF. With stacked classes and only one full time faculty member, we serve a unique population of students interested in a career in radio, television, and/or film. While we have SOME room for growth, classes were full in fall 2009 and some students dropped due to lack of equipment or laboratory space. Fall 2009 was a record semester, indicating increased need for the program.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	245	218	230	294	259
FTEF	3.92	3.09	4.10	4.36	3.75
WSCH per FTEF	384	395	283	335	371



Program Goals:

With the changes to the economy and more students coming to the community college, the RTVF program can aim for a consistent FTEF of over 4.0. With CTE funding and the move to the new MEDIA CENTER BUILDING, the RTVF program should continue to grow and serve the students and the college community both as a learning environment and an information portal for the entire campus community.

Challenges and Opportunities:

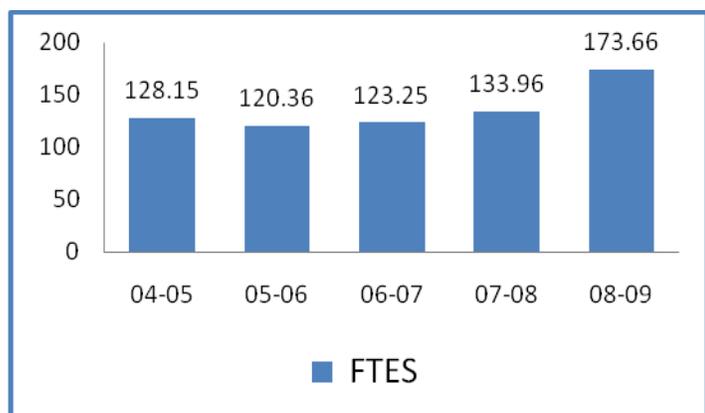
The drops in enrollment in the past few years may be due in part to the poor facilities in North Hall, the disruption to the department from the move to the new portable buildings, the old computers (which were replaced in 2007-2008), software compatibility issues (which are partly resolved), funding issues, and other technology or personal issues. The move to new Media Center Building and replacement of old equipment will improve our classes and services and increase enrollments.

	04-05	05-06	06-07	07-08	08-09
Sections	28	27	35	35	34
% of online enrollment	10%	33%	33%	53%	51%
Degrees awarded	3	2	3		3
Certificates awarded	7	9	5	7	1

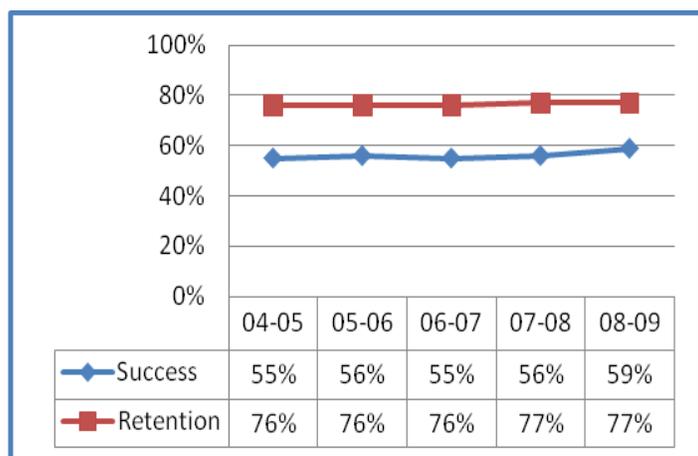
Action Plan:

Faculty will become more active in encouraging students to apply for the RTVF certificates and degrees after completing their coursework. Many of our students take the classes but opt to declare other majors so they can transfer to four-year universities. In addition, RTVF faculty will be encouraged to actively work with students who are having difficulty completing their classes. Some students begin work without completing their degrees (for example, the manager of the Redlands city station has completed many of our courses but not enough for the certificate; yet she is gainfully employed in the industry and a strong supporter of our program and member of our advisory committee). Faculty will reach out to former students who should complete their degrees or certificates.

Reading & Study Skills



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	729	661	666	725	959
FTEF	9.24	8.35	8.96	8.96	11.94
WSCH per FTEF	416	432	413	448	436



	04-05	05-06	06-07	07-08	08-09
Sections	30	27	28	28	38
% of online enrollment	10%	11%	7%	8%	11%
Degrees awarded					
Certificates awarded					

Description:

The Reading and Study Skills Department offers courses in reading improvement and study skills designed to help students succeed in college. Entering students can use their assessment scores to select the appropriate reading class. Courses in the Basic Reading Skills Series (READ 910, 920, 950, 015) prepare students for college-level reading with an intensive program of instruction and laboratory practice. These courses also prepare students to satisfy one of the two options for fulfilling the reading competency requirement for the Associate Degree. Read 100 and 102 teach college-level reading and study skills.

Assessment:

- From the data provided we are experiencing a number of exciting successes within our program. First of all, FTES are up from 128.15 to 173.66.
- We have seen a 4% increase in our success rates while retention rates remain static around 77%.
- In addition, during this period, FTEF and efficiency have increased. FTEF has risen from 9.24 to 11.94 during a 5 year period.
- Finally, the number of sections offered have increased from 30 to 38.

Program Goals:

Our current program goals include:

- Changing our Read 102 course to an online course.
- Renew our commitment to increasing success rates.
- The department would like to make sure that all course outlines are updated by the end of the academic year.

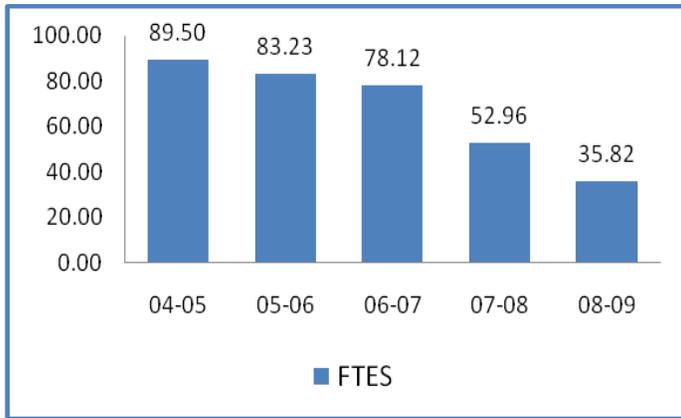
Challenges and Opportunities:

- As resources become more scarce and more sections are cut, it is becoming increasingly difficult to continue growing. However, we continue to look for creative and constructive ways to enhance our program.
- We currently have limited space in the Reading Lab, requiring us to overlap courses in a room not designed to hold 60+ students and deliver instruction in an optimal way. We are looking into the possibility of using larger rooms on campus that are under utilized.

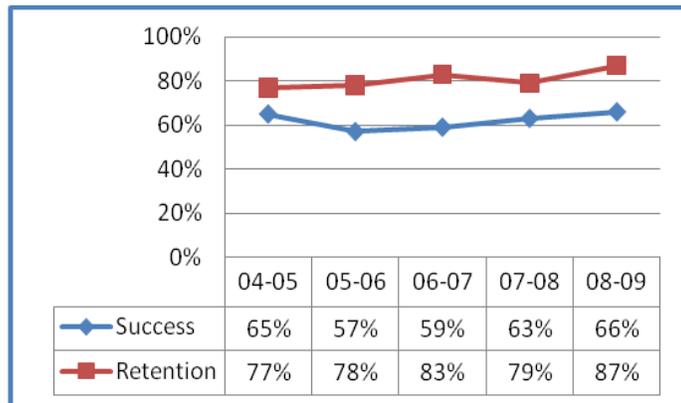
Action Plan:

- Continue to collaborate with our partners (DSPS, English) to increase student success and maximize student potential.
- Continue to inspire faculty to strive for academic excellence, and encourage students to take personal responsibility for their educations.
- Renew our commitment to the college's educational master plan.

Real Estate & Escrow



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	902	834	779	533	366
FTEF	4.40	4.43	5.23	4.60	2.80
WSCH per FTEF	610	564	448	345	384



	04-05	05-06	06-07	07-08	08-09
Sections	23	24	28	25	16
% of online enrollment				7%	4%
Degrees awarded	6	4	3	1	4
Certificates awarded	9	3	5	4	4

Description:

There is a variety of reasons why people study real estate. Some wish to become real estate agents, and some people study real estate to be better-informed consumers as they work with agents to buy or sell a personal residence. Still others study real estate to acquire long term investments that could generate rental income for their retirement years. Whatever the reason, this curriculum provides a strong basis for understanding the real estate market. The Real Estate curriculum is designed to provide students with the preparation for prequalification for the real estate salespersons' or brokers' examinations.

Assessment:

The real estate industry is cyclical as demonstrated in our last 4-5 year progress report and graphs when measured against the economy. When the economy downturns it directly affects the RE industry and thus the enrollments in the program. If you look carefully at the timing '05-'06 the downturn in home prices due to credit market problems started the downturn in the program. This correlation with the charts is uncanny yet factual. This information in the real estate program charts demonstrates that RE programs categorically have taken a tumble from the year before. Students react emotionally to bad newspaper news, as we all do. It is difficult to retain and motivate students when news is bad. Yet, by offering a comprehensive comfortable class schedule, the ability to get a job upon completion of the courses offered, and passing the state exam, the program strengthens students' resolve to continue. Additionally, the economy is showing signs of bottoming out. This will revive housing. It always has in the past. The SP and FA'09 enrollments under new management with an aggressive eye toward short term, on-line course offerings have seen positive results. Overall, in dire times this is a tremendous improvement.

Program Goals:

The program's growth in the near and future long term will be generated by: 1) on-line courses introduced in the FA'09. 2) Projection by Inland Empire Occupational Projection and Jobs Projection by Industry of 17% in 2008-2013 in property mgmt, real estate salespersons and brokers, and community association mgrs. The desired educational level is a bachelor's degree. 3) Stabilization of the program's enrollment in spite of the economic dips. A mixture of traditional, short term, late start, hybrid, and online course offerings will advance the program. The compressed calendar offerings should maximize the program's potential.

- Good marketing techniques will take the form of a one-page mailer to a select group to promote on-line classes.
- "Saleable" class schedule including a new "flash" certificate. The benefits should be twofold:
 - Derive a larger population of students.
 - Gain a competitive edge over private, expensive real estate schools.

The results should be higher and consistent enrollment.

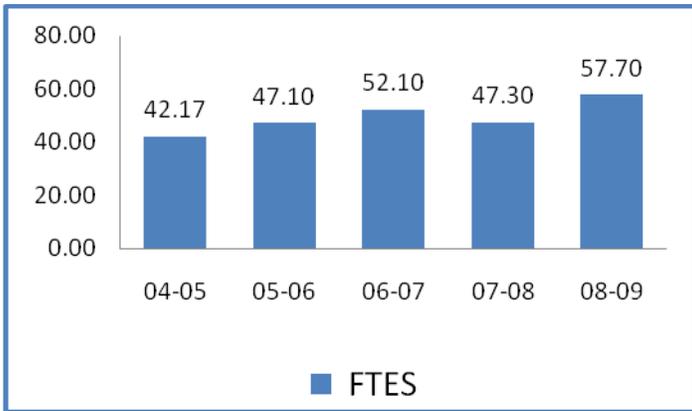
Challenges and Opportunities:

Management appears to want to limit sections to prevent "going over cap." Recognizing today's tight budget constraints, I understand a "little over cap." However, a "little over" for other surrounding schools has proven very profitable via lots of growth. Characteristically real estate programs given access to on-line delivery can account for as much as a 70% rise in growth of student population. Also history has proven that our economy will turn positive, lending a much friendlier atmosphere to real estate and real estate programs.

Action Plan:

- Online courses will require a new brochure.
- Create a new real estate "flash" certificate.
- Making of a one-page mailer (monies set aside for postage).
- Working on restoring real estate sections.

Refrigeration & Air Conditioning



Description:

A career training curriculum designed to train individuals for the workforce in the field of Heating, Ventilation and Air Conditioning/Refrigeration. (HVAC/R).

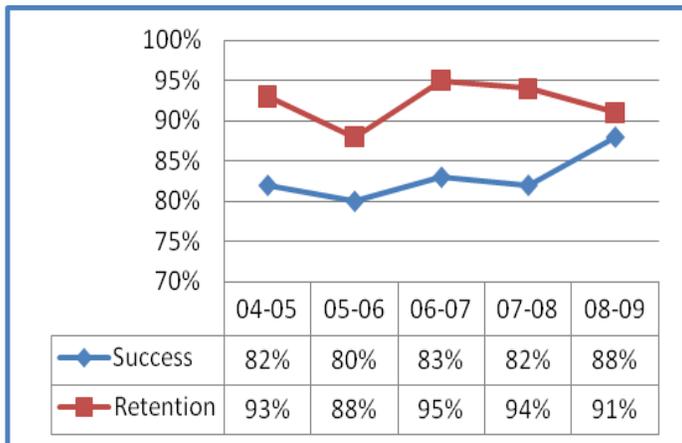
Assessment:

- Enrollment is up, retention is strong and completions are very high.
- The Refrigeration Program has one full time faculty member and an FTEF of approx. 4.5.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	240	255	276	252	310
FTEF	3.26	4.17	4.48	4.15	4.48
WSCH per FTEF	388	339	349	342	386

Program Goals:

- Offer a current curriculum designed to prepare students to be employed at an introductory level in the field of Heating, Ventilation and Air Conditioning/Refrigeration (HVAC/R).
- Preparation includes EPA certification for low pressure and high pressure refrigerants.



Challenges and Opportunities:

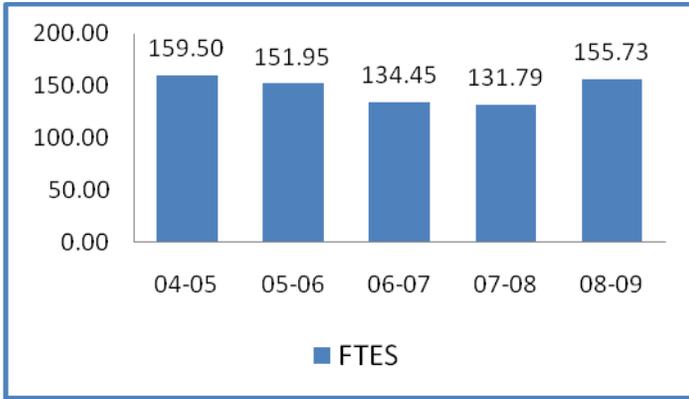
- Our biggest challenge is our facility. We were recently moved, and the facility we moved to is not finished yet. Once the shelves are up and the walls are finished, we will be on our way.
- Opportunities for our students are bountiful.
- We continue to work on increasing the number of women in our programs.

	04-05	05-06	06-07	07-08	08-09
Sections	10	13	14	13	14
% of online enrollment					
Degrees awarded	1	3	3	1	1
Certificates awarded	9	13	12	17	18

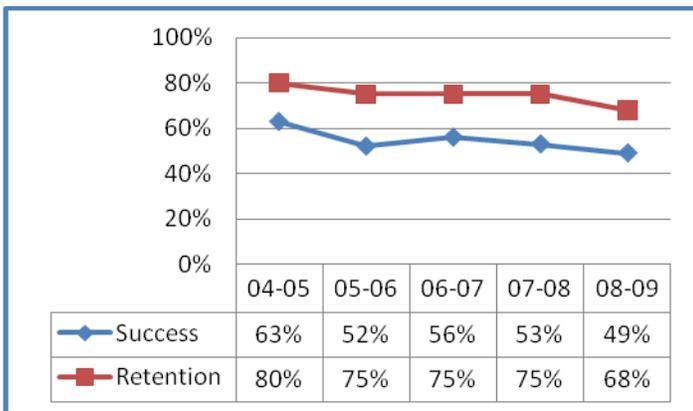
Action Plan:

Presently, our priorities are to finish and organize the facility. We will continue to offer as many classes as permitted so our students finish in a timely manor.

Sociology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	1,595	1,521	1,343	1,318	1,556
FTEF	8.00	8.40	8.40	8.20	8.40
WSCH per FTEF	598	543	480	482	556



	04-05	05-06	06-07	07-08	08-09
Sections	40	42	43	44	44
% of online enrollment	35%	36%	40%	40%	41%
Degrees Awarded					
Certificates awarded					

Description:

Sociology examines systems of social action, social relationships, organizations, institutions, communities, and societies. Sociologists attempt to understand and predict human behavior through the analyses of social systems and interactions. Courses help prepare students for multitude of studies and career options and meet GE requirements.

Assessment:

FTES and efficiency rates have varied with no apparent trends. FTES and efficiency rates increased from 2007-2008 to 2008-2009. Success rates have decreased by 14% from 2004-2005 to 2008-2009 while retention rates have averaged 75%. There was a significant decrease in retention from 2007-2008 to 2008-2009. Online offerings have trended upward making up over 40% of all offerings in the program.

Program Goals:

Goals include maintaining currency of curriculum, continuing SLO cycle, and the evaluation of student success and retention rates. Related to these goals include engaging faculty in professional development opportunities and developing strategies to increase success and retention while maintaining efficiency levels at the institutional goal of 525.

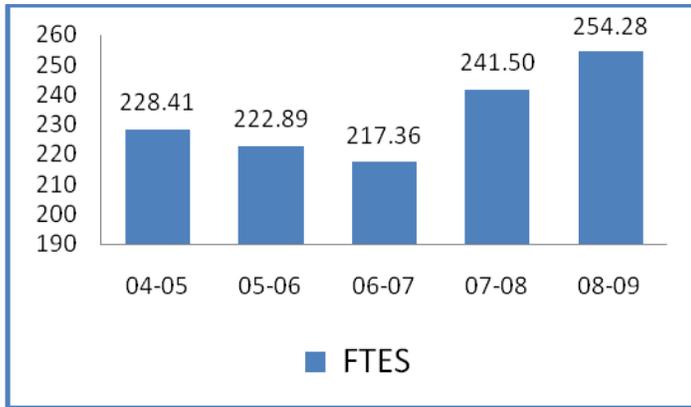
Challenges and Opportunities:

In the current 2009-2010 academic year, approximately 65% of sociology sections are taught by adjunct faculty. In the last five years the program has experienced upheaval with the replacement of one FT faculty and the early retirement of the other FT faculty member. Opportunities exist to increase student retention and success rates.

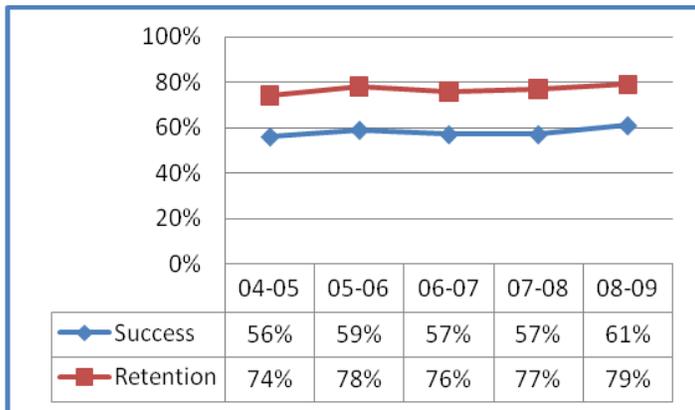
Action Plan:

- Evaluate downward data related to success and retention rates.
- Develop strategies to increase success and retention rates.
- Continue meeting institutional deadlines related to curriculum, SLO and program review reporting.
- Continue to encourage faculty to participate in professional development opportunities related to pedagogy.

Speech



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	2,420	2,188	2,144	2,363	2,600
FTEF	17.60	17.00	16.80	18.00	17.77
WSCH per FTEF	389	393	388	403	429



	04-05	05-06	06-07	07-08	08-09
Sections	88	85	87	94	93
% of online enrollment	7%	6%	6%	8%	12%
Degrees awarded					
Certificates awarded					

Description:

Courses offered by the department of Speech are designed to foster practical communication skills. The emphasis is the development of the skills and techniques essential for effective public and interpersonal communication - a prerequisite for both occupational and personal success. The department offers a variety of 100 level Speech Communication courses that meet General Education requirements. Our courses are taught in various learning environments, which include traditional face to face classes, weekend offerings, various late start schedules, online, hybrid, and morning, mid day, and evening classes.

Assessment:

- Growth has occurred within the Speech Department in the past five years. During the 2004-2005 Academic year, the department offered a total of 88 sections in which 2420 students were enrolled, and the department generated 228.41 FTEs. However, during our 2008-2009 Academic year, 93 sections were offered, and 2600 students were enrolled.
- The department has an FTE load equivalent to 9 full-time faculty, but functions with 3 full-time faculty and 13 adjunct faculty.
- Department WSCH continues to improve. In the past five years, the Speech Department WSCH has gone from 389 to 429.
- Online offerings also continue to increase. Five years ago, 7% of our offerings consisted of online classes. During the 2008-2009 Academic year, 12% of our course offerings consisted of online classes.
- Within the last five years, we have demonstrated improvement in our retention rate from 74% to 79%

Program Goals:

- The Speech Department is interested in researching the process involved to approve a Communication and Business Communication Certificate.
- We are also in the process of updating Curriculum and changing the Department name to Communication Studies. Our goal is to accomplish all of this in the next year.
- We would also like to develop a Department Brochure to improve student awareness.

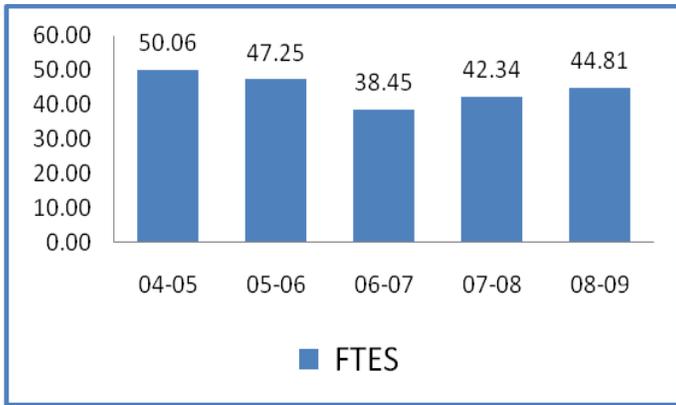
Challenges and Opportunities:

- The Speech Department continues to offer online courses because of the demand for this format; however, as we continue to offer more sections of online courses, staffing becomes problematic. It is our priority to assure that we are providing quality courses within this format.
- We are not capable of fully accommodating our student growth at peak offering times. It has become difficult to accommodate continued expansion with current staffing levels. As our department continues to demonstrate growth, and the demands for more classes become apparent, our ability to meet that need is severely jeopardized. A new full time faculty member would support two strategic initiatives: ACCESS and STUDENT SUCCESS.
- A challenge we are currently faced with is assessing SLO's. Because of the high number of PT faculty in our Department, connecting with everyone to allow for everyone to be included in the dialogue is challenging.

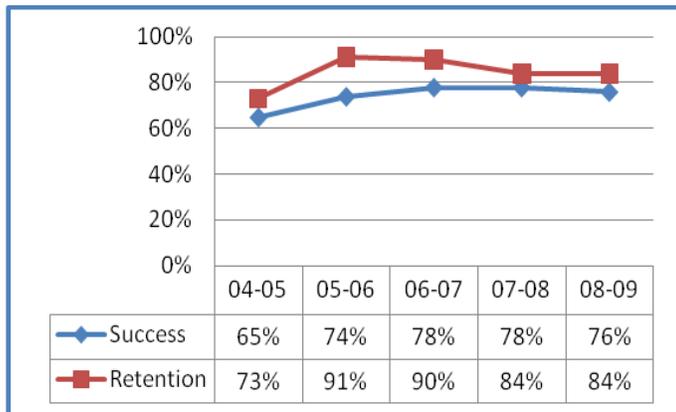
Action Plan:

- Our plan in the next five years is to research the possibilities of creating a Communication Certificate.
- We are also interested in creating a Department Brochure, update our Curriculum and officially change the Department name to Communication Studies.
- We plan to continue to develop the Department Blackboard shell to improve the dialogue between FT and PT faculty in general.

Theater Arts



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	392	342	296	328	316
FTEF	3.880	3.48	3.66	4.63	4.65
WSCH per FTEF	387	407	315	274	289



	04-05	05-06	06-07	07-08	08-09
Sections	20	18	21	21	21
% of online enrollment					
Degrees awarded					
Certificates awarded					

Description:

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

Courses offered by the theatre arts department emphasize individual creativity, personal interaction, and communication skills. Courses are designed to meet the needs of students fulfilling general education requirements and the needs of students who are pursuing theatre as a major.

Assessment:

- The theatre department has experienced a gradual rise in enrollment over the past three years.
- The department continues to experience low productivity. Performance courses (plays, musical theatre) are inherently small ensembles hence, the class has a smaller enrollment cap.
- The program continues to enjoy high retention rates and students choose to participate in theatrical productions over multiple semesters.

Program Goals:

- The program continues to provide preparation for entrance into the theatre industry or continued studies at the four-year colleges and universities.
- An additional goal is to continue to provide high quality performances of musical theatre and plays in presentation to the campus and the campus community.
- The department hopes to improve its ability to fund its own productions through box office revenues.
- The program also will continue to provide general education courses in theatre to meet the needs of students obtaining degrees at SBVC.

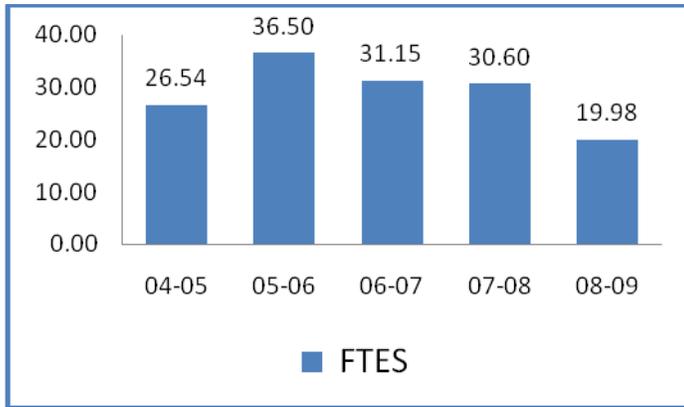
Challenges and Opportunities:

- In order to maintain performance courses, in light of stringent budget cuts which continue to look at class size as a criterion, we must maintain full enrollment and produce plays with large casts. This requires creativity on the part of the director to add characters and dialogue to existing productions.
- Funding for theatrical productions is always an expensive endeavor. Broadcast rights, costuming and set construction are high cost items. Additionally, there are many safety concerns around the theatre and its equipment necessitating additional supervision from a stage manager and orchestra performers are often required.
- The theatre program could pursue a program that engages the local K-12 students and their families. This could result in significant revenue and enhance the reputation of the college.

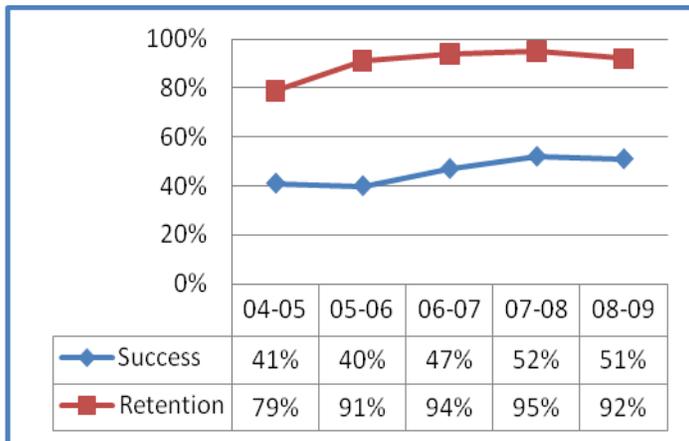
Action Plan:

- Promote theatre in the inland empire by bringing children to the campus and by bringing college productions to the K-12 schools.
- The program is working on strategies to increase attendance at productions. This includes marketing and review of pricing structures.

Warehousing



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	266	350	310	270	212
FTEF	2.65	2.88	2.64	2.06	1.76
WSCH per FTEF	301	380	354	446	341



	04-05	05-06	06-07	07-08	08-09
Sections	12	12	12	11	8
% of online enrollment					
Degrees awarded					
Certificates awarded	49	52	41	42	0

Description:

The warehousing program is designed to provide students with the fundamentals for entry-level employment in the warehousing field, including overall warehousing and distribution operations, software systems, safety issues, forklift and other industrial powered trucks. The program covers operation, inspection of forklifts, and basic maintenance.

Assessment:

The warehousing program requires students to take two basic courses consisting of warehousing and forklift operations. The courses were specifically tailored to local high school graduates. The program's retention rate has been good with a low success rate due to high school students being very transient in the area. To increase retention: a) develop online courses; b) create new partnerships.

Program Goals:

The warehousing program is designed to provide students with the fundamentals for entry-level employment in the warehousing field. Over the next five years, the program will increase success by developing five major partnerships with local warehouse facilities. The program will also develop one online course in warehousing and develop partnerships with five local warehouses in the Inland Empire.

