



San Bernardino
Valley College

**Institutional Program Review
Annual Report
2023-24**



San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410
(909) 384-4400

Institutional Program Review Committee Members 2023-2024

Committee Co-Chairs:

Dr. Danielle Graham

Dr. Joanna Oxendine

Administrative Assistant:

Shyla Cobbett

Committee Members:

Leif Andersen

Victoria Anemelu

Daihim Fozouni

Jaime Garcia

Jeremiah Gilbert

Timothy Hosford

Dina Humble

Dominique Johnson

Yvette Lee

Jessy Lemieux

Ana Mayo

Kenny Melancon

Stacy Meyer

Erik Morden

David Smith

Maria Valdez

Patti Wall

Kay Dee Yarbrough

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Introduction

The Program Review process has been in existence at San Bernardino Valley College (SBVC) since 1992. Program Review is a college-wide, collaborative effort to rigorously evaluate each program so that resources can be allocated where growth and need are indicated and reallocated where there is no longer a clear programmatic need for fiscal support. The resulting document is used for short- and long-range planning and is advisory to the President, the Budget Committee, College Council, and the Academic Senate.

Program Review Committee Charge

The Program Review Committee began the 2023-24 academic year with a review of the Committee Charge. Several robust discussions took place around the need to update the current charge to be more reflective of the present All Services and Programs Institutional Resources & Engagement (ASPIRE) model, with much attention paid to the nuances of language and meaningful value of phrasing and implications of making changes. A revised Charge and Purpose was drafted by the Committee and brought forward to the Academic Senate for consideration. Discussion was held at multiple Senate meetings, with some concerns regarding wording being returned to the Committee later in the year. While the Committee was unable to adopt a revised Charge and Purpose that better reflect the current model and practices of the Committee this year, much progress was made and with some additional discussion in Fall 2024 we are hopeful revisions will be adopted during the 2024-25 academic year.

Current Charge and Purpose

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program Review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus conduit for decision-making by forwarding information to appropriate committees

Membership

Membership comprises at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified professionals as appointed by Classified Senate/CSEA, and one student. For the 2023-24 year, a total of 19 faculty members, four administrators, and two classified professionals were assigned to the committee, with multiple vacancies, including one classified representative and the student representative.

The Committee experienced significant challenges this year with regards to membership attendance. Many committee members often had competing meetings or work obligations that resulted in several members missing many or most committee meetings. A few personnel changes occurred that meant members were no longer employees or full-time faculty members, and a few indicated unwillingness or misunderstanding of obligations to attend while off-service during Fridays, when meetings occur. As such, the Committee had vacancies for representatives from the Social Sciences, Human Development, & Kinesiology and Health, Student Services, Arts & Humanities, Science, and Applied Technology, Transportation & Culinary Arts Divisions for some or all meetings this academic year. This, combined with overlapping obligations for classified professionals, faculty members, and administrators, resulted in many meetings not meeting quorum. As the work of the Committee was hindered and slowed due to these challenges, it is recommended that prioritized discussions occur as soon as possible between Committee Co-Chairs, Executive Leadership of the Senates, and Administration toward ensuring sufficient support to the Committee to maintain progress through the year.

ASPIRE: All Services and Programs Institutional Resources & Engagement

Due to the success of the SWOT Efficacy Pilot in 2023, the Committee implemented the revised ASPIRE model campus wide during the 2023-24 year. This implementation of the new process included elements toward the Committee's aim of creating a more inclusive, accessible, engaging, and meaningful program review process. The process was launched campus-wide at Fall In-Service, with leaders from programs and services across campus invited to participate. A series of online and in-person workshops were held to communicate and support participants through the new process, with a Canvas course available housing resources, recordings, and optional discussion boards for participants to receive feedback and support. The process concluded with a final workshop during Spring In-Service, with the deadline for ASPIRE submissions extended through January 26.

ASPIRE Cohort Model

The ASPIRE Process utilizes a Cohort model for Peer Review. Cohorts were intentionally created to include diverse perspectives from across the campus to encourage cross-campus collaboration and allow for richer discussions to take place. Cohorts comprise 1 instructional transfer faculty, 1 instructional CTE faculty, 1 Student Services

representative, 1 Administrative Services representative, 3 additional members from diverse divisions as much as possible, and 2 Program Review Committee members to act as a facilitator and support.

Invitations were sent to representatives from 87 different programs and services across campus to take part in the 2023–24 ASPIRE process. A total of 54 areas completed the process and made an ASPIRE submission, with 45 areas making requests for resources. Recommendations are made later in this report to facilitate those programs who were unable to complete Cycle 1 this year to complete it prior to commencing Cycle 2.

ASPIRE Process Components

The ASPIRE process has been re-envisioned as a more collaborative process to evaluate each program from a variety of perspectives across a six-year time frame. Each year in the ASPIRE process, every department on campus will conduct an analysis of strengths, weaknesses, opportunities, and threats (SWOT) impacting the work being done, then use the results to guide planning and requests for resources. Every year the focus of the SWOT analysis changes, allowing us to consider multiple aspects of program performance while focusing on only one piece at a time. The entire six-year cycle is intended to provide a comprehensive understanding of the program or area's strengths and opportunities for growth through a continuous process of deep-dive inquiry. The focus of each cycle in the 6-year cycle is indicated below. The graphic and text on the next page outline the entire process briefly, followed by more detailed descriptions of each section on the ASPIRE Year 1 Overview One-Page.

Cycle 1 (2023–24): Program Overview

Cycle 2 (2024–25): DEIA

Cycle 3 (2025–26): Demand & Currency

Cycle 4 (2026–27): Productivity & Growth

Cycle 5 (2027–28): Outcomes Assessment

Cycle 6 (2028–29): Reflection

Roles & Responsibilities

Committee members' responsibilities for the ASPIRE process include:

- Be knowledgeable about ASPIRE Process
- Provide professional development and training
- Support assigned cohorts through process

Writers' responsibilities for the ASPIRE process include:

- Consult with Departments on document, particularly SWOT analysis
- Include all constituencies in process as possible
- Participate in ASPIRE cohorts

Cohort Facilitator responsibilities for the ASPIRE process include:

- Attend meetings
- Participate with cohorts and facilitate discussions
- Provide prompt, relevant feedback on document drafts

ASPIRE Program Review Six-Year Process

Program Description

Describe the department: What do you do? Who do you serve?

Connection to Mission, Vision, & Values

How does your work support or align with the college's mission, vision, and values?

SWOT Analysis

Evaluate your program's internal strengths and weaknesses and consider what external threats or opportunities may impact your program concerning:

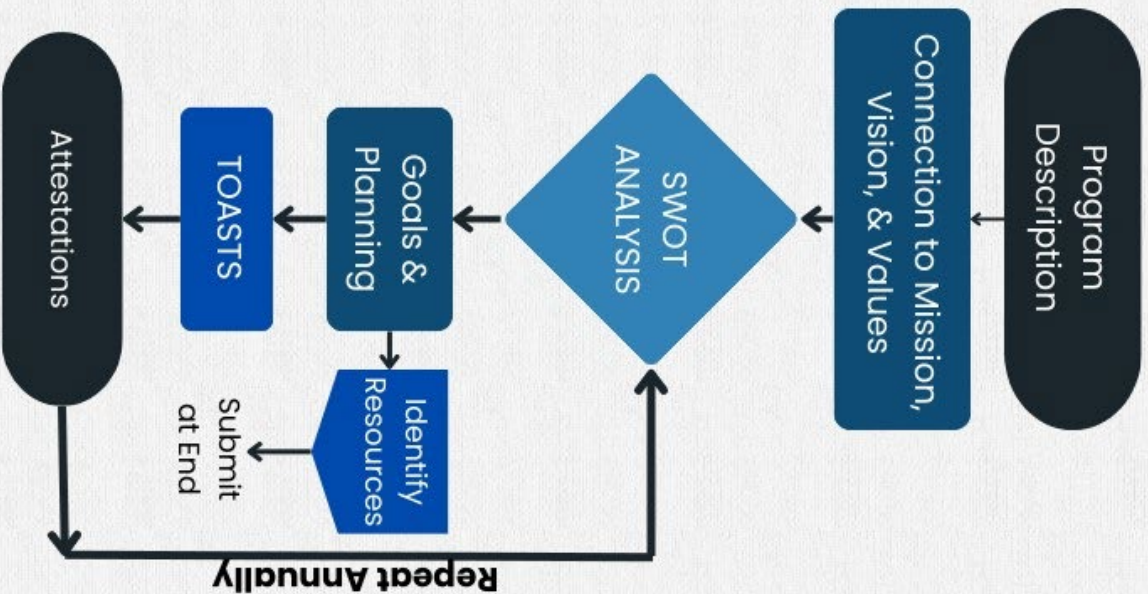
- | | | |
|----------------------|----------------------------|--------------------------------|
| SWOT | 1 Program Overview | 4 Productivity & Growth |
| Focus By Year | 2 DEIA | 5 Outcomes Assessment |
| | 3 Demand & Currency | 6 Reflection |

Goals & Planning

Based on your SWOT analysis, set or adjust your program's 5-year goals and identify action plans & resources needed

TOAST & Attestations

Share program highlights (TOASTS) from the previous year! Attest to currency of curriculum, outcomes assessment, & meeting CTE industry and quality requirements



ASPIRE Year One Overview One-Page

1. **Area Description:** Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible. *Suggested length: two or three paragraphs.*
2. **How does the department embody the Mission, Vision, and Values of the College?** Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the [Mission, Vision, and Values](#). *Suggested length one-two paragraphs.*
3. **SWOT Analysis** is an overview of where the department is now. *Suggested length 3 – 5 points per section.*
 - a. **STRENGTHS:** Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.
 - b. **WEAKNESSES:** Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.
 - c. **OPPORTUNITIES:** Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements? Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.
 - d. **THREATS:** Threats are external. What external factors are creating challenges for the department: for instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.
4. **Goals and Planning:** List the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. *Suggested length 3-5 planning goals.*
5. **TOASTS: Triumphs, Outcomes, Analysis, Spotlight, Training, Share.** Share something great about your program. It can be a success story, an innovation,

cause and effect, observation, or anything. Celebrate your program. *Suggested length 1-3 TOASTS.*

6. Attestations (as applicable)

- a. **All Programs/Areas:** Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook.
- b. **Instructional Programs:** Curriculum is current.
- c. **CTE Programs:** Continuing demand and program quality meets industry standards

Fall 2023 ASPIRE Timeline

DATE	SUPPORT	LOCATION
August 10, 2023 9:00 – 11:30 am	Opening ASPIRE Workshop	B100
August 18, 2023 9:00 – 10:30 am	Meta Training	LIB-109 Hybrid
September 15, 2023 9:00 – 10:30 am	Cohort Meeting: Mission, Vision, and Values	B100
September 29, 2023 9:00 – 10:30 am	Cohort Meeting: Data Resources/SWOT	Zoom
October 20, 2023 9:00 – 10:30 am	Cohort Meeting: Planning & Goals	B100
November 17, 2023 9:00 – 10:30 am	Cohort Meeting: Resource Requests	B100
January 10/11, 2024 Time TBA	Closing ASPIRE Workshop	B100

Drop-In Support:

- T August 22, 2023: 3:00 – 4:30 pm – Online
- Th August 31, 2023: 9:00 – 10:30 am – Online
- W September 20, 2023: 11:00 am – 12:30 pm – Online
- W October 4, 2023: 12:00 – 1:30 pm – LIB-109
- F October 13, 2023: 9:00 – 10:30 am – Online
- W October 25, 2023: 10:00 – 11:30 am – Online
- M November 27, 2023: 10:00 am – 1:30 pm – Online
- T November 28, 2023: 9:00 – 10:30 am – LIB-109
- W December 6, 2023: 9:00 – 1:00 pm – Online
- Th December 7, 2023: 12:00 – 1:30 pm – LIB-109

2023-24 ASPIRE Themes

A primary goal in the reimagining of the campus Program Efficacy process is to identify themes that will inform campus planning and resources. Themes can be integrated into SBVC's Educational Master Plan.

One goal of the implementation of cross-campus cohorts is the ability to recognize patterns occurring in multiple spaces or levels throughout the institution that speak to collective goals or challenges. Cohorts engage in robust discussions throughout the ASPIRE process, with the final workshop during Spring In-Service including an exercise to gather themes that emerged among cohorts. Additionally, ASPIRE submissions were read, considered, and discussed by the Committee to clarify and further identify themes that emerged across multiple areas on campus.

The following themes were identified through this process that speak to more collective experiences and needs on campus.

- **Support for Online Students:** Need for additional support for online students in practical management of taking online courses
- **AI Policy and Support:** Need for address concerns regarding AI use among students and provide faculty support
- **DEIA Implementation:**
 - Need for support in DEIA implementation, particularly in CTE courses
 - Questions regarding how to appropriately implement DEIA practices while maintaining academic rigor
- **Community:** How to develop “community” for students not in special programs?
- **Requestion Resource:** Questions surrounding what goes to Program Review for funding consideration and where requests go if deemed not appropriate for Program Review

Additionally, the following themes emerged from consideration of the SWOT analysis and Goals and Planning components of the ASPIRE process.

Strengths

- **Highly Skilled and Dedicated Staff**
 - Many programs highlighted that their faculty or classified professionals were highly skilled and well-educated, with qualifications ranging from Ph.D. holders to industry professionals.
 - Related to this among CTE programs was the emphasis on being able to offer certifications in highly specialized fields that are in demand within our local area (EMP 7.2).
- **Student-Centered Approach and Personalized Support**
 - Many programs emphasized one-on-one interactions, personalized instruction, and mentorship as strengths of their program (EMP 3).
 - Support services that were highlighted included tutoring, counseling, and early

- alert systems to foster student success (EMP 3).
- This related to high return rates and long-term engagement with students.
- **Strong Community and Industry Partnerships**
 - Programs highlighted partnerships with local businesses, industries, and community organizations to provide practical training, internships, and job placement opportunities (EMP 7.1 & 7.2).
 - Engagement with feeder high schools and adult education programs were identified for building pathways for students (EMP 1.1, 2.2).
- **Innovative Student Engagement and Learning Opportunities**
 - Several programs highlighted the use of active learning methods, project-based learning, and real-life applications as strengths (EMP 2).
 - Programs discussed opportunities for students to engage in extracurricular activities, competitions, and professional events (EMP 2).
 - Programs felt their support for student research, creative projects, and participation in conferences and fellowships was an additional strength (EMP 2).
- **Additional strengths that were noted included:**
 - Curriculum and Program Innovation (EMP 2)
 - Accreditation and High Certification Pass Rates
 - Focus on Equity, Inclusion, and Accessibility (EMP 6)

Weaknesses

- **Funding and Resource Limitations**
 - A commonly reported weakness reported by programs was inconsistent or insufficient funding, affecting their ability to hire staff, update equipment, and expand resources (EMP 8.1, 8.2, 8.3).
 - Budget constraints were noted as limiting investments in new technologies, physical space, and faculty development (EMP 8.1 & 8.3).
 - It was noted by several programs that reliance on grants or temporary funding sources creates instability.
- **Staffing Challenges**
 - Many programs noted that lack of full-time faculty and reliance on adjunct faculty hinder program growth and continuity (EMP 8.2).
 - Similarly, insufficient support professionals, including lab technicians and administrative personnel, is noted as affecting program operations (EMP 8.2).
 - High student-to-faculty ratios were also noted as limiting personalized attention and support for students (EMP 8.2).
- **Infrastructure and Space Constraints**
 - Programs mentioned that inadequate physical space to support program growth, house equipment, and conduct classes is a weakness (EMP 8.3).
 - Additionally, temporary relocations due to construction projects were identified as disrupting program activities and student engagement.
- **Enrollment and Retention Issues**
 - Some programs noted declining or insufficient enrollment numbers, particularly within specific programs or demographics (EMP 1.2).

- Some programs noted low course fill rates and student success rates.
- Programs emphasized the difficulty in retaining students due to various factors such as scheduling conflicts, external commitments, and pandemic-related challenges.
- **Limitations in Student Support Services**
 - Programs noted insufficient formal training and ongoing professional development for staff members in student services.
 - Limited counseling and tutoring services, especially during evenings and weekends, was noted (EMP 2.3).
 - The need for better communication and coordination of support services was expressed (EMP 3.2).
- **Additional weaknesses that were noted included:**
 - Technology and Equipment Gaps, notably lack of adequate computer labs and equipment
 - Program Visibility and Marketing
 - Equity and Diversity Related Issues

Opportunities

- **Partnerships and Collaborations**
 - Opportunities were identified through expanding partnerships with local businesses, community organizations, high schools, and universities to enhance student opportunities and program visibility (EMP 1, 3, & 7).
 - Additional opportunities can be found in collaboration with industry leaders for internships, guest lectures, and hands-on projects to align education with industry needs (EMP 7).
- **Grant Funding and Financial Opportunities**
 - Programs noted seeking and securing grants to support program development, equipment upgrades, and faculty training.
 - Opportunities were noted through utilizing state and federal funding initiatives to enhance program offerings and support services (EMP 3).
 - Programs suggest leveraging new funding sources like Proposition 28 to create sustainable employment opportunities in fields like music and dance.
- **Technological Advancements and Integration**
 - There is opportunity in incorporating emerging technologies into the curriculum to keep programs current and relevant (EMP 7.2).
 - Expanding online education platforms and leveraging digital tools for broader student reach and engagement offers additional opportunities.
 - Updating and acquiring advanced equipment to provide students with state-of-the-art learning experiences is recommended.
- **Program Expansion and Curriculum Development**
 - Programs noted the opportunity for developing new courses, certificates, and degree programs to meet evolving industry demands and student interests (EMP 7.2).
 - There is an opportunity to revise and enhance existing curricula to include

- interdisciplinary elements and align with current educational trends (EMP 2 & 7.2).
- Introducing short-term and non-credit courses to cater to diverse learning needs and increase enrollment are also opportunities to pursue (EMP 2).
- **Additional opportunities that were noted included:**
 - Student Support and Engagement Opportunities
 - Employment and Career Opportunities
 - Infrastructure and Facility Improvements (EMP 8)
 - Creation of Marketing Tool for Sharing Programs (EMP 1.2 & 3.2)
 - Creation of Space(s) Where Students Feel Connected

Threats

- **Funding and Financial Instability**
 - Programs are threatened by potential cuts in state or institutional funding, which can limit resources and affect program sustainability (EMP 8).
 - Many programs face funding threats due to fluctuating enrollment and student usage. Decreased usage can lead to reduced funding, creating a cycle of instability (EMP 8).
 - Rising costs of materials and equipment strain budgets, limiting the ability to invest in essential resources (EMP 8).
- **Enrollment and Student Retention**
 - A significant threat is the decline in student enrollment noted in some areas, which may be related to competition from other institutions and shifts in student preferences (EMP 1).
 - Programs struggle with retaining students who face personal responsibilities, financial difficulties, or competing job opportunities that may lead them to drop out before completing their degrees or certificates.
- **Technological and Industry Changes**
 - The fast pace of technological change can outpace curriculum updates, resulting in misalignment between what is taught and industry needs. Keeping the curriculum current with industry standards is a constant challenge for some programs.
 - For-profit institutions with aggressive marketing and online presence pose a threat by attracting potential students away from community college programs.
- **Faculty and Staffing Issues**
 - Many programs face a shortage of full-time and adjunct faculty, which affects program development, support, and growth. Competitive faculty compensation is also a concern, impacting the ability to attract and retain qualified instructors (EMP 8.2).
 - Increased workloads, lack of breaks, and high demands without additional resources lead to staff burnout and low morale, threatening program effectiveness and continuity.
- **Additional opportunities that were noted included:**
 - Infrastructure and Space Constraints
 - Legislative and Policy Changes
 - Competition and Market Dynamics

Goals and Plans

- **Increase Enrollment and Access (EMP 1)**
 - Outreach and Recruitment
 - Dual Enrollment and Partnerships
- **Curriculum Development and Enhancement (EMP 2)**
 - Updating Curriculum
 - Interdisciplinary and Inclusive Curriculum
 - Curriculum Standardization and DEIA Integration
- **Enhance Student Support and Success (EMP 3)**
 - Improving Student Success Rates
 - Increasing Student Engagement
 - Enhancing Student Support Services
 - Professional Development for Faculty
- **Facilities and Equipment Upgrades (EMP 8)**
 - Modernizing Facilities
 - Securing Funding for Facilities
- **Hiring and Training of Employees**
 - Hiring Full-Time Faculty
 - Staff Training and Cross-Training
- **Community and Industry Engagement (EMP 7)**
 - Building Industry Partnerships
 - Community Outreach and Recruitment
- **Technology Integration**
 - Adopting New Technologies
 - Addressing Technological Needs
 - Digital Literacy and Sustainability
- **Administrative Improvements**
 - Streamlining Processes
 - Cross-Training Staff

2023-24 ASPIRE Process Feedback & Questions

Feedback was also solicited from participants regarding their experience of the revised program review process, ASPIRE. The following comments and questions were made regarding the process revision.

- Trouble accessing data and desire for previously provided EMP data analyses
- Suggestion that submission deadline in January competes with new semester demands
- Questions regarding assessing program viability using new process
- Process was a big improvement
- Suggestion to continue offering workshops for support
- Positive feedback regarding breaking the process into steps
- Process was more accessible
- Process was not as difficult or complex as initially perceived
- Questions regarding where/how to request resources outside of Program Review

2023-2024 Resource Requests

The Program Review Committee conducts an annual campus-wide Resource Request process that focuses on growth items in the areas of budget, equipment, facilities, technology, classified professionals, and faculty. To streamline processes, campus-wide Resource Requests are now gathered through the new ASPIRE process and an established rubric and listening session process is applied to scores and prioritize requests.

All Resource Requests are scored and prioritized using a revised points-based rubric that results in a percentage. Requests with higher percentages are prioritized to established prioritized lists of requests for budget, equipment, classified professionals, and faculty. Requests for facilities and technology are submitted to those respective committees for prioritization through their informed processes.

Changes to Roll-Over Requests for 2023-2024 Resource Requests

While in the past, Resource Requests (formerly called Needs Assessment) were able to be carried over for up to 3 years. Due to changes in Committee leadership combined with the new process for both Program Review and Resource Requests, requests from previous years were not rolled-over this year. All ASPIRE participants will have the option moving forward to elect to carry over a score from one year to the next for up to 3 cycles now the new process has been established.

As in previous years, requests that are carried over will be prioritized by their most recent score and will not be rescored during the 3-cycle period. For example, if a request scored 83% in 2023-24, this same score can be applied without resubmission of a new request for 2024-25 and 2025-26 years. This request would be reprioritized using the same 83% score.

Resource Request Process

Process: The Resource Request process was conducted as part of the new ASPIRE process through the Fall semester, with submissions due in January. The Resource Request form was made available online through the new CurriQunet META Program Review portal and the associated rubric and process were shared during a workshop that took place on November 17. Additional support hours were available through the end of the Fall semester with final support provided at the closing workshop on January 10. The deadline was extended at the request of many participants due to working in the new system, with final requests due to the Program Review Committee no later than January 26.

Resource Request prioritization took place during the Spring semester, with an opportunity for submitters to speak with committee raters during optional listening sessions on March 1. Requesters were invited to meet with committee members to discuss their request for 5 minutes, provide additional relevant information regarding the request, and answer questions. Committee members were also able to follow-up with submitters by email to solicit additional clarifying information.

Due to complications with the new online META system and delays in communication related to mis-mappings of programs to managers in the system, the process took longer than anticipated. While our original goal was to complete the process in March for sharing of prioritized results with the Academic Senate, Department Chairs, President's Cabinet, and College Council by early April, delays resulted in lists being finalized and shared in May. As this timeline has been pushed back from previous years and hinders the ability to spend current year funds, recommendations are made for a shift in process timelines for 2024-25 and beyond that should help ameliorate this situation.

Submission Form: The Resource Request submissions form was included as the last step of the ASPIRE report form in META. While the new online form shows great potential for future years, there were some unexpected limitations during this initial implementation of the new system. These shortcomings with the existing version of the form made submitting specific details for separate requests and reviewing those requests more complicated and confusing than originally envisioned.

More specifically, the current version of the form was unable to capture specific information regarding personnel requests or multiple equipment requests. Additionally, Committee members were unable to view resource requests using the Full Report option as originally intended to be able to complete reviews within the META system. Committee Co-Chairs were also unable to access all data in a spreadsheet format that would allow for easier analysis by section, rather than by program. The Committee is in communication with CurriQunet META representatives to revise this form to better support submitters and request readers.

The following recommendations should help to address these noted issues.

- Under equipment request, ask how many equipment requests they are submitting, then open up the corresponding number of following fields:
 - Amount requested
 - Requested equipment
 - Explanation of need
- For Faculty and Classified requests, ask how many positions they are requesting, then open the corresponding number of following fields:
 - Position Requested
 - Estimated annual cost
 - Explanation of need
- Present all Resource Request fields in the "All Fields" report

Prioritization: The Program Review Committee uses a points-based rubric to score Resource Requests. Requests are prioritized based on the percentage of points earned. Items prioritized will remain on the Resource Request list for 3-Years. Requests do not need to be resubmitted unless there is additional information or data for the committee to consider.

It should, however, be noted that there has been some discussion amongst the committee for the potential need to update the rubric now there has been additional experience in applying it. This is particularly with regards to Q4 for Classified Professionals, which attempts to measure need. It is suggested that Programs either research and supply the metrics necessary for calculating this item of the rubric or the Committee reconsider its application amongst Classified Professionals. No revisions were made to the rubric this year, but should additional revisions be made in the coming year, considerations will need to be made for those programs choosing to roll-over resource requests.

Funding: One-time funding is used to purchase equipment and one-time budget enhancements. Upon receipt of the Prioritization List, President's Cabinet and College Council determine which items are funded using one-time funding and identify items that can be funded using categorical funds. In as much as possible, College Council honors the rankings established by the Program Review Committee. Funding results are shared with the Academic Senate, Department Chairs, President's Cabinet, and College Council.

Eligible Items: The Resource Request process is used to secure additional funding for growth. This form, which is the final, optional step of the ASPIRE process, should be used to request new faculty, classified professionals, equipment, budget augmentation, technology, and facilities improvements.

The following items are not eligible through the Resource Request process:

- Faculty vacancies due to resignation or retirement are filled based on the Faculty Replacement Rubric.
- Classified or faculty resignations or retirements that are unfilled due to hiring delays, being 'on hold' or hiring freezes, but still have a 'placeholder' for the position are not Resource Request items.
- Resignations or retirements positions that are eliminated may come through Resource Requests as a growth position.
- Replacement or repair of existing equipment due to normal use and life of the equipment should follow the Equipment Replacement Process.
- Budget increases to cover inflation or salary increases should be part of the annual Budget process.
- Critical needs that must be addressed before the next Resource Request Process may submit an Urgent or Emerging Needs request through College Council.

There were many questions and discussions this year regarding which requests should come to the Program Review Committee for prioritization through the ASPIRE process. While clarification was made to programs that Program Review funding is limited in scope, there are other campus processes for requesting resources that fall outside of the Committee's purview. It is clear from these discussions that there is a need for an Institutional Resource Request Process and documentation that is shared campus-wide. The Program Review Resource Request process would be one of several means of requesting resources outlined within this document, though it is beyond the scope of this

committee alone. It is strongly recommended that College Council and other governing bodies engage in discussion surrounding the creation, documentation, and implementation of such a process to clarify for the campus the appropriate steps when a resource need has been identified.

There were additional questions and concerns among the committee with regards to the following employment-related requests coming to Program Review Committee for prioritization:

- Grant-funded positions
- Professional expert positions
- Reclassification of existing positions
- Management positions

Challenges and Need to Reconsider Resource Request Process

The Committee expressed feeling that the Resource Request process has become overly burdensome on committee members and takes such a significant portion of time that less attention is able to be paid to evaluating program efficacy and identifying improvements of the ASPIRE process. It appears the need to expand or revise the structure of the Resource Requests process to empower better informed decisions regarding prioritization for funding. Feedback to and from the committee has highlighted the perspective that Program Review is a hoop for programs to “jump through” prior to having their needs considered by leadership of the District.

It has been suggested that perhaps the ASPIRE process is used to collect Resource Requests, which then move to some separate body, including representatives from Program Review, to review and determine appropriate next steps for consideration. This remains an option the committee is likely to continue discussing as resource requests expand. There has also been noted the need for additional support from Administrative Services to create a more effective process for the campus community.

The Committee feels these challenges regarding the process for addressing resource requests on our campus are vital to address, as there are ongoing issues associated with not addressing long-term understaffing of areas across campus. The perception of the effectiveness of the Program Review Committee is tied to feelings that requests are repeatedly recognized as a need but are never addressed due to ongoing claims of budgetary restraints. This adds to a sense of hopelessness or pointlessness among programs surrounding submitting resource requests.

Recommended Revised Timeline Commencing 2024-25

As the delayed timeline for receiving and prioritizing Resource Requests makes it difficult to complete funding during the same academic year, resulting in delays in purchasing and missed opportunities to have requests filled. To address this challenge, the Committee recommends shifting the ASPIRE and Resource Request timeline during the 2024-25 academic year.

The Committee recommends and plans to implement a second round of Cycle 1 ASPIRE for programs and areas that were unable to participate in 2023-24 for various reasons. Running a condensed version of Cycle 1 ASPIRE (Program Overview) during Fall 2024 would allow for the identification of areas that still need to complete Cycle 1 prior to engaging in Cycle 2 (DEIA). The recommended revised timeline and plan for 2024-25 and forward is as follows.

- **Summer 2024:** Program Committee Chairs work with Administration and Managers to establish a list of areas by Division/Manager that are expected to engage in the ASPIRE process
 - Identify primary contact with contact information for all areas to participate
 - Identify which areas did not complete Cycle 1 and engage for repeat Cycle 1 during Fall 2024
- **Fall 2024:** Programs identified as incomplete during Cycle 1 or Pilot will be requested to complete **(Aug. – Nov.)**
- Resource Requests collected through ASPIRE Cycle 1 repeat for 24-25 cycle **(Nov.)**
- Programs who completed Pilot or 23-24 Cycle 1 can roll-over or resubmit resource requests for 24-25 cycle **(Nov.)**
- 24-25 Resource request prioritization occurs with Committee **(Nov. – Jan.)**
- **Spring 2025:** All programs complete Year 2 Cycle: **(Feb. – Apr.)**
 - DEIA Focus SWOT, Goals & Planning, 25-26 Resource Requests
- **Fall 2025:** 25-26 Resource Request Prioritization
- **Spring 2026:** ASPIRE Year 3 & Collect 26-27 Resource Requests
- **Fall Semesters:** Resource Request Prioritization takes place so funding can occur in Spring semester
- **Spring Semesters:** Continue with next ASPIRE cycle & Resource Request collection

2023-2024 Resource Request Timeline

- August 10, 2023, 9:00 – 11:30 AM – Revised Resource Request process shared with Managers and Department Chairs through ASPIRE Workshop and follow-up

communications

- November 17, 2023, 9:00 – 10:30 AM – Resource Request Workshop on Zoom
 - Recording posted to Canvas for those who could not attend
- January 10, 2024, 12:30 – 3:00 PM – ASPIRE Closing & Submission Workshop with additional support for Resource Requests
- January 26, 2024, 5 PM – Resource Requests due to Committee through online META form
- February – March 2024 – Committee Scoring and Division Ranking
- March 1, 2024, 9:15 – 10:45 AM – Optional Listening Sessions to share about request with Committee
- April 5 – May 3, 2024 – Completion of employment metrics for score, finalization of scores and prioritizing lists
- May 7 – 15, 2024 – Prioritization results submitted to President’s Cabinet, College Council, Academic Senate, Managers, and Department Chairs
- TBD – College Council completes funding process
- TBD – Funding results are report to Academic Senate, Managers and Department Chairs

Resource Request Instructions:

- Departments may make more than one request in each category.
- Departments should work with their manager to determine estimated cost for faculty and classified professionals.
- Include an estimated cost for equipment, facilities, and technology any long-term costs (i.e., license renewal) as applicable.
- We recommend working with the Facilities & Safety Committee for facilities requests or the Technology Committee for technology requests to determine appropriate need and estimated cost prior to submission to Program Review.

ASPIRE 2023-24 Resource Request Prioritization Rubric

Q1 Program request clearly supports SBVC’s mission, vision, and values (ASPIRE Part 2)

1	2	3	4	5	6	7	8	9	10
Request aligns minimally with some combination of SBVC’s mission, vision, and values				Request aligns with most aspects of SBVC’s mission, vision, and values			Request clearly aligns with all aspects of SBVC’s mission, vision, and values		

Q2: Program’s Request Clearly Supported by the Strengths, Weakness, Opportunities, & Threats, and is identified in Planning & Goals (ASPIRE Parts 3 & 4)

1	2	3	4	5	6	7	8	9	10
Request is minimally supported by evidence from SWOT analysis				Request is moderately supported by evidence from SWOT analysis			Request is well supported by evidence from SWOT analysis		

Q3: Provide an analysis and evaluation of the request’s impact, directly or indirectly, on student success and/or satisfaction (ASPIRE All evidence). Data points to consider might include campus climate surveys, success/retention of population served compared to general population, outcomes assessment, or student feedback.

1	2	3	4	5	6	7	8	9	10
Request is minimally supported by data and evidence				Request is moderately supported by data and evidence			Request is well supported by data and evidence		

Q4: Current Employee Levels vs. Recommended Employee Levels

If the request is not for an employee hire, skip and adjust total score by 1.25 multiplier.

Non-Instructional Areas: Minimum required/recommended staff to student ratio or other similar metric (e.g., number of recommended custodians or groundkeepers per sq. ft.) vs current ratio. Recommended sources might include [CCR Title 5, Division 6](#), external accrediting bodies, comparison with other Community Colleges, and/or other reliable authorities.

Instructional Programs: Fill Rate and Full-Time Equivalent Faculty will be provided.

Gap between current staffing level and recommended staffing metrics is:

On par	Up to 25%			Between 26% and 50%				Greater than 50%		
0	1	2	3	4	5	6	7	8	9	10

Division Rank:

If Division Rank is	1	2	3	4	5	6	7	8	9	10
The Point Value is	10	9	8	7	6	5	4	3	2	1

Weighted Total	Score	Multiplier	Total	If not hiring	Final Score
Q1		x2			
Q2		x3			
Q3		x2			
If Hiring: Q4		x2			
Division Rank					
TOTAL SCORE				x 1.25	

Resource Request Division/Area Summary

RESOURCE REQUEST DIVISION/AREA SUMMARY

ASPIRE 2023-24

Due by NOON on Wednesday February 28, 2024

As a division, please review all resource requests that were submitted and discuss to prioritize them according to your division's needs. Please check for duplicate requests and recommend requestors work to consolidate requests.

Division Name:	
Division Meeting Date:	
Number of Participants:	

Please list ranked requests in the table below in the appropriate column. Please indicate: (1) the numerical rank, (2) department(s) requesting, (3) specific requested item(s), and (4) total requested amount.

Rankings (Required)

Budget	Classified Staff	Equipment	Faculty

Provide any comments/explanations if needed:

Divisions should only submit overall Division rankings and division requests with this form. Departments must submit their own requests.

2023-2024 Program Review Resource Request Rankings

CLASSIFIED

Classified Requests

Program	Position	Rank	Score
Applied Technology	Toolroom Specialist 1	1	80.0
Applied Technology	Toolroom Specialist 2	2	79.0
Pharmacy Technology	Lab Tech	3	77.7
Student Accessibility Services (SAS)	FT Clerk	4	76.3
Hospitality & Culinary Arts	Lab Tech	5*	76.0
Psychiatric Technology	Lab Tech	5*	76.0
Applied Technology	Toolroom Specialist 3	7*	71.0
Welding Technology		7*	71.0
Valley Now!	Coordinator Full-time 2	7*	71.0
Valley Now!	Student Support Tech Full-Time 1	7*	71.0
Valley Now!	Student Support Tech Full-Time 2	7*	71.0
Applied Technology	Toolroom Specialist 4	12*	70.0
Nursing	Lab Tech	12*	70.0
Welding Technology	Lab Tech	12*	70.0
Heating, Ventilation, Air Conditioning and Refrigeration	Lab Tech	15	68.0
Aeronautics	Admin Assistant	16	66.8
Theatre Arts 1	Senior Theatre Technician – move from PT to FT	17	65.0
Admissions & Records	FT Technician	18	64.5
Admissions & Records	FT Technician 2	19	63.5
Middle College High School 1	Mentor Prof. Exp. Part-time	20	61.5
Music	Additional Music/Program Assistant/Accompanist	21	60.0
Valley Now!	Coordinator Full-time 1	22	59.3
Middle College High School 2	Mentor Prof. Exp. Part-time	23	58.0
Theatre Arts 2	Theatre/Program Assistant	24	56.3
Middle College High School 3	Mentor Prof. Exp. Part-time	25	55.5
Automotive Collision and Repair	Lab Tech	26	54.0
Student Life	Unspecified Classified Professional	27	53.8
Chemistry	PT Lab Tech	28	52.0
Office of Instruction 1	Reclassification	29	48.5
Office of Instruction 2	Reclassification	30	47.5
Office of Instruction 3	Reclassification	31	46.5
Office of Instruction 4	Reclassification	32	45.5

Electricity/Electronics	Lab Tech	33	45.3
Automotive 1	Unspecified Student Support	34	42.3
Automotive 2	Unspecified Student Support	35	41.3
Art	Gallery Attendant	36	25.5
Science Div with Admissions & Records	Evaluator	37	19.3
Science Division	Admin Assistant	38	18.3
Science Div with Admissions & Records	Program Assistant	39	18.3

*tied scores

FACULTY

Program	Rank	Score
Hospitality & Culinary Arts	1	100
Computer Information Technology 1 Med Code Billing	2	99.5
Psychiatric Technology	3*	99
Student Health Services - FT Mental Health Clinician	3*	99
Computer Information Technology 2 General	5	98.5
Student Accessibility Services (SAS)	6	98.25
Student Health Services - 70% Nurse Practitioner	7	98
Pharmacy Technology	8	97.69
Aeronautics 1	9	97.5
Aeronautics 2	10	96.5
Aeronautics 3	11	92.5
Film, Television, and Media	12	92.25
Aeronautics 4	13	91.5
Psychology 1	14	89.75
Arts & Humanities Division	15	89.65
Child Development	16	88.75
Heating, Ventilation, Air Conditioning and Refrigeration	17	88
Valley Now! 1 - Counselor FT	18	86.75
Music 1	19	85.68
Welding Technology 1	20	85
Psychology 2	21*	84
Welding Technology 2	21*	84
Music 2	23	82.68
Theatre Arts	24	81
Dance	25	78.34
English 1	26*	77.75
Valley Now! 2 - Counselor FT	26*	77.75
Office of Instruction	28	73
Heavy/Medium Duty Technology	29	69.5
Electricity/Electronics	30*	68.5
English 2	30*	68.5
Inspection Technology	32	62.99
Middle College High School 1 - Counselor FT	33	60.75
Middle College High School 2 - Counselor PT	34	57.75
Athletics Faculty 1	35	55
Communication Studies	36	54.75
Athletics Faculty 2	37	54
Athletics Faculty 3	38	53

Automotive	39	37.33
Science Div with Admissions & Records 1	40	26.31
Science Div with Admissions & Records 2	41	25.31

*tied scores

EQUIPMENT

Program	Request	Rank	Score	Division/Area
Geographic Information Systems	\$5500 multispectral drone	1	98.75	SCI
Pharmacy Technology	\$40000 Medication Dispensing System	2	97.11	SCI
Welding Technology	\$10000 tube bending software	3	96.25	TEC
Welding Technology	\$55000 equipment for increased demand	4	91.25	TEC
HVAC/R	\$25000 lab equipment	5	87.50	TEC
Art	\$1700 MK diamond tile saw	6	81.88	A&H
Art	\$3000 Replace pipes, tools, glassblowing materials	7*	80.63	A&H
Nursing	\$74138 infant simulation mannequin	7*	80.63	SCI
STEM	\$23000 MESA planetarium	9*	79.58	SCI
Geography	\$5500 multispectral drone	9*	79.38	SCI
Music	\$4800 4 Staved White Boards	11	77.09	A&H
Art	\$1650 6 Nortel Mega Minor Bench Burners	12	76.88	A&H
Music	\$80000 Instrument cabinets with installation	13	74.59	A&H
Electricity/Electronics	\$55000 relays, capacitors, transformers, electronic components, specialized cables, testing equipment	14	73.44	TEC
Art	\$2200 60 gallon Oxyfrog surge tank	15*	73.13	A&H
Theatre Arts	\$652 Costume Change Privacy Area	15*	73.13	A&H
Art	\$11700 Soldner clay mixer	17	71.88	A&H
Electricity/Electronics	\$35000 relays	18	70.94	TEC
Automotive Collision and Repair	\$50000 general budget, training modules	19	69.61	TEC
Theatre Arts	\$13856 16 Mic Pack sets	20	64.38	A&H
Athletics	\$500,000 Baseball & Soccer Field	21	58.75	SVC
Athletics	\$1,000,000 Track Field	22	57.50	SVC
Communication Studies	\$500 Lecterns	23*	56.25	A&H
Athletics	\$100,000 Scoreboard	23*	56.25	SVC

*tied scores

BUDGET

Program	Amount Requested	Request	Rank	Score	Division/ Area
HVAC/R	15000	Equipment and tools	1*	97.50	TEC
Architecture & Environmental Design	3600	Field trips	1*	97.50	SCI
Political Science	4999	Rock the Vote	4*	93.75	SOC
Welding Technology	55000	Welding supplies	4*	93.75	TEC
Geographic Information Systems	1800	Field trips	4*	93.75	SCI
Art	50000	Gallery insurance, Professional experts, Glass & ceramic materials	6	93.13	A&H
Library Technology	9850	Conference Promotion	7	90.39	ACAD
Geology	2000	Field trips	8	85.81	SCI
Academic Success Center	10000	Textbooks	9	83.36	ACAD
Theatre Arts	45000	Conferences & festivals, musicals	10	80.63	A&H
Philosophy / Religious Studies	600	Association membership dues	11	79.38	SOC
Geography	1800	Field trips	12	77.50	SCI
English	139667	Writing Center embedded tutoring	13*	73.75	A&H
Communication Studies	3000	Speech tournament costs	13*	73.75	A&H
Automotive Collision and Repair	25000	SWP Training modules	15	72.11	TEC
Student Life	100000	Program budget increase	16	68.75	SVC
Modern Languages	2000	Textbooks	17	64.38	A&H
Office of Instruction	20000	Curriculum co-chair reassigned time .58 to .67	18	60.94	VP Ofc
Heavy/Medium Duty Technology	60000	Create budget for electric vehicles+	19	59.38	TEC
Athletics	120000	Program budget increase	20	57.50	SVC
Inspection Technology	4000	Updated building codes set	21	55.86	TEC
Science Division with Admissions & Records	600000	For staffing	22	32.89	Cross-Division

*tied scores

Appendix A

Program Review ASPIRE All Services and Programs Institutional Resources & Engagement Guidelines for Year One: Program Overview

Area Description

Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students. Define your terms and use plain language where possible.

➔ Suggested length: two to three paragraphs

How does the department embody the Mission, Vision, and Values of the College?

Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the [Mission, Vision, and Values](#).

➔ Suggested length: one to two paragraphs

SWOT Analysis

A SWOT analysis is a tool for self-reflection that considers the internal strengths and weaknesses of a program or area and external opportunities and threats that may impact the work of the department. The results should guide program planning and goals, support resource requests, explore outcomes, and encourage growth and innovation. Results of each program or area's SWOT analysis will be considered for a cross-campus view of our collective strengths and opportunities for growth, while evaluating patterns that emerge that relate to college planning and resource allocation. The results of your SWOT analysis will not be rated by the Program Review Committee but should be in alignment with the resources that are subsequently requested to support planning goals. You are encouraged to share drafts of your analysis with your cohort colleagues to gain cross-campus perspective and find opportunities for programs supporting and learning from each other. For additional assistance visit the [ASPIRE 2023-24 Canvas](#) or ask your cohort facilitator or committee chairs.

2023-2024 SWOT Analysis Focus is on Program Overview

The SWOT analysis for year one should establish an overview of how the department is currently serving our college community. Think broadly about how DIEA/Access, Program Demand & Currency, Productivity & Growth, and Outcomes apply to your program or service area, as we will dive into each of these aspects more deeply in coming years during this ASPIRE cycle.

During this initial review, you may wish to consider some of the following:

DEIA/Access

- Climate & Communication
- Service Patterns
- Outreach
- Mission, Vision, & Values

Productivity & Growth

- Student Success Data
- Professional Growth
- Program Growth
- Internal/External Partnerships
- Advisory Committees
- Strategic Planning

Program Demand & Currency

- Services
- Curriculum
- Accuracy of Information
- Job Market/Job Outs
- Awards/Transfer Need
- Service Population
- Gaps

Outcomes Assessment Analysis

- Improvements resulting from analysis of program outcomes (SLOs/PLOs, or SAOs as appropriate)
- ILOs

Please note this list is provided for guidance. Each program at SBVC has unique qualities and concerns. The SWOT analysis is not expected to address every bullet point, nor are departments limited to these bullet points. Please evaluate your department in a way that makes sense internally.

➔ Suggested length: three to five per section

<p>Suggested Resources</p> <ul style="list-style-type: none"> • SBVC Data Dashboards • Campus Climate Surveys • EDD Labor Market San Bernardino County 	<ul style="list-style-type: none"> • College Planning Documents • CCCCO Datamart • Occupational Outlook Handbook
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STRENGTHS

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

WEAKNESSES

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

OPPORTUNITIES

Opportunities are external. What external factors are creating opportunities for the department: for instance, State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

THREATS

Threats are external. What external factors are creating challenges for the department? For instance, State or Federal Initiatives, Legal Requirements, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate threats unique to the department.

Goals and Planning

List below the department's 5-year goals and the action steps the department will take to achieve those goals. How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually.

- ➔ Suggested length: 3 – 5 planning goals targeting most impactful areas
- ➔ Identify resources necessary to accomplish goals and submit requests as necessary after Attestations

TOASTS: Triumphs, Outcomes, Analysis, Spotlight, Training, Share

Share something great about your program! It can be a success story, an innovation, cause and effect, observation, or anything. Celebrate your program!

- ➔ Suggested length: 1 – 3 TOASTS from the past academic year

Attestations

- a. All Programs/Areas: Outcomes (SLOs, PLOs, or SAOs) are regularly assessed as per the SBVC Outcomes Handbook
 - b. Instructional Programs: Curriculum is current
 - c. CTE Programs: Continuing demand and program quality meets industry standards
- ➔ Check boxes and provide explanation as necessary

Appendix B

ASPIRE 2023-24 Submitted Reports

The following pages contain the reports submitted by individual programs who participated in this year's ASPIRE process.

Program Review - Year 1: Academic Success Center (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Quach, Patricia

Cover

Program Review Title Academic Success Center (2023/2024)

Division Campus Service Areas

Department Instruction

Area Tutoring Center

Semester Assessed Spring 2024

Area Description

The Academic Success Center (ASC) is a tutoring center at San Bernardino Valley College that provides skilled general tutoring across the curriculum. Tutors are trained regularly to provide specific guidance to students who require additional instruction inside and outside the classroom. The ASC is unique because it has a direct impact on student education, employing study skills and the Socratic method, the method of teaching that encourages students to explore their thoughts and beliefs, also considering how these thoughts and beliefs may contribute to their assumptions about the topic at hand. These teaching strategies help students become independent learners who thereby become much stronger, active participants in their educational pursuits.

The ASC also provides Supplemental Instruction (SI). SI provides academic support to students enrolled in courses that are historically challenging. This program utilizes SI Leaders (students who have successfully completed the course) to facilitate active group learning sessions focused on demanding content. Students who attend SI sessions have a better understanding of the challenging material.

The point of tutoring is to serve college students by assisting with academic success strategies. The primary responsibility of a tutor is to support students (tutees) to become more self-directed learners, persist in college, and reach their academic goals. Furthermore, the ASC is designed to meet the diverse needs of students served by the community college. Many of our tutors are, or once were, SBVC students, and therefore are as diverse as the campus itself. Many of the disciplines the ASC serves include, but are not limited to the following: Accounting, CIT, Economics, Math, Psychology, Reading and Study Skills, Sociology, and Spanish.

Mission, Vision, and Values

The ASC embodies the mission, vision, and values of the college in many ways. It aligns with the mission by providing educational support for a diverse group of learners with different backgrounds, ability levels, and needs. Because the ASC serves all students and is made up of many current and former students, it is the perfect space for students to find a warm, welcoming space where they feel safe, valued, and respected. In addition, the ASC aligns with the vision of the college by providing outreach and workshops to students on campus. Many of these workshops include test-taking skills, midterm and final exam prep, study skills, and time management. These workshops enhance the students' college experience by preparing them for the rigors of course studies and preparing them for life after college. Many of the skills students learn from the ASC translate to career readiness. Finally, the ASC aligns with the values of the college through its dedication to diversity, equity, inclusion, and by incorporating DEIA into tutor training, learning to identify bias (selective and unconscious), privilege, and educational barriers. To further this point, the ASC works closely with the Student Accessibility Services department to provide specialized tutoring, study rooms, and private testing rooms to help with testing accommodations for our disabled community. In the end, we provide a student survey each semester to gauge student needs, the educational climate, as well as program effectiveness. It is important to the ASC to engage students on multiple levels to help students feel part of the academic process.

Program/Area Overview - Year 1

Positive Negative

Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

The strength of the ASC truly comes from our tutoring staff, full-time classified staff, and supportive Dean. Many of our tutors are highly educated, from UC Berkeley graduates in economics to PH.D’s in mathematics. Our classified staff member has over 23 years of experience at the community college level running support labs and tutoring centers, and our Dean has experience managing tutoring centers. It is a very well-trained and educated staff that has a passion for education and helping students feel a part of academia. Furthermore, the staff works on an extremely intimate (one-on-one) basis with students, and since students are at the heart of what we do, tutors get to know these students personally, which is why the ASC has a high rate of returning students. In fact, many students come regularly to the ASC as a second home, spending hundreds of hours with us during a semester. Finally, our strength is solidified by our commitment to other programs on campus. We provide workshops to the Valley-Bound Commitment and Guardian Scholars programs and have also hired a Tumaini tutor for math to support our African American community.

Weaknesses

Consistent funding is probably the greatest weakness the ASC experiences from one year to the next. Some years are higher than others. At this particular point, we need to manage our books so that we do not run out of money before Summer 2024. Regular budget projections are done to make sure we don’t overspend on tutor pay. This has a profound effect on how many tutors we can hire, how many different disciplines we can cover, and how many resources we can provide students with during their visits to the ASC (pens, pencils, calculators, note cards, line and graphing paper, etc.). As a result, it is difficult to plan for tutor hours or increase offerings when there is a fixed amount of money, which could be lower the next fiscal year. This is particularly hard on our Supplemental Instruction (SI), because that part of our program is entirely funded by the Basic Skills committee. If the committee does not fund it, we cannot offer SI.

Moreover, at the end of the spring semester, the ASC will be temporarily moving to a room in the library, a space that is one tenth the size of the current center. This is the result of the Liberal Arts building being demolished and replaced with the new Student Services building. This temporary move is expected to last 3-4 years. As a result, we are in a state of nomadic dissonance, unsure of how to plan or what to plan for. Will we lose students? Do we need to reduce our tutoring staff? If

the space is too small, will students stop coming to tutoring? Lastly, if student visits are reduced, will that cause reduced funding? The answers to all of these questions are essential to DEIA's success or lack thereof. We will be losing our private study/test-taking rooms. We will be losing workshop space. We will be losing our computers that students rely on to pass online courses or submit assignment through CANVAS. Even more, we will be losing many of the intimate spaces that allow tutors to break away from the general room to help more introverted students. Although this will be temporary, it is never-the-less a very real, and very worrisome moment for the ASC and its staff. Having said that, it is also a temporary (3-4 years) weakness.

Opportunities

One of the biggest opportunities we have is the ability to continue to grow partnerships on campus and in the community. Although outreach is something usually relegated to our Outreach Coordinators, it is an area we hope to partner with to see how we can attract more students to the ASC. These partnerships will provide access to students who may otherwise not know of the services we provide. Another partnership we hope to grow is with Tumaini. It is crucial that we support our African American students whose demographics continue decline each year. Currently, our student body is made up of 9.9% Black/African Americans. down almost two points from 3 years ago. Contrast this with the demographics of the city of San Bernardino, where African Americans make up 12.3% of the population. We must show our community that we are committed to the success of our African American students by providing support services.

Another opportunity is the creation of the new Student Services building. The opportunity is a new, state-of-the-art Academic Success Center complete with several new workshop rooms (currently we only have one), study rooms, computer lab, student printer station, electrical outlets on floor at every table to accommodate the increase in laptop use. The new center will be a place of pride and accomplishment for the staff and a welcoming environment for the students. The ASC will be able to expand workshop offerings, and the increased square footage will be able to host more students and events, both academic and cultural. We hope with the success of the new space, our funding issues can be addressed as well. Increased usage directly correlates to increased funding. All of this will allow the ASC to continue to facilitate DEIA, bringing education to more students and access to more students.