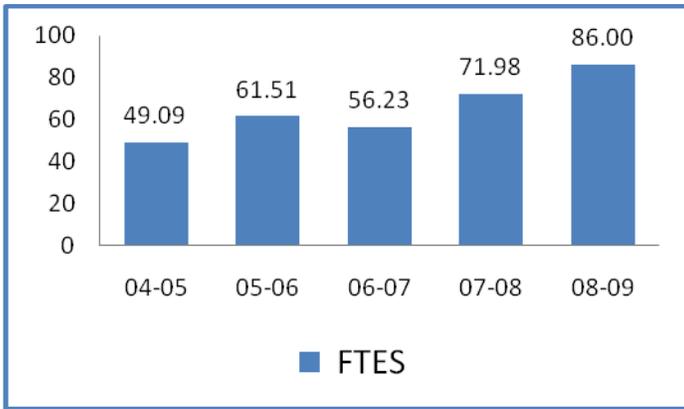
Challenges and Opportunities:

Our challenges are to increase success rates of our students by providing them various additional learning processes consisting of online classes. This will be developed and implemented to increase the success rate of students in the program. The second challenge will be to development additional partnerships with local warehouses to insure success.

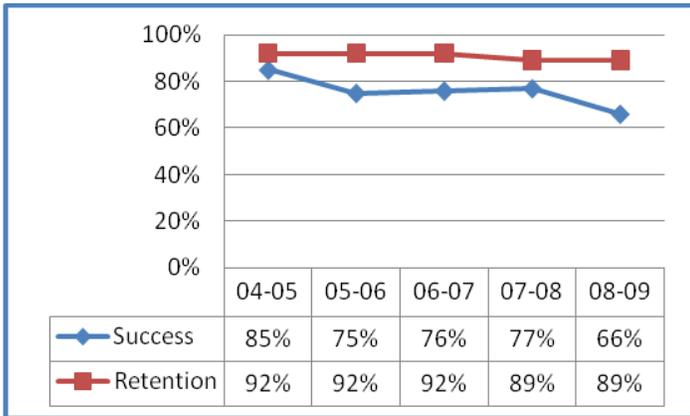
Action Plan:

The department will develop an online course in warehousing to improve FTES. The department will develop partnerships with five local warehouses in the area to support student jobs and success.

Water Supply Technology



	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	503	609	647	779	923
FTEF	3.04	4.44	4.60	6.17	6.61
WSCH per FTEF	484	416	367	350	390



	04-05	05-06	06-07	07-08	08-09
Sections	15	22	26	33	35
% of online enrollment					
Degrees awarded	1	5		4	7
Certificates awarded	4	4	6	1	23

Description:

The Water Supply Technology program prepares students for all aspects of water/wastewater industry: Water Distribution, Water Treatment, Wastewater Collection, and Wastewater Treatment. In addition courses in Backflow prevention and Cross-Connection Control are also provided. Completion of courses in these categories is required by the state licensing board before attempting state certification examinations. The curriculum offers continuing education units required by the state licensing agencies.

Assessment:

- The program has dramatically increased FTES production over the last 4 years.
- During expansion, efficiency decreased for a time, but has begun to rise again.
- The success and retention rates are well above the institutional average.
- Enrollment has doubled in the last four years and the number of degrees and certificates awarded has also risen.

Program Goals:

The program strives to offer relevant curriculum to prepare students for the work in the surrounding water districts.

- A completely revamped curriculum includes courses in wastewater collection and water conservation has been approved Offer all the new courses in the 2010-2011 academic year.
- Distance Education courses curriculum has been approved and courses will be offered starting in spring 2011.
- Complete SLO evaluation for all the courses in next two years.
- Double the number of stations in the Backflow laboratory from 6 to 12 to meet the demand.
- Create opportunities for students to work as Operator In Training at wastewater treatment plants

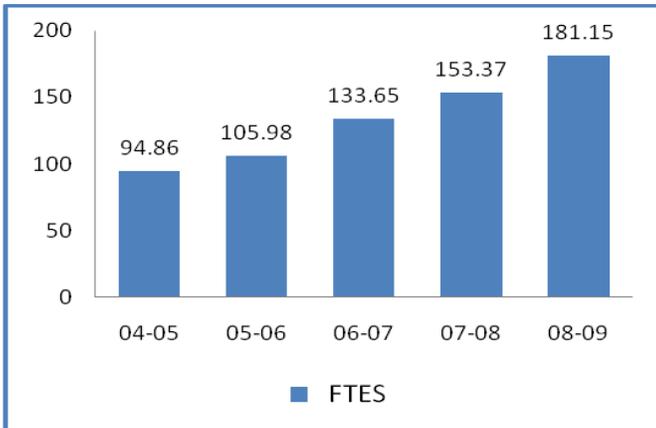
Challenges & Opportunities:

- The lack of dedicated space to offer classes.
- The lack of supply money to purchase relevant instructional materials.
- New curriculum will require additional classes in a time when the goal is to reduce section offerings and curb FTES production.
- Lack of women attracted to the field - find ways to encourage participation by women.
- Water conservation, recycling and wastewater treatment are part of the new green economy which are expected to grow
- A major opportunity in this economy is the fact that water districts continue to hire our students.

Action Plan:

- Offer distance education classes to meet industry demand
- Continue to offer additional daytime sections that attract a student population more similar to the campus demographics.
- Form partnerships for student internship/on-the-job experience opportunities.
- Collect feedback from a diverse group of employers to ensure its curriculum remains viable, current, and serves the needs of industry.
- Hire a full time tenure track faculty with specialization in Wastewater Collection and Treatment.
- Collect data on student certification and job placement.

Welding Technology



Description:

The welding department provides the very best training for students with an intensive college program that specializes in all phases of welding and welding inspection. All students are trained in accordance with the American Welding Society {AWS} standards. All certifications are performed according to the structural codes for steel, aluminum etc.

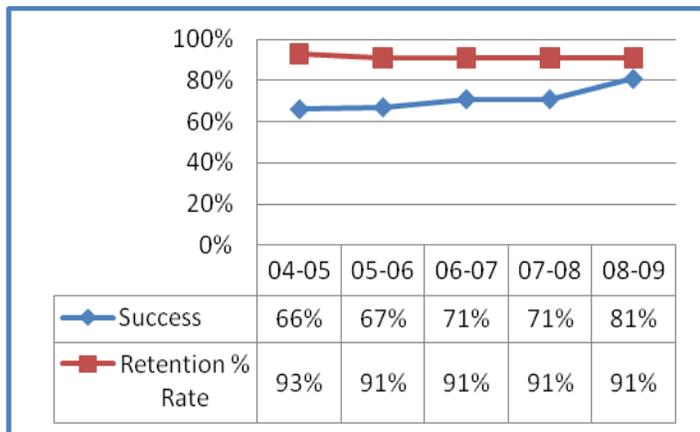
Assessment:

Our students are taking more than one welding class to complete their certificates and degrees. The WSCH is high due enrollment over cap in some classes. The success factor indicates a high rate, and the retention % is excellent due to welding licenses and certifications and instructor involvement. The degree and certificates are low .

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	450	380	471	548	664
FTEF	8.63	8.13	8.98	8.62	8.98
WSCH per FTEF	330	391	446	534	605

Program Goals:

Over the next five years, the goal will maintain current content review and increase job placement with the addition of new classes in light guage and reinforcemnt steel certifications and licenses. These goals will increase success and help us to meet industry standars in the areas of seismic testing. Equipment updates will also assure fully trained students.



Challenges and Opportunities:

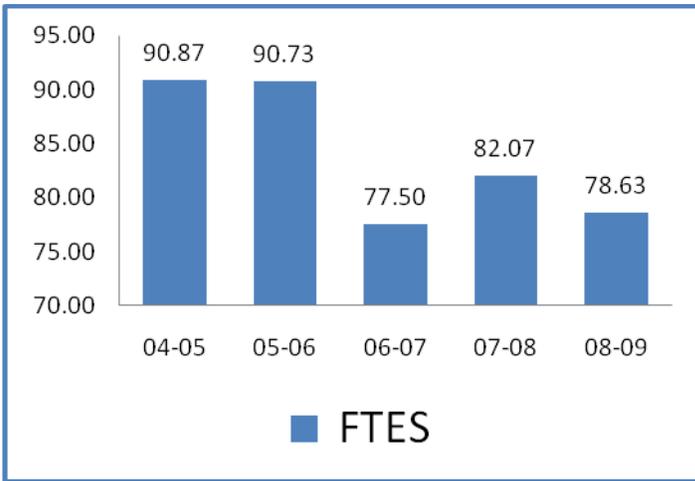
One challenge will be to increase certificates and degrees. The opportunity we need to take advantage of is the number of students coming back to school for upgrade training and new skill development. New classes , welding certifications and licenses will enable our students to be ready for the next explosion in the job market.

	04-05	05-06	06-07	07-08	08-09
Sections	64	72	71	72	73
% of online enrollment					
Degrees awarded	1	1		1	
Certificates awarded	6	0	13	8	3

Action Plan:

We plan to grow the program in the areas of new courses , new welding certifications and licenses. We also plan to have our advisory committee help with industry needs that are essential for job placement in the community. Renewed effort will be conducted to replace old equipment with new technology.

Work Experience



Description:

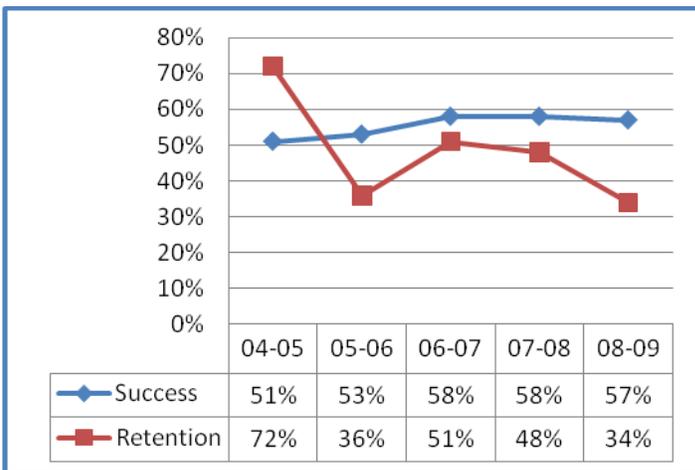
Work Experience allows students, employers, and the college to establish meaningful objectives for on-the-job success. Students can enroll in general or occupational work experience.

Assessment:

- High FTES in 2004-2005 followed by declines from 2005-2009.
- The drop in FTES coincided with a loss of the full-time work experience coordinator.
- Student success has remained somewhat steady; however, retention has dropped in the past two years.

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	955	888	773	836	802
FTEF	5.47	5.07	5.07	3.38	1.84
WSCH per FTEF	498	459	1,086	1,660	1,282

Program Goals:



Challenges and Opportunities:

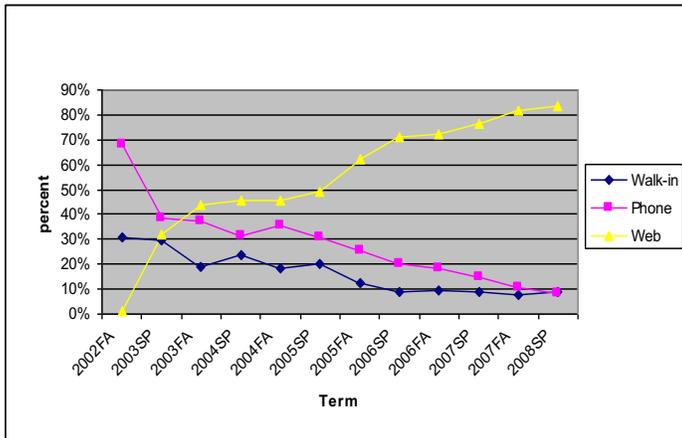
- Without a full-time coordinator, the Work Experience Program has not been as successful as it could be.

	04-05	05-06	06-07	07-08	08-09
Sections	147	160	152	179	187
% of online enrollment					
Degrees awarded					
Certificates awarded					

Action Plan:

- Work experience will be discontinued during this time of budgetary cuts and low FTES in two of the last three years.

Admissions and Records



Description:

Services include:

- Admission to the College
- Residency determination
- Evaluation of prior credit
- Evaluation of graduation requirements (AA, AS, and Certificates)
- Maintenance of student academic records in perpetuity
- Processing of grade changes, incompletes
- Registration
- Processing of add/drop
- Late Add petitions
- Veteran’s Certification, Information, and Referral
- Online application, registration, and transcript request services
- Petitions for Academic Exception
- Eligibility determination and enrollment of concurrently enrolled high school students
- Acceptance of payment for enrollment and auxiliary fees.
- Adjudicating and processing petitions for academic exception
- Adjudicating and processing petitions for readmission
- Requests for background checks in accordance with FERPA
- Response to subpoenas in accordance with FERPA
- Response to faculty requests for information, support
- Welcome letters sent to every new applicant (include information about student email account, student id)
- Drops for nonpayment
- Reinstatement of registration
- Communication with faculty and campus about important Admissions, Records, and Registration deadlines and processes

Goals :

- Improve the usage of 3CApply—collaborate with DCS to more fully automate the process
- Implement 3C Tran—expedite the exchange of electronic transcripts with other CCC’s, CSU’s, and UC’s.
- Implement WebAdvisor

Challenges & Opportunities:

- Staffing, funding issues and support are on-going challenges
- Opportunities for innovation and partnerships abound

Action Plans:

- Increase use of electronic communication with students
- Increase use of technology to improve service to students

Assessment of Data

- The table left shows the relative distribution of students using walk-in, phone, and web registration for each of 12 semesters.

CalWORKS Program

Description:

The CalWORKs Program started in 1996 through federal law. Federal welfare was now identified as Personal Responsibility and Work Opportunity Reconciliation Act. A vital part of this new law was the establishment of time limits to receive welfare. Education and training was now included as an allowable activity.

Assessment:

- The current CalWORKs program at San Bernardino Community College District has been effective and continues to grow now serving over 1758 students.

Program Goals:

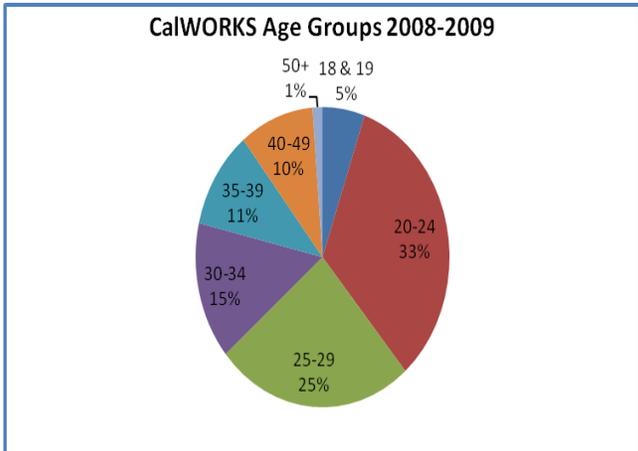
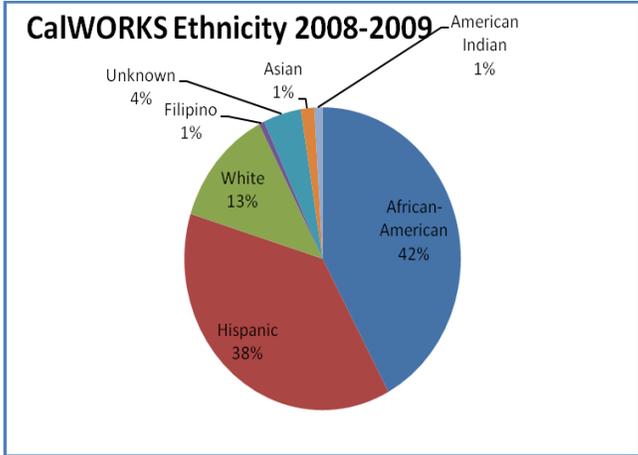
- Educate the campus community regarding eligibility for services
- Develop more off-campus employment opportunities

Challenges and Opportunities

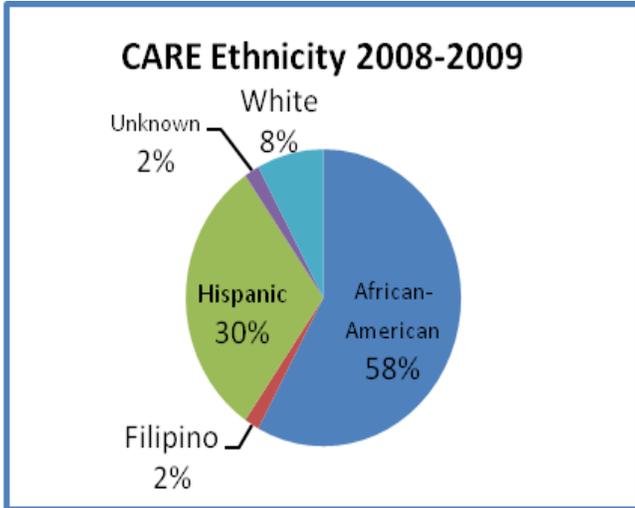
- Find alternate programs that will enable us to provide supportive services
- Monitor completion of certificates

Action Plan

- Work with instruction to customize courses for shorter completions
- Look at on-line offerings
- Devise joint strategies with EOPS/CARE and DSPS to support completion of programs for students



Cooperative Agencies Resources for Education (CARE)

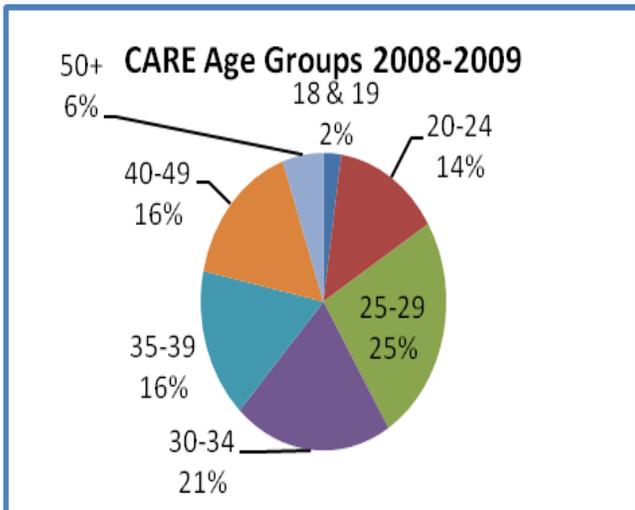


Description:

The CARE program is a collaborative effort between SBVC's EOP&S program, CalWORKs and the San Bernardino County Transitional Assistance Department. The CARE program offers additional support services to EOP&S students who are single parents on Transitional Assistance for Needy families (TANF) with at least one child under the age of 14. The CARE program focuses on breaking the welfare dependency cycle by completing college-level educational training programs to become more employable and economically self-sufficient.

Assessment:

- African-American and Hispanic students are 88% of the program
- The age distribution of the CARE program shows that a majority of the students are 30 and over 30 years old



Program Goals:

- Provide resources for successful class, certificate and program completion
- Increase awareness- Campus and Community

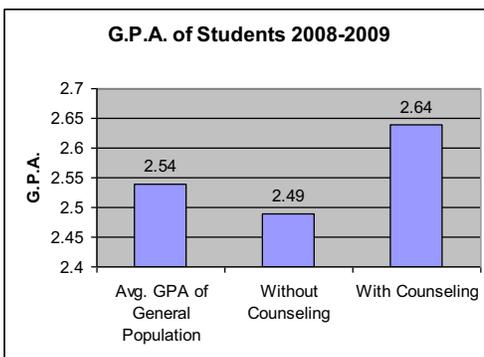
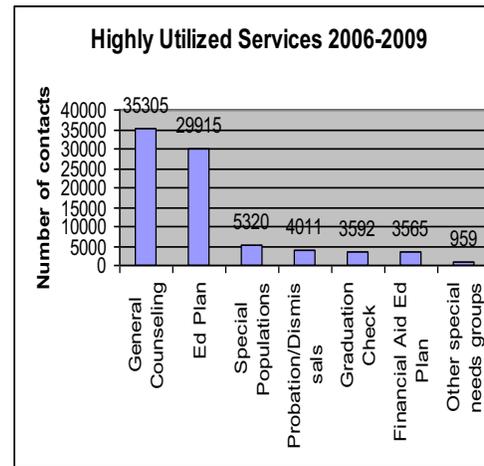
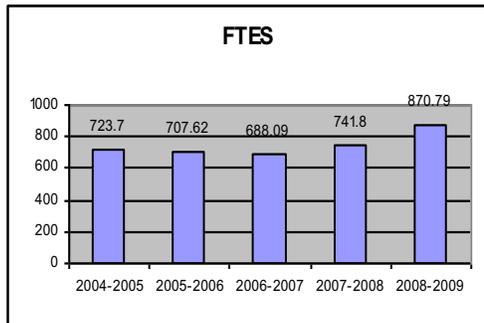
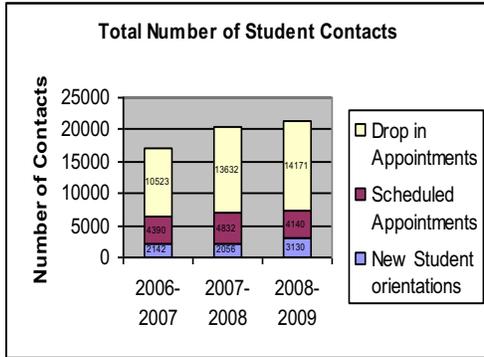
Challenges and Opportunities:

- Recruitment
 - Students providing TANF status
 - Students with Full-time status (12+ units)
- Access TANF and Ward of the Court information from the Financial Aid Office

Action Plan:

To better collaborate with the Financial Aid and Admissions office to access needed information to recruit potential CARE students.

Counseling



The Counseling Department provides academic, transfer, career, and personal counseling for students' academic success and personal development. Other services and interventions include –course overload petitions; crisis intervention; CSU GE-Breadth and IGETC certification verification; educational plans/updates/revisions; follow-up services and referral; graduation petition checks; Interpretation of assessment scores and other multiple measures for proper placement into SBVC courses; liaison activities with academic departments; online counseling; orientation sessions; prerequisite checks and clearances; probation/dismissal counseling; student success workshops.

Assessment:

- Notable increase in student contact
- Upward trend in utilization of all facets of services and interventions
- Continue usage of on-line orientation
- Link between counseling and student success – Obtaining higher grades is associated with receiving counseling

Program Goals:

- Enhance structures/processes to maintain standardized quality, effectiveness and efficiency
- Expand information on programs, goal achievement, counseling services, and computerized educational plan through existing electronic media
- Promote positive college culture, self-development as well as efficacy, and proactive success-oriented behaviors that sustain motivation, learning, and achievement
- Strengthen partnerships with divisions and identified community resources to promote continued awareness of counseling and support
- Review research and tracking systems of service/learning outcomes as well as effectiveness of counseling in degree and certificate completion
- Expand service delivery that is sensitive to students' uniqueness, diverse cultures, learning and motivational needs, as well as, linguistic abilities

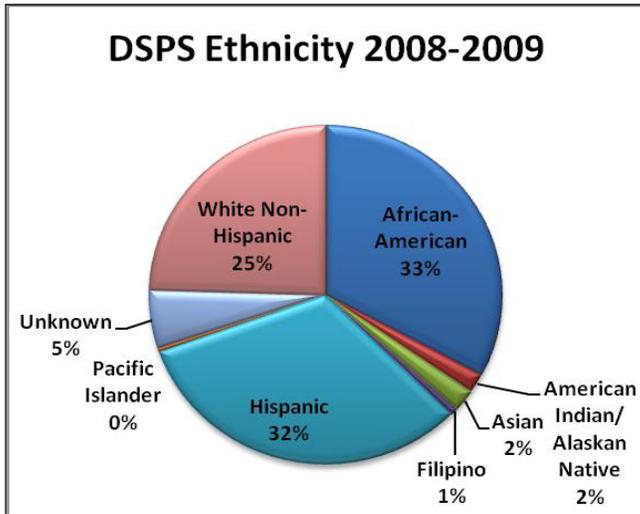
Challenges and Opportunities:

- Increased demand for counseling services
- Disproportionate ratio of faculty to students
- Impacted length of time for services and students' wait time
- Exploration of additional opportunities for strong collaboration with college sectors
- Enhancement of training program for counseling faculty

Action Plan:

Advocate for additional full time and adjunct counselors as well as a more stable funding sources for adjunct counselors; streamline processes and continue to identify indicators of effectiveness; amplify enrichment activities for students' goal completion complementary to core counseling interventions for basic skills, underachieving, and first year college students and the general population

Disabled Student Programs & Services (DSPS)



Description:

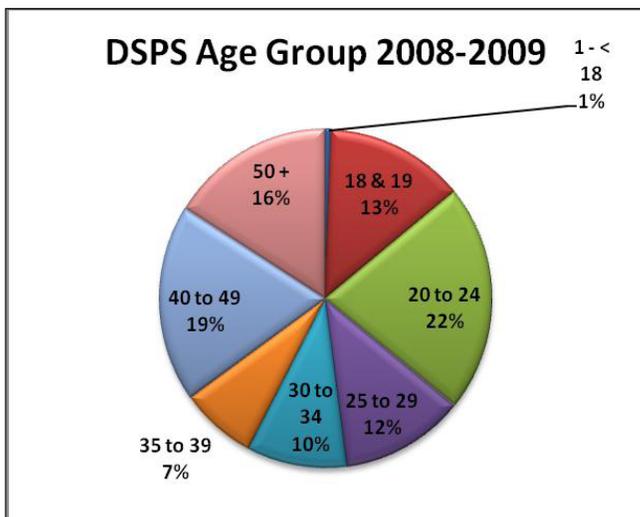
Disabled Student Programs and Services (DSP&S) is designed to meet the individual needs of regularly enrolled, permanently and temporarily disabled students. Upon providing professional verification of a physical, learning, or mental disability, students may obtain a variety of services, including: assessment for learning disabilities, registration assistance, specialized counseling, academic planning, special classes and access to adapted computers.

Assessment:

- African-American and Hispanic students are 65% of the program
- The age distribution of DSP&S students shows a wide diversity between all age groups. 47% are under 30 with 52% age 30 and above.

Program Goals:

Initiate a new service-delivery model that will enhance efficiency while contributing to student success.



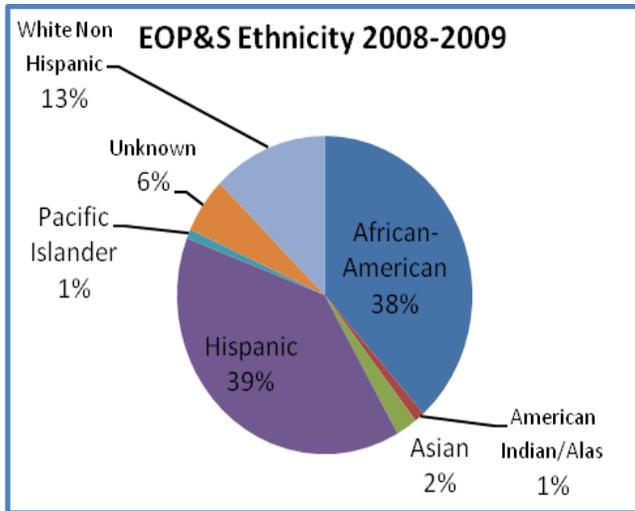
Challenges and Opportunities:

- Continue to provide accommodations to students with disabilities despite the drastic reduction in funding.
- Maintain compliance with Title 5 and ADA regulations to avoid any Office of Civil Rights complaints or law suits.
- Improve students understanding of their accommodations.
- Develop workshops/training for staff regarding accommodating students with disabilities.

Action Plan:

Dialogue with the campus regarding DSP&S students' needs that can be served in their areas.

Extended Opportunity Programs & Services (EOPS)

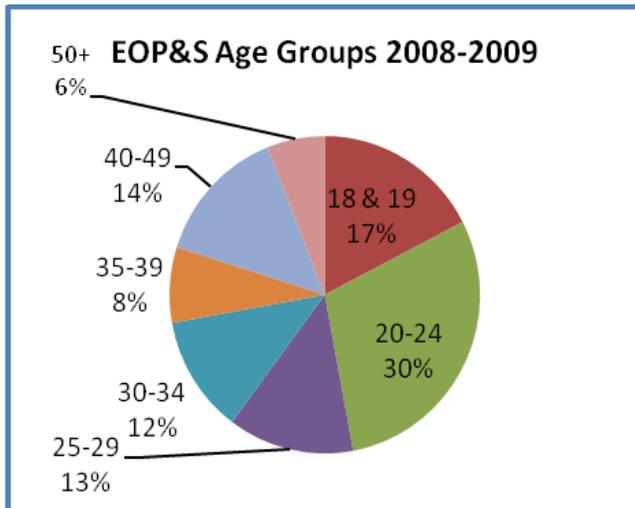


Description:

EOP&S is a stated funded program designed to encourage the enrollment, retention and transfer of students challenged by language, social, economic, and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. Eligibility is determined by income level, full-time status, less than 70 degree- applicable units and California residency.

Assessment:

- African-American and Hispanic students are 77% of the program
- The age distribution of the EOP&S program shows that a majority of the students are under 30 years old



Program Goals:

- Increase retention and persistence, transfer rates to 4 year colleges and universities and awareness - Campus and Community

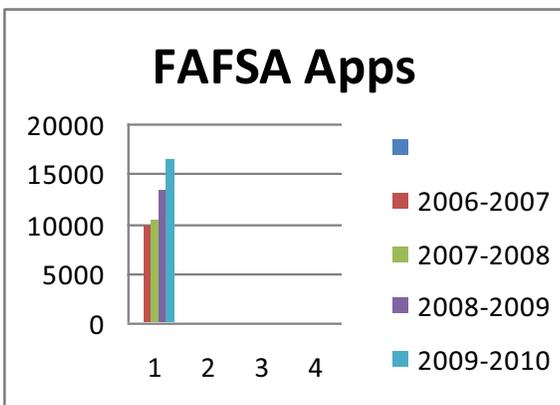
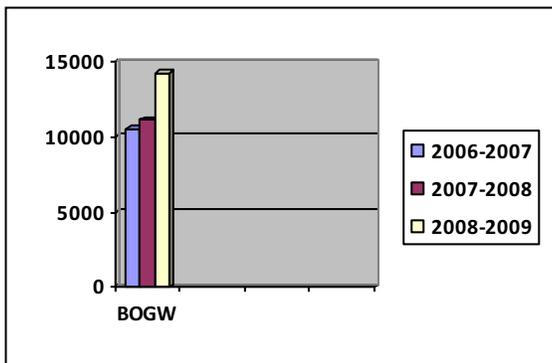
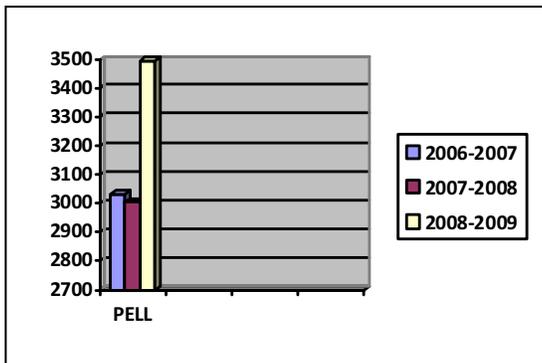
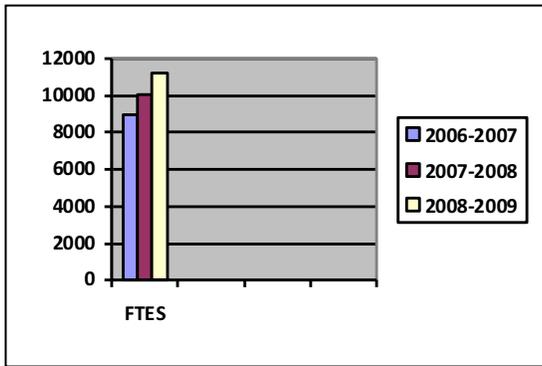
Challenges and Opportunities:

- Students maintaining full-time status 12+ units
- Students maintaining a 2.0 GPA
- Implement workshops in time and stress management
- Collaborate with the tutoring department to provide additional services to students
- Develop partnership with Transfer Center

Action Plan:

- Collaborate with Non-Instructional faculty to provided effective workshops, develop partnerships with STAR program (tutoring) and transfer center.

Financial Aid



Description: The Financial Aid Department administers the federal and state financial aid programs, which include grants, loans and work study programs, designed to help students pay their educational expenses. These expenses include fees, books and supplies, room and board, transportation, and personal miscellaneous expenses.

Assessment: The number of students receiving a Board of Governors Fee Waiver (BOGW) has increased approximately 35% over the last three years, compared with the 25% increase in FTES; the number of students receiving a Pell Grant has also increased over the last three years but at a much lower rate (15%) than enrollment and the number of BOGWs; the Cohort Default Rate (CDR), which represents the number of student loan borrowers who default after entering repayment, has declined in the last three years from 19 to 10.4%.

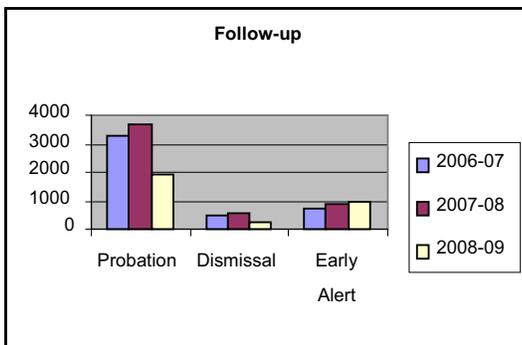
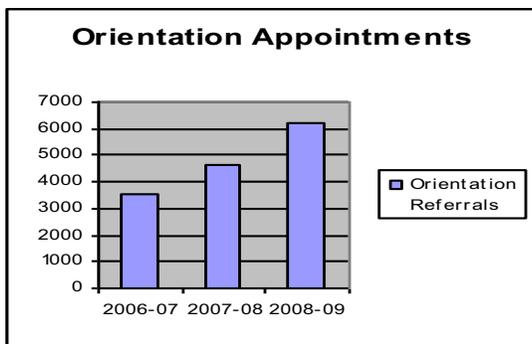
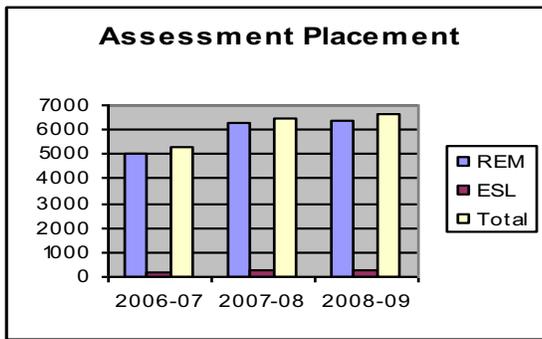
Program Goals: Increase the number of students who file a FAFSA and thereby increase the number of Pell recipients; reduce the turnaround time from application to disbursement of funds; decrease the Cohort Default Rate (CDR) further to account for change in the way in which the DOE calculates the rate (going from 2 year to 3 year rate).

Challenges and Opportunities: The number of applicants has increased by 73% and the number of requests for special circumstances has also increased due to the downturn of the economy. The Department faces the challenge of serving more students and a larger number of students whose situations require additional processing, with the same number of staff and other resources.

CCCBOG implementation: The Department has an opportunity to reduce the manual task of processing paper BOGW applications thereby providing an increase in staff hours to review FAFSAs and improve the number of files processed per day. In addition, with the addition of Datatel's WebAdvisor, the Department has an opportunity to provide information to students via the web which will reduce the number of students who come in to the office to check on the status of their financial aid file.

Action Plans: Offer financial aid workshops to encourage students to file a FAFSA in addition to a BOGW application; use technology to automate time intensive processes to reduce the amount of time staff must spend on certain tasks; use the denial authority as it applies to awarding student loans when know risks are present in order to reduce the default rate.

Matriculation/Assessment



Description: Matriculation is the tool that drives student services. It is the vehicle that provides the impetus for student service thus ensuring that students progress in a timely manner through their educational pursuits. The students are able to progress through the system mandated by the various components of Admissions, Assessment, Orientation, and Counseling/Advisement. These initial steps are designed to provide access to all students as a means to ensure their success. Matriculation at San Bernardino Valley College begins with the placement process which is the beginning of the advisement for enrolling into classes.

Assessment: Student participation has increased the need for assessment services by 23.5% from 2006 to 2009. ESL Testing has a slight increase of 10.4%. Conversely, this has expanded the number of students referred for orientation by 43.5%. Follow-up services that include notifying students that are on academic probation indicate that the number of students who are placed on dismissal status has decreased from 14% to 12%. The Early Alert process that is also a follow-up system to notify students so that they may be given intervention in the form of counseling, tutoring, and other support service has increased by 23.4% from 2006-2009. This is an indication that more instructional faculty are participating in the early alert process to ensure that their students do not fail.

Program Goals: To increase faculty participation in using the Early Alert System so that this effort may lower the number of students who are placed on academic dismissal. To decrease the number of students who are placed on probation and dismissal status. To make assessment opportunities more accessible to local high schools and to increase portability. To increase the opportunity for new students to participate in the Orientation phase of their enrollment process To increase coordination efforts with student services counselors to ensure student success.

Challenges and Opportunities: Matriculation funding will present the highest challenge because of fewer resources. However, the opportunity to explore new avenues for providing services will prevail in the quest to maintain and possibly increase services to students. Expanded collaboration with all internal resources will need to take place including using resources that will encourage participation between all student services departments and the expertise of the instructional division.

Action Plan: To continue in a very positive manner of offering services already in place. To incorporate innovative alternative services, i.e., online orientation which began in the later part of 2008-2009. In this effort students can move easily from assessment to orientation to advisement in a fluid one stop process allowing them to register for classes upon completion of this tripartite service. Counselors can be made immediately available to students to assist them in choosing the appropriate classes and helping them develop an initial education plan.

Outreach & Recruitment

Description: The Outreach & Recruitment Office disseminates SBVC information regarding programs, services and educational opportunities available to attract and recruit prospective students to the College. The Outreach & Recruitment Office primarily focus is on service area high schools which provide the greatest pool of prospective students. The approach utilized is two-fold; on one level, we initiate direct contact with high school students through a variety of mechanisms that include but are not limited to the following: Provide a systematic outreach and recruitment schedule to services area high schools and alternative high schools, Coordinate and make presentations regarding SBVC programs and services to include but not limited to the following: student assemblies, classrooms presentations, parent and student college nights, etc., Represent SBVC at sponsored high school special events, i.e., College Fairs and Parent Nights, Provide follow-up services to prospective students, Coordinate special events and provide SBVC campus tours, Provide SBVC information for students requests via mail and/or email

On the other level, the Outreach and Recruitment Office maintains on-going partnership with high school personnel who are in a position to influence the post-secondary decisions of students, specifically, high school counselors, principals and vice principals, coaches and key faculty. Additionally, the Office maintains on-going partnerships with area churches, community groups and governmental agencies.

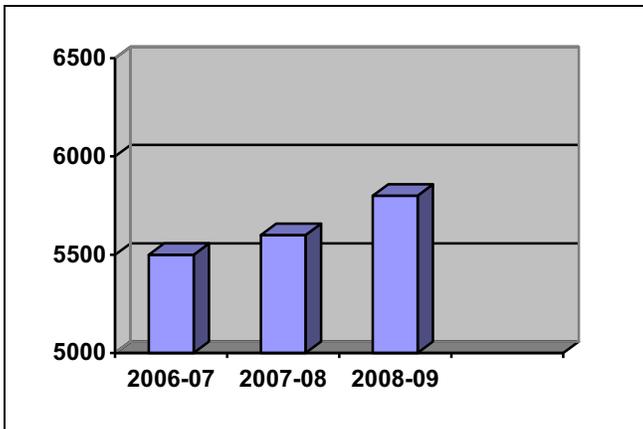
Assessment: Through the Office's outreach and recruitment efforts the number of prospective student contacts has increased for the past three years as indicated in the Total Number Student Contact Chart.

Program Goals: Provide a systematic and comprehensive outreach and recruitment component, Create awareness of SBVC programs, services, and educational opportunities, Increase the number of student enrollment

Challenges and Opportunities: The Inland Empire has one of the lowest college going rates that requires continuous recruitment efforts and direct student contact and extensive follow-up services. It also requires far reaching liaison activities with high school counselors and career technicians, The Outreach and Recruitment Office needs to be financially supported, additional positions are needed, as well as an operating budget. In order to field an effective outreach program, it will require staffing, technology, and adequate office space, Enhance partnerships with services area high school personnel, faith based and community personnel

Action Plan: Develop outreach partnerships with area middle schools, Develop MOU's with service area high schools, Enhance the use of technology, Seek campus financial support to build a bonifide Outreach and Recruitment Office

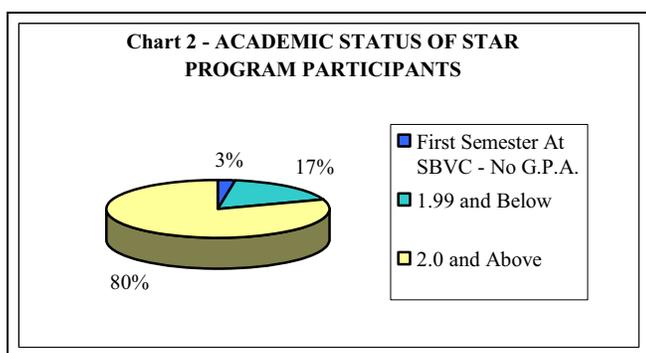
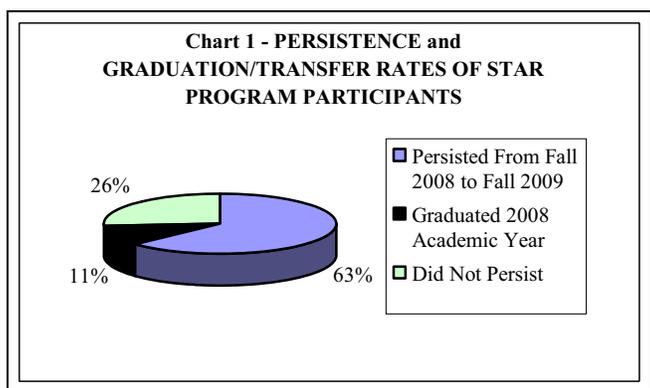
Total Number of Student Contacts



STAR Program–Student Support Services TRIO

Student Distribution by Eligibility 2008 -2009			
Eligibility Criteria	#Students Enrolled at SBVC	% Students Enrolled at SBVC	Students Served by STAR
Low income & First-generation	13,501	72%	128
Low income	11,927	64%	15
First-generation	11,884	70%	22
Disabled	1079	4.9%	11
Disabled/Low Income	831	77%	29

Table 1



Description:

STAR, Success Through Achievement and Retention, a Federally funded TRIO Student Support Services program, provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their AA/AS degree and/or transfer to a four-year university.

Table 1: STAR Program Demographics

STAR is funded by the Department of Education to serve 200 students annually. During 2010-2015 STAR will have to track and meet the following two objectives, in order to satisfy the terms of the new Student Support Services grant proposal.

Objective 1: Chart 1

60 % of all participants served by the STAR/SSS Program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Objective 1: Chart 2

70% of all enrolled participants served by the STAR/SSS Program will meet the performance level required to stay in good academic standing at the grantee institution.

Assessment:

Documentation will be kept in student files indicating continuous enrollment in courses (Class schedules & transcripts will be kept in all student files), along with documentation of enrollment in the program and exit dates.

Program Goals:

The goal of STAR/SSS is to increase the college retention and graduation rates of its participants, and facilitate the process of transferring to a four-year university.

Challenges and Opportunities:

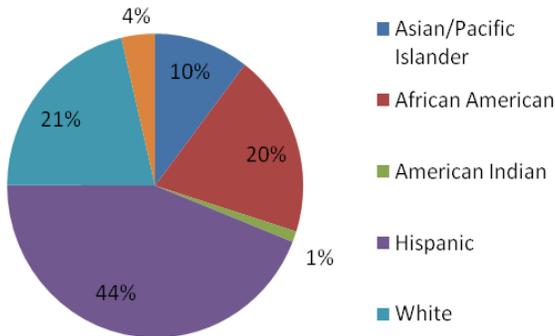
To encourage students to utilize the services provided to them. To meet the needs of underrepresented and/or at-risk students during difficult economic times.

Action Plan:

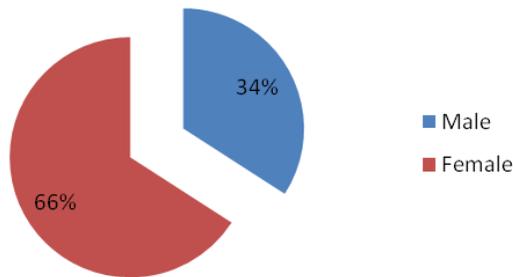
Continue to enhance the following areas: 1. Academic success strategies that begin as soon as a student is accepted into the program. 2. Track student participation, academic standing and review student progress to ensure that participants are meeting or have met requirements for academic success and graduation and/or transfer. 3. Students will work directly with STAR counselors at the beginning of each semester to create a Student Success Plan, focusing on academic and personal goals as well as tutorial recommendations. 4. STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer. 5. Students will participate in the STAR Academic Intervention plan if their GPA falls below 2.0. Overall, Staff will continue work to increase participant persistence rates.

Student Health Services

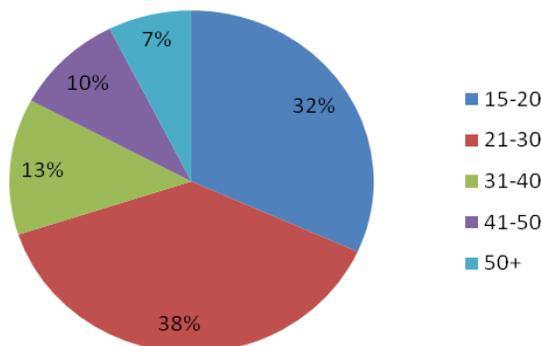
**Student Health by Ethnicity
2008-2009**



**Student Health Services by Gender
2008-2009**



Student Health by Age 2008-2009



Description:

Student Health Services are housed in a free standing building on the south east quadrant of the campus. Individual medical, counseling, and preventative medicine services as well as department business are conducted within the Student Health Center. Preventative medicine services are provided throughout the campus.

Data:

Hand tallies of individual student visit data are entered into excel spread sheets to track trends in utilization of services. The American College Health Association- National College Health Assessment II (ACHA- NCHA II) is administered to a representative sample of SBVC students at regular intervals to gather data on the health needs and trends of the campus.

Assessment:

- Total student visits to the Student Health Center for individual medicals treatments of all kinds increased 40% and counseling visits more than doubled in service years 07-08. On campus contacts with student have also doubled in the last calendar year.
- Demographics of students utilizing Student Health Services: Racial distributions of visits to the student health center, during the past year on average have mirrored the racial distribution of the campus as a whole. Gender and age distributions show slight variations from the overall campus distribution.
- The ACHA-NCHAI spring 2009 survey data revealed that the top 5 mental health needs of SBVC students were stress, sleep difficulties, relationship difficulties, anxiety, and depression. The top physical health problems were overweight/obesity, colds/flu/sore throat, allergies, back pain, and asthma.

Program Goals:

- Target services to meet the most prevalent mental and physical health needs of SBVC students.
- Respond to public health concerns as they arise on campus and in the community.

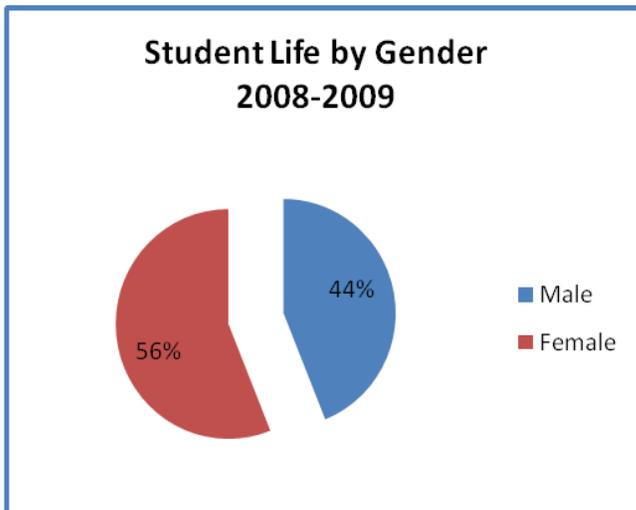
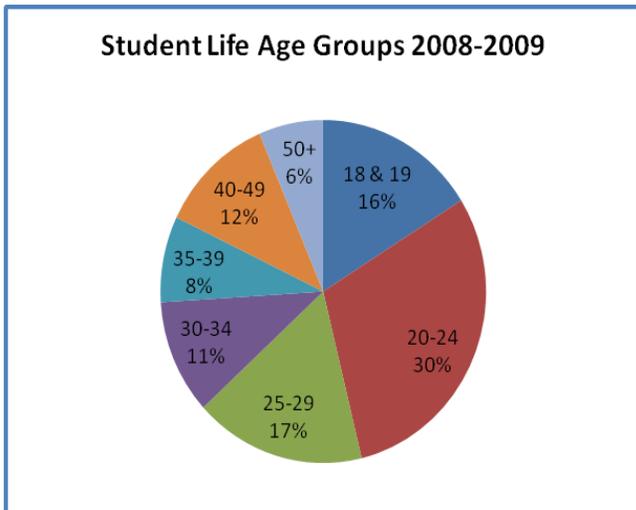
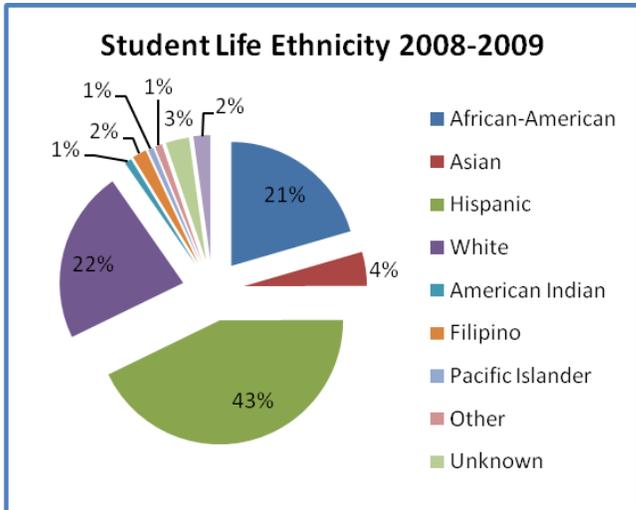
Challenges and Opportunities:

- Creative and effective use of physical facilities to meet the increased demands of students for services
- Acquire additional staff and resources to respond to the increased need for health education and management of greatly increased medical records/clerical tasks.

Action Plan:

- Develop and implement plans to respond to public health issues such as H1N1 (swine) flu when they arise.
- Develop a three year plan and strategy to address the most prevalent mental health and physical health needs of SBVC students.

Office of Student Life



Description:

The Office of Student Life assumes a leadership role in creating a campus environment that integrates learning experiences in leadership, the development and enhancement of interpersonal skills, and personal growth to complement the academic curriculum.

Assessment:

- Space utilization - overall attendance in events and programs
 - 7,069 students served at Week of Welcome Events.
 - 37 registered clubs, a 14% increase from 2008-2009. Of the 37 clubs, 6 re-registered after a long period of inactivity (Business Club, International Students Club, Muslim Student's Association, National Broadcasting Society, Parent Advisory Council, and Hip Hop Culture) and 3 clubs are new to SBVC (Tumaini, Jewish Student Union and Voices for Success).
 - 5,001 IDs issued, representing a 29% increase over 2008-2009 (as reported through November).
- User satisfaction surveys – both event and daily within OSL spaces
 - In-office survey results indicate that 98% agreed that a friendly and helpful staff member in Student Life greeted [them], 97% agreed that a Student Life member was able to assist [them] and address [their] concerns, 98% agreed that [they were] assisted courteously and in a timely manner, and 95% [were] satisfied with the activities and programs that Student Life offers.
 - Conducted the 6th bi-annual Dive into Leadership Workshop, covering: networking, volunteerism, time management, and True Colors. 22 students representing 10 different student organizations on campus attended. Of the 15 students that completed a survey following the event, 93% had a better understanding of the dimensions of leadership needed by his/her organization/club, 93% had a better understanding of core leadership skills both on campus and off, 100% had a better understanding of what kinds of leaders they want to follow, and 93% had a better understanding of how they wanted to lead.

Program Goals:

- Increase access and visibility for the Office of Student Life, its programs and services.
- Develop and identify leadership opportunities for students.
- Advance student's understanding and sense of self to live healthier lives.

Challenges and Opportunities:

- Filling the vacant Director of Student Life position.

Action Plan:

- Broad campus-wide programming based on student need and request
- Strengthen and broaden internal partnerships
- Create and pilot online Club Registration Sessions
- Mentorship of student leaders
- Broad campus-wide marketing of programs and services

Transfer Center

THREE YEAR ENROLLMENT DATA	2006-2007	2007-2008	2008-2009
CSU	356	397	392
UC	33	29	30
Private	258		
Out of State	107		
Total	754	426	422

FALL 09 TRANSFER OVERVIEW	SBVC STUDENTS WHO APPLIED	SBVC STUDENTS WHO WERE ADMITTED	SBVC STUDENTS WHO ENROLLED
UC	23	5	3
CSU	491	367	349
Private	33	21	19
Total	547	393	371

Description:

The Transfer Centers purpose is to design, develop and implement a variety of strategies that increase the number of SBVC students prepared to transfer to a baccalaureate level institution. The primary goal is to provide services that enhance student transfer awareness and to enhance the number of students, especially historically underrepresented students, who to a four-year institution.

Assessment of Data:

The UC and CSU for the last two years have stayed about the same; small increase in enrollment in the UC's and CSU's between 06-07 and 07-08. In 06-07 we can see that with the private university and out of state data we have a total picture of SBVC transfer.

The fall 09 Transfer overview chart shows that many more SBVC students applied to the four year institutions but **71%** were not admitted. **Nine percent (9%)** of the students who were admitted to the above institutions did not enroll. CSU San Bernardino reported that many SBVC students once admitted did not comply with enrollment deadlines.

Top 10 Transfer Four Year Institutions: University of Riverside, Loma Linda University, Cal State Polytechnic Pomona, University of Phoenix, University Redlands, Cal State University Fullerton, Cal State University San Bernardino, California Baptist University, Azusa Pacific University, and Chapman University

Goals:

Increase the number of students annually who apply and complete the admission transfer process by the following percentages:

- Private Colleges/University Three percent (3%) each year for the the next three years; UC--20% each year for the next three years; CSU--5% each year for the next three years

Challenges:

Fewer students admitted due to state budget cuts to four year institutions. Change in CSU and UC admissions policy: higher GPA's and Cal Poly's tier admissions policies, 33% tuition increase at the UC's, students are required to complete the "Golden Four" general requirements by spring semester, limited number of four year representatives on SBVC campus to meet with students, impacted majors at the four year institutions.

Opportunities:

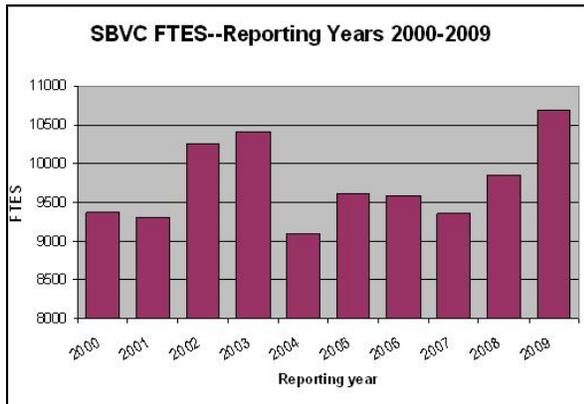
Develop strategies to expand how we work with four-year representatives. Encourage students to look at private and out of state transfer options.

Action Plan:

Develop a form letter/postcard to send to targeted incoming students regarding Transfer services, expand and provide transfer and major related workshops, application workshops, financial aid workshops, work to increase transfer awareness and collaborate with Student Services Programs and Instruction.

Section V: Administrative Services

Bookstore

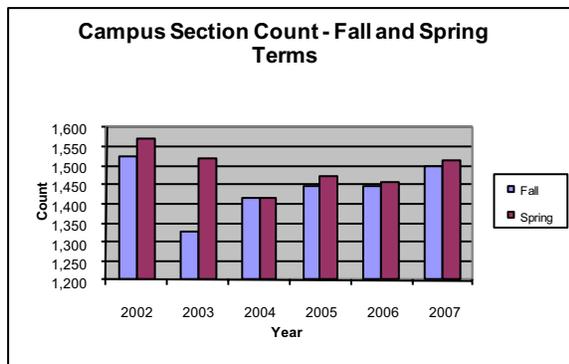


Description:

The Bookstore provides retail textbook sales, stationery supplies and soft goods to the campus community through its conventional storefront facility, as well as internet sales. An innovative textbook rental program has also been implemented in addition to ticket sales for various theatrical and cultural events.

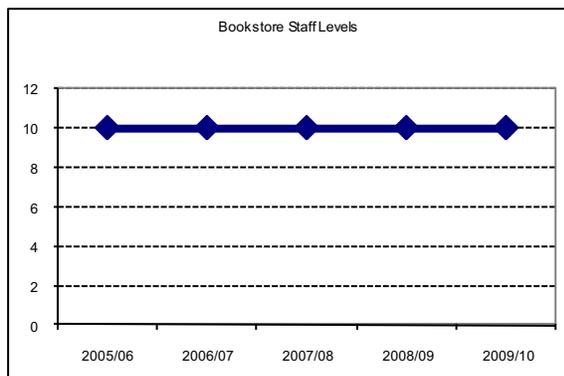
Assessment:

Assessment of Bookstore operations is based on direct customer feedback, feedback from academic departments and student services and campus surveys.