However, aside from this new space, we are currently marketing more than we have in the past. We are tabling on campus twice a week to steer students to the ASC, and educating students on the wonderful resources the campus offers. At these tabling events, we hand out flyers and small marketing items, pens, sunglasses, stress balls, and Valley Ball Chapsticks with the ASC name and Valley logo on them. This creates the opportunity for more student usage, which again, leads to increased funding. It also directly makes contact with our diverse campus and encourages this diverse student body to seek out resources it once may not have. Creating the access and educating our students is exactly what the ASC aspires to do.

Threats

There are two threats that we identify. The first threat is student usage based on the fluctuations in FTES. There is no doubt that student usage has been down since we have returned from COVID. It has been a painful process trying to attract students back to tutoring. This leads to the second threat,

usage linked to funding. This is perhaps the greatest threat to our program, decreased funding through lack of use. Tutoring is the foremost student support services program on campus that directly correlates to student success, because it is absolutely linked to the classroom. In essence, it is an extension of the classroom. We know that students who regularly attend tutoring have higher success rates than students who do not. However, tutoring only exists because of funding, and funding only exists because of usage. Having said that, because we will be downsizing during the construction of the new Student Services building, we have no way to predict how we will be funded.

Goals

Our goals are very specific. One, we want to develop and grow more relationships on campus with other programs. This will ensure the success of our students in those programs. Second, we want to develop Directed Learning Activities (DLA's) with different departments to foster more student participation in the tutoring center and to help students learn how to use the wonderful resources on campus. DLA's are instructor-designed activities independently completed by the student (30-45 minutes) and require synchronous tutor feedback for verification and proof of completion (15-30 minutes). This is a way to incentivize tutoring for students and gently guide them to a service that helps them the most.

Planning

Again, tutoring is perhaps the single most student service that directly impacts student success, because it is an extension of the classroom, and the service is provided by content experts. Having said that, we are currently piloting an embedded tutor with David Marten's math 102 class. If the pilot is successful, we can begin to look at funding sources to provide another service in addition to the SI program.

Another goal we look to complete is the hiring of a new Faculty Tutoring Coordinator. Currently the position is not filled, but we are hoping to do so within the next year. This will help with the vision and planning of our tutoring center, and provide enhanced tutor training.

Another goal we would like to achieve within the next 5 years is a partnership with the San Bernardino K-12 system, to provide tutoring services to high school seniors, a way to attract more students to Valley College and increase FTES for the campus. Currently the college is providing counseling through the Adult Education/ESL program. This is an area we can possibly partner with to reach this goal. Years ago, Valley partnered with the San Bernardino Adult school's "Transitions for Success" program which helped students transition smoothly from the Adult school to Valley college. We are absolutely sure tutoring can be a part of such a wonderful program.

And finally, within five years, we would like to fully implement Directed Learning Activities (DLA's) into our tutoring center. This will guarantee a steady flow of students in the tutoring center and prove we are committed to student success.

TOASTS

As stated before, tutoring has a direct impact on student success. As a result, we are constantly looking at ways to improve our program and inspire students to continue to make use of our services. One of the best things about our center is that it is a warm and welcoming place to visit. Twice a semester, we host an event called Study Jam and provide students with food, drinks, scantrons, green books, pens, pencils, etc. This event inspires students to use the facility, seek tutoring, and study for their midterm or final exams. In addition, every Wednesday afternoon, we provide fresh popcorn from our popcorn machine. Again, our goal is to attract students to the center, and once they are here, convince them that this is a service that will benefit them.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The ASC provides textbook checkout both for tutor reference and student use. This absolutely aligns with student equity in that it allows all students to access materials without hindering their ability to successfully complete a course. This resource is open to all students and supports a diverse group of learners with different backgrounds, ability levels, and needs. Access to materials also directly impacts FTES. If students feel like the institution cares about them and has what they need, they are more likely to persist, succeed, and share with others the wonderful services provided at SBVC.

Requests

- Equipment

Amount Requested 10000.000

Referencing the department's data and planning documents provide a rationale each item requested.

The ASC currently has an outdated set of textbooks, pre-Covid. As a result, it is difficult for tutors to reference the most up-to-date information, or keep track with students' syllabi. A new set of current textbooks will help tutors and students in their tutoring sessions. We need math 102, 108, 115, and 141, Spanish, Sociology, Psych Stats, CIT, Economics, and Accounting textbooks.

- Faculty

Total Number of Positions

Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Losee, Caleab

Program Review - Year 1: Admissions and Records (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Admissions and Records (2023/2024)

Division Campus Service Areas

Department Student Services

Area Admissions & Records

Semester Assessed Fall 2023

Area Description

The Admissions and Records office is dedicated to student access and success by providing accurate and timely services and information regarding application, registration and academic (college) policies in a responsive and respectful manner to students, faculty, staff, and the community. The department maintains and updates student records, including grades and personal information. We handle applications, transcripts, course registration, evaluations, and academic records to ensure compliance with policies.

Mission, Vision, and Values

The San Bernardino Valley College (SBVC) Admissions and Records office is dedicated to providing an accurate and complete records collection and management services for our customers. To collaboratively educate students in the timely use of processes related to admissions, registration, program completion, and access to academic records. To serve our customers in a professional, courteous, and timely fashion

enabling them to meet their goals while upholding college policies.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?
External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

Our biggest strength is support the College, its students, faculty, and staff employees providing services that leads to certificates and degrees; serves as the basis for the first two years of a transfer degree at a four-year institution; assists with meeting students' otherwise stated goals.

The impact of Admissions and Records services is to promote and provide the broadest access to higher education to all who are seeking educational opportunities and to deliver support services to students and the college community that ensure the ultimate success.

We provides direct, timely and informative services to prospective, current and former students, teaching faculty, the Community, the citizens of the greater district community at large. Our departmental programming is designed to support the teaching and learning environment that results in optimum student success and goal achievement. We create and deliver innovative and responsive admissions, registration, recordkeeping, compliance, and graduation services that provide students, staff, and faculty with efficient, accurate and timely services.

Our staff is responsible for this, which is the greatest strength of all!

Weaknesses

Need formal training for new staff and ongoing, frequently occurring training and retraining for current staff, to increase consistency with all processes. Too much information to know and too many various processes and procedures to remember since the pandemic.

Our phone system does not support our department's needs. More internal and external communication, interdepartmental, with students, and between the college and the departments.

Not enough staff and resources to meet college demand for new programming and additional workload due to increases in enrollment, application process, fraud, dual enrollment and functions being required.

Many steps and tasks students need to complete in order to be cleared to register and need a better information on web.

Opportunities

Use of more and better technology to reduce workload and data errors.

More organized information on the web pages to provide information to students.

More staff, licenses for Perception and larger space in our office for the growth of our college due to Dual Enrollment and the new enthusiasm of our prospective students.

Cross-training to better understand the scope of services at all levels. Cross-training between A&R and other departments to increase understanding and reduce boundaries between areas. Better utilization of staff to produce more timely entries and availability of records to other campus departments.

Quality survey to process reviews to find efficiencies, streamline operations and increase understanding. More and enforced deadlines to have students prepared earlier and be more successful.

Create A&R communication and information sessions for new and current students. Better and more use of web-based communication tools for procedures and changes

Threats

Ongoing, short-notice major changes to institutional policies, requiring staff time and resources being taken away from core functions.

Executive team decisions are made without regard to impact on college resources or staffing and less thoughtful ideas directed without input from stakeholders.

Continuing significant increases in enrollment combined with little or no additional resources, resulting in long hours with no breaks, staff burnout.

No time provided for training (always in high volume of activity/no downtime). Reduction of enrollment.

Declining enrollment and Late Adds submitted beyond deadlines leading to reduced appropriations, possibly leading to reduction in staff. There is not enough space in our office for the projected growth to the institution.

Staff and faculty across the college frequently do not understand the basic operations of the A&R department, resulting in inaccurate information being given to students and unnecessarily time-wasting “running-around” that students go through.

Anxiety about additional use of technology due to changes with little or no proper training. Low moral and losing good faculty and staff with the growth of responsibilities, not getting paid equally to surrounding districts

Goals

Develop intensified staff training segments; Students, community, faculty, and staff depend on the accuracy and completeness of the direct and supportive services provided by all A&R staff. To maintain the integrity and usefulness of the information and services we provide, all staff must be trained in a complex and voluminous number of policies, processes, and procedures. The training, ongoing training and manual will provide consistency. The diverse workshops and training will enable the ultimate customer service and ensure alignment with the mission statement.

Admissions and Records process review and created updated office manual; Staff will meet weekly and not only identify their duties and implementation but also identify the processes for which they have the most questions or difficulties with. A list will be compiled, and the processes will undertake a full process review, and revision or streamlining wherever needed. The outcome of each review will result in a training activity for all A&R staff, to learn about, fully understand and incorporate the process into daily work. All changes will be incorporated into existing procedures and training manuals. This will work to ensure that the department is providing the most consistent, current, and timely support to students, staff, and faculty, to reduce the issues that arise and allow for more successful student outcomes.

Implement cross-training among A & R tasks; Changes and advancements in technology in particular the era of the Covid Pandemic is critical to the ongoing functionality of the department and the college as a whole; therefore, all opportunities to increase the effectiveness of the functions need to be explored, evaluated, and implemented wherever possible, given resources for doing so. To effectively deliver the volume of support services to staff, students, and faculty (with additional staff allotments) solutions will need to be maximized.

Fully align A & R work ethics and commitment to diversity with the mission statement; Attend diverse workshops and training the diverse workshops and training will enable the ultimate customer satisfaction and ensure alignment with the mission statement and lead to a more diverse, equitable, and inclusive workplace, which can in turn lead to increased productivity, employee morale.

Re-design A & R websites; In the digital age, nearly all the information that we provide to prospective, new, and current students is done via the internet. It is critical to maintain current and high functional web processes and pages to ensure the success of all students in navigating the student experience and ultimately meeting their goals to cover compliance changes. This will address the fundamental service and outcome, “Providing Admissions, Records and Registration services to increase access and successful enrollment.”

Implementation of all Admissions and Records forms in the Laserfiche online workflow. We currently have two forms live (graduation applications and parent priority form) The goal is to implement all forms within the 2024 calendar year.

Concurrent enrollment

Our department is already gaining momentum around Concurrent Enrollment to align with meeting the State Chancellors 2030 Vision. In spring 2023 we reviewed and processed 665 students in comparison to the current term, spring 2024, where we have already processed 1,751 and counting. we will continue to work towards developing a more streamlined process, including implementing the online dual enrollment form, with the intent of getting forms to us faster. Our goal is to also request more staffing to support the initiatives of the campus, district and State Chancellors office.

Implementation of ID ME

This is a statewide implementation request due to the number of fraudulent applications we have received since 2020 due to COVID. We have worked with many entities and attended trainings on how to improve and eliminate spam applications. ID Me will allow us to verify a person's identity before the application is started and or submitted through ID ME system. Implementation will occur spring 2024.

TOASTS

Despite the 2020 Pandemic the Admissions & Records Office focused on an ultimate goal – No interruptions; Welcoming new students, clearing pre-requisite holds, teaching and learning new technology-based communication/learning environments, evaluating other college transcripts from across the U.S. (2020-843 and 2021-746 Evaluations), applying for degrees and certificates and 1,001 Concurrently Enrolled student 2021 and 1, 268 2022. The A&R Office organized and set up remote workstations from across the Inland Empire and coming to the office when necessary to achieve the goal. We were up for a challenge working remotely! We were successful and helped students and the college community thrive in their college goals, despite the stay-at-home order.

The campus could not hold a traditional commencement ceremony and so the Admissions & Records & Veterans Offices held a Two-day Diploma distribution drive-thru for the semesters affected by the pandemic (Spring/Summer 2020 – A total of 1563 degrees and certificates).

Away with an outdated means of requesting transcripts, the A&R Office Implemented the use of Parchment Degree/Certificates and transcript request services to provide the services our students needed without incident. The entire office took part in training to allow students the ease of records access.

The office never missed an opportunity to participate for students and parents in the Week of Welcome during this tumultuous time to support and encourage our students. The event continued despite stay-at-home orders.

We remained in constant communication with students, the community, faculty and staff through email, and three new entities Zoom for meetings, Ring Central for phone conversations and Cranium Café for one-on-one sessions. We also trained on the TouchNet system for payments and registration assistance. Laserfiche was also acquired during this time to streamline forms for Concurrently Enrolled and regular

students, faculty and staff across the campus and high schools. Our staff members were awarded virtual achievement metals for their efforts and commitment in Cranium Café. There was a significant shift in the staff responsibilities due to this extensive training. Their titles and income should be reviewed.

Once we were cleared to have an in-person graduation ceremony we celebrated three years of accomplishments resulting in 3,663 awards!

What a mighty team we have! During the pandemic, we celebrated and had a ZOOM Ugly Christmas Sweaters. Hats off to the host.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? No

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

We will create surveys to make sure we are assessing our services and the needs of the students on a regular basis to support the submission of our SAO's in a timely manner.

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Part of the mission of the college is to provide cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement.

Part of the vision states cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement.

With those statement being current and relevant, the request aligns due to the Admissions and Records office wanting to continue to provide the best possible service.

The current admissions and records technicians are grappling with the surge in fraudulent applications, necessitating a dedicated technical support team to handle the workload effectively. Most of the troubleshooting has been left to the staff to solve and review and adjust many different fields and review different screens within the colleague system on a daily basis, many times 3 times a day, which takes from other tasks they could be focusing on. Staffing can be dedicated to resolving and researching these matters. Staffing can focus on staying current with trends. (supporting documentation attached of all the steps taking several times a day to review and clear spam applications)

We would also like to request the adjustment of some of the position titles to align with other departments such as Financial Aid. We currently have Technicians and one Specialist, even though tasks within A&R can be very specialized. This may not be the right place for this type of request, but, I'm also asking that the college looks at changing the Technicians to Student Service Tech II, and the Technicians with more experience to Specialist II.

Requests

- Equipment

Amount Requested

Referencing the department's data and planning documents provide a rationale each item requested.

- Faculty
Total Number of Positions 2.000
Annual Estimated Costs (Salary and Benefits) 57600.000

Supporting Documents

Attached File

Application Error Undocumented Twins.docx (/Form/Module/_DownloadFile/80/9046?fileId=22)

Application Process.docx (/Form/Module/_DownloadFile/80/9046?fileId=23)

Application that have not been downloaded.docx (/Form/Module/_DownloadFile/80/9046?fileId=24)

Application with Error Message with Social Security number .docx (/Form/Module/_DownloadFile/80/9046?fileId=25)

Application with Errors Processing 01202024.docx (/Form/Module/_DownloadFile/80/9046?fileId=26)

Applications Downloaded but not Imported .docx (/Form/Module/_DownloadFile/80/9046?fileId=27)

Confirmed Fradulent applications.pdf (/Form/Module/_DownloadFile/80/9046?fileId=28)

Confirmed Fraud Apps.docx (/Form/Module/_DownloadFile/80/9046?fileId=29)

Error Application Home Address is invalid .docx (/Form/Module/_DownloadFile/80/9046?fileId=30)

Error Application IP Quality and Addresss is not fully valid .docx (/Form/Module/_DownloadFile/80/9046?fileId=31)

Error Application Student Personal email.docx (/Form/Module/_DownloadFile/80/9046?fileId=32)

Error Message Social Security assigned to more than one person .docx (/Form/Module/_DownloadFile/80/9046?fileId=33)

Error Messages Student to many Ethnics Entry in NAE Name and Address Screen.docx (/Form/Module/_DownloadFile/80/9046?fileId=34)

Error Messasage Student with the same Social as in the System in NAE Entry .docx (/Form/Module/_DownloadFile/80/9046?fileId=35)

OpenCCC Administrator Spam Filter.docx (/Form/Module/_DownloadFile/80/9046?fileId=36)

Transfer Application Reports.docx (/Form/Module/_DownloadFile/80/9046?fileId=37)

Codes and Dates

Originator Dale, April

Program Review - Year 1: Aeronautics (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Millen, Shannon
- Wilkerson, Kenneth

Cover

Program Review Title Aeronautics (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Aeronautics

Area

Semester Assessed Spring 2024

Area Description

The Aeronautics Department at SBVC offers 2-year training programs leading to certifications in either Airframe maintenance technician or Powerplant maintenance Technician, or both included in the Aviation Maintenance Technician Certification. These programs are designed to develop the skills and knowledge necessary for students to pass the Federal Aviation Administration (FAA) tests and become FAA certified aircraft maintenance technicians. The program is FAA approved, audited, and inspected to meet the requirement of a 14 Code of Federal Regulation (CFR) Federal Aviation Regulations (FAR) Part 147 aviation maintenance technical school as well as certify flight students under FAR part 61 pilot ground school. The purpose of this program does not change in curriculum or methods of instruction unless the FAA has issued a rule making change to FAR Part 147/61 which mandates the study areas and depth of instruction for each

instructional unit. In addition, two additional certifications are offered in our Department: Flight Operations Certificate and Flight Operations and Management A.S. Degree. This Degree is for students who are interested in a career as a commercial pilot either in general aviation, the airlines, or in the area of aviation management, while the Flight Operations Certificate prepares students for employment or transfer to other colleges, and includes Federal Aviation Administration approved curricula in basic ground school, advanced ground school, and instrument ground school.

Mission, Vision, and Values

Our Aeronautics Mission and Vision Statement is as follows;

Aeronautics Department Mission and Vision

San Bernardino Valley College has a strong history in aviation within the region. Through the use of continuously implementing culturally diverse pedagogy, current technologies and trends within the aviation industry, San Bernardino Valley College Aeronautics Department aims to produce exceptional students with the necessary skills to enter the workforce and become successful in the aviation industry, while also being a world-class technical aviation educational program.

The aeronautics department embodies the college's overall Mission, Vision, and Values by being aware that we serve a diverse population of students. Having that in mind, we produce quality students by taking into account our students' learning styles, their background knowledge in the area of aviation, and taking inventory of what a student may or not have knowledge of. We then use any foundational knowledge that we can build upon to scaffold the necessary skills to allow the student the ability to complete our program and have a level playing field compared to other students across the nation in similar programs, that might otherwise have more resources. With this in mind, within our Aeronautics department, we then narrow the scope of a student's learning to our specific area of aviation.

Within our department we foster a culture of belonging and inclusivity within the community of aviation, which then has the broader effect of instilling a sense of belonging to the students in the San Bernardino Valley College community. This builds upon and extends the already existing unique niche of aviation towards the San Bernardino community as a whole.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at?</p> <p>What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve?</p> <p>What are your disadvantages?</p>

External

Opportunities	Threats
What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

In the aeronautics department, we have a diverse population of students that include age, ethnicity, socio-economics, varying educational background, and gender. We have a high certification pass rate as reported by the FAA airmen knowledge test statistics database. Our college instructors offer a highly qualified variety of knowledge and experience within the aviation industry. This experience includes general aviation, commercial aviation, military aviation, and the aerospace industry. Every instructor has a thorough understanding of their respected field within the program and produce the best, well-rounded students in aviation. Our aeronautics program, through the use of advisory committee meetings and staff professional development, is well-informed of current industry trends, standards and we continue to prepare/adjust curriculum within the FAA set framework to meet industry needs.

A significant strength within our department is we hold the coveted accreditation of an FAA approved Part 147 aviation maintenance technical school; we have held that certification since 1964 and the inception of the Applied Technical School at San Bernardino Valley College. It is the part 147 certification many large airlines require so fleet aircraft may be signed off and certified to fly within any airspace. The airline industry is experiencing tremendous growth in all aviation-related fields. This includes highly qualified airplane mechanics, trained pilots, and certified air traffic control. Such growth makes the aeronautical programs at San Bernardino Valley College highly sought after and an integral program within the aviation infrastructure.

Weaknesses

The Aeronautics Department is limited in the academic load each adjunct instructor can carry due to the set limitations of the school. Our program is unique in that the FAA mandates curriculum requirements in both lecture and lab sections of the same course. This limitation hinders the continuity between the instructor and lab/lecture courses, as courses are divided into both a lecture/lab component. At times, different instructors will be teaching different sections of the curriculum assigned for the course and the students will not be able to apply directly what they have learned in lectures towards lab projects, since they are not covering the same content.

Due to the high demand and growth in aviation, all aircraft maintenance classes, including labs and lectures, have high student enrollment. Many students are unable to enroll in a certificate-needed class due to high enrollment numbers and are waitlisted or on standby for an available seat. The department does not have enough full-time instructors to meet the demand of students for our aviation maintenance programs.

Limited shared administrative resources. Typical aviation maintenance programs have a wide array of administrative support, whether it be marketing, scheduling, purchasing, clerical work, and outreach, etc. Due to the structure of the Applied Technology Division, each department, such as Aeronautics, Automotive, Welding, etc. shares these resources which is not enough to reasonably support each program. Because of the demand of the Aeronautics program specifically, and the growing trend of student enrollment, some potential opportunities might be missed or not taken advantage of, such as grant funding or potential outreach to market our unique program due to limited administrative staff.

Opportunities

A high demand exists for aircraft mechanics, pilots, and other aviation professionals. Airport and aviation growth is at a near exponential rate. According to the Centers of Excellence for Labor Market Research (<https://coecc.net/inland-empire-desert/2022/03/aeronautical-and-aviation-technology/>) (C.O.E.L.M.R) as of 2020, there are 2,442 aviation maintenance jobs in the inland region. Employment in the aviation maintenance occupational group is projected to increase by 3% through 2025, adding 211 job openings annually. There is also an increased demand for avionics technicians according to C.O.E.L.M.R going from 336 to 343 job openings within that same 5-year span. According to the Bureau of Labor Statistics, growth for pilots will remain up to 5% through 2032. There are approximately 143,000 jobs, a median salary of \$148,900 per year, adding 16800 jobs annually.

Research from the C.O.E.L.M.R (<https://coecc.net/inland-empire-desert/2022/03/aeronautical-and-aviation-technology/>) supports increased higher earnings for aircraft maintenance workers compared with the average salary.

The University of Washington estimates that a self-sufficient hourly rate for a single adult with one school-age child is \$23.27 per hour or \$50,119 annually in San Bernardino County. The median hourly earnings for these occupations are between \$18.65 and \$38.97 per hour. The 25th percentile of hourly earnings for aircraft mechanics and aviation service workers surpasses the regional average standard.

These are clear indicators that support the efforts of San Bernardino Valley College to allocate resources and grow the Aeronautics program to meet projected industry needs. There is a growing list of companies in our immediate area, that include Breeze Airways (<https://www.flybreeze.com/home>) opening new routes at San Bernardino International Airport and SpaceX expanding operations in the Southern California metro area. Other companies such as General Atomics, United Parcel Service Inc. (UPS), SkyWest Airlines, Amentum, Dyncorp, L3Harris, Eaton, Parker Aerospace Group, Northrop Grumman will require aircraft maintenance workers and pilots annually.

The Aeronautics program at SBVC provides the specialized necessary skills these employers seek when filling aviation maintenance and other aviation positions (C.O.E.L.M.R (<https://coecc.net/inland-empire-desert/2022/03/aeronautical-and-aviation-technology/>), 2024). These specialized skills include aircraft repair, use of hand tools, use of aircraft test equipment, use of schematic diagrams, use of power tools, repair of warning devices, soldering, and the use of precision measurement tools to name a few, (C.O.E.L.M.R (<https://coecc.net/inland-empire-desert/2022/03/aeronautical-and-aviation-technology/>), 2024).

San Bernardino Valley College aircraft maintenance graduates offer the skills and training that employers look for regarding educational attainment for entry-level aircraft maintenance positions. Industry certification requirements are mentioned in 44% of posted job market ads (302 ads) with 60% of those posted ads requiring Airframe and Powerplant certification (A&P). For a potential candidate to get this certification, they need to attend and complete a program that is a Federal Aviation Administration (FAA) approved, 14 Code of Federal Regulations (CFR) Federal Aviation Regulation (FAR) Part 147 technical aircraft maintenance worker technical school. San Bernardino has maintained this certification since 1964.

There is an increased demand for diversity and inclusion both in the academic setting and in the current aviation industry. San Bernardino Valley College Aeronautics has been experiencing an increase in the female enrollment population. This increase in Aeronautics is 17 in 2020/2021, 21 in 2021/2022, 28 in 2022/2023, and currently 32 female students enrolled for the 2023/2024 academic school year per our school data monitoring Research and Planning Dashboards (https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_enrollment.php)

Over the past 2 years, San Bernardino Valley College was awarded grants through federal initiatives such as the Aviation Maintenance Technical Workers Grant Program, awarding the school a total of \$400,000.00 from 01/18/2022 to 09/30/2023. This funding contributed to the Aeronautics program and allowed the purchase of equipment and required tools to update the current inventory. The funding helped support the field trips to national student competitions in aerospace maintenance and the purchase for a student-built flyable aircraft. Additionally, with the increased demand for aviation maintenance workers and pilots to support the growing aviation infrastructure, there will be more opportunities to obtain grant funding for our program in the near future. Additionally, and we have applied for a second round of potential FAA funding.

Threats

External threats include not enough capacity or resources to meet the needs of growth in aviation. Presently, all aircraft maintenance courses are limited to 25 students per instructor per FAA governing regulations. Due to the high number of student enrollment in our aviation maintenance courses, students are frequently waitlisted for course availability. This limitation may lead to students transferring to other technical schools in the area to meet their educational goals. It should also be noted that for-profit schools like Spartan Technical School, has a higher media presence online as well as targeted adds for potential students.

Threats to the flight operations program parallel the threats to the maintenance program. There is a need for modernization of flight simulators, avionics, and aviation-related technology in both hardware and software form. Aeronautics and flight operations is currently working toward integrating flight labs, the opportunity for students to take authentic flight training as part of the certification and/or degree. The absence of a flight training program has impacted enrollment with students choosing other means for their aviation education that include the flight training component for degree completion. There is currently a very high demand for pilots, with continued growth through 2035.

Another threat is the dated facilities of the aeronautics department. As previously mentioned, the facilities were constructed in 1964, and lag behind current standards in the aviation industry. Current aviation facilities match instruction and lab work and materials necessary for fleet repair and construction for modern aircraft, to the requirement equipment necessary for fleet repair and construction of aircraft. Most companies have updated technologies in their facilities, and it is paramount San Bernardino Valley College graduates students exposed and trained with the latest equipment and technology. This aviation lab area was built in 1964, and may not be able to match the current needs are in terms of facilities per industry standards.

Goals

1. Hire 4 more full-time faculty positions to support the need for a full-time professor in each section of the maintenance program's core competencies of: **1. General, 2. Powerplant, 3. Airframe**, and the addition of a full-time **4. Flight Operations professor** position to support the growth, starting/opening of an FAA Part 141 flight school and integration of aviation degree and certificate programs such as Air Traffic Controller (ATC), and Unmanned Aircraft Systems (UAS). At the present time, the Aeronautics Maintenance and Flight Programs have only one full-time professor overseeing the load of both programs. Additional staffing will create curriculum cohesion between lecture and lab courses for each section. The additions will further ensure the alignment of FAA-mandated curriculum for each section of

our aviation and aircraft maintenance course necessary to maintain current FAA Part 147 certification. The addition of a full-time flight professor will allow this position to not only teach core classes in the flight program but manage the implementation of a flight program and assure the programs' sustainability.

2. Continue outreach and program promotional activity to improve student enrollment while at the same time highlighting our program with the community to meet current industry needs.

3. Grow the Flight Operations program from the current limited Part 61 ground school and lecture based associate's degree course offerings to a full scale FAA Part 141 Flight School with aircraft to allow students the ability to obtain the necessary flight hours to gain employment as a pilot within the industry. At the same time, additional sub-programs and courses such as Unmanned Aircraft Systems (UAS) and Air Traffic Control (ATC) would be managed and added under this program. Adding key personnel such as full-time instructors/professors is crucial to the implementation and management of this program.

4. Continue to update instructional technology and teaching aids and equipment to meet industry standards.

5. Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce, and explore and solidify industry partnerships to provide our students with internship and or employment opportunities.

Planning

Department planning can utilize strengths and opportunities to mitigate weaknesses and threats by leveraging what we already have in place as an institution, such as our Part 147 certification. As a department, we can try our best to ensure that we are consistently following the approved FAA curriculum framework and match those requirements in our lab and lecture courses. However, it is not a guarantee that every instructor will teach or develop the assignments required, or to cover what is required in our curriculum per the FAA governing body. We experience high adjunct faculty attrition. High attrition and lack of continuity between lab and lecture courses can put our Part 147 certification at risk with the FAA. To alleviate this, it is my recommendation that we hire more full-time faculty for each section in order to proactively manage program and curriculum requirements.

One strength is that we have an approved college program where students currently in the industry know the process of acquiring an A&P certification want to attend SBVC. The negative side remains that there might not be enough student seats available in our courses to support our growing program. Again, my recommendation is the addition of more full-time instructors and the continued hiring of adjunct instructors, however, not as a replacement for qualified full-time staff.

Lastly, since the program is under a period of growth, the need for more administrative staff is evident. At the moment, this is a shared resource between departments in applied technology. In my experience, the administrative personnel have assisted in grant management, student activities such as administrative duties and documentation, funding implementation, program marketing, student enrollment clerical needs. At times, my department has lost potential funding opportunities for students, program improvement, activities, job career fair activities, in-house graduation ceremonies, and several others.

These lost opportunities are primarily due to limited time from administrative staff with obligations to attend to other assigned departmental duties (e.g. student enrollment needs), and professor contractual-obligations such as class instruction and curriculum development.

TOASTS

Our program benefits from having knowledgeable instructors and personnel who perform tasks outside their regular job descriptions. We have planned events for outreach and have taken students on local/national trips to demonstrate and showcase their learned skills. Most of these events have been at the expense of instructor staff coordinating with outside organizations to have students gain knowledge of the field through experiences such as visiting airports and/or aircraft maintenance facilities. Overall, it is very rewarding to have students learn a new set of skills such as aviation maintenance and, despite their circumstances, rise above their current conditions to better not only their lives but the lives of their friends and families through their growth.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The department's request aligns with the mission, vision, and values of the college by being able to provide current approved instructional programs and cohesive student services such as cohesive lab and lecture content to better prepare students for the diverse career field. This staff addition will allow us to better manage our current program and be the institution of choice within our region. With this support, our aeronautical department can better provide an inclusive culture, a quality program with quality fully dedicated instructors/professors.

Requests

Supporting Documents

Attached File

IED_LMA_Aircraft-Electronics-Avionics_22-23.pdf (/Form/Module/_DownloadFile/74/9046?fileId=17)

Aeronautical-and-Aviation-Technology_IE_095000_2112.pdf (/Form/Module/_DownloadFile/74/9046?fileId=18)

Codes and Dates

Originator Gonzalez, Francisco

Program Review - Year 1: Anthropology (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Anthropology (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Anthropology

Area

Semester Assessed Fall 2023

Area Description

The SBVC Anthropology program prepares students to work as researchers, consultants, teachers, advocates, and developers in a number of career fields including UX research, law, forensics, health, human rights, DEI and representation, climate and environmental justice, social justice, cultural resource management, and corporate work. Anthropologists work for Apple, Airbnb, Riot Games, Sony, Netflix, and in hospitals, government agencies, schools, marketing firms, and nonprofits. They are writers, leaders, and makers. In any profession, anthropological insights can increase understanding of human diversity, of cross-functional work between the sciences and humanities, and of creativity and innovation as a product of curiosity and empathy. Anthropology values diverse ways of thinking and problem-solving and, not content with the status quo, seeks to positively contribute to a better future. Anthropology is an open discipline shaped less by the content it studies than by the questions and methods it employs. Anthropology is the study of humanity in its diversity, emphasizing relativism, ethnography, and ground-up, collaborative knowledge production.

The program offers an AA-T which allows students to transfer into the UC and CSU systems and beyond as Anthropology majors. Typically, there are ten or less students who choose this. The majority of students who enroll in SBVC Anthropology classes are doing so to fulfill particular GE patterns. Anthropology courses fulfill a variety of GE requirements across the sciences (including a lab), arts, ethnic studies, humanities, and social sciences. The SBVC Anthropology program offers courses in all four subfields of the discipline (Cultural, Biological, Linguistic, Archaeological) as well as introductory courses in visual culture, religion, and food studies. All Anthropology courses transfer to the UC and CSU systems. Courses are not sequenced and no prerequisites exist. OER is emphasized and full-time faculty member offers only zero-text-cost classes. Three Anthropology courses may be taken as Honors courses and two independent study courses are offered. Anthropology courses are offered at night, online, and on campus and serve Middle College High School students as well as students around the world. Prior to Covid-19 shifts, approximately 50% and upwards of Anthropology courses were taught online. SBVC Office of Research data supported increasing online courses in this program. In addition to one full-time faculty member who serves as the Faculty Chair, as of Fall 2023, five part-time faculty teach Anthropology courses. Anthropology faculty have received fellowships from Stanford's EPIC program and the US Fulbright Program, and are a diverse group in areas of expertise and personal background. The program faculty use a variety of materials in their classes, and these are stored in NH 337, the Anthropology workroom, which adjoins NH 336 where most Anthropology classes are taught. Bone casts of ancient and modern species related to human evolution, osteometric boards, and other materials are shelved and labeled and all Anthropology faculty have access. An annual budget of \$600 supports upkeep and currency of these materials.

Mission, Vision, and Values

The stated mission of the Anthropology program was last reviewed by the department in 2019: "The Anthropology Department at San Bernardino Valley College provides high-quality education to a diverse community of learners. Its mission is to foster an awareness of anthropological perspectives and of the diversity of a multicultural global community and, in doing so, to support the transfer and degree completion of students on many career pathways and to support students in positively impacting their communities."

The program is aligned with the college's mission and vision to "offer degrees and certificates" to a "diverse community of learners" and to develop leadership and positive impact within students' broader communities. All Anthropology courses are transferable to UC and CSU systems, and almost all Anthropology courses are options for students to complete other AA-T's. Anthropology courses provide students options across multiple areas of GE categories.

The program serves the SBVC values in a number of ways. First, the department faculty operate in a data-informed context to support equity. The full-time faculty member offers only ZTC sections. Course modality and term length are regularly examined and scheduling is created to serve accessibility and performance. Success rates have risen by 10 points since 2013-14 when the full-time faculty member was hired. There is a racial gap in success rates that the Anthropology program seeks to continue addressing. For the most part, SBVC Anthropology retention and success rates are on par with state-level data and are higher for almost all disaggregated groups when compared to the college's general data.

Curriculum, SLO, and best teaching practices are discussed and implemented in the program with an equity lens, and the program faculty are diverse in various means themselves. Innovative means of promoting access have in the past included implementing Perusall (a peer annotation app) into Canvas classes and implementing revise-and-resubmit policies which data have repeatedly shown support equity. Faculty are encouraged to use course materials produced by diverse authors and to provide a space for multiple perspectives and cultural responsiveness in the classroom.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Since 2013, the Anthropology program has maintained a rotation of courses so that the AA-T can be completed within two years. All Anthropology courses are offered in online asynchronous modality. Evening classes and varied term-length sections are offered. Completion of the AA-T guarantees students acceptance as Anthropology majors into the CSU system. The program offers classes in all four areas of the discipline (Archaeology, Cultural, Biological, and Linguistic) and offers a biological lab class which meets GE transfer requirements, providing options for students in meeting that requirement. Many Anthropology classes each semester are offered ZTC, zero-textbook-cost.

The Anthropology program faculty work to innovate and to respond to state-level curriculum changes. ANTHRO 108 is a course that was modified in order to be cross-listed with ETHS per state legislation requiring students to take ETHS courses to graduate with their AA degrees.

Between 2019-20 and 2022-23, success rates for the program dropped by 2% to 73%, and this parallels a 2% drop in retention rates from 94% to 92%. Compared to the college, these are similar declines but Anthropology rates are higher. Between 2019-20 and 2022-23, the college's success rates dropped from 73% to 69% and retention rates from 91% to 88%. When disaggregated by race for 2022-23, the Anthropology program shows higher success rates for all groups but one and higher retention rates for all groups but one. Program success rates are higher than the college's for males, females, and those declining to state a sex. For the same academic year, Anthropology courses in the online asynchronous modality had success rates on par with the college's for the same modality.

In 2022-23, Anthropology fill rates (64%) were higher than that of the college's (60%). ANTHRO 102 has been in demand for dual enrollment classes.

Anthropology faculty maintain currency in the field by attending conferences and gaining fellowships (Stanford's EPIC and US Fulbright). They are experts in various subfields and areas of anthropology. All faculty have completed DE Level 1 training at SBVC or met equivalency.

The Anthropology program houses a small collection of bone casts, tools, and other lab instruments and continues to use, update, and add to this collection. Primarily, these are used in ANTHRO 100, 106, and 106L.

Weaknesses

In 2022-23, Black students had lower success rates in Anthropology courses compared to the college, 53% to 60% respectively. This a stark value that must be addressed.

Anthropology faculty have not been willing to teach on-site in local high schools despite demand for ANTHRO 102. A new faculty member is currently being hired to teach in the dual enrollment program and hopefully this can be an area of growth in the program. Difficulties in communication with the Valley Now program has led to scheduling and staffing confusion. This is an identified weakness in that Anthropology faculty can work on being more flexible and resilient.

The faculty-led study abroad course to Ireland (ANTHRO 102, a summer study abroad with AIFS) was canceled due to the Covid pandemic in Summer 2020 and then co-opted into the Foothills Consortium program managed by Citrus College. Faculty seek off-campus learning opportunities for our students that would allow field learning and practical experience. This was a disheartening experience and faculty are not keen to develop further opportunities at this time without significant incentive from the District. Morale was affected and is considered a weakness that the program faculty need to grow from and address.

Opportunities

According to the US Bureau of Labor, employment for anthropologists is expected to grow at a rate of 4% in the next ten years and applied areas of work, such as UX research and design, are expected to grow at similar rates. These rates are described as "average growth." In the applied area of archival, curatorial, and museum work, employment is expected to grow at a 10% rate, faster than average. And in the area where approximately half of all anthropologists are employed, higher education and academic research, employment is expected to grow at an 8% rate, faster than average.

Valley Now continues to relay demand for Anthropology classes in area high schools.

Threats

Online Anthropology classes tend to enroll faster and there is no significant difference in retention, success, or disaggregated data when comparing to face-to-face classes. However, the College has encouraged a return to campus with more face-to-face classes and this is seen as a threat to the success of Anthropology enrollment.

Goals

1. close the gap in success rates for Black students
2. increase Valley Now offerings and try to repair that working relationship
3. continue to advertise the program's career paths and revise the flyer
4. continue to promote professional development among faculty

Planning

1. seek professional development pertinent to closing racialized success gap
2. improve relationships with Counseling and Academic Success and Learning
3. take advantage of successes online and grow them

TOASTS

none to report

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator King, Melissa

Area Description

The Applied Technology Division serves students interested in learning the skills necessary for entry-level employment in various industry trades. The Division also prepares students for industry-approved certifications required for promotional opportunities. The Division provides academic certificates and degrees from the following departments:

- Aeronautics
- Automotive Technology
- Culinary Arts
- Electricity/Electronics
- Foods and Nutrition
- Inspection Technology
- Machinist Technology
- HVAC/R
- Heavy and Medium Duty Trucks (Transportation)
- Hospitality Management
- Water Supply Technology
- Welding

Furthermore, the Applied Technology Division helps students gain industry experience with work-based learning programs, such as internships and Registered Apprenticeship programs. Registered Apprenticeship programs are registered with the Department of Apprenticeship Standards, a California apprenticeship regulatory agency, and the Department of Labor.

Mission, Vision, and Values

The Applied Technology Division aligns with the mission, vision, and values of San Bernardino Valley College. The Division provides traditional and innovative skills-based, hands-on instructional programs that align with industry trends. Each department ensures industry alignment by meeting with industry professionals annually. As the industry needs change, the Applied Technology departments adjust curriculum to accommodate industry demands.

The Division actively supports the skills-attainment goals of a culturally diverse student population. The ages of the students are:

- less than 19 (14.7%)
- 20-24 (35.6%)
- 25-29 (14.8%)
- 30-34 (12%)
- 35-39 (9.4%)
- 40-49 (8.1%)
- 50+ (5.5%)

Although one-third of the students are 20-24, the other age ranges are relatively equal. Most of the departments prepare students for traditionally male-dominated industries. The spring 2024 student gender population entails 58.2% males and 17.1% females. Twenty-four percent of the students declined to state their gender. Nonetheless, the female student population is increasing each semester, helping us to attain a gender-diverse population.

The racial population reflects the communities we serve. Seventy-two percent of the students are Hispanic, 11.1% identify as white, and 9.2% are Black or African American. (Source: SBVC Institutional Research.)

Using work-based learning services and its vast employer network, the Applied Technology Division allows students to transition smoothly into entry-level careers.

In summary, the Applied Technology Division serves a culturally diverse population in terms of age, gender, and race. The Division fosters an antiracist cultural environment and a sense of belonging for its diverse student population.

PROGRAM/AREA OVERVIEW--YEAR 1

Strengths

- A skilled faculty team with industry experience
- Faculty participate in continuous process improvement by regularly attending conferences, workshops, or seminars to remain abreast of industry trends.
- State-of-the-art equipment to ensure students are trained on the most up-to-date equipment.
- Faculty, staff, and a dean who creates a sense of belonging for students and genuinely cares for their academic and career success.
- A racially/ethnically diverse faculty and staff.
 - Some faculty and staff are bilingual, facilitating communication and minimizing language barriers.
- A positive relationship with high schools, community-based organizations, and government agencies.
- Offer a Machine Technology Uniquely-Abled Academy for high-functioning autistic students.
- Offer morning, afternoon, evening, online, hybrid, and hyflex class and lecture options for students to accommodate their schedules.
- Relatively small class sizes to develop a sense of belonging and give students more individualized attention.
 - Most class sizes are 15:1, 20:1, or 25:1 student-to-faculty ratio.
- Innovative, enthusiastic, and supportive faculty and staff.

Weaknesses

- Insufficient number of faculty and staff to support the increasing student demand for courses/programs.
- Insufficient physical space to support program growth.
 - Most departments have extensive equipment and machinery. There needs to be more physical space to place the bulky items.
- Small student headcount in Machinist Technology and Automotive Collision and Repair departments.

Opportunities

- The high poverty rate in SBVC's service area.
 - Students can earn a short-term certificate to jumpstart their career in a high-demand, high-wage industry.
- Shortage of skilled workers.
 - Employers are demanding skilled laborers in specialized career fields.
- Grants available to expand career education programs.
- Governor Newsome's statewide initiative to increase apprenticeship programs.
- High school students seeking employment after graduation.
- Individuals striving for promotional opportunities in their existing career field.
- Individuals opting for a career change.
- Individuals seeking to learn a new skill.

Threat

- For-profit institutions that offer the same programs as the Applied Technology Division.
- Personal responsibilities of students that cause them to stop out (e.g., finances, dependent care) before earning their certificate/degree or starting an entry-level career.
 - However, some students gain sufficient skills to begin an entry-level career without earning a certificate/degree. Although this is technically a success (for the student), there is no mechanism to track this category of student success.
- The community, businesses, potential students, and others are unaware of our phenomenal programs.

Five-Year Division Goals

- Move into the new CTE building.
- Expand the Aeronautics facility.
- Design and build a new Welding facility.
- Develop a new Air Traffic Controller (ATC) program to bridge the ATC career gap.
- Develop an SBVC Flight Academy to prepare individuals for an aviation career.
- Work with community-based organizations and government agencies to expand the Machine Technology Uniquely-Abled Academy to include other program areas.
- Increase the student enrollment in Machine Technology and Automotive Collision and Repair by focusing on targeted outreach and recruitment.

Planning

- Promote our state-of-the-art equipment and job-ready students to employers via facility tours and career events.
- Increase visibility and participation in service-area high schools and boost enrollment in our high-quality career education programs.
- Foster collaborative relationships with other departments on campus to increase work-based learning opportunities and student participation (e.g., internships and apprenticeships).
- Work closely with the Department of Apprenticeship Standards and the Department of Labor to increase the number of Registered Apprenticeship programs.
- Hire four full-time Tool Room personnel to serve the Applied Technology Departments.

TOASTS

- Only 17% of the neurodiverse population are employed. The Applied Technology Division collaborates with Goodwill, the Department of Rehabilitation, and SBCCD's Economic Development and Corporate Training department to develop a Machine Technology Uniquely-Abled Academy (UAA). The UAA is a distinctive program that serves high-functioning autistic students. Upon graduation, students have sufficient skills to begin a career as a machinist, thus promoting financial independence and reducing the unemployment levels of neurodiverse individuals. The UAA program aligns with the college's mission "to support the educational goals of a culturally diverse community." Moreover, the UAA program supports the college's values of open access to quality programs for "every member of our community regardless of their level of preparedness...and abilities."
- During fall 2023, the Automotive Collision Repair classes repaired a wrecked *Drift4Life* race car. *Drift4Life* is a nonprofit suicide prevention organization. The vehicle crashed into a wall during a race and was significantly damaged. The Automotive Collision Repair instructor used the vehicle as a teaching tool for students. By the end of the semester, the instructor returned the vehicle to *Drift4Life* so they could continue their philanthropic efforts. The organization gave the students *Drift4Life* T-shirts as an appreciation gift.
- The United States Secretary of Energy, Jennifer Granholm, and Congressman Pete Aguilar visited the Applied Technology Division to tour the Heavy and Medium Duty Truck (HMDT) and Automotive Technology departments. Their interests entailed each department's alternative fuels (i.e., electric and natural gas vehicles) aspect. As a result of their visit, Congressman Pete Aguilar presented the HMDT department with \$1.5 million to expand the program.
- The Applied Technology Division is working with other CTE departments in the college to increase the Registered Apprenticeship offerings to students. In early spring 2024, a Human Services Registered Apprentice was highlighted at the LAUNCH Apprenticeship Network's *Building Apprenticeship Success Showcase Event*. The apprentice is a recovering alcoholic and drug addict who grew up in foster care with her grandmother. She was homeless between the ages of 16 and 19. When she enrolled in SBVC, she was working a dead-end warehouse job. Within one semester, she began the Human Health Services Registered Apprenticeship program. The apprentice is employed with a local nonprofit rehabilitation organization, where she is learning to work with clients who were recently released from prison (on probation or parole) and women relapsing from drugs. The Registered Apprenticeship program is preparing the apprentice for a social work and crisis intervention career. As a result of the Registered Apprenticeship program, the apprentice is now a registered drug and alcohol professional. Due to her success in the program, the nonprofit organization wants to hire a cohort of Social and Human Services Registered Apprentices.

RESOURCE REQUESTS

- After the move to the new CTE building, there will be three toolrooms--one upstairs, one downstairs, and one across the street to serve the Aeronautics and Welding departments. Faculty and students need toolroom services Mondays through Fridays, from 8 a.m. to 10 p.m. There are currently two full-time and two part-time personnel. One full-time and part-time team staffs the toolroom during the morning class sessions, while the other full-

time/part-time team provides student support in the evenings. The classified requests directly align with the college's mission, vision, and values by delivering "cohesive student services to support the educational goals" of the students in each department it serves, thus contributing to student success.

- Classified
- Total Number of Positions: 4

Program Review - Year 1: Architecture and Environmental Design (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Bjerke, Jennifer
- Lambrou, Nicole
- Robles, Matthew

Cover

Program Review Title Architecture and Environmental Design (2023/2024)

Division Science

Department Architecture & Environmental Design

Area

Semester Assessed Spring 2024

Area Description

Architecture and Environmental Design Department Description:

The Architecture and Environmental Design program offers a foundational knowledge for designing sustainable spaces and communities. This area of study allows students to explore a number of fields and build on more specialized knowledge that includes sustainability, housing, material explorations and construction methods, urban planning and issues of environmental justice, and emerging trends in digital

design and fabrication. A learning-by-doing approach is stressed in preparation for design-related careers or for transfer to a four-year university for further study in architecture, urban planning, landscape architecture, or civil engineering.

Architecture Courses:

There are 14 ARCH courses offered at SBVC:

- ARCH 102: Digital Design Media Level I (3 units)
- ARCH 103: Architectural Rendering and Visual Communication (3 units)
- ARCH 104: The Built Environment: Culture, Profession, and Urbanization (3 units)
- ARCH 105: Design Theories, Methods, and Visualizations (3 units)
- ARCH 112: Design Studio I (4 units)
- ARCH 113: Design Studio II (4 units)
- ARCH 145: History of Architecture: Early Design Through Gothic (3 units)
- ARCH 145H: History of Architecture: Early Design Through Gothic - Honors (3 units)
- ARCH 146: Architecture History: Renaissance to Modern (3 units)
- ARCH 146H: Architecture History: Renaissance to Modern - Honors (3 units)
- ARCH 202: Digital Design Media Level II (3 units)
- ARCH 203: Advanced Digital Media and Algorithmic Design (3 units)
- ARCH 212: Design Studio III (4 units)
- ARCH 213: Design Studio IV (4 units)

ARCH Degrees and Certificates Offered:

- 3D Modeling and Design Certificate of Achievement
- Architecture and Environmental Design Associate of Science Degree
- Building Information and 3D Modeling Certificate of Achievement
- Building Information Management (BIM) Certificate of Achievement

ARCH Planned Certificates and Course:

- Sustainability in Architecture and Environmental Design Certificate
- Urban Planning Certificate
- ARCH 106: Sustainability in the Built Environment
- ARCH 107: Urban Planning: Shaping Communities through Design

Educational and Student Support Activities:

The Architecture and Environmental Design Department offers faculty office hours (student hours) and Canvas resources. ARCH faculty also offer on-campus course and portfolio review sessions. Students frequently participate in off-campus design competitions and workshops.

Future plans include SI and tutorial support within the STEM-MESA Center, as well as embedded support within specific design and studio classes.

Campus Services and Resources:

The SBVC Architecture and Environmental Design Department uses on-campus and online software site licenses to access world-class, industry-standard architecture and drafting software. Specifically, this is SketchUp and Rhino software. This is the same architecture and drafting software that public and private agencies use within the US and globally. All students enrolled in the design and studio courses have free online and desktop access to the this software.

The Architecture courses are offered in a variety of modalities, including on-campus, hybrid, and online, asynchronous. Courses that have an on-campus component meet at different times of the day, including morning, afternoon, evening, and weekends.

Generally speaking, many students own a notebook or desktop computer capable of running the architecture and drafting software. For students who lack a computer, they can borrow one from the campus (via SBVC Library). When Architecture courses are offered on campus, they occur in the dedicated PS 217 Architecture computer lab with the pre-installed software. In the PS 217 computer lab, students have access to Mac and PC computers.

All Architecture faculty members have academic and on-the-job, real-world design, drafting, and planning experience. In tandem with the industry-standard software, experienced Architecture faculty members provide high quality education for students who endeavor to transfer into four-year university programs, as well as students who wish to enter the job market and/or attain a workplace promotion.

Mission, Vision, and Values

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The Architecture and Environmental Design Department aligns with the college mission because Architecture is inherently innovative. Architecture skills are used in a wide array of academic majors and careers. Students with architecture, design, drafting, and planning skills are better positioned for the competitive 21st century job market.

The Architecture and Environmental Design Department also aligns with the college mission based on its diverse student body and antiracist culture. There is work to do, however, as male students have outnumbered female students during the previous five academic years. Preliminary data from the 2023-24 academic year suggests that female students have begun to outnumber male students. Hispanic students are the dominant racial/ethnic cohort. This roughly mirrors the overall campus demographics. However, white students remain over-represented when compared with Black students. There is work to be done to increase the number of Black students within the Architecture and Environmental Design Department.

During the 2021-22 and 2022-23 academic years, nearly all Architecture course, degree, and certificate curriculum were revised. Final curricular revisions are occurring during the 2023-24 academic year. IDEAA (inclusion, diversity, equity, antiracism, and

accessibility) is the guiding principle of the curricular revisions. Much of the revised GIS curriculum has been in place since the fall 2023 semester. Additional revisions will be in place beginning with the fall 2024 and fall 2025 semesters.

Alignment with the College Vision:

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Architecture and Environmental Design Department aligns with the college vision because architecture, drafting, design, and planning skills are increasingly important within a variety of academic majors and careers. Architecture provides a unique planning and design perspective on issues pertaining to social justice and community advocacy. The built environment is an important tools in the fight for social justice.

Alignment with the College Values:

While the Architecture and Environmental Design Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All Architecture course and certificate curriculum have been thoroughly revised with an emphasis on DEIA. Dedicated faculty members, online, on-campus, and future tutorial support foster student success. Finally, Architecture courses are offered in on-campus, hybrid, and online, asynchronous modalities. On-campus courses are offered in a variety of schedules to meet student needs. Architecture students have the ability to borrow notebook computers from the SBVC Library and use the on-campus computers in the Architecture computer lab and other computer labs across campus.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?

External

Opportunities	Threats
What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

Architecture Data:

Total Headcount:

- 2018-19: 229
- 2019-20: 182
- 2020-21: 216
- 2021-22: 180
- 2022-23: 220
- 2023-24: 197

Gender Trends:

- From 2018-19 to 2022-23, males outnumbered females. Although tentative, 2023-24 data suggests that female enrollment is outnumbering male enrollment. Compared with the Science Division and college, males are over-represented within the Architecture Program.

Racial Trends:

- From 2018-19 to 2023-24, Hispanic enrollment far exceeded all other racial/ethnic groups. White student enrollment was a distant second. Asian students were the third-largest cohort in 2018-19 and 2019-20. Black students became the third-largest cohort from 2020-21 through 2022-23. In general, white students are over-represented and Black students are under-represented within the Architecture program.

Fill Rates:

- 2018-19: 59%
- 2019-20: 53.9%
- 2020-21: 67.5%
- 2021-22: 52.3%
- 2022-23: 47.7%
- 2023-24: 37.4%

Success Rates:

- 2018-19: 67.1%
- 2019-20: 69.5%
- 2020-21: 67.7%

- 2021-22: 70.3%
- 2022-23: 51.7%
- 2023-24: 44.5%

Completion Rates:

- 2018-19: 86.4%
- 2019-20: 91.9%
- 2020-21: 85.4%
- 2021-22: 86.9%
- 2022-23: 82.6%
- 2023-24: 82.4%

Degree and Certificate Awards (2018-19 to 2022-23):

- 10 or fewer except for 2021-22 when 15 were awarded.

Architecture Department Strengths:

A full-time Architecture faculty member was hired in the spring 2022 semester. This has been a great strength and asset for the Architecture and Environmental Design Department. The faculty member has single handedly revised nearly all Architecture degree, certificate, and course curriculum. Furthermore, the faculty member has increased the size of the Architecture Industry Advisory Committee. This is of great benefit to all students who endeavor to transfer into Cal Poly-Pomona, UCLA, and other four-year Architecture programs, as well as students who endeavor to enter the Architecture job market.

The Architecture and Environmental Design Department student enrollment seems to be recovering from pandemic lows, although it has not yet recovered to pre-pandemic enrollment. The department also has a diverse student body that generally reflects that of the Science Division and college. However, Black and female student enrollment generally lag behind the division and college. This suggests that the department must collaborate with the Tumaini, Puente, FYE, Dreamers, and other programs focused on historically under-represented students.

All Architecture Department course and degree curriculum have been thoroughly revised with a strong emphasis on IDEAA (inclusion, diversity, equity, antiracism, and accessibility). The hope is that historically under-represented students will become architecture majors, transfer into four-year architecture programs, and enter the academic and professional workforce.

The full-time Architecture Department faculty member consulted closely with counterparts at Cal Poly-Pomona and UCLA Architecture Departments. This facilitates the transfer process for SBVC Architecture students.

Examples of the curricular revisions include the following:

ARCH 104: The Built Environment: Culture, Profession, and Urbanization curriculum:

This course surveys the built environment throughout history and across different cultures and geographies worldwide. Emphasis is on the role of architecture, and allied disciplines such as urban design and planning, in enabling colonial expansion and domination of non-western cultures. This historical survey ends with an assessment and understanding of contemporary architectural practice, along with licensing pathways and academic and professional trajectories.

Architecture AS Degree curriculum:

To graduate with a specialization in Architecture and Environmental Design, a student must complete the following courses in addition to the general breadth requirements for an Associate's Degree. For transfer students, these courses will provide students with the tools needed to construct a portfolio that will be required to transfer into Architecture Programs at 4-year institutions. Along with a successful portfolio, these courses should also constitute the first two years of an Architecture Program. In addition, these courses should help students interested in transferring to 4-year institutions in Environmental Design fields, and as Landscape Architecture, Interior Design, and Urban Planning majors. Historically, the built environment has not always incorporated marginalized voices, sustainability, and environmental justice. In the US and globally, there is a long history of the built environment erasing and subjugating disenfranchised populations. This is one of many forms of structural racism. Within this degree, students will be exposed to contributions from underrepresented architects, planners, designers, and engineers that prioritize environmental sustainability, justice, equity, and accessibility. Students will also consider the impact of design on underrepresented populations and will develop tools and strategies for mitigating those impacts.

Weaknesses

Architecture Department Weaknesses:

Department fill, success, and completion rates are concerning. Course fill rates and student success rates have been declining. Completion rates have remained more stable, but they have also declined in recent years. All of these trends call for a leaner course schedule with fewer sections that can fill more readily. The department can also coordinate closely with the Marketing and Counseling Departments. Cohort-specific programs like Tumaini, Puente, FYE, Valley Bound, EOP&S, Cal Works, Dreamers and others can help the department increase its enrollment and diversity. In addition, SI and tutorial support may be necessary to improve student success rates.

Opportunities

Architecture Department Opportunities:

The new full-time Architecture faculty member provides a wonderful opportunity for the Architecture Department and students. Revised curriculum, transfer, and career opportunities for students have resulted from this faculty hire.

Some of the low enrollment challenges may be associated with the recent curricular revisions. Although it is anecdotal evidence and early days, overall enrollment seems to be increasing following pandemic lows. The thoroughly revised curriculum will facilitate four-year transfer students, especially if they transfer into Cal Poly-Pomona and UCLA Architecture Programs.

According to the US Bureau of Labor Statistics, "employment of architects is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations" (<https://www.bls.gov/ooh/architecture-and-engineering/architects.htm>, accessed on January 26, 2024). This provides opportunities for department growth, as well as transfer and career opportunities for Architecture Department students.

In addition to paving the way for four-year transfer students, the curricular revisions focus on social and environmental justice. IDEAA is woven throughout the curriculum, and it is easily translated into everyday classroom assignments and activities. This provides an opportunity to increase the Architecture Department student diversity. This is important means for under-represented groups to make inroads into Architecture careers.

Threats

Architecture Department Threats:

There are always external and internal threats to the Architecture and Environmental Design Department. Declining employer demand can make the program less attractive for students. Fortunately, it appears that demand for architecture, planning, design, and drafting skills remains steady. District- and college-level funding is cyclical. Any state economic and budget downturn can negatively impact the SBVC Architecture Program.

Students have other Architecture course and degree options, including a burgeoning number of online college and university Architecture programs. While competition can be healthy, it has the potential to reduce the number of incoming Architecture students.

Our students need to "see themselves" in the Architecture Program. We need to ensure that we incorporate the recent IDEAA curricular changes into everyday classroom activities. If we fail to do this, then students, especially historically under-represented students, will go elsewhere.

The Architecture Department hosted field trips to the Getty Center during the spring 2023 and fall 2023 semesters. These field trips were open to the entire campus. The department endeavors to host additional field trips during the spring 2024 semester, although lack of funding is a perennial issue.

Goals

Architecture Department Goals:

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

- Improve Student Success: The curricular redesign has been completed to strengthen articulation with Cal Poly-Pomona and UCLA. Increase numbers of degrees and/or certificates awarded. Secure adequate budget/funding to meet program needs for technology, supplies, and field trips. Secure two architecture labs.
- Provide Exceptional Facilities: Ensure that adequate funding is available for annual SketchUp and Revit software. Maintain the Mac and PC computer rotation within the PS 217 Architecture lab. Maintain and expand the 3-D printer equipment.
- Hire a part-time lab tech and increase the field trip budget.

Planning

Architecture Department Planning:

- Coordinate with area high schools, ROP entities, SBVC Counseling, SBVC Marketing, Architecture Industry Advisory Committee, and relevant constituencies to increase outreach and SBVC Architecture course and degree student enrollment.
- Continue to reduce equity gaps by increasing historically under-represented student enrollment, ensuring access to computers and internet hot spots, and stable funding for an on-campus and online Architecture tutor.
- Increase the number and diversity of Architecture internship and work experience sites and opportunities.
- Increase funding for student conference participation and off-campus field trip/site visit participation.
- Purchase a multispectral drone that integrates with the newly revised curriculum. This provides a real-world opportunity for our Architecture, planning, drafting, and design students to apply what is taught in the classroom. Drones are becoming increasingly important in the field of Architecture, planning, drafting, and design. Students with drone skills are more competitive when they transfer into the university and when they enter the job market.

TOASTS

Architecture TOASTS:

- The new full-time Architecture faculty, hired in spring 2022, has been a great asset for the Architecture and Environmental Design Department.
- The Architecture and Environmental Design Department completely revised all course-, certificate-, and degree-level curriculum. Much of the revised curriculum has been in effect since the fall 2023 semester. The remainder will be in effect in fall 2024 and fall 2025.
- Architecture courses are offered in a variety of modalities, including on-campus, hybrid, and online, asynchronous. This better accommodates a wider diversity of student learning styles.
- All SBVC Architecture students have free access to world-class, industry-standard software. This makes them more competitive in the US and global job market.
- Short-term data suggest that Architecture student enrollment, is increasing.

- In general, SBVC Architecture faculty use free-of-charge OER textbook materials. This is an equity issue, and it makes our Architecture courses more accessible for students.
- The Architecture Department hosted Getty Center field trips during the spring 2023 and fall 2023 semesters. These field trips were open to the entire campus. The department endeavors to host additional field trips during the spring 2024 semester, although lack of funding is a perennial issue.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

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The Architecture and Environmental Design Department aligns with the college mission because Architecture is inherently innovative. Architecture skills are used in a wide array of academic majors and careers. Students with architecture, design, drafting, and planning skills are better positioned for the competitive 21st century job market.

The Architecture and Environmental Design Department also aligns with the college mission based on its diverse student body and antiracist culture. There is work to do, however, as male students have outnumbered female students during the previous five academic years. Preliminary data from the 2023-24 academic year suggests that female students have begun to outnumber male students. Hispanic students are the dominant racial/ethnic cohort. This roughly mirrors the overall campus demographics.

However, white students remain over-represented when compared with Black students. There is work to be done to increase the number of Black students within the Architecture and Environmental Design Department.

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Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Architecture and Environmental Design Department aligns with the college vision because architecture, drafting, design, and planning skills are increasingly important within a variety of academic majors and careers. Architecture provides a unique planning and design perspective on issues pertaining to social justice and community advocacy. The built environment is an important tools in the fight for social justice.

Alignment with the College Values:

While the Architecture and Environmental Design Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All Architecture course and certificate curriculum have been thoroughly revised with an emphasis on DEIA. Dedicated faculty members, online, on-campus, and future tutorial support foster student success. Finally, Architecture courses are offered in on-campus, hybrid, and online, asynchronous modalities. On-campus courses are offered in a variety of schedules to meet student needs. Architecture students have the ability to borrow notebook computers from the SBVC Library and use the on-campus computers in the Architecture computer lab and other computer labs across campus.

Requests

- Equipment

Amount Requested 3600.000

Referencing the department's data and planning documents provide a rationale each item requested.

Increase the Architecture and Environmental Design Department's field trip budget by \$3,600.

This will allow for two additional bus-based field trips each academic year (\$1,800 per all-day bus rental). All Architecture field trips are open to the entire campus student population.

College-provided transportation for field trips is an equity issue. Many students do not own their own vehicle. Therefore, college-provided transportation allows all students to participate in valuable off-campus field trips. Participation in field trips is an important part of the collegiate experience, and it allows our community college students to enjoy the same experiences as students at four-year universities.

From the Architecture Department planning document:

-- Increase funding for student conference participation and off-campus field trip/site visit participation.

From the Architecture Department goals:

-- Hire a part-time lab tech and increase the field trip budget.

- Faculty

Total Number of Positions

Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Heibel, Todd

Program Review - Year 1: Art (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Art (2023/2024)

Division Arts & Humanities

Department Art

Area

Semester Assessed Fall 2023

Area Description

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

We offer an Art: Art Associate of Arts Degree, Studio Arts Associate in Arts for Transfer Degree, Graphic Design Associate of Arts Degree, Graphic Design Certificate of Achievement, Web and Multimedia Design Certificate of Achievement. We are working on two new certificates, Gallery Management and Arts and Entrepreneurship.

The Art Department has four full-time faculty members, each specializing in different disciplines. There are 19 dedicated adjunct art faculty members. We have one part-time curator for the gallery and three professional experts to help keep the gallery open and provide, along with meeting social media and marketing needs and helping to provide a welcoming environment and professional venue. We were able to redesign the Gresham Gallery website recently and have begun accepting donations for both the Art Department and the Gresham Gallery through the SBVC Foundation website.

Our glassblowing studio is one of the three within the California Community College system. The Gresham Gallery is a beautiful facility, described as a “hidden gem of the Inland Empire.” Last year, 2,500 people visited the gallery.

The Art Department enhances the campus experience by fostering creativity and innovation, cultural enrichment, community engagement, personal development among students and the broader community, interdisciplinary collaboration, aesthetic enhancement, cultural diversity, and stress relief and well-being.

Mission, Vision, and Values

The Art Department provides quality art education to a diverse community of learners. Art courses offer critical thinking skills and multicultural experiences that can apply to other educational areas of life. Art’s core efforts are to express emotions, communicate complex concepts, and spur action and change. In addition to art classes, the Gresham Gallery provides opportunities for students, employees, and the community to view a variety of exhibitions that provide meaningful learning experiences for all.

The Art Department disciplines serve lower division, transfer, and general education students at the two-year college level, students interested in careers in graphic design, web design, computer animation, and three-dimensional disciplines, and the personal interest of our community members. Through art exhibitions and assignments, the Art Department addresses beauty standards, racism and discrimination, immigration, gender and identity, class and citizenship, civil rights, disability rights, environmental concerns, and stereotypes.

The Art Department and the Gresham Gallery support the college’s values through the assignments, experiences, and visual culture they provide to the students, faculty, and the community. Courses are open to every community member, and the gallery is a cultural asset. We provide students with equipment, facilities, and technical tools to achieve their educational goals. In the classrooms, students develop their creative thinking and craft, engage, persist through creating art, express themselves, observe their inner and outer worlds, reflect on their observations, explore, stretch their perceived limitations, and understand the world from different perspectives. The Art Department supports collaboration with other departments on campus. The campus and surrounding communities can appreciate exhibits at the Gresham Gallery, which explores diverse cultures, human experiences, and multiple aesthetics and offers intellectual stimulation and rigor.

Program/Area Overview - Year 1

Positive Negative

Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Diverse Faculty Expertise: A faculty with a diverse range of expertise in various art forms, providing students with a well-rounded education.

Facilities: We provide students with art studios, workshops, and a computer technology infrastructure that enhances the learning experience. We are one of the few community colleges in California that has a glassblowing facility.

Community Engagement: We strive for connections with the local art community, fostering partnerships with other colleges and departments, and providing quality exhibitions in the art gallery.

Student Talent Pool: We have talented and motivated students who contribute to the department's creative and vibrant atmosphere, often transferring to four-year institutions.

Innovative Programs: We offer relevant art classes that meet the needs and interests of students.

Weaknesses

Limited Budget: Financial constraints that may limit investments in updated equipment, facilities, or faculty development.

Limited Course Offerings: A potential lack of diversity in course offerings or insufficient resources for expanding program options. We are out of physical space to set up a maker space and a student art gallery, both of which would allow us to expand our course offerings.

Technology Gaps: We are continuing to experiment with new technologies in both the 3-dimensional and digital areas. Technology is ever evolving, and we need space and funding to keep up with the new technologies and remain relevant.

Retention Challenges: Difficulty in retaining students due to factors such as poverty, home environments, work schedules, transportation, and other societal factors.

Curriculum: A curriculum that may not align with current industry trends or lacks interdisciplinary elements. We are working on developing new certificates to increase our offerings.

Opportunities

Grant Opportunities: Seeking and obtaining grants to enhance facilities, fund special projects, or support faculty development.

Collaboration with Industry: Partnering with local art industries, galleries, and businesses for internships, guest lectures, and collaborative projects.

Student Showcase Events: Organizing events and exhibitions to showcase student work, attracting attention from the community and potential employers.

Workforce Development: Aligning programs with local workforce needs and offering courses that prepare students for relevant careers in the art industry.

Online Education Expansion: Leveraging online platforms to expand the reach of art courses and attract a broader student base.

Threats

Funding Cuts: Potential reductions in state or institutional funding affecting resources available to the art department.

Competition with Other Departments: Competition for resources and student enrollment with other departments within the college.

Changing Demographics: Shifts in student demographics or interests that may impact enrollment in art courses.

Technological Changes: Rapid technological advancements affecting the relevance of traditional art forms or methods.

Pandemics or Natural Disasters: Disruptions to normal operations due to unforeseen events such as pandemics, earthquakes, or wildfires. Our student population is also in the mountain areas, and heavy rain and snowfall disrupt their ability to attend classes.

Goals

Curriculum Enhancement:

- Develop and implement new courses or update existing ones to stay current with industry trends and technology.
- Integrate interdisciplinary elements to provide students with a well-rounded art education.
- Foster collaboration between different art disciplines within the department and college departments.

Technology Integration:

- Invest in and integrating the latest art-related technologies and software into the curriculum.
- Within technology, look at issues of energy sustainability, especially in glassblowing and ceramics.
- Offer or provide information on workshops and training sessions for art faculty to stay proficient in digital art tools.

Student Engagement and Success:

- Implement mentorship programs connecting students with faculty and industry professionals. This directly relates to a certificate currently under development, Arts Entrepreneurship.
- Create opportunities for student exhibitions, both on and off-campus, to showcase their work. One such opportunity would be a student gallery, which is curated and managed by students. This relates to the current certificate under development, Gallery Management.
- Develop strategies to support student retention and success in the visual arts, connecting tutoring services and academic advising to the visual arts.

Community Outreach:

- Strengthen partnerships with local art, regional and national organizations, galleries, businesses, and schools to create internship and networking opportunities for students.
- Host community events, art fairs, or workshops to engage the local community and showcase student talent.
- Collaborate with local schools to promote art education at an early stage.

Facility and Equipment Upgrades:

- Conduct regular assessments of the department's facilities and upgrade or expand as needed.
- Ensure that art studios are well-equipped with modern tools and materials.
- Seek funding opportunities for the improvement of physical spaces and equipment and look to sustainable technologies.

Inclusivity and Diversity:

- Develop initiatives to promote inclusivity and diversity within the art department.
- Encourage the exploration of various art forms from different cultures and backgrounds.
- Implement strategies to attract and support a diverse student body and faculty.
- Encourage students to explore museums, schools, and galleries outside of the immediate area.

Professional Development:

- Encourage art faculty to take advantage of ongoing professional development opportunities for faculty to enhance teaching methodologies and art practices.
- Support faculty in pursuing research and creative projects to stay engaged in their respective fields.
- Encourage faculty participation in conferences and workshops to stay connected with industry developments.

Assessment and Accreditation:

- Regularly assess the effectiveness of the art department's programs and make necessary adjustments.
- Ensure compliance with accreditation standards and work towards continuous improvement.
- Implement student learning outcomes assessments to measure the department's impact on student success.
- These goals aim to create a dynamic and inclusive learning environment, foster creativity, and prepare students for success in the ever-evolving field of art.

Planning

Goal: Develop and implement new courses and certificates to stay current with industry trends and technology. For example, certificates in digital illustration, design thinking, glass, and continue with the certificates in gallery management and arts entrepreneurship.

Goal: Investigate and implement energy-efficient technologies in glassblowing and ceramics studios.

Goal: Collaborate with other departments within the college to integrate gallery visits into educational programs.

Goal: Find space for a student art gallery to provide training and mentorship to a student team, fostering their skills in gallery curation and management.

Goal: Introduce students to educational and artistic opportunities within the larger art ecosystem.

TOASTS

The Art Department is a vibrant part of San Bernardino Valley College. We are involved with several grant initiatives, including the three-million-dollar Pathways to Success grant collaboration with CSUSB and Norco College. Two other grant-funded programs, Strong Workforce 7 and 8, have been funded to develop certificates for art gallery management and arts entrepreneurship.

We host sound baths in the Art Gallery funded by professional development, and with the support of the Pathways to Success grant, we will be able to host a mindfulness club in the gallery in collaboration with an English faculty member. Last summer, we hosted a Youth Summit sponsored by Create California.

Thirty-eight high school students spent a day in the art department and the gallery, experiencing and learning about art. We are partners with the Garcia Center and Pilcheck International Glass School in Washington. Through fundraising efforts, we can send a student on a week's residency to Pilcheck in the summer of 2024. Recently, our design students created a mural for SistersWe Community Garden in San Bernardino, a logo for the welding department, a logo for KVCR's Rhythm Lounge show, and a PBS poster for Chef Local Lee. Partnering with the Science Division, they have created installation art for the STEM/Mesa center and are working on a drone photography class. We are currently working on 50 plant containers and 50 trays for the SBVC Spring 2024 Foundation Gala.

We have hosted quality art exhibitions, including *Life by Design*, *Printed Matter* and, most recently *Visions*. We held our first faculty show this year since the pandemic and a student art show in Spring 2023. Even with a limited number of hours the gallery can remain open because of lack of permanent or full-time staffing we were able to host 2,500 people in the gallery from January – December 2023.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Art Department fosters creativity, critical thinking, and personal development and provides opportunities for students to explore their artistic talents and develop essential skills. We encourage interdisciplinary collaboration and promote a vibrant campus culture. We encourage students to explore a variety of artistic traditions and perspectives, promoting cultural diversity and creating an inclusive space for students of all backgrounds. We realize how artistic expression contributes to stress relief, mental health, and student satisfaction.

The Art Department activities, exhibitions, and projects involve the broader community, fostering positive relationships and contributing to the college's role as a community hub. The Art Department enhances the overall academic experience for students. Investment in the arts contributes to the fulfillment of the college's broader educational and community-oriented objectives.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Batalo, Manuela

Program Review - Year 1: Athletics (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Athletics (2023/2024)

Division Campus Service Areas

Department Student Services

Area Athletics

Semester Assessed Fall 2023

Area Description

The athletic department is responsible for promoting and supporting physical activity, sportsmanship and competition among students. They often aim to enhance the overall well-being of the student through sports activities. The athletic department organizes and administers 12 different sports programs. Intercollegiate sports involve competition between different colleges. The athletic department manages sports facilities such as the stadium, the gyms the sports fields, the weight room, the fitness center, and the athletic training facilities. We allocate resources for equipment, coaching staff and other necessities to ensure the smooth functioning of sports programs at SBVC. The athletic department adheres to rules and regulations set by the sports governing body, such as the 3C2A (California Community College Athletic Association) compliance with these regulations ensure fair play, eligibility, and ethical conduct. The athletic department provides support services for student athletes, including academic support, sports medicine, and career guidance. Balancing academics and athletics commitment is a key focus. The athletic department please a role in fostering a sense of community by organizing events, games, and outreach programs. These activities help connect the institution with the local community and build

school spirit. In order to sustain sports programs, the athletic department often engages in fundraising activities and seeks sponsorship. The funding helps cover expenses related to travels, equipment, and facility maintenance.

The athletic department consist 1 Director of Athletics, 6 classified staff members, 12 head coaches, 30 assistant coaches, and service approximately 300 full time student athletes.

Mission, Vision, and Values

San Bernardino valley college is a 3C2A institution and a member of the Inland Empire Athletic Conference. In concert with SBVC mission and the 3C2A philosophy and goals, the athletic department promotes the growth of intellectual, physical, and social behavior of our student athletes. It is our goal to create a culture of excellence for our student athletes that celebrates integrity, diversity sportsmanship, and a strong work ethic.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Diverse student body: San Bernardino valley college has a diverse student population. The athletic department reflects that diversity very well.

Affordability: San Bernardino valley college is affordable in four-year institutions, making sports programs accessible to a broader range of students.

Local community support: strong ties to the local community can lead to increased support from residents, businesses, and alumni.

Flexibility in programs: the athletic department may have more flexibility in increasing and adjusting athletic programs to meet the needs and interest of their student body.

Academic focus: emphasizing the academic success of student athletes can enhance the reputation of the athletic department and the college as a whole.

Weaknesses

Limited resources: the athletic department has limited financial and human resources compared to institutions surrounding the college. This affects facilities, coaching staff, and program development.

Facility constraints: limited and outdated, outdoor sports facilities hindered the department's ability to attract and retain student athletes.

Limited visibility: smaller budgets may restrict the marketing and promotion of athletic events limiting the department's visibility.

Opportunities

Partnerships: establishing partnerships with local businesses, community organizations, and other college programs can provide additional resources and support.

Community engagement: leveraging community events and engagement opportunities can enhance the department's visibility and support.

Transfer program: building pathways for student athletes to transfer to four-year institutions can enhance the reputation of the college and the athletic program.

Online presence: utilizing digital platforms for promotion and engagement can help the college and the department reach wider audiences.

Threats

Budget constraints: economic downturns, inflation or changes in funding priorities may impact the athletic departments budget and resources.

Competition for talent: San Bernardino valley college faces competition from other institutions for recruiting talented athletes.

Changing demographics: shifts in the demographics for San Bernardino valley college may affect the potential athlete and supporters.

Regulatory changes: changes in regulations governing community colleges in California sports can impact the department's operations.

Goals

Student athlete development: enhance academic support services for student athletes, ensuring a balance between athletics and academic responsibilities.

Implement leadership and life skill programs to provoke personal development among student athletes.

Facility improvement: upgrade and maintain sports facilities to provide a safe and modern environment for both athletes and spectators.

Recruitment and retention: develop a strategic recruitment plan to attract student athletes to the college.

Implement initiatives to enhance the retention rate of student athletes, ensuring a positive experience throughout their college journey.

Financial sustainability: develop a sustainable financial model for the athletic department, exploring revenue streams such as fundraising, sponsorship, and Community partnership, and district funds.

Diversity and inclusion: promote diversity and inclusion within the athletic department, fostering an environment that is welcoming and supportive of Athletes from all backgrounds.

Athletic excellence: increase the overall competitiveness of sports teams by implementing comprehensive training programs, recruiting talented athletes, and hiring skilled coaches.

Planning

-

TOASTS

In the Fall of 2023 men's & women's cross-country teams won conference championships. Our women's volleyball team won a conference championship for the 1st time in 17 years. Our men's soccer team was highly ranked in the state and qualified for Southern California Regionals. Jim Ratigan (men's cross country) was named California State Coach of the Year. In the Fall of 2023 marks the beginning of our first full year working under student services. Student services and athletics contribute to a holistic development of students. While athletics focus on the physical, health and teamwork, student services addresses academic, emotional, and social well-being. Together they support a well-rounded educational experience. Many students services offer academic support such as tutoring counseling, and study resources. Athletics, who often have demanding training schedules, can benefit from these services to maintain their academic performance. Athletics fosters leadership and teamwork skills student services can build these qualities by providing leadership development programs and team building activities, helping athletes transfer their skills to various aspects of life. Both the student services and athletics play a role in promoting inclusivity and diversity. Collaborative efforts can create an environment where all students, regardless of their background or interest, feel supported and included. Having athletics under student services will be a great partnership that will benefit are students, the college, and the community.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? No

Provide an out-line of how the program will improve in those areas

We are out of compliance with Title IX.

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Athletic programs can foster student development by promoting teamwork, discipline, leadership, and time management. These skills align with the college's mission to prepare the student for success in various aspects of life.

Successful athletic programs often generate school spirit and engage the local community. This aligns with the college mission statement to create a vibrant campus culture and establish strong ties with the surrounding community.

Participation in sports promotes physical health and well-being among students. Supporting athletics and aligns with the college's commitment to the overall health and Wellness but with student body.

Athletics can bring together students from diverse backgrounds and foster a sense of inclusivity. Colleges often aim to create an inclusive environment and Athletics can contribute to this goal.

Successful athletic programs can enhance the college's brand and reputation. This may attract prospective students, faculty, and donors, aligning with the institutions mission of to excel and be recognized for its achievements.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Rubio, David

Program Review - Year 1: Automotive Collision and Repair (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Automotive Collision and Repair (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Automotive Collision and Repair

Area

Semester Assessed Fall 2023

Area Description

The Collision Repair, Hybrid & EV and Restoration Program instructs students in collision repair, hybrid and electric vehicle repair and safety, frame straightening, refinishing, estimating, street rod fabrication, auto interiors and vehicle restoration.

Students acquire skill sets that range from minor repairs and unibody frame replacement to spot jobs and complete vehicle refinishing. The newest edition to the program is Automotive for the Collision Specialist in Spring 2020. The department updated the curriculum in 2021 to reflect the industries' fast changing EV and Hybrid programs. All courses continued in a Hybrid teaching format in Fall 2020-23 and through the pandemic, with a 100% COVID Free environment.

The Collision department is continually updating and improving the curriculum.

Future additions to the program are ADAS (Advanced Drivers Assisted System) calibrations and high accuracy positioning systems, self-parking functions, TPS (Tire Pressure Sensor) systems, lane change assist and nitrogen urethane welding. These are just a few of our updates to the Collision Departments curriculum for 2023-2024. These changes are requested by the Collision, Hybrid & EV, and Restoration industries for students to be employable immediately after Certificate/Degree completion.

Mission, Vision, and Values

The Automotive Collision program provides quality education and training that supports a diverse community of learners through the courses offered in the program. The Automotive Collision program awards a high number of certificates, including Basic Automotive Collision Certificate, Advanced Automotive Collision Certificate, Street Rod Certificate and Upholstery Certificate.

The Automotive Collision program is a discipline that celebrates diversity and equity and equips students with the ability to critically engage with the Automotive Collision and Refinishing industry around them. Automotive Collision courses are applicable to students from all walks of life and course objectives for the entry level of Automotive Collision course emphasize the importance of diversity and sociocultural differences in understanding human behavior and development.

One innovative instructional opportunity that centers on equity is the formation of an ongoing project in which students in Automotive Collision course (ACR 020, 022, 024, 026) collaborate with the Institutional Research office in conducting research to inform our college equity plan. The objective of the project is to center students' voices in the student equity-related issues affecting our campus community.

Program/Area Overview - Year 1

		Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?	
	External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

The Auto Collision Repair and Refinishing’s strength is the ability to maintain success and retention rates consistent with the college trends, with two full-time faculty teaching six sections in a hybrid atmosphere. The ACR Program also centers the student experience through engagement in active learning activities with live/real vehicles, which includes project-based learning methods. The ACR Program embodies the college’s commitment to innovative instructional programming.

Weaknesses

Our major weakness is the lack of students enrolling in our courses from the local high schools. The issue isn't the interest in the collision repair and refinishing industry; however, the students are aware of other programs and are enrolling at nearby colleges. The students at local high schools are not aware of our programs due to non-advertising. With this weakness, our certificate counts, program and our local industry will be suffering.

Opportunities

There are many opportunities with the addition of internships, led by industry leaders in our local community. After the students complete the Advanced Auto Collision Repair & Refinishing Certificate, they will be able to go straight into a paid internship in our local community.

Another opportunity is adding new classes. With the advancement of technologies in the automotive world with high-tech crush zones, electronic control modules and CAN Bus & Ethernet communications, we will be adding courses and writing new curriculum to keep up with industry standards.

Threats

A threat to the Auto Collision Repair program is the lack of awareness of our program and division on the SBVC campus. The low enrollments will cause the deletion of the program and a huge loss to the Auto Collision industry.

Goals

1. The main goal is to grow the program with better advertising, outreach and one -on-one counseling.
2. Another goal is to add more internships and work closer with the Collision industry.
3. A third goal is to move to our new building that is being constructed.
4. This should be an excellent advertising trait to make the community aware of what we have to offer. The targeted move date should take place Fall 2024.

Planning

The primary goal is to plan to take site visits to all nearby high schools with existing automotive programs. The secondary plan is to add new classes to keep up with every changing automotive collision industry. Third is to move the existing facility to the new building in a timely manner without interrupting the integrity of the program.

TOASTS

The Collision & Refinishing instructors are highly involved with the Inland Empire Strong Workforce group and have attended every EV/Hybrid training course that has been offered. With that knowledge, the ACR 30 Mechanical for the Collision Specialist course has been a success.

The Auto Collision Club has been successfully running for 25+ years with a small hiccup during Covid and is back running strong.

The ACR has an excellent percentage of job placement after the students receive their Advance Auto Collision and Refinishing Certificate.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Automotive Collision program aligns with the mission, vision, and values of the college by providing quality education and training that supports a diverse community of learners through the courses offered in the program. The Automotive Collision program awards a high number of certificates, including Basic Automotive Collision Certificate, Advanced Automotive Collision Certificate, Street Rod Certificate and Upholstery Certificate.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Williams, Mark S.

Program Review - Year 1: Automotive Technology (2023-2024)

Proposal Resources

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Co Contributors

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Cover

Program Review Title Automotive Technology (2023-2024)

Division Applied Technology, Transportation & Culinary Arts

Department Automotive

Area

Semester Assessed Fall 2023

Area Description

The Automotive Technology Department offers courses designed to provide the skills and knowledge required for immediate employment as well as for students with a personal interest in automotive technology. The course of study in automotive technology may lead to an Associate of Science Degree or a vocational certificate.

We offer the following degrees and certificates:

- Automatic and Manual Transmission Associate of Science Degree
- Automatic and Manual Transmission Certificate of Achievement
- Automotive Engine Performance Associate of Science Degree
- Automotive Engine Performance Certificate of Achievement
- Automotive Preventative Maintenance Technician Certificate of Achievement
- Automotive Technician Associate of Science Degree
- Automotive Technician Certificate of Achievement

- Automotive Wheel Alignment and Brakes Associate of Science Degree
- Automotive Wheel Alignment and Brakes Certificate of Achievement
- Automotive Clean Vehicle Technology Associate of Science Degree
- Automotive Clean Vehicle Technology Certificate of Achievement

The Clean Vehicle Technology Program is our latest offering. Introducing our students to hybrid, plug-in, EV and hydrogen fuel cell vehicle technologies so that they may have the KSA's to safely work on an ever-expanding market of vehicles and be competitive in the workforce. We have also worked on strengthening employer relations as well as fostering new partnerships to increase opportunities for our students.

Mission, Vision, and Values

The automotive department prides itself on being a diverse team of dedicated professionals who freely exercise their own pedagogies derived from their experiences and education. We celebrate hard work and strive for accessibility and inclusion by offering a variety of class start times, seeking employment opportunities for our students, advocating for them, and fostering an open and collaborative teaching and lab environment.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Dedication to updated curriculum and industry partnerships. Supporting and encouraging a diverse student population to get out of their comfort zones in order to acquire new skills and gain valuable experiences. And SLOs have been consistently above 84% (and up to 98%) across the last 3 years. Offering morning, afternoon and evening class times, in addition to a selection of in-person and mixed instruction courses.

Weaknesses

Lack of sufficient full-time faculty, lack of funding for marketing our department and Clean Vehicle program, lack of teaching assistants, lack of sufficient variety and quantity of vehicles and lack of classroom and lab space.

Opportunities

New Applied Tech building will greatly add classroom and lab space. As well as funds available for new permanently installed shop equipment (i.e. vehicle hoists). There will be more space for additional vehicles. Increased demand for automotive technicians in the IE to replace vacancies and retirements. Also, California's EV mandate will stress the need for more technicians who are knowledgeable in the diagnosis and repair of high voltage vehicle systems as-well-as charging station infrastructure.

Threats

Dealerships have been slow to increase entry-level wages despite high demand for skilled labor. Valley College continues to be the best kept secret in the area.

Goals

- Increase number of full-time faculty
- Gain teachers' aid
- Gain funding for department marketing
- Acquire additional vehicles for student training
- Become well-known in the IE

Planning

- Increase evening course options
- Increase mixed instruction sections
- Increase outreach events
- Increase number of industry partners
- Increase number of students registered in the apprenticeship program

TOASTS

We continue to help place students in well-paying careers with the dedication of our jobs developer. We are also constantly staying up to date with the latest in technological developments and government policies so that we can better inform and educate our students.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Additional faculty will enable us to offer additional in-demand courses, increased scheduling options and mixed instruction sections, as well as increase outreach efforts.

By gaining teachers' aid, we can offer increased student access and a more inclusive availability of assigned work during lab sections.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Cruz, Alex

Program Review - Year 1: Biology (2023/2024)

Proposal Resources

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Co Contributors

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Program Review Title Biology (2023/2024)

Division Science

Department Biology

Area

Semester Assessed Spring 2023

Area Description

The Valley College Biology department is dedicated to delivering a comprehensive education in the fascinating study of living organisms, employing active learning and student-centered methodologies. Our diverse range of courses aims to establish a robust biology foundation, offering hands-on learning and practical experiences tailored to three distinct student populations: General Education (GE), allied-health, and Biology transfer students. Whether fulfilling GE requirements, pursuing a technical allied health career, or earning an A.S. or A.S.-T in Biology for transfer to a four-year university, we are committed to meeting the diverse needs of our Inland Empire community.

Beyond imparting content knowledge, our emphasis strongly lies on fostering lifelong skills crucial in today's world, including creative and critical thinking, quantitative analysis, deductive and inductive reasoning, and effective written communication. Additionally, our department actively supports a Living Lab Garden in the college's external facilities, utilizing various campus areas for scientific outdoor laboratories. Furthermore, the department owns diverse Zoological and Botanical Museum collections

dating back to Valley College's inception in the 1920s, featuring paleontological specimens and locally extinct species. The significant value of these museum specimens resonates within the scientific community and greatly benefits our students.

Mission, Vision, and Values

The SBVC Biology Department exemplifies alignment with the college's mission through the implementation of evidence-based decisions, strategically supporting a diverse student body and the broader community. Engaging in open dialogues addressing our nation's challenges with racism and conducting thorough analyses of student success and retention across our courses enables our department to persistently strive towards diminishing equity gaps. Our overarching objective is to deliver a high-quality education, equipping students from various racial backgrounds for triumph in their chosen career paths, while instilling a profound appreciation for the marvels of biology and its significance in our everyday lives.

Aligned with the college's vision, the Biology Department faculty actively leverage their social and professional networks to empower students in enhancing both their personal and professional quality of life. Their efforts focus on preparing students for technical programs and facilitating seamless transfers to outstanding four-year universities. The indispensable role of biology laboratory technicians within the high-quality educational framework is evident as they ensure the success of lab courses through valuable hands-on experiences. Beyond just facilitating entry into high-paying jobs, the department's courses actively contribute to fostering personal and local economic growth for our Inland Empire community.

In alignment with the college's values, the department underscores its dedication to diversity, equity, inclusion, and anti-racism by updating and integrating DEIAA initiatives into the biology curricula. The primary focus is on enhancing success rates and addressing racial inequities. Through ongoing efforts to refine and increase online instructions, the department has increased its use of open access and ensures equitable learning opportunities for all students. Numerous career discussions are held by faculty, drawing connections between course material and the topics encountered in their career-focused courses. Furthermore, collaborative endeavors with student support services, such as the STEM-MESA, Umoja-Tumaini, Puente, and EOP Programs, as well as counselors, contribute to fostering an inclusive campus climate and students' sense of belonging.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?

External

Opportunities	Threats
What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

The biology department has expanded to include a robust team of nine full-time faculty members and four full-time lab technicians, representing a diverse range of racial and educational backgrounds. Our faculty do a wonderful job at adapting to the evolving academic and professional environment, regularly updating both course content and Student Learning Outcomes. To promote equity and enrollment, we eliminated prerequisites for entry-level courses (BIOL 100, 155, 205, and 250), establishing a gateway for STEM majors entering through Biology. Additionally, faculty integrate resources such as the STEM center and Writing center to enhance student success and completion rates.

Our faculty strives to provide real-life applications to the course material. This includes lecture and lab experiences, field trips and extra opportunities that connect scholars with occupation-related experiences. For example, our faculty has offered trips to the county morgue, to observe biodiversity in zoos and the wild.

Our courses are strongly centered around student needs. Faculty actively engage with students facing home and work concerns, offering flexibility in deadlines and providing support beyond the classroom. We maintain a close connection with students' career goals, preparing them for professions such as psychiatric technology, pharmaceutical technology, and nursing. This commitment is evident through the steady increase in student success and completion since our last program review cycle, 2016-2017 (65.2% success and 86.1% completion) to 2022-2023 (74.5% success and 90.6% completion).

Weaknesses

A persistent challenge we face is the endeavor to increase the success rates of our Black/African American and Hispanic students. Success is currently at a lower 70%, to align with the success levels observed among our Asian, White, and Filipino students, ranging from 78% to 90% across our biology courses. Additionally, our Black/African American students continue to experience a disproportionate impact on course completion rates.

A success rate close to 60% has persisted from 2016-2017 to 2022-2023 in our gateway classes (BIOL-250 & 260), hindering the entry of Black/African American and Hispanic students into allied health care professions. Additionally, our Black/African American and Hispanic students experience a disproportionate impact on course completion rates. DEIA efforts targeting this population of students and faculty teaching these courses would be beneficial to help increase retention and success.

Approximately 63% of our biology courses are taught by part-time faculty, and this is reflected in multiple student complaints, particularly from courses taught by our adjunct faculty. This highlights the pressing need for additional support and mentorship for part-time faculty from both the college and full-time faculty to address these concerns effectively.

Opportunities

According to the California Health Care Foundation, there is a shortage of doctors and physician assistants, with only 50 doctors per 100,000 people in the Inland Empire. The nursing program at SBVC boasts the highest enrollment compared to other academic programs. The opportunity for increased enrollment into our allied health biology pre-requisite courses persists.

The maintenance of our garden spaces, serving as outdoor classrooms, enables the ongoing implementation of DEIA/Access and culturally responsive pedagogy. This involves incorporating a curriculum focused on native plants and animals, and applying these concepts to conservation efforts that respect and involve indigenous cultures. External collaborations are being created to enhance this experience with the overarching goal of establishing garden spaces and educational opportunities for the community.

Our participation in Valley Now's Dual Enrollment program with local high schools, specifically in General Biology (BIOL-100), is anticipated to increase our college's visibility. Consequently, this may lead to future increases in overall enrollment and potentially boost enrollment in our biology courses. Most importantly, students taking general biology before college are expected to contribute to an increase in scientific literacy and biological awareness among residents of San Bernardino County. This, in turn, could lead to the dispelling of misinformation regarding crucial community issues and facilitate informed decision-making.

One of the best opportunities we can leverage is the STEM-MESA Center, which offers workshops, tutoring, and other proven success-driven opportunities. The biology faculty has done an exemplary job bringing our students to the center and advocating for its use. We can also coordinate with alumni and community members to invite guest speakers who can discuss career options and opportunities with our current students, aligning with the STEM center's speaker list.

Threats

There is a growing demand among students for online courses. However, our current biology course curriculum may not be suitable for the expansion of distance education, including hybrid asynchronous courses or exclusively online general biology laboratory courses, without compromising student success and retention. Additionally, increased AI usage in our courses presents a threat to integrity, especially in our online courses.

Increased financial distress makes jobs more enticing than the unknown of school and what to do with education.

Safety concerns while on campus pose an additional stressor, particularly for students and instructors during evening courses. There is a need for PD training within the department, extending to our part-time colleagues.

Goals

Develop a zero-text cost (ZTC) Associates of Science Degree in Allied Health Sciences. Collaborate with Chemistry, Math, Psychology, and Sociology departments to identify the required courses.

Develop paid mandatory professional development workshops on DEIA tailored to our biology programs for full-time and part-time faculty. This initiative aims to increase students' sense of belonging in biology courses, foster interest in science careers and allied health, and enhance overall student success and completion rates.

Incorporate embedded tutors in our gateway courses. The STEM-MESA center has an excellent tutoring service with exceptional tutors; regrettably, there are students who cannot dedicate additional time on campus to access the center's tutors. To potentially enhance student success, especially in double sections, incorporating embedded tutors within our courses could provide the supplementary support necessary. This additional support in the classroom can assist students in comprehending course concepts and bolster student engagement.

Planning

Investigate the ability to have cohorts, peer mentoring and faculty mentoring for increasing students' sense of belonging and course performance.

Reevaluate scheduling to offer diverse course modalities (in-person, hybrid, online) and course offerings (split labs, short-term courses) starting with our gateway courses. Continue to use the Dashboards for our ongoing analysis of course modalities and offerings. Submit a research request regarding the enrollment, fill rate, and course performance of split labs during the past semesters.

Implementing and/or revise standardized training & lab manuals/catalogs for BIOL-100, BIOL-155, BIOL-205/206/207, BIOL-250/251, and BIOL-260/261, covering the same lab activities, may promote equity in these courses while maintaining the same level of rigor across all sections, whether taught by a full-time or part-time faculty. Additionally, create lab safety and protocol videos to include in lab syllabi.

TOASTS

The BIOL 100 COR underwent a comprehensive re-evaluation which led to innovative and novel changes, incorporating DEIAA work and overhauling experiments to align more cohesively and intriguingly with topics of student interest. Student success rates for 2022-2023 reached 78.6%, a 14.6% increase from 2016-2017. There was also a notable increase in Black/African American and Hispanic student success from 2016-2017 (low 60%) to 2022-2023 (mid 70%). An outstanding student success and retention increase occurred in BIOL 205, with a 33.8% success increase from 2016-2017 to 2022-2023 and 21.4% in retention. Other courses that have experienced a success increase of over 10% from 2016-2017 to 2022-2023 are BIOL 155, 251, 261, and 270.

Professor Fernando Gomez's equity report for prior semesters indicated a 93.25% retention rate and a 85.28% success rate overall. This includes a remarkable 100% retention and success rates among African-American, Filipino, and Pacific Islander students. Additionally, for Hispanic students, his report indicates a 93.55% retention rate and 83.06% success rate.

Professor Joan Murillo's equity report for 2022-2023 indicated a 93.69% retention rate and an 84.23% success rate overall, with a 90% retention and success rate for Black/African American students.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Romero, Melissa

Program Review - Year 1: Chemistry (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Avelar, Amy
- Jones, Carol
- Lillard, Sheri
- Mayo, Ana
- Torrez, Michael

Cover

Program Review Title Chemistry (2023/2024)

Division Science

Department Chemistry

Area

Semester Assessed Fall 2023

Area Description

Chemistry is a scientific discipline that studies the composition, properties, and behavior of matter. It plays a vital role in many industries and helps to develop new technologies and products. Learning chemistry is essential for understanding the natural world, making informed decisions about our environment and health, and developing critical thinking and problem-solving skills. It also leads to exciting career opportunities in fields such as chemistry, chemical engineering, and environmental science, biochemistry, and allied health.

The SBVC Chemistry program is designed to meet the diverse needs of students served by the community college:

1. Students majoring in Chemistry or related fields who are interested in careers in chemical research, pharmaceuticals, environmental science, and more.
2. Students majoring in health sciences who need a strong foundation in Chemistry to excel in their respective fields.
3. Students fulfilling their general education science requirement who desire a thorough understanding of basic chemical concepts and principles.

Courses in the Chemistry Department are taught with a strong emphasis on hands-on laboratory experiences. Our advanced classes provide students with opportunities to use a variety of instruments, enhancing their analytical and problem-solving skills.

Students planning to transfer to a four-year institution will earn an A.S. or A.S-T in chemistry in preparation for a university major in chemistry, biochemistry, or other science fields.

Mission, Vision, and Values

The SBVC Chemistry Department embodies the Mission, Vision, and Values of the College in various ways. It aligns with the mission by providing an innovative and cohesive educational program for a diverse group of students with different needs, such as those majoring in Chemistry or related fields, health sciences, and those fulfilling their general education science requirement. The department's emphasis on hands-on laboratory experiences and continuous improvement of lessons, labs, and curricula helps foster a meaningful learning environment.

In alignment with the college's vision, the Chemistry Department contributes to creating leaders in the fields of chemical research, pharmaceuticals, environmental science, healthcare, and more. By actively participating in local professional groups like American Chemical Society (ACS) and STEM-MESA program, the department enhances its support services, further promoting social justice and community advocacy.

The department also reflects the college's values through its commitment to diversity, equity, inclusion, and anti-racism by implementing DEIA work into the chemistry curricula, focusing on improving success rates and addressing racial inequities. By continuously working to improve online instruction, the department promotes open access and equitable learning opportunities for all students. Moreover, the department's collaboration with student support services like the recently strengthened STEM-MESA program fosters a positive campus climate and contributes to participatory governance.

Program/Area Overview - Year 1

Positive Negative

Internal	Strengths	Weaknesses
	What are you already particularly good at? What are your advantages?	What areas do you need to improve? What are your disadvantages?
External	Opportunities	Threats
	What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

1. Our department has a strong core of experienced full-time instructors and full-time lab technicians who regularly update lessons, labs, and curricula for improvement.
2. Our SLOs for second semester classes in the General and Organic sequences involve the administration of the ACS standardized exams.
3. Our department is active in our local professional group, the American Chemical Society (ACS) and our SBVC STEM-MESA programs helping to provide our students with strong support services outside of the classroom. These support services help us to reach our department goals including increasing the number of science, and engineering majors and STEM degrees, increasing students' success in chemistry classes and improving outcomes and opportunities for chemistry and science students before/during transfer.
4. Enrollment in CHEM 101 and 105 is growing. The classes feed into science majors programs and nursing programs respectively supporting the entire Science Division.

Weaknesses

1. Our success rates could be improved. We did make reductions in class caps in 2019 to try to increase success rates and it was effective resulting in a success rate increase from 58% to 63% from the 18-19 to 20-21 school years. This needs to continue to improve. Unfortunately, class caps in CHEM 101 have recently been increased again. There are significant racial inequities in our success rates and changes in curriculum and lesson/lab creation to address this.
2. Our online instruction on average could improve. Like the rest of the campus, we had to make a sudden shift to significantly more online instruction in the wake of COVID. Our average online teaching experience and abilities in the department are improving but will likely need to further improve through training and experience. Good online instruction is important to access and, thus equity.

Opportunities

1. Recent DEIA work has been undertaken in the Chemistry Dept. and across the Science Division. Science intro classes including CHEM 101, have been updated to include important topics that relate to diversity and equity particularly as they relate to the environment and health care. These improvements to our curricula should translate to increased student interest and success.
2. Many of the students passing through the chemistry program are taking introductory courses such as CHEM 101, 104, and 105 in preparation for nursing and other healthcare fields. The demand for nurses is particularly high right now. California has over 200k job openings for registered nurses alone

(labormarketinfo.edd.ca.gov). We have the opportunity to train many local residents to enter the medical field. Work is also underway in both the Chemistry and Nursing programs to address inequities in success rates.

3. The STEM and MESA Programs merged in 2022 to form the current STEM-MESA program and are now serving 100% more students than last year. This strengthening of our student support services should help us to reach many of our department goals.
4. Math and English CHEM 101 and 105 prerequisites were removed as of Fall 2023 allowing for greater, more equitable access for students.

Threats

1. The shortage of nurses previously mentioned is in large part due to many leaving the field due to burn out. This problem could lead to lowered interest in the field.
2. The move to online for the last couple years has been a difficult adjustment for the Chemistry Department. It is difficult to craft reliable online assessments and, as we have returned, many faculty have noticed that students struggle to demonstrate in-person knowledge that they might seem to have based on some online assessments. Success rates increased last year from 64.8% (21-22) to 71.7% (22-23) but we are expecting to have to work and get creative to maintain it as students continue to return to in-person courses and assessments.
3. Recent significant increases in CHEM 101 class sizes have made it more difficult to give personal attention to each student resulting in a sharp decrease in student success to 61.6% in Fall 2023.

Goals

1. Improving student success.
2. Acquiring resources to ensure rigor of curriculum.
3. Further integrating DEIA into our program.

Planning

1. **Improving student success.** The success rate is increasing but we would like to increase it further. Recent issues include students enrolling in too many units, students not understanding the time required or not having the appropriate study skills to succeed in Chemistry, and too few workshop facilitators. The new STEM-MESA program will help a lot with this.
2. **Acquiring resources to ensure rigor of curriculum.** Laboratory-based instruction is necessary to ensure quality training for science students, most of whom transfer to 4-year institutions. This laboratory preparation requires both human and financial resources. Challenges include price increases for chemicals/supplies, aging/outdated instrumentation, individual lab drawers for hundreds of students, proper ventilation for fume hoods, and enough personnel to manage experimental setups for > 50 labs/week (Mon – Sat).
3. **Further integrating DEIA into our program.** We have begun work on this by changing the CHEM 101 COR to include units on chemistry and society, environmental justice, and healthcare inequities to directly build DEIA into our introductory chemistry class that constitutes most of our FTES and written new labs and assignments to cover these topics. We are working to improve these instructional resources and expand this work to general chemistry in the future.

TOASTS

1. **Triumph:** The Chemistry Department at SBVC has a strong core of experienced full-time instructors and lab technicians who are dedicated to continuously updating lessons, labs, and curricula for improvement. This dedication to excellence has contributed to the department's success in providing students with a comprehensive and hands-on educational experience,

preparing them for careers in chemical research, pharmaceuticals, environmental science, healthcare, and more.