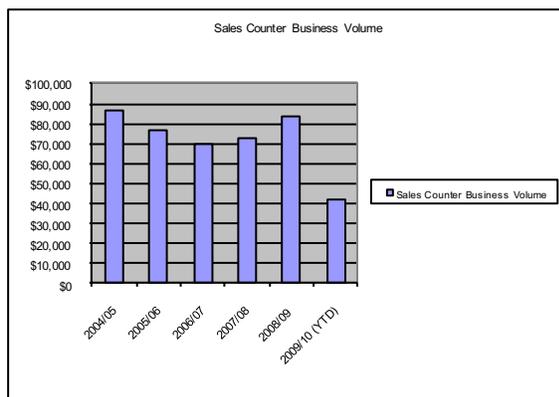
Program Goals:

- Provide remote automated credit and debit card payment options for customers
- Make the Bookstore the campus' preferred textbook outlet and stationery supplies vendor
- 3. Provide hours of operation to satisfy the demands of a rapidly growing student body



Challenges and Opportunities:

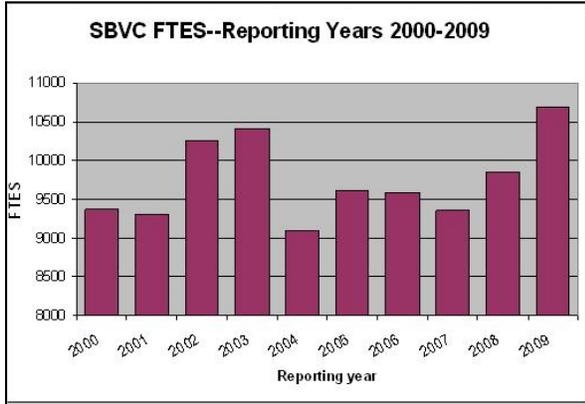
- Recent increases in the student body has increased operational demands without additional labor resources
- New programs, such as online ticket sales, have added workload to the existing staffing
- Increased sales have accentuated the need for an automated accounting program to track sales and revenue



Action Plan:

The Bookstore will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Options to provide alternate means of access to text materials will continue to be evaluated to make textbooks more accessible to low income students.

Campus Business Office

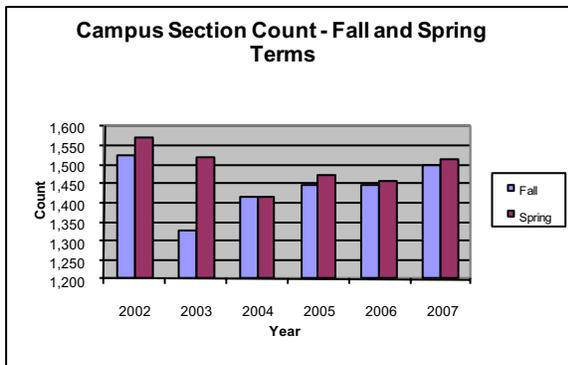


Description:

The College Business Office is responsible for accounting for all revenue generated in the Bookstore, Cafeteria, ASB, Student Representation, and Club & Trust Accounts for SBVC and Crafton, and sales of campus parking permits. The Business Office is staffed by one supervisor and four FTE staff members.

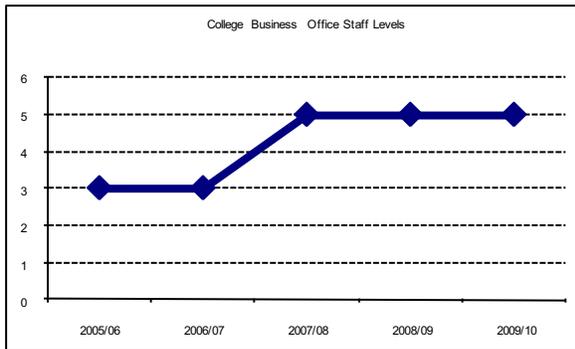
Assessment:

Assessment of the College Business Office operation is based on direct customer feedback, feedback from academic departments and student services, campus surveys and a Community suggestion box located at the service counter.



Program Goals:

- Facilitate student "one stop shopping" for registration fees and financial aid
- Automate functions such as parking permit sales to avoid customer lines during periods of student registration
- Provide remote customer service when feasible



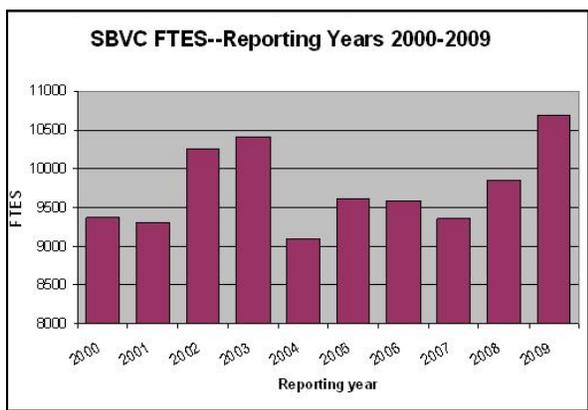
Challenges and Opportunities:

- Computer hardware needs more frequent updates – some equipment is over 5 years old
- Additional staffing would help to alleviate student lines during registration
- Current office layout is not conducive to providing walk-up customer service efficiently

Action Plan:

The College Business Office continues to assess the quality of service it provides to the campus community, ensuring that outstanding customer service is provided. Extended hours of operation at peak demand periods will continue to be offered to increase campus access to services.

Custodial Maintenance

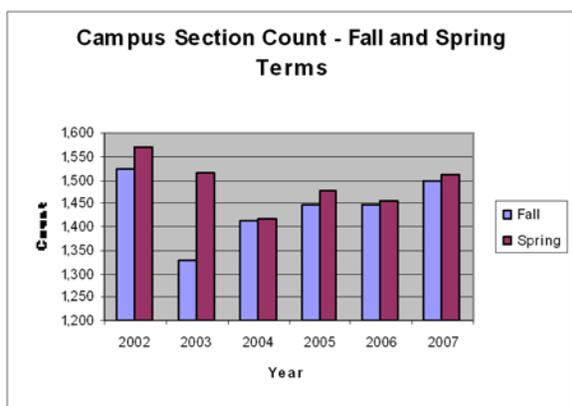


Description:

The Custodial Maintenance Department is staffed by one supervisor, three lead custodians and 22 custodians. The department currently staffs two separate shifts. In addition to cleaning all the campus facilities, the department is asked to provide necessary set-ups for campus special events and outside user groups.

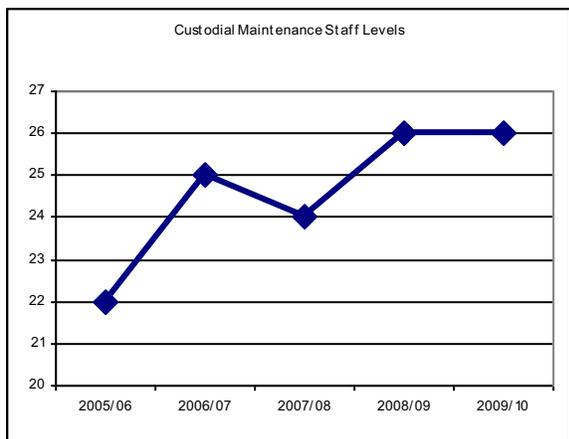
Assessment:

Assessment of Custodial programs is based on campus surveys, direct customer feedback, and Community suggestion boxes located at the department service desk.



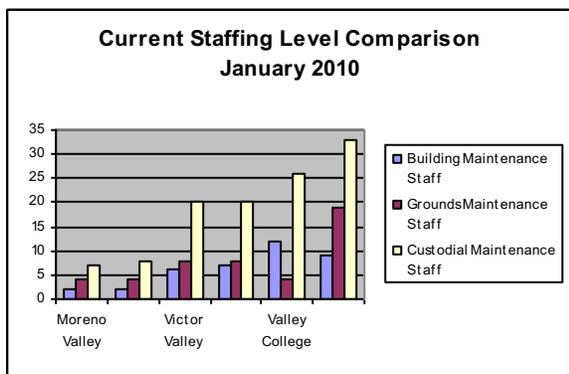
Program Goals:

- To maintain campus facilities for functionality and aesthetics
- Develop funding strategies based on essential campus needs
- Develop staff training opportunities and improve overall department efficiency



Challenges and Opportunities:

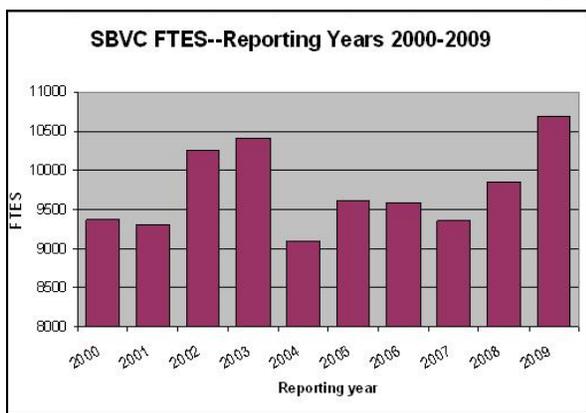
- Annual custodial maintenance budgets have been inadequate to fund essential supplies
- Funding to maintain existing custodial equipment is non-existent and no funding is available to procure new and more efficient custodial equipment
- The volume and cost of custodial supplies continues to escalate without additional fiscal support



Action Plan:

SBVC Custodial Maintenance will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. New cleaning methods and equipment will be evaluated for improving program efficiencies.

Food Services

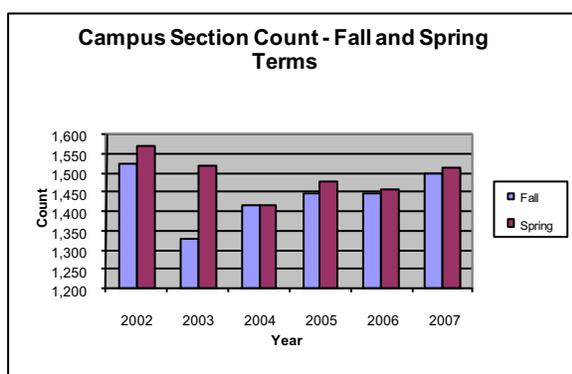


Description:

The Food Services operation is dedicated to satisfying the College's need for nutritious meals for a diverse student body. The department currently operates two retail outlets and an exterior food cart service when adequate staffing is available. The department employs one manager and seven support staff members.

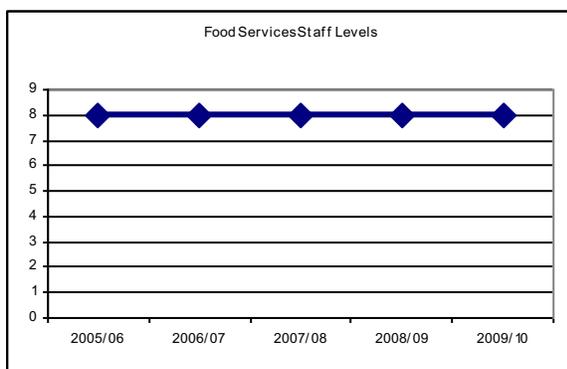
Assessment:

Assessment of Food Services is based on direct customer feedback and campus surveys. A Community suggestion box is also located at the Service Counter.



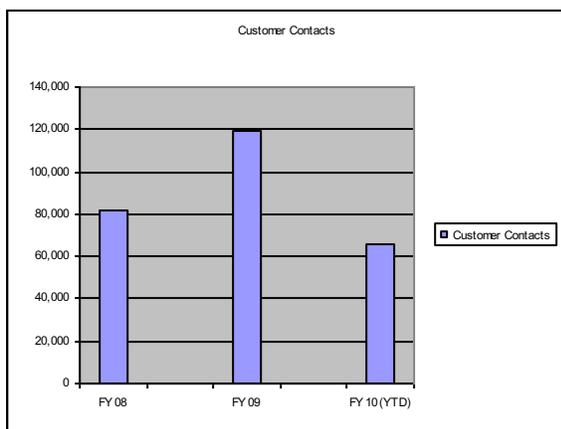
Program Goals:

- Provide automated credit and debit card payment options for customers.
- Make Food Services the campus' preferred local food vendor.
- Provide adequate numbers of retail outlets and hours of service to satisfy the demands of a rapidly growing student body.



Challenges and Opportunities:

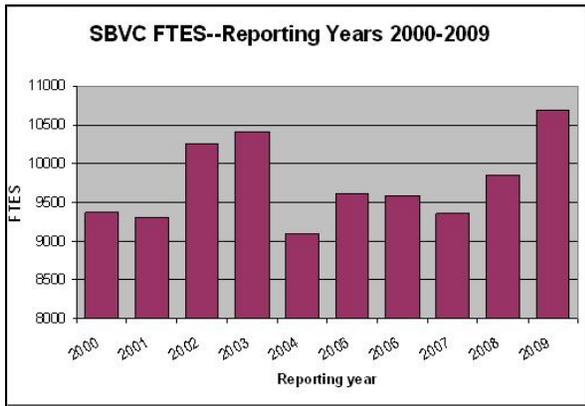
- Additional FTE staff is necessary to maintain quality of service and hours of operation.
- Food Services finds itself in competition with multiple local establishments and the Culinary Arts Dining Room service.
- The current location of the Cafeteria is not conducive to the student population on the north end of the campus.



Action Plan:

Food Services will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Future opportunities to expand retail outlets and hours of operation will continue to be examined.

Grounds Maintenance

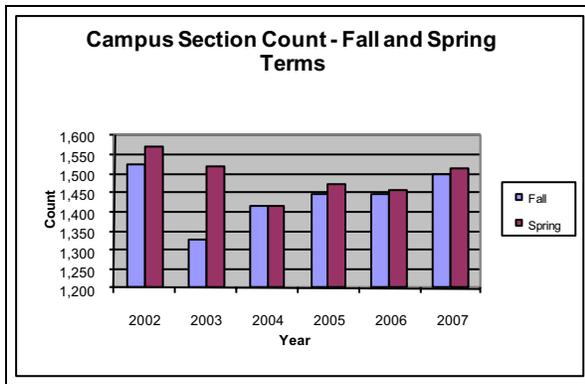


Description:

The Grounds Maintenance Department is staffed by 5 employees. The SBVC campus consists of 75 acres of landscaping, an artificial turf football field and synthetic track, baseball and soccer fields, an instructional swimming pool and 1558 parking spaces - all of which must be maintained by this crew.

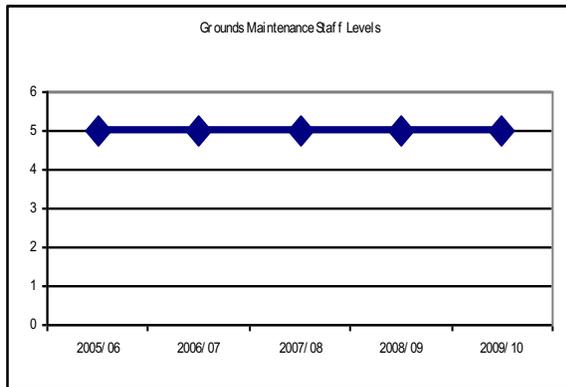
Assessment:

Assessment of Grounds services is based on campus surveys, direct customer feedback, and community suggestion boxes located at the department service desk.



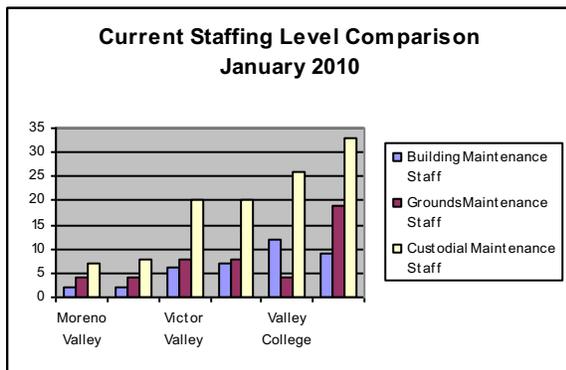
Program Goals:

- Maintain campus aesthetics and ADA accessibility throughout the campus
- Ensure that the College's landscape provides a positive and lasting impression
- Provide ongoing analysis of maintenance trends to ensure maximum program efficiency and value



Challenges and Opportunities:

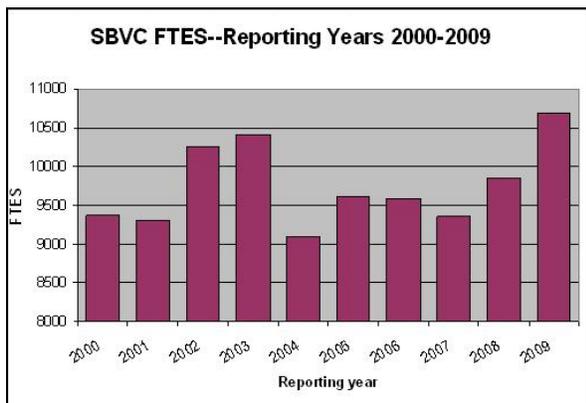
- New landscape installations have increased the amount of labor required to properly maintain College grounds.
- Funding to provide new and more efficient maintenance equipment is not available.
- The cleanliness of the campus landscape may be impacted by outside entities that utilize campus property



Action Plan:

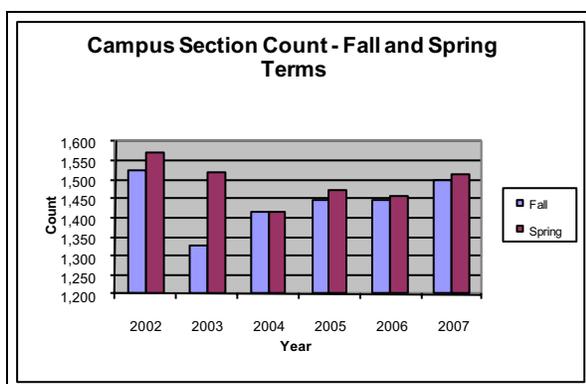
SBVC Grounds Maintenance will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Planning and support will continue to be rendered to the capital improvement program, as necessary.

Mail Room



Description:

The Mail Room processes campus mail, U.S. mail services and package deliveries for the campus community. Received mail is separated and delivered to department mail boxes, and out-going mail is processed for delivery to the postal annex. Package deliveries are received and signed for as necessary. The Mail Room is staffed with one full-time employee and is supervised by the Administrative Services Office.

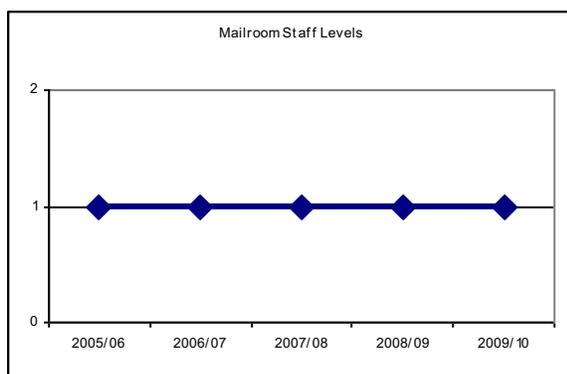


Assessment:

Assessment of Mail Room operations is based on feedback from direct customer contacts, academic departments and student services departments and from campus surveys.

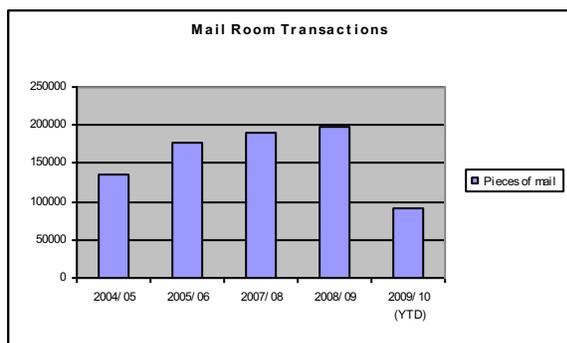
Program Goals:

- To provide a central point of access for campus mail, U.S. mail and package deliveries.
- To facilitate the performance of normal campus business functions by providing accurate and timely service.



Challenges and Opportunities:

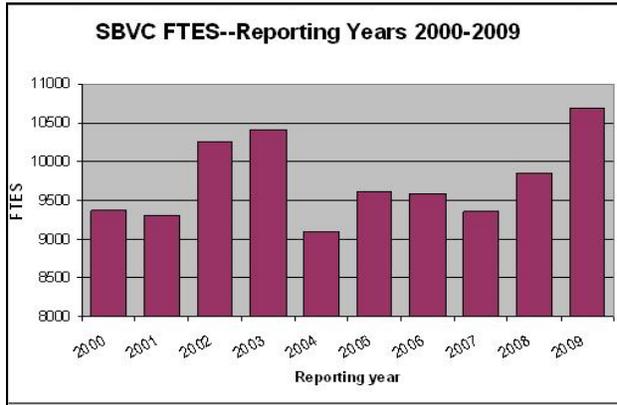
- Current staffing levels do not allow for coverage during staff leaves of absence.
- Mail reimbursement policies require updating and enforcement to avoid continuing budget shortages.



Action Plan:

The Mail Room continues to assess the quality of service it provides to the campus community, ensuring that outstanding customer service is provided.

Maintenance

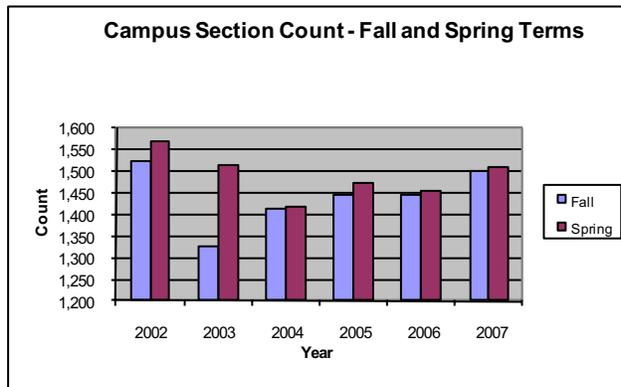


Description:

The Maintenance Department consists of 9 skilled trade employees, one professional manager, a shared supervisor, and a department secretary. Maintenance functions include plumbing, electrical, and HVAC repairs, painting and campus lock/hardware maintenance.

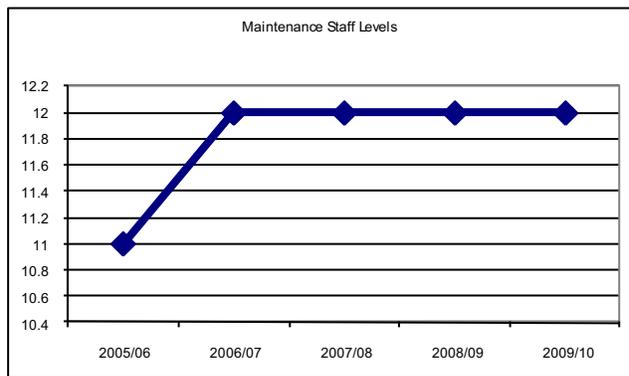
Assessment:

Assessment of M&O programs is based on campus surveys, direct customer feedback, and Community suggestion boxes located at the department service desk.



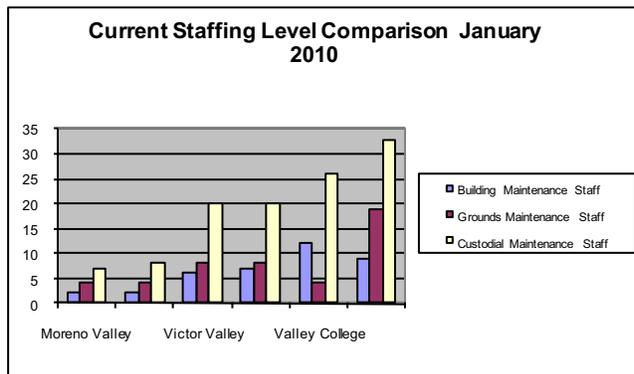
Program Goals:

- Ensure that all campus facilities are ADA accessible
- To maintain campus facilities for functionality and aesthetics
- Develop funding strategies based on essential campus needs.
- Continue to provide support for the SBVC capital improvement program



Challenges and Opportunities:

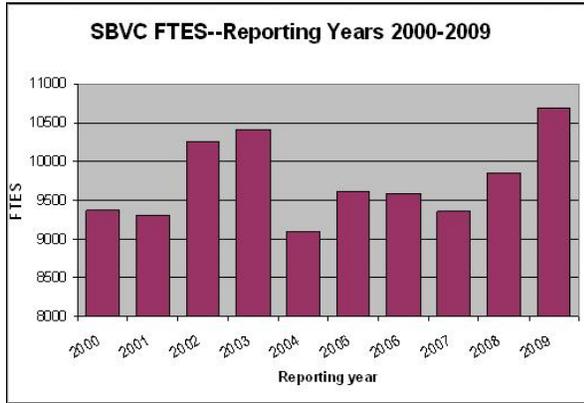
- Technologies found in new facilities will require our staff to secure additional training to properly maintain campus facilities.
- Costs of maintenance supplies and materials continue to escalate without offsetting budget augmentations.
- Support budgets have been reduced over the past 3 fiscal years to compensate for State budget shortfalls.



Action Plan:

SBVC Maintenance will continue to assess the quality of service it provides to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Planning and support will continue to be rendered to the capital improvement program

Switchboard

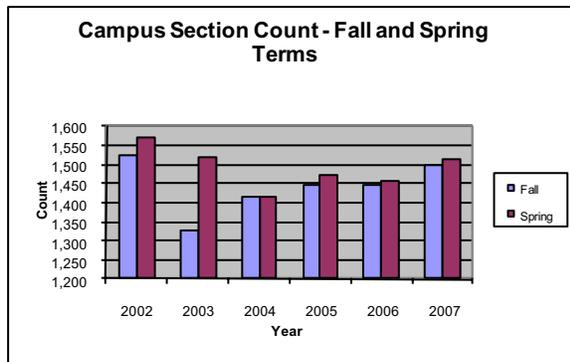


Description:

Switchboard operations serve as a primary portal for public contact with the College. Although the current telephone system has automated capabilities, the majority of calls are answered personally. The switchboard is staffed by one full-time employee and one part-time (55%) employee. Supervision of this operation is the responsibility of the Campus Business Office.

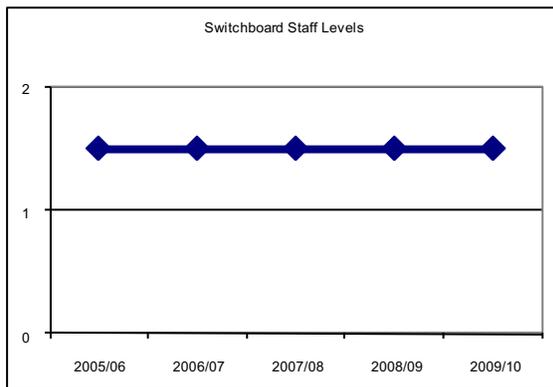
Assessment:

Assessment of Switchboard operations is based on feedback from direct customer contacts, academic departments and student services departments and from campus surveys.



Program Goals:

- Provide a professional interface with the public during normal College business hours.
- Assist callers in locating the proper individual or department to address their needs.
- Serve as a central point of contact for the coordination of emergency services, as needed.



Challenges and Opportunities:

- Although the Switchboard is supervised by the Campus Business Office, it is located across the campus in a different building. Coordination/coverage is more difficult.
- Operators are asked to perform dispatch work for SBCCD Police in addition to other duties.
- Staffing levels are not adequate to provide total coverage during normal business hours.

Action Plan:

The Campus Business Office and Switchboard continue to assess the quality of service it provides to the campus community, ensuring that outstanding customer service is provided.

Section VI: Labor Market Information

INTRODUCTION

San Bernardino Valley College is committed to educating students for both transfer and for immediate participation in the labor market. Many students attend San Bernardino Valley College to acquire career and technical training, to seek employment, and for advancement in their current careers. Others choose careers that require additional education at a four-year college or university. The campus supports both groups by examining regional labor market and employment data to inform program planning.