2. Outcomes: The department's recent focus on DEIA work has led to significant updates in the Chemistry curricula, which now includes diversity and equity-related topics, particularly in relation to the environment and healthcare. These improvements are expected to increase student interest, engagement, and success rates, while addressing inequities and fostering a more inclusive learning environment.
3. Innovation: The Chemistry Department has effectively collaborated with local professional groups like ACS and STEM-MESA programs to provide strong support services outside the classroom. The recent merger of STEM and MESA Programs has strengthened these services, resulting in a 100% increase in the number of students served. This collaboration and innovation have played a crucial role in helping the department reach its goals of increasing the number of science and engineering majors, STEM degrees, and student success rates in chemistry classes.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The chemistry department goals align with the mission by providing an innovative and cohesive educational program for a diverse group of students with different needs, such as those majoring in Chemistry or related fields, health sciences, and those fulfilling their general education science requirement. In alignment with the college's vision, the Chemistry Department contributes to creating leaders in the fields of chemical research, pharmaceuticals, environmental science, healthcare, and more. The department also reflects the college's values through its commitment to diversity, equity, inclusion, and anti-racism by implementing DEIA work into the chemistry curricula, focusing on improving success rates and addressing racial inequities.

The chemistry departments resource requests include writing tablets and a part-time lab tech. These are intended to improve instruction in both lecture and lab supporting the aforementioned goals and practices that align with the college mission.

Requests

Supporting Documents

Attached File

Originator Lemieux, Jessy

Program Review - Year 1: Child Development (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Barnett, Kellie

Cover

Program Review Title Child Development (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Child Development

Area

Semester Assessed Fall 2023

Area Description

The Child Development Department has both an academic and vocational orientation. The academic program prepares students for an Associate of Arts degree that articulates with higher education and transfers into continued study suitable for a baccalaureate degree. The vocational program interfaces with the academic program and prepares students for immediate employment. The eight certificates and four degrees offered by the Child Development Department prepare students for work in programs meeting Title 5 and Title 22 requirements and qualify students for Child Development Permits issued by the Commission on Teaching Credentialing.

The certificates and degrees offered provide students with a skillset that will take them from entry level positions (ie the Child Development Associate Teacher Certificate) to supervisory positions (Site Supervisor Permit) and/or positions requiring a specific specialization (ie Infant Toddler Certificate, Early Intervention and Inclusion). The certificates and degrees offered as follows:

- Associate Teacher Certificate
- Teacher Certificate
- Master Teacher Certificate
- Site Supervisor Certificate
- Infant/Toddler Certificate
- Family Child Care Certificate
- School-Age Certificate
- Early Intervention and Inclusion Certificate
- Child Development Associate of Arts Degree
- Early Intervention Associate of Arts Degree
- Early Childhood Education (ECE) AS-T Degree

The Child Development (CD) program has two major constituent groups. These are students who can only attend school during the day and working students who can only attend during the evenings and on weekends. In order to meet the needs of both groups, core courses required to obtain the Associate Teacher and/or Teacher Certificates are offered both day, evening and online/ hybrid. Courses required for more advanced certificates i.e. Infant/Toddler, Master Teacher, Site Supervisor (primarily suited for working students) are offered between 4:00 p.m. and 10:00 p.m. Monday through Friday and on Saturday morning. Students seeking an Associate of Arts Degree in CD/ or AS-T in ECE can obtain a degree whether they attend day or evening. The schedule is designed to allow students who only enroll in evening and weekend classes to obtain our certificates / degrees without having to quit their jobs.

The Child Development Department has adjusted the course offerings so that all courses required to complete a certificate or degree are now offered during the fall and/ or spring semester each year. This change was made to address students' concerns about courses that were only offered once every other fall or every other spring. At one point, it was taking students too long to complete courses for degrees and certificates. The number of courses offered per year has increased to meet student's needs to complete their programs in a timely manner.

Classes are scheduled in 8, 14, 15, 16, and 17-week sessions. The hybrid and online courses have been very popular. To provide access in response to the increased demand, the Child Development Department has added additional online and hybrid sections each semester.

The Child Development Department has an advisory committee that meets twice a year to provide input on the Child Development program offered at SBVC and is comprised of local early childhood administrators, private non-profit and for-profit directors/teachers, faculty, students, and a representative from the Counseling Department. The SBVC advisory committee assists the department in making decisions that impact the early childhood workforce. Whether it is an increase in specific subject matter offerings or delivery systems, the advisory committee assists the department in developing programs or making programmatic adjustments that meet the needs of the students and the community.

Mission, Vision, and Values

The mission of the Child Development Department is to provide quality education in the field of Child Development to a diverse community of learners. The Child Development Department is committed to student success, to quality teaching, and to excellence by preparing students to earn their certificates, permits and degrees in an environment that promotes equity and social justice for all. Students are taught that childhood is a unique and valuable stage of the human life cycle, and consistent with the mission, vision and values of the college, we strive to create leaders as well as advocates at all levels of employment in the field.

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

- The Child Development Department maintains close partnerships with the Child Development community. These partnerships include but are not limited to local school districts, preschool programs regulated by Title 5 and Title 22, the California Early Childhood Mentor Program, the Child Development Training Consortium, the Child Care Resource Center, and the Local Planning Council. These affiliations help the department provide training and employment opportunities for staff and students.
- The Child Development Department is responsive to the needs of the students we serve. We have adjusted times and modalities to best meet their educational needs.

Weaknesses

- The Child Development department has offered courses on high school campuses for over 25 years. The new dual-enrollment initiative has jeopardized that practice. Due to the schedule currently adopted by the high schools, finding qualified adjunct faculty to teach Child Development courses on our high school campuses has become a challenge.
- The Child Development department has experienced the loss of full-time faculty since 2009. Positions vacated due to retirements have not been replaced. Maintaining department responsibilities, which include articulation, content review for academic and CTE programs, advisory boards, community partnerships, site visitations, vocational and academic advising have all been affected. The greatest impact experienced by losing full-time faculty is departmental workload and student advising. The workload for CTE programs is high, and the department was unable to keep its funding from the Perkins grant because there was no faculty available to administer it.
- The Child Development Department at Crafton Hills College has the same certificates as Valley but, unfortunately, lists different courses to meet those certificate requirements. This creates a barrier for students who chose to take courses on both campuses.
- The retention rates for Child Development courses have remained in the high 80s, but our success rates are less than 70%. We need to focus on ways to increase our success rates.

Opportunities

Before COVID, the Child Development Department, through the California Mentor Teacher Project, conducted monthly Director's Meetings with a community partner, Teddy Bear Tymes. The meetings provided the childcare community with an opportunity to explore particular topics impacting the field. Now that we are again gathering in person, we would like to resume those meetings. Not only to provide currency in the field, but to give adjuncts an opportunity to present topics to the community.

With the Department of Education's increased demand for transitional kindergarten programs, the department will be creating a Transitional Kindergarten Certificate to prepare elementary school teachers for work with preschool children.

NAEYC is a professional membership organization that promotes high-quality early learning for all young children, birth through age 8. Their collective vision is for all young children to thrive and learn in a society dedicated to ensuring that all children reach their full potential. The association comprises nearly 60,000 individual members of the early childhood community and 52 affiliates. The California Association for the Education of Young Children (CAEYC) (an affiliate of NAEYC) is resurrecting the local affiliate, the Inland Empire Association for the Education of Young Children (IEAEYC). The Inland Empire Association for the Education of Young Children (IEAEYC) has been dormant for over 20 years. Our participation with the IEAEYC provides the SBVC Child Development Department with an opportunity to continue to make a difference in the lives of children, families and early childhood professionals.

Threats

Warehouse work and fast food jobs are among the greatest threats to the early care and education community. Although there is a tremendous demand for preschool teachers across the state, wages for non-school district preschool teachers are lower than most individuals receive for work at fast food restaurants and Amazon. Additionally, neither of those jobs requires units or continuing education.

The other threat is somewhat internal. Prior to the creation of transitional kindergarten, preschool teachers holding a Child Development Teacher Permit (24 units in Child Development and 16 units in general education) prepared four-year-olds for kindergarten in preschool programs all over the state. As school districts shift their focus from pre-kindergarten classes to transitional kindergarten classes, credentialed teachers are increasingly replacing those positions previously held by non-credentialed preschool teachers. So, as we create training opportunities to prepare elementary school teachers for transitional kindergarten, we need to be mindful of how we can support pre-kindergarten teachers who previously had those jobs.

Goals

1. To increase success rates by 15% in the next 5 years
2. To increase the number of in-person sections taught on campus by at least 15%.
3. To increase weekend college offerings by 15%.
4. To develop a Transitional Kindergarten Certificate.
5. Implement a dual enrollment program that meets the needs of the SBVC Child Development Department and the high schools.
6. Identify an adjunct instructor to teach Child Development courses in Spanish.
7. Hire at least one full-time faculty member to fill the retirement vacancies.
8. To align certificate and degree requirements with Crafton Hills degree and certificate program.

Planning

- The Child Development Department will actively participate in the dual-enrollment work group to highlight the challenges experienced by departments offering courses on high school campuses.

- The Child Development Department will again request funding through the Program Review process to replace retired faculty.
- The Child Development Department will meet with the Child Development faculty at Crafton Hills College to ensure all certificates and degrees offered by both child development programs can be aligned.
- The Child Development Department will continue its collaboration with local school districts to prepare credentialed teachers to work in transitional kindergarten classrooms while creating pathways for qualified preschool teachers to obtain advanced degrees.
- The Child Development Department will meet with adjunct faculty and the SBVC Child Development Department Advisory committee to address success rates, modalities, and week college.

TOASTS

Although the Child Development Department has experienced several successes, one of the projects we are most proud of is a two-year mini-grant we received from ECEPTS (which stands for Early Care and Education Pathways and Success), a nonprofit organization founded to address the critical shortage of qualified early care and education workers. ECEPTS provided the department with a grant that allowed us to offer the first four core child development courses in Spanish. The grant entailed identifying 10-15 Spanish-speaking family childcare providers willing to participate in a pilot project. The project required the participants to complete the core Child Development courses needed to qualify for an Associate Teacher Permit. We offered courses on Saturdays at the Child Care Resource Center, our local resource and referral agency. The grant funded the registration fees, support materials, books, instructors, and tutors. The students thoroughly enjoyed participating in the pilot project, and out of 16 participants, 15 completed the core child development courses with a C or better (one participant passed away during the project).

Although the funding was only available for the project's first phase, the department decided to continue offering the four core child development courses in Spanish beginning Fall 2024.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

- Equipment

Amount Requested

Referencing the department's data and planning documents provide a rationale each item requested.

- Faculty

Total Number of Positions 1.000

Annual Estimated Costs (Salary and Benefits) 135000.000

Supporting Documents

Attached File

Codes and Dates

Originator Knight, Denise

Program Review - Year 1: Communication Studies (2023/2024)

Proposal Resources

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Co Contributors

Contributor

Cover

Program Review Title Communication Studies (2023/2024)

Division Arts & Humanities

Department Communication Studies

Area

Semester Assessed Spring 2024

Area Description

The communication studies program offers classes that meet general education requirements that are considered part of the golden four categories needed for students to graduate. The department focuses on serving our students through a variety of courses including public speaking, interpersonal, small group, debate and argumentation, gender, mass media, and intercultural communication studies. The courses are taught online, in person, and in Hybrid formats. In addition to traditional scheduled times, we also have evening and weekend classes to support our working students highlighting accessibility and inclusion. Each course focuses on developing the communication process and experience needed to be successful in a variety of settings incorporating an anti-racist and DEIA lens. In addition to courses, the department supports our students by hosting two tournaments a year focusing on speech and debate showcasing our students' efforts and skills that have been crafted in their respective classes. In addition to students, the department also serves the general college community because we teach soft skills as workshops through professional development.

We have four full-time faculty members and about 12 adjunct instructors in the department who focus on teaching utilizing a DEIA lens. In addition to faculty, the department utilizes the Supplemental instructor (SI) program and the writing center. We are currently working with CSUSB students to facilitate internships for communication studies students who want to learn to teach in the field.

Mission, Vision, and Values

The communication studies program offers classes that meet general education requirements that are considered part of the golden four categories needed for students to graduate. The department focuses on serving our students through a variety of courses including public speaking, interpersonal, small group, debate and argumentation, gender, mass media, and intercultural communication studies. The courses are taught online, in person, and in Hybrid formats. In addition to traditional scheduling times, we also have evening and weekend classes to support our working students highlighting accessibility and inclusion which connects to our Mission and values. Each course focuses on developing the communication process and experience needed to be successful in a variety of settings incorporating an anti-racist and DEIA lens. In addition to courses, the department supports our students and is connected with the community by hosting two tournaments a year focusing on speech and debate showcasing our students efforts and skills that have been crafted in their respective classes. In addition to students, the department also serves the general college community because we teach soft skills as workshops through professional development.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Strengths:

- The department has actively updated the curriculum for ALL courses to align with DEIA standards and ED code. We have added an interpersonal honors course in an attempt to grow our Honors offerings and extended our online offerings.
- The department has continued to host two tournaments a year to allow our students to compete against other COMMST students and showcase the skills they have learned.

- The department has engaged in a number of learning cohorts and partnerships; specifically with BROTHERS and API Taytayan cohorts.
- The department partnered with E-high and outreach to facilitate a field trip for high school students to tour the campus and attend our debate tournament.
- We have created partnerships with numerous high schools in the area and are actively teaching at two locations.
- We now have four full-time instructors.
- The COMMST headcount is 851 students or 8.7% of the total student headcount for the college.
- The department's completion rate is high with 88.6% in 2022-2023 and is currently at 89.3% for 2023-2024.

Weaknesses

Weaknesses:

- Our face to face classes are experiencing trouble with enrollment numbers and classes offered during prime contact hours are being canceled because of low enrollment.
- Our students drop midway through the semester.
- The department has low fill rates with only 48.9% compared to the college average of 52.8%.
- Faculty participation with annual tournaments.
- The Department budget does not meet the needs of all the activities that are done by the communications faculty, such as tournaments and other retention events. Over the past 6–7 years, we have requested and in some instances begged for support from outside committees and programs. We would like to be more self-sufficient in these areas.

Opportunities

Opportunities:

- The department has the opportunity to grow because of the recent changes imposed by the state to require an oral communication component for all CSU and UC transfers.
- The department has opportunities to continue to embrace other partnerships and cohorts with EOP&S and CARE.
- The department should continue to explore various modalities and times to boost our fill rates.
- The department can continue to explore options and teaching strategies to increase our pass rates, which are currently at 69.5%.
- The department could create a Communication Club/ or club focusing on COMMST.
- Reconnect with SBVC registration that creates an altered course schedule with Valley Now to meet the needs of high school students and their district schedules.
- Increase starfish usage/ increase outcome submission for META
- Increase our AA-T and certificate #'s

Threats

Threats:

- Online preferences from students threaten our face-to-face public speaking courses.
- Enrollment numbers have fluctuated since COVID
- Artificial Intelligence

Goals

Department Goals:

- Increase fill rates and FTES
- Increase faculty involvement in our tournaments and activities
- Create a club for our students

Planning

Utilizing department planning can enhance strengths and opportunities by providing a focused multi-faculty effort in meeting the goals that have been put forth. Furthermore, having varying perspectives can provide multiple avenues that can be explored in enhancing our strengths and weaknesses, while also addressing and mitigating the weaknesses and threats to our goals.

TOASTS

In the past year we have created a number of learning cohorts and partnerships; specifically with BROTHERS and Taytayan (API). We have also created and expanded relationships with local high schools through field trips and teaching on their campuses.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The department is requesting an ongoing augmented budget to support our annual tournaments that are well attended by students and the college community. Our events draw 90-100 people and are fantastic retention events that we use to keep students and recruit new students. We have hosted the speech tournament for 20 years and the debate tournament for over 10 years, including holding events in an online format during the COVID pandemic. Securing these funds in an ongoing basis is not only justified, but would enshrine an existing event that has set a high standard in the college community.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Mattson, Susan

Program Review - Year 1: Computer Information Technology (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Addington, Samuel
- Al-Husseini, Maha
- Chou, Jesse
- Stalbert, Malik

Cover

Program Review Title Computer Information Technology (2023/2024)

Division Mathematics, Business & Computer Technology

Department Computer Information Technology

Area

Semester Assessed Fall 2023

Area Description

The Computer Information Technology (CIT) Department provides a program of study for students who are preparing for employment in Information Technology or are preparing to transfer to a 4-year institution in Information Technology/Information Systems. The CIT Department offers a complete introduction to computers and software, specific training in selected software packages, and advanced courses dealing with networks, specialized programming techniques, and management of Information Technology.

Mission, Vision, and Values

The Computer Information Technology/Computer Science (CIT/CS) department at San Bernardino Valley College (SBVC) is a dynamic hub of innovation, collaboration, and academic excellence. This report provides a comprehensive analysis of the department's current standing, emphasizing its strengths, weaknesses, opportunities, and threats (SWOT). Grounded in the context of SBVC's long-term academic excellence and innovation plan initiated in 2022, the analysis also highlights the department's commitment to supporting underrepresented groups, promoting diversity and inclusion, and contributing to the college's overarching objectives:

- **Alignment with SBVC's Long-Term Plan**
 - The CIT/CS department's strengths and opportunities align with SBVC's commitment to academic excellence and innovation, ensuring the relevance of programs to evolving industry needs.
- **Support for Underrepresented Groups**
 - Inclusion of CIT/CS diverse course offerings is designed to support underrepresented groups defined by the DEIA initiative, fostering an inclusive learning environment.
- **Promotion of Diversity and Inclusion**
 - The long-term plan emphasizes community engagement tailored to diverse populations, contributing to the promotion of diversity and inclusion within the CIT/CS department.

This SWOT analysis serves as a foundation for strategic planning, enabling the CIT/CS department to build on its strengths, address weaknesses, capitalize on opportunities, and mitigate potential threats while staying aligned with SBVC's overarching goals.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

- **Experienced and Collaborative Faculty with a Strong Emphasis on Teamwork and Innovation:** The department boasts a seasoned faculty known for their collaborative approach, fostering an environment where teamwork and innovation thrive. Faculty members, drawing from their wealth of experience, actively engage in interdisciplinary collaborations, enriching the learning experience for

students. This emphasis on teamwork not only enhances the quality of education but also ensures that the curriculum remains dynamic and aligned with industry trends.

- **Expertise in Emerging Technologies and Continuous Development of Modern Courses:** The department's commitment to staying at the forefront of technological advancements is evident through its faculty's expertise in emerging technologies. This expertise translates into the continuous development of modern courses that reflect the latest industry standards. By consistently updating the curriculum, the department ensures that students are well-prepared for the evolving landscape of technology, providing them with a competitive edge in their future careers.
- **Engagement with Feeder High Schools and Active Community Outreach:** The department actively cultivates relationships with feeder high schools, creating a seamless transition for students entering higher education. Through robust community outreach initiatives, faculty members contribute to the local community by sharing their knowledge and expertise. This engagement not only strengthens ties with the feeder schools but also promotes a culture of education and technology within the broader community.
- **Establishment of Successful Business Partnerships:** Building on its strong foundation, the department has successfully forged partnerships with businesses, creating valuable opportunities for students. These partnerships provide students with real-world experiences, internships, and potential career paths. The collaborations also contribute to the department's ability to stay attuned to industry needs, ensuring that academic programs remain relevant and aligned with the demands of the job market.
- **Provision of Dual Pathways to Pipeline Opportunities:** Recognizing the diverse aspirations of students, the department offers dual pathways that cater to various career goals. This approach not only allows students to tailor their educational journey but also provides a clear roadmap to potential career opportunities. The provision of dual pathways reflects the department's commitment to supporting students in achieving their individual academic and professional objectives.
- **Capability to Offer a Diverse Range of Courses in Computer Science (CS) and Computer Information Technology (CIT):** The department's curriculum is characterized by its diversity, offering a broad spectrum of courses in both Computer Science and Computer Information Technology. This diversity allows students to explore various facets of the field, fostering a comprehensive understanding of the discipline. As a result, graduates are well-equipped with a versatile skill set that prepares them for a wide array of career paths within the technology sector.
- **Exploration of Potential Collaborations for College Courses in High Schools and Adult Education Programs:** Actively exploring collaborations for college courses in high schools and adult education programs, the department seeks to expand educational opportunities beyond traditional boundaries. These initiatives aim to make higher education more accessible to a broader demographic, promoting lifelong learning and contributing to the overall educational enrichment of the community.
- **Utilization of Up-to-Date Technologies and State-of-the-Art Learning Computer Labs:** The department prioritizes the integration of up-to-date technologies in its educational approach. State-of-the-art learning computer labs provide students with hands-on experience, ensuring they are proficient in the tools and technologies prevalent in the industry. This commitment to technological

currency enhances the learning environment and equips students with practical skills highly sought after by employers.

- **Regular Hosting of On-Campus Tech Events such as Techtopia and Open House:** By hosting regular on-campus tech events, such as Techtopia and Open House, the department actively fosters a culture of innovation and engagement within the academic community. These events serve as platforms for networking, knowledge exchange, and showcasing faculty & student projects. The department's commitment to these events contributes to a vibrant and collaborative atmosphere, enhancing the overall educational experience.
- **Active Participation in Local, State, and National AI and Cybersecurity Competitions:** The department actively encourages students to participate in competitions at various levels, from local to national, in the fields of AI and cybersecurity. This commitment to competition not only showcases the department's dedication to excellence but also provides students with opportunities to test their skills in real-world scenarios. Such participation not only enhances the department's reputation but also prepares students for the challenges of the competitive technology landscape.

Weaknesses

- **Challenges in CIT/CS Tutoring and Support Services, Highlighting the Need for Additional Faculty:** The department faces challenges in providing comprehensive tutoring and support services for CIT/CS students, emphasizing a critical need for additional faculty. This weakness underscores the importance of bolstering the academic support structure to ensure that students receive adequate guidance, particularly in areas where they may encounter difficulties.
- **Addressing Concerns Related to the Faculty-to-Student Ratio:** A concern within the department centers around the faculty-to-student ratio, requiring strategic measures to address this issue. A higher ratio can impact the quality of education and individualized attention that students receive. Recognizing and proactively addressing this concern is crucial to maintaining a conducive learning environment and ensuring that students benefit from a more personalized educational experience.
- **Recognizing Limitations in Space:** The department acknowledges limitations in its space, signaling a need for improvement in this crucial aspect. Maker spaces play a pivotal role in hands-on learning and fostering creativity. Recognizing these limitations provides an opportunity for the department to invest in and enhance its maker space facilities, creating an environment conducive to innovation and practical skill development.
- **Acknowledging the Staff Shortage for CIT/CS Lab Support:** An acknowledged weakness lies in the shortage of staff dedicated to providing support for CIT/CS labs. This shortage may lead to challenges in maintaining and facilitating hands-on learning experiences. Acknowledging this staffing issue is the first step toward developing strategies to address it, ensuring that labs function optimally and students have the necessary support for practical applications.
- **Identifying the Requirement for Improved Laptops for Students:** The department identifies a need for improved laptops for students, recognizing the impact of technology on the educational experience. This weakness highlights the importance of providing students with adequate and up-to-date tools for their coursework. Identifying this requirement is the initial step in devising a plan to equip students with the necessary resources to excel in their academic pursuits.

Opportunities

- **Integration of Emerging Technologies into Curriculum:** An opportunity lies in the integration of emerging technologies into the curriculum, enhancing the relevance and currency of educational offerings. This initiative ensures that students are exposed to the latest advancements, preparing them for the ever-evolving technology landscape and fostering a curriculum that aligns with industry demands.
- **Development of New Courses and Training Opportunities:** The department has the opportunity to develop new courses and training programs, catering to emerging trends and demands in the technology sector. This proactive approach allows the curriculum to remain dynamic, offering students a diverse range of learning opportunities and staying ahead of industry developments.
- **Collaboration with Other College Programs:** Collaboration with other college programs presents an opportunity for cross-disciplinary initiatives and knowledge exchange. This approach enriches the academic experience, providing students with a holistic perspective. Collaborations also foster a culture of interdisciplinary learning, preparing students for the interconnected nature of technology in real-world applications.
- **Expansion of CIT/CS Tutoring Services:** Expanding CIT/CS tutoring services offers an opportunity to provide enhanced academic support for students. By broadening tutoring services, the department ensures that students receive the assistance they need, contributing to their academic success and overall learning experience.
- **Recruitment of New Faculty to Enhance Expertise:** The recruitment of new faculty members presents an opportunity to bring in fresh expertise and perspectives. This initiative enhances the overall knowledge base within the department, contributing to a more diverse and enriched learning environment. New faculty members can also bring specialized skills that align with emerging technologies such as Artificial Intelligence, Data Science, and Robotics.
- **Introduction of More Short-Term Courses:** The introduction of more short-term courses caters to the growing demand for flexible and specialized learning experiences. This opportunity allows the department to respond quickly to emerging industry needs, offering students targeted skills and knowledge in a shorter timeframe, thereby enhancing their employability.
- **Collaboration with Industry Leaders such as AWS, Intel AI, and Oracle:** Collaborating with industry leaders such as AWS, Intel AI, and Oracle presents a valuable opportunity for students to gain insights into real-world applications. These partnerships can result in internships, guest lectures, and exposure to cutting-edge industry practices, enriching the educational experience and bridging the gap between academia and industry.
- **Participation in ACUE DE Training:** Engaging in ACUE DE (Association of College and University Educators - Digital Engagement) training offers faculty members an opportunity to enhance their digital engagement strategies. This initiative aligns with modern teaching methodologies, ensuring that faculty members are well-equipped to deliver effective and engaging online education.
- **Pursuit of CAE Certifications:** Pursuing CAE (Center of Academic Excellence) certifications signifies a commitment to excellence in cybersecurity education. This opportunity positions the department as a

recognized authority in cybersecurity training, attracting students seeking specialized knowledge in this critical field and strengthening partnerships with local industry and government entities.

- **Engagement in Local/State/National Competitions and Events:** Actively participating in local, state, and national competitions and events provides students with opportunities to showcase their skills and talents. This exposure not only enhances their confidence but also fosters a competitive spirit and a sense of pride within the department. Additionally, participation can lead to networking opportunities and industry recognition.
- **Acquisition of Advanced Computer Equipment for Labs:** The acquisition of advanced computer equipment for labs is an opportunity to provide students with state-of-the-art tools for hands-on learning. This initiative ensures that labs are equipped with the latest technology, enhancing the quality of practical training and better preparing students for the demands of the tech industry.

Threats

- **Rapid Development in Emerging Technology Outpacing Curriculum Updates:** The rapid pace of development in emerging technology poses a threat as it may outpace the department's ability to update the curriculum accordingly. This misalignment could result in a gap between what is taught and the current industry landscape. Addressing this threat requires a proactive approach to ensure that the curriculum remains relevant and responsive to technological advancements.

Risk of Student Disengagement: The risk of student disengagement is a concern that could impact the quality of education. Factors such as outdated teaching methods or a lack of interactive learning experiences may contribute to disengagement. Mitigating this threat involves implementing strategies to enhance student engagement, incorporating modern pedagogical approaches, and leveraging technology to create dynamic and participatory learning environments.

- **Concerns Regarding Competitive Faculty Compensation:** Concerns regarding competitive faculty wages present a threat to the department's ability to attract and retain top-tier academic talent. Inadequate compensation may result in faculty turnover, affecting the overall quality of education. Addressing this threat requires a comprehensive approach, including salary reviews, competitive compensation packages, and recognition of faculty contributions to ensure a sustainable and competitive faculty workforce.
- **Insufficient Faculty with Expertise in New and Emerging Courses:** The lack of faculty with expertise in new and emerging courses poses a significant threat. The department's ability to offer cutting-edge programs may be hindered by a shortage of faculty members with the requisite knowledge. Addressing this threat involves strategic recruitment, professional development, and collaboration with industry experts to ensure faculty expertise aligns with evolving educational requirements.
- **Challenges in Achieving Faster Paths to Curriculum Approval:** Challenges in achieving faster paths to curriculum approval pose a threat to the department's agility in responding to industry changes. Delays in the approval process may hinder the timely integration of new courses or updates.

Streamlining and expediting the curriculum approval process is crucial to overcoming this threat and maintaining the department's responsiveness to evolving educational needs.

- **Potential Gaps in Course Offerings:** The potential for gaps in course offerings poses a threat to the completeness of the educational program. These gaps may arise due to various factors, such as faculty availability or changing industry demands. Recognizing and proactively addressing these potential gaps is essential to ensure that students have access to a well-rounded education that aligns with current and future industry needs.
- **Increased Focus on Short-Term and Non-Credit Courses:** The increased focus on short-term and non-credit courses may divert attention from comprehensive, long-term educational objectives. This trend poses a threat to the depth and breadth of the department's educational offerings. Balancing short-term courses with a commitment to providing a robust and comprehensive curriculum is essential to address this potential threat.

Goals

CIT/CS Department 5 year goals

GOAL	Maintain Quality Academic Courses
OBJECTIVE	<p>Maintain currency and relevancy of courses offered:</p> <p>Monitor course and Degree Approval process</p> <p>Developing new curriculum in AWS AI and Intel</p> <p>Work with other departments courses in intra-department course and program development.</p> <p>Continue to explore partnership with 4-year universities.</p>
ACTIVITIES	Update all courses due to content review
GOAL	<p>Promote Student Academic Achievement.</p> <p>Continue to be culturally responsive in our department.</p>
GOAL	Offer courses and certificates that are relevant to employment opportunities
OBJECTIVE	<p>Complete Application required for CAE2Y.</p> <p>Participate in the National Cyber League (NCL) competition.</p> <p>Participate in Western Region inter-colligate cyber competition.</p> <p>Maintain a Cyber Security club for students.</p> <p>Participate in student internship and apprenticeship programs</p>

ACTIVITIES	<p>Build quantity and quality of Advisory Committee</p> <p>Continue to conduct CIT/CS Advisory Meetings to get industry specialists' feedback on the CIT/CS/HIT certificates/programs.</p> <p>Review and update the course content as required for courses included in the certificate(s)</p> <p>Create new courses if required for Certificate(s)</p> <p>Prepare and/or update courses and certificates in META</p> <p>Submit for approval through the Curriculum Committee</p>
GOAL	Update any software used in courses to remain current with commercial product offerings
OBJECTIVE	Update all course offerings to use the most recent software
ACTIVITIES	<p>Continue to complete faculty staff training on the new computer software</p> <p>Hire a Full-time faculty for the Medical Billing and Coding area.</p> <p>Hire a full-time faculty member for the CIT/ area with a focus on AI.</p> <p>Expand qualified Adjunct pool for the CIT/CS/MBC department.</p> <p>Explore Drone program as it pertains to our department</p>
GOAL	Encourage high school students in the community to enter the field of computer security and prepare them for future jobs in the IT field
OBJECTIVE	<p>Hosting CS and CIT related activities at SBVC for local high school students</p> <p>Maintain regular contact and visitations with our feeder HS. Especially, Cajon and Arroyo Valley HS's.</p>
ACTIVITIES	Coordinate with high schools in the community and prepare for events to take at Valley college
Goal	Promote transferability and articulation of courses
OBJECTIVE	Continuing following the plan for program articulation with 4-year institutions and K-12 schools

Activities	Participate in Regional Collaborative Participate in Articulation Workshops, and present in workshops. Reach out and meet with HS and Higher Ed faculty.
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Planning

In navigating the dynamic landscape of Computer Information Technology/Computer Science (CIT/CS) education, it is imperative for our department at SBVC to chart a strategic course that leverages our inherent strengths while addressing identified weaknesses. This comprehensive strategy plan aims to propel our department towards continued excellence, innovation, and relevance in the ever-evolving field of technology education.

Our strengths lie in our commitment to fostering teamwork and innovation, a deep understanding of emerging technologies, and robust community engagement. These strengths serve as the foundation upon which we will build a future-ready curriculum and educational environment. Additionally, our active participation in local, state, and national competitions, successful business partnerships, and the provision of dual pathways exemplify our dedication to providing a holistic and dynamic learning experience for our students.

However, we recognize that there are areas where improvement is needed. Challenges such as the need for enhanced professional development opportunities, increased research funding, and optimization of technology infrastructure require strategic attention. In addressing these weaknesses, we not only bolster our educational offerings but also fortify our commitment to staying at the forefront of technological advancement.

This strategy plan outlines a multifaceted approach, combining initiatives that capitalize on our strengths with targeted measures to overcome our weaknesses. By fostering collaboration, expanding expertise, strengthening community connections, and embracing technological advancements, we aim to position our CIT/CS department as a leader in shaping the future of technology education.

As we embark on this strategic journey, we emphasize the importance of continuous improvement, adaptability, and a shared commitment to our mission. This plan serves as a roadmap, guiding us towards a future where our graduates are not only well-equipped with technical skills but also possess the innovation, adaptability, and collaborative spirit essential for success in the rapidly evolving world of technology.

TOASTS

We maintain a solid student Cyber Club. Students from the club compete in various Cybersecurity related competitions nationwide. The last competition our students participated in was the National Cyber League (NCL). Our students not only completed their assigned tasks during the event, they ranked in the 20th percentile Nationwide. This is a big deal for us, because this set of students have not engaged in any competition like the NCL prior.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Computer Information Technology/Computer Science (CIT/CS) department at San Bernardino Valley College (SBVC) is a dynamic hub of innovation, collaboration, and academic excellence. This report provides a comprehensive analysis of the department's current standing, emphasizing its strengths, weaknesses, opportunities, and threats (SWOT). Grounded in the context of SBVC's long-term academic excellence and innovation plan initiated in 2022, the analysis also highlights the department's commitment to supporting underrepresented groups, promoting diversity and inclusion, and contributing to the college's overarching objectives:

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 - Inclusion of CIT/CS diverse course offerings is designed to support underrepresented groups defined by the DEIA initiative, fostering an inclusive learning environment.
- **Promotion of Diversity and Inclusion**
 - The long-term plan emphasizes community engagement tailored to diverse populations, contributing to the promotion of diversity and inclusion within the CIT/CS department.

Requests

- Equipment
Amount Requested
Referencing the department's data and planning documents provide a rationale each item requested.
- Faculty
Total Number of Positions 2.000
Annual Estimated Costs (Salary and Benefits) 167005.000

Supporting Documents

Attached File

Codes and Dates

Originator Metu, Reginald

Program Review - Year 1: Dance (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Worsley, Margaret

Cover

Program Review Title Dance (2023/2024)

Division Arts & Humanities

Department Dance

Area

Semester Assessed Spring 2024

Area Description

The SBVC Dance Department 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. The Dance Department Faculty consists of three adjunct instructors.

Mission, Vision, and Values

SBVC Dance provides skill-building courses and opportunities for personal and professional enrichment for a diverse community of learners.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

The small group of SBVC Dance Instructors provide student-centered opportunities for a diverse community of learners.

Weaknesses

The main weakness of the Dance Department is the lack of a full-time faculty member to provide the necessary attention required to develop and grow a department. The Dance Department also lacks a dedicated dance rehearsal and performance space.

Opportunities

In 2023, the Dance Department hosted a Day of Dance Event. The event was free and open to intermediate and advanced dance students, with SBVC, Chaffey College, Arroyo Valley High School, and several Inland Empire dance studios represented. Classes were led by Lula Washington of Lula Washington Dance Theater, who focused on technique and dance repertory; Maura Townsend, a dance teacher at SBVC and artistic director of the Maura Townsend Dance Project, who taught modern dance and Pilates; and Temria Airmet, artistic director of Temria Dance Haus, who led a jazz class.

With the passing of Proposition 28 by California voters, millions of dollars will be funneled into the budget of local school districts towards the hiring of Music, Theatre, and Dance instructors. These are new positions. The San Bernardino City Unified School District visual and performing arts coordinator has already communicated a need for future dance instructors in their district. These employment positions will be government jobs that include health and retirement benefits and financial stability. The opportunities for a career in dance are systemic and real, but the dance program at SBVC does not align with this pathway without a full-time faculty member or established degree or certificates.

Threats

The Dance Department lacks a dedicated dance rehearsal and performance space.

The Dance Department suffered tremendously from covid lockdowns, and it is still continuing to bounce back. Enrollments are slowly creeping back up, but assistance is needed with student recruitment.

Goals

Goals

- Hire a full-time Dance Faculty member
- Create a Dance Degree Program
- Develop Curriculum necessary for a Dance Degree
- Develop Curriculum specific to local needs (including the support of a variety of styles, choreography, education, etc.)

Planning

Planning

- Research demand for specific courses
- Write Curriculum for Courses and Degree Program
- Request rehearsal and performance space to support the departmental needs
- Continue recruitment efforts to increase enrollment
- Explore the relationship between sports and dance. Consider strategies for partnering with SBVC Sports Teams.

TOASTS

The Dance Department routinely collaborates with the Theatre Arts Department. Temria Airmet, SBVC Dance Instructor, developed the choreography for the production of *Little Shop of Horrors*, a production that went on to be selected for performance at the Kennedy Center American College Theatre Festival in Las Vegas.

The Dance Department also contributed to The Sound of Recovery Event, a collaborative Recovery Month event with the San Bernardino County Department of Behavioral Health. The Dance Department also hosted a Day of Dance Event with Guest Instructor Lula Washington.

When a geofencing campaign was done by the SBVC marketing team at local feeder high schools within the range of 15 to 18-year-olds, Dance was the most popular subject to engage with (this was over any other Arts & Humanities discipline). There is a large population of local students who are interested in careers in Dance.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Dance Faculty Position

\$135,000

The Dance Department is committed to developing an AA-T degree in Dance to provide a transfer path for local Dancers. The Dance Department currently has 0 full-time faculty and 3 adjunct faculty. The current FTEF for Dance is 1.3.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Fogle, Melinda

COVER

Program Review Title:	Dedicated Engagement To Empower Part-Timers (D.E.E.P) Program
Division:	Student Support Services
Department:	First Year Experience
Area:	Dedicated Engagement to Empower Part-Timers (D.E.E.P)
Semester Assessed:	Fall 2023

Area Description

Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students.

San Bernardino Valley College's D.E.E.P program is unwaveringly dedicated to seamlessly guiding part-time, first-year, and returning students into the collegiate realm. Our program is not merely a support system; it is a transformative force committed to eliminating barriers through a multifaceted array of support services. Our mission is clear: to champion college integration, bolster retention rates, propel graduation achievements, and facilitate smooth transfers for underserved students. Recognizing the formidable challenges that college presents, we stand as stalwart allies, ready to fortify students on every step of this transformative journey. Embracing students transitioning from all Adult Education Schools into Valley College, we extend our arms wide to welcome and empower all who aspire to thrive in higher education.

Mission, Vision, and Values

How does the department embody the Mission, Vision, and Values of the College? Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the mission, vision, and values <https://www.valleycollege.edu/about-sbvc/missions-values.php>

Mission: San Bernardino Valley College's Dedicated Engagement to Empower Part-timers (D.E.E.P) program is committed to successfully transitioning part-time, first-year and returning students into college. It is the aim of the program to assist in removing barriers through various support services to effectively promote college integration, retention, graduation, and transfer for underserved students.

Vision: Through the offering of dedicated counseling, workshops, financial assistance, and classroom curriculum, we strive to create a holistic environment where students feel welcomed and supported at Valley College. Through participating in DEEP, students will be prepared to navigate the college process and have a clear understanding of how to proceed toward their intended goals while at Valley College and beyond.

Values: Diversity, Equity, Inclusion, and Anti-Racism: We welcome and embrace diversity at Valley College and continue to do so with the students served in the D.E.E.P program. Our students bring with them varying skills and a wealth of life experiences that contribute and enhance the culture and learning environment at the college. We are grateful for the opportunity to serve and engage in helping students gain autonomy to make decisions that are best for themselves, their families, and community at large.

PROGRAM/AREA OVERVIEW – YEAR 1

Strengths

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

- Knowledgeable and experienced staff in place to meet program operations, meet the needs of the students enrolled in the program currently, as well as program and student growth in the future. The program now has a designated coordinator, a new part-time and full-time counselor, and a new Associate Dean.
- Flexibility of funding allows the program to provide several types of financial assistance to students, eliminating some financial barriers for students.

Weaknesses

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

- Lack of counseling coverage during the evenings and weekend throughout the week. This can cause challenges for students who are unavailable during the day to meet with a counselor.
- Outreach to adult schools and or high schools (if we decide to outreach there) currently.
- Limited data sample. Have only Spring 2023 grades and completion requirements data since the official role out of the program this fall semester.
- 18 of the 42 students who started spring 2023 continued to fall 23. A 42% decrease.

Opportunities

Opportunities are external. What external factors are creating opportunities for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- Adult education schools in San Bernardino
- Adult ed on campus
- High school outreach
- Gaining access to informer to get additional student data semesterly.
- Gaining access to the college's text messaging system to communicate with our students through email.
- Cohort model – learning community.
- Mentorship
- Identifying new Metrix and measurements for part-time student data for the college. Working with institutional research.

Threats

Threats are external. What external factors are creating challenges for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- The matriculation committee does not approve priority registration for DEEP Program students. This would remove one of the key incentives and draw of the program for our student population.
- Funding source – where and how much are available to use for events, covering fees, supplies, staffing.
- The DEEP Program is new and not typically seen on a college campus. There may be little research and best practices that may be in place to aid in the development of the program.

Goals

List below the department's 5-year goals:

1. Offer evening counseling at least two days a week for the spring 2024 semester.
2. Identify all data filters and attributes used for our population in Starfish by December 21, 2023.
3. Have automated student messages developed for each filter and attribute in Starfish during the spring 2024 semester. The date TBD.
4. Accept 50 students for the spring 2024 semester by February 26, 2024.
5. Identify how much, and from what funds, we can cover DEEP student fees (parking pass), supplies (T-shirts, pens, gift cards, etc.), and events. The date TBD.
6. Retain 60% or more accepted students from the year 2023 – 2024 by the end of the spring 2024 semester.
7. Reach 80% or higher success rate for all DEEP students for the 2023 - 2024 academic year by July 1, 2024.
8. Develop and Implement wellness check system for students by the fall 2024 semester.

Student Area Goals

- Students participating in the DEEP program will be able to increase their knowledge and understanding of academic and vocation programs and student services along with having a comprehensive educational plan that outlines courses necessary for the students' academic goals.
- Students will develop tools to assist them in navigating their first year at Valley College through meetings with program counselors and workshops.
- Students will integrate themselves into San Bernardino Valley College and enhance their engagement through orientation, workshops, fostering self-sufficiency in their academic journey.

Planning

How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals targeting most impactful areas.

- 1. Offer evening counseling at least two days a week for the spring 2024 semester.**
 - I. The coordinator will review the accepted spring 2024 student application responses to their desired program service hours, to identify necessary coverage to meet the student's availability. The evaluation and program hours will be posted to the program Canvas shell by January 3, 2024.
 - II. The counselors will provide the coordinator with their spring availability and try and align with the time desired by the students by December 15, 2023.
- 2. Identify all filters and attributes used for our population in Starfish by December 21, 2023.**
 - I. The D.E.E.P team will meet with the Student Services Technology Coordinator, to produce necessary filters, attributes, and information the D.E.E.P program will use to track students in Starfish by January 3, 2024. These filters will allow the program to assess student progress and evaluate the program's effectiveness.

3. Have automated student messages developed for each filter and attribute in Starfish during the spring 2024 semester. The date is TBD.

- I. In addition to identifying filters to use to track students through Starfish, the D.E.E.P team will develop messages Starfish will send automatically to students based on parameters such as:
 - i. Off track notification when students have been identified as deviating from the counselor approved educational.
 - ii. Appointment trackers that notify students of their appointment and if they have not met them.
 - iii. GPA notifications when students grade drops below a percentage providing them with resources, tools, and encouraging them to meet with a counselor.
 - iv. Dropped class notification which will encourage a student who drops a course to see a counselor to determine if support or change is needed to their education plan.
 - v. And other messages based on what the Starfish platform has to offer.

4. Accept 50 students for the spring 2024 semester by February 26, 2024.

- I. The D.E.E.P coordinator will send spring 2024 open application messages to incoming part-time (11.5 units or less) and returning students through Starfish on December 8, 2023.
- II. The D.E.E.P team will facilitate an orientation for spring 2024 accepted students to the D.E.E.P Program. The in-person orientation will take place February 14, 2024 and the virtual orientation on February 24, 2024. The orientation will cover the program requirements, services, and support resources of the college.
- III. The coordinator will do student in-reach by sending emails to students and providing program presentations to different departments across the campus of the D.E.E.P program and its services.
- IV. The D.E.E.P team will attend and present at the by weekly Special Program Information Session hosted by the EOPS (Extended Opportunities Program & Services) office during the spring 2024 semester. The session is for special programs on campus to share about their services for students who have been identified as not being part of any specialized programs on campus.

5. Determine how much, and from what funds we can cover DEEP student fees, supplies (T-shirts, events, pens, gift cards, etc.), and events. The date is TBD.

- I. The D.E.E.P Coordinator, Administrative Assistant III, Interim Associates Dean – Outreach, Recruitment and Educational Partnerships will meet to discuss the finances and budget for the program.

6. Retain 60% or more accepted students from the year 2023 – 2024 by the end of the spring 2024 semester. It The D.E.E.P team will do the following to support and help retain students:

- I. Retention is defined as “The percentage of A,B,C,D, F, P, CR, NP, and NC grades (all grades on record excluding W).
- II. Use all forms of communication to encourage students to attend all three-counseling appointments so counselors have regular contact to make necessary referrals and support the students. It is imperative that early intervention and proactive communication occur with our students.
- III. Make sure Starfish filters are set to notify students and DEEP program if; course grades reach below 70% percent, student has not met required counseling appointments, not registered, or deviated from the semester plan so the student can be contacted.
- IV. Promote tutoring resources and support strategies through Canvas, Starfish, and counseling sessions with the student.
- V. Offer workshops on time management and other success strategies throughout the spring 2024 semester to help give students additional tools to be successful during the semester.

VI. Identify, connect, integrate, and use community resources into D.E.E.P to support students. This includes transportation, childcare, housing, and other beneficial resources for students.

7. Reach 80% or higher success rate for all DEEP students for the 2023 - 2024 academic year by July 1, 2024.

- I. Success Rate is defined as the percentage of A, B, C, P, or CR grades.
- II. The D.E.E.P team will promote tutoring, support services on and off campus, and discussing strategies to help the student to be successful in the classroom.
- III. Provide strategic counseling interventions based on students grades throughout the spring 2024 semester.

8. Develop and Implement wellness check system for D.E.E.P students by the Fall 2024 semester.

- I. The D.E.E.P Coordinator & Student Services Technology will work together to identify a system that would allow students to electronically control a wellness indicator which would allow the D.E.E.P staff to view students changes and proactively reach out to the student if they indicate a poor wellness status. The system, process, responsibilities all need to be discussed further.

TOASTS

(Tell about, Outcomes, Analysis, Spotlight, Triumphs, Strategies) Share something great about your program. It can be a success story, a new innovation, cause and effect, observation, or anything. Celebrate your program.

- The D.E.E.P program has completed its first semester which was fall 2023.
- 5 students moved to full time status from fall 2023 to spring 2024. That was 5% of our students who decided to make the transition to full-time. We know they will do great.
- The D.E.E.P program now has two full-time counselors and one adjunct counselor.
- The average GPA for the Fall 2023 start was a 2.6.
- Retained 50% of Fall 2023 students to Spring 2024.
- There has been an 50% increase in applications for Spring 2024 during the open application period thus far. From June 2023 – October 2023, we had 46 students who applied. From November 2023 – January 2024, we had 41 applicants. That is more applicant in a shorter period than the Fall 2023 semester.

SLO, PLO, and SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook?

- Yes
 No
 N/A

Instructional Programs –

Is your curriculum current?

- Yes
 No
 N/A

CTE Programs –

Is there continuing demand for the program?

- Yes
- No
- N/A

Does the program quality meet industry standards?

- Yes
- No
- N/A

If you answered no to any of the questions above, provide an outline on how your program plans to improve in those areas.

--

RESOURCE REQUESTS

Do you want to request resources?

- Yes
- No
- N/A

If yes, how does the department and the request(s) align with the Mission, Vision, and Values of the College?

--

Requests (check all that apply)

Equipment

Amount Requested:	
Referencing the department’s data and planning documents provide a rationale for each item requested:	

Facilities

Amount Requested:	
Referencing the department’s data and planning documents provide a rationale for each item requested:	

Technology

Amount Requested:	
Referencing the department’s data and planning documents provide a rationale for each item requested:	

Budget

Amount Requested:	
Referencing the department’s data and planning documents provide a rationale for each item requested:	

Faculty

Total Number of Positions:	
Annual Estimated Costs (Salary and Benefits):	

Classified

Total Number of Positions:	
Annual Estimated Costs (Salary and Benefits):	

COVER

Program Review Title:	Program Review for Economics
Division:	Social Sciences, Human Development & Kinesiology and Health
Department:	Economics
Area:	N/A
Semester Assessed:	Fall 2023/Spring 2024

Area Description

Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students.

The Department of Economics at San Bernardino Valley College offers a range of courses designed to provide students with a solid foundation in economic principles, theories, and practices. Econ 100, Econ 200, and Econ 201 are transfer level courses that fulfill students' social science general education requirements and are required or optional courses for several degree and certificate programs across numerous departments. Econ 208 is a transfer level course that fulfills students' mathematics general education requirements as well as requirements for degrees in business and economics.

The Department of Economics offers an AA-T degree in economics designed for students planning on transferring to a four-year institution to pursue a degree in Economics. A degree in economics is a versatile degree that prepares students for a wide range of career fields such as business, finance, government, and non-profit organizations.

The Department of Economics consists of only one full-time and seven part-time faculty members offering a total of 20-25 sections across the four Economics courses. Courses in economics are taught in face-to-face, online, and hybrid modalities. Evening sections of Principles of Microeconomics and Principles of Macroeconomics are offered each semester as well as a dedicated section of Principles of Microeconomics for students at Middle College High School. In addition, the Department of Economics also supports Valley Now, which is a program that offers Valley College courses in local high schools. Starting in Spring 2024, the Department of Economics offers two Econ 100 sessions at Eisenhower High School, with more sessions in the pipeline for other local high schools in Fall 2024 and beyond.

Mission, Vision, and Values

How does the department embody the Mission, Vision, and Values of the College? Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the mission, vision, and values <https://www.valleycollege.edu/about-sbvc/missions-values.php>

The Department of Economics at San Bernardino Valley college shares the values of the campus at-large as we provide an accessible instructional program dedicated to providing a diverse community of students the opportunity to complete coursework aimed at assisting them in achieving their educational and career goals. An education in economics assists students in building the skills necessary for the professional and personal enrichment promised through enrollment at San Bernardino Valley College

The department values Diversity, Equity, Inclusion, and Anti-Racism demonstrated with curriculum that focuses on inclusivity and highlights the role of diverse groups in the American and global economy. The department values Student Success and Open Access and demonstrates it by offering courses in many

modalities, term-lengths, and times of day to ensure students have the opportunity to complete their coursework in the course most conducive to their success. The department seeks to eliminate financial barriers to success by offering all courses taught by the full-time faculty member as Zero-Textbook-Cost courses.

PROGRAM/AREA OVERVIEW – YEAR 1

Strengths

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

- Economics provides a career focused curriculum that appeals to a wide range of students including those interested in business, accounting, marketing, finance, and international relations.
- Students have the opportunity to take any course in the Economics Department as a Zero-Textbook-Cost course.
- During academic years of 2020/2021 and 2022/2023 the success rate in the Economics Department exceeded the success rate of the campus at large.
- The Economics Department serves a diverse set of students reflective of the diversity of SBVC with a demographic breakdown very similar to the overall demographics of the campus.
- Each semester one section of Econ 201 offers a reserved section for students at Middle College High School which bolsters the partnership between our campuses, ensures a number of seats are filled for Econ 201, and introduces economics to students, many of whom continue their economics education at SBVC and elsewhere.
- Economics program has started building and continued cultivating connections with the Economics program at Cal State San Bernardino. The Chair of the Cal State San Bernardino, Dr. Daniel MacDonald, visits our Economics courses every academic year to interact with students in class which has resulted in several transfer applications

Weaknesses

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

- The AA-T in Economics attracts very few students with only one student graduating with an AA-T in Economics during the 2021-2022 school year.
- Success rates amongst black students typically trends below that other racial groups with that gap only growing over recent semesters.
- A shortage of teachers who can teach in-person Econ 208 have limited the number of sections available for Spring 2023.
- Despite a resurging honors program at SBVC, Economics honors classes typically see no more than three and as few as zero students.

Opportunities

Opportunities are external. What external factors are creating opportunities for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements.

Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- Enrollment trends are picking back up with the Spring 2023 headcount in Economics being the highest for a Spring semester since 2017 with more than 100 additional students from Spring 2022.
- The Valley Now program allows Economics to offer more Econ 100 (two more in Spring 2024, and we expect to have at least one more in Fall 2024)
- Economics hired a new full-time faculty member in Fall 2022 that brings a unique perspective and experience compared to existing faculty members. Economics also onboarded four new adjuncts in Academic Year 2023/2024 to give us more coverage and flexibility in course offerings.
- A surge in demand for online, hybrid, intensive courses as the enrollment steadily grows for those courses in the past three years
- With many of the career pathways on the new Valley website pushing students towards Economics classes, we could see an increase in enrollment, particularly in Econ 208.
- Renewed national focus on economic issues such as inflation, recessions, and interest rates have ignited a thirst for economic information that is palpable in the classroom.
- Economics is such an integral part in the Business curriculum. Opportunities exist for Economics to collaborate more in the enrollment effort with Business. Business fields remain the most popular degree in undergraduate education with 19% of degrees awarded in 2020 in a business-related field. Business-related fields saw the fifth largest absolute increase in degrees awarded between 2010 and 2020. (National Center for Education Statistics).