ECONOMY OF THE INLAND EMPIRE

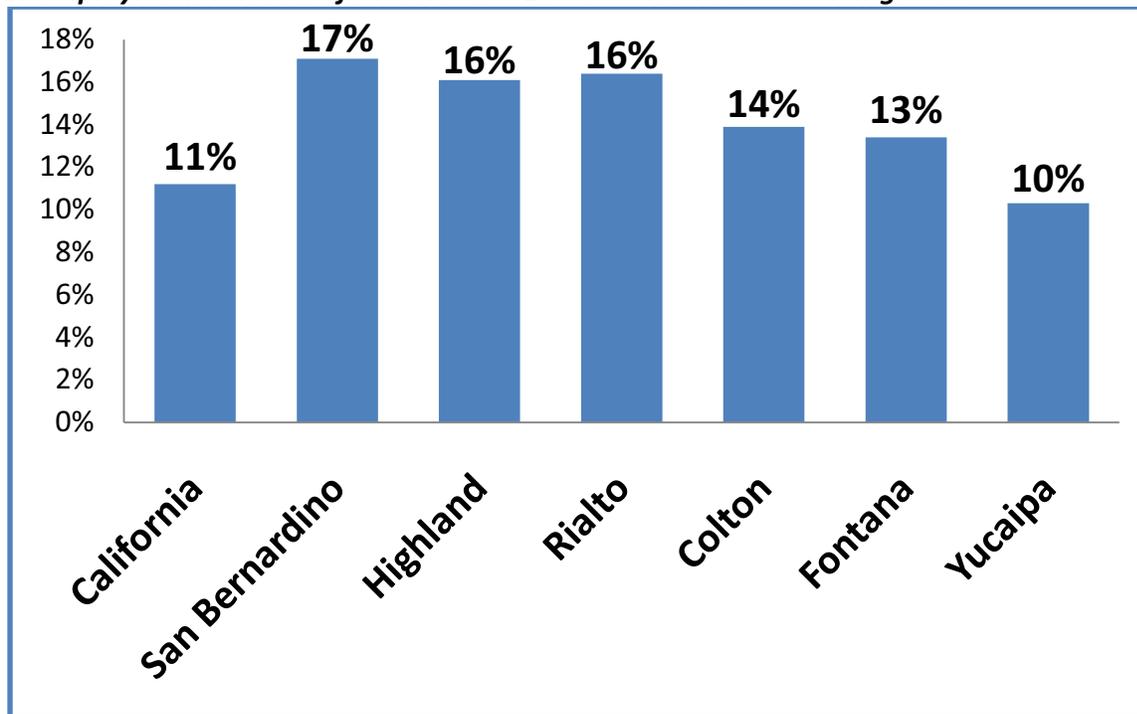
The employment region addressed by the San Bernardino Valley College Educational Master Plan is identified as the Inland Empire and includes San Bernardino and Riverside Counties. At 4,170,000 residents, the Inland Empire has a population larger than 24 states. Many Inland Empire residents moved to the area from Los Angeles and Orange counties because of affordable housing. This movement sparked a two decade long housing boom that fueled employment in two industries: real estate and construction. Inexpensive real estate also stimulated the building of warehouses, and factories that stimulated employment in manufacturing and logistics (trucking) as well.

These industries were directly impacted during the recent recession. Inland Empire employment rates suffered a period of serious decline between 2007 and 2010 where over 150,000 jobs were cut. According to John Husing, a local economist, the area underwent the most serious economic downturn in modern history. As shown in the previous section on demographics, the services area of the college was already lagging behind other areas of the state. The drop in housing values has made it unlikely that the construction industry will recover any time soon. Builders cannot profitably undertake new-home construction at the present price levels. Manufacturing and trucking cannot recover until retail consumption rebounds. Therefore, SBVC cannot rely upon employment in the industries of the last decade until the economic recovery is further along.

The Inland Empire area has a history of lower Income levels and higher employment levels compared to the state average. See Table 9 in the Demographics section of this report. Also, see Figure 2 in this chapter.

Figure 5.

Unemployment Rate: California vs. San Bernardino and surrounding areas



POPULATION GROWTH

The Inland Empire has a recent history of being one of the fastest growing and most diverse populations in the country. Population growth in this region is expected to continue at a rate of nearly 20% over the next 10 years from 4.7 million to over 5.5 million. The population of San Bernardino County alone is expected to exceed 2.6 million in 2020.

According to InfoUSA (2008), Inland Empire industries with over 90,000 employees in 2008 are construction 93,900, manufacturing 105,541, retail trade (218,971 employees), educational services (122,671 employees), health care and social assistance (146,854), accommodation and food services (137,710), other services, except public administration (117,278). As previously discussed, the construction and manufacturing industries have suffered significant losses in recent years. Table 18 shows the occupations with the largest number of new and replacement jobs. Table 19 shows the industries expected to have the greatest employment gains using five-year projections between 2008 and 2013. These jobs will require training in the following area:

- Nursing and Health Care
- Business Management
- Elementary School and Child Care
- Diesel, Truck Transportation and Warehousing
- Real Estate
- Computer Technology
- Culinary Arts

Table 13.***Occupational Projections: 2008-2013 for San Bernardino and Riverside Counties***

The table shows the fastest growing occupations by the percentage of new and replacement jobs projected by 2013. Also listed are the average earnings per worker and the expected educational level.

Description	2008 Jobs	2013 Jobs	Percentage Of New & Replacement Jobs	Average Earnings Per Worker	Education Level
Waiters and Waitresses	20,421	23,096	39%	\$9.71	Short-term OJT
Personal and Home Care Aides	10,513	12,842	31%	\$9.41	Short-term OJT
Child Care Workers	31,993	37,044	30%	\$8.98	Short-term OJT
Postsecondary Teachers	12,779	15,368	29%	\$38.63	Doctoral Degree
Customer Service Representatives	16,246	18,489	27%	\$15.77	Moderate-term OJT
Real Estate Sales Agents	23,036	27,221	26%	\$9.34	Postsecondary Vocational Award & License
Real Estate Brokers	22,269	26,429	26%	\$9.05	Bachelor's Degree
Registered Nurses	20,914	24,313	25%	\$35.75	Associates Degree
Cashiers, except gaming	37,717	37,961	25%	\$10.42	Short-term OJT
Elementary school teachers, except special education	24,899	28,192	24%	\$40.13	Bachelor Degree
Property, Real Estate, and Community Association Managers	10,101	17,656	23%	\$10.73	Bachelor's Degree
Accountants and Auditors	11,550	12,659	18%	\$20.93	Bachelor's Degree
Teachers and instructors, others	10,951	12,271	17%	\$27.13	Bachelor's Degree

Source: Center of Excellence. EMSI Complete Employment – 4th Quarter 2009

Table 14.***Job Projections by Industry: 2008-2013 for San Bernardino and Riverside Counties***

Table 14 reflects the 10 fastest growing industries by number of new jobs and the percentage increase over the period between 2008 and 2013.

Description	2008 Jobs	2013 Jobs	Number of New Jobs	% of Change	SBVC Annual Enrollment In Courses & Programs
Educational Services	122,671	145,978	23,307	19%	2,680 (see note)
Health Care and Social Assistance	1,465,854	168,565	21,711	15%	2,568
Accommodation and Food Services	137,710	151,819	14,109	11%	289
Real Estate, Rental and Leasing	52,723	60,255	7,532	15%	418
Professional and Technical Services	63,654	70,656	7,002	11%	2,990 (see note)
Government	61,986	68,804	6,818	11%	n/a
Arts, Entertainment and Recreation	35,723	40,998	5,275	14%	2,622
Wholesale Trade	78,201	82,882	4,681	7%	1,590 (see note)
Transportation and Warehousing	40,868	44,616	3,748	7%	497
Finance and Insurance	47,223	50,823	3,600	10%	978 (see note)

Source: Center of Excellence, InfoUSA 2008, EMSI Complete Employment—4th Quarter 2009.

Note: Educational services employs students from the child development program; professional and technical services employ students who take courses offered by architecture, geographical information systems(GIS), and computer information technology (CIT); wholesale trade employs student who take courses in business administration; finance and insurance employs students from accounting and tax courses.

Table 15.***Top Employers by Sales Volume, Zip Code and Number of Employees***

Table 15 shows the 22 largest businesses in the services area by sales volume and number of employees. San Manuel Band of Indians and Kaiser Permanente are the biggest employers in the area surrounding the campus. These companies are in the hospitality and medical industries.

Company Name	City	Zip	Sales Volume (,000s)	Number of Employees
Southern California Auto Auction	Fontana	92337	2,590,000	700
San Manuel Indian Bingo	Highland	92346	981,000	3,000
Riverside forklift training	Riverside	92507	979,200	1,800
Kaiser Permanente	Fontana	92335	796,199	4,001
California Steel Industries	Fontana	92335	754,355	929
Kaiser Foundation Clinic	Fontana	92335	530,000	5,000
Deutsch Company	Banning	92220	457,800	600
Fleetwood Motor Homes	Riverside	92509	409,000	1,000
Beaver Medical Group LP	Redlands	92373	298,500	1,500
San Manuel Band of Mission	San Bernardino	92404	288,000	3,000
Frito-Lay Inc.	Rancho Cucamonga	91730	263,250	650
Ashley Furniture	Colton	92324	228,800	1,100
Target	Fontana	92336	226,800	1,400
Wells Fargo Home Mortgage	San Bernardino	92407	218,900	1,100

Company Name	City	Zip	Sales Volume (,000s)	Number of Employees
Community Hospital	San Bernardino	92411	170,100	2,100
Roadway Express Inc.	Bloomington	92316	151,000	1,000
Pettis Memorial VA Medical Center	Loma Linda	92357	148,824	1,404
Eagle Roofing Products	Rialto	92377	129,000	500
Arrowhead Regional Medical Center	Colton	92324	127,200	1,200
Al's Garden Art Inc.	Colton	92324	123,750	550
Riverside Medical Clinic	Riverside	92507	119,400	600
Mercury Insurance Company	Rancho Cucamonga	91730	117,600	600
Redlands Community Hospital	Redlands	92373	116,600	1,100
Desert Valley Medical Center	Victorville	92395	95,400	900
Stagecoach Motor Inn	Banning	92220	93,198	951

Source: Center of Excellence. EMSI Complete Employment—4th Quarter 2009

Section VII: Key Findings and Strategies

INTEGRATION OF THE STRATEGIC PLAN WITH THE EDUCATIONAL MASTER PLAN

San Bernardino Valley College began work on its Strategic Plan in 2006. After numerous meetings SBVC collegially selected six initiatives where the college wanted to direct its efforts. Along with the initiatives, goals were selected and benchmarks were chosen to measure success at meeting its goals. Those initiatives and commitment of the college are as follows:

Access

We are committed to providing opportunities for acquiring educational and support services.

Campus Culture and Climate

We are committed to a safe, welcoming, culturally rich learning-centered environment.

Institutional Effectiveness

We are committed to standards of accountability, continuous improvement, and conscientious resource management.

Partnerships

We are committed to community involvement and dialog.

Student Success

We are committed to helping students succeed in their educational and career goals.

Technology

We are committed to an educational environment which utilizes state-of-the-art technology.

It was always understood that the SBVC Strategic Plan would be a living document. That is, the initiatives could be changed, or goals adapted, to meet changes and/or growing demands.

In 2008 the college had a number of plans in place such as the Matriculation Plan, Student Equity Plan, Professional Development Three-Year Plan, Technology Three-Year Plan, Basic Skills Plan and Facilities Master Plan to name a few. To complete the college's successful planning efforts, an Educational Master Plan was necessary. As a result, the college, as part of its continual improvement process, noted in the 2008 Self-Study planning summary that it would develop an Educational Master Plan.

An Educational Master Plan Committee was appointed in 2009 and began meeting twice a month to accomplish its charge—the development of an educational plan that could integrate

other planning efforts. A website was designed and information on meetings, resources, handouts and plans were continually updated.

In the fall 2009 all college departments were tasked with the development of comprehensive one-page summaries, which included data, goals, challenges, and action items that could inform planning efforts. These one-page summaries were also used to provide information and data to the spring 2009 program review.

This college trusts in its processes to engage in dialog and transparency to achieve results. Consequently, it was important to invite all stakeholders of the college to participate in the development of the Educational Master Plan. On January 8, 2010 every full-time employee gathered in the Campus Center to attend an in-service event in which information and data were presented. After the first hour, discussion sessions, within every division of the campus elicited key findings and strategies based on the one-page summaries. After the break-out sessions, employees reconvened in the Campus Center as participants summarized information from various groups. The following themes emanated from the key findings:

- Basic Skills
- Communication
- Innovation
- Online
- Partnerships
- Student Success
- Technology
- Training
- Student Services/Student Life and Service to Campus

INTEGRATED PLANNING

In order to integrate the Educational Master Plan with other planning efforts on campus, the committee decided that the plan would unfold, or develop, in stages. The first phase of the EMP, 2009-2010, identified:

- foundational elements or data that informs decision-making,
- integration of master plan with other campus plans
- planning tools or one-page summaries from every department
- variables such as the economic forecasts that impact planning
- blueprintsto guide future planning efforts.

Already, the strategies of the EMP are being discussed in tandem with the SBVC Strategic Plan. As strategies become adopted as goals, benchmarks will be devised to measure the success of the college's planning efforts. Spring 2010 the program review process required one-page summaries of each department under scrutiny. In addition, when the district offered a retirement package, a total of 35 managers, faculty, and staff decided to retire in June 2010. Poised to anticipate the retirement of so many colleagues, the president appointed an Ad-Hoc

Committee on replacements. The one-page summaries from the master plan were used by the committee to support the decision-making process on employee replacements.

FUTURE PLANNING

With the completion of phase one, the EMP Plan begins to build on previous work. Each year, data for the most recent term will be added. In phase two, the plan will be reviewed in shared governance committees as well as divisions and departments to determine selected activities to focus their efforts. Each year responsibility centers (either committee co-chairs or supervisors) will initiate actions to implement the key findings into the plan and assess results in a continual cycle of improvement— implementation, evaluation, improvement, and re-evaluation.

Phase	Timeline	Focus
1	2009-2010	Identify data elements Devise one-page summaries for all departments Review environmental scanning
2	2010-2011	Divisions review goals and action plans for completion and/or implementation. Update current data. Committees and management review tables on key findings Select actions & submit to designated supervisor by December 2010 Continue to integrate Strategic Plan
3	2011-2012	Divisions review goals and action plans for completion and/or implementation. Update current data Committees and management assess progress on action plans from phase #2 (2010-2011); Select activities or focus for 2011-2012
4	2012-2013	Divisions review goals and action plans for completion and/or implementation. Update current data Committees and management assess progress on action plans from phase #2 and assess focus or activity from phase #3
5	2013-2014	Review baseline data and compare 5-year data. Review completion of goals and implementation. Assess the success of master planning in leading to improvement of learning and services. Determine focus for future Educational Master Plan.

COLLEGE WIDE: COMMUNICATION

Overview

At the college communication embraces many forms—face to face classes, distance learning, email, phone, alerts, twitter, web presence, newsletters and Facebook. Faculty and staff communicate with each other at meetings and through the collegial governance process. From the switchboard operator to the classroom, the need to maintain open channels of sharing information is linked to effective decision making.

Communicating data to college stakeholders along with federal and state reporting agencies allows the college to measure itself against similar institutions. For example, three times a year, major reports are submitted to the Integrated Postsecondary Education Data System (IPEDS). At the state level the Accountability Report for Community Colleges (ARCC) is submitted once a year. Additionally, Management Information System (MIS) collects and houses data on the California State Chancellor's website where ARCC is based on the MIS data. Information related to student success, retention, transfer, along with demographics and trends in academia can be found.

The trend continues to demonstrate an increased need for data in the future. The state and federal government continue to require more robust levels of data which are often linked to forecasting and projecting the need for various resources. Data is also provided to program review and used by the committee to evaluate the efficacy of programs. The college has moved from state validated "home grown" placement tests to computer generated assessment of students into appropriate courses. Campus climate surveys for students and staff are conducted annually to determine satisfaction with the college's environment, services, facilities and workplace safety. In addition, there has been an increased emphasis on economic and employment data within program review and program planning. The SBVC Office of Research and Planning updates its website, fact book and reports to ensure access to current data. The Director of Institutional Research makes presentations to various committees on campus as well as to the SBCCD Board of Trustees.

Strategies to Address Key Findings

Evaluation and analysis of data will be used to track student progress and achievement rates to augment or reduce the number of classes/programs. Basic skills courses will continue to increase as the assessment results indicate the need for growth in areas of remediation. A significant, yet difficult area to track is the need to obtain information on the success of students as they leave the college and obtain employment. Research will expand into obtaining information for CTE programs and jobs.

It is the college's goal to improve student readiness by the integration of proper student assessment and placement, the achievement of measurable learning outcomes and workforce preparedness. The sharing of resources and data with constituency groups across campus will be vital to the improvement of system effectiveness.

Integration with Other Plans

At the state level, the System Strategic Plan has as one of its strategic goals, "System Effectiveness." The goal is to improve system effectiveness through communication and coordination" Accountability research for community colleges (D.1) is one of the strategies. In the newly created District Strategic

Plan, one of the strategic directions is “Institutional Effectiveness” which is also a board imperative. Institutional Effectiveness has been a strategic initiative of SBVC Strategic Plan since 2006.

COLLEGE WIDE: INNOVATIONS

Overview

Innovation has been part of the SBVC culture for many years, as evidenced by the *Innovator of the Year* award started in the late 1990s, as well as the many innovative ideas and projects completed over the years. SBVC administrators, faculty, and staff continue to search for innovative ideas to maintain a diverse curriculum serving a diverse population. In addition to online and hybrid classes, innovative class offerings include the use of *stacked classes*, where beginning, intermediate, and advanced students in different disciplines learn together, utilizing Vygostky’s cognitive theory of *scaffolding*, where students at different levels assist each others’ learning.

Strategies to Address Key Findings

The concept of *innovation* is part of the campus culture. Since the downturn in the economy, administrators, staff, and faculty have sought innovative solutions to the problems facing all members of the campus community, both by trying to avoid layoffs and maintain the high quality of service offered to the students. The college began a green task force in 2009 to build awareness of green programs throughout the state. The college applied for, and was successful in receiving, a grant from Lowes to fund an “incredible edibles” garden near the Campus Center. Student projects for landscape and fencing design were submitted. The Culinary Arts program will be one of the direct beneficiaries of this gardening endeavor. The entire project should be completed in the fall of 2010. More innovation solutions will continue to be encouraged campus wide.

Integration with Other Plans

The State Chancellor’s Office System Strategic Plan notes that “Community Colleges stand at the center of change and innovation for education and the private sector.” Goal A3 highlights “innovative programs and outreach for growing populations” and Goal B7 reaffirms “innovative practices in workforce education.” Innovation is absent, however, in both the District Strategic Plan as well as the SBVC Strategic Plan. As a result, the district and college should dialog direct and indirect links to innovation in its planning goals and objectives.

COLLEGE-WIDE: ONLINE

Overview

Online programs at San Bernardino Valley College have become increasingly popular. The first online classes were offered in January 1996. In July 2002, the concept of an “online college” was developed and pathways to a degree were established. The goal was to make an AA possible for students taking online and hybrid courses only. In August 2006, a committee was established to approach quality issues within the online programs. In August 2009, 173 sections of online and hybrid classes were offered, representing 26 disciplines. Sixty-five faculty were teaching online and hybrid courses and 16% of the “seats” were occupied by students enrolled in online and hybrid courses.

The Online Programs Committee has addressed issues and provided support related to faculty development, evaluation processes for faculty teaching online, Title V regulations, including “regular effective contact,” technology challenges for both students and faculty, and the Higher Education Authorization Act of 2008 which requires that students enrolled in online classes are the students doing the required work in those classes.

Strategies to Address Key Findings

Increases in online offerings require faculty training which will continue through the Office of Professional and Organizational Development (OPOD) in partnership with the SBCCD Office of Distributed Education. Curriculum modifications will be explored by the departments desiring to offer additional courses through this methodology. Technological enhancements will be addressed by the Technology Committee on campus, and through the District Technology Council. The Online Programs Committee will develop a plan during the 2010-2011 academic year which addresses the key findings as relates to the committee charge.

Integration with Other Plans

Many of the key findings are currently being addressed within college and district planning processes. Updates to hardware and software are addressed in both the college strategic plan (Goal 6.1.3) and the district technology plan. Curriculum issues including diversity of course offerings, and pathways to degrees and certificates are addressed through department planning and recommendations of the Academic Senate. Services to students and technology access are included in the strategic initiatives (Access and Student Success) and will be included in the Online Programs Committee Plan.

COLLEGE WIDE: PARTNERSHIPS

Overview

Since the 2008 accreditation team visit, the economy of California has changed dramatically. Increasing unemployment, plummeting housing prices, and mortgages in free-fall has implications across the state in diminishing state coffers. The direct and indirect impact to community colleges is daunting. For example, colleges in the CSU and UC system began cutting classes and furloughing staff in early 2009 as a response to reduced revenues. The ripple effect in higher education means that fewer classes in these institutions net more students for community colleges. Despite the downturn in the economy there has been an increase in enrollment at SBVC. While cuts have been severe to many programs statewide, both state and federal officials have been vocal in recognizing the need for community college support.

As a result of the state’s budget and demand for courses, the college needs to continue to develop relationships that net internships for its students, support for programs, and cooperation with agencies and other entities to yield an increase in grant funds.

Strategies to Address Key Findings

Currently, the college has a number of partnerships with K-12 districts, advisory committees, and program specific needs such as hospitals where nursing students obtain their clinical expertise. All CTE programs have advisory committees to keep programs abreast of industry trends. Enriching its current partnerships and forging new ones will lend support to college programs. The college continues to grow

its grant development program as it seeks funding from a variety of sources—local, state, national along with those in the private sector.

Integration with Other Plans

The concept of partnerships is already one of the college's strategic initiatives. Phase Two of the implementation of the Educational Master Plan will require action plans that emphasize the need and expand the current level of partnerships at SBVC. In addition, the District Strategic Planning Committee recognizes community collaboration as one of its strategic directions. Furthermore, the California Community College Systems' Strategic Plan Goal C includes "Partnerships for Economic and Workforce Development." One of the state's guiding frameworks is "California's Social, Civic, and Economic Development." In addition, "Economic and Workforce Development" is one of the missions of the state's strategic goals. Partnerships will be instrumental to the college's success.

COLLEGE-WIDE: SERVICE TO CAMPUS

Overview

The college has made a commitment to provide quality services for students. This issue has been addressed by numerous college, division and department dialogs. The college has attempted to identify and meet the needs of students but has had to work within budget constraints. The book store developed a book rental program and also will ship books to students' home address. The cafeteria and Sun Room provide service at times of greater need. Snack food service on the north side of campus is provided by the cafeteria at peak hours. The Learning Resource Center has extended hours to better serve students. The faculty and staff provide a welcome and helpful attitude towards students and attempt to provide a learner centered environment.

At the same time budget cuts have caused some problems in service, such as a cut in library hours. Technology in some areas needs to be updated, such as the telephone system and faculty computers. Use of these technologies does impact service to students and to the campus.

Strategies to Address Key Findings

A multitude of areas affect service to the campus and include but are not limited to registration and financial aid processes, library use, tutoring, food service, course offerings and health services. The campus climate surveys that are routinely used will help identify areas that need improvement. Strategies to meet emerging needs can be developed by the divisions' or departments' identified. However, many solutions require funding. For example additional support from the library or learning resources or increased bookstore and library hours for evening and weekend students may require funding allocations. Discussions on how best to serve the needs of the campus should continue to be an integral part of meetings and planning processes. Careful evaluation and planning to provide maximum effectiveness with limited resources will continue to be a key strategy.

Integration with Other Plans

Since service to campus is a key component in every function of the college many of the key findings are well integrated into the various plans and processes of the campus. For example, the Technology Plan addresses the plan for replacing old computers, pending funding. The Matriculation Plan and the

Diversity and Equity Plan also overlap with service to students. Furthermore, the Strategic Plan provides initiatives, goals and action plans that increase or improve access, campus climate and culture, resource management, partnership, student success, and technological advancement.

One of the district's strategic goals concerns a need to "ensure access to delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community." In SBVC's Strategic Plan, a desired outcome to goal 1.1 is to develop "a systematic, integrated program . . . to assist student access to SBVC resources and services." Quality programs and services are part of this college's mission and strategic plan.

COLLEGE-WIDE: STUDENT SUCCESS

Overview

At the very core of SBVC's mission and vision is the commitment to student success. Student success underlies the essence of pedagogy, programs, services, policies, and practices at San Bernardino Valley College. Uppermost in SBVC's goals are a focus on how students benefit effectively from their college education and how they persist in their course and educational goals. SBVC fosters relevance, innovation, equity in diversity, and accountability as it continues to be a premier leader in, advocate for, and bastion of student success among Region IX community colleges in the Inland Empire.

Strategies to Address Key Findings

The findings showed the need for a continuous and concerted effort to engage in a collaborative, integrative, and purposive direction toward student achievement. In 2009-2010, the Academic Senate is undertook a series of college-wide discussions on access and student success. Having clarity in the operational definition of student success and its relationship to access and equity can be an appropriate basal ground.

Furthermore, a contextualized understanding of what student success means to the different sectors of the college can help deconstruct varied perceptions of success, thereby, making benchmarks of student success more tangible and replicable. Subsequently, robust efforts can be directed toward the following areas—teaching effectiveness, student preparedness, assessment/placement, persistence, degree achievement, transfer, employability, and certificate completion and licensure fulfillment for career technology programs. An increase in full time faculty, continuous professional development, increasing technological proficiency and improvements, amidst budget constraints, can serve as converging impetus towards student success.

Exemplary practices and programs that empower students to overcome barriers to success and gaps in knowledge and skills can produce far-reaching effects on student achievement. Progress in these undertakings, if promoted consistently, contribute to a culture of student success.

Integration with Other Plans

Student success is one of the six strategic initiatives of the college. Within this strategic initiative are well-defined goals and specific benchmarks for student achievement. Moreover, the Academic Senate, in its vital role towards academic and professional matters, has facilitated numerous discussions that impact student success. Its committees, such as, the Accreditation and Student Learning Outcomes,

Curriculum, Enrollment Management and Student Equity, Matriculation, Professional Development, Program Review, and Technology have emphasized student success in their committee work and plans. In addition, the statewide Academic Senate has taken the lead in student success initiatives through its documents, presentations, and plenary sessions. At the state level, the California Community College Systems' Strategic Plan Goal B delineates implementation plans and programmatic models that encourage student success. Thus, SBVC's student success efforts attest to its currency and leadership in making college education significant and transformative.

COLLEGE-WIDE: TECHNOLOGY

Overview

Technology is one of the six strategic initiatives adopted in 2006, along with its commitment "to an educational environment which utilizes state-of-the-art technology." The college has an active campus-wide Technology Committee. The chair of this committee sits on the College Council as a representative. The SBVC Technology Plan is being revised for 2010-2013 and has been re-written following extensive dialogue concerning emergent technology, new construction, training needs, standardization of equipment, and provision of support services. The plan is fully integrated with the college strategic plan and district planning imperatives. Through recent reorganization of the college, Technology Services has been centralized under a Director of Technology Services. There is representation from San Bernardino Valley College on each of the district technology committees. Additionally, a task force has been created to address ease-of-use concerns associated with the college web site.

Strategies to Address Key Findings

The SBVC Technology Plan addresses replacement/renewal of available campus technology, establishes goals for communication and training as required for acquisition and implementation of technology, and includes the establishment of minimum standards for campus technologies. Implementation of technologies to address institutional effectiveness is addressed at a variety of levels. Programs and work areas have developed forms which can be completed online, and most district forms are now available online. The district continues to improve systems including phones, emergency notifications, online programs and productivity software. Partnerships have been developed between the district, Crafton Hills College and San Bernardino Valley College to improve purchasing power for a variety of applications. As new buildings are constructed, user groups are identifying technological needs in the planning process. Access to technology for both students and employees is a topic addressed by the college technology committee. A web task-force has been established to correct issues of usability and visual appeal of the web site. Concerns about student preparation for technology use are addressed by the departments through the curriculum process.

Integration with Other Plans

College and district technology plans have been integrated to provide technology resources to students and staff. As one of the strategic initiatives of the campus, all campus plans address technology. Program review documents also include information about program and department uses of technology and future goals. The district strategic directions include "resource management for efficiency, effectiveness and excellence" which is also part of the Board Imperative III. District goal 3.2

includes the provision for “technology that supports excellence in teaching, learning, and support.:

COLLEGE-WIDE: TRAINING AND TALENT

Overview

In support of San Bernardino Valley College’s mission, the SBVC Professional Development Department is committed to providing educational and personal growth opportunities that enhance skills and competencies of all college employees. The college’s strategic initiatives, goals, and institutional learning outcomes provide a foundation and catalyst to assessing, planning, developing, and delivering high quality training and development programs. In collaboration with the SBVC Professional Development Committee, the department provides on-going employee training and development essential to meeting changing demands and challenges of SBVC diverse student community.

Furthermore, with a large number of faculty and staff retirements in June 2010, the college can anticipate a gap in institutional knowledge, skills, and competencies. In combination with budget shortfalls and growing demands on the college campus to serve more students with fewer resources; employees are challenged with improving customer service delivery, learning new technology, expanding leadership capacity, and building successful approaches to interdepartmental collaboration.

Strategies to Address Key Findings

The Professional Development Department will increase partnerships with the district, regional colleges and universities, and professional associations to leverage talent, financial, and program resources. Beginning fall 2010, with support from the Online Program Committee, Distributed Education, and SBVC Technology Services, the Professional Development Department will increase employee access and flexibility to education and training opportunities by offering online “just in time” and self directed learning resources using Blackboard CMS. In alignment with employee and organizational development goals, both face to face and online Professional Development Programs will offer learning opportunities in effective leadership, computer technology/work productivity, basic skills, teaching and learning, instructional technology, customer service and communication, career management creativity/innovation, and employee wellness.

With support from the SBVC Technology Committee and District Computing Services, the Professional Development Department will continue to support employee and organizational effectiveness by increasing access to the latest technology through open labs and by promoting technology innovation through facilitated workshops using in-house experts. Issues and concerns of campus diversity will be advanced through collaborations with both campus and district equity and access committees. The Green Taskforce is exploring campus sustainability projects and professional development is offering a series of online webinars in association with The Association of Sustainability in Higher Education.