Threats

Threats are external. What external factors are creating challenges for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

- The lack of fulltime faculty (only one fulltime member) posts big challenges in program development support and any activities related to growth
- Stagnant enrollment may lead to less than anticipated growth in the classroom for Economics classes.
- The proliferation of cheating websites and AI platforms such as ChatGPT may reduce the integrity of classes, particularly online classes, in economics.
- Should the reduced demand for face-to-face classes remain low, Econ may have trouble filling enough seats in any face-to-face class to continue offering the opportunity for students who prefer that modality.
- Our contractual requirements for fulltime faculty to maintain a 50/50 split between in-person/online courses would take away opportunities to serve students who are only looking for online courses.

Goals

List below the department's 5-year goals:

- The Econ Department will continue to monitor enrollment patterns and trends in an effort to provide a more robust selection of course offerings while proving a more stable offerings of courses to adjunct faculty.

- Write curriculum for an Econ 208 honors section to present additional in-major honors offerings for SBVC business and economics majors in the Honors Program.
- Update certain outdated Student Learning Outcomes in some economics classes that don't properly reflect the modern economics curriculum.
- Increase the number of Econ majors at SBVC through outreach, department presence at on campus events, and increasing the familiarity of the Econ AA-T within the SBVC student body.
- Collaborate with Business in the enrollment effort as Economics is an integral part in the Business curriculum

Planning

How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals targeting most impactful areas.

- Hire a fulltime faculty member in 2024 (approved) and focus on the ability to teach Econ 208 (in the job description as Preferred Qualification). This will mitigate the threat of having only one fulltimer in the program while giving coverage to grow Econ 208, a course with enrollment potential.
- Push new adjuncts that are only teaching in-person courses to complete remote teaching training for potential hybrid and remote courses
- Hire an additional fulltime faculty member (approved and recruiting process is ongoing)
- Modify student learning outcomes to reflect trends in the field

TOASTS

(Tell about, Outcomes, Analysis, Spotlight, Triumphs, Strategies) Share something great about your program. It can be a success story, a new innovation, cause and effect, observation, or anything. Celebrate your program.

- The department has hired one new full-time faculty member in 2022 allowing us to offer a larger number and larger variety of courses.
- Over the last year Economics has had guest lectures by two local economists. The chair of the department at CSUSB and well known and prominent economist currently teaching at Chapman University.
- All courses taught by our one full-time faculty member use exclusively OER and are offered with zero additional costs to students. This has been accomplished with extensive work in producing and curating lectures and producing an extensive set of assessments.

SLO, PLO, and SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook?

- Yes
 No
 N/A

Instructional Programs –

Is your curriculum current?

- Yes
 No

N/A

CTE Programs –

Is there continuing demand for the program?

Yes

No

N/A

Does the program quality meet industry standards?

Yes

No

N/A

If you answered no to any of the questions above, provide an outline on how your program plans to improve in those areas.

--

RESOURCE REQUESTS

Do you want to request resources?

Yes

No

N/A

If yes, how does the department and the request(s) align with the Mission, Vision, and Values of the College?

--

Requests (check all that apply)

Equipment

Amount Requested:	
--------------------------	--

Referencing the department's data and planning documents provide a rationale for each item requested:
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Facilities

Amount Requested:	
--------------------------	--

Referencing the department's data and planning documents provide a rationale for each item requested:
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Technology

Amount Requested:	
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Referencing the department's data and planning documents provide a rationale for each item requested:
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Budget

Amount Requested:	
--------------------------	--

Referencing the department's data and planning documents provide a rationale for each item requested:
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Faculty

Total Number of Positions:	
Annual Estimated Costs (Salary and Benefits):	

Classified

Total Number of Positions:	
Annual Estimated Costs (Salary and Benefits):	



Program Review - Year 1: Education, Reading and Literacy (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Education, Reading and Literacy (2023/2024)

Division Arts & Humanities

Department Education, Reading and Literacy

Area

Semester Assessed Fall 2023

Area Description

Program Overview/Description

The Department of Education, Reading and Literacy meets the needs of a diverse community of learners by developing curricula for and providing instruction in two academic disciplines: education and reading.

Reading Literacy

Reading is fundamental. It is a human right, a civil right, and the foundation of lifelong learning. To meet the reading literacy needs of our community, the department creates developmental and college-level reading literacy courses designed to improve reading comprehension, strengthen critical thinking, to close reading literacy achievement gaps.

Developmental Courses

READ 015, Preparation for College Reading, is our developmental reading course and students have options. They may choose to enroll in READ 015 for credit or enroll in its non-credit "mirror," READ 615, which provides students access to the same exact curriculum and instruction. However, unlike READ 015, the non-credit course READ 615 is repeatable and does not impact students' grade point averages⁴³ nor financial aid.

College-level Courses

The balance of the department's reading literacy curriculum includes college-transferable courses, each with different curricular designs and learning objectives.

1. READ 100, College Academic Reading, is our introductory course and is designed to help students meet reading demands across the disciplines. It transfers to the CSU system as elective credit.
2. READ 102, Critical Reading as Critical Thinking, has as its primary instructional objective the analysis of written arguments; it meets CSU's GE-Breath, Area A3, "Critical Thinking."
3. READ 103, Reading and Literacy for Lifelong Learning, was meticulously designed to help students develop a growth mindset; it meets CSU's GE-Breath, Area E, "Lifelong Learning and Self-development."
4. READ 104, Critical Reading, Thinking and Literacy, is CSU and UC transferable and currently meets CSU's GE-Breath, Area A3, "Critical Thinking."

Education

Recently, the department revitalized San Bernardino Valley College's education (EDUC) curriculum and changed our department name from "Reading and Study Skills" to "Education, Reading and Literacy," which reflects the department's new mission, vision, and values. As the Department of Education, Reading and Literacy, the department develops reading and education curricula and education degrees, which provides students with pathways to K-12 teaching careers and related fields.

Mission, Vision, and Values

The Department of Education, Reading, and Literacy aligns with San Bernardino Valley College's mission, vision, and values in several ways. For instance, to support the college's mission of "actively working towards an anti-racist culture to foster an environment of meaningful learning," the department adopts anti-racist texts to anchor the reading curriculum, catalyze social justice, and stimulate meaningful learning. The department's education curriculum also encourages meaningful learning, embraces anti-racist principles, reinforces the importance of inclusivity in tomorrow's K-12 classrooms, and acknowledges future teachers as advocates for equity and positive change.

The department also embodies the college's vision to "create leaders dedicated to promoting social justice and community advocacy." The department envisions future teachers who emphasize reading literacy and social justice as future community leaders. To create such leaders, the department participates in California's K-12 Teacher Preparation Pipeline, designed to increase the number of teachers in the K-12 teacher pool. To realize our shared vision, the department collaborates with local universities: California State University, San Bernardino, and the University of California, Riverside. Intersegmental partnerships are crucial to the department's vision: creating and supporting future K-12 teachers dedicated to promoting a reading culture and advocating for social justice expressed through education.

Additionally, the department's values reflect the college's values, which include promoting diversity, equity, inclusion, anti-racism, and accessibility (DEIAA). Like the college, the department also recognizes that "our strength as an institution is enhanced by the cultural diversity and varied lived experiences" of our community members. The department values every voice, recognizing the inherent danger of a single story. Therefore, its free and low-cost texts are intentionally accessible to all students with varied learning styles and experiences. Texts are selected to represent authors and content creators from various cultures, gender expressions, religions, and sexual orientations.

Program/Area Overview - Year 1

Positive Negative

Internal

Strengths

What are you already particularly good at?
What are your advantages?

Weaknesses

What areas do you need to improve?
What are your disadvantages?

External

Opportunities

What are the factors that can contribute to your success?

Threats

What are the potential problems or risk you face?

Strengths

Faculty: The department is comprised of a diverse team of highly qualified, experienced faculty who exceed the minimum qualifications to teach courses in education, reading, and several other academic disciplines in California’s Community Colleges. Our faculty’s academic preparedness is a strength because the department is poised to meet the moment: address local K-12 teacher shortages through its participation in intersegmental partnerships and provide curriculum and instruction in reading to improve community literacy.

Innovation: The department recently revitalized San Bernardino Valley College’s Education (EDUC) curriculum and changed its name from “Reading and Study Skills” to “Education, Reading and Literacy” to reflect the department’s new mission, vision, and values. Under its new name, the department develops courses and degrees which provide students pathways to careers in Education and related fields and updated its UC-transferable “critical thinking” course, READ 104, to meet the requirements for Cal-GETC’s Subject Area 1B, Critical Thinking and Composition.

Weaknesses

Communication: The department should improve communication. AB 1705 (July 2023) requires students to complete transfer-level English within one year of their initial attempt in the English discipline. However, many may not know that reading is an academic discipline separate from the English academic discipline. Therefore, students identified through the Guided Self-Placement process as needing direct reading instruction should be encouraged to enroll in a credit or non-credit reading course because students’ enrollment in a reading course does not violate AB 1705 compliance. The department should better communicate this information with counselors who advise students and who create students’ education plans.

Scope: In the past few years, the department has prioritized shaping its curriculum to align with courses transferable to the CSU and UC systems, fulfilling general education prerequisites. Nonetheless, there are additional avenues to support students, such as crafting non-credit reading literacy courses tailored for career and technical education as well as health sciences fields, contributing to the enhancement of 21st-century literacy in the community.

Success Rates: The department’s success rates decreased from 76.3% in 2019-20 to 59.6% in 2022-23, possibly because of the COVID pandemic and recent legislation. Like all other areas, the department was also affected by the COVID-19 pandemic when instruction immediately abruptly pivoted from in-person instruction to online instruction. Faculty and students had to adjust immediately to teaching and learning in online environments, which may have been challenging for some and reflected in the department’s decreased student success data. In addition, because of AB 705 (Fall 2019), the department deleted its entire developmental 900-level series (READ 905, READ 920, and READ 950). There were assessment placements for each developmental reading course. However, because AB 705 eliminated placement

assessments, our current college-level reading courses are now open to all students, regardless of preparedness. The decrease in student success and retention rates may also be attributed to the effects of AB 705.

Opportunities

Develop Education Curriculum: With its recent revitalization of SBVC's education (EDUC) curriculum, the department has an opportunity to develop new EDUC curriculum and increase its FTES.

Modify and Develop Reading Curriculum: To meet the standards for Cal-GETC's Subject Area 1B, Critical Thinking and Composition, the department has an opportunity to modify the curriculum for READ 104, Critical Reading, Thinking, and Literacy. Additionally, the department should develop non-credit reading literacy curriculum across various disciplines and to promote community reading literacy.

Develop New Degrees: Develop A.A. in Education degrees, designed as pathways for transfer and pipelines to K-12 teaching careers and related fields.

Establish and Sustain University Partnerships: To address local K-12 teacher shortages, partner with California State University, San Bernardino, Watson College of Education, and the University of California at Riverside, School of Education, Undergraduate Program.

Participate in Dual Enrollment: Increase FTES and student access by offering education and reading courses at local high school sites.

Threats

Recent Legislation: As a result of AB 928, the Cal-GETC will be implemented in fall 2025, consolidating two existing general education (GE) transfer pathways for California Community College students into a single GE transfer pathway to the CSU or UC systems. However, the reading courses currently offered will not meet any Cal-GETC Subject Area requirements. Nevertheless, our community's literacy needs persist. Therefore, the department must continue to serve our students, be creative, and strive to meet the reading literacy needs of our community, regardless of current legislation.

Education Curriculum: Historically, educators have grappled with the dual challenges of being overworked and underpaid, factors that could potentially dissuade certain individuals from considering careers in K-12 teaching. The demanding nature of the profession, coupled with financial constraints, may create barriers that discourage aspiring educators from entering the field of primary and secondary education.

Goals

1. Improve student success and retention rates in reading courses.
2. Develop and offer new education and reading literacy curriculum.
3. Develop new education degrees.
4. Further integrate DEIAA into our programs: education and reading.
5. Participate in dual enrollment.

Planning

1. Implement targeted strategies, such as personalized tutoring and interactive learning approaches, to address individual needs.
2. Develop and introduce innovative education and reading literacy curriculum that aligns with evolving educational standards and engages students effectively.
3. Create new education degrees that cater to emerging needs in the field.
4. Integrate Diversity, Equity, Inclusion, Accessibility, and Anti-racism (DEIAA) principles into our education and reading programs, fostering an inclusive and supportive learning environment.
5. Participate in dual enrollment programs, forging partnerships with secondary institutions to provide students with seamless transitions between high school and higher education.

TOASTS

New Education Curriculum: Several new education courses were launched, locally approved, and moving toward state-level curriculum approval processes.

Reading Curriculum Modifications: Recent curriculum modifications to READ 104 were launched, locally approved, and moving toward state-level curriculum approval processes.

New Degrees: Two new education degrees were launched, locally approved, and moving toward state-level curriculum approval processes.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Jefferson, Kimberly

Program Review - Year 1: Electricity/Electronics (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Ababat, Anthony

Cover

Program Review Title Electricity/Electronics (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Electricity/Electronics

Area

Semester Assessed Fall 2023

Area Description

The Electricity/Electronics Department provides various quality programs that stress hands-on skills as well as current theoretical concepts that prepare students to be employed in an introductory level position in the fields of electricity and/or electronics. The Electricity/Electronics program serves diverse areas of specialization such as industrial, biomedical, communications, computer, consumer, and construction fields.

The department offers both a Certificate of Achievement or an A.S. degree in the fields of Electronics Technology, Computer Engineering Technology, Communications Engineering Technology, Electrical Power Technology, and Avionics Technology. The department also offers Certificates of Achievement in Industrial Automation as well as Green Technology emphasizing solar design and installation, which prepares students to take the NABCEP Photo Voltaic examination and certification. Additionally, the Electronics Technology certificate program is offered in an accelerated format option which enables students to obtain their certification within an 8 months period to help students transition to the job market more rapidly. In addition,

we offer a General Electrician Certification Program that is sanctioned and approved by the California Department of Industrial Relations as well as the Occupational Health and Safety Administration (OSHA). Our students are prepared to take the state electricians certification exam as well as obtaining journeyman status, which is required by the State of California to become a licensed electrician as reflected by the Electrical Certification Curriculum Committee (ECCC). The Communications Engineering Technology program prepares students to obtain Federal Communications Commissions Elements 1 and 3 License. The Electronics Technology program is sanctioned and recognized by the Electronics Technicians Association (ETA) and the Industrial Automation certificates prepares students to obtain certifications in the supply chain industry relating to the installation, maintenance, and repair of Supply chain automated systems.

The department also prepares students to transfer to a number of public and private universities for further study in the various fields of engineering, engineering technology, and industrial technology including courses that are transferrable to these universities and programs. All the above reinforces our program's mission, which is to provide a diverse community of learners with solid up-to-date theoretical and hands on learning skills in the Electrical and Electronic field. Our program prepares our students to enter into an entry level position in their respective specialty and/or to be able to transfer to four-year universities to further their studies in their respective fields.

Mission, Vision, and Values

Mission:

The Electricity/Electronics Department at San Bernardino Valley College provides quality and up-to-date current industry training and certifications to a diverse community of learners in an equitable manner. Its mission is to prepare students to enter the workforce by earning applied degrees, certificates, and industry certifications, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in our local community, the Inland Empire, and beyond.

Vision:

Our vision is to provide the highest quality training programs with valuable skill-building curriculum, including industry accepted certification, leading to the best job opportunities for students.

Values:

We are committed to providing quality programs and to supporting the success of all students regardless of their level of preparedness; socioeconomic status; sexual orientation; cultural, religion, ethnic background; and abilities in an equitable manner to help improve their lives and provide them with the skills and knowledge to obtain a career with a living wage.

Program/Area Overview - Year 1

Positive Negative

Internal	Strengths	Weaknesses
	What are you already particularly good at? What are your advantages?	What areas do you need to improve? What are your disadvantages?
External	Opportunities	Threats
	What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

Demand for Electricians has one of the highest rates of growth in terms of employment opportunity according to the EDD and other State statistical data. In addition, the Inland empire has become the largest Hub in the country for trans-shipping and warehousing with millions of square feet being built for warehousing that is being used for trans-shipping, storage, and distribution. These facilities all employ automated supply chain systems that need Electronic and automation technicians to keep them running. We provide direct training for these systems and demand has exploded for these skills. Also, continued demand for general electronics technicians also remains very high in many industries that are part of our community. In addition, solar energy and technology has exploded and continues to be a sector of immense growth and thus, we have developed a successful training and certification program within the department.

The recent introduction of more current industry relevant materials as suggested by our industry partners and advisory committee members in our courses have definitely helped the program achieve improvement in the efficacy of our programs because they are now more robust and are applicable to our local industry employers requirements. We have consulted with major local industry organizations such as UPS, Amazon, Target, and FedEx to establish a career path for our students in terms of internships or employment opportunities, which has resulted in the employment of some of our students within their organizations. We have surveyed hiring representatives of these organizations and have implemented their recommendations by adding and modifying courses within our programs to include PLC, microprocessor, and mechatronics automation training to help improve student employability skills that are currently in demand in our region. We continue to strive to grow and strengthen our programs by honing in on the local industry needs and employable skills of our students. Our program also continues to prepare students to obtain industry standard certifications such as the Federal Communications Commission's general radio operator license (GROL) certification and also several levels of the Electronics Technicians Association (ETA) certifications. We also have added supply chain automation certifications to our industrial automation program to enable students to get hired by many local giants in the industry, such as UPS, FedEx, Target, Amazon, Walmart, to name a few. Also, we have partnered with local and regional solar companies such as Sunrun, Solartronics, and Ironridge to provide solar systems installation training and certificates to help students attain employment in the field.

Furthermore, Our General Electrician Certificate programs continued to be the most popular program within our Department. It prepares our students to sit in on the California State Electrician exam. The Certificate curriculum is annually reviewed and approved by the State of California Electrical Certification

Curriculum Committee (ECCC), the Division Apprenticeship Services (DAS), and the Department of Industrial Relations. It is important to note that the attainment of any of the above certifications will greatly improve our student's employability.

Weaknesses

Currently, we only have two full-time faculty to support the largest program within the Applied Technology Division. That is a large deficit and is overburdening the full-time faculty as many duties fall squarely on them, including teaching very broad and varied courses that are part of our curriculum. Our FTEF merits at least three full-time faculty. Furthermore, our program has many diversified concentrations that are far and wide (Example, high voltage power technology and low voltage electronics technology, automation, communication, power systems, Solar, and smart technologies, etc.) and do require expertise in all the offered programs within our department. Also, since we are the largest department within our division with the highest FTEF load, we currently have 12 Adjunct Faculty in order to support the program. Not to infer that adjunct faculty are not able to handle the large FTEF load, but it actually stymies growth. Scheduling becomes challenging, having to work with most Adjuncts who are actually holding other full-time jobs and their availability dictates the schedule and not student convenience or priority. In addition, any further growth will be halted without having a third full-time faculty to help maintain program efficacy and cohesiveness. Also, having a third full-time faculty will help in maintaining currency and continuity in the program and will definitely support productivity as well as growth and improvement in the quality of our program.

Opportunities

Since our varied programs are extensively hands-on and our labs do require a lot of equipment and supplies to be upgraded in order to keep up with industry standards, we continuously seek new grant funding in order to acquire such equipment and to provide training on such equipment for our faculty. Strong Workforce as well as Perkins are among the few grants that we continually apply for. Other opportunities that we continually seek is to establish industry partners to help guide our curriculum modifications in order to be more current with industry needs and to provide a career pathway of employment for our graduates.

Threats

Program demand remains very strong as reflected in our enrollment numbers and our department remains the largest department within the Applied Technology division. In addition, we see that employment of our graduates remains strong, and our industry partners remain very interested in hiring our students because we are providing our students with specific skills that they demand. The real threat is not having more full-time faculty as described earlier to support our large department. In addition, our facilities are becoming tight in terms of space as we have four Lab/Lecture rooms to utilize for all 23 different courses within that limited space. And, squiring trainers need space and that is becoming a premium. But we look forward to having our new building that will be finished soon as it will help increase our space and should alleviate such a threat.

Goals

- 1) To continue to update our curriculum to bring it current with industry standards, because the field is continuously changing, and new technologies are being employed.
- 2) To seek out new employer partnerships to help establish a career path for our students.

3) To create new classes and certifications relating to growing technology trends and demand, such as Electric Vehicle charging stations installation, maintenance, and repair.

4) To expand program offerings and grow enrollment within our department.

Planning

1) Program strength in employing the newest equipment and trainers in automation and helping students attain certifications within their specific field is supported and administered by faculty that have such current up-to-date training and knowledge. Therefore, we will need to provide training to all our faculty on such systems. This becomes an issue dealing with adjunct faculty and thus, by hiring a dedicated full-time faculty, we can mitigate this weakness and threat.

2) Continue to establish strong employer relationships and partnerships to establish internship paths for our students that would eventually lead to direct employment.

3) Utilize the growing demand for Electric Vehicle chargers and infrastructure facilities to develop new certificates and courses to align with such demand.

4) Continue to acquire the newest up-to-date lab testing equipment and trainers to meet current industry standards in all our certificates of study.

TOASTS

Many successes have been achieved in our department. The most notable is the introduction of new automated supply chain trainers within our General Electricians, Industrial automation, and power technology programs that directly mirror the exact same systems utilized by giants in the industry such as Amazon, UPS, FedEx, Target, and Walmart. These trainers provide skills that these employers are looking for and, in fact, many of our students have been employed by these firms to maintain these complex automated systems. These are very high-paying jobs that will provide a career path for our students. In addition, our solar program is producing students having the skills to design, install, and maintain residential systems and many of them have found job placements within companies in this mushrooming field. In general, all our graduates have found employment within their respective fields because demand for these skills continues to be extremely high.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

In order to continue to provide a quality education with equitable access to a diverse population of students within our community, we will need to provide continuous support for the program in terms of hiring an adequate number of subject-matter experts as full-time faculty to help insure enhancement in curriculum, class offerings, scheduling, mentoring, and subject diversification as demanded by the industry we serve and to equip our students with the skills needed to build a career that provides for a

viable living wage and improve their standards of living. In addition, continuous upgrading of testing equipment and training is always needed to keep our labs more current with industry standards. Also, a permanent lab technician will need to be hired to aid in the setup and maintaining of the equipment intensive nature of our labs. Currently, we only have a temporary lab tech position that is funded by the SWP grant which will run out shortly.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Halabi, Tarif

Program Review - Year 1: English (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title English (2023/2024)

Division Arts & Humanities

Department English

Area

Semester Assessed Spring 2024

Area Description

The SBVC English Department offers a comprehensive program of classes designed to help a diverse community of students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate (ESL), basic skills students, AA-T English Degree majors, and ESL students. Our courses foster practical and academic writing, critical thinking, comprehension skills, and communication skills. Courses are offered in composition, literature, journalism, literary magazine production, creative writing, English as a Second Language, and pre-college writing. The department regularly reviews courses through the content review process to ensure they are addressing the needs of our students. In addition, with the implementation of AB705 and AB1705 guidelines and curriculum, culturally responsive teaching, and with the increase in the distance learning format, the department continues to promote course effectiveness

through dialogues in its Community of Practice. The Writing Center, under the pedagogical guidance of the English Department, continues to provide support services to students across the department and provides embedded tutors for all co-requisite courses.

Mission, Vision, and Values

The English Department aligns its curriculum and services to students with the college's mission, vision, and values in various ways, providing access to courses and services that promote student pathways to success and engage students in curriculum that reflects culturally responsive teaching and learning.

With the implementation of AB 705 and AB 1705, the English Department was put in the unique position of revising its curriculum and providing supplemental support to meet student needs through the equity lens, ensuring that inclusivity creates a pathway for student success by placing all students in transfer-level English (with the exception of students who have self-identified as ESL). The department developed corequisite curriculum for its English 101 course to provide equity to students at all skill levels, taking into consideration its alignment with SBVC culture and structure, including the identification of relevant support services that would assist in promoting the effectiveness of this model and provide access and inclusivity to a diverse community of learners. To address the newly developed curriculum, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training on best practices, with a major focus on teaching the new curriculum. An embedded tutoring program was implemented for all corequisite courses to provide students with additional support and promote connections with the Writing Center support services. In addition, the department is engaging in content review for all its composition and literature courses, using a culturally mindfulness lens.

The department also prepares students to meet their transfer goals. The department completed Guided Pathways' maps for English majors: AAT (CSU) and AAT (IGETC). In addition to English 101 being a requirement for the college's associate degrees, English courses are also a component of the IGETC certificate and transfer requirements to the CSUs and UCs. Effective Fall 2021, the CSU General Education- Breadth requirements included the newly established Area F- Ethnic Studies and Core Competencies. SBVC added a mirrored Area F- Ethnic Studies, to our GE pattern /Graduation requirements (Category VI). The department responded to that with the curriculum changes to African American and Chicano literature—now courses that are also offered with the Ethnic Studies prefix.

The department has placed the surrounding community's need for English as a second language as a high priority—expanding course offerings on campus and on sites within the surrounding community. The ESL program is designed for individuals whose first language is not English and who have not yet acquired the English skills necessary to succeed in an English-speaking workplace or in college-level classes. The program consists of two types of courses: credit and noncredit. The credit ESL courses are designed for English language learners who already have some ability to speak, read, and understand the English language to increase their English writing skills to the basic level necessary for success in mainstream English courses. The noncredit ESL courses are designed for individuals who are learning English for the first time or who have had little exposure to the English language. These courses are designed to develop students' skills in listening, reading, speaking, and basic writing in the English language.

In addition, the department also collaborates with other college areas to provide learning communities that promote student success in underserved populations—Puente, Umoja/Tumaini, Asian & Pacific Islander (Taytayan), and the Athletics Program. The English Department contributed to the college’s Student Equity Plan with its goals to support the learning and success of our African American students in the English classes.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Active, full-time and part-time faculty members who participate across the campus in committees and in activities and who collaborate with other departments/disciplines provide a global look at the campus that allows the department to continuously evaluate student needs and impact student learning. The department also collaborates with other college areas to provide learning communities that promote student success in underserved populations—Puente, Umoja/Tumaini, Asian-Pacific Islanders (Taytayan), and the Athletics Program. And the English Department contributed to the college’s Student Equity Plan with its goals to support the learning and success of our African American students in the English classes.

The Community of Practice has brought, and continues to bring, English Department faculty together to address the needs of the students in our courses, with particular attention on evaluating corequisite pedagogies and strategies for teaching and learning. Along these lines, the department implemented embedded tutoring for all corequisite courses to support students’ needs at all skill levels.

The ESL Program has been expanded to satellite locations in our surrounding area, where non-credit courses are being offered—Urbita Elementary School, Feldhym Library, Our Lady of Guadalupe Catholic Church. The program has expanded its outreach through advertising in the community and having a team of counselors and clerical support that provide direct contact with each student and work directly with the full-time ESL faculty member. In 2019-20, the ESL

headcount was at 193 but dipped in 2020-21 to 134 as a result of the pandemic and the switch from the in-person to the online modality. That headcount has been increasing and was at 353 for the beginning of the 2023-24 academic year.

The department has continuously engaged in discussions of expanding equity through the incorporation of a cultural mindfulness lens, and the department remains sensitive to the needs of our students, continuing a culture of inclusivity. Along these lines, the department is conducting content review for all composition and literature courses to ensure DEIA.

The Writing Center provides support services for students across the disciplines, and it is an integral part of the English Department and the English curriculum. It services students in a variety of modalities—providing one-on-one appointments for students on campus, online via email and Zoom--and it provides group workshops on a variety of topics related to writing. The tutors in the Writing Center also provide direct support for students in the corequisite courses, attending those classes and supporting the curriculum.

Census fill rates for English courses continue to exceed the college average. Fill rates for English: 2019-2020=87%, 2020-21=83.1%, 2021-22=78.7%, 2022-23=80.7%, and 2023-24=78.4%.

Course completion rates overall for English decreased from 2019-2020 (86.5%) to 80.3 % in 2020-21, 80.2% in 2021-22, 81.3% in 2022-23, and 82.8% in 2023-24. Although these are slightly below the college rates, this trend does reflect the overall course completion trend for the campus.

Weaknesses

In 2019-2020 the AB 705 curriculum was implemented along with the change to the placement process and then the pandemic occurred. In 2019-20 the success rate was 63% but declined to 53.3% in 2020-21, and to 51.2% in 2021-22. In 2022-23, the success rate increased to 54.3% and to 55.5% in 2023-24. The department's on-going Community of Practice (professional development opportunities), outreach to PT faculty, implementation of embedded tutors in co-requisite courses, online training for faculty, and the continued promotion and use of Writing Center services, may be contributing to the increase. The department will continue to evaluate those factors.

The total number of students who completed transfer-level English within one year declined from 2019-20 (52.4%) to 2021-22 (48.4%) with an increase in 2022-23 (50.2%). This also reflects the declining enrollment from 3,000 in 2019-20 to 2,519 in 2022-23 (2023-24: only one semester has the completion data, so it was not included here).

AB705 data (stand-alone English 101 versus English 101 with 086 or 087 corequisite indicates a slight difference in transfer-level completion rates within one year. Students who entered the transfer level without the corequisite completed as follows: 2019-20=55%, 2020-21=52.7%, 2021-22=51.1%, 2022-23=53.3%. Students who entered the transfer level with a corequisite and completed the transfer course within one year—2019-20=52%, 2020-21=44%, 2021-22=49.2, 2022-23=49.9% (2023-24: only one semester has the data completion data, so it was not included here). Although there was a decrease from 2019-20 in each group, both are again trending upward. With the department's continuing dialogues and training through the Community of Practice, those numbers should continue to rise.

Opportunities

The department continues to evaluate the needs of the students and the curriculum and is currently assessing the effectiveness of AB705 co-requisite courses and assessing the effectiveness of recommended placement categories for English courses to ensure student preparedness. First-time Black/African American students enrolled in all ENGL-101 courses at lower rates than they enrolled in courses campus-wide. This helps to explain the state-reported Student Equity data which shows that first-time Black/African American students at Valley are not completing transfer-level English within their first year of enrollment – they cannot complete courses for which they are not enrolling. The department has contributed to the current Student Equity Plan and has committed to a plan that will address the impact of the corequisites on African-American students.

The department is continuing to rely on funding through Basic Skills for its embedded tutoring program, professional development for English faculty, extended oversight of the Writing Center Services, ESL Counselor, ESL support staff. The department will continue to apply for general funding through the ASPIRE process for institutionalization of the funding needs.

The department will continue to evaluate and make decisions regarding improvements to curriculum based on the disaggregated data.

Threats

Lack of institutionalized funding to accommodate the needs to the department for embedded tutoring, ESL program components, professional development opportunities for English faculty, and Writing Center oversight provides the greatest threat to the department and its students. The department and the Writing Center have relied on Basic Skills funding to expand its programs. This funding is tenuous. In addition, growth can occur, but it is limited by the source of funding.

Goals

Department goals include the following:

- Apply for Basic Skills funding and continue the Community of Practice (professional development for English faculty) for 2024-25
- Continue to move forward with Student Equity Plan commitments
- Develop additional courses for English majors
- Advocate for hard data from high schools to promote accurate placement in English courses
- Continue assessing effectiveness of AB705 co-requisite courses through qualitative and quantitative data
- Assess effectiveness of recommended placement categories for English courses now that they are required
- Assess SLOs with disaggregated data
- Continue to evaluate courses through culturally responsive curriculum
- Continue to promote campus initiatives (OER, OEI, Guided Pathways, etc.)
- Advocate for full-time faculty growth positions through Program Review process
- Continue outreach to English majors
- Continue to foster partnerships with organizations in the college's service area to offer ESL classes
- Expand the use of Writing Center services with a particular focus on impacting the African-American student population

Planning

- Continue to enlist faculty to provide professional development opportunities that focus on best practices to improve student success and retention
- Continue to apply for general funding to ensure that corequisite support, the Writing Center Services, and the ESL Program funding is institutionalized
- Continue to establish connections with other campus areas to promote student success in underserved populations
- Continue to advocate for full-time faculty members—with expertise specifically in African-American Literature and ESL

TOASTS

An embedded tutoring program for 086 and 087 was piloted in spring 2019, with wider implementation in subsequent semesters, and the department continues with embedded tutoring in all 086 and 087 courses. The department is also partnering with the college's librarians to begin using embedded Librarians in the transfer-level course. And a Canvas community, the English Roundtable, was created and is continuously revised to house key AB 705 documents and to allow faculty to share syllabi, assignments, and other useful information for English 101, 086, and 087. The department converted the credit corequisites to a non-credit format to accommodate student needs—no tuition, repeatability, etc. These non-credit corequisites will be offered beginning in fall 2024.

The department has been making progress on its commitment to the student equity plan in the following ways: evaluated disaggregated data for English 101, 101/086, 101/087 to address the impact of the corequisites on the African-American students; will finish review all English course outlines of record to evaluate textbook suggestions—looking toward inclusion of texts that reflect the profile and needs of African-American students and removing texts that are biased; evaluated course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to African-American student needs and avoiding bias; create a focused English 101 course for specific populations—linking the curriculum to their special interests—Athletics, Veterans, etc.; aggressively promoted the African-American Literature course.

Degrees awarded decreased in 2020-21 (12) to 2021-22 (>10) but they rose in 2022-23 (15)—which can be attributed to the large cohort in 2019-20 who graduated, outreach during the pandemic, etc. English majors currently in the pipeline number 140+, which suggests degrees awarded will stay at the current number or increase going forward.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The English Department aligns its curriculum and services to students with the college's mission, vision, and values in various ways, providing access to courses and services that promote student pathways to success and engage students in curriculum that reflects culturally responsive teaching and learning.

Census fill rates for English courses continue to exceed the college average. Fill rates for English: 2019-2020=87%, 2020-21=83.1%, 2021-22=78.7%, 2022-23=80.7%, and 2023-24=78.4% (dashboards). In spring of 2024, the full-time equivalent faculty (FTEF) is 33.8, which includes ESL (Office of Institutional Research). Currently the department has 18 full-time faculty, with the one full-time ESL faculty member fully reassigned to the Writing Center. With the increasing number of courses being scheduled each semester to accommodate the college's increasing enrollments, the FTEF will continue to be impacted.

The English Department's need for full-time, tenured faculty has remained consistent for the past 10 years and has operated well below the full-time/part-time recommended ratio. It is critical to remember that many of the state requirements, AB705/1705, Guided Pathways, etc., put significant additional burdens on the English department and its faculty. For spring 2024, the total number of English composition, literature, and ESL courses is 165. The part-time to full-time ratio has had a major impact on the department as increasing state mandates and college requirements have been placed upon the discipline.

English 086 and English 087 were approved by the department as supplemental coursework to provide equity to all students being placed in transfer-level English 101. To address the newly developed curriculum, in spring 2019, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training for teaching the new curriculum. An embedded tutoring program for 086 and 087 was piloted in spring 2019, with wider implementation in subsequent semesters, and the department continues with embedded tutoring in all 086 and 087 courses, again to provide support, and equity, to underprepared students. The department has converted the credit corequisites to a non-credit format to accommodate student needs and to continue to provide equity—no tuition, repeatability, etc. These non-credit corequisites will be offered beginning in fall 2024.

First-time Black/African American students enrolled in all ENGL-101 courses at lower rates than they enrolled in courses campus-wide. This helps to explain the state-reported Student Equity data which shows that first-time Black/African American students at Valley are not completing transfer-level English within their first year of enrollment – they cannot complete courses for which they are not enrolling. The department has contributed to the current Student Equity Plan and has committed to a plan that will address the impact of the corequisites on African-American students.

In addition, the department is engaging in content review for all its composition and literature courses, using a culturally responsive lens. Effective Fall 2021, the CSU General Education-Breadth requirements included the newly established Area F-Ethnic Studies and Core Competencies. SBVC added a mirrored Area F- Ethnic Studies, to our GE pattern /Graduation requirements (Category VI). The department responded to that with the curriculum changes to African American and Chicano literature—now courses that are offered with the Ethnic Studies prefix. ESL maps have also been created to promote student success and bridge to English 101. The department also collaborates with other college areas to provide learning communities that

promote student success in underserved populations—Puente, Umoja/Tumaini, Asian-Pacific Islanders (Taytayan), and the Athletics Program. The department will begin scheduling an ESL English 101 cohort in fall 2024 to bridge those students to college-level English.

The department also meets the college's vision to prepare students to transfer and meet their educational goals. The department completed Guided Pathways' maps for English majors: AAT (CSU) and AAT (IGETC). In addition to English 101 being a requirement for the college's associate degrees, English courses are also a component of the IGETC certificate and transfer requirements to the CSUs and UCs.

Traditionally (post pandemic), the department has offered 100+ English 101 courses each fall and spring semesters (with the addition of AB705 curriculum, the department added corequisite courses each semester) and 20+ English 101 courses in summer to meet student and campus needs. All English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines where classes are 3 units to comply with contractual load requirements. This is further complicated under AB705 where most 4-unit ENGL 101 classes are paired with a 1 or 2-unit co-requisite class, increasing the unit count per 101 sections to 5 or 6 units. Though PT faculty should still be able to teach up to 2 4-unit classes (even those with a 1 or 2 unit corequisite), the additional corequisite units increases the number of sections/units taught by PT faculty over FT. The Performance-Based funding model places an additional burden on the department since "Completion of both transfer-level mathematics and transfer-level English [needs to be completed] within the first year of enrollment" (Chancellor's Recommendation on Funding for California Community Colleges, 2018).

AB705 data (stand-alone English 101 versus English 101 with 086 or 087 corequisite indicates a slight difference in transfer-level completion rates within one year (Office of Institutional Research). Students who entered the transfer level without the corequisite completed as follows: 2019-20=55%, 2020-21=52.7%, 2021-22=51.1%, 2022-23=53.3%. Students who entered the transfer level with a corequisite and completed the transfer course within one year—2019-20=52%, 2020-21=44%, 2021-22=49.2, 2022-23=49.9% (2023-24: only one semester has the data completion data, so it was not included here). Although there was a decrease from 2019-20 in each group, both are slowly trending upward. With the department's continuing dialogues and training through the Community of Practice, those numbers should continue to rise.

The total number of students who completed transfer-level English within one year (inclusive of AB705 data) declined from 2019-20 (52.4%) to 2021-22 (48.4%) with an increase in 2022-23 (50.2%) (dashboard). This also reflects the declining enrollment from 3,000 in 2019-20 to 2,519 in 2022-23 (2023-24--only one semester has the completion data, so it was not included here).

In 2019-20 the success rate (including all English courses) was 63% but declined to 53.3% in 2020-21, and to 51.2% in 2021-22. In 2022-23, the success rate increased to 54.3% and to 55.5% in 2023-24 (dashboard). Although the trend is increasing, the success rates fall below the college average.

Census fill rates for English courses continue to exceed the college average. Fill rates for English: 2019-2020=87%, 2020-21=83.1%, 2021-22=78.7%, 2022-23=80.7%, and 2023-24=78.4%.

The department continues to evaluate the needs of the students and the curriculum and is currently assessing the effectiveness of AB705 co-requisite courses and assessing the effectiveness of recommended placement categories for English courses to ensure student preparedness. The department's on-going Community of Practice (professional development opportunities), outreach to PT faculty, implementation of embedded tutors in co-requisite courses, online training for faculty, and the continued promotion and use of Writing Center services, may have contributed to the increase and those elements will continue to be in place as the department moves forward to improve student success.

Requests

Supporting Documents

Attached File

Calculations for line of sight and embedded tutors for academic year.docx

(/Form/Module/_DownloadFile/45/9046?fileId=11)

Codes and Dates

Originator Ferri-Milligan, Paula

Program Review - Year 1: Film, Television, and Media (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Lyons, Kevin

Cover

Program Review Title Film, Television, and Media (2023/2024)

Division Arts & Humanities

Department Film, Television, and Media

Area

Semester Assessed Fall 2023

Area Description

The Film, Television, and Media department offers a comprehensive instructional program in cinema, broadcasting, and streaming. The department provides a wide range of technologies for our students such as 6K camera systems, multiple track field audio, professional software such as, Pro-Tools and DaVinci Resolve, access to a state-of-the-art Television and Radio Studio via KVCR, and we still teach Film on Film with our two film cameras a 35mm and a Super 16mm. The department boasts a wide variety of academic paths to follow, which include multiple 2-year degrees with transfer options and professional development certificates geared towards specific areas of film and broadcast, such as production, postproduction, and audio.

The department course offerings are broad and thorough offering our students paths in film, broadcasting, streaming, and all other emerging media formats. Our classes include theory and history of film and media as well as boasting a class focused on ethnicity and identity. Our production classes are

really the heart of the program which offer students advanced training in a professional television and radio environment. These courses include TV and Film Production Basics, TV Studio Production, and Studio Audio Production along with Radio and Podcast Operations. On the film side of the department we offer students courses in acting and directing, cinematography, film audio, and screenwriting. On the broadcast and streaming end of our courses we offer courses in News, Sports, and Documentary production.

Through the Institute of Media Arts (<https://www.valleycollege.edu/academics/pathways/acd/film-television-media/institute-media-arts/index.php>), students can take advantage of career development services such as portfolio development, resume writing, networking skills, and internships through our partnerships across southern California. These partnerships offer both unpaid and paid internship opportunities. Our most prominent partner is right on our campus, KVCR Television and Radio.

Many of our students transfer onto a variety of top-notch four-year film and media institutions such as UCLA, UC Berkeley, USC, CSUN, Cal State Long Beach, and Cal State Los Angeles.

Mission, Vision, and Values

The Film, TV, Media Department supports the Mission, Vision, and Values of San Bernardino Valley College. The department encourages understanding of DEIA (Diversity, Equity, Inclusion, and Accessibility), increases student opportunities for employment, and improves students skill sets in film and media techniques that rival all national and international education facilities. Through two international film festivals and our collaboration with KVCR our campus' PBS station our students are given several platforms to share their expertise and expand their professional connections on a local and global level. The primary objective of the Film, Television, and Media Department is to provide our students with opportunities which elevate them and best prepare them for the competitive world of film and media. Our students, through innovative curriculum and practicum experiences, gain the knowledge necessary to prepare them for opportunities at various four-year institutions and professional opportunities after graduation. Through a humanities lens our students gain a comprehensible level with an understanding of culture and to promote inclusivity among participants. The Department strives to increase equity and access by offering courses in various educational formats, including in-person instruction, online synchronous, online asynchronous, hybrid classes and hybrid classes and by incorporating Open Educational Resources and Zero Textbook Cost materials as options in most courses to eliminate financial barriers. We offer varied patterns including full-term and short-term courses, so students have many options. We offer honors sections of three levels of Spanish courses. We provide dual enrollment opportunities for our area high school students and SBVC's Middle College High School program specifically requests seats for our Film, Television, and Media classes so our demographics include students who are younger than the campus average.

Curriculum includes a thoughtful study of diverse cultural traditions and appreciation of cultural differences is emphasized to dismantle stereotypes and racist beliefs that may be held by those of other origins. Teaching methods incorporate critical thinking activities and include the direct approach, lectures, and hands on lab activities which emphasize collaboration and cultural understanding, which greatly break down barriers. Students are directed to campus activities addressing cultural awareness and are encouraged to participate in community cultural events to get exposure in the target language. Areas of employment benefiting from film, television, and media competency may include major Hollywood Studios, local marketing companies, careers in communication with government and not-for-profit organizations, and primary teaching opportunities. Also, many of our graduates go on to start their own businesses here in the Inland Empire offering services in video and media production.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

In our esteemed film academic program, fostering a vibrant student community is paramount. We pride ourselves on our adaptability and commitment to providing top-notch accommodations tailored to individual needs. Our students benefit immensely from our state-of-the-art resources, including high-end studio and TV equipment, ensuring they are well-prepared for the industry's demands. Our faculty members aren't just educators; they're active professionals in the TV and film sectors, bringing current industry insights directly into the classroom. This integration with the industry extends further, with our students enjoying robust professional connections, both with seasoned veterans and recent alumni who have made significant strides in their careers. Our curriculum is meticulously crafted, reflecting the latest technologies and trends, and is delivered by a diverse faculty, illustrating a rich blend of backgrounds, including BIPOC representation. The program's success speaks volumes, with impressive 70-75% success rates over the past five years and retention rates soaring above 90%. Our overall headcount between 21-22 to now doubled from 492 to 811. Remarkably, nearly a third of our student body completes their degree or certificate in under two years, underlining the program's efficiency and efficacy. Additionally, our courses are designed to impart transferable skills across majors, and with transferable course options to esteemed institutions like CSU and UC, our students have a multitude of pathways to choose from. To further enhance their experience, we offer paid student positions and actively engage in international film festival events, ensuring our students' work reaches and resonates with a global audience.

Weaknesses

The department faces several weaknesses, including being hidden on campus, which can hinder visibility and accessibility. There is a lack of awareness and understanding about the curriculum among the campus community, both directly and indirectly impacting student engagement. The shortage of permanent full-time staff and faculty positions may affect the continuity and quality of education. Additionally, insufficient open lab hours, limited building space, and inadequate storage pose challenges for student access and resources. Moreover, the absence of a full-time dedicated academic advisor may impact students' guidance and support.

Opportunities

Our department has several opportunities to capitalize on, including the increased demand for school library media specialists, which present a chance to expand educational offerings and meet market needs. Furthermore, there are opportunities to establish and enhance reciprocal relationships with local library systems, providing avenues for internships, training, and employment, thus fostering collaboration and professional development. Additionally, the growing reliance on paraprofessionals in library operations at both school and academic levels creates opportunities for tailored training programs and partnerships. Moreover, the pandemic-era expansion of demand for online library services presents a chance to innovate and expand the department's digital offerings to meet evolving educational and informational needs. Also, this past academic year we added our Ethnicity and Identity in Media (FTVM 103) course as an offering for the ethnic studies' requirement, opening up our department to a broader range of students and the campus community at large. Lastly, and key as we think about DEIA is the ever expanding role the media has in all avenues of the economy. The National Association of Broadcasters recently reported that, contrary to popular belief, AI won't decrease the needs for creatives but increase them. They report an estimated growth of \$480 billion annually in media arts careers. Our program leads students into these very lucrative and equitable positions.

Threats

The film department at San Bernardino Valley College faces several challenges that threaten its success and growth. One significant concern is the escalating costs of materials, which strain the department's budget and limit its ability to invest in essential resources and equipment. Additionally, the organizational operations pose hurdles, as the program requires more flexibility to adapt to the dynamic and fast-paced nature of the film industry. The department also faces stiff competition from other institutions that possess a more robust outreach strategy, potentially diverting prospective students and diminishing its visibility in the educational landscape. Another critical issue is the lack of emphasis on more creative education paths. Students often say they didn't know there was film program at the college. Thus the school needs to promote more diverse educational path. Furthermore, the department grapples with inconsistent messaging from the campus about the curriculum, creating confusion among students and stakeholders about its offerings and objectives. Lastly, students often find themselves overwhelmed with general education classes, leaving little room in their schedules for major-specific FTVM courses, which can deter them from pursuing a comprehensive film education. These multifaceted challenges underscore the need for strategic planning and support to bolster the film department's resilience and ensure its continued success.

Goals

1. Increase enrollment by 4% annually
2. Increase department fill rates for face to face to 80%
3. Add one more full-time tenure track position
4. Obtain an official screening and lecture hall space

Planning

1. Consistent outreach to high schools in our region with the goal of adding 25 new students a year

2. Promote department events and projects across the campus
3. Present to national conferences about the success of our department

TOASTS

A success story which highlights the overall success of the department has to do with a recent alumni. The student who started in 2018 recently completed 2° with us and three certificates through that time. This student accepted a paid internship with KVCR our PBS studio here on campus during her last year of Academic study upon completing her graduation. She was then offered a paid position with KVCR in a professional role. This is just one of many success stories along with students who have graduated from Valley and are now working in various aspects of the industry whether it's Disney, or Yamaha here in the region .

Another element of our success in spotlighting how what we do is making an impact is the recent addition of a temporary full-time faculty member. Since this person started this academic year, there's been an increase in enrollment not only in their classes, but the other classes they have taken. There's also been an increase in student participation within those classes. It has been an indispensable position for me speaking as the department chair, as this person has helped to advise students both academically and professionally on a full-time basis. Because of this person's expertise, we were able to complete the redesign of a major facility component, our podcast room, which is unique to our campus. No other campus has this type of space in the region.

Student success over the last five years has been incredible. Our students transfer to UCLA, CSUN, and other CSU's and 4-year institutions. We also have had a fair number of recent graduates go from our degrees right into industry. This ranges from our own PBS affiliate here, KVCR to ESPN, starting their own businesses, and Disney/Lucas Films. In turn, those students come back and mentor the current students on a consistent basis, really developing a culture of diversity and openness which allows for great success and development.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Hiring another full-time faculty member at for the Film, TV, Media Department at San Bernardino Valley College embodies the institution's unwavering commitment to academic excellence, student success, and inclusive education. Rooted in the mission to provide a transformative and high-quality learning experience, the decision to expand the faculty underscores the college's dedication to nurturing a dynamic and supportive educational environment.

At the heart of this initiative is a recognition that investing in additional faculty contributes significantly to the pursuit of academic excellence. With smaller class sizes and more faculty members, the college enhances its capacity to provide personalized attention to students, fostering an atmosphere conducive

to effective teaching and engaged learning. This aligns seamlessly with the college's mission to uphold rigorous academic standards and empower students to achieve their full potential.

Moreover, hiring more faculty members echoes the college's commitment to student success. By increasing the accessibility of academic resources, mentorship, and guidance, the institution aims to improve retention rates and elevate overall student achievement. This reflects a holistic approach to education that goes beyond traditional classroom settings, emphasizing the importance of individualized support systems that foster success for a diverse student body.

The decision also underscores San Bernardino Valley College's values of diversity and inclusion. As the college welcomes new faculty members, there is a deliberate effort to ensure diversity in hiring, enriching the learning experience by bringing together educators with varied perspectives, backgrounds, and experiences. This commitment to inclusivity aligns with the college's goal of creating an environment where all students feel valued, respected, and represented.

In the broader context, hiring this additional full-time faculty member for the FTVM department aligns with the college's dedication to community engagement and service. Faculty members often serve as conduits between the college and the surrounding community, fostering partnerships, conducting research, and participating in outreach activities. The expansion of the faculty reflects the institution's desire to strengthen its ties with the community, contributing to the overall development and well-being of the region.

In summary, the decision to one more tenure track full-time faculty member for San Bernardino Valley College's Film, TV, and Media Department is a narrative manifestation of the institution's mission and values. It represents a strategic investment in academic excellence, student success, diversity, and community engagement, all aimed at creating a vibrant and inclusive learning environment that aligns with the college's overarching educational objectives.

Requests

- Equipment

Amount Requested

Referencing the department's data and planning documents provide a rationale each item requested.

- Faculty

Total Number of Positions 1.000

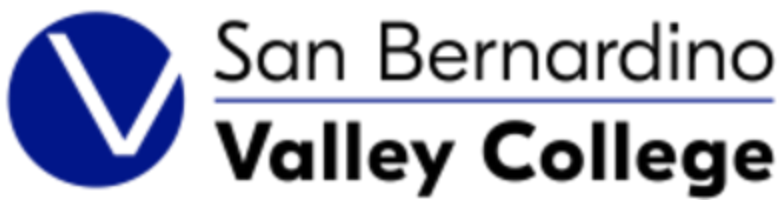
Annual Estimated Costs (Salary and Benefits) 106000.000

Supporting Documents

Attached File

Codes and Dates

Originator Cuny, Lucas



Program Review - Year 1: Outreach and Recruitment (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Moody, Amanda

Cover

Program Review Title Outreach and Recruitment (2023/2024)

Division Campus Service Areas

Department Student Services

Area First Year Experience (FYE)

Semester Assessed Fall 2023

Area Description

The Outreach Department is dedicated to implementing a comprehensive strategy for outreach and recruitment. We establish partnerships with local feeder high schools, including those in the San Bernardino City Unified School District, Colton Joint Unified School District, and Rialto Unified School District. Additionally, our collaboration extends to K-8 schools, community organizations, faith-based groups, and nonprofit organizations.

Our responsibilities encompass coordinating various initiatives, such as campus tours, presentations, college and career fairs, as well as organizing large-scale campus events and actively participating in off-campus community events. The Outreach team actively collaborates with K-12 schools to foster a college-going culture and create engaging events that positively impact students throughout their educational journey.

Working closely with local high schools, our team assists in navigating the matriculation process, ensuring they are exposed to the supportive services available on campus. Moreover, we extend our support within the college to contribute to events like the Financial Aid Awareness Fair, the High School Counselor Conference, and various other "in-reach" activities.