Integration with Other Plans

Members of the campus community have a keen understanding that professional development complements all planning efforts. By creating an effective institutional strategy that provides linkages to the needs of constituency groups across campus, SBVC’s commitment to employee and organizational development can flourish. The ongoing dedication by faculty to address instructional improvement and

student success across the curriculum is interwoven in the colleges' strategic plan, Office of Instruction area plan, and the Professional Development 3-Year Plan. The concerns and issues related to Student Services and customer service are addressed in (Strategic Initiative Institutional Effectiveness and Resource Management 3.1.4), Student Services Plan, and Student Equity and Access Plan. The continued strengthening of basic skills across the curriculum and throughout the college is coordinated through the Office of Instruction and the Basic Skills Committee, the Academic Senate, Curriculum Committee and other areas of campus (Strategic Initiative Access 1.1.2). The commitment of the college to become more inclusive of SBVC students and the community is addressed in the Campus Diversity Committee, District Human Resources and Professional Development Plans. Other emerging issues and concerns related to greening the campus and examining sustainability across the curriculum are being addressed by the SBVC Green Taskforce, Professional Development Committee, and the Office of Research, Planning, Development and Grants.

Glossary of Terms

Term	Definition
AA/AS Degree	The certification of graduation issued by the college for students completing 60 units, with a minimum grade point average (GPA) of 2.0 in all courses, including general education requirements and a major field of study.
Academic Year	Nine (9) month period from mid-August to mid-May.
Accounting Method	Method used to calculate funding for class sections where: WK = weekly census; WI = weekly independent study & work experience; DC = daily census; DI = daily independent study & work experiences; PA = positive attendance; and EX = Exempt.
Accreditation	According to the Accrediting Commission for Community and Junior Colleges (ACCJC), accreditation is defined as “. . . status granted to an educational institution or program that has been found to meet or exceed stated criteria of educational quality.” The purpose of accreditation is two-fold, (a) “To assure quality of an institution or program,” and (b) “To assist in the improvement of the institution or program.”
Active Enrollment	Count of enrolled students as of date when warehoused data were refreshed. After the end of a term it should represent the “End of Term Enrollment.”
ADA	<u>A</u> verage <u>D</u> aily <u>A</u> ttendance. State accounting system replaced with <u>W</u> eekly <u>S</u> tudent <u>C</u> ontact <u>H</u> ours (WSCH), <u>D</u> aily <u>S</u> tudent <u>C</u> ontact <u>H</u> ours (DSCH), and <u>P</u> ositive <u>A</u> ttendance (PA). However, ADA is still used by K-12.
Basic Skills (see also Remedial Course)	Basic skills and pre-collegiate basic skills courses are credit courses, not degree applicable as identified by MIS data elements CB04 and CB08. Non-degree applicable courses, including basic skills courses, are identified in the college catalog by course numbers in the 900 series. Such remedial courses include preparatory classes in English, Math, and Reading. Basic skills is identified in the DATATEL system as follows: P = pre-collegiate basic skills, B = basic skills, and NBS = not basic skills.
Beginning Enrollment	Count of enrolled students on section start date.
CalWORKs	The students (ages 5-17) whose families receive payments from CalWORKs (California Work Opportunity and Responsibility to Kids). This program replaced Aid to Families with Dependent Children (AFDC) in 1997 in response to federal welfare reform. The CalWORKs Office on the community college campus administers the Welfare to

Term	Definition
	Work Program.
Categorical Programs:	Those academic programs that are supported grants—restricted funds for specific purposes (DSP&S, EOP, STAR, etc.).
Census Day (Date)	The official day for student headcount based on attendance, usually a Monday after the third full week of instruction. The date determined by NCES for measuring some aspect of institutional activity
Census Day Enrollment	Count of students enrolled as of census date. Enrollment on warehouse date used as estimator until census date reached.
Certificate	The certification awarded by a college in occupational/career/skills programs to verify completion of the requirements for the program as specified in the college catalog.
Certificated Employee	Faculty member or administrative position that requires an employee to possess educational certificates to qualify for employment.
CIP Code	Classification of Instructional Programs code for course (used in IPEDS reporting). It is a six digit code that identifies instructional program specialties.
Classified Employee	A non-certified regular employee, i.e., clerical, technical, or maintenance workers. Classified positions do not require completion of a graduate degree.
Cohort	Group who share an important date, e.g., date of birth, date of entry into college, date of acceptance into a program, etc. A specific group of students established for tracking purposes.
College Master Plan	A comprehensive planning document that encompasses all the functions of the college or district. Given the complexities of most communities, the master planning process is not a step-by-step linear process but a dynamic process consisting of a mix of methods. Information and ideas are exchanged at every level, combined and recombined, until a particular approach emerges as a choice. That approach is developed, often leading to new ideas and combinations, until a feasible plan is constructed and accepted.
Contact Hours	A unit of measurement that represents one hour of instruction given to students. (Also referred to as clock hours).
Contract Hours	Maximum number of hours a section could meet based on number of units for that section across all instructional methods
Course	A series of lectures or other material dealing with a subject.

Term	Definition
Course Code	Unique value used to identify a section in the database.
Course Completion Rate	The percentage of students completing a section with a grade of A, B, C, P, or CR.
CSU	California State University
Department	Group of courses and faculty based on disciplines.
Distance Education (Also See Distributed Education)	Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.
District Office (See Organizational Chart)	The administrative non-instructional facility located separate from the Valley and Crafton campuses at 114 South Del Rosa, San Bernardino. The administrative staff stationed at the district office serves both campuses.
Distributed Education	Method of instruction with students receiving less than 50% of instruction in face-to-face lecture style classrooms. Information is transferred over computer, television, or mail.
Division	Division (SBVC) or department from which a section is offered.
Education Code	The body of law that regulates education in California.
Educational (Master) Plan	That part of the master-plan that defines the goals and objectives of college departments, economic trends, and information necessary for future planning.
EIS (Executive Information System)	A pivot table presentation of data queried from the Datatel database. It was designed to be used by administrators, planners, and researchers.
End of Term Enrollment	An enrollment count that captures all credit bearing activity including enrollments processed after the census date.
Estimated Contact Hours	Indicates whether student contact hours for state reporting are estimated or not. Most sections are estimated until their census date is reached. Positive attendance courses are estimated until student hours are posted.
Faculty	Job classification for staff whose primary duties involve teaching.
Faculty Count	Count of faculty assigned to section.
Fall Cohort	The group of students entering in the fall term established for tracking purposes. For the graduation rates component, this

Term	Definition
	includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during the fall term of a given year.
Financial Aid	Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans made directly to students.
First-Time Student (Undergraduate)	A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Institutions that do not have a standard fall term should consider all students entering the institution between August 1 and October 31 as first-time students, provided they have no previous postsecondary experience.
Fiscal Year	July 1 st to June 30 th of the following year.
Freshman	First year college students. Any enrolled undergraduate student with fewer than 30 units completed.
FTEF	<u>F</u> ull- <u>T</u> ime <u>E</u> quivalency for <u>F</u> aculty (also referred to as faculty load). Each course is assigned a teaching load, depending upon the number of hours the section meets and whether it is a lecture or lab format. A faculty member's teaching load is determined by adding all the loads for each section she/he teaches. Total FTEF is the number of faculty that would be needed to teach all classes for a given semester, if each faculty were assigned a full load.
FT/PT Ratio	Full-Time/Part-Time ratio compares the number of full-time FTEF to the number of part-time FTEF. Statewide goals are 75% full time, 25% part time. AB1725 requires progress toward reaching the goal of 75% full-time faculty FTEF.
FTES	<u>F</u> ull- <u>T</u> ime <u>S</u> tudent <u>E</u> quivalency. Unit of measure based on attendance patterns used to apportion state funds. Totaling all undergraduate credit hours awarded over a defined period and dividing that number by 15 is sometimes used to derive a rough estimate of FTES. FTES for most classes use the following formula: $\frac{\text{Number of students} \times \text{number of hours per week} \times 16.5 \text{ weeks}}{525}$

Term	Definition
	"Positive Attendance" sections and courses with labs are calculated differently.
FTFTF	<u>F</u> irst- <u>T</u> ime, <u>F</u> ull- <u>T</u> ime <u>F</u> reshman. An entering freshman who has never attended college previously and has a credit load of 12 or more credits at the end of drop/add.
Full-Time Student	A student attribute determined by credit load. For undergraduate students, full-time is defined as >11 credits. For graduate students, full-time is defined as >8 credits.
GED	Test of General Educational Development which allows students to earn high school equivalency diploma.
Graduation Rates (GRS)	The rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.
Headcount-Duplicated (See also Seat Count)	A count of students in which a student may be counted more than once. (For example, an enrollment count that summarizes activity over multiple terms).
Headcount-Unduplicated	A count of students in which a student is counted only once. (For example, an enrollment count that sums the number of distinct individuals enrolled over a specific time period.)
Hispanic-Serving Institution (HSI)	The Higher Education Act, 20 USCA Section 1101a, defines a Hispanic-serving institution as an institution of higher education that (a) is an eligible institution; (b) at the time of application, has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students; and (c) provides assurances that not less than 50 percent of the institution's Hispanic students are low-income individuals. Note: low income is defined as 150% of the poverty level as determined by the Bureau of the Census at http://www.census.gov/hhes/poverty.povdef.html .
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS) conducted by the National Center for Educational Statistics (NCES). IPEDS began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a program participation agreement with the Office of Postsecondary Education (OPE), US Department of Education, are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); Completions (C); Employees by assigned positions (EAP); Fall Staff (S); Salaries (SA); Enrollment

Term	Definition
	(EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA). Failure to meet reporting deadlines can result in severe fines and penalties.
Initial Cohort	A specific group of individuals established for tracking purposes. For the Graduation Rates components of IPEDS, the initial cohort is defined as all students who enter an institution as full-time, first-time, first-time degree/certificate seeking students during either (1) the fall term of a given academic year, or (2) between September 1 st and August 31 st of the following year.
In-State Student	A student who is a legal resident of the state in which he/she attends school.
Instructional Method	The delivery of course material through one of the following methods: Lecture, demonstration, group work, distributed education (TV & Internet), etc.
Learning Communities	Courses in different subjects designed to be interdependent and taught to a common group of students by faculty working as a team.
Lower Division	Freshman and sophomore level courses.
Maximum Enrollment	Maximum number of students ever enrolled in section, excluding those who dropped before section start date
Middle College High School	A program that allows students to combine their high school work with college. Students attend class on SBVC campus with the possibility of earning high school diploma and AA degrees concurrently.
Minimum Enrollment	Minimum number of enrolled students in which a section needs to remain active (n = 15, if course has a prerequisite; n = 18-20, if course does not have prerequisite).
MIS	Management Information System—Data presentation protocol used by the State Chancellor’s Office.
NCES	The <u>N</u> ational <u>C</u> enter for <u>E</u> ducational <u>S</u> tatistics
Noncredit Courses	A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award.
Non-Resident	Student who maintains a primary residence outside the State of California

Term	Definition
Occupational Program	A program of study consisting of one or more courses designed to provide the student with sufficient knowledge and skills to perform in a specific occupation.
Out-Of-State Student	A student who is not a legal resident of the state in which he/she attends school.
P-16 Database (Cal-Pass)	Data sharing consortium that includes school districts and colleges that allow research to conduct longitudinal research on student performance.
PA	<u>P</u> ositive <u>A</u> ttendance
Part-Time Faculty	A faculty member with faculty load hours that are less than 60% of the full-time faculty load. (See also FTEF for faculty load.)
Part-Time Student	A student attribute determined by credit load. For undergraduate students, part-time is defined as less than 12 credits.
Persistence Rate	Percentage of students who continue enrollment from one term to another by successfully completing two consecutive semesters. Persistence is often confused with retention, which refers to maintaining enrollment within the term.
Program	A combination of courses and related activities organized for the attainment of an educational objective.
Remedial Course	Coursework designed to assist students who are below grade level. At Valley College, remedial courses are identified with a 900 course number.
Reporting Year	The 12-month year that corresponds to a fiscal year, July 1 to July 30. The reporting year assigned to a section is based on its ending date. For example, sections ending between 07/01/2000 and 06/30/2001 are assigned Reporting Year 2001.
Retention	The percentage of students counted at census who remain in a section to the end of the term.
SAM Code	<u>S</u> tudent <u>A</u> ccountability <u>M</u> odel priority code for vocational/occupational courses, where A = apprenticeship; B = advanced occupational; C = clearly occupational; D = possibly occupational; and E = non-occupational.
SBCCD	San Bernardino Community College District
SBVC	San Bernardino Valley College

Term	Definition
Seat Count	The total enrollment in all sections on a given day of the term. (Also referred to as duplicated headcount.)
Section Capacity	Maximum capacity of course (may be limited by contract).
Section Key	Unique section identification number.
Section Status	Status of section as of warehouse date (where A = active, C = cancelled, P = pending).
Sophomore	Second-year students—Any enrolled undergraduate student with more than 24 but fewer than 49 completed credits.
Student Educational Plan	Formal plan established by a student that indicates the student's educational goals and the courses required to reach those goals.
Student Fees	Fixed charges to students for items not covered by tuition and required of such a large proportion of the student population that the student who does not pay is an exception.
Subject	Course offerings within a department.
Term	Term during which section offered, where FA = Fall, SM = Summer, and SP = Spring.
Total Credit Students	Count of all the students who had a Headcount Status (STD7) of A, B, C, D or E at sometime during the academic year.
Total Transfer Directed	Students who enrolled in and earned a grade of A, B, C or CR in a transferable mathematics course and a transferable English course sometime between the summer term of 1997 and the spring term
Total Transfer Prepared	All students who have earned 56+ transferable units with a minimum GPA of 2.00 as of the Spring term.
Tops Code	Taxonomy of Programs code for course (used for state Management Information System (MIS) reporting).
Transfer Directed Rate	Calculation = (Total Transfer Directed/Total Credit Students).
Types of Credit	Type of credit for section, where DEGRE = degree applicable, NCRDT = noncredit, and NTDEG = not degree applicable.
Upper Division	Junior and senior year courses.
UC	University of California—The top tier of the California Higher Education System. Admission is limited to students in the top

Term	Definition
	12.5% of the California high school classes.
Units	Term used to measuring course credit—other systems use “course hours.”
Withdraw	****grade assigned to students who officially withdraw from a course after census and before 75% through the course.
Warehouse Date	Date that data is stored in the primary data tables of the DATATEL database.

ACRONYMS

A&R	Admissions & Records
ACCJC	Accrediting Commission for Community and Junior Colleges
ARCC	Accountability Reporting for Community Colleges
ARRA	American Recovery and Reinvestment Act
CCCCO	California Community Colleges Chancellor’s Office
CHC	Crafton Hills College
CSEA	California State Employees Association
CTA	California Teachers Association
CTR	
DETS	Distributed Education and Technology Services
DOE	Department of Education
DSPS	Disabled Students Programs and Services
EDCT	Economic Development and Corporate Training
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
FTEF	Full-Time Equivalent Faculty (Faculty Load)
FTES	Full-Time Equivalent Students
GED	General Education Degree
MIS	Management Information Systems
NCES	National Clearinghouse Education Statistics
PA	Positive Attendance
POS	Point-of-Service
SBCCD	San Bernardino Community College District
SBVC	San Bernardino Valley College
UC	University of California (System)
WSCH	Weekly Student Contact Hours

APPENDIX

Key Findings - Basic Skills

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Enhance student awareness of availability of basic skills courses	X		X		X		
Balance correlation between assessment and student enrollment in basic skills courses.	X		X		X		
Promote alternative classroom methodology	X	X	X		X		X
Enhance curriculum to meet unique needs of CTE students.	X		X		X		
Institutionalization of multiple measures for assessment of basic skills SLOs.	X		X		X		
Provision for resources and equipment to advance student success.	X		X		X		X
Promote collegial consultation on distribution basic skills initiative funding.	X	X	X	X	X		
Examination of data accuracy	X	X	X	X	X		X
Research effectiveness of basis skills initiative projects.	X	X	X	X	X		
Review basic skills initiative standards of compliance.	X	X	X	X	X		
Enhance campus orientation and assessment for basic skills program.	X	X	X	X	X		
Support in developing a culture of transfer success of basic skills students.	X	X	X	X	X		
Increase basic skills student success rate.	X	X	X		X		
Establish effective early contact with basic skills needs students.	X	X	X		X		
Promote pathways for AA and transfer success.	X	X	X	X	X		
Explore alternative workshop preparatory approach in assessment.	X		X	X	X		
Explore alternative academy style course structure.	X	X	X	X	X		
Develop more effective communication with feeder schools.	X	X	X	X	X		
Integrate basic skills in appropriate lower division courses.	X	X	X	X	X		
Ensure balance of campus needs in scheduling offerings.	X	X	X	X	X		
Develop CTR bridge courses in basic skills math.	X	X	X	X	X		
Mandate orientation for all students accessing into basic skills.	X	X	X	X	X		

Key Findings - Basic Skills

Key Findings	Strategic Initiatives					
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success	Technological Advancements
Hire and train adjunct faculty in basic skills methodologies.	X	X	X	X	X	
Promote unique learning communities to foster student success.	X	X	X	X	X	
Investigate online/hybrid course models.	X	X	X	X	X	
Increase use of technology in instructional methodologies.	X	X	X	X	X	
Investigate means of shortening student basic skills sequence completion times.	X	X	X	X	X	
Share assessment data with faculty.	X	X	X	X	X	
Use culturally effective teaching methods.	X	X	X	X	X	
Establish stronger connections among support services, student and faculty.	X	X	X	X	X	
Continue to promote success and retention.	X	X	X	X	X	
Increase number of students who see a counselor before enrolling	X	X	X	X	X	

Key Findings - Communication

Key Findings	Strategic Initiatives					
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success	Technological Advancements
Utilize web research submission forms to request current and relevant data.	X	X	X	X	X	X
Share communication derived from CTE advisory boards on current employment trends, industry projections and licensing/certification needs.			X	X	X	
Capture licensure and certificate requirements for all CTE programs.			X	X	X	
Encourage continuing discussions on employment and job forecasts related to CTE programs.			X	X	X	
Explore contextualized learning for second language learners.		X	X	X	X	
Develop user friendly data reference guide.		X	X		X	
Improve communication between bookstore and faculty.		X	X		X	
Improve publication (web) of campus calendar that addresses events, class changes, etc.		X	X		X	
Study and adopted communication best practices from other colleges.		X	X		X	
Audit website and publications for out-of-date information bi-annually.		X	X		X	
Conduct communication survey which includes phone capacity, events calendar, correct information, etc.		X	X		X	
Begin early communication efforts with elementary & middle schools.		X	X		X	
Engage in deeper communication with K-12			X	X		
Continue efforts to be a more user friendly campus.	X	X	X		X	
Encourage greater classified participation on committees.		X	X		X	

Key Findings - Innovation

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Improve website so it is more user friendly	X		X				X
Update office computers to effectively teach online classes			X		X		X
Develop plans to address "6" year students			X		X		
Provide professional development opportunities to part-time faculty		X	X		X		
Assess and evaluate bookstore operation to improve services.							
(hours of operation, availability of books, technology user friendly, customer service, staff training in customer service)	X		X				
Assess and evaluate cafeteria service to improve services such as fast food, student discounts, POS system							
Provide space for other services such as studying and use of microwave			X				
Provide adequate technology in the phone system to improve capacity of system, to accommodate calls to admissions, records, counseling, financial aid			X				X
Provide adequate support to under-prepared students					X		
Encourage learner-centered attitudes to support interpersonal relationship with students		X					
Capture relevant data pertinent to each program and evaluate why students are leaving.							
(Do we have the resources for each program, etc.)			X				X
Provide resources for more full time faculty			X		X		
Increase individualized interaction with students on their grade/success					X		
Strengthen orientation sessions for students and faculty			X		X		

Key Findings - Innovation

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Ensure w/professional development		X	X		X		X
Provide additional outlets for food services			X				
Identify and develop mentors for faculty and students		X			X		
Assist faculty in developing on-line/hybrid courses focused on student learning		X	X		X		X
Maintain program integrity			X				
Allow for flexibility w/upper level classes			X		X		
Strengthen communication between faculty and bookstore from to eliminate last minute changes							
Communications w/cafeteria on class schedules and campus visits to plan for rushes		X	X				
Plan and dialog construction of parking structure		X	X				
Improve and expand services to night, weekend and part time students.		X	X				
Promote awareness of services offered to veterans.		X	X			X	
Support a caring, student friendly attitude.		X				X	
Maintain respect for faculty expertise		X					
Provide for a safe campus community		X	X				
Provide adequate service at point of need (financial aid, registration)	X	X	X				
Emphasize the importance of image and educational opportunities through marketing			X				
Develop better user friendly online access for students in the instructional classrooms.			X			X	X
Update student phone numbers			X				X

Key Findings Grid - Online

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Update Blackboard server and software							X
Increase online services for students	X				X		
Increase diversity of online course offerings to include more students in online programs	X						
Increase hybrid offerings where pedagogically sound.					X		
Develop training and orientation for students interested in online courses covering basic technology skills					X		
Establish minimum standards for equipment for both students and faculty in online programs							X
Develop basic skills level tutorials which can be available online to aid students					X		
Improve student success rates including retention, successful course completion, and persistence					X		
Increase library resources for online students			X				X
Investigate certification options through faculty development to assist faculty in developing online/hybrid courses with a focus on student learning						X	
Develop new, specialized evaluation process for faculty teaching online or hybrid courses			X				

Key Findings - Service to Campus, Student, Staff Faculty

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Increase course offerings as needed	X		X		X		
Utilize information (surveys, focus groups) to impact and improve services			X		X		
Improve Student Services website so it is more user friendly	X		X				X
Update faculty computers to effectively teach online classes			X		X		X
Develop plans to address long-term students			X		X		
Provide professional development opportunities to part-time faculty		X	X		X		
Assess and evaluate bookstore operation to improve services (hours of operation, availability of books, technology user friendly, customer service, staff training in customer service).	X		X		X		
Assess and evaluate cafeteria service to improve services such as fast food, student discounts, POS system			X				
Provide adequate support to under-prepared students, students using the library and other support services			X		X		
Encourage learner-centered attitudes to support interpersonal relationship with students		X			X		
Capture relevant data pertinent to each program and evaluate why students are leaving.							
(Do we have the resources for each program, etc.)			X				X
Explore idea of welcome center for faculty, staff and students			X		X		
Increase level of individualized interaction with students on their grade/success					X		
Strengthen orientation sessions for students and faculty			X		X		
Maintain program integrity of certificate courses offered			X				
Explore possibility of offering smaller higher-level courses			X		X		

Key Findings - Service to Campus, Student, Staff Faculty

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Improve services to night, weekend and part time students including library/bookstore/computer labs.		X	X		X		
Promote awareness of comprehensive services offered to veterans.		X	X		X		
Support a caring, student friendly attitude.		X			X		
Embrace and respect the spirit of shared governance		X					
Implement safety awareness program		X	X		X		
Provide adequate service at point of need (financial aid, registration)	X	X	X		X		
Update campus directory and student email addresses			X		X		X

Key Findings - Student Success

Key Findings	Strategic Initiatives					
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success	Technological Advancements
Utilize data to guide planning and course offerings to meet students' needs	X				X	
Explore offering short-term CTE courses	X				X	X
Explore preparation of students for competition in the global market	X		X		X	X
Implement mandatory orientation and assessment as a concerted effort of all college sectors					X	X
Hire more full-time faculty, within feasibility of current budget, for expansion of course offerings	X		X		X	
Further explore and utilize factors that enhance student success	X		X		X	
Consider the establishment of advisories/prerequisites for courses to support student success			X		X	
Address concern of students' underpreparedness affecting quality of education	X		X		X	
Discuss plans to shorten length of time in program completion	X		X		X	X
Examine relationship of basic skills, pre-requisites, and success in course completion prerequisites and success in course requirements	X		X		X	
Develop fact guide on assessment for faculty			X		X	
Increase focus on success in certificate completion/job placement beyond retention of students			X		X	
Expand use of early alert intervention including its communication format/mechanisms			X		X	

Key Findings - Student Success

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Mitigate effects of on-going construction, condition of facilities, etc. on student learning		X	X		X		
Address accommodations for students with special learning needs	X	X	X		X		X
Increase enrollment of underrepresented students in technical programs and provide informational materials	X		X		X		
Integrate green technology in curriculum and student services	X	X	X	X	X		X
Recognize all programs that have higher success/retention rates			X		X		
Identify basic skills relevant to CTE	X		X		X		
Utilize validated multiple measures for assessment of all students	X		X		X		
Continue to provide resources and equipment to meet industry trends/demands	X		X	X	X		X
Identify all licensure programs, agency and industry requirements, as well as, recommendations of advisory committees			X		X		
Investigate data which capture reasons for dropping-out from programs/SBVC			X		X		X
Support development of career and transfer pathways.	X		X	X	X		
Increase transfer rate	X	X	X	X	X		
Establish early connections with students through FYE and bridge programs to raise transfer interest	X	X	X	X	X		
Continue to promote workshops on baccalaureate degrees	X	X	X	X	X		X
Continue research and presentations on persistence and graduation rates	X	X	X	X	X		X

Key Findings - Student Success

Key Findings	Strategic Initiatives					
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success	Technological Advancements
Consider impact of university decisions on current/future students	X		X	X	X	
Integrate basic skills in lower division courses in the major for transfer readiness	X		X	X	X	
Emphasize focus on overall mission of SBVC	X	X	X	X	X	X

Key Findings - Training and Talent

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Train employees on using multiple communication methods to outreach to students.			X		X		
Expand staff awareness of campus technology and access to interdisciplinary labs & resources (smart classrooms, labs, etc).		X	X	X			X
Increase professional development opportunities for part-time faculty and staff.		X	X				
Support staff with ongoing customer service learning opportunities.	X	X	X				
Train employees and students on computer applications and instructional technology using face-to-face and online learning methods.			X		X		X
Integrate culturally responsive teaching methods (geared toward demographics) in all SBVC courses.	X	X	X		X		
Train faculty and staff on how to effectively engage and support learning for students registered in online and face-to-face basic skills courses.	X	X	X		X		
Continue to provide ongoing training to faculty and staff on the value of ethnic, ability, generational, gender, and learning style differences to our campus/ community.		X	X		X		
Explore an employee cross training contingency plan to support changes in campus wide staffing abilities to support more than one area when needed							
Provide professional development programming that integrates online learning, basic skills, and leadership development to staff and faculty.		X	X		X		
Improve SBVC Campus Culture (more hands on, tours, orientation, safe, friendly)	X	X	X	X	X		
Integrate contextualized learning as appropriate for discipline.			X		X		
Develop green technology program and curriculum across campus.		X	X		X		

Key Findings - Training and Talent

Key Findings	Strategic Initiatives						Technological Advancements
	Access	Campus Climate & Culture	Institutional Effective & Resource Mgmt	Partnership	Student Success		
Provide workshops on effective methods for promoting classroom/campus civility and inclusivity.		X			X		
Increase work-life workshops that promote SBVC as a healthy and safe campus,community, and workplace.		X	X		X		
Develop grant development training in partnership with SBVC Grant Manager.			X	X	X		
Promote campus awareness of the importance of individualized interaction with students on their grade and success.		X	X		X		
Prepare for growth despite budget constraints and continued professional development for staff an faculty.		X	X		X		
Provide orientation for each new student, staff and faculty member.		X	X		X		
Train employees on entering,accessing and reporting accurate data in Datatel .			X	X		X	
Create mechanisms that encourage faculty, staff, and managers to identify key gaps in curriculum/instruction/ services and to develop student centered solutions.		X	X		X		
Develop mentorship program that encourages peer to peer learning between faculty and staff.		X	X				
Train faculty in developing online/hybrid courses focused on student learning and leadership positions .							
Improve Instructional Delivery: Right format for the right student at the right time, for the right class and to achieve the right student learning outcome .		X	X		X	X	
Promote student focused learning and success in all instructional and student service areas (i.e., computer labs, . . .).		X	X		X	X	
Enhance all mechanisms for better communication (students—campus staff; instruction—student services); sustain all mechanisms and evaluate them (bark-learner.com) .		X	X		X	X	

SAN BERNARDINO VALLEY COLLEGE
701 South Mt. Vernon Ave.
San Bernardino, CA 92410

<College Logo Here>

FOLLOW-UP REPORT

This report summarizes progress on Evaluation Team Recommendations made during the October 6-9, 2008 site visit to San Bernardino Valley College.

October 15, 2010

*Presented to the Board of Trustees for Review
on September 23, 2010*

<Draft August 9, 2010>

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Statement on Report Preparation

This follow-up report addresses the three recommendations noted in the February 3, 2009 action letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) that reaffirmed San Bernardino Valley College's accreditation.

This report provides information on the development of the following:

- Use of student learning outcomes as a component of evaluations
- Development of a district program review process
- Development of the district strategic plan
- Development of the district strategic plan for technology
- Development of the district human resources plan
- Clarification and communication of the district resource allocation process

Need to add paragraph about writing of document.

The final report was approved by Dr. Debra S. Daniels, President of San Bernardino Valley College, and was submitted to the board of trustees for review at its meeting on September 23, 2010.