Our overarching goal is to position San Bernardino Valley College as the premier destination for education, providing a wealth of opportunities and support for students on their academic paths.

Mission, Vision, and Values

Mission: Outreach exemplifies SBVC's mission to nurture our K-12 and community collaborations, ensuring that all students, irrespective of their race, socio-economic background, and learning differences, have equal access to higher education.

Vision: Through our daily efforts within our feeder school districts and the wider community, Outreach acts as a direct conduit for SBVC's vision. Our department is dedicated to boosting college enrollment and retention by promoting the wide range of programs, degrees, and certificates that SBVC offers. We also emphasize the invaluable role of support programs in facilitating students' access to and achievement of a high-quality education.

Value: Outreach demonstrates its commitment to student needs, access, inclusion, and success by actively participating in key campus constituent groups such as the Student Services Council and Enrollment Management & Equity committees. This involvement allows us to not only advocate for these important issues, but also to put them into action when presenting information to our community and prospective students. By actively engaging in committee work, Outreach ensures that SBVC's values are reflected in our outreach efforts.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?
External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

To ensure easy and open access to potential students, Outreach works on strengthening relationships with feeder districts and career counselors. We achieve this by providing tailored tours for our K-12 school sites, where we showcase the campus facilities and resources available to students. Additionally, we strategically plan and time visits to high school sites to ensure maximum engagement with prospective students.

We also value diversity and inclusivity, so we organize culturally relevant events and programming to cater specifically to African American, Latinx, and Pacific Islander student groups. These events aim to create an inclusive and welcoming environment for students from diverse backgrounds.

and align with SBVC's commitment to promoting equity and access for all students. By building strong relationships and providing targeted outreach efforts, Outreach aims to attract and support a diverse student population.

Weaknesses

Despite ongoing efforts to gather extensive data for effective communication with potential students, Outreach has faced challenges in getting students to engage with surveys and questionnaires, even when they are presented in easily accessible formats like QR codes.

Moreover, the current understaffing within the Outreach team has made it difficult to adequately address all areas of outreach, which include community engagement, K-12 initiatives, and retention activities (in-reach).

Opportunities

The establishment of equity offices and positions within San Bernardino Unified has presented a notable opportunity for Outreach to collaborate with underserved populations, including Pacific Islander, African American, and Foster youth student groups.

In 2022, Outreach received funding to focus on enrollment and retention efforts. This allocation enabled Outreach to partner with on-campus departments to organize two significant events that not only addressed enrollment and retention but also contributed to diversity, equity, inclusion, and accessibility (DEIA) initiatives. These events included the fall theater production of *The Wiz* and SBVC's inaugural API luncheon.

Threats

Two major obstacles to outreach efforts involve a decline in enrollment resulting from reduced interest, personal circumstances, and external influences like full-time employment and family responsibilities. At present, Outreach is equipped with two full-time coordinators; however, only one of these positions is secure. Funding for our second coordinator role is expected to endure for a limited period of three years, commencing in the summer of 2022. If one coordinator were to depart, the consequence would be a reduction in engagement with outreach initiatives.

Goals

1. Additional coordinators (K-12, Community, Retention)
2. Full time administrative support staff due to frequent student programming
3. Partner with Counseling and Matriculation to simplify the matriculation process.
4. Continued and expanded use of Starfish

Planning

To address the potential threat of decreased enrollment and the uncertainty surrounding the permanence of the coordinator position, as well as address the need for data, several steps can be taken:

1. **Diversify outreach strategies:** Explore new avenues for reaching and engaging with potential participants. This could include utilizing social media, partnering with community organizations, or hosting online events to appeal to individuals with full-time jobs or family responsibilities.
2. **Enhance marketing and communication efforts:** Develop a comprehensive marketing plan to promote the benefits and value of becoming an SBVC student. Use targeted messaging to address the concerns and interests of different groups, highlighting the flexibility and opportunities that

can accommodate personal circumstances.

3. Secure long-term funding: Proactively seek additional sources of funding to guarantee the continuity of the coordinator position beyond the initial three-year period.

TOASTS

- 1. Outreach organizes an annual event in the Fall semester known as "New Student Welcome Day." However, this event had not undergone any updates since 2016. Recognizing the need for a change, the Outreach Team embarked on a mission to revitalize the event. Consequently, they decided to rename it as "Wolverine Welcome" and extend its duration to span across two days.**

On the first day of Wolverine Welcome, a warm welcome and resource fair were organized to provide valuable information to the new students. This allowed them to get acquainted with the various resources available to them. The second day was focused on catering to the unique needs of individuals before the start of the semester. This involved a collaborative effort from counselors and additional staff, who offered counseling appointments, financial aid guidance, and information on Student Accessibility Services and EOPS. 500 students attended on the first day. Furthermore, 200 of these students returned for follow-up services.

- 2. During the spring of 2023, Outreach acquired a van primarily for the purpose of transporting event items. However, we recognized the potential of this van and decided to embark on a road trip with our newly decorated vehicle. As a result, our department organized exciting "pop-up" events at our feeder high schools. These one-of-a-kind events were designed to leave a lasting impression on attendees. We hosted these pop-ups during lunch or after school hours. With lively music accompanying our arrival in the parking lot or quad, we distributed snacks, SBVC swag, football tickets, and advertised about our Fall 2023 application opening. These relaxed and enjoyable gatherings received positive feedback from both counselors and students.**
- 3. To improve our outreach and follow-up process, we have implemented the use of Starfish, a tracking system for potential students. This platform has provided us with an efficient way to communicate with these individuals and guide them through the matriculation process. In the past, we faced challenges in following up with students who had applied but had not completed the necessary steps. However, with the integration of Starfish, we now have a seamless method to address this issue. By leveraging this technology, we can stay connected with potential students, assist them in completing the additional requirements, and ultimately increase our enrollment. The implementation of Starfish has significantly enhanced our ability to support students throughout their enrollment journey.**
- 4. Our partnerships with "Sisters Making a Difference" was ongoing as we remained committed to supporting this community organization. One of our notable endeavors was hosting a successful Holiday Toy Drive, which saw over 3,000 local families actively participating and receiving valuable resources. We are excited about the prospects of future collaborations with Sisters Making a Difference, as we continue to work together in support of the community. Furthermore, our dedication to community engagement extended to our continued support of the Akoma Unity Center and their Annual Fall Festival. The Akoma ¹⁷² Unity Center plays a vital role in bringing cultural enrichment to historically excluded**

communities, fostering healing, education, and transformation. By organizing individuals and the community and promoting economic empowerment, the center creates a framework for positive change. We take pride in our ongoing partnership with the Akoma Unity Center and look forward to our continued support of their endeavors. In addition to our existing partnerships, we established a new alliance with the SBCUSD (San Bernardino City Unified School District) and The Family Engagement office. Together, we will be hosting the "Back SBCUSD Back to School Extravaganza" at San Bernardino Valley College. This event aims to bring together every family within SBCUSD and will serve as an opportunity to introduce thousands of individuals to our community college. We are excited about the potential impact this event holds, as it offers a platform to showcase our college and further engage with the community.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? N/A

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Plemons, Justine

Program Review - Year 1: Geography (2023/2024)

Proposal Resources

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Co Contributors

Contributor

Cover

Program Review Title Geography (2023/2024)

Division Science

Department Geography

Area

Semester Assessed Spring 2024

Area Description

Geography Department Description: Geography AS Degree Catalog Description:

The Associate of Science Degree in Geography provides a transfer path to four-year baccalaureate degrees, and it serves the diverse needs of students who wish to obtain a broad and an in-depth understanding of the field. Additionally, this degree allows students to examine the environmental and spatial science of geography, including physical and cultural landscapes across the Earth. Courses in Geography prepare students interested in careers in environmental studies, environmental and social justice, education, engineering, urban planning, politics, law, and architecture.

The environmental and spatial science of geography examines physical and human landscapes across the Earth. As a spatial science, physical and human location and patterns on Earth's surface are central to the study of geography. It includes the study of all forces of nature and the consequences of those

forces, with an emphasis on human-environment interactions.

Geography integrates multiple physical and social sciences and includes: 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.

Geography AA-T Degree Catalog Description:

This Associate in Arts degree in Geography for Transfer (AA-T) provides a path to students who wish to transfer to a CSU campus in Geography, and it serves the diverse needs of students who wish to obtain a broad and an in-depth understanding of the field. Additionally, this degree allows students to examine the environmental and spatial science of geography, including physical and cultural landscapes across the Earth. Courses in Geography prepare students interested in careers in environmental studies, environmental and social justice, education, engineering, urban planning, politics, law, and architecture.

Geography Courses:

There are 11 GEOG courses offered at SBVC:

- GEOG 100: Map Interpretation and Geospatial Analysis (cross-listed as GIS 100) (3 units)
- GEOG 102: Cultural Geography (3 units)
- GEOG 106: Geographic Perspectives on the Environment (3 units)
- GEOG 110: Physical Geography (3 units)
- GEOG 111: Physical Geography Laboratory (1 unit)
- GEOG 111H: Physical Geography Laboratory Honors (1 unit)
- GEOG 114: Weather and Climate (4 units)
- GEOG 118: California Geography (3 units)
- GEOG 120: World Regional Geography (3 units)
- GEOG 130: Introduction to Geographic Information Systems (GIS) (cross-listed as GIS 130) (3 units)
- GEOG 222: Independent Study in Geography (1 unit)

Geography Degrees:

There are two Geography degrees offered. One degree is a local, AS Degree and the other is an AA-T Degree for transfer into a Cal State Geography Program.

Geography AS Degree Required Courses (7 units):

- GEOG 102: Cultural Geography (3 units)
- GEOG 110: Physical Geography (3 units)
- GEOG 111: Physical Geography Laboratory (1 unit) or GEOG 111H: Physical Geography Laboratory Honors (1 unit)

Geography AA-T Degree Required Courses (7 units):

- GEOG 102: Cultural Geography (3 units) or GEOG 120: World Regional Geography (3 units)
- GEOG 110: Physical Geography (3 units)
- GEOG 111: Physical Geography Laboratory (1 unit) or GEOG 111H: Physical Geography Laboratory Honors (1 unit)

Educational and Student Support Activities:

In addition to faculty office hours (student hours) and Canvas resources, there is a dedicated Physical Geography tutor. During the spring 2024 semester, the Physical Geography tutor meets with students in the STEM-MESA Center (PS 121) on Wednesday from 10:00 am to 6:00 pm. Zoom-enabled tutoring may occur later in the semester depending on student demand. In addition, the tutor is embedded in the hybrid GEOG 130 course (cross-listed as GIS 130).

Campus Services and Resources:

The Geography Department has two full-time faculty members and additional adjunct faculty members who teach the various Geography courses. The GEOG 100, GEOG 110, GEOG 111, and GEOG 130 classes are offered every semester, including fall, spring, and summer semesters. All Geography courses are offered during an academic year. Typically, GEOG 106, GEOG 118, and GEOG 120 are offered in the fall semester, and GEOG 102 and GEOG 114 are offered in the spring semester.

Geography courses are offered in a variety of modalities, including on-campus, hybrid, and online, asynchronous. On-campus courses are typically offered in morning, afternoon, and evening schedules. Weekend schedules are being considered for future semesters. Courses are offered in 17-week and short-term timeframes.

PS 221 is the dedicated Geography classroom. Occasionally, classes are offered in other locations.

For the GIS-focused classes like GEOG 100 and 130, most students own a notebook or desktop computer capable of running the ArcGIS software. For students who lack a computer, they can borrow one from the campus (via SBVC Library). When GIS courses are offered on campus, they occur in a computer lab with the pre-installed ArcGIS software.

All GIS faculty members have academic and on-the-job, real-world GIS experience. In tandem with the industry-standard ArcGIS software, experienced GIS faculty members provide high quality education for students who endeavor to transfer into four-year university programs, as well as students who wish to enter the job market and/or attain a workplace promotion.

The SBVC GIS Certificate program uses a district-wide site license to access industry-standard GIS software. Specifically, this is ESRI ArcGIS software. This is the same GIS software that public and private agencies use within the US and globally. All students enrolled in any SBVC GIS course have free online and desktop access to the ESRI ArcGIS software. This software is used extensively within each GIS course.

Mission, Vision, and Values

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The Geography Department aligns with the college mission because Geography is inherently innovative. GIS skills are used in a wide array of academic majors and careers. Students with GIS skills are better positioned for the competitive 21st century job market. Furthermore, geography straddles the academic

divide between physical and social sciences.

The Geography Department also aligns with the college mission based on its diverse student body and antiracist culture. The racial/ethnic makeup of Geography students generally reflects that of the Science Division and college. However, Hispanic students and female students are somewhat under-represented. Black students are generally over-represented.

Within the Science Division, the Geography Department led IDEAA-focused discussions during the 2021-22 academic year. This resulted in significant IDEAA-focused curricular modifications for the GEOG 110 class. IDEAA-focused curricular modifications for all Geography courses and degrees soon followed.

During the 2021-22 academic year, all Geography course and degree curriculum were revised. IDEAA (inclusion, diversity, equity, antiracism, and accessibility) is the guiding principle of the curricular revisions. The revised Geography curriculum has been in place since the fall 2023 semester.

Alignment with the College Vision:

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Geography Department aligns with the college vision because GIS skills are increasingly important within a variety of academic majors and careers. GIS provides a unique geographic and spatial perspective on issues pertaining to social justice and community advocacy. Maps are important tools in the fight for social justice.

Because Geography straddles the academic divide between the physical and social sciences, it appeals to most students. Students are introduced to the unique way in which geography addresses timely issues of social and environmental justice vis-a-vis maps and other spatial data.

Alignment with the College Values:

While the Geography Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All Geography course and degree curriculum have been thoroughly revised with an emphasis on DEIA. Dedicated faculty members, online, on-campus, and tutorial support foster student success. Finally, Geography courses are offered in online, asynchronous and hybrid modalities.

Geography students have the ability to borrow notebook computers from the SBVC Library and use the on-campus computers in the SBVC Library and other computer labs across campus.

Program/Area Overview - Year 1

Positive

Negative

Internal	Strengths	Weaknesses
	What are you already particularly good at? What are your advantages?	What areas do you need to improve? What are your disadvantages?
External	Opportunities	Threats
	What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

Geography Data:

Total Headcount:

- 2018-19: 979
- 2019-20: 952
- 2020-21: 836
- 2021-22: 592
- 2022-23: 644
- 2023-24: 700

Gender Trends:

- From 2018-19 through 2023-24, females outnumber males. In general, however, males are over-represented within the Geography Program when compared with Science Division and college populations.

Racial Trends:

- From 2018-19 to 2023-24, Hispanic enrollment exceeded all other racial/ethnic groups. Black student enrollment was the second-largest racial/ethnic cohort except for 2021-22. In general, except for 2021-22, Black students are over-represented when compared with the Science Division and college student populations. Except for 2021-22 when white students were the second-largest cohort, white students are the third-largest cohort. White students are slightly over-represented when compared with Science Division and college totals.

Fill Rates:

- 2018-19: 64.6%
- 2019-20: 64%
- 2020-21: 56.2%
- 2021-22: 62.1%

- 2022-23: 66%
- 2023-24: 61.8%

Success Rates:

- 2018-19: 68.3%
- 2019-20: 74.1%
- 2020-21: 68.7%
- 2021-22: 72.3%
- 2022-23: 69.2%
- 2023-24: 71.4%

Completion Rates:

- 2018-19: 86.9%
- 2019-20: 92.8%
- 2020-21: 89.7%
- 2021-22: 89.5%
- 2022-23: 90.4%
- 2023-24: 91.6%

Degree and Certificate Awards (2018-19 to 2022-23):

- 10 or fewer

Geography Department Strengths:

The Geography Department student enrollment seems to be recovering from pandemic lows, although it has not yet recovered to pre-pandemic enrollment. The department also has a diverse student body that generally reflects that of the Science Division and college. However, Hispanic and female student enrollment generally lag behind the division and college. Black students, on the other hand, are generally over-represented within the department. This suggests that the department must collaborate with the Tumaini, Puente, FYE, Dreamers, and other programs focused on historically under-represented students.

Department fill, success, and completion rates generally mirror that of the Science Division and campus. However, they can and should improve. In particular, fill rates should increase to 70% or more, and success rates should increase to 80% or more.

All Geography Department course and degree curriculum have been thoroughly revised with a strong emphasis on IDEAA (inclusion, diversity, equity, antiracism, and accessibility). The hope is that historically under-represented students will become geography majors, transfer into four-year geography programs, and enter the academic and non-academic workforce.

Examples of the curricular revisions include the following:

GEOG 110: Physical Geography curriculum:

You may have noticed that Earth's atmosphere, life forms, water resources, and landforms vary considerably from one place to another. This class helps you to understand how and why these variations occur, how the environment impacts us humans, and how we humans impact the environment. People from different backgrounds experience environmental impacts differently, so environmental justice is interwoven throughout this course. GEOG 111/GEOG 111H is strongly recommended for students who desire to transfer to CSU/UC. It is recommended that students complete GEOG 111/GEOG 111H within three years of completing GEOG 110.

Geography AS Degree curriculum:

The Associate of Science Degree in Geography provides a transfer path to four-year baccalaureate degrees, and it serves the diverse needs of students who wish to obtain a broad and an in-depth understanding of the field. Additionally, this degree allows students to examine the environmental and spatial science of geography, including physical and cultural landscapes across the Earth. Courses in Geography prepare students interested in careers in environmental studies, environmental and social justice, education, engineering, urban planning, politics, law, and architecture.

The environmental and spatial science of geography examines physical and human landscapes across the Earth. As a spatial science, physical and human location and patterns on Earth's surface are central to the study of geography. It includes the study of all forces of nature and the consequences of those forces, with an emphasis on human-environment interactions.

Geography integrates multiple physical and social sciences and includes: 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.

Weaknesses

Geography Department Weaknesses:

The primary Geography Department weaknesses include lower than desired student enrollment, relatively low course fill rates, lower than desired student success rates, and too few Geography majors and degrees awarded.

While enrollment, fill rates, and success rates have recovered somewhat since pandemic lows, they remain below pre-pandemic levels. In addition, the number of Geography majors has remained low for many years, pre- and post-pandemic.

It is hoped that the revised curriculum in Geography and GIS will attract more students. It is vital to leverage the diversity of students that we already have into Geography majors and Geography Degree earners.

The department must improve outreach with on-campus programs like Tumaini, Puente, FYE, MCHS, Valley Bound, Dreamers, and others. It must further engage with Marketing and Counseling. Finally, we must take the show on the road to area high schools and middle schools. Geography classes can and should be scheduled on area high school campuses (during the day and evening).

Opportunities

Geography Department Opportunities:

Although the US Department of Labor provides a flat-growth outlook for "Geographers" (GIS technicians and analysts are included within the "Geographers" sector), private and public job clearinghouse sites suggest solid demand for entry- to managerial-level GIS positions in the state of California.

There is a district-wide site license for the GIS ArcGIS software that allows all GIS students free-of-charge access (on campus and online) to this software. This is industry-standard software used within the GIS industry in the US and globally. It makes our students more competitive when applying for university transfer and employment.

With the revised Geography (and GIS) course and degree curriculum, there is an opportunity to attract and recruit additional students from historically under-represented groups. As previously noted, all curriculum has been updated with a focus on IDEAA, as well as industry demand. The use of drone technology is incorporated into the revised curriculum.

There are opportunities to develop transfer pipelines from high school and ROP (regional occupational program) GIS programs into the SBVC Geography and GIS Programs. The SBVC Geography and GIS Programs recently updated its articulation agreement with area ROP entities. This includes the GEOG 130 (cross-listed as GIS 130) class.

The Geography Department hosted a wide array of field trips during the spring 2023 and fall 2023 semesters. These field trips were open to the entire campus. The department endeavors to host additional field trips during the spring 2024 semester, although lack of funding is a perennial issue.

Threats

Geography Department Threats:

There are always external and internal threats to the Geography Department. Declining employer demand can make the program less attractive for students. Fortunately, it appears that demand for Geography and GIS skills remains steady. District- and college-level funding is cyclical. Any state economic and budget downturn can negatively impact the SBVC Geography Program.

Students have other Geography course and degree options, including a burgeoning number of online college and university Geography programs. While competition can be healthy, it has the potential to reduce the number of incoming Geography students.

Our students need to "see themselves" in the Geography Program. We need to ensure that we incorporate the recent IDEAA curricular changes into everyday classroom activities. If we fail to do this, then students, especially historically under-represented students, will go elsewhere.

The Geography Department hosted a wide array of field trips during the spring 2023 and fall 2023 semesters. These field trips were open to the entire campus. The department endeavors to host additional field trips during the spring 2024 semester, although lack of funding is a perennial issue.

Goals

Geography Department Goals:

The Geography Department goals align with college strategic directions and goals, including:

- Increasing student access.
- Promoting student success.
- Improving communication, culture, and climate.
- Providing exceptional facilities.

The Geography Department goals include the following:

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

Planning

Geography Department Planning:

- Coordinate with area high schools, ROP entities, SBVC Counseling, SBVC Marketing, GIS Industry Advisory Committee, and relevant constituencies to increase outreach and SBVC Geography course and degree student enrollment.
- Continue to reduce equity gaps by increasing historically under-represented student enrollment, ensuring access to computers and internet hot spots, and stable funding for an on-campus and online Geography tutor.
- Increase the number and diversity of Geography and GIS internship and work experience sites and opportunities.
- Increase funding for student conference participation and off-campus field trip/site visit participation.
- Purchase a multispectral drone that integrates with the newly revised curriculum. This provides a real-world opportunity for our Geography and GIS students to apply what is taught in the classroom. Drones are becoming increasingly important in the field of Geography and GIS. Students with drone skills are more competitive when they transfer into the university and when they enter the job market.

TOASTS

Geography TOASTS:

- The Geography Department completely revised all course- and degree-level curriculum. This revised curriculum has been in effect since the fall 2023 semester.
- Geography courses are offered in a variety of modalities, including on-campus, hybrid, and online, asynchronous. This better accommodates a wider diversity of student learning styles.
- All SBVC GIS students have free access to world-class, industry-standard ESRI ArcGIS software. This makes them more competitive in the US and global job market.
- Short-term data suggest that Geography student enrollment, course fill rates, and student success rates are increasing.
- In general, SBVC Geography faculty use free-of-charge OER textbook materials. This is an equity issue, and it makes our Geography courses more accessible for students.
- The Geography Department hosted a wide array of field trips during the spring 2023 and fall 2023 semesters. These field trips were open to the entire campus. The department endeavors to host additional field trips during the spring 2024 semester, although lack of funding is a perennial issue.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The Geography Department aligns with the college mission because Geography is inherently innovative. GIS skills are used in a wide array of academic majors and careers. Students with GIS skills are better positioned for the competitive 21st century job market. Furthermore, geography straddles the academic divide between physical and social sciences.

The Geography Department also aligns with the college mission based on its diverse student body and antiracist culture. The racial/ethnic makeup of Geography students generally reflects that of the Science Division and college. However, Hispanic students and female students are somewhat under-represented. Black students are generally over-represented.

Within the Science Division, the Geography Department led IDEAA-focused discussions during the 2021-22 academic year. This resulted in significant IDEAA-focused curricular modifications for the GEOG 110 class. IDEAA-focused curricular modifications for all Geography courses and degrees soon followed.

During the 2021-22 academic year, all Geography course and degree curriculum were revised. IDEAA (inclusion, diversity, equity, antiracism, and accessibility) is the guiding principle of the curricular revisions. The revised Geography curriculum has been in place since the fall 2023 semester.

Alignment with the College Vision:

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Geography Department aligns with the college vision because GIS skills are increasingly important within a variety of academic majors and careers. GIS provides a unique geographic and spatial perspective on issues pertaining to social justice and community advocacy. Maps are important tools in the fight for social justice.

Because Geography straddles the academic divide between the physical and social sciences, it appeals to most students. Students are introduced to the unique way in which geography addresses timely issues of social and environmental justice vis-a-vis maps and other spatial data.

Alignment with the College Values:

While the Geography Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All Geography course and degree curriculum have been thoroughly revised with an emphasis on DEIA. Dedicated faculty members, online, on-campus, and tutorial support foster student

success. Finally, Geography courses are offered in online, asynchronous and hybrid modalities. Geography students have the ability to borrow notebook computers from the SBVC Library and use the on-campus computers in the SBVC Library and other computer labs across campus.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Heibel, Todd

Program Review - Year 1: Geology (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Bjerke, Jennifer
- Heibel, Todd
- Lambrou, Nicole

Cover

Program Review Title Geology (2023/2024)

Division Science

Department Geology

Area

Semester Assessed Spring 2024

Area Description

The Geology/Ocean Department offers courses that examine the Earth's geological history, structure, earth's processes and economic resources. These courses meet the needs of students, including those planning to transfer to a four-year institution as a Geology major to pursue careers in research, mining, energy, hydro-geology, environmental sciences, hazards, and related fields, as well as those looking to fulfill the undergraduate general education science requirement and those students who wish to better understand the planet on which we live.

Geology Courses:

GEOL-101: Introduction to Physical Geology

GEOL-111: Introduction to Physical Geology Lab

GEOL-112: Historical Geology

GEOL-122: Environmental Geology

The Geology AA-T degree is a 60 unit degree where full-time students are able to complete the exam in two years.

Mission, Vision, and Values

Mission: San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The Geology/Oceanography Department upholds the mission of SBVC by providing an understanding of our planet to a racially and culturally diverse population of students in an environment where students can learn about the various geologic/ocean topics that disproportionately impact underrepresented groups (e.g., climate change, natural disasters etc.).

Vision and Values: Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Geology/Oceanography department also upholds the vision and values of the campus by providing an avenue for students interested in the geological sciences to study and work towards a transfer degree to our neighboring CSU San Bernardino and UC Riverside campuses, which offer geology degree programs and prepare students for careers in groundwater hydrology, seismology, geologic consulting, mining and exploration, etc. The geologic sciences are historically and currently racially and culturally underrepresented and efforts within the various geologic institutions across the nation (i.e., Geological Society of America, United States Geological Survey etc.) to diversify the geologic sciences are underway. Thus, providing access to underrepresented students to engage with a subject they may not have had much access to previously is of the utmost importance.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?

External

Opportunities

What are the factors that can contribute to your success?

Threats

What are the potential problems or risk you face?

Strengths

Geology/Oceanography Data:

Total Headcount:

- 2019-20: 540
- 2020-21: 447
- 2021-22: 311
- 2022-23: 264
- 2023-24: 319

Gender Trends:

- From 2018-19 to 2022-23, males outnumbered females. Although tentative, 2023-24 data suggests that female enrollment is outnumbering male enrollment. Compared with the Science Division and college, males are over-represented within the Geology Program.

Racial Trends:

- From 2018-19 to 2023-24, Hispanic enrollment exceeded all other racial/ethnic groups. White student enrollment was the second-largest racial/ethnic cohort. In general, Hispanic representation within GIS lags behind the Science Division and college totals. White students are over-represented when compared with Science Division and college totals. There were too few students from other racial/ethnic groups to individually report.

Fill Rates:

- 2019-20: 62.2%
- 2020-21: 58.7%
- 2021-22: 56.8%
- 2022-23: 59.6%
- 2023-24: 62.4%

Success Rates:

- 2019-20: 65.2%
- 2020-21: 65.8%
- 2021-22: 49.4%
- 2022-23: 43.9%
- 2023-24: 64.9%

Completion Rates:

- 2019-20: 72.9%
- 2020-21: 70.2%
- 2021-22: 66.0%
- 2022-23: 68.2%
- 2023-24: 67.3%

Degree and Certificate Awards (2018-19 to 2022-23):

- 10 or fewer

Geology/Oceanography Strengths:

While enrollment, fill rates, success rates, and completion rates dropped considerably from 2018-19 numbers, as did with most programs due to the COVID-19 Pandemic, recent trends look promising with improvements in all metrics. The goal is to increase all of these measures so that they exceed those from 2018-19 and ultimately those of the Science Division and college.

Core Geology/Oceanography courses - and program-level curriculum have been revised through the curriculum process with final modifications to prerequisites and SLO's to take affect Fall semester 2024. IDEAA (inclusion, diversity, equity, antiracism, and accessibility) is a common theme throughout the revised curriculum and aim to eliminate these gaps that are pervasive within the geological sciences.

Weaknesses

Geology/Oceanography Weaknesses:

Analyzing the data in the previous section, the Geology/Oceanography Program has definite room for improvement although I have difficulty in calling them weaknesses. Much of the deficit in metrics the program has experienced over the past five academic years related to student enrollment, course fill rates, success rates, completion rates can be attributed to the COVID-19 pandemic. All except the degrees awarded, which is typically low for the geologic sciences are showing positive trends since 2022.

A weakness may be the inability to increase on-campus enrollment to pre-pandemic/shutdown levels. While this trend is improving it is doing so slowly. As a popular non-STEM majors GE class students are disproportionately choosing the online modality which leaves the on-campus section struggling to fill. This affects those students, especially geology majors from experiencing the hands-on nature of the courses within the geology/oceanography program.

Opportunities

Geology/Oceanography Opportunities:

Although the US Department of Labor provides a positive growth outlook for geologic scientists. Private and public job clearinghouse sites suggest solid demand for entry- to managerial-level Geology positions in the state of California.

As a feeder school to two neighboring 4-year institutions (CSU San Bernardino and UC Riverside) each with robust Geology Departments that produce students that go onto successful careers in areas such as, but not limited to; Groundwater Safety, Hydrogeology, Seismology, Geologic Engineering, Geophysics and Mining and Resource Exploration, the department continues to cultivate relationships to provide opportunities for majors and non-majors alike.

The department participates in joint field trips and conducts campus visits and is currently in the process of partnering with the Geology Department at CSUSB on an NSF grant, the primary goal of which is to develop pathways for K-12 students interested in the geological sciences to earn Geology AA-T degrees from SBVC and transfer directly to CSUSB.

In addition, the department has proposed a campus project to highlight a unique feature – the San Jacinto Fault, which runs through campus and has drastically impacted the appearance of the campus over its long history. This proposal is to develop a San Jacinto Fault Interpretive Center that will serve as not only a usable lab space for students in the Geological/Geographic/GIS/Biological/Architectural sciences, but also as a research center for our neighboring institutions, creating collaborative research opportunities for our students. In addition, it will serve as an outreach/educational tool for the local community and can serve as the location for yearly events related to The Great Shakeout.

Threats

Geology/Oceanography Threats:

There are always external and internal threats to the Geology/Oceanography Department. External threats are typically related to lack of awareness of the geologic sciences due to the downplaying/removal of earth science curriculum from high schools. Internally, the threat relates to the previously mentioned elevation/preference of online course modalities. As stated previously this shift has put at risk the growth of the program to pre-pandemic levels.

Goals

Geology/Oceanography Goals:

The Geology/Oceanography Department goals align with college strategic directions and goals, including:

- Increasing student access.
- Promoting student success.
- Improving communication, culture, and climate.
- Providing exceptional facilities.

The Geology/Oceanography Department goals include:

- The first department goal is to increase the overall student enrollment in all sections. To do this we will expand marketing and outreach, coordinate with counselors, increase the use of free OER textbook adoption, Guided Pathways (GP) course sequencing, and new and existing curricular development, including honors-level.
- The second department goal is to be more strategic with course modality offerings in order to increase on-campus course enrollment and create a community where students can engage in the curriculum in

a way that relates to the hands-on nature of the discipline, thus, increasing student success and retention rates.

- The third department goal is to increase and maintain funding for exemplary site visits, as well as classroom and laboratory equipment and supplies. This includes drone technology. This incorporates the Program Review and grant funding processes.
- The fourth department goal is to expand and strengthen relationships with our nearby four-year transfer institutions.
- The fifth department goal is to hire an additional full-time faculty member, hire a part-time lab tech, and create a field trip budget. Throughout, student equity, cultural inclusivity, and environmental sustainability will inform all program decisions.

Planning

Geology/Oceanography Planning:

- Coordinate with area high schools, SBVC Counseling, SBVC Marketing and 4-year transfer institutions to increase outreach, general SBVC student enrollment and increase the number of students earning a Geology AA-T..
- Continue to reduce equity gaps by increasing historically under-represented student enrollment, ensuring access to computers and internet hot spots.
- Increase funding for student conference participation and off-campus field trip/site visit participation and conference attendance.
- Purchase a multi-spectral drone that integrates with the newly revised curriculum. This provides a real-world opportunity for our GIS students to apply what is taught in the classroom. Drones are becoming increasingly important in the field of geologic sciences, specifically as it relates to seismology and fault studies. Students with drone skills are more competitive when they transfer to the university and when they enter the job market.

TOASTS

Geology/Oceanography TOASTS:

- The Geology/Oceanography Department completely revised all course- and certificate-level curriculum. This revised curriculum will be in effect beginning in the fall 2024 semester.
- Introductory Geology courses (101 and 111) as well as Geology 112 have shown steady increases in enrollments since 2021.
- In general, SBVC Geology/Oceanography faculty use free-of-charge OER textbook materials. This is an equity issue, and it makes our Geology/Oceanography courses more accessible for students.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

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Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The Geology/Oceanography Department aligns with the college mission and vision because it introduces our students to a discipline that has, historically, not been very diverse. By not only providing access but also, opportunities for our students to explore a subject not typically highlighted, open doors to not only a more fulsome understanding of our planet, but to a degree program with a positive career opportunity and earning outlook.

Alignment with the College Values:

The Geology/Oceanography Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All Geology/Oceanography courses curriculum have been (and continue to be) revised with an emphasis on DEIA.

Requests

- Equipment

Amount Requested 2000.000

Referencing the department's data and planning documents provide a rationale each item requested.

Field trips are a key component of the Geology Department's planning. College-sponsored field trips allow students to explore and experience locations outside San Bernardino. This is especially important for students who lack transportation. Field trips provide research, networking, and inspiration that make our students more competitive when it is time to transfer to a university and enter the job market.

From the planning section:

Increase funding for student conference participation and off-campus field trip/site visit participation.

From the department goals section:

The fifth department goal is to hire an additional full-time faculty member, hire a part-time lab₁₉₂

tech, and create a field trip budget. Throughout, student equity, cultural inclusivity, and environmental sustainability will inform all program decisions.

- Faculty
Total Number of Positions
Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Robles, Matthew

Program Review - Year 1: Geographic Information Systems (GIS) (2023/2024)

Proposal Resources

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- Robles, Matthew

Cover

Program Review Title Geographic Information Systems (GIS) (2023/2024)

Division Science

Department Geographic Information Systems

Area

Semester Assessed Fall 2023

Area Description

GIS Department 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.

GIS Courses:

There are eight GIS courses offered at SBVC:

- GIS 098: GIS Work Experience (1 unit)
- GIS 100: Map Interpretation and Geospatial Analysis (cross-listed as GEOG 100) (3 units)
- GIS 130: Introduction to Geographic Information Systems (GIS) (cross-listed as GEOG 130) (3 units)
- GIS 133: GIS Cartography and Base Map Development (3 units)
- GIS 134: Data Acquisition and Management (3 units)
- GIS 135: Spatial Analysis with GIS (3 units)
- GIS 137: GIS Advanced Applications (3 units)
- GIS 222: Independent Study in Geographic Information Systems (1 unit)

Certificates Offered:

There is one 19-unit GIS Certificate offered at SBVC. The certificate consists of required courses and elective courses.

Required Courses (15 units):

- GIS 130: Introduction to Geographic Information Systems (GIS) (cross-listed as GEOG 130) (3 units)
- GIS 133: GIS Cartography and Base Map Development (3 units)
- GIS 134: Data Acquisition and Management (3 units)
- GIS 135: Spatial Analysis with GIS (3 units)
- GIS 137: GIS Advanced Applications (3 units)

Elective Courses (Select 4 units from the following):

- GIS 098: GIS Work Experience (1 unit)
- GIS 100: Map Interpretation and Geospatial Analysis (cross-listed as GEOG 100) (3 units)
- GIS 222: Independent Study in Geographic Information Systems (1 unit)

Educational and Student Support Activities:

In addition to faculty office hours (student hours) and Canvas resources, there is a dedicated GIS tutor. During the spring 2024 semester, the GIS tutor meets with students in the STEM-MESA Center (PS 121) on Wednesday from 10:00 am to 6:00 pm. Zoom-enabled tutoring may occur later in the semester depending on student demand. In addition, the tutor is embedded in the hybrid GIS 130 course (cross-listed as GEOG 130).

Campus Services and Resources:

The SBVC GIS Certificate program uses a district-wide site license to access industry-standard GIS software. Specifically, this is ESRI ArcGIS software. This is the same GIS software that public and private agencies use within the US and globally. All students enrolled in any SBVC GIS course have free online and desktop access to the ESRI ArcGIS software. This software is used extensively within each GIS course.

Most SBVC GIS courses are offered in an online, asynchronous modality. To expedite completion of the GIS Certificate, most courses are offered in an eight-week time frame. However, once each academic year, the introductory GIS 100 and GIS 130 courses are offered in a hybrid modality. This provides on-campus support for beginning GIS students.

Generally speaking, most students own a notebook or desktop computer capable of running the ArcGIS software. For students who lack a computer, they can borrow one from the campus (via SBVC Library). When GIS courses are offered on campus, they occur in a computer lab with the pre-installed ArcGIS

software.

All GIS faculty member have academic and on-the-job, real-world GIS experience. In tandem with the industry-standard ArcGIS software, experienced GIS faculty members provide high quality education for students who endeavor to transfer into four-year university programs, as well as students who wish to enter the job market and/or attain a workplace promotion.

Mission, Vision, and Values

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

The GIS Department aligns with the college mission because GIS is inherently innovative. GIS skills are used in a wide array of academic majors and careers. Students with GIS skills are better positioned for the competitive 21st century job market.

The GIS Department also aligns with the college mission based on its diverse student body and antiracist culture. For example, 50 out of 66 students (76%) in academic year 2023-24 identified as non-white. However, only 26 out of 66 students (39%) identified as female. This suggests that the GIS Department must improve its outreach to female students.

During the 2022-23 academic year, all GIS course and certificate curriculum were revised. IDEA (inclusion, diversity, equity, antiracism, and accessibility) is the guiding principle of the curricular revisions. The revised GIS curriculum will be in place in the fall 2024 semester.

Alignment with the College Vision:

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

The GIS Department aligns with the college vision because GIS skills are increasingly important within a variety of academic majors and careers. GIS provides a unique geographic and spatial perspective on issues pertaining to social justice and community advocacy. Maps are important tools in the fight for social justice.

Alignment with the College Values:

While the GIS Department aligns with all five college values (DEIA, student success, open access, campus climate, and participatory governance), it particularly embodies DEIA, student success, and open access. All GIS course and certificate curriculum have been thoroughly revised with an emphasis on DEIA. Dedicated faculty members, online, on-campus, and tutorial support foster student success. Finally, GIS courses are offered in online, asynchronous and hybrid modalities. GIS students have the ability to borrow notebook computers from the SBVC Library and use the on-campus computers in the SBVC Library and other computer labs across campus.

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

GIS Data:

Total Headcount:

- 2018-19: 119
- 2019-20: 106
- 2020-21: 88
- 2021-22: 54
- 2022-23: 48
- 2023-24: 66

Gender Trends:

- From 2018-19 to 2022-23, males outnumbered females. Although tentative, 2023-24 data suggests that female enrollment is outnumbering male enrollment. Compared with the Science Division and college, males are over-represented within the GIS Program.

Racial Trends:

- From 2018-19 to 2023-24, Hispanic enrollment exceeded all other racial/ethnic groups. White student enrollment was the second-largest racial/ethnic cohort. In general, Hispanic representation within GIS lags behind the Science Division and college totals. White students are over-represented when compared with Science Division and college totals. There were too few (10 or fewer) students from other racial/ethnic groups to individually report.

Fill Rates:

- 2018-19: 44%
- 2019-20: 30.4%
- 2020-21: 26.3%
- 2021-22: 26%
- 2022-23: 29.8%
- 2023-24: 36.5%

Success Rates:

- 2018-19: 67.8%
- 2019-20: 58.8%
- 2020-21: 70.1%
- 2021-22: 67.8%
- 2022-23: 62.9%
- 2023-24: 66.0%

Completion Rates:

- 2018-19: 91.1%
- 2019-20: 81.8%
- 2020-21: 86.2%
- 2021-22: 86.7%
- 2022-23: 94.3%
- 2023-24: 88.7%

Degree and Certificate Awards (2018-19 to 2022-23):

- 10 or fewer

GIS Program Strengths:

While enrollment, fill rates, success rates, and completion rates remain below what they were in 2018-19, recent trends look promising. The goal is to increase all of these measures so that they exceed those from 2018-19 and ultimately those of the Science Division and college.

All GIS course- and program-level curriculum have been thoroughly revised through the curriculum process. This new curriculum will be in effect beginning in the fall 2024 semester. IDEAA (inclusion, diversity, equity, antiracism, and accessibility) is a common theme throughout the revised curriculum.

As an example, the revised GIS Certificate catalog description appears below:

An increasing number of job sectors require mapping and spatial competency, including architecture, environmental science, finance, healthcare, marketing, policing, transportation, urban planning, and utilities. This certificate is designed to prepare students for entry-level employment in Geographic Information Systems (GIS) and automated mapping technology,

utilizing satellites, aerial photography, drones, and web-based data. Advanced courses within this certificate equip students with the skills necessary to publish sophisticated web-based maps and create code to customize GIS applications.

An example of the revised GIS 130: Introduction to GIS catalog description appears below:

How do corporations know where to locate retail stores and restaurants? How do epidemiologists know how to confront epidemics, pandemics, and related disease outbreaks? How does your utility provider know the location of power outages and water leaks? How do demographers create maps based on ethnicity, socioeconomic status, age, gender, religious affiliation, and other population characteristics? The answers to these questions and more are found within Geographic Information Systems (GIS).

This course provides an introduction to the fundamentals of Geographic Information Systems (GIS), including the history of automated mapping. It includes a brief introduction to basic cartographic principles, including map scales, coordinate systems and map projections. GIS hardware and software are implemented, as are various applications of GIS technology used in environmental science, business and government. Using automatic mapping software like ArcGIS Online, ArcGIS Pro, ArcMap, and Story Maps, you will create maps that address a variety of local to global issues. (This course is also offered as GEOG 130)

It is hoped that the revised curriculum will also increase the number of GIS Certificates awarded. The GIS Program endeavors to better longitudinally track former students to see if they are transferring into four-year programs and employed within the GIS workforce.

The GIS Department is coordinating with the industry advisory committee and area employers to expand the GIS Work Experience program.

Weaknesses

GIS Program Weaknesses:

Analyzing the data in the previous section, the GIS Certificate Program has several weaknesses. During the past five academic years, student enrollment, course fill rates, success rates, completion rates, and certificates awarded are all much lower than desired.

Furthermore, the GIS Department lags behind the Science Division and college in terms of gender and racial/ethnic representation. Males and white students are over-represented, while females and students of color remain under-represented. Preliminary data from the current 2023-24 academic year suggest that the GIS Program is becoming more diverse, at least in terms of female and student of color enrollment.

There are too few work experience and internship sites and opportunities for our GIS Certificate students. The program must redouble its efforts to expand these opportunities for our students.

Opportunities

GIS Program Opportunities:

Although the US Department of Labor provides a flat-growth outlook for "Geographers" (GIS technicians and analysts are included within the "Geographers" sector), private and public job clearinghouse sites suggest solid demand for entry- to managerial-level GIS positions in the state of California.

There is a district-wide site license for the GIS ArcGIS software that allows all GIS students free-of-charge access (on campus and online) to this software. This is industry-standard software used within the GIS industry in the US and globally. It makes our students more competitive when applying for university transfer and employment.

With the revised GIS Certificate and course curriculum, there is an opportunity to attract and recruit additional students from historically under-represented groups. As previously noted, all curriculum has been updated with a focus on IDEAA, as well as industry demand. The use of drone technology is incorporated into the revised curriculum.

There are opportunities to develop transfer pipelines from high school and ROP (regional occupational program) GIS programs into the SBVC GIS Program. The SBVC GIS Program recently updated its articulation agreement with area ROP entities.

Threats

GIS Program Threats:

There are always external and internal threats to the GIS Department. Declining employer demand can make the program less attractive for students. Fortunately, it appears that demand for GIS skills remains steady. District- and college-level funding is cyclical. Any state economic and budget downturn can negatively impact the SBVC GIS Program.

Students have other GIS certificate options, including a burgeoning number of online college and university GIS certificate programs. While competition can be healthy, it has the potential to reduce the number of incoming GIS students.

Our students need to "see themselves" in the GIS Program. We need to ensure that we incorporate the recent IDEAA curricular changes into everyday classroom activities. If we fail to do this, then students, especially historically under-represented students, will go elsewhere.

Goals

GIS Department Goals:

The GIS Department goals align with college strategic directions and goals, including:

- Increasing student access.
- Promoting student success.
- Improving communication, culture, and climate.
- Providing exceptional facilities.

The GIS Department goals include:

- The first department goal is to increase the overall student enrollment in all GIS sections, as well as the number of GIS certificates awarded. This includes expanded marketing and

outreach, closer coordination with counselors, free OER textbook adoption, Guided Pathways (GP) course sequencing, and new and existing curricular development, including honors-level, non-credit, service-learning, and industry-specific courses.

- The second department goal is to offer all GIS courses in a schedule and delivery method that accommodates student needs. This incorporates flexible scheduling so that students can earn the GIS Certificate in two to three semesters, including online. This occurred during the 2018-19 academic year. During the 2020-21 academic year, a GP template allowed students to complete the certificate in just two semesters. In addition, faculty are participating in online training.
- The third department goal is to permanently fund tutorial and SI support for all GIS students. This includes institutional funding such as basic skills, MESA, STEM, and S-STEM programs, as well as external grant funding. Strong Workforce Grant funding is presently in place.
- The fourth department goal is to increase and maintain funding for exemplary site visits, as well as classroom and laboratory equipment and supplies. This includes drone technology. This incorporates the Program Review and grant funding processes.
- The fifth department goal is to expand and strengthen relationships with work experience (internship) sites and employers, as well as four-year transfer institutions.
- The sixth department goal is to hire an additional full-time faculty member, hire a part-time lab tech, and create a field trip budget. Throughout, student equity, cultural inclusivity, and environmental sustainability will inform all program decisions.

Planning

GIS Department Planning:

- Coordinate with area high schools, ROP entities, SBVC Counseling, SBVC Marketing, GIS Industry Advisory Committee, and relevant constituencies to increase outreach and SBVC GIS student enrollment.
- Continue to reduce equity gaps by increasing historically under-represented student enrollment, ensuring access to computers and internet hot spots, and stable funding for an on-campus and online GIS tutor.
- Increase the number and diversity of GIS internship and work experience sites and opportunities.
- Increase funding for student conference participation and off-campus field trip/site visit participation.
- Purchase a multispectral drone that integrates with the newly revised curriculum. This provides a real-world opportunity for our GIS students to apply what is taught in the classroom. Drones are becoming increasingly important in the field of GIS. Students with drone skills are more competitive when they transfer into the university and when they enter the job market.

TOASTS

GIS Department TOASTS:

- The GIS Department completely revised all course- and certificate-level curriculum. This revised curriculum will be in effect beginning in the fall 2024 semester.

- Introductory GIS courses (100 and 130) are now offered in online, asynchronous and hybrid formats. This better accommodates a wider diversity of student learning styles.
- All SBVC GIS students have free access to world-class, industry-standard ESRI ArcGIS software. This makes them more competitive in the US and global job market.
- Tentative data suggest that GIS student enrollment, course fill rates, and student success rates are increasing.
- In general, SBVC GIS faculty use free-of-charge OER textbook materials. This is an equity issue, and it makes our GIS courses more accessible for students.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Embodiment of Mission, Vision, and Values:

Alignment with the College Mission:

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Requests

Supporting Documents

Attached File

Codes and Dates

Originator Heibel, Todd

Program Review - Year 1: Heavy/Medium Duty Technology (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Heavy/Medium Duty Technology (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Heavy/Medium Duty Technology

Area

Semester Assessed Fall 2023

Area Description

The Heavy/Medium Duty Truck program includes an advanced engine rebuilds class that covers theory and practical shop work in the repair, operation, and maintenance of various heavy-duty truck EV & Hybrid and diesel engines as well as suspension and brakes. Topics include general troubleshooting and diagnostic testing of engine components and systems found in most engines from a variety of engine manufacturers. This course may be used in preparation for the Automotive Service Excellence (ASE) National Test that are nationally recognized.

Mission, Vision, and Values

The Heavy-Duty Medium Truck program provides quality education and training that supports a diverse community of learners through the courses offered in the program. The Heavy-Duty Medium Truck program awards a high number of certificates, including Heavy/Medium Duty Truck Engine and Fuel Injection Technology, Clean Vehicle Technology and Heavy-Duty Truck Technology.

The Heavy-Duty Medium Truck program is a discipline that celebrates diversity and equity and equips students with the ability to critically engage with the Automotive Collision and Refinishing industry around them. Heavy-Duty Medium Truck courses are applicable to students from all walks of life and course objectives for the entry level of Heavy-Duty Medium Truck course emphasize the importance of diversity and sociocultural differences in understanding human behavior and development.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities What are the factors that can contribute to your success?</p>	<p>Threats What are the potential problems or risk you face?</p>

Strengths

The Heavy-Duty Medium Truck's strengths is the ability to maintain success and retention rates consistent with the college trends with two full time faculty teaching six sections, in a hybrid atmosphere.

The Heavy-Duty Medium Truck Program also centers the student experience through engagement in active learning activities with live/real vehicles which includes project-based learning methods. The Heavy-Duty Medium Truck Program embodies the college's commitment to innovative instructional programming.

Weaknesses

Our major weakness is a lack of funding for the EV/Hybrid trucks and equipment that are needed to keep up with the industry's needs.

Another weakness is the lack of students enrolling in our courses from the local high schools.

The issue isn't the interest in collision repair and refinishing industry; however, the students aware of other programs and are enrolling at nearby colleges. The students at local high schools are not aware of our programs due to non-advertising. With this weakness, our certificate counts, program and our local industry will be suffering.

Opportunities

There are many opportunities with the addition of internships, led by industry leaders in our local community. After the students complete the Heavy-Duty Medium Truck Certificate, they will be able to go straight into employment or into a paid internship in our local community.

Another opportunity is adding new classes. With the advancement of technologies in the Heavy-Duty Medium Truck world with electric/battery powered trucks electronic control modules and CAN Bus & Ethernet communications that we will be adding courses and writing new curriculum to keep up with industry standards.

Threats

The threat to the Heavy-Duty Medium Truck program is the lack of awareness of our program and location on this campus. The lack of community awareness is directly related to a lack of advertising in the Inland Empire.

Goals

The main goal is to grow the program with better advertising, outreach and one -on-one counseling.

Another goal is to add more internships and work closer with the Heavy-Duty Medium Truck industry.

A third goal is to move to our new building that is being constructed. This should be an excellent advertising trait to make the community aware of what we have to offer. The targeted move date should take place Fall 2024.

Planning

The primary goal is to plan to take site visits to all nearby high schools with existing Heavy-Duty Medium Truck program

The secondary plan is to add new classes to keep up with every changing automotive collision industry.

Third is to move the existing facility to the new building in a timely manner without interrupting the integrity of the program.

TOASTS

The Heavy-Duty Medium Truck instructors are highly involved with the Inland Empire Strong Workforce group and have attended every EV/Hybrid training course that has been offered. With that knowledge, the ACR 30 Mechanical for the Collision Specialist course has been a success.

The Heavy-Duty Medium Truck's has an excellent percentage of job placement after the students receive their EV & Hybrid and Diesel Engines as well as Suspension and Brakes.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Heavy-Duty Medium Truck program aligns with mission, vision, and values of the college by a quality education and training that supports a diverse community of learners through the courses offered in the program. The Heavy-Duty Medium Truck program awards a high number of certificates, including Heavy/Medium Duty Truck Engine and Fuel Injection Technology, Clean Vehicle Technology and Heavy-Duty Truck Technology.

Hiring an experienced full-time faculty will fill the void of lack of classes so students can graduate within the time it takes to achieve an AS degree. Adding a full-time instructor will support the mission by improving and increasing the ability to teach our underserved and ethnically diverse students and give them the quality education that they deserve. The full-time instructor will allow students within the department to enhance their ability to think critically, to communicate clearly, and to grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Williams, Mark S.

Program Review - Year 1: Hospitality Management/Culinary Arts (2023/2024)

Proposal Resources

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Co Contributors

Contributor

Cover

Program Review Title Hospitality Management/Culinary Arts (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Culinary Arts

Area

Semester Assessed Spring 2024

Area Description

Hospitality Management /Culinary Arts Department

The Hospitality Management/ Culinary Arts Programs houses many different programs and teaches many different aspects of the food service industry. The hospitality field is a very complex field lending itself to many fields of study.

The Hospitality Management program at SBVC focuses on a few aspects of the industry. The focus is on management skills, customer service, purchasing and business development. The Baking program, Culinary Arts, and Hospitality all have different skill sets for the students, allowing the students to be competitive in the job market.

The Baking and Culinary programs allow students to gain hands-on experience and basic level industry training, while the lecture courses focus on the management philosophies within the hospitality industry.

The hospitality department uses four business adventures to train the students, catering for the needs of the campus. These include The Sunroom, The Den coffee shop, and the Food truck, and catering. Each of these entities are separate businesses, allowing the students to see what it takes to run each type of establishment. These different businesses not only allow the students to learn how to be entrepreneurs, but the income from each business comes back to the program and is used to fund the program for the next fiscal year.

Hospitality has many moving parts; all parts must run smoothly and at many times overlap, which means the students must be dedicated to the program. Each student, in addition to taking program scheduled classes- must volunteer for at least 100 extra hours per semester to help all businesses run seamlessly. This program runs with only one full-time instructor and one full-time lab assistant. Without the student's involvement, running the various businesses would not be possible.

Because there are so many moving parts in the program and only one kitchen area, the program has a hard time increasing enrollment and offering multiple sections of lab classes. This hinders the program enrollment immensely. The faculty in the department have discussed enrollment and everyone agrees that if we had more usable kitchen space, we could double enrollment in the program. This program services the entire campus by having three eateries on campus as well as specialty catering for the campus.

The degrees offered through the program.

Hospitality /Culinary Arts Certificate of Achievement

Hospitality Transfer Degree

Hospitality Certificate

Hospitality /Culinary Arts AA Degree

Baking Business Certificate of Achievement

Baking Certificate of Achievement

Professional Baking and Management AA Degree

Restaurant Service Certificate

Mission, Vision, and Values

Our program has developed a mission statement that goes with the mission and values of the college.

The San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of the culturally diverse community of learners by engaging in continuous improvement and actively working towards an anti-racist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community. As part of San Bernardino Valley College, we will continue the practice of providing excellent service to our guests while expanding our knowledge of culinary arts.

The college mission and values statement drives the planning process of the department in that the department strives to create a stable learning environment for the students so that the students have opportunities within the industry and become contributing members of the community.

The hospitality program offers the following certificates and degrees.

Baking Certificate of Achievement

Baking Business Certificate of Achievement

Professional Baking and Management AA

Restaurant Service Certificate of Achievement

Hospitality/Culinary Arts AA degree

Hospitality/Culinary Arts certificate of achievement

Hospitality Management Transfer Degree

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Our departmental strengths

- Service the campus with healthy food options.
- Train students to be entrepreneurs.
- The department looks for and hires highly trained professionals to work in the program.
- The department runs four stand-alone businesses.
- The department is mostly self-sufficient.
- The department offers all lecture classes online as well as in person.

- High Employee Demand within the hospitality industry.
- 85 percent of our students are employed upon completion of the program.
- The department was the first in the Junior college system to purchase a food truck, becoming the model for the entire southern California area. Now following our lead, most JC's are purchasing food trucks for their programs.
- The department was the first junior college to create a baking program. Now several other colleges have also created baking programs on their campuses.

Weaknesses

- Keeping adjunct instructors. (The hospitality industry has full-time openings, therefore qualified chefs are accepting full-time positions over adjunct work)
- Support staff-The department has been asking for another full-time lab technician for years to help run the businesses. The one full-time faculty member and one full-time lab assistant running 4 businesses is just not enough.
- Professional experts
- Enrollment
- Available space for labs
- Productivity due to space allowances
- Funding is mostly self-sufficient minus labor. Funding for program can be slim depending on campus support. The department keeps income generated from the four businesses being run by the students. However, income is based on support from the college.
- Heavily lean on grants for equipment funding.
- Limited Space
- Not enough full-time faculty.
- Not enough full-time lab assistants.
- Consistent staffing in the Den.

Opportunities

- The opportunities the department has are to increase productivity. Productivity can be easily increased by increasing usable lab space. In addition to offering culinary classes during the day, we can increase our offering to include evening classes. In addition to offering baking classes in the evening, we would be able to offer baking during the day.
- To increase funding for the program, the department could start offering off-premise catering. Something we have considered in the past but were unable to do.
- To increase space, the NH kitchen could be converted into a baking lab. This could be easily done with the minimum cost involved. This area is currently utilized by some of the baking courses, but is not conducive to all baking classes.
- To connect with the surrounding high and middle schools to demonstrate entrepreneurial opportunities in the Hospitality program.
- To advertise for faculty.
- A new building to house the program for growth.
- 2 full-time lab assistants to run the Den coffee shop.
- 2 full-time lab assistants to assist with catering.

Threats

- Limited space
- Funding for repairs, equipment upkeep, new equipment to keep the program current.
- Lack of funding for a department representative to go out to the high schools and do outreach.
- Lack of space for increased productivity.

- Not enough full-time faculty to support growth of the program.
- Not enough lab assistants or staff to increase catering on and off premises.
- Not a large enough space for frozen and refrigerated food. This is critical*** need larger food accomodation space.
- The department is in need of larger storage spaces for dry goods, paper, equipment and student support.
- The department is in need of another lab space specifically for the baking program.
- The department is in need of a larger main kitchen space.
- The department is in need of a demonstration area which needs to have a viewing stadium for students to sit and watch the demonstrations.
- Students need larger locker room spaces. This is required by the local health department.

Goals

- To increase enrollment
- To hire a second full-time faculty member.
- To hire 2 full-time lab assistants.
- To have a new building to house the hospitality department and have space for growth.
- To purchase another walk-in refrigerator and freezer.
- To increase student success.
- Replace the engine and transmission in the food truck.

Planning

-

TOASTS

- 85 percent of students that complete the program are placed within the industry. The department has many success stories of students that have met their goals and are doing well in their jobs.
- The department hires students to work in the Den coffee shop on campus.
- The department hosts and caters for Children Deserve Success events yearly.
- The department hosts the SKILLS USA competition yearly.
- The department hosts foster youth cooking classes.
- The department caters yearly for spotlight our success.
- The department hosts several high schools throughout the year for tours and lunch.
- The department takes part in Veterans Day yearly.
- The department was the first in So Cal to purchase a food truck, setting a standard for the rest of the junior colleges in the area.
- The department was the first in So Cal to create a baking program.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

**How does the department and the request(s) align with the Mission, Vision, and Values of the College?
Requests**

Supporting Documents

Attached File

HOSP.xlsx (/Form/Module/_DownloadFile/28/9046?fileId=1)

Hospitality_1307_2210.pdf (/Form/Module/_DownloadFile/28/9046?fileId=2)

Culart.png (/Form/Module/_DownloadFile/28/9046?fileId=3)

CulinaryLMICapture.PNG (/Form/Module/_DownloadFile/28/9046?fileId=4)

130710 Restaurant and Food Services and Management cohort 2020 2021.pdf
(/Form/Module/_DownloadFile/28/9046?fileId=5)

130630 Culinary Arts Cohort Yr 2019- 2020.pdf (/Form/Module/_DownloadFile/28/9046?fileId=6)

Successrates.png (/Form/Module/_DownloadFile/28/9046?fileId=7)

success and completionrates.png (/Form/Module/_DownloadFile/28/9046?fileId=8)

Codes and Dates

Originator Meyer, Stacy

Program Review - Year 1: Human Services (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Moneymaker, Melinda

Cover

Program Review Title Human Services (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Human Services

Area

Semester Assessed Fall 2003

Area Description

The Human Services department currently offers three certificates and an AA degree. Students in the program can earn a certificate of achievement in human services, case management and addiction studies leading them to entry level jobs in the fields of Social Service, Human Service and Behavioral Health fields. In addition, students can also earn an AA Degree in Human Services.

The Addiction studies certificate is based on the research done by Substance Abuse and Mental Health Services Administration, SAMHSA, Tap 21 competencies and is accredited by the California Association of Drug and Alcohol Educators, CAADE. Students earning this certificate will be eligible to complete the state process of full credentialing which includes a state exam administered by one of three credentialing agencies underneath the Department of Health Care Services, DHCS. The courses in this certificate align with C-ID state academic senate standards for curriculum.

All certificates include internship and work experience giving students hands-on experience at an agency site in the community. Currently we partner with over 40 community agencies in both San Bernardino and Riverside counties who provide volunteer, internship, and employment opportunities for students. The human services department also sponsors a club on campus that provides students with mentorship and leadership, cultivating relationships with other students, alumni, and faculty while engaging in on campus activities and community volunteer opportunities.

Mission, Vision, and Values

The human services department provides programs to support a community of diverse students providing the highest industry and academic standards of applicable skills, foundational learning, hands on learning, access to career advancement, volunteer and community services, and academic transfer opportunities in the fields of social service, human service, and behavioral health related services.

To build a stronger community by joining together with our agency and community partners to provide the highest quality of education in para-professional occupations that provide services to meet the needs of the under-served and marginalized populations. Vocational certificates in human services, case management and addiction studies provide access and opportunity for students in the program to volunteer, find fieldwork placement and gain employment. The opportunity for academic and career advancement with social work and human service degree can be the start of a career path in health, education, community organization and many other related fields where the next generation will carry the torch.

Focusing on equity and access for all students from diverse backgrounds, marginalized populations, many who have lived experience in areas will now be assisting others in improving their quality of life.

Being of service to others by having a solid educational foundation, the highest of ethical and professional concern and responsibility, and always with empathy and compassion for all.

Founders Quote: 1979 “Helping People to Help Themselves”

Program/Area Overview - Year 1

		Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?	
	External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

- Enrollment has increased for the past few semesters since COVID pandemic.
- More classes are returning to hybrid or on-campus format
- New A-TT degree in Social Work and Human Services
- New collaborative to work with non-credit mini certificate Community Street Outreach and Prevention
- New collaborative to work with Regional Community Health and Social Services Apprenticeship Committee

Weaknesses

- Our graduates from combined certificates in Fall of 2019 was on average 30-50 per year
- Starting Spring 2020 we saw a drop in certificate completion in part due to social service agencies shutting down.
- Our program was 92% on campus face to face instruction prior to Spring 2020. This provided the backdrop for decrease in enrollment, students who dropped out of the program and a decrease in section offerings.
- Getting students to show up for on-campus classes has been a struggle.

Opportunities

- An unfortunate opportunity is that social services, mental and behavioral health have seen an increase in the number of people in need. The community has seen an increase in those experiencing home or food insecurities, domestic violence, substance abuse, loss of employment, and other health and domestic insecurities has increased the need for human service, case managers, and addiction counselors and workers at every level.
- An opportunity to collaborate with new agencies and community partners to meet the needs in the community. (Examples: the regional apprenticeship program with project launch, the development of our Social Work and Human Service A-TT degree)
- Employment opportunities for our students in the program.
- Training in DE for our department, the use of different modalities of teaching and reaching additional students through online opportunities.
- The use of professional experts that assist the department with outreach to high schools, community partners, and student recruitment opportunities.
- Articulation agreements with Cajon High School, Cal State Fullerton and Cal Poly Pomona.
- Strong Workforce Funding to assist with outreach events, training for faculty and students, and other efforts to create pathways, collaborations, new course and certificates designed to increase enrollment in our department while providing opportunities for students to work where there is a need.

Threats

- Smaller departments like human services are often at threat of losing additional sections due in part to lower enrollment. Our courses are specific to our discipline, and most are not part of any general education requirements for a degree.

- Dropping caps provide multiple modalities for students and can affect the efficacy of our program, and the ability to hire more part-time faculty, which is often the need to assist in the growth of the department.

Goals

- Increase sections back to 33 (where it was prior to the pandemic)
- Increase part-time and full-time faculty
- Increase opportunities for new community partnerships and collaboration

Planning

- Complete the two new certificates planned:
- Community Street Outreach and Prevention (non-credit)
- Social Work and Human Service Assistant (for credit)

TOASTS

WE ARE STILL HERE! YAY!

Our certificates may have dropped during the pandemic but are now seeing a slight increase in enrollment. Our degrees almost doubled during the pandemic.

Our new collaborations and opportunities for students who take these certificates will be a starting point for some, (leading directly to immediate employment), and for others will be the first step in a career pathway to the other certificates and degrees in human services.

The Human Service Club survived and is on the re-build now after years of not being able to meet. This year we participated in community events to distribute food, on campus activities to meet with other clubs and recruit students and assisted in organizing an agency forum and graduation celebration on campus. Also, we have just had a few social events to relax and have fun together.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Nelson, Brandy

Program Review - Year 1: HVAC/R (2023/2024)

Proposal Resources

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Co Contributors

Contributor

Cover

Program Review Title HVAC/R (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Heating, Ventilation, Air Conditioning and Refrige

Area

Semester Assessed Spring 2024

Area Description

The HVAC/Refrigeration program provides a quality, intensive hands-on curriculum and training designed to prepare students of diverse backgrounds to be employed at an introductory level in the fields of Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R). Students are awarded a Refrigeration and Air Conditioning Certificate that closely aligns with recognized industry organizations such as NATE (North American Technician Excellence). An Associate Degree option with the same title is also available by taking the GE breadth requirements in addition to the core certificate courses and enabling students to further their studies in a four-year institution in the HVAC field. In addition, the program is designed to provide local employers with skilled technicians equipped with the knowledge of the most up-to-date technologies utilized in the industry. Thus, our courses are aligned with NATE to certify journeyman-level refrigeration technicians and keep their knowledge up to date. Program core courses are recognized and sanctioned by NATE and our graduates are eligible for certification from this national organization directly. We prepare our

students for the work force that follows the requirements and employment needs stated by the Employment Development Department. Additionally, the curriculum prepares our students under the advisement of our advisory board committee, which provides direct input from professionals that possess current trends in the industry. Our department additionally offers courses that are recognized and sanctioned by a very important national industry organization called Refrigeration Service Engineers Society (RSES) which is also internationally recognized. These courses would also serve to help our students attain journeyman level certifications recognized by RSES which would make our students much more marketable for today's job market. Furthermore, our department continues to actively engage with our local high school as well as Regional Occupational Programs (ROP) which have programs that articulate with ours. Our student target population is diverse and equitable, we do strive to enroll more females and people of diverse socioeconomic backgrounds and abilities in order to provide equitable opportunities for these populations to obtain a viable career that can reap a living wage. We also prepare students to transfer to a number of private and public universities to further their study in the various fields of HVAC and mechanical engineering fields. We want our students to succeed. Our students excel because we provide them with the skills and knowledge necessary to succeed in business, industry, and in their chosen professions in this multicultural society.

Mission, Vision, and Values

Mission:

The Heating Ventilation Air Conditioning/Refrigeration Department at San Bernardino Valley College provides quality and up-to-date current industry training and certifications to a diverse community of learners in an equitable manner. Its mission is to prepare students to enter the workforce by earning applied degrees, certificates, and industry certifications, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in our local community, the Inland Empire, and beyond.

Vision:

Our vision is to provide the highest quality training program with valuable skill-building curriculum, including industry accepted certification, leading to the best job opportunities for students.

Values:

We are committed to providing a quality program and to supporting the success of all students regardless of their level of preparedness; socioeconomic status; sexual orientation; cultural, religion, ethnic background; and abilities in an equitable manner to help improve their lives and provide them with the skills and knowledge to obtain a career with a living wage.

Program/Area Overview - Year 1

Positive Negative

Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

In keeping current with the latest industry standards being mandated by law as well as the HVAC field in general, we have acquired advanced Commercial Refrigeration training equipment as well as an ultra-Low NOx Furnace utilizing heat pump technology in order to implement and infuse these state-mandated technologies as indicated in the above section into our curriculum. Furthermore, we acquired the latest tools as well as a state-of-the-art refrigerant extraction vacuum system in order to teach students the safest way to handle refrigerant replacement and disposal as mandated by law. Our program also prepares our students to pass the EPA certification exam for safe refrigerant handling. In addition, we acquired new copper crimping tools that are flameless and are fast being implemented in the field in lieu of brazing and soldering. Our students can now be equipped with the latest skills and knowledge of these systems to enable them to handle installation, maintenance and repair of such systems. Most of the above trainers and equipment have been acquired through the use of SWP grant funding that was awarded to the department. The Ultra-Low NOx furnace system was donated by a local HVAC company being our industry partner.

The HVAC department has signed an MOU (Mutual of Understanding) with the Southern California Gas Company to teach their gas furnace, appliances and meter maintenance technician program at SBVC and thus enabling these certificate completers to obtain lucrative positions at the company. They indicated a huge shortage of technicians. We have had a complete cohort of students go through the certification program taught by our faculty and four of these students obtained employment directly with SoCal Gas with more students to be hired as they complete their certification. In addition, many regional and local HVAC establishments and our industry partners, such as Burgeson's Air Conditioning, Clima-tech, and Coca-Cola industries have hired many of our HVAC certificated graduates. This testifies to the validity, quality, and efficacy of our program.

We currently have three faculty members that are certified members of two nationally and internationally recognized associations, RSES and NATE that define the most current standards in the industry. The faculty incorporates the current industry standards as outlined by RSES and NATE within our curriculum. These faculty members definitely contribute to keeping our program current. The department also offers specific courses developed by RSES to help current technicians to recertify themselves by taking these courses to stay current within the industry.

Weaknesses

Currently, the department has no full-time faculty. It only has seven adjunct faculty. In addition, recruitment of adjuncts has been difficult because most qualified candidates who work in this industry would rather work in the industry rather than teach because their financial compensation is much higher than in the academic teaching world. Therefore, we are working with a skeleton crew in terms of faculty which is really a weakness and a threat.

Also, our program has only one laboratory facility with a very lab intensive curriculum, which is prohibitive to program growth and unless additional laboratory space is available to house the needed equipment and to offer concurrent course sections, then our capacity will be limited.

However, we are looking forward to having the new CTE building which will house our program and will provide larger flexible space that will enable us to overcome such issues, especially to promote growth.

Opportunities

According to the California Employment Development Departments Labor Market Information and employment projection data for the years from 2016 through 2026 (website: labormarketinfo.edd.ca.gov), the Heating, Ventilation, and Air Conditioning mechanics and installers occupation is listed among the top fastest growing occupations statewide and regionally in the Riverside-San Bernardino-Ontario area. These areas experience predominantly hotter weather patterns than other regions and thus have a higher demand for environmental climate control systems and technicians to install, maintain, and repair them. In fact, the projected increase statewide over a ten-year period is 3,530 annual jobs, which reflects an impressive 123.4% overall increase and an equally impressive annual increase of 12.4%. In addition, these technicians command among the highest-paying median hourly rate of \$35.27 and a median annual salary of \$60,874 within all related CTE occupations.

There have been new state regulations in regard to new construction and system requirements, such as Ultra Low NOx and flameless furnace systems, heat pump systems, and other requirements that we have accounted for in our training and that will make our program more viable for our students to become more current with industry standards.

Threats

The only external threat that the department is facing is the lack of recruiting new faculty, both adjuncts and especially full-time. This issue is going to be very challenging to maintain a strong program, let alone enable growth. The lack of having inadequate faculty to offer classes every semester will adversely affect our enrollment and completion rates in spite of high demand in terms of enrollments that we have been seeing.

Goals

- 1) To continue to update our curriculum to bring it current with industry standards, because the field is continuously changing, and as new technologies are being employed and state and federal law requirements are being passed.
- 2) To seek out new employer partnerships to help establish a career path for our students.
- 3) To expand program offerings and grow enrollment within our department.

Planning

- 1) Continue to seek out and recruit qualified full time and adjunct faculty to join our program to help grow the program and to offer more morning and evening courses in order to grow our program.
- 2) Continue to establish strong employer relationships and partnerships to establish internship paths for our students that would lead to direct employment.
- 3) Utilize the growing demand for HVAC/Refrigeration technicians and large employment opportunities in the field to help with continued outreach to our community in order to market our program.
- 4) Continue to acquire the newest up-to-date testing equipment, trainers, and tools to meet current industry standards in our program. And to continue to keep our curriculum current with the newest industry trends.

TOASTS

The department has been able to establish a solid partnership with Southern California Gas Company to teach their gas furnace, appliances and meter maintenance technician program at SBVC and thus enabling these certificate completers to obtain lucrative positions at the company. They indicated a huge shortage of technicians. We have had several cohorts of students go through the certification program taught by our faculty and many of these students obtained employment directly with SoCal Gas with more students to be hired as they complete their certification. In addition, many regional and local HVAC establishments and our industry partners, such as Burgeson's Air Conditioning, Clima-tech, and Coca-Cola industries have hired many of our HVAC certificated graduates.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

In order to continue to provide a quality education with equitable access to a diverse population of students within our community, we will need to provide continuous support for the program in terms of hiring an adequate number of subject-matter experts as full-time faculty to help insure enhancement in curriculum, class offerings, scheduling, mentoring, and subject diversification as demanded by the industry we serve and to equip our students with the skills needed to build a career that provides for a viable living wage and improve their standards of living. In addition, a permanent lab tech will be needed to support our lab's intensive curriculum. Also, continuous upgrading of testing equipment and training is always needed to keep our labs more current with industry standards. Also, a permanent lab technician will need to be hired to aid in the setup and maintaining of the equipment intensive nature of our labs.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Halabi, Tarif

Program Review - Year 1: Inspection Technology (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Cacho, Bryce

Cover

Program Review Title Inspection Technology (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Inspection Technology

Area

Semester Assessed Fall 2023

Area Description

Construction and building inspectors ensure that new construction, changes, or repairs comply with local and national building codes and ordinances, zoning regulations, and contract specifications. Construction and building inspectors examine buildings, highways and streets, sewer and water systems, dams, bridges, and other structures. They also inspect electrical; heating, ventilation, air conditioning, and refrigeration (HVAC/R); and plumbing systems. Although no two inspections are alike, inspectors do an initial check during the first phase of construction and follow-up inspections throughout the construction project. When the project is finished, they do a final, comprehensive inspection. Inspectors work alone or as part of a team. Some inspectors may have to climb ladders or crawl in tight spaces. Most work full time during regular business hours. Concern for public safety and a desire to improve the quality of construction are expected to spur employment growth in the field.

The SBVC Inspection Technology program offers the following AS degree and certificates,

- Inspection Technology Associate of Science Degree
- Inspection Technology Certificate of Achievement
- Inspection Technology Certificate Completion

Mission, Vision, and Values

Mission:

The San Bernardino Valley College Inspection Technology Program provides quality industry recognized building inspection training to a diverse community of learners. Its mission is to prepare students to enter the workforce by earning applied degrees, certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Vision:

Our vision is to provide the highest quality building inspection training available, leading to the best job opportunities for students.

Values:

We are committed to supporting the success of all inspection technology students in an equitable manner, especially those from our local community who are disproportionately impacted and/or economically disadvantaged.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities What are the factors that can contribute to your success?</p>	<p>Threats What are the potential problems or risk you face?</p>

Strengths

The strength of the program comes from adjunct faculty who teach all the classes in the program. They are extremely knowledgeable and experienced and all currently work within the building inspection field. The program is fortunate to have this vast knowledge base, especially since several of the adjunct faculty serve as local building officials.

Weaknesses

The program has no full-time faculty, requiring the program to rely solely on the adjunct faculty. The department chairs work hard to provide leadership for the program but have very limited knowledge of the field of study. This makes it hard to accomplish curriculum updates, scheduling, student support and program growth. The program is also only able to offer evening classes, since the adjunct faculty all work full-time day jobs. This severely limits flexibility for student schedules as well as program growth.

Opportunities

An opportunity for the inspection program is to increase emphasize on the ICC (International Code Council) industry recognized certifications for building and construction inspection. By encouraging and teaching students what it takes to pass the ICC certification tests, the program can increase student job placements as well as increase wages for graduating students.

Threats

The largest threat for the inspection program is lack of full-time faculty. This severely limits what the program is able to accomplish, especially student support, schedule options and program growth.

Goals

The program's goals in the next five year will be:

1. Update curriculum
2. Hire additional adjunct faculty
3. Hire 1 full-time faculty
4. Increase emphasis on ICC certifications

Planning

The first plan moving forward is to identify funding and receive approval for faculty stipends for the adjunct faculty to review the curriculum for any possible updates and then update the curriculum accordingly. Second, recruit more adjunct instructors. And third, continue to advocate for at least one full-time faculty for the program.

TOASTS

The adjunct faculty for the inspection program are awesome!

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? No

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

The program will be submitting curriculum modifications/content review during the Spring 2024 semester.

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The program would like to be in continuous improvement to support the diverse group of students that it serves. Without a small amount of funds this year, it is not possible to complete this goal.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Milligan, Joshua

Program Review - Year 1: Library Technology (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Hastings, Ron
- Hosford, Timothy
- Notarangelo, Maria
- Quach, Patricia

Cover

Program Review Title Library Technology (2023/2024)

Division Academic Success and Learning Services

Department Library Technology

Area

Semester Assessed Spring 2024

Area Description

Information literacy is an essential skill for students to excel in an era of unprecedented connectivity. Not only will it serve them in their academic pursuits, but our students will also enter the workforce better informed and prepared for the tumultuous information ecosystem that exists today. The Library Technology program exists to ensure that students develop these skills, as well as provide a solid foundation for the next generation of library paraprofessionals.

The program offers a Library Technology certificate, as well as an Associate of Arts degree, which are designed in accordance with American Library Association (ALA) guidelines. Students with these credentials are eligible for work as school library specialists, library catalogers, billing specialists, and public services. The certificate consists of 23-27 units. Every certificate course is additionally applicable to the Associates Degree. The LIB 110 course is also transferable, and is a broad introduction to information literacy, research, and critical evaluation of online information sources. The entire program can be completed online, with only one optional class (LIB 062) remaining in a hybrid format. It is also the only Library Technology program in the Inland Empire, with the nearest peers located in Pasadena and Santa Ana. As such we serve a vital role in supplying the workforce for our local school, city, county, and academic library systems.

Mission, Vision, and Values

Mission

The Library Technology program supports the campus mission by preparing students to engage meaningfully with the information ecosystem. By teaching students how to evaluate sources, access reliable data, and assist others in doing the same, the program actively promotes diverse and antiracist education in an era when they are constantly exposed to the opposite. Libraries are a vital tool to promote equity in our communities, and the program supplies library paraprofessionals who will make up the core workforce in their institutions.

Vision

The Library Technology program is the only one of its kind in the Inland Empire. Even so, it is not an excuse to become complacent. The program strives to provide a course of study that is above par in order to become the go-to Library Technology program in Southern California.

Values

Libraries as an institution are at the forefront of Equity and Inclusion, Student Success, Open Access, and Campus Climate. The Library Technology Program prepares students to serve their local communities, in libraries that often serve marginalized groups. If access to information is power, then libraries are the single greatest tool for equity that our communities possess. Not only are we training students in our program to succeed in their educational goals, but we train them to assist others in that same endeavor. The library mission is, at its core, free and open access to educational resources, and our students are both the beneficiaries and providers of that access.

Program/Area Overview - Year 1

Positive

Negative

Internal	Strengths	Weaknesses
	<p>What are you already particularly good at?</p> <p>What are your advantages?</p>	<p>What areas do you need to improve?</p> <p>What are your disadvantages?</p>
External	Opportunities	Threats
	<p>What are the factors that can contribute to your success?</p>	<p>What are the potential problems or risk you face?</p>

Strengths

- The Library Technology program is taught mainly by working library faculty who are active and up-to-date in their field.
- The program maintains an advisory committee that includes local public and school libraries to assist in ensuring that the program is tailored to the community’s needs.
- Degrees awarded increased in 19-20 and 20-21, even as enrollment fell.
- Library Technology Certificate can be completed entirely online.

Weaknesses

- Female students still make up the vast majority of the program at 85%.
- White students are over-represented compared to campus demographics. (25% vs ~10%)
- Curriculum doesn’t adequately prepare students to provide online library services.

Opportunities

- Increased demand for school library media specialists.
- Opportunities exist to create and strengthen reciprocal relationships with local library systems for internships, training, and employment.
- Increasing reliance on paraprofessionals in library operation at the public and academic levels.
- Pandemic-era expansion of demand for online library services.

Threats

- The pandemic has suppressed the number of library job openings in the Inland Empire, particularly in K-12 and Public settings.
- Increased reliance on online services needs to be addressed in curriculum. Particularly, distance education in both K-12 and academic settings.
- New ‘AI’ software such as ChatGPT and Bard create problematic dynamics for our students, both in their role as students and as future library paraprofessionals. The specifics of this issue is rapidly evolving and will need to be monitored closely.

Goals

New Goals

- Develop a ZTC pathway using ZTC/OER and library materials
- Promotion and Marketing of LIBTECHEXPRESS@SBVC Library Technology Certificate Program
- Explore non-credit opportunities for research workshops

- Explore/increase partnerships with local libraries for student volunteers/internships and explore ways to fund lifespans for students.
- Hire skilled adjuncts from the field who specialize in the subject being taught, giving them the opportunity to complete Level 1 DE training.

Goals from Spring 2023

- The pandemic has suppressed the number of library job openings in the Inland Empire, particularly in K-12 and Public settings.
- Increased reliance on online services needs to be addressed in curriculum. Particularly, distance education in both K-12 and academic settings.
- New 'AI' software such as ChatGPT and Bard create problematic dynamics for our students, both in their role as students and as future library paraprofessionals. The specifics of this issue is rapidly evolving and will need to be monitored closely.

Planning

- Evaluate and revise the curriculum to further strengthen DEIA focus in outcomes and assignments.
- Enhance curriculum with renewed emphasis on online modalities. May include new courses, or modifications to existing courses.
- Develop a class for school library media specialists, with specific emphasis on working with K-12 students in diverse circumstances.
- Explore the feasibility of streamlining and stacking courses to better allow program completion in one academic year.
- Market the new one year to complete the Library Technology Certificate Program at Library Conferences in California.

TOASTS

Library Technology Program has conducted an analysis of course overlap, streamlined courses, and created a course rotation that allows student to complete the certificate in one year.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Library Technology program supports the campus mission by preparing students to engage meaningfully with the information ecosystem. The program and resource requests supports the vision and values of the college.

The programs and resource requests align with SBVC's Educational Master Plan and Strategic Directions, including;

- Strategic Direction 1: Innovate Curriculum and Course Offerings to Support Student Equity and Completion: The new LIBTECHEXPRESS@SBVC is a one-year online pathway to complete a

Library Technology Certificate.

- Strategic Direction 7: Connect Students to Regional and Community Opportunities: The Library Technology Program prepares our students for entry-level employment in public libraries and K-12 schools.

The program and resource requests supports the vision and values of the college. Our Library Technology Program students serve their local communities, in libraries that often serve marginalized groups. Libraries as an institution are at the forefront of Equity and Inclusion, Student Success, Open Access, and Campus Climate.

Requests

- Equipment

Amount Requested 9850.000

Referencing the department's data and planning documents provide a rationale each item requested.

The Library Technology Program requests \$9,850.00 to promote the new LIBTECHEXPRESS@SBVC Library Technology Certificate at Library Conferences in the 2024-2025 Academic Year. These conferences include the American Library Association conference in San Diego, the California Library Association conference in Pasadena, and the California School Library Association Conference (location TBD). The conferences attract newly employed paraprofessionals seeking to enhance their knowledge and career choices by completing a certificate or associate's degree, and librarians, managers, and supervisors looking for programs to better prepare their paraprofessional staff. Library Technology faculty will also meet with area libraries to promote the program, and establish volunteer/internship opportunities for our students.

The Library Technology Program participated in the Spring 2023 Pilot of the Aspire Process and completed Level 1 training. The planning goals at that time were

1. Evaluate and revise the curriculum to further strengthen DEIA focus in outcomes and assignments.
2. Enhance curriculum with renewed emphasis on online modalities. May include new courses, or modifications to existing courses.
3. Develop a class for school library media specialists, with specific emphasis on working with K-12 students in diverse circumstances.
4. Explore the feasibility of streamlining and stacking courses to better allow program completion in one academic year.

These planning goals were accomplished during Spring 23 and Fall 23 semesters. Library Technology chairs and faculty reviewed and updated all curriculum, enhanced DIEA in outcomes and assignments, ensuring an online pathway, streamlining courses, creating new courses with emphasis on school library media centers and youth services. The Library Technology Certificate was re-imagined as LIBTECHEXPRESS@SBVC, a one-year fully online pathway to a Library Technology certificate.

The new planning goals for Library Technology focus on the promotion and marketing of LIBTECHEXPRESS@SBVC in the library community, and exploring opportunities to create non-credit library workshops to assist students in research.

An in-depth look at the March 2021 San Bernardino Community College District Program Demand Gap Analysis: Environmental Scan and Review of Academic Programs supports the need for program growth, promotion, and marketing of the LIBTECHEXPRESS@SBVC Library Technology Certificate

Table 3.1: Gaps and Surpluses for SBCCD's Certificate Level Programs (p.59) illustrates a supply (number of students earning a certificate) and demand (number of job openings) gap of 122 for Library & Archives Assisting. There are 122 local jobs available for our students.

Table 3.3: Gaps and Surpluses for SBCCD's Certificate Level Programs in the Extended SBCCD Service Region (p.66) illustrates a supply (number of students earning a certificate) and demand (number of job openings) gap of 461 for Library & Archives Assisting. There are 461 regional jobs available for our students.

The Library Technology Program is a stable program, with success and completion rates consistently over 80%.

- Faculty
Total Number of Positions
Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Huston, Celia

Program Review - Year 1: Mathematics (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Mathematics (2023/2024)

Division Mathematics, Business & Computer Technology

Department Mathematics

Area

Semester Assessed Fall 2023

Area Description

Overview of Department within Campus Structure: Students seeking an associates degree or to meet transfer requirements must meet a math requirement. As such, the mathematics department's course offerings are an essential component of a student's educational program and completion process. New legislation requirements from AB 705/1705 have prompted much development from the department to support student success in their education programs. Collaboration across many campus bodies, Academic Senate, and committees has been done to build courses and support services for students under this new legislation. The department is aware this is an always evolving process and has a mindset that we will continue such collaboration and growth for the success in mathematics courses.

Department Faculty: The department is currently composed of 17 full-time faculty members and 35 adjunct faculty.

Courses: The course offerings of the department have gone through much transition since the implementation of AB 705/1705. Before Fall 2019, the majority of the department's course offerings were composed of the remedial courses: arithmetic, prealgebra, elementary algebra, and intermediate algebra.

AB 705 and AB 1705 have transitioned the department to develop schedules no longer offering any of the courses and furthermore placing students directly into transfer-level mathematics courses.

The department has done work to align the transfer-level mathematics courses with Guided Pathway program maps. Much of this work was done through collaboration with the Guided Pathways committee and the Matriculation Division. The Self-Guided Placement form was updated and implemented in the student application process to place students into transfer-level mathematics courses more closely related to their program choices.

The department has also done work to expand curriculum options in transfer-level mathematics courses in response to AB 705/1705. Courses in mathematical financial planning, data science, and mathematics for educators have gone through the curriculum process in hopes of providing more options for students being placed directly into transfer-level mathematics courses.

Degrees: The department currently offers an AS-T in Mathematics

Student Support: The department currently offers support courses for the following transfer-level mathematics courses: MATH 102 (College Algebra), MATH 108 (Introduction to Probability and Statistics), and MATH 151 (Precalculus). Much of the curriculum and content was designed through several communities of practices funded by basic skills funding.

Mission, Vision, and Values

Mission: Legislation requirements for AB 705/1705 have prompted the math department to analyze the mathematics courses we offer, the support in such courses, as well as the content in the courses.

Through this analysis, the department has expanded our course offerings in an innovative approach of developing new transfer-level mathematics courses to meet the diverse needs of our students. In addition to curriculum development, the department collaborated with campus bodies to develop mathematical pathways to align transfer-level mathematics courses with Guided Pathway maps and educational program goals.

Vision: The math department is continually in a growth mindset of analysis of our department. As such, we are consistently assessing how our curriculum and program is meeting the needs of students, other related interdisciplinary departments, programs with math courses as a requirement for completion, and skill sets required by students to be successful in transfer or certificate programs.

Values

Diversity, Equity, Inclusion, and Anti-Racism: The Mathematics Department is deeply committed to providing equitable and inclusive mathematical education that embraces diversity, equity, inclusion, and anti-racism principles. We strive to create a learning environment where every student feels valued and empowered to succeed.

Student Success: The math department is always in a continual growth process of improving our course offerings for student success. The department consistently analyzes departmental data and addresses equity gaps within courses. Strategies are developed and implemented as an ongoing process through departmental work in curriculum, community of practice efforts, and student support in transfer-level math courses. At each stage of development, the department analyzes the results of such work through data from internal research.

Open Access: The math department encourages the use of open educational resources for course offerings to make content accessible for students. Many open educational resources are available for mathematics and the department has the ability to take advantage of such resources. Technology requirements are also taken under consideration in many courses, especially statistics. Many instructors use Excel over other expensive options as students are provided with free access to Excel in their Office

365 account. The department also partners with the STEM/MESA center to provide extra technology support to students such as calculator access. Basic Skills funding has also been utilized to create material for support courses to provide a cost-free option for students as well.

Campus Climate: The math department has always valued a climate of mutual respect among colleagues and students.

Participatory Governance: In response to AB 705/1705 the math department has continually collaborated with the campus as a whole. Curriculum updates, support course structure, and placement practices were all developed in collaboration with the Academic Senate, heavily affected divisions such as the science division, the Guided Pathways committee for alignment of math courses with program maps, counseling, the Matriculation Division, and student support services such as the STEM/MESA and Academic Success Center.

Program/Area Overview - Year 1

		Positive	Negative
Internal	Strengths	What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?
	External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

The Mathematics Department stands as a beacon of excellence within our academic community. As we embark on the journey of program review, it's essential to celebrate the department's numerous strengths, many of which are deeply ingrained within its internal structure.

1. Teamwork and Collaboration: One of the most notable strengths of our Mathematics Department is its unwavering commitment to teamwork and collaboration. Faculty members actively engage in interdisciplinary efforts, sharing expertise and fostering a rich academic environment that benefits both students and colleagues. This culture of collaboration enhances teaching

methodologies, promotes innovative instructional techniques and curriculum, and cultivates a supportive atmosphere conducive to intellectual growth.

2. Student-Centered Approach: At the core of our Mathematics Department resides an unwavering commitment to nurturing student growth and fostering academic success. Our faculty members deeply value the diversity of our student population and are dedicated to understanding and meeting the individual needs of each learner. With a profound sense of care and understanding, we prioritize personalized instruction, mentorship, and academic support to ensure that every student is equipped with the tools and resources necessary to flourish in their educational journey.

Through a student-centered approach, we endeavor to provide a meaningful mathematical education that resonates with the educational plans and career aspirations of our diverse student body. Emphasizing relevance and applicability, we offer learning opportunities to empower students to develop robust mathematical competencies and critical thinking skills essential for their academic and professional endeavors.

By fostering a culture of care and support, we strive to create an inclusive learning environment where every student feels valued, respected, and empowered to reach their full potential.

3. Diverse Faculty Population: The Mathematics Department is composed of a diverse faculty population, representing a wide array of backgrounds, perspectives, and experiences. This diversity enriches the academic discourse, fosters inclusive learning environments, and prepares students to navigate an increasingly interconnected global society. By embracing diversity in its faculty composition, the department not only reflects the rich tapestry of our student body but also serves as a catalyst for promoting equity, inclusion, and cultural understanding within the mathematical community.

4. Program Demand and Currency: In our Mathematics Department, we prioritize the development of creative and modern mathematical content and curriculum that resonates with the educational plans and aspirations of our students. In alignment with the legislative mandates of AB 705/1705, we are

dedicated to meeting the evolving needs of our diverse student population by offering curriculum that promotes equity, accessibility, and academic success for all.

5. Productivity and Outcomes: The Mathematics Department demonstrates a steadfast commitment to ongoing improvement by regularly assessing institutional research data to evaluate productivity and outcomes. Faculty members engage in rigorous analysis to understand trends, identify areas for enhancement, and make informed decisions that contribute to the department's continuous growth and the provision of quality mathematical education for students.

This commitment to data-informed decision-making ensures that the Mathematics Department remains responsive to the evolving needs of its students. By embracing a culture of assessment and continuous improvement, the department reaffirms its dedication to excellence and its goal to provide a dynamic and enriching educational experience for all students.

Weaknesses

While the Mathematics Department excels in many areas, it's important to acknowledge areas where improvement is needed to further enhance the department's effectiveness and impact. Addressing internal weaknesses with a focus on inclusivity, program relevance, and online instruction is essential for ensuring equitable access to high-quality mathematical education.

1. Online Class Instruction: An area for enhancement within the Mathematics Department lies in enhancing the accessibility, engagement, and community-building aspects of our online class instruction. While online learning offers flexibility, it also presents unique challenges related to fostering meaningful engagement, interaction, and student success. Recognizing this, the department is dedicated to crafting accessible, engaging, and community-developing online courses that inspire mathematical understanding and foster student success.

Through our collective efforts, we strive to establish a supportive online learning environment where students feel empowered to engage with mathematical concepts, collaborate with peers, and achieve their academic

goals. By prioritizing accessibility, engagement, and community-building, we are confident in our ability to deliver online courses that inspire learning, foster growth, and promote success for all students.

2. Marketing "Fit" of Classes: A significant challenge acknowledged by the department is effectively marketing mathematical courses aligned with Guided Pathways maps and tailored to students' majors or educational objectives. Despite offering a diverse array of mathematical courses, there exists a potential gap between course offerings and student enrollment into course placement by the Self-Guided Placement process.

The department seeks to ensure that mathematical courses not only align with students' educational pathways but also provide essential support structures to facilitate their success. By prioritizing course alignment, support structures, and student engagement, the department endeavors to create a cohesive educational experience that empowers students to achieve their academic and professional aspirations in mathematics and related fields.

3. Diverse Learners Online: Addressing the needs of diverse learners in online environments presents a significant challenge for the Mathematics Department. Recognizing the principles of AB 705/1705, which aim to increase equitable access to transfer-level coursework and improve student completion rates, the department must adopt inclusive instructional practices that accommodate the diverse learning styles, backgrounds, and abilities of all students. This includes providing differentiated instruction, offering multi-modal learning resources, and implementing culturally responsive teaching strategies that foster a sense of belonging and academic success among diverse student populations.

While the Mathematics Department has made significant strides in advancing its goal of excellence in mathematical education, there are areas where improvement is needed to address internal weaknesses and enhance overall effectiveness. By prioritizing online class instruction, refining marketing strategies, supporting diverse learners, and advancing DEIA initiatives, the department can position itself as a leader in equitable, accessible, and innovative mathematical education for all students.

Opportunities

The Mathematics Department is poised to leverage opportunities to enhance its programs, foster inclusivity, and promote student success.

1. STEM/MESA Center: The STEM/MESA center offers valuable opportunities for the Mathematics Department to enhance student support services. By providing tutoring and workshop support for math classes, the department can address the diverse learning needs of students, promote academic success, and foster a culture of collaboration and peer learning. This external resource serves as a catalyst for enhancing program demand and currency, productivity, and outcomes by supplementing classroom instruction with targeted academic support services.

2. Departmental Community of Practices: The establishment of departmental communities of practice for STEM support courses and statistics support courses presents a significant opportunity for the Mathematics Department to continually refine its support course structures and increase student success rates. Through these specialized communities, faculty members collaborate to co-create support structures aligned with best practices in STEM and statistics education. As indicated by internal research data, the department has observed notable increases in success rates for STEM due to community of practice efforts.

In essence, the establishment of specialized communities of practice for STEM and statistics support courses not only enhances professional development opportunities but also serves as a catalyst for transformative change within the Mathematics Department. Through ongoing collaboration and analysis of internal research data, faculty members are empowered to create supportive and inclusive learning environments that optimize student learning outcomes and promote academic success in STEM and statistics education.

3. DE Training: Incorporating training in online course delivery, particularly focusing on Distance Education (DE) principles, presents a valuable opportunity for the Mathematics Department to enhance the quality and accessibility of its online math courses. By investing in DE training initiatives, faculty members can acquire the knowledge, skills, and strategies needed to create engaging, community-building, and accessible learning environments.

Through DE-focused training, faculty members can learn effective strategies for fostering student engagement, promoting collaborative learning, and facilitating meaningful interactions in online math courses. By integrating DE principles into online course design and instruction, faculty members can cultivate a supportive online community where students feel connected and empowered to learn.

In addition to promoting engagement and community-building, DE training can also help address accessibility concerns in online math courses. Faculty members can learn how to design course materials, assessments, and learning activities that are accessible to students with diverse learning needs. By prioritizing accessibility in online course design, the Mathematics Department can ensure that all students have equitable access to high-quality math education.

4. Books+ Program for Free Textbook Costs: Participation in the Books+ program represents a unique opportunity for the Mathematics Department to alleviate financial barriers to education and enhance program demand and currency. By providing students with access to free textbooks and course materials, the department can promote equity, accessibility, and student success. This external resource supports the department's efforts to reduce the financial burden on students, increase enrollment, and improve overall program outcomes.

Threats

1. AB 705/1705 Legislation and Removal of Remedial Math Courses: One of the most significant external threats facing the Mathematics Department is the impact of AB 705/1705 legislation, which mandates the removal of remedial math courses and the placement of students into transfer-level courses. While this legislation aims to increase equitable access to higher education, it poses challenges for the department by introducing a large population of underprepared students into transfer-level math courses. AB 705/1705 has presented significant challenges in getting students through transfer-level courses, as the majority of the student population previously placed into remedial courses is now required to enroll in transfer-level classes. The continual evolution of the legislation requires creative insight from the department to provide mathematical education that effectively supports our students and ensures their academic success in an equitable manner.

2. Student Engagement in Online Math Courses: Another external threat confronting the Mathematics Department is the apparent decline of student engagement in online math courses noticed by department faculty members. Despite efforts to create interactive and engaging learning experiences, some students may struggle to connect with course materials and actively participate in online discussions and activities.

3. Cheating in Online Classes and Use of AI for Assessments: The rise of cheating in online classes and the use of artificial intelligence (AI) for online course assessments present significant challenges for the Mathematics Department. Maintaining academic integrity and ensuring fair and accurate assessments in online environments require proactive measures to detect and prevent cheating behaviors, as well as ongoing evaluation of assessment practices to mitigate the impact of AI-enabled cheating.

In response to these external threats, the Mathematics Department must adopt proactive strategies to address the needs of underprepared students, enhance student engagement in online courses, and safeguard academic integrity. This may include implementing targeted interventions and support services for underprepared students, leveraging innovative teaching methodologies to promote student engagement, and implementing robust assessment protocols to deter cheating behaviors and uphold academic standards.

Goals

1. Developing a Summer Bridge Program: The Mathematics Department aspires to implement a comprehensive Summer Bridge Program designed to prepare students with remedial material to succeed in transfer-level math courses, in response to the mandates of AB 705/1705. This program will focus on providing intensive instruction and support to bridge the gap between students' existing mathematical skills and the requirements of transfer-level coursework.

2. Continually Enhance Support Course Structure: The department is committed to continually enhancing the support course structure to provide just-in-time remediation for students enrolled in transfer-level math courses. By implementing targeted interventions and support services, the department seeks to address the diverse learning needs of students and promote success in transfer-level math coursework.

3. Develop Faculty Retreats and Trainings: The Mathematics Department will develop faculty retreats and trainings to strategize for addressing big issues, including pedagogical challenges, curriculum development, and student success initiatives. These retreats and trainings will provide faculty members with opportunities for collaboration, professional development, and innovative problem-solving to enhance teaching effectiveness and student outcomes.

4. Develop Techniques to Reduce Cheating and Promote Academic Integrity in Online Courses: The department aims to develop and implement techniques to reduce cheating and promote academic integrity in online math courses. Through proactive measures such as implementing secure assessment protocols, fostering a culture of academic honesty, and leveraging technology to detect and deter cheating behaviors, the department seeks to uphold the highest standards of academic integrity in online learning environments.

5. Increase Student Confidence in Math Courses and Foster a Positive Perception of Math: The Mathematics Department will explore ways to increase student confidence in math courses and create a positive feeling about math. By implementing student-centered instructional approaches, fostering a growth mindset, and promoting a supportive learning environment, the department seeks to empower students to develop a positive attitude towards math and build the confidence needed to succeed in their mathematical courses.

Planning

Goal 1: Implement a Comprehensive Summer Bridge Program

- Utilize the department's strength in teamwork and student-centered approach to develop and implement a Summer Bridge Program aimed at preparing students with remedial material for success in transfer-level math courses.
- Capitalize on the opportunity presented by external factors such as grants and state initiatives to secure funding and support for the Summer Bridge Program.
- Mitigate the threat posed by AB 705/1705 legislation by providing targeted support and resources to underprepared students, thereby reducing the challenge of introducing underprepared students into transfer-level courses.

Goal 2: Continuously Enhance Support Course Structure

- Leverage the department's collaborative community of practices to continually enhance the support course structure, focusing on providing just-in-time remediation for students enrolled in transfer-level math courses.

- Utilize faculty retreats and trainings to strategize and implement improvements to the support course structure, thereby addressing weaknesses related to program demand and currency, productivity, and outcomes.

Goal 3: Enhance Faculty Collaboration and Innovation

- Foster a culture of collaboration and innovation among faculty members through regular faculty retreats and trainings.
- Encourage faculty members to share insights, exchange resources, and co-create support structures designed to enhance student learning outcomes.
- Capitalize on external opportunities such as grants and professional development initiatives to support faculty collaboration and innovation in teaching and learning.

Goal 4: Develop Strategies to Promote Academic Integrity in Online Courses

- Address the threat of cheating in online courses by developing and implementing strategies to promote academic integrity.
- Utilize faculty trainings and workshops to explore techniques for reducing cheating and fostering a culture of academic honesty in online math courses.
- Capitalize on opportunities presented by advancements in technology and pedagogy to implement secure assessment protocols and deter cheating behaviors.

Goal 5: Increase Student Confidence and Perception of Math

- Leverage the department's diverse faculty population and student-centered approach to increase student confidence and foster a positive perception of math.
- Implement student-centered instructional approaches and foster a growth mindset to empower students and promote a supportive learning environment.
- Explore innovative approaches to increase student engagement and promote a positive attitude towards math, thereby addressing weaknesses related to student engagement and program demand.

TOASTS

Outcomes:

The Mathematics Department has experienced remarkable outcomes in recent years, reflecting our commitment to excellence and innovation in mathematical education. Through strategic initiatives and collaborative efforts, we have achieved significant milestones that have positively impacted our students and the broader academic community.

Analysis:

Our success can be attributed to a combination of factors, including the establishment of successful community of practices, the hiring of three new full-time faculty members, the creation of mathematical pathways aligned

with Guided Pathways maps, and the updating of the Self-Guided Placement form used in the student application process.

Spotlight:

One of the highlights of our program is the establishment and success of our community of practices. Through these collaborative learning communities, faculty members have come together to share insights, exchange resources, and co-create support structures designed to enhance student success in transfer-level courses. This initiative has fostered a culture of innovation, collaboration, and continuous improvement within the department.

The hiring of three new full-time faculty members has significantly strengthened our department's instructional capacity and expertise. These talented individuals bring diverse perspectives, innovative teaching methodologies, and a passion for student success to our program, enriching the learning experience for our students and enhancing our department's overall effectiveness.

Strategies:

Furthermore, our department has successfully created mathematical pathways that align with Guided Pathways maps. Additionally, the updating of the Self-Guided Placement form has streamlined the student application process, ensuring that students are accurately placed in math courses that align with their program of study, thereby enhancing their chances of success.

In conclusion, our program's success story exemplifies the power of collaboration, innovation, and strategic planning in advancing mathematical education and promoting student success. Through our ongoing efforts, we remain committed to excellence and continuous improvement, ensuring that our students receive the highest quality education and support to thrive in their academic and professional pursuits.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program?

Does the program quality meet industry standards?

Provide an out-line of how the program will improve in those areas

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Castro, Anthony

Program Review - Year 1: Middle College Program (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Quach, Patricia

Cover

Program Review Title Middle College Program (2023/2024)

Division Campus Service Areas

Department Instruction

Area Middle College High School

Semester Assessed Spring 2024

Area Description

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

Our population consists of grades 9th through 12th, totaling approximately 280 students. Grades 10th through 12th are mandated to enroll in a minimum of two college courses, no less than four units. The 9th grade students register for one course per semester during their first year as they undergo a transition period of adapting to both academic settings. On average, our students may graduate with

approximately 49-degree applicable units and 47 transferable units. In addition, about 45% of graduates complete a partial IGETC, and approximately 38.75% receive a full IGETC certification. Approximately 33.62% of seniors receive an associate degree in addition to their high school diploma.

The Middle College Program and MCHS collaborate to provide a professional and supportive environment that allows students to thrive. The Middle College Program college staffing consists of one full-time temporary counselor, three adjunct counselors, a short-term worker and two mentors. Funding to sustain these programs comes from the state chancellor's grant, basic skills, along with general and other categorical funds.

The goals of our program are dedicated towards helping students receive significant college credit and obtain acceptance to a four-year institution. We aim for students to develop 21st century skills, including personal, academic, and social responsibility.