Dr. Debra S. Daniels
President, San Bernardino Valley College

Date

Certification of Board Review of the Follow-Up Report

Date: September 1, 2010

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

From: San Bernardino Valley College
701 South Mt. Vernon, San Bernardino, CA 92410

This follow-up report is submitted for the purpose of meeting the February 2009 request from ACCJC for a report by October 15, 2010.

We certify that the San Bernardino Community College District Board of Trustees has reviewed this follow-up report.

Signed:

James C. Ramos, President, Board of Trustees, San Bernardino Community College District

Bruce Baron, Interim Chancellor, San Bernardino Community College District

Dr. Debra S. Daniels, President, San Bernardino Valley College

Dr. John Stankas, President, Academic Senate, San Bernardino Valley College

Graying Easton, President, Classified Senate, San Bernardino Valley College

Dr. Larry Buckley, Accreditation Liaison Officer,

**Accrediting Commission's Follow-Up Report Request
(From the Commission Action Letter Dated February 3, 2009)**

The commission requires that the follow-up report be submitted by October 15, 2010. The follow-up report should demonstrate the institution's resolution of the recommendations and concerns as noted below:

Recommendation 5: *In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)*

Recommendation 6: *In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:*

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

Commission Recommendation 1: *The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g)*

Responses to Team Recommendations 5

Recommendation 5: Student Learning Outcomes As a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

Overview

In 2008, when the visiting accreditation team arrived, San Bernardino Valley College had already made significant progress on SLOs and assessment. There was evidence to support the following:

- 99% of all instruction programs had student learning outcomes
- 100% of all student service areas had service student learning outcomes
- 100% of courses had identified institutional core competencies.
- SLO assessment was occurring in most areas of the campus.
- Program review included the requirement that at least one SLO and one assessment, for programs undergoing review, be considered as efficacious.

The college was already at the level of “sustainable continuous quality improvement” according to the ACCJC rubric, when it received the recommendation that progress on SLOs be included as a component of evaluation.

Progress

Compliance with the recommendation involves changes to the California Teacher Association (CTA) union contract, since evaluation is a contractual tool. As a result, the Vice Chancellor of Human Resources began working with CTA representatives to address the recommendation. In a series of more than six meetings with CTA, SLOs, assessment, and self-reflection have been on the agenda. Several successive drafts of a Memorandum of Understanding have been discussed with CTA. The most recent MOU under discussion would add to the evaluation process a question that would ask the faculty member to reflect on the effect of SLO's on student success in their courses.

Conclusion

The college, district, and CTA representatives have worked diligently to incorporate acceptable language into the MOU on SLOs as a part of performance evaluation. CTA leaders will ask the members to review the latest MOU in August 2010, and if their response is positive, then a final MOU might be in place by September.

Recommendation 6: District-Level Program Review, Strategic Plan, Technology Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

District Program Review

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*

Overview

Prior to 2009-2010, several district functions and processes had used quantitative and qualitative information to evaluate and improve district processes. However, the efforts had not yet become systematic or widely public, and documentation of improvements based on evaluations was sparse. For example:

- In summer 2008, Business Services held a retreat in which staff members discussed challenges in their area and identified efficiencies and corrective actions that were needed. As a result, performance goals and objectives were developed for 2008-2009. During 2008-09, they updated quantitative measures of their progress on a monthly basis. Units did report improvements in operational improvements on the basis of these assessments. With the departure of the business manager in June 2009, the planning and improvement cycle was interrupted until the district planning and program review process began in October 2009.
- Human Resources (HR) completed a program review document in August 2009. The unit has also done an annual status report on its goals and activities in relation to the board imperatives and institutional goals.

- Distributed Education and Technology Services (DETS) collects evaluative information on its technology services primarily through help desk feedback emails.

Comment [MCL1]: Page: 9 Evidence: Bus Svcs Retreat Agenda 080619.pdf; Purchase Order analysis.pdf; HR Prgm Rev 08-09.pdf; 20090627 DCS Status.pdf

These efforts represented steps in the right direction, but a more systematic district planning and program review process was clearly needed. To guide the initial cycle of that systematic process, the former chancellor appointed an administrative steering committee composed of the Vice Chancellors for Fiscal Services and Human Resources and the Executive Director of DETS,. The new process began in earnest in October 2009 with steering committee meetings and the development of a planning and program review timeline. The steering committee recommended a three-year cycle, and decided that all district operations units except the police department would do their initial program reviews in 2009-10. The committee identified all applicable units in each division, determined that each unit team would comprise all permanent employees in the unit, and appointed a team leader for each unit. It also approved a template for the planning and program review document, and initiated development of a web-based tool based on that template.

Comment [MCL2]: Page: 9 Evidence: Timeline 100119.pdf; Dist Prgm Rev Participants.pdf; ProgramReview Template w boxes 091120.pdf

On November 20, 2009, members of all units (e.g., the district-level departments and offices participating in the district program review process) attended a half-day workshop to initiate the program review process, which was facilitated by the accreditation consultant. Information on the purposes of district program review and planning, elements of a sound program review and planning document, and the cyclical process for program improvement were presented. Each unit went through an exercise of developing and sharing their newly created mission statements. Although some units (accounting, technical services) had data on effectiveness measures, the majority of the units had to discuss how to measure performance. Each unit submitted its draft at the end of the workshop and the facilitator provided written feedback through the steering committee a week later. Drafts were revised and resubmitted to the steering committee. In January 2010 it was suggested that an all-day workshop on program review be held in March. Simultaneously, the steering committee was devising a district operations satisfaction survey to be used for program review.

Comment [MCL3]: Page: 9 Evidence: Workshop agenda (Agenda 091120.pdf)

The committee chose to focus on usage of and satisfaction with district-level services for this initial survey because they comprise two of the most important measures of the effectiveness of district functions in supporting the colleges. The survey was administered in late February and early March to approximately 1,200 recipients. The survey asked respondents to rate aspects of services in any of nine district units from which he or she had requested or received services within the past 12 months. There were 230 respondents, for a response rate of 19 percent. Quantitative results were sent to all units just before the March workshop, unit-specific comments were sent to the units to which they applied, and general comments were sent to all units.

Comment [MCL4]: Page: 1 Evidence: Agenda 091120.pdf; Purposes of Dist PR 091120.pdf; PR Dist Ops Contents 091120.pdf; Foundations of Framework 091118.pdf; Outcome Statements.pdf; Measurement Samples by Outcome Type 091120.pdf; Measures form 091120.pdf; Measures form sample 091120.pdf

Some of the results of the district operations satisfaction survey indicated that both usage of and satisfaction with district services varied widely. Highlights of the survey results included the following:

Comment [MCL5]: Page: 1 Evidence: Final Ops Satisf Questionnaire.pdf; Dist Ops Survey Invitation 100223.pdf

Comment [MCL6]: Page: 10 Evidence: Summary of Results for Dist Distrib.pdf

- More than three-quarters of respondents had requested or received services from DCS-Technical Services and from Human Resources within the last 12 months, while fewer than 30 percent had requested or received services from Distributed Education and from District Facilities within the same period.
- Facilities had the highest proportion of users who were satisfied (84%) with its services whereas Human Resources had the lowest proportion (50%). The remaining seven units ranged from 73% to 79%.
- Human Resources and Purchasing had the highest proportions of users who were dissatisfied overall with 26% and 19% respectively. Accounting/Accounts Payable/Audit had the lowest proportion of dissatisfied users at 6%. The proportion of dissatisfied users in the remaining units ranged from 7% to 10%.
- Six specific aspects of service included in the survey were regarded as most revealing of overall effectiveness in supporting the colleges. Satisfaction ratios (the ratios of positive ratings to negative ratings) for these aspects ranged as follows:

Aspect	Highest Satisfaction Ratios (Satisfied:Dissatisfied)*	Lowest Satisfaction Ratios (Satisfied:Dissatisfied)*	Range of Ratios in Remaining Units
Helpfulness	DCS-Technical Services (23:1) District Facilities (20:1)	Human Resources (4:1) Purchasing (6:1)	9:1 to 14:1
Follow-through	District Facilities (13:1) Accounting/Accounts Payable/Audit (12:1)	Human Resources (2:1) Purchasing (5:1)	7:1 to 11:1
Accuracy of information provided	DCS-Administrative Services (16:1) Distributed Education (15:1)	Human Resources (3:1) Purchasing (6:1)	8:1 to 14:1
Timeliness of initial response	Distributed Education (41:1) Printing Services (12:1)	Human Resources (2:1) Purchasing (5:1)	6:1 to 10:1
Timeliness of final resolution	Distributed Education (42:1) Printing Services (11:1)	Human Resources (2:1) Purchasing (5:1) DCS-Administrative Services (5:1)	6:1 to 9:1
Clarity and consistency of procedures	District Facilities (13:1) Distributed Education (8:1)	Human Resources (1:1) Purchasing (3:1)	5:1 to 7:1

* Explanation of satisfaction ratios: One would expect a unit that is highly effective from its clients' perspective to have a large proportion of respondents who are satisfied with its service (rating 4 or 5 on the survey), and a small proportion who are not satisfied (rating 1 or 2). The ratio of positive ratings to negative ratings (the satisfaction ratio) shows this relationship in a concise way. The higher this ratio is for a given aspect of a unit's service or overall, the more satisfaction predominates among its users, and thus the more effective its service is in the eyes of those users. The satisfaction ratio conveys more information than, for example, mean satisfaction ratings.

- In all but one unit, the courtesy of the staff received the highest satisfaction ratio. Satisfaction ratios for that aspect ranged from 5:1 in Human Resources and 6:1 in Printing Services to more than 20:1 in DCS-Technical Services, DCS-Administrative Services, Distributed Education, Accounting/Accounts Payable/Audit, and District Facilities.
- In all units, the opportunity to provide input on changes in service or procedures received the lowest satisfaction ratio. Satisfaction ratios for that aspect ranged from 1:1 in Human Resources and 2:1 in Purchasing to 4:1 in District Facilities.

There were 398 comments by respondents. Nearly all were thoughtful and constructive, though some were expressions of frustration. Improvement themes that recurred across two or more units included the following:

Comment [MCL7]: Page: 1
Evidence: Ops Svy Comments Restored
Nega Xd.100331 Accptd.pdf

- Communication and clarity about procedures, requirements, and the status of requests
- More efficient procedures, in part through the use of technology
- Consistency of information provided—from different unit staff members, to different clients, and across different periods of time
- Training, both of unit staff and of clients, to improve the match of expectations and performance
- Increased opportunity for input on service offerings, software systems, and the like
- Responsiveness, especially in answering and returning telephone requests for help
- Turnaround time on service requests, sometimes coupled with observations about unit understaffing

All units considered the quantitative survey results, the comments applicable to them, and to a lesser extent the comments that applied to district services and operations overall, as they finished their self-assessment at the March 19 all-day workshop. All teams were trained in the use of the web-based planning tool, which they could use instead of the word-processing template if they so chose. Most chose to use the web-based tool that day. Teams drafted each remaining section of their program review and plan in turn, with guidance and feedback from the facilitator, their own unit leaders, and the steering committee members. A substantial part of the afternoon session focused heavily on analysis of assessment results (including interpretation of the district operations satisfaction survey results) and formulation of goals, objectives, and action plans, since those areas are most difficult for many groups new to program review and planning. By the end of the workshop, every unit had completed a rough draft of the entire planning and program review document, which included the following sections:

Comment [MCL8]: Page: 1
Evidence: Agenda 100319.pdf; Web Planning Tool Screenshots.doc; Goals-Obj Distinctions-Services 100318.doc; Goal & Objective Verbs.doc; Outcome Statements-Services 100318.doc

- I. Mission
- II. Description
- III. Outcomes and Other Measures of Effectiveness
 - A. Effectiveness Measures

- B. Assessment of Effectiveness Using Those Measures
- IV. External Opportunities and Challenges
- V. Analysis and Evaluation
- VI. Three-to-Five-Year Vision
- VII. Impact on the Colleges and the District
- VIII. Other Pertinent Information
- IX. Goals, Objectives, and Action Plans
- X. Resource Requests
- XI. Progress Report on Last Cycle's Goals, Objectives, and Action Plans (if applicable)
- XII. Description of Process and Participants

Based on the survey results and other effectiveness measures of their own strengths and weaknesses, units incorporated numerous operational improvements into their goals and objectives for next year. For example:

- The Purchasing unit team attributed the unit's low satisfaction ratios primarily to inadequate or unclear communication with clients about the legal and organizational requirements that apply to purchasing transactions. As a result, their objectives include workshops for users, improved communication methods, and more streamlined processes.
- The Human Resources team, acknowledging the unit's low satisfaction ratios as a weakness, adopted excellent customer service as a goal, with objectives that include more effective communication through the HR newsletter and the Human Resources website, and scheduled office hours at the colleges by HR staff.
- Several units (Accounting/Accounts Payable/Audit, Distributed Education, DCS-Technical Services, and District Facilities) addressed the inadequate opportunities clients had for input on services and procedural changes by formulating goals or objectives to provide more of those opportunities through surveys, user committees, help desk improvements, and better training.

All units had two weeks to submit their formal drafts, including their final prioritized lists of objectives and resource requests. The quality of the submissions was generally high, considering that none of the units had ever prepared such documents before. For example, alignment among measures of effectiveness, analysis of results, goals and objectives, and resource requests was stronger than expected. Units generally took the task seriously and considered their responses thoughtfully; a good example is the program review produced by DCS-Administrative Services. The steering committee identified those units that likely will need additional assistance to ensure that their next planning and program review cycle is more effective.

The facilitator provided written feedback two weeks after submission of the formal drafts to every unit through the applicable steering committee member, who also provided feedback as needed. The facilitator also provided suggestions to improve the quality of the documents for the next cycle. All units incorporated feedback and submitted their final documents on the web-based planning tool by early May. All final documents are

Comment [MCL9]: Page: 12
Evidence: Plans for Procurement 100504.pdf, Plans for Human Resources 100524.pdf, Plans for Accounting 100504.pdf, Plans for Distributed Education 100416.pdf, Plans for DCS-Tech 100505.pdf, Plans for Facilities 100419.pdf

Comment [MCL10]: Page: 1
Evidence: Plans for DCS-Admin 100505.pdf

Comment [MCL11]: Page: 13
Evidence: ML General Comments 100411.pdf

available for viewing by all employees of the district on the district program review website.

Comment [MCL12]: Page: 13
Evidence: <https://www.sbccd.org/ProgramReview/Home.aspx/Listing>

The interim chancellor periodically reported district program review progress to all employees in the district in his *Chancellor's Chat* online newsletter. In addition, in late April, he distributed the quantitative results of the district operations satisfaction survey to all district employees.

Comment [MCL13]: Page: 13
Evidence: Chancellor's Chat 100208.pdf, Chancellor's Chat 100427.pdf; Chancellor email on Dist Ops Svy Results 100426.pdf.

The intention of the program review process is to ensure that units are accountable for progress on their goals and objectives every year. Each year, all units not engaged in a full program review will prepare an annual planning update with the following sections:

- Significant changes in the unit
- Summary of results of effectiveness measures applied since program review
- Progress in effectiveness, innovations, partnerships, operational efficiency, and other areas
- Progress on last year's goals and objectives
- Updated goals and objectives in priority order
- Resources needed, if any, to achieve objectives
- Other information as needed

The cyclical process of program review and annual planning is designed to facilitate continuous improvement in all district operations.

Comment [MCL14]: Page: 30
Evidence: Annl Planning Template.pdf; District Planning Process graphic 100803.pdf; Calendar 2010-11 100803.pdf

Several units have already implemented improvements in their services based on their program reviews, and the rest have scheduled such improvements. For example:

- Human Resources began holding office hours at the colleges in April.
- Distributed Education has begun to deploy technologies requested by users, including Blackboard 9, Camtasia Relay, and EduStream version 2.0, and has implemented new training attendee evaluation forms to improve tracking of customer satisfaction.
- DCS-Administrative Services has developed a new comprehensive training calendar and on-demand training materials.
- DCS-Technical Services has scheduled an overhaul of the entire network core infrastructure for July 1, 2010 through December 31, 2011.
- Printing Services has purchased new hardware that will dramatically improve staff efficiency.
- Facilities (district) has completed documentation of Facilities operating procedures.
- Payroll met its accuracy target for pay warrants in every cycle from March to date.
- Business Services has begun the use of standardized notifications to end users regarding the receipt of contracts.

Comment [MCL15]: Page: 13
Evidence: HR Newsletter 1004.pdf; Blackboard Agreement.pdf; Financial 2000 EduReports Online Tutorial.pdf; DE satisfactionSurvey.pdf; DE Fall2010Workshops.pdf; Infrastructure Upgrade.xls; S20GESeries Press.pdf; DPR Status Facilities 100616.pdf; DPR Status Payroll 100616.pdf; DPR Status Procurement 100616.pdf.

The Steering Committee developed a computer-assisted method to facilitate the production of the consolidated divisional and area priority lists of objectives and

resource requests for district operations. The committee sent its recommended final priorities list to the interim chancellor on August 3, 2010. He [***made changes with rationales][made no changes], and notified all unit participants and the rest of district community of the results in his *Chancellor's Chat* newsletter on *** _____. The interim chancellor has made available 2010-2011 resources to provide support for implementation of objectives on the final approved list.

Comment [MCL16]: Page: 14
Evidence: Steering Comm Pri Rec 100803 rev.pdf; ***copy of applicable Chancellor's Chat; documentation of allocation to DPR (and DSP) in District budget [***Bruce will provide copy of the applicable PowerPoint Board presentation after the budget is finalized.]

On a more global level, the interim chancellor, the interim vice chancellor for Fiscal Services, the vice chancellor for Human Resources, and the executive director of DETS considered the overall program review process and results as they planned district operations and resource allocations for 2010-2011. For example, in large part because of critical comments on the district operations satisfaction survey, the start date for moving the DETS help desk to local control was accelerated to July 1, 2010. In Fiscal Services, access to certain forms and status information will be streamlined, and document control will be digitized, beginning in 2010-2011.

Comment [MCL17]: Page: 1
Evidence: ***Need documentation from Glen and Bruce/Charlie here.

To gauge the appropriateness and effectiveness of the planning and program review process from the participants' perspective, the interim chancellor asked all of them to respond to an online process survey about the workshops, the feedback, the web-based tool, their level of input, and the helpfulness of the process as a whole for self-evaluation and continuous improvement. Respondents could also add any comments they wished. Twenty-three people (61 percent of them unit members, as opposed to unit leaders or managers) completed the survey, for a response rate of 37 percent.

Comment [MCL18]: Page: 14
Evidence: DPR Process Survey Invitation 100513.pdf

Results of the process survey suggested that participants' evaluation of the process was generally positive:

Comment [MCL19]: Page: 14
Evidence: Process SurveySummary_05212010.pdf, Process SurveySummary_06012010 Crosstab.pdf, Process Svy Comments Report.pdf

- A large majority of respondents found the process extremely or quite helpful to their units in measuring their effectiveness (75%), analyzing their strengths and weaknesses (69%), identifying needed improvements (75%), and setting goals and objectives for next year (87%).
- All respondents found the workshops at least somewhat helpful, and all but one found the feedback at least somewhat helpful. Comments indicated that respondents valued the ability to focus on the process without outside interruptions, and sharing the experience with each other and with other units.
- The majority of the 12 respondents who said they had used the web-based planning tool found its features easy or extremely easy to use.
- Respondents felt themselves full participants in the process: Four of every five said that they had either enough or more than enough opportunity to provide meaningful input in the program review and planning process.
- Asked what aspect of the process worked best, respondents cited the focused, shared workshops; the district operations satisfaction survey results; the web-based tool; and the feedback each unit received on its drafts.
- Communication about the process as a whole was sufficiently clear that most respondents understood its nature and purposes reasonably well.

However, the survey results, informal discussions with process participants, and further reflection on the process by the Steering Committee highlighted certain issues that needed to be addressed, and led the committee to recommend the following improvements in the process for the next cycle:

- Add a representative from each area to the Steering Committee.
- Improve documentation in the next cycle to clarify the flow of information, the steps in the process, and the purposes of feedback, including feedback provided at workshops.
- Incorporate the consideration of the District Strategic Plan, the District Technology Strategic Plan, and other applicable major planning documents.
- Evaluate, and if needed modify, the management of time and tasks associated with the workshops.
- Adjust the schedule for the next cycle to ensure timely completion of the process, and timely communication of its results to the participants.
- Inform the colleges about the process and its results in more timely fashion, and solicit suggestions for improving the process in the next cycle.
- Modify the descriptions of unit functions in next year's survey to clarify those functions, the differences among units, and the differences between district-level functions and their college-level counterparts.
- Consider expanding the survey to assess district operational effectiveness in additional ways.
- Modify the web-based planning tool to ease navigation, data entry, and prioritization.
- Directions to respondents in next year's survey will urge them to focus on each applicable unit as a whole, rather than on individuals, and will request that they not use names. Any names of employees entered in comments will be masked before distribution to participants.

Comment [MCL20]: Page: 1
Evidence: Evaluation Results on 2009-10 Process 100803.doc

The interim chancellor notified all unit participants and the rest of the district community of the process survey results and the above recommendations for improvement in the next cycle in his *Chancellor's Chat* of ***.

Comment [MCL21]: Page: 32
Evidence: ***Copy of applicable Chancellor's Chat

Progress

For the first time, the district has developed and fully implemented a systematic, ongoing district planning and program review process focused on continuous improvement. This process will help ensure that district operations provide "effective services that support the colleges in their missions and functions" (Standard IV.B.3.b). Quantitative effectiveness measures and qualitative information applied in this initial cycle have already led to improvements in some units, and will provide a baseline for assessing progress in subsequent cycles. Unit members and leaders, division managers, and area managers were all active participants in the process, helped assess its effectiveness, and contributed ideas for improving it. The wider district and college communities also participated through their responses on the district operations satisfaction survey. That survey summarized the operational responsibilities and

functions of each of the nine units included, and helped delineate those functions to college personnel, though there was still some confusion at the colleges about three district units (Standard IV.B.3.a). Despite some weaknesses that are being addressed, the district has made great strides in evaluating and improving its own operations for the benefit of the clients it serves.

Conclusion

With the establishment of the systematic and ongoing district planning and program review process, the district has addressed the recommendation to develop “an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model.”

The process will become more efficient and efficacious as it is implemented for a second cycle in 2010-2011. In that second cycle, the college will be informed about the process in more timely fashion, and will provide suggestions for improving it.

District Strategic Plan

- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college’s educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*

Overview

There was no SBCCD Strategic Plan prior to 2009-2010; however, in 2006 the district began using the SBCCD planning imperatives in lieu of a strategic plan. These imperatives guided planning, and progress on them was reported annually to the board. In addition, goals for the two college presidents were reported using the imperatives.

The District Strategic Planning Committee (DSPC) was formed in fall 2009. It had broad representation across the district, including Academic Senate, Classified Senate, Associated Students, and management representatives from SBVC as well as other areas of the district. For the following seven months committee members worked diligently, reviewing materials before and after every meeting (e.g., the agenda, detailed minutes, reports, reference documents, transcriptions of posted comments, updates of action documents), preparing subcommittee reports, and contributing to lively discussions during each meeting. (See documentation of all DSPC materials on the committee’s website: http://www.sbccd.cc.ca.us/District_Faculty_-_a-, Staff_Information-Forms/District_Committee_Minutes/District_Strategic_Planning_Committee.aspx).

Comment [MCL22]: Page: 16
Evidence: SBCCD Institutional Goals 2008-09.pdf, SBCCD '08 - '09 Institutional Goals Status Report 8-09 Fin.pdf

The first three meetings focused on orientation and groundwork in the following areas:

- Defining the purposes of strategic planning

Comment [MCL23]: Page: 1
Evidence: Strategic Planning Cmt Appt 091016.pdf, Strategic Planning Cmt Appt Cover 091016.pdf, DSPC Roster 100111.pdf

- Exchanging information on excellent planning processes
- Distinguishing among goals, objectives, and activities
- Establishing norms, operations, and logistics for meetings

Comment [MCL24]: Page: 1
 Evidence: Purposes of Dist Strat Planning 091029a.pdf, Excellent Strategic Planning Processes 0910.pdf, Goals-Obj Distinctions.pdf, Map of Exc Planning Procs to SBCCD Exps 091116.pdf, Meeting Schedule 091113.pdf, Planning Logistics 091029a.pdf, Ground rules 091115.pdf

The DSPC adopted by consensus a set of member, convener, and facilitator responsibilities, which explicitly included, along with attendance and active engagement in the deliberations, sharing the committee's progress with constituents and colleagues at the colleges and bringing back input from those constituents and colleagues throughout the process. By the end of the third meeting, the committee established a timeline and process for development of the District Strategic Plan (DSP), which included alignment with the colleges' strategic and educational master plans.

Comment [MCL25]: Page: 17
 Evidence: DSPC Member Responsibilities.pdf, Steps timeline 091207.pdf

Over the next several meetings, the committee reviewed and discussed the following:

- The strategic directions/initiatives and goals in the SBVC Strategic Plan and the CHC Educational Master Plan
- San Bernardino Community College District board imperatives
- District and college missions
- California Community Colleges System Strategic Plan
- ACCJC rubric on planning
- Data for both colleges (enrollment and productivity trends, student performance and impact indicators, institutional characteristics, economic information on service areas)
- Accountability Reporting for Community Colleges (ARCC) reports

Comment [MCL26]: Page: 17
 Evidence: SBVC SIs and Goals 091027.pdf, CHC EMP to Goals 091027.pdf, Imperatives and Goals 09-10.pdf, Foundational Statements.pdf, CCC Sys Strat Plan executive_summary 091113.pdf, ACCJC Rubric Planning Only October 2007.pdf, SBCCD IE Industry&OccupationalAnalysis_1209.pdf, Enrollment Mgmt Practices at SBVC and CHC.pdf, CHC & SBVC Impact & Perf 2000-08.pdf

In addition, subcommittees gathered information on important strategic issues related to higher education in the following areas:

- Budget, law and regulation, and capital funding
- Pedagogical innovations, accountability, and learning outcomes
- Educational attainment in relation to economic opportunity
- Competition for students with other institutions
- Private support for education, including grant opportunities
- Technology issues and trends related to education
- Financial aid

Comment [MCL27]: Page: 1
 Evidence: SB Subcomm Rept Budget 100113.pdf, 6H Subcomm Rept Pedagogy & Outcomes 100127.pdf, 6I Subcomm Rept Degree-Cert and Wages 100125.pdf, 6J Subcomm Rept Competition for Students 100127.pdf, 6K Subcomm Rept Private Funding 100127.pdf, 7A Subcomm Rept Technology.pdf

Comment [DD28]: There should be evidence listed for this. See next comment.

Larry-we need minutes from our meetings on campus too

From December 2009 through February 2010, the committee refined a working set of district strategic directions and goals aligned with the goals of each college. In early March, the interim chancellor distributed the initial draft to all district employees and student leadership with a request for email feedback. The facilitator encouraged the presidents of the academic and classified senates and the Associated Students governments to discuss the draft in their meetings, and the CHC Academic Senate provided a transcript of their discussion. Three open forums—one at each college and one at the district office—were held to present information, answer questions, record feedback, and ensure direct participation in the process.

Comment [MCL29]: Page: 1
 Evidence: 6B Working Set SDs & Goals 100115.pdf, 7C Working Set SDs & Goals 100129.pdf, 8B Working Set SDs & Goals 100220.pdf, 9A Working Set SDs Goals & Objs100226.pdf, 10C Working Set SDs Goals & Objs100322.pdf, 11B Working Set SDs Goals & Objs100331.pdf, 12A Working Set SDs Goals & Objs100418.pdf, Cover email on DSP Feedback Req 100301.pdf, 9B Feedback Req Working Set SDs&Goals 100301.pdf, 10I CHC Ac Senate Discussion on District Strategic Plan ed.pdf

The DSPC discussed all the feedback received. Email respondents, though few in number, affirmed that the strategic directions and goals in the working set were important for the continued progress of the district. The committee concluded that since most comments received at the forums and from the CHC Academic Senate were requests for clarification, and since forum participants, when asked, raised no objections to the existing language, no changes in the language of any of the strategic directions and goals were warranted. However, partly in response to one comment, the Committee did decide to include an objective emphasizing improved collaboration among all district entities.

Comment [MCL30]: Page: 18
Evidence: Strategic Planning Committee 3-26-10 final.pdf, 10G Feedback Received on DSP 100323.pdf

The DSPC spent a substantial portion in its March and April meetings developing and refining objectives, establishing timelines, responsibility centers, measurements of progress, and actions for each goal. All objectives were measurable by qualitative or quantitative methods, and many were measurable by both. The committee focused on objectives that would accomplish one or more of the following:

Comment [MCL31]: Page: 18
Evidence: 10F Draft Objectives with Worksheet 100312.pdf, 11C Draft Objectives 100404.pdf, 12B Draft Objectives 100418.pdf, 13B Draft Objectives 100423.pdf

- Provide district support to both colleges in pursuing and achieving their goals.
- Coordinate analogous sets of goals and objectives that already exist at both colleges.
- Guide further planning at both colleges.
- Establish or enhance a district-level operation to advance a district goal.
- Supplement the colleges' planning.

Comment [MCL32]: Page: 18

SBVC did not have a gap to fill so I am opposed to this bullet. We cannot simply delete this category, because it was in fact part of the DSPC worksheets, so I have used different wording.

In spring 2010 the DSPC was able to accomplish several other tasks:

- Review updated environmental scan information and identify principal implications for planning purposes.
- Adopt a set of major planning assumptions.
- Develop a process to assess both the effectiveness of the DSP itself and the district's progress on achieving its goals and objectives.
- Incorporate a long-range financial plan and forecast, which included the district resource allocation model.
- Select a glossary of terms and acronyms to be used in the document.

All these components were incorporated into the distribution draft of the DSP. In late April, the interim chancellor emailed a link to the draft to all district employees and student leadership to ensure it was widely communicated. He invited everyone to provide constructive suggestions or comments via a dedicated email address or through a DSPC member. He also held an open forum at the district office to answer questions and receive feedback. An open forum was also held at each college to answer questions and receive feedback on the plan, and District Assembly received a presentation on the draft.

Comment [MCL33]: Page: 1
Evidence: 13A DSP Draft 100425.doc, pages 47-67, 21, 4-6, 35-37, 68-70. Cover email on DSP Feedback Req 100426.pdf, Dist Assembly Agenda 100504.pdf

The DSPC met on May 7 to consider all the feedback received on the draft, which was more extensive than that received in March. As a result of the discussions, the DSPC made the following changes to the plan:

Comment [MCL34]: Page: 19
Evidence: 13D Feedback Report thru 100505.doc

- Quarterly monitoring by the committee and the responsibility centers, with facilitation of corrective actions as needed.
- Improve communication about progress in implementing the plan. Two actions under Objective 1.1.1 were added:
 - “Build into the agendas of regular meetings and events (e.g., In-service Day, President’s Cabinet, Crafton Council, SBVC College Council, Senates, and meetings of other representative bodies) communication about progress on the DSP.”
 - “Develop a template or other tool to facilitate regular communication with and feedback from all district personnel about DSP progress.”
- To support transparent allocation of resources, added two actions under Objective 3.1.2:
 - “DSPC makes a formal recommendation to the District Budget Committee to review the annual budget within the framework of the DSP.”
 - “Establish a committee for coordination of and communication about grant activity district-wide.”
- Changed the name of the plan to “Strategic Plan, 2010-2014,” to reflect the long-range nature of the plan.
- Revised the language of one action.
- Revised the responsibility centers on three objectives.
- Altered the timelines on two objectives.

Comment [MCL35]: Page: 19
Evidence: Strategic Planning Committee 5-7-10 final.pdf

The committee approved the additional changes and submitted the draft to the interim chancellor for his approval. He notified the district community of his approval, listed the goals of the plan, and provided a link to the plan on May 25, 2010. The Board of Trustees approved the plan at their July 8, 2010 meeting.

Comment [MCL36]: Page: 19
Evidence: DSP Final Corrected 100630.doc; Chancellor’s Chat 100525.pdf; [***Minutes of the July 8 meeting, when available.]

Even before the plan was approved, several district areas began to implement changes. For example:

Objective	Action	Status
1.1.1	Publish a periodic <i>Chancellor's Chat</i> , summarizing significant developments and decisions during each month and including other useful information as needed.	<i>Chancellor's Chat</i> began publication February 8, 2010; the ninth issue was published June 15, 2010.
3.1.2	Finalize resource allocation model and process.	The Resource Allocation Committee approved the Resource Allocation Model for 2010-2011 (see Commission Recommendation 1 section).
3.2.1	Publish the organizational structure for technology services.	The organizational structure is published on page 12 of the DETS Catalog of Services, which is available on the DETS website.
3.3.1	Determine resources available to colleges.	See Objective 3.1.2 above.

Comment [MCL37]: Page: 20
Evidence: Chancellor's Chat 100208.pdf, Chancellor's Chat 100615.pdf

Comment [MCL38]: Page: 20
Evidence: DETS Catalog of Ser 4-20-10.pdf

The committee established fall 2010 timelines to begin implementation of the strategic plan objectives. To kick off implementation of actions under those objectives, the DSPC invited the responsibility centers to its first meeting in late August 2010. The interim chancellor has stressed the importance of timely implementation, and has made 2010-2011 district resources available to support plan objectives.

Comment [MCL39]: Page: 20
Evidence: DSPC Prof Dev PP Invit email.pdf; DSPC VPI PP Invit email.pdf; ***Bruce will provide copy of the applicable PowerPoint Board presentation showing allocation to DSP (and DPR) after the budget is finalized

The interim chancellor presented information on the SBCCD Strategic Plan on August 13, 2010 to all attendees of the annual in-service day event, and in his remarks asked them to familiarize themselves with the full plan at the website. Throughout the year a brochure version of the plan will be distributed by the interim chancellor in community events and educational forums in the area.

Comment [MCL40]: Page: 1
Evidence: ***Documentation references must be inserted here when available after In-Service Day.

The interim chancellor asked the presidents to ensure that all appropriate college committees review the DSP, consider it in their work, and forward annually to the DSPC a summary of progress on any goals or objectives related to the DSP.

Comment [MCL41]: Page: 1
Evidence: ***Text of request when available from Bruce

The DSPC will begin quarterly assessments in 2010-2011. Frequent monitoring of adherence to timelines and progress toward meeting objectives will help to ensure alignment with college planning efforts and to mitigate and address implementation problems as early as possible.

Comment [MCL42]: Page: 1
Evidence: DSP Final Corrected 100630.doc, pp. 4-5

A continuous cycle of improvement, which includes evaluation, improvement, and re-evaluation, has been built into this strategic plan to ensure that it becomes a living plan. In 2010-2011, with appropriate consultation, the DSP will:

Comment [MCL43]: Page: 1
Evidence: Suggested Phase 2 Tasks 100514.pdf [***Updated document should replace this one when available after August 27, 2010 meeting]; DSP Final Corrected 100630.doc, p. 5

- Review, and if necessary revise, existing district foundational statements and planning assumptions.

- Incorporate additional input and feedback mechanisms, such as structured surveys or community forums, if needed.
- Fully integrate KVCR and EDCT into the DSP.
- Update and enhance the plan's foundation of research, including demographics, student performance data, and environmental scanning results.
- Review and update strategic issues likely to have significant effects on the plan, such as district and college growth projections and targets and identification of new courses and programs to meet student needs.
- Update documentation of alignment with college and other strategic plans, glossary terms as needed, and provisions for regular evaluation and revision.
- Modify, add, or retire objectives, actions, measurements, timelines, and responsibility centers based on input, feedback, research, planning assumptions, changes in foundational statements, and committee deliberations.
- Distribute the 2011-2015 edition of the DSP with sufficient time for incorporation of district and college feedback prior to approval by the chancellor and board.

Progress and Analysis

The district has completed its first formal SBCCD Strategic Plan. It drew substantial input from the SBVC Strategic Plan and Educational Master Plan and the Crafton Educational Master Plan. It aligns district goals with college goals. The district plan will support strategic and educational planning processes and program improvement at the colleges. Although the plan has not yet undergone its initial review and quarterly assessment of progress, systematic evaluation is built into the plan. Communication among all consultative groups is an important component of the plan's success. Specific resources have been allocated in support of plan implementation. Assessments of the district's substantive progress on its goals and objectives will occur in quarterly, annual, and triennial cycles, commencing in fall 2010. Results of these assessments will be used to improve effectiveness in achieving those goals and objectives. (Standards I.B.3, IV.B.3.g)

Conclusion

The completion of the District Strategic Plan, which is aligned with the colleges' plans and includes concrete steps for regular evaluation and improvement, has met the recommendation for "development of a formal and regularly evaluated district strategic plan" that "acknowledges input [from] and aligns with the colleges' education plan."

The District Strategic Plan will also serve "as a guide for planning at the college level" as it is considered by all appropriate college committees in their work beginning in fall 2010, and it will be evaluated and improved in the 2010-2011 academic year.

Strategic Plan for Technology

- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*

Overview

A comprehensive District Information Technology Strategic Plan was adopted in 2007, and was in force through 2010. In addition to goals and implementation strategies, it contained institutional technology (IT) directives that tied to five of the 2008-2009 Board Imperatives.

Comment [MCL44]: Page: 22
Evidence: District_IT_Plan_9-07.pdf

To determine whether or not implementation of the IT plan was sufficiently responsive to college needs, the district contracted with PlanNet to assess IT services. In July 2009, as a response to the findings of PlanNet, the Distributed Education and Technology Services (DETS) division substantially reorganized its technology service structures. Associated committee structures, clarification of roles, coordination, responsiveness, and quality of services were also included in their restructuring. The two most important changes were the conversion to internal management of District Computing Services (DCS) and the implementation of a new information technology governance structure; both enhancements were designed to improve significantly the division's responsiveness to the colleges.

Comment [MCL45]: Page: 22
Evidence: PlanNet Assessment Powerpoint version.pdf

In summer 2009, after almost 20 years of outsourcing DCS management to Sungard, the district began transition to its own internal management. For example:

- All desk-side support services were localized at the colleges
- An SBCCD Director of District Computing Services was hired in fall 2009.
- Campus Directors of Technology were hired at both colleges and report to the respective presidents, as well as to the Director of District Computing Services.
- A catalog of services was completed and is now available to all district employees on the DETS website (dets.sbccd.org). Hard copies will be distributed to all employees in fall 2010.
- Functions for which DCS does not have internal expertise may now be "out-tasked" to other IT professionals/businesses on an as-needed basis.

Comment [MCL46]: Page: 1
Evidence: DETS Catalog of Ser 4-20-10.pdf

At the top of the new information technology governance structure, the DETS Executive Committee is charged with developing the overarching vision, framework, monitoring and evaluation of the technology strategic planning and implementation process. The vice presidents of instruction, student services, and administrative services; the Academic Senate presidents; the directors of research; and the directors of technology from both colleges all serve on this committee. The change was needed to ensure that the colleges have a voice in planning and directing technology services district-wide. In addition, four working committees—Administrative Applications, User Services, Technical Services, and Web Standards Committees—are charged with the following tasks in their respective areas:

Comment [MCL47]: Page: 1
Evidence: 110909 DETS Committee Purposes V2.pdf

- Developing specific goals and supporting strategies in the District Technology Strategic Plan
- Recommending policies, procedures, priorities, and standards
- Providing input and direction in the development of measures to be used in District operations program review
- Overseeing project implementations
- Other tasks specific to the area

All four working committees have broad representation from college constituency groups, and benefit from the technical expertise of DETS staff members or managers.

The executive director of DETS coordinated a survey of DETS Executive Committee members to begin evaluation of the new structure's effectiveness in summer 2010. The results showed that...

Comment [MCL48]: Page: 23
Evidence: Survey_Dets_Exec_Comm.pdf; ***need survey results when available.

To determine the effects of the structural changes from the college users' perspective, the executive director distributed a survey to all district employees in early Fall 2010. Preliminary results indicated that The DETS Executive Committee will consider the results of the survey in its recommendations for improvements, if any.

Comment [MCL49]: Page: 23
Evidence: ***Preliminary results of the Fall 2010 survey of users, if available in time, should be inserted; schedule for DETSEC recommendations for improvement.

Development of the revised District Technology Strategic Plan (DTSP) began in fall 2009. The DETS Executive Committee conducted several planning sessions to discuss the various elements of the strategic plan. At each step, notes of discussions and recommendations of the group were sent to participants for review and clarification. Once the executive committee completed the process, overview, and vision sections, the four working committees developed specific goals and supporting strategies. All the committees had the opportunity to review and critique the findings. The Executive Committee consolidated the committees' documents and completed the final District Technology Strategic Plan recommendation. That recommendation was reviewed and approved by chancellor's cabinet in May 2010, and posted on the DCS website. The board of trustees approved the plan at their July 8, 2010 meeting.

Comment [MCL50]: Page: 23
Evidence: [***Minutes of the July 8 meeting, when available.]

The DTSP consistently emphasizes responsiveness to the needs of the colleges. For example, four of the nine elements of success in technology planning that it cites stress input, access, process transparency, and accommodation to changing needs. Moreover, the explicit intent of the plan is to "encourage and enable all district constituencies to participate in the assessment of technology needs and the development of the vision, direction, and prioritization of solutions to address those needs."

Comment [MCL51]: Page: 24
Evidence: District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10.docx, pp. 1, 4

The DTSP also emphasizes evaluation and continuous improvement. For example, a three-year evaluation cycle is built in. To improve the assessment of progress within each cycle, the committees will develop more clearly defined outcome measurements related to the DTSP's goals and strategies beginning in fall 2010.

Comment [MCL52]: Page: 1
Evidence: District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10.docx, pages 2, 6

In addition, the DTSP emphasizes integration with other major college and district planning processes. For example, two sections of the plan demonstrate the alignment of the District Technology strategic goals with the District Strategic Plan 2010-14 strategic directions and the San Bernardino Valley College Information Technology Strategic Plan strategies. The DETS Executive Committee will monitor alignment on an annual basis in consultation with the campus technology committees.

Comment [MCL53]: Page: 1
Evidence:
District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10.docx, pages 13-17, 6

Implementation of DTSP activities is supported largely by the DETS budget; the plan itself does not include specific resource allocations. Some additional resource requests are funded through the district program review and planning process (see *District Program Review* section above); others are brought by the executive director of DETS to the chancellor's cabinet for consideration, and funded from a variety of sources, including bond funds.

Comment [MCL54]: Page: 24
Evidence: Infrastructure Upgrade.xls; DCS working budget 2009-10.xls

Finally, two of the DTSP goals explicitly address the ongoing need to assist the colleges in daily management of college functions, and the perennial problem of funding for technology enhancements:

- Goal 2: Develop tools and resources that facilitate the daily management of college functions, including the monitoring, assessing and use of financial information.
 - Strategy 2.1: Work with college leaders to evaluate tools and data needed for financial analysis and planning.
 - Strategy 2.2: Research and deploy systems to address the needs identified in 2.1.
 - Strategy 2.3: Define and implement systems to help users monitor the reliability of crucial data.
- Goal 3: Provide a financial base to allow the District to keep pace with technology.
 - Strategy 3.1: Identify opportunities and partner with grant writing experts to obtain grant funding.
 - Strategy 3.2: Develop a budgeting plan that is reviewed annually.

Comment [MCL55]: Page: 24
Evidence:
District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10.docx, page 19

In accord with Goal 2, the DETS Executive Committee has already placed administration of surveys and focus groups at the colleges on its schedule of tasks for 2010-2011, to help identify the tools and data that the colleges need for planning and for financial analysis.

Progress and Analysis

Collaborative development of the District Technology Strategic Plan 2010-2013 provided opportunities for input by every constituency group at both colleges, through designated representatives on the DETS Executive Committee and the four working committees (Standard I.B.4). Planning was grounded in a documented assessment of technology services conducted by the external firm PlanNet, and further informed by input from and discussions by committee representatives (Standard I.B.5). Technology planning is integrated with the District Strategic Plan and the colleges' technology plans. SBVC includes technology as one of its major strategic initiatives in its Strategic Plan

(Standard III.C.2). The DTSP will remain current through ongoing monitoring and a triennial evaluation and modification process (Standard I.B.6).

Ultimately, the plan and the technology services that it guides are designed to support instruction and student services at the colleges (Standards III.C.1.a, IV.B.3.b). The plan sets goals to improve the district's technological effectiveness, along with strategies and measurements. A more precise measurement methodology will be specified beginning in fall 2010 (Standard I.B.2).

Resource allocations to implement the plan occur through existing budget processes and District program review, and one of the DTSP goals (Goal 3) is to develop additional resources to facilitate keeping pace with technology (Standard I.B.4). Goal 9 addresses the need to upgrade infrastructure in accord with district-wide hardware and software standards; the charge of the User Services Committee includes the development of such standards for desktop and peripheral devices and other equipment (Standard III.C.1.c). Goal 2 aims at developing the tools and resources to facilitate the monitoring, assessment, and use of financial information (Standard III.D.2.a).

Finally, the District Technology Strategic Plan 2010-2013, in combination with the move to internal management and new information technology governance structure, represents a significant improvement in responsiveness to the technology needs of SBVC and our sister college CHC.

Conclusion

The development and implementation of the District Technology Strategic Plan 2010-2013 have addressed the recommendation for "the development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information."

During 2010-2011, the responsible committees will develop improved outcome measurements related to the DTSP's goals and strategies, and incorporate those measurements into the triennial evaluation and revision cycle.

Development of a Long-Range Human Resources Plan

- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

Human Resources Plan

Progress and Analysis

Work on the long-range Human Resources plan to assist the colleges in planning and prioritizing full-time hiring needs—which is now called the staffing plan—began in Fall 2009 with a review of sample HR-related plans provided by the vice chancellor for Human Resources. At her request, the accreditation consultant identified a pool of potential plan components drawn from that sample. On the basis of that research, the vice chancellor, the director of Human Resources, and the Human Resources analyst in November recommended an outline of contents for the projected plan.

Comment [MCL56]: Page: 1
Evidence: HR Plan Outline 091125.doc

In late Fall 2009, the District Resource Allocation Committee (RAC) assigned a subcommittee to prepare a draft of the staffing plan. From December 2009 through March 2010, the subcommittee, chaired by the vice chancellor, debated about what belonged in the plan and what did not, using the November 2009 content outline and the HR department's August 2009 initial program review draft as starting points. It developed successive outlines and drafts that reflected the debates, culminating in a draft that went to the full RAC in late March. There was general agreement in the RAC that the draft required substantial modification. The interim chancellor, who chairs the RAC, then asked the vice chancellor to coordinate the completion of data collection and analysis for the plan, clarify the narrative portions of the plan, and bring a revised draft back to the RAC as soon as possible.

Comment [MCL57]: Page: 1
Evidence: HR Program Review - Draft as of AUG2009.doc; Human Resources Plan - Outline 01-26-2010.doc; Human Resources Allocation PLAN 03-03-2010.doc; SBCCD: 2nd DRAFT Human Resources Allocation PLAN 03-12-2010.doc

At the RAC meeting in mid-May, the vice chancellor presented the results of the work that had been completed with the help of both HR and college staff. This draft of the staffing plan, which focused on providing data and analysis to the colleges to help them plan and prioritize full-time hiring, included the following enhancements:

- A summary of the types of information provided and the purposes they served
- A more complete description of the relationships between the plan and District and college missions, the District Strategic Plan, and other planning processes
- Standardized presentation of data
- Numerous additional tables designed to meet college needs, such as staffing ratios with examples of how to apply them in planning
- Source notes for all tables
- Graphical representations of data where most appropriate
- Analytical notes and commentary
- A matrix of anticipated hires, a form designed to provide the colleges with concrete information on those positions they had requested in the current planning and program review cycle, or anticipated requesting within the next two cycles

Comment [MCL58]: Page: 1
Evidence: DRAFT Staffing PLAN rev ML 100513.doc; Projections pages 100517.doc

The RAC discussed the draft, and concluded that two primary changes were needed:

- Because of specific concerns at SBVC related to the personnel evaluation process, the Staffing Plan should include a section on evaluation requirements and processes.
- Because the college planning and program review processes already collect the necessary information on specific positions and generate human resources requests accordingly, deletion of the matrix of anticipated hires should be considered.

Comment [MCL59]: Page: 2
Evidence: Resource Allocation Committee Notes 5 17 10.pdf

The interim chancellor directed the vice chancellor to incorporate the necessary changes and produce a final draft for consideration by the RAC at its first two meetings in Fall 2010.

The final draft presented to the RAC at its meeting of August 23 included the following new features:

- An expanded section on the relationship between the plan and district, college, and HR department missions
- An expanded section on the relationship between the plan and other planning processes
- A new section containing summaries of faculty, classified, and management evaluation processes, along with data on the status and timeliness of evaluations
- A section for listing hiring priorities from the colleges and district operations, including EDCT and KVCR

Comment [MCL60]: Page: 2
***This section is written in past tense, because these meetings and actions will have occurred by the time the Follow-Up Report is submitted. If final actions of the committee and Interim Chancellor render these projections inaccurate, this section will be revised accordingly.

In addition, the draft included three formal, measurable objectives, with suggested actions, timelines, and persons responsible for facilitating and monitoring progress, to address district-wide needs identified during preparation of the plan:

- Objective 1: In accord with District Strategic Plan Objective 5.1.1, the Human Resources department, in consultation with the colleges, will develop and implement a district mentoring program for all new employees.
- Objective 2: The Human Resources department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.
- Objective 3: In accord with District Strategic Plan Objective 3.1.1, the Human Resources department, in consultation with the colleges, will design and implement workshops and/or other professional development experiences to help the colleges develop internal candidates for vacancies that arise due to retirements and other turnover.

[***Insert RAC actions and final recommendation when available after the August 30 meeting, and the Interim Chancellor's action that follows.]

The staffing plan is a tool designed to help the planning and program review processes and the management of the colleges and district operations in planning and prioritizing full-time hiring. It provides in one document basic information on hiring, evaluation, and retention of quality employees, and an abundance of useful data, including:

- Current workforce demographics
- Applicant pool diversity
- Historical staffing ratios
- Faculty loads and positions by discipline
- Turnover rates
- Retirement projections
- Information on compliance issues such as the full-time faculty obligation and the 50-percent law

Comment [MCL61]: Page: 3
Evidence: ***Final version of the plan, when available.

The hiring and retention of high-quality human resources that this plan supports are crucial to the missions of the colleges and the district, so this plan supports those missions as well. It also aligns with objectives under three strategic directions in the District Strategic Plan, and with the

Human Resources department's internal planning and program review process. Moreover, it provides direction to that department in the form of the three objectives shown above.

Conclusion

The staffing plan is aligned with the missions of the district and its colleges (Standard I.A.4). It is also aligned with the District Strategic Plan, and includes information about the requirements and timeliness of personnel evaluation processes (Standard III.A.1.b). The plan provides CHC units engaged in annual planning or program review with information that helps them plan for and prioritize their human resources needs, especially in the long term. That information also helps the District and the colleges understand and improve their efficiency in using human resources, and their compliance with mandates related to human resources (Standard III.A.6).

The development and implementation of the staffing plan has met the recommendation for the "development of a long range Human Resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff."

During 2010-11, the staffing plan will be reviewed and revised as needed, with appropriate input from the colleges.

Commission Recommendation 1: District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g).

Overview

In late summer 2009, the chancellor's cabinet approved the "Summary of Budget Allocation Model 2008-2009," which clarified the methods used for 2008-2009 allocations to district operations and the colleges. This document represented the first written description of such allocations completed at the district. It represented a major advance in transparency and communication for the district and its colleges. The information was posted in fall 2009 on the district website. It was, however, descriptive of what had been done, not prescriptive of what should be done. The cabinet made the decision to develop a model based on best practices that would address current and future needs.

To address the issue, the interim chancellor convened a Resource Allocation Committee (RAC) with representation from both colleges, the district office, Economic Development and Corporate Training, KVCR, and all constituency groups. The RAC began meeting in October 2009 with a discussion of not only its tasks but also a timeline for accomplishing them. In subsequent meetings, RAC members examined the characteristics of the existing allocation model in detail, considered best practices among eight budget models from other multi-campus districts, formulated guiding principles for the SBCCD model, and sought input from colleagues at the campuses.

Comment [MCL62]: Page: 3
Evidence: ***Final version of the plan, when available, pp. XX, XX; DSP Final Corrected 100630.doc, pp. 28, 30, 32; <https://www.sbccd.org/ProgramReview/Home.aspx/Listing>

Comment [MCL63]: Page: 1
Evidence: Final Prior Budget Model.pdf

Comment [MCL64]: Page: 27
Evidence: agenda 10-20-09.doc, agenda 11-2-09.doc, agenda 11-30-09.doc, agenda 1-11-10.pdf, agenda 1-25-10.pdf, agenda 2-22-10.pdf, Resource Allocation Committee Notes 10 20 2009.pdf, Resource Allocation Committee Notes 11 2 2009.pdf, Resource Allocation Committee Notes 11 30 09.pdf, Resource Allocation Committee Notes 5 17 10.pdf; no docs have been posted for 3/22/10 meeting

On the basis of this information, the interim chancellor drafted an allocation model in February 2010 for committee consideration, and notified all district employees of the RAC's work to date. The model, which allocated funds to the colleges based primarily on the proportion of FTES generated by each over the past four years, included the following elements by college:

Comment [MCL65]: Page: 1
27Chancellor's Chat 100217.pdf

- Historical FTES data
- Total state base revenue
- Growth and COLA based on the governor's budget
- Projection of part-time faculty FTEF and costs
- Lottery revenue projections
- Interest revenue
- Other campus revenue allocable to each campus
- An assessment for district office operations
- An assessment for district-wide costs such as KVCR, insurance, and retiree funds
- An assessment for district-wide equipment costs
- An assessment for district reserves
- A final budget allocation

Comment [MCL66]: Page: 1
Evidence: Budget Model SBCCD Draft 2 22 2010.xls

Based on the committee's discussion, the interim chancellor drafted a revised model, which was approved by the committee in March 2010 for dissemination to the district community for feedback. This second model contained the following principal changes:

- It placed KVCR and auxiliary services into a separate column rather than in the assessment for district-wide costs.
- It set projected growth funds at zero, pending approval of the final state budget.
- It deleted the assessment for district-wide equipment costs.
- It added an assessment to fund the 2009-10 SERP

Comment [MCL67]: Page: 1
Evidence: Budget Model SBCCD Draft 3 22 2010 rev.xls

In April the interim chancellor asked the colleges' vice presidents for administrative services to test the revised model in consultation with their respective presidents. The model was also sent to all district employees for feedback. In order to further communication on the topic, the interim chancellor presented a live webcast to explain the model. Presentations were made to College Council, Academic Senate, and managers. Based on the feedback received, the interim chancellor drafted a third model, which the RAC considered on May 17. This model incorporated the following changes:

Comment [MCL68]: Page: 1
Evidence: Budget Model SBCCD Final 5 23 10.pdf; Budget Model SBCCD Final Guiding Princs 5 23 10.pdf; Resource Allocation Committee Notes 5 17 10.pdf; Chancellor's Chat 100615.pdf

- The historical FTES data column used funded FTES, not actual FTES.
- Lottery, interest, and other campus revenue were projected in a more realistic fashion.
- The assessment for KVCR was placed in its own column, and funding for the auxiliary services accounting staff was placed in the assessment for district office operations.

The committee recommended moving funding for the Professional Development Center from the assessment for district office operations to its own column, on the basis of discussions after the circulation of the third draft. The RAC then approved the model unanimously, as amended. The interim chancellor shared the adopted model with all employees.

Comment [MCL69]: Page: 28
Evidence: Budget Model SBCCD Final 5 23 10.pdf, Budget Model SBCCD Final Guiding Princs 5 23 10.pdf, Resource Allocation Committee Notes 5 17 10.pdf, Chancellor's Chat 100615.pdf

The approved model was used in making allocations to the colleges for the 2010-2011 fiscal year. It was also incorporated into the SBCCD Strategic Plan. In accord with the guiding principles, it will be reviewed annually by the district-wide Budget Committee, which may recommend changes as needed. The SBVC College Council, which oversees the college's budget process, will review and provide input on the model during 2010-2011.

Comment [MCL70]: Page: 1
Evidence: 2010-2011 Tentative Budget ppt; ***need updated version after approval of State budget; DSP Final Corrected 100630.doc

Progress and Analysis

The new resource allocation model, for the first time, clearly distinguishes between district and college functions within the budget allocation process (Standard IV.B.3.a). It distributes resources to support effective college operations fairly, and communicates the distribution method to the colleges, the district office, KVCR, and EDCT (Standards IV.B.3.c, IV.B.3.f). The resource allocation model places control of college budgeting firmly with the colleges themselves—considered the most appropriate location for effective control of expenditures (Standard IV.B.3.d)—rather than at the district level. The model is subject to the final authority of the Board of Trustees over the budget. It also builds in a process for evaluating its effectiveness annually with appropriate input from the college councils and constituency groups. Any changes are designed to improve district operations, which ultimately benefit the colleges and their students (Standards III.D.1.d, III.D.3, and IV.B.3.g).

In the following crucial areas, the presidents now have budgetary authority, which they exercise in accord with the colleges' own strategic plans and with collegial consultation input from their planning and program review processes:

- Both full-time and part-time hiring priorities for faculty, staff, and managers (Standard III.A.6; see also information provided by the District Staffing Plan, and Recommendation 6)
- Equipment and facilities modifications, to improve the tools and settings needed for excellent instruction and services. (Standards III.B.2.a, III.B.2.b)
- Technology purchases and upgrades, in consultation with district and college technology staff, and guided in part by the District Technology Strategic Plan. (Standard III.C.2; see also Recommendation 6)

A draft of the model was widely communicated to the colleges, the district office, KVCR, and EDCT before adoption; feedback was incorporated as appropriate; and then the adopted model was communicated to all district employees.

Conclusion

With the development, adoption, communication, and implementation of the new resource allocation model, the district has met the recommendation that “the district’s resource allocation process needs to be clarified and communicated to both colleges within the district.”

During 2010-2011, the District Budget Committee, with appropriate input from the colleges, will evaluate implementation of the model, and make any necessary modifications.

List of Supporting Evidence