Mission, Vision, and Values

Vision: Every MCHS scholar will graduate from a 4-year college with preparation for career, leadership, and personal success.

Mission: MCHS will develop dually enrolled scholars who possess the knowledge and skills to navigate college, career and life goals.

Middle College High School offers high school students who are not meeting their full potential with an opportunity to achieve their academic and career goals through a program providing high school classes combined with college classes in a challenging, supportive and motivating college setting.

Values:

Campus Climate:

A welcoming and inclusive campus climate is at the heart of the Middle College program. We believe that a supportive and inclusive environment is essential for student success. By creating a campus climate that values diversity, equity, and belonging, we ensure that all students feel safe, respected, and empowered to thrive academically and personally.

Opportunity for Underserved Populations:

One of our primary objectives is to provide meaningful opportunities for underserved populations. We believe that every student, regardless of their socioeconomic status, race, or other factors, deserves access to a high-quality education. Our program works tirelessly to bridge educational gaps and create pathways for success for all students, particularly those who face systemic disadvantages.

Instilling a Growth Mindset:

A growth mindset is at the core of our educational philosophy. We teach our students that intelligence and abilities can be developed through hard work, dedication, and resilience. By cultivating a growth mindset, we empower our students to embrace challenges, learn from failures, and persist in the face of adversity.

Inspiring Hope and Recognizing Potential:

We aspire to be a beacon of hope for our students. Many of our students may face challenges and obstacles in their lives, but we firmly believe in their untapped potential. By nurturing their talents, providing mentorship, and offering a supportive community, we help them see their true capabilities and inspire them to reach for their dreams.

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Student Services Staffing: The Middle College Program staff consists of one full-time temporary counselor, three adjunct counselors, and two mentors.

The full-time counselor is the lead of the program and fulfills the administrative duties along with counseling. The counselor's duties consist of but are not limited to student academic advising, coordinating events, maintaining grant budget and college reports, updating existing MOU, serving as a liaison between college, high school and community members, and primarily focusing on services to improve student success.

Two adjunct counselors support the students directly through Ed Plans, walk-in support, along with hosting workshops specific to student and parent populations.

One adjunct counselor is specifically titled the Academic Success and Mentor Program Counselor. This counselor supports the program by working with students on current academic probation levels and those newly identified throughout the semester by the early alert system Starfish. This counselor also supports the mentor program and provides direction to the mentors as they support our students.

Counseling

The Middle College Program is committed to providing comprehensive counseling services to ensure the academic and personal success of our students. Our counseling services encompass a wide range of support to address the diverse needs of our student body:

Educational Plan Development: Our counselors work closely with students to create individualized educational plans. Students are mandated by the program to meet with an SBVC MCHS Program Counselor once a semester to review progress towards academic goals. Students primarily focus on the following goals: IGETC certification, associate degree, and or major prerequisites needed for high unit majors. Additional advising can address questions specific to registration and transfer process, along with additional referral of services.

Workshops: Counselors will plan several workshops throughout the semester and will work with the high school liaison to determine dates that work best for the program, students and parents. Topics include Academic Success (Probation Level I) workshop, completing college forms (concurrent enrollment petition and health form), and new student orientation in the summer to name a few.

Walk-In Support/College Knowledge: College knowledge is a form of walk-in support services offered to students. To ensure accessibility, we provide walk-in support for students who need immediate assistance or have pressing concerns. College Knowledge is offered by each adjunct counselor one hour a week, totaling three hours of walk-in support time per week. During weeks such as registration, first week of school and other peak dates, more walk-in support times are offered. This ensures that students have a readily available resource for addressing their needs.

Probation Services/Early Alert: All probation levels are clearly articulated in our college handbook which students receive each academic school year. Students who receive substandard grades (including "D, F, W, I") are placed on an appropriate level of academic probation along with a contract for that semester. The contract mandates that the students limit the number of courses for the semester and require the student to engage in regular follow-up services with the Academic Success counselor. Mandatory tutoring at the Student Success Center and Writing Center may be required depending on the student's status and courses enrolled. First level probation students are mandated to attend a student success workshop led by the Academic Success Counselor, and all other students are required to attend a college workshop that is beneficial to the student.

Starfish is an early alert tool used by counselors throughout the semester to help track student progress within their classrooms and is used to inform the program of students identified by their instructors as at risk. MCHS program counselors use this tool to flag students of concern for the Academic Success Counselor. The Academic Success Counselor schedules follow-up sessions with each student to inquire about the concerns and provide resources to serve as early intervention to foster success in the course. The Academic Success Counselor can set up as many follow-up services based on the student's needs and counselor availability.

Student Development (SDEV 001): the SBVC MCHS Program Counselors teach the new 9th, 10th, and 11th grade students this course during their first semester in high school. When teaching the Student Development course, the counselors follow the guidelines and SLO's designated by San Bernardino Valley College. As a part of their teaching techniques, each counselor incorporates an interactive and nurturing learning environment for the students. The counselors aim to incorporate a level of respect and cultural sensitivity/acceptance in all classrooms and counseling sessions. The goal is to increase the level of academic performance and develop a better awareness of the college culture. This will further assist the MCHS students in a successful transition from high school to college life.

Mentoring Program

The Student Mentor Program fosters students' academic success through mentorship to bridge the gap between high school and college readiness. The program provides Middle College High School students with support and resources through mentor check-in appointments, Mentor Connect walk-in support, workshops, and/or social events. The vision is to provide students with clear support systems to increase student retention, academic success, and goal completion.

The Student Mentor program consists of three tiers: caseload management, Mentor Connect, and workshops and social events.

Caseload management: Each mentor is assigned a designated caseload and is expected to check-in with each student once a month. The caseloads total the entire population of Middle College High School students, which is roughly 250 students and are divided among the number of mentors. The mentors₂₅₁

engage in 20-minute sessions with the student to inquire about progress in their academics, balance of high school and college course load, provide referrals to high school and San Bernardino Valley college resources, and overall college navigation.

Mentor Connect: Mentors offer walk-in services to students to receive assistance with college navigation, organizational and time management skills, SMART goals and much more. These conversations are typically open-ended and are designed to assist students with individual challenges that may arise throughout their college experience.

Workshops and/social events: Mentors host approximately 3-4 workshops throughout each semester. These topics may include creating a wish list for registration, new student orientation support, time management, researching careers, self-management, and setting goals. Workshops are offered to all students and are highly recommended to those students placed on levels of academic probation.

Counselor Support: The Student Mentor program is facilitated by the lead Academic Success/Mentor Program Counselor to provide clear direction and feedback to our mentors. The Counselor leads bi-weekly team meetings where mentors meet to share ideas, develop workshops, and express challenges they may be experiencing with students. The counselor meets bi-weekly with each mentor to individually review caseloads. During this time, they work to provide strategies and feedback on areas of concern or improvement, and review mentor caseloads to discuss students of concern. This close partnership helps mentors learn from our counselors and builds transferable skills for mentors to apply in future positions.

High School Partnership

The SBVC MCHS Program Counselors partners closely with high school administrative staff and meet biweekly to maintain program updates and execute designated tasks. The high school serves as a contact and resource in scenarios where a student may fail to attend college counselor meetings. The high school works with the student to ensure that all student obligations are carried out.

The college and high school have a strong partnership that has brought about the program's success and students' success.

Events:

Inspire Success Brunch: The "Inspire Success Brunch" serves as a platform for students to connect with professionals who share their career interests. This networking luncheon allows students to engage in meaningful conversations, ask questions, and gain insights into their chosen fields.

This brunch is held each spring, and students who earn a 3.5 GPA with at least 6 college units are invited to attend. This allows for our faculty and community members to acknowledge the academic achievement of our students along with building rapport and the formation of a network that will serve as mentors or guides to our students in the future. The brunch encourages students to refine their communication and networking abilities in a supportive and professional setting.

Weaknesses

Institutionalized Staffing: Our program has yet to have staffing that is institutionalized, causing the program to be unstable should temporary faculty transition to other campuses. Our request for a full-time counselor to be institutionalized has been ongoing since spring 2019 when the program initially began the program review process.

Expansion of Population: The Middle College High school was recently granted a recipient from the California Department of Education (CDE). With this grant, this will allow for the program to grow by 100 students in the next two years. This can pose a challenge as population increases, staffing must work to accommodate the needs and services of the program.

Instability of Mentor Program: The Middle College Mentor program is funded through basic skills contingent on approval each year. These funds are temporary and inconsistent, which may not sustain this early intervention program.

Limited Program Support Staff: Lack of classified support/clerical staff to best support the program. Currently, the program relies on the division secretary for support, who is inundated with the division's many tasks. We also have a short-term project assistant, who is limited on hours to support the needs of program.

We are currently anticipating a new online form for dual enrollment. We project this will be more time-consuming and will require more support from clerical staff.

Opportunities

Renewal of Middle College Chancellors Grant: The Middle College Program has the opportunity to continue receiving support through the Middle College Chancellors three-year cycle grant. This grant, which has provided \$151,200 per year, has been instrumental in funding a significant portion of the program's staffing. Renewing this grant would ensure continued financial stability and support for the program's operations.

Utilization of Basic Skills Funds for Mentor Program: The recent approval to use approximately \$86,000 of basic skills funds to support the Middle College Mentor Program presents an opportunity to enhance student support services specifically focusing on early intervention tools for at-risk students. By allocating these funds to maintain one adjunct counselor and three mentors, the program can continue providing personalized guidance and assistance to students.

Development of Pathways: The Middle College high school is exploring opportunities to implement pathways within the school. Our students currently follow a transfer pathway focusing on IGETC curriculum. However, the high school is working with the Articulation department to focus on access to adobe certificates provided through the high school district while earning college credit for courses. Further exploration in digital media courses is being explored by both high school and college.

CDE Grant: The Middle College High school was recently granted a recipient from the California Department of Education. With this grant, this will allow for the program to grow by 100 students in the next two years. The high school is currently exploring plans on how to accommodate these changes and to use the funds for expansion. Currently, we are seeing more opportunities from the state level to grow dual enrollment.

Threats

Dual enrollment is expanding: Dual enrollment is continuing to expand state-wide. Most local high schools have the opportunity to take dual enrollment credit. For most students this can be seen as a benefit because students do not have to leave their home high school, can continue in sports and maintain existing friendships as opposed to transferring to a new school.

This can work as a disadvantage for Middle College recruitment because students now have alternative options, more choices for them to earn dual enrollment credit. Specifically for Middle College, students are leaving their home high schools to continue at our designated campus, not to mention that our program discourages participation in sports and jobs due to the rigor of the program and the challenges associated with balancing both college and high school.

Effects of the pandemic: The pandemic brought on challenges affecting academic success rates, retention, motivational levels and overall student performance. Students were forced to adapt to an online learning environment which varied from the previous in-person only model. Post pandemic, the

need for more support and guidance continues to be a factor affecting student performance. The use of early intervention support systems such as our Academic Success counselor, increased walk-in appointments for counselors and mentor support has been vital to the success of the students.

Limited space: As the program seeks to grow in population, the facilities are a key concern to support the needs of the program and students. The high school campus can support a set number of students, based on facilities and staffing. Therefore, as the need for population expansion occurs new plans must be made to support the increase within the program.

Goals

5 Year goals	Action Steps	Target Completion Date
<p>Institutionalize MCHS Program counselor.</p> <p>The program needs a full-time counselor position to be made permanent to support its needs. The lack of stability can be detrimental to the program.</p>	<ul style="list-style-type: none"> Continue to request funds to institutionalize a full-time counselor position for the Middle College Program via program review and other college avenues. Will continue to rely on soft money to maintain the status of the current full-time counselor. 	<p>Once the position has been institutionalized.</p>
<p>Continue to focus on providing a strong support system for at-risk populations specifically targeted through starfish, along with first year students. This includes our 9th, new 10th and 11th grade population.</p>	<ul style="list-style-type: none"> A designated Academic Success counselor will work with at-risk populations and use academic probation contracts and starfish flags as prompts to follow-up with students. The mentor program will serve as an early intervention tool by building rapport with students and having constant conversation throughout the school year on how to build skills of being a successful student. 	<p>On-going annually</p>
<p>Update and use semester satisfaction surveys as related to student services within the Middle College Program</p>	<ul style="list-style-type: none"> Update survey to address all services provided by Middle College Program: Counseling, Mentoring and use of college resources. 	<p>Annually</p>
<p>Seek funds to be able to sustain the Mentor Program</p>	<ul style="list-style-type: none"> Continue to assess funds to sustain the Mentor program—current funds through basic skills but will also apply through program review as all funds are contingent on what is available. 	<p>ongoing</p>

Planning

5 Year goals	Action Steps (<u>Planning</u>)	Target Completion Date

<p>Institutionalize MCHS Program counselor.</p> <p>The program needs a full-time counselor position to be made permanent to support its needs. The lack of stability can be detrimental to the program.</p>	<ul style="list-style-type: none"> • Continue to request funds to institutionalize full time counselor position for the Middle College Program via program review and other college avenues. • Will continue to rely on soft money to maintain the status of the current full-time counselor. 	<p>Once the position has been institutionalized</p>
<p>Continue to focus on providing a strong support system for at-risk populations specifically targeted through starfish, along with first year students. This includes our 9th, new 10th and 11th grade population.</p>	<ul style="list-style-type: none"> • Designated Academic Success counselor will work with at-risk populations and use academic probation contracts and starfish flags as prompts to follow-up with students. • The mentor program will serve as an early intervention tool by building rapport with students and having constant conversation throughout the school year on how to build skills of being a successful student. 	<p>On-going annually</p>
<p>Update and use semester satisfaction surveys as related to student services within the Middle College Program</p>	<ul style="list-style-type: none"> • Update survey to address all services provided by Middle College Program: Counseling, Mentoring and use of college resources. 	<p>Annually</p>
<p>Seek funds to be able to sustain the Mentor Program</p>	<ul style="list-style-type: none"> • Continue to assess funds to sustain the Mentor program—current funds through basic skills but will also apply through program review as all funds are contingent on what is available. 	<p>ongoing</p>

TOASTS

1. Each year we host an Inspire Success Brunch for our students to recognize those who enrolled in at least six units and have earned a 3.5 GPA or above. These students receive the opportunity to network with professionals who are within their career interest. Last year, 2022-2023, was the first year since the pandemic that we were able to invite professionals to attend and host the program in its full capacity. We are eager to continue this event in the upcoming year. We are already noticing many students who are qualifying to attend.
3. 2022-2023, we saw a large percentage increase in students who completed their degrees and IGETC certification. Unfortunately, that graduating class had a low retention rate due to pandemic, which may have caused some numbers to be skewed.
4. We were fortunate that this year, 2023-2024, we were able to hire an Academic Success program counselor to support the needs of our at-risk students, along with serving as a lead on our Mentor Program. The Academic Success counselors play a vital role in addressing early interventions within the program to increase student success.

Year	# of AA'ssin SPRING AND SUMMER	# of IGETC in SPRING AND SUMMER	Population of Graduates	Percentage by population AA	Percentage by population IGETC	Number of students who earned two degrees	Number of AD-T
2018	12	14	65	18.46%	21.54%	N/A	N/A
2019	10	20	65	14.93%	29.85%	N/A	N/A
2020	30	33	63	47.62%	52.38%	N/A	N/A
2021	33	35	70	47.14%	50.00%	N/A	N/A
2022	15	23	59	25.42%	38.98%	1	1
2023	27	36	48	56.25%	75.00%	6	4

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The request for a full-time counselor and mentor program at San Bernardino Valley College strongly aligns with the institution's mission, vision, and values, with a particular emphasis on enhancing access, increasing support services, and fostering a positive campus climate.

Mission Alignment: San Bernardino Valley College's mission emphasizes providing innovative instructional programs and cohesive student services to support a culturally diverse community of learners. By advocating for a full-time counselor and mentor program, the college aims to enhance access to critical support services. This directly aligns with the mission's commitment to supporting the educational goals of a diverse community, ensuring that students have the resources and guidance they need to thrive.

Vision Integration: The vision of the college envisions being the institution of choice for the region, with a focus on student success and community advocacy. The proposed counselor and mentor program contributes significantly to this vision by increasing staffing for services, which is crucial for student success. The program directly supports the inclusive culture and comprehensive support services outlined in the vision, ultimately creating leaders dedicated to social justice and community advocacy.

Values: The request for a counselor and mentor program resonates with the core values of San Bernardino Valley College.

- *Open Access*: By increasing staffing for services, the proposal ensures that students have open access to critical support resources, irrespective of their background or level of preparedness. This aligns with the value of open access, emphasizing the commitment to providing quality programs and services for each student.
- *Student Success*: The primary focus of the counselor and mentor program is to enhance student success. Increased support services contribute to improving student lives and retention rates, aligning perfectly with the value placed on student success.
- *Campus Climate*: The mentor program plays a vital role in shaping the campus climate. By creating rapport with students and fostering supportive relationships, mentors contribute to a positive, student-focused climate. This aligns with the value of a campus-wide climate that fosters mutual respect, values diverse perspectives, and appreciates human experiences.

In summary, the request for a full-time counselor and mentor program at San Bernardino Valley College not only aligns with the institution's mission, vision, and values but also addresses critical areas of focus. By enhancing access, increasing support services, and fostering positive relationships through mentoring, the proposal directly contributes to the college's commitment to providing a holistic and enriching educational experience for its diverse community of learners.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Johnson, Kimberly

Program Review - Year 1: Modern Languages (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Modern Languages (2023/2024)

Division Arts & Humanities

Department Modern Languages

Area

Semester Assessed Spring 2024

Area Description

The Modern Languages Department offers beginning, intermediate and advanced courses in Arabic, American Sign Language (ASL), Chinese (Mandarin), French and Spanish. Arabic, Chinese, French and Spanish are among the top ten most spoken languages in the U.S. and American Sign Language is the native language used by the Deaf community in the U.S. and parts of Canada. The primary objective of the Modern Languages Department is to teach language and culture at a level allowing one to communicate and interact with the community appropriately. Instruction emphasizes communication and cultural competency. Learning a second language opens opportunities for students to participate in the global economy and to study abroad. The department offers a Spanish AA-T, which prepares students to transfer to four-year universities. The Spanish courses for the AA-T

are designed for both learners of a second language and Heritage Spanish speakers. New courses have recently been created in ASL which will provide further foundation to create an AA degree in ASL/Deaf Studies.

The department makes use of the SBVC Supplemental Instruction program and the SBVC Tutoring Center. Spanish classes have used an SI (Supplemental Instruction) Leader during the last two years and tutors for Arabic, ASL, and Spanish are available through the tutoring center. Tutors and SI Leaders are available both online and in person. There are at least three faculty members who were SBVC students and/or tutors and have returned as instructors.

Mission, Vision, and Values

The Modern Languages Department supports the Mission, Vision, and Values of San Bernardino Valley College. The department encourages understanding of DEIA (Diversity, Equity, Inclusion, and Accessibility), increases student opportunities for employment, and improves communication at a regional, national, and global level. The Department strives to increase equity and access by offering courses in various educational formats and by incorporating Online Educational Resources and Zero Textbook Cost materials as options in most courses.

The Modern Languages Department teaches languages and culture to a diverse community of learners to meet the needs of a globalized society by instructing and assisting students to be proficient in more than one language and appreciative of the cultures and people of each language.

The MLD prepares students to become proficient in foreign languages to meet the occupational and personal needs of students living in a linguistically and culturally diverse society. The study of language may assist individuals seeking employment within, or in support of, various linguistic communities. Areas of employment benefiting from language and cultural competency may include Nursing, Human Services, Education, Business and Sales, and more.

Instruction in the Modern Languages department includes the study of the language and culture of diverse populations that directly impact our inland area. As a Hispanic Service Institution, our courses assist students in improving engagement and communication with Spanish speakers. Curriculum includes a thoughtful study of diverse cultural traditions and appreciation of cultural differences is emphasized to dismantle stereotypes and racist beliefs that may be held by those of other origins. The ever-increasing role that the United States takes in global affairs, international trade, and the growing immigrant populations dictate the need for knowledge of a modern language. The primary objective of the Modern Languages Department is communication at a correct and comprehensible level with an understanding of culture and to promote inclusiveness among participants.

Teaching methods incorporate critical thinking activities and include a direct approach, lectures, and language laboratory assignments. The department provides various modalities for students to choose from, including in-person instruction, online synchronous, online asynchronous, hybrid classes and hyflex classes. There are Honors sections for three levels of Spanish course. Several instructors have adopted Online Educational Resources that are Zero Textbook Cost (OER/ZTC) for students to eliminate financial barriers. We have varied patterns, including full-term and short-term courses, so students have many options. We are often contacted by local area high schools to offer

dual enrollment classes for high school students. SBVC’s Middle College High School program specifically requests seats for our language classes, so our demographics include younger students than the campus average.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Spring 2023 Modern Languages Course active fill rate (61.35%) and census fill rate (68.17%) are higher than the overall college active fill rate (57.4%) and census fill rate (63.33%). Of note, 24 eighteen-week sections had a census fill rate of 71.4%. Students are staying in classes and faculty are working with students and tutors to keep students engaged. The department, like the college, serves a majority Hispanic population, 73%, which is representative of a Hispanic Serving Institution.

The average years to complete the AA-T in Spanish is .2, lower than the campus average, 1.3 years. A pathway for the Spanish AA-T has been established and a brochure detailing the program and opportunities has been printed. The department is conscientious of students who possess advanced skills in Spanish and offers the opportunity for Heritage speakers to complete lower-level courses required for the degree via the SBVC Credit by Exam process, more recently coined Credit for Prior Learning.

Even though AB 928 Transfer and Local General Ed (GE) patterns will remove languages as a graduation requirement, Spanish courses will be required as part of the AA-T in Spanish, so it is expected the courses will still fill as outreach and information efforts are improved. Furthermore, many students return to SBVC to fulfill their language requirements since it is more cost-effective for them.

To meet diverse student needs, the department has a range of modalities including online, synchronous, asynchronous, hybrid, hyflex and in-person courses. Numerous faculty have incorporated OER/ZTC materials in their classes.

The department still awards the George Iwanaga scholarship to a student who plans to pursue a career in teaching Spanish.

A new club was started by Spanish faculty, Xochipilli Sacred Ethnobotany Club. Students and faculty host educational seminars for the campus community in person and via Zoom.

Weaknesses

Language course success rates closely follow the overall campus pattern, having dipped since summer 21 and then slightly increased, then taking another dip in fall 22. Overall, Modern Languages courses success rates are only 1% lower than the campus average. Retention rates are the same as the overall campus retention rate, differing by no more than four percentage points between AY (Academic Year) 21-22 and just .2% in fall 2022.

The department attracts more women in the field, 70.6%, than men, 28.8%, necessitating more recruitment efforts of more men in languages.

More students are continuing with Spanish and ASL second and third semester courses. However, the same is not true for Arabic, Chinese, and French. The department will need to conduct more outreach and incentivize taking beyond the first semester of language.

The Modern Languages Spanish faculty have an annual Sigma Delta Mu Spanish Honor Society induction ceremony each spring. Fundraising efforts have been halted since the pandemic and there needs to be a new push to promote the Honors Society and request donations.

There are a handful of faculty members who need to be reminded to submit their SLOs at the end of the semester.

Opportunities

Since 2019, the first year of the AA-T in Spanish, the department has awarded 19 AA-T degrees. Eighteen of the AA-T recipients are female, and one is male. There is an opportunity to do more outreach to students interested in majoring in Spanish. The department has written non-credit curriculum for some language courses and to develop an ASL Interpreter-Translation program. A new Deaf Studies course has been written and will be offered beginning 2025.

The department has plans to partner with the Pathways to Success Grant supported by Title V and the US Department of Education to provide students internship opportunities working on translations for exhibits at the SBVC Art Gallery.

Many of the area high schools partner with SBVC to offer language classes for their students due to a language teacher shortage. The languages courses welcome many dual-enrollment students and students from the Middle College High School housed at SBVC. Furthermore, one faculty member is a committee member on a CSUSB doctoral candidate's dissertation titled The Role of California Community College World Languages Programs in the Language Teacher Pipeline: An Instrumental Case Study. This partnership will serve as a springboard for research conducted on our campus to

improve the teacher pipeline in our area. Given the recent SBVC curriculum approval of Education courses for teachers, the department plans to partner with Reading and Education to explore opportunities for students wishing to pursue a career in teaching world languages.

Threats

AB 928 Transfer and Local General Ed (GE) patterns UC (University of California) will move its language other than English (LOTE) proficiency requirement from IGETC (Intersegmental GE Transfer Curriculum) and treat it as a graduation requirement. Language courses will be optional courses that could meet the Humanities requirement. Our languages that are not part of a degree or certificate program may experience decreased enrollment.

Inconsistencies exist on the Credit by Exam form referring to non-existent Board Policy. Per the current SBVC Application for Credit by Examination, “In accordance with Board Policy 5080, credit-by-examination for Modern language courses may be granted only to students who take the next higher language course while attending San Bernardino Valley College, and only with the approval of the Modern Languages Faculty Chair.” However, there is no BP 5080. Instead, BP and AP 4235, Credit for Prior Learning exists and were updated in fall 2022. The department has experienced an increase in students being guided to complete Credit by Exam via the new policy. Department faculty will need to decide how it will proceed given the updated policy. Furthermore, SBVC administration will need to update the form to accurately reflect current policy.

Goals

Increase success and retention rates for all language courses

Continue to attend Outreach events to increase enrollment, such as

- García Center for the Arts
- SBVC Senior Day
- Participate in on-campus community events
- Community events at CSUSB and feeder universities
- SBVC Arts & Humanities Showcase
- Include efforts to encourage more men in Modern Languages

Planning

Develop a Certificate in ASL Interpretation/Translation

- Continue to submit courses for curriculum approval

Increase persistence, students taking second semester of language

- Conduct a language panel at Arts and Humanities Showcase

Partner with Education courses to create a language teacher pipeline to CSU (California State University) and UC

- Work with SBVC Reading Department to develop next steps

Adopt and publish departmental policies for Credit for Prior Learning. Include the following

- Counseling

- Curriculum

Create Honors level courses for SPAN 157, SPAN 158 and SPAN 104

Input Prerequisite Challenge Exams in Canvas site for SPAN 103 and SPAN 157

Continue to remind all instructors to submit their SLOs by the deadline.

Create two new courses, Spanish Civilization and Culture and Latin American Civilization and Culture.

TOASTS

A Spanish Prerequisite Challenge Canvas site has been developed with the help of Canvas Administrators so students can complete the assessment online.

One Spanish faculty is on the CSUSB (California State University, San Bernardino) Community Advisory Board and serves as a dissertation committee member. The dissertation addresses improving the role of community colleges in the world language teacher education pipeline for high school to university.

ASL credit and non-credit courses have been submitted and approved, including a Deaf Studies course. Courses will contribute to an AA degree in ASL/Deaf Studies.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Language courses provide students with an opportunity to learn about the culture, diversity and equity of populations who speak languages other than English. Learning a second, third or more language embodies principles of equity, diversity, inclusion, and anti-racism by virtue of the cultural lessons taught with respect to each language population. The issue and need for a budget request is to improve access for our students who may not have the funds to purchase a textbook used in most of our courses.

Requests

- Equipment

Amount Requested 2000.000

Referencing the department's data and planning documents provide a rationale each item requested.

A major goal of the Modern Languages Department is to increase success and retention rates for all language courses. As stated in our weaknesses, "Language course success rates closely follow the overall campus pattern, having dipped since summer 21 and then slightly increasing,

then taking another dip in fall 22. Overall, Modern Languages courses success rates are only 1% lower than the campus average."

The request for a budget augmentation of \$2,000 is to purchase extra codes for Spanish textbooks from our publisher, Vista Higher Learning. In anticipation of the end of the Books+ program, the Spanish faculty would like to purchase 18 extra codes to provide for students in need due to lack of finances. Each semester, prior to Books+, we would have four to five students unable to purchase our textbook. Some Spanish faculty use ZTC (Zero Textbook Cost) / OER (Open Educational Resources) but not all faculty have adopted ZTC/OER. The book we do use is a custom edition, loose-leaf, binder ready and includes an Access Code for lab work completed online. These exercises are essential, particularly for beginning level classes, which comprise over 75% of our course offerings each semester. We won't be able to provide an access code to all students, but the extra funding would allow us a chance to make things equitable for our students most in need by providing them with the textbook resources they need for the class. Extra codes are also used for our SI Leaders and Spanish tutors so they also have access to the materials our students use.

The specific item for which the Modern Languages Spanish faculty would like to request are 18 more texts and access codes for Vistas (textbook), 7th edition, SuperSite Plus + WebSAM (Student Activities Manual) with a 5 months digital access code, ISBN 978-1-543398-530-3. Texts are $\$109 \times 18 = \$1,962$.

- Faculty
Total Number of Positions
Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Sogomonian, Nori

Program Review - Year 1: Music (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>
(<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Fogle, Melinda

Cover

Program Review Title Music (2023/2024)

Division Arts & Humanities

Department Music

Area

Semester Assessed Spring 2024

Area Description

The Music Program, part of the larger Performing Arts Department of Music, Theatre, and Dance, provides preparation for careers in music while also preparing students for transfer to four-year institutions. The program in recent years has significantly expanded, moving into the field of instrumental music performance, community outreach concerts and early childhood music education, connecting with high school music programs with shared concerts and music festivals, targeted campus performances, as well as larger and more elaborate concerts. There has been a significant increase since returning to campus from the pandemic in collaborations both across campus and with community entities (i.e. Music/Theatre/Dance production of *The Wiz*, SB County Department of Behavioral Health with *The Sound of Recovery*, SBCUSD Marching Band Showcase and SCSBOA Festivals, KVCR and FTVM with *Musically Speaking* NPR radio show and podcast, etc.).

The facilities used by Music students at SBVC include a variety of specialized classrooms in North Hall, the Multiple Activities Center (MAC), and the SBVC Auditorium. Other spaces are occasionally used for performances and community collaborations, including the Greek Theater, the SBVC Stadium, the Cafeteria, and B-100. All Music classrooms are equipped with an acoustic piano (typically an upright), with two classrooms equipped with staved white boards (NH 216 and NH 217). The piano lab holds approximately 30 electronic/MIDI keyboards, and is used for both piano classes and Electronic Music classes. The Music department currently has one full-time faculty member and 17 adjunct faculty to teach in-person, online, hybrid, and dual enrollment music courses. The department presently has a job posting for a replacement position of another full-time, tenure track faculty member. This new hire (replacement position) will hopefully start instruction in the Fall 2024 semester. The department has one part-time accompanist/program assistant that shares approximately 522 hours of assistance between Music, Theatre, and Dance.

Mission, Vision, and Values

Part of the SBVC Mission is to provide innovative instructional programs for our students while fostering a meaningful learning environment. With music industry demand (including commercial and educational), collaborative opportunities through the Film, Television & Media department (collaborative cross-campus certificates), KVCR (applicability to radio and television), and direct transfer to comparable programs at local 4-year Universities (including the CSUSB Music department, which has recently hired two full-time composition and electronic music faculty with two more to be hired by the end of the year), the Music department continues to advance the evolving Mission of San Bernardino Valley College.

Program/Area Overview - Year 1

		Positive	Negative
Internal	Strengths	What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?
	External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

The Music Department took a significant hit but survived the Covid-19 pandemic. Given the nature and modality of the discipline, and the barrier of incomparable online experiences, the department saw a significant drop in enrollment and declared majors after March 2020. However presently, as students return to in-person Music ensembles and classes, the department has regained momentum with headcount numbers (Spring 2024 headcount as of this report is 1342, and was 1377 in 2019-2020). This phenomenon is a testament to the resilience of the department and long-term student and systemic demand of Music courses and degrees.

Weaknesses

The Music department continues to run on an adjunct-dominated, broken system. The number of Fulltime Equivalent Faculty (FTEF) has hovered between approximately 16 and 13 over the past five years, however hiring for a growth position has yet to be considered. The ASCCC considers full-time faculty as “the backbone of the campus” as they “create the climate necessary to attract and retain students” (ASCCC, 2006).

ASCCC. 2006. <https://www.asccc.org/content/why-full-time-faculty-matter#:~:text=Full%2Dtime%20faculty%20are%20the,fully%20participate%20in%20campus%20activities> (<https://www.asccc.org/content/why-full-time-faculty-matter#:~:text=Full%2Dtime%20faculty%20are%20the,fully%20participate%20in%20campus%20activities>).

Opportunities

Proposition 28 passed recently by California voters, and is starting to pump millions of dollars into local school district budgets for the hiring of Music teachers. This is systemic sustainability (making up for budget slashes from the 1970’s), that will bring employment opportunities to educated and credentialed local Music majors. The San Bernardino City Unified School District (SBCUSD) is anticipating the hiring of approximately 75 new positions in the discipline of Music. This will provide profound opportunities for Music majors at San Bernardino Valley College for government jobs in their field that provide benefits, retirement pensions, and economic stability.

Threats

For the past two decades, the Music department has been functioning on the upside-down system of a majority-adjunct faculty. Locally, the most successful Music programs have an ample number of full-timers that align with the department FTEF numbers. With competitive Music programs such as Riverside City College “just down the street,” investments to provide quality experiences for our present and future students would add value of local choice in our community, create systemic recruitment, and secure a culture of Music majors that only full-time faculty can establish.

Goals

The top priorities within the 5-year department goals include completion of the hiring process to bring on a [replacement] full-time, tenure-track faculty member with a specialization in Commercial Music. Also on the docket is to hire two more full-time faculty members for growth positions as connected to the department FTEF; one a specialist in Voice, the other a specialist in either Strings or Jazz studies. Other goals include hiring another departmental accompanist/program assistant (two total for the department); expanding Music collaborations with KVCR, the FTVM department, and San Bernardino Symphony; and creating a recruitment mechanism through summer outreach (i.e. leadership academy, conducting symposium, and music camps).

Embedded within these goals is the continued investment into needed technology to support Music students.

Findings from a literature review by Schindler, et al. concluded “provide preliminary support for including technology as a factor that influences student engagement in existing models” (Schindler et al., 2017).

“Universities that fail to effectively integrate technology into the learning experience miss opportunities to improve student outcomes and meet the expectations of a student body that has grown accustomed to the integration of technology into every facet of life” (Westera, 2015). Providing current technology as a part of our Music curriculum and andragogical experience prepares SBVC students to be skilled, successful, and employable.

Planning

Planning goals will attempt to use the resiliency of the department and Prop 28 hiring opportunities to mitigate adjunct dependency. Three planning goals that target the most impactful areas in Music include:

- Goal 1: Establish and integrate full-time Commercial Music faculty and program. This includes onboarding, planning, writing new curriculum, and investing in new technology.
- Goal 2: Recruitment efforts. This includes new and existing tactics of connection with potential students such as site visits to local feeder high schools, honor ensembles, collaborative performances, hosting local Music events (i.e. SBCUSD band and orchestra festivals and marching band showcases, hosting San Bernardino Symphony Youth Wind Ensemble rehearsals and performances on the SBVC campus, hosting San Bernardino County Department of Behavioral Health's *Sound of Recovery* event, etc.), and continued investments in instructional materials and technology. Given the latest campus data on dismal retention rates, a renewed retention campaign geared toward Music students would be supported.
- Goal 3: Community outreach. This includes new and existing tactics to bring members of the public onto the SBVC campus through Music department connections. Advertised student performances, cross-discipline and cross-county collaborations (i.e. SBCUSD, SCSBOA, SBCDBH, Garcia Center, etc.), and fundraising efforts for Music scholarships (i.e. The Matie Scully Memorial Scholarship) and Foundation account donations.

TOASTS

The latest [Program Efficacy Team Report](https://sbccd.sharepoint.com/:w:/s/MusicDepartment/ET83tgI0MbdBgWMOc2cBXUMBCggEang5zmzOSzFDOZcleA?e=eceU5f)

(<https://sbccd.sharepoint.com/:w:/s/MusicDepartment/ET83tgI0MbdBgWMOc2cBXUMBCggEang5zmzOSzFDOZcleA?e=eceU5f>) for Music regarding the completed Program Review document stated “The report submitted by the

Music Department shows a thoughtfulness centered around the success of their students when it comes to future planning. Overall, the team recommends the Music Department receive continuation for their programs. Thoughtfulness is a reoccurring theme in this document, and it is evident that the department takes the time to consider all aspects before making decisions. All decisions are centered around student success and community involvement, which has shown in the FTES, retention rates, and outreach programs. With their

short-term and long-term goals, the department is looking ahead and is planning on growing the programs in the future.” The Music Department continues to assess efficiencies within the processes of SLOs, PLOs, Curriculum, EMPs, Program Review, Needs Assessment(s), faculty voices, and student needs to improve the quality of instruction and operations. The participation in the above entities demonstrates holistic inclusion and respect for campus processes and resources.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Part of the SBVC Mission is to provide innovative instructional programs for our students while fostering a meaningful learning environment. The campus prides itself on quality education, with student success and open access as core values. These requests are aligned with fostering an environment of meaningful learning, skill-building courses, and opportunities for personal and professional enrichment. With music industry demand (including commercial and educational), collaborative opportunities through the Film, Television & Media department (collaborative cross-campus certificates), KVCR (applicability to radio and television), and direct transfer to comparable programs at local 4-year Universities (including the CSUSB Music department, which has recently hired two full-time composition and electronic music faculty with two more to be hired by the end of the year), the Music department continues to advance the evolving Mission of San Bernardino Valley College.

Requests

Supporting Documents

Attached File

SBVC quote with install.pdf (/Form/Module/_DownloadFile/94/9046?fileId=19)

Roland GLC Music Lab Expansion Kit.pdf (/Form/Module/_DownloadFile/94/9046?fileId=20)

Music Staff Whiteboard_Pricing.pdf (/Form/Module/_DownloadFile/94/9046?fileId=21)

Codes and Dates

Originator Worsley, Margaret

Program Review - Year 1: Nursing (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Kappattil, Reshmi
- Lewis, Stephanie
- Simental, Yolanda

Cover

Program Review Title Nursing (2023/2024)

Division Science

Department Nursing

Area

Semester Assessed Fall 2003

Area Description

The SBVC's nursing program was first established in 1909 as a county hospital diploma program with the first class of

12 students completed in 1911. After SBVC was established in 1926, the nursing program moved to the college in 1933. The SBVC Associate Degree Nursing (ADN) program graduates reflect the diversity of the community they serve. The ADN program has a long history in the community. It has maintained long-term positive relationships, while serving the medically underserved in a predominately non-white region. SBVC enrolls more than 9,000 students per semester, offers 88 certificates and 66 degree programs. The SBVC Associate Degree Nursing (ADN) program graduates reflect the diversity of the community they serves. SBVC is one of the oldest community colleges in California and the SBVC

ADN program is one of the oldest ADN programs in the nation. The ADN program has a long history in the community. It has maintained long-term positive relationships, while serving a medically-underserved in a predominately non-white region.

Mission, Vision, and Values

MISSION STATEMENT

The mission of the SBVC Associate Degree Nursing Program is to provide comprehensive, quality registered nursing education by engaging diverse learners in professional nursing practice for the purpose of meeting the healthcare needs of the community.

VISION

The SBVC ADN resolves to advance the profession of nursing by empowering our graduates to value scholarly, lifelong learning to produce the outcome of safe, informed, responsible, and active partners in the healthcare environment.

PHILOSOPHY

The philosophy of SBVC ADN is in alignment with the mission and vision statements of SBVC and SBCCD. The SBVC ADN curriculum framework focuses on the person, health, environment, nursing, and professionalism of which the six Quality and Safety Education for Nurses (QSEN) concepts are incorporated. These concepts are patient centered care, teamwork and collaboration, quality improvement, evidence-based practice, safety, and informatics.

VALUES

The SBVC ADN embraces the values of SBCCD and the National League of Nursing (NLN) and values:

- Excellence: We are committed to excellence, innovation, and creativity to maintain the highest standard of education that we provide to our diverse students and the community we serve.
- Caring: We are committed to supporting an environment of caring and compassion based on dignity and collaboration among faculty, students, and the community served.
- Diversity: We embrace a learning community, inclusiveness of beliefs, learning styles, openness, and respect for differing viewpoints.
- Integrity: We promote, expect, and practice integrity, ethical behavior, and honesty in all interactions

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

High Demand: We consistently attract a substantial number of applicants for the limited 45 slots available each semester.

Diversity: Situated in a culturally diverse region, we attract a varied pool of applicants, fostering a diverse student population. We use a multicriteria point system in our student selection to ensure equitable opportunities.

Supportive Environment: Our faculty and neighboring ADN programs cultivate a collaborative and supportive peer group, enhancing the overall learning experience.

Student Engagement: We facilitate student connection through resources like STEM MESA tutoring and VSNA, ensuring a robust and engaging educational environment.

Accreditation : SBVC has been accredited through our national educational accreditation agency, ACEN, XXXX since outlining a robust educational standard for program success.

Weaknesses

Curriculum Standardization: We face challenges in demonstrating seamless integration and elevating the rigor of our program throughout its duration.

Data Analysis: Our ability to effectively use and access data for tracking and planning quality improvements across the program is currently a challenge.

Organizational Support: Classified employees are grappling with an overwhelming workload. Providing support not only for departmental needs but also for multiple licensure and accreditation requirements is essential.

Lab Support Funding: Ensuring consistent funding for lab support classified staff is critical. The lab plays a vital role in nursing education, and securing ongoing financial support is imperative.

Increased scarcity of clinical opportunities as we are faced with increasing competition from for profit programs and also faced with a decline in acute care clinical beds.

Opportunities

Employment opportunities and RN shortages nationwide continue to spur a need for growth in our department. We are ethically responsible for providing nursing education to meet the nursing needs of our communities.

Grant opportunities are available to supplement funding, time and personnel are a challenge in meeting these opportunities.

Facility and equipment improvements are pending a complex construction delay and timeline.

Threats

Nursing faculty shortages impact our ability to recruit and retain qualified faculty and administration.

Access to clinical sites has been impacted by the increase in community for profit program competing for acute care bedside hours.

Variability in institutional funding threatens our ability to maintain an adequate supply level.

Increased cost of curriculum supplements paired with the rapid advancement in healthcare informatics that challenge the budget to meet a basic educational standard.

Goals

Improve student access to higher educational degree attainment.

Expand student program access by program and faculty growth.

Professional development of faculty to encourage the attainment of a terminal degree or specialty certification.

Facility improvement to provide a learning experience that would be technologically integrated to meet the demands of the healthcare industry.

Planning

Improved curriculum standardization, through cultivation of organizational support and professional faculty development.

Improved data analysis and quality performance application, through support of SBVC research and application of ACEN standards.

Addressing the high program demand, implementation of increased faculty and classified resources to meet the growth need of the program.

TOASTS

San Bernardino Valley College Associate Degree Nursing Program

Over 95 Years of Proven Excellence in Nursing Education for our Community

Existing Programs:

Associate Degree Nursing

LVN to RN transition

Student Enrollment:

- 500 applications yearly for 90 associate degree enrollment seats and 20 enrollment seats for LVN to RN candidates
- Two enrollment periods, Fall and Spring semesters.
- Launch apprenticeship for 3 enrollment seats every semester for LVN's eligible to transition to RNs.
- Every Fall semester entry, 20 enrollment seats for ADN/BSN concurrent enrollment program with California State University San Bernardino.
- 75-90% of all levels of nursing students report as belonging to a historically marginalized or underrepresented group(s) and 25-35% identify as male.
- 95% on-time completion rate

High Job Placement Rates for our Graduates

- RN and LVN to RN graduates – 98% (State average: 83%), 85-90% who become employed in the Inland Empire

Student Achievement

- Recent NSNA chapter designation for our VSNA student group, 5 student leaders attended the NSNA Mid-Year and CSNA Conference
- Nursing Students are working as nursing peer tutors in STEM MESA center.
- 30/40 students Concurrent Enrollment Program SBVC/CSUSB excelling

Support Services and Exceptional Nursing Faculty:

- Affiliation agreements with 11 local hospitals
- Eight excellent full time nursing faculty, one with DNP and another faculty enrolled in doctorate program.
- Full time allied lab assistant II – wonderful addition and very needed
- Simulation coordinator to implement simulation in every nursing course- funded through H RTP
- Two outstanding Administrative Assistants
- Full time nursing counselor and two part time nursing counselors
- Twenty five adjunct nursing clinical faculty – several are SBVC graduates!
- Health-Related Sciences STEM MESA Center with a Peer tutoring Program

Funding Opportunities

- Bank of America Charitable Foundation Grant
- Perkins grant
- Strong workforce program funding- Local and Regional
- High Roads Training Program (H RTP)
- Nurse Enrollment & Retention CCCCCO grant

- First applicant of the Song Brown Grant

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Our institution is committed to delivering high-quality education and cultivating an environment that nurtures hands-on learning experiences. The field of nursing is dynamic, with healthcare advancements necessitating continuous adaptation of curriculum and resources. Our nursing program places a strong emphasis on practical skill development, ensuring that graduates possess the competencies required for success in their professional endeavors. A well-equipped laboratory is indispensable for bridging the gap between theoretical knowledge and practical application, and it is a prerequisite for our accreditation.

The Allied Health Lab Technician position holds a pivotal role in facilitating hands-on learning experiences for our nursing students. Responsibilities include aiding in the setup and organization of lab sessions, guaranteeing that students have access to the necessary resources and materials for practical skill development. Safety is paramount in a laboratory setting, and the Lab Technician would actively contribute to the maintenance and organization of the lab, ensuring strict adherence to safety protocols. This approach creates a conducive environment for effective learning while minimizing potential risks.

Given the escalating demands on faculty members, having an Allied Health Lab Technician would alleviate some of the administrative responsibilities associated with lab preparation and management. Consequently, this would enable our faculty to dedicate more time to teaching and mentoring students. We firmly believe that the inclusion of an Allied Health Lab Technician will leave a lasting impact on the quality of education we provide to our nursing students.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Vogel, Angela

Program Review - Year 1: Office of Instruction (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Huston, Celia
- Yarbrough, Kay Dee

Cover

Program Review Title Office of Instruction (2023/2024)

Division Campus Service Areas

Department Instruction

Area Vice President of Instruction

Semester Assessed Fall 2023

Area Description

The Office of Instruction at San Bernardino Valley College functions as the central hub for academic oversight, catering to the needs of students, faculty, and staff. Responsible for curriculum development, scheduling, and catalog maintenance across a spectrum of courses, degrees, and certificates, our office employs strategic enrollment management techniques to optimize schedules and enhance student success metrics.

The office of instruction coordinates the faculty evaluation and tenure review processes in accordance with the SBCCDTA Contract. These processes ensure that faculty members are well-qualified, passionate about their subjects, and dedicated to student success, teaching through an equity lens.

In close collaboration with Student Services, Division Offices, and external partners, we drive initiatives such as dual enrollment and noncredit programs, contributing to the establishment of a comprehensive academic framework. To bolster faculty support, we implement professional development programs, providing training and resources to foster a community dedicated to continuous improvement. In summary, the Office of Instruction plays a pivotal role in driving academic efficiency, maintaining faculty standards, and promoting student success at San Bernardino Valley College.

Mission, Vision, and Values

In the Office of Instruction, we align our efforts with the core principles outlined in San Bernardino Valley College's Educational Master Plan (EMP). This strategic framework serves as our guiding light, shaping our mission and vision to support student success.

Our paramount mission extends beyond conventional education. We are committed to not only empowering our distinguished faculty but also nurturing the educational journey of our students. Through innovative programs, we strive to create an inclusive, equitable, and accessible learning environment, underscoring our dedication to Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA) efforts. Our goal is to sculpt a brighter future for all, ensuring that each student has the opportunity to thrive.

The Office of Instruction is here to support faculty, staff, and students on their educational journey and to enhance the learning experience for every member of our academic community.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

1. Strong Accreditation (Productivity)
2. Faculty Curriculum Process (Currency & Demand) - Annually, the Office of Instruction processes courses and programs, ensuring compliance with State and Federal guidelines, and Accreditation standards.
3. OER/ZTC AB928
4. DEIA/Access
5. Faculty support for curriculum and scheduling, streamlining course and program development from State approval to schedule development.

6. Streamlined the faculty evaluation and faculty contracts processes.

Weaknesses

Computer programs and system

- Necessary systems do not interface with each other
- Frequent software upgrades or systems changes
- Limited technical support and training from vendors
- Pushing training out to campus population

Administrator and Classified burnout

- Excessive number of meetings prevent administrators from being present in their office
- Initiatives, state/federal tracking and reporting requirements

Noncredit is underutilized

Campus communications and transparency

Opportunities

1. Working with faculty to develop new curriculum
 1. Bachelor's Degree
 2. Noncredit courses and programs
 3. Environmental Scan to inform future needs
2. Decolonizing curriculum and structures
3. Outreach, Marketing, and Partnerships
 1. High Schools
 2. Communities
 3. Private Sectors
4. Increase Dual Enrollment
5. CCCCO Vision 2030

Threats

1. CCCCO Mandates
 1. Student Centered Funding Formula (SCFF)
 2. Vision of Success 2030
 3. AB 928 - Student Transfer Achievement Reform Act of 2021
 4. AB 1111 - Common Course Numbering
 5. AB 1705 (705) - Equitable Placement, Support, and Completion (English and Mathematics)
2. Shift in accreditation processes and philosophy
3. Fatigue
 1. COVID
 2. Initiative
 3. High Turnover of Classified and Managers
4. Difficulty institutionalizing grant-supported positions within the institution.

Goals

1. Decolonizing Curriculum - Ensure that courses are taught through an equity lens and reflect diverse perspectives.
2. Noncredit - Increase the variety and accessibility of noncredit offerings to cater to diverse learner needs.
3. Office of Instruction - Restructure the Office of Instruction to align with the evolving needs of the college.
4. Campus Communications - Improve communication channels within the campus community.

5. Accreditation - Lead the campus through a successful mid-term report, Institutional Self Evaluation Report (ISER), and 2027 evaluation visit.

Planning

1. Restructure the Office of Instruction to better suit the needs of the campus.
 1. Restructure existing positions to better align with the work needed
 2. Add growth positions
 1. Full-time clerical support for the Academic Senate, Accreditation, and the Office of Instruction
 2. Noncredit growth - full-time support for noncredit programs.
 3. CTE - full-time support to assist with initiative implementation, grants, and State/Federal funding requirements.
2. Noncredit
 1. Provide training to demystify noncredit courses and programs.
 2. Identify high-demand areas for noncredit courses.
 3. Collaborate with faculty and industry experts to develop relevant noncredit programs.
 4. Implement marketing strategies to raise awareness and enrollment in noncredit offerings.
3. Increase campus communication
 1. Develop a comprehensive communications plan to streamline information dissemination.
 2. Implement technological solutions to facilitate efficient communication.
 3. Create an Instruction Council to foster collaboration between different departments to share updates and announcements.
4. Decolonizing Curriculum
 1. Conduct a curriculum review to identify areas for decolonization.
 2. Collaborate with faculty to integrate diverse perspectives into course content.
 3. Work with Professional Development to offer training programs to equip faculty with the skills to teach through an equity lens.
 4. Establish ongoing assessment mechanisms to monitor progress and make continuous improvements.

TOASTS

In the last few years, the Office of Instruction has made achievements in fostering strong partnerships with other offices, leading to a deeper understanding of the intricate workings of our college. We have effectively implemented streamlined processes for curriculum submissions, catalog, and schedule development, demonstrating a commitment to efficiency and innovation. Our office has worked towards becoming paperless, all contracts are now managed online.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? N/A

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

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Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The work of the Office of Instruction embodies campus's mission, vision, and values extends beyond conventional education. We are committed to not only empowering our distinguished faculty but also nurturing the educational journey of our students. Through innovative programs, we strive to increase student access to education, and create inclusive, equitable, and accessible learning environment, underscoring our dedication to Diversity, Equity, Inclusion, Anti-Racism, and Accessibility (DEIAA) efforts. Curricular support, maintaining the college catalog, and scheduling overseen by the Office of Instruction are essential to offering cohesive educational and student services across campus. Additionally, the Office of Instruction applies for and reports on CCCCO grants such as OER/ZTC, and supports educational initiatives such as Guided Pathways, and AB 928. As the ALO, the Vice President of Instruction is responsible for collaborating with faculty to maintain accreditation status, diligently working on ensuring report meet ACCJC accreditation standards.

Faculty Position

Faculty Coordinator of Accreditation, Initiatives, & Special Projects: This position is a reclassification of an 11 month librarian/faculty lead to a 12-month faculty coordinator. The workload for accreditation exceeds the job description for Faculty Lead and aligns more closely with the Coordinator job description in the SBCCDTA contract. The position would coordinate, organize, and support accreditation processes, and provide support for faculty leads, work groups and ad-hoc committees working on initiatives, and special projects that will improve student access and success.

New and Reclassified Classified Positions

4 positions:

- Restructuring of Positions: Schedule/Catalog Data Specialist (2), Curriculum Coordinator (1)
- New Position: Adding an Administrative Assistant position in the Office of Instruction to support Academic Senate, accreditation, and initiatives.

New Administrators (no area to list below)

2 New Administrators:

- Director of Noncredit Programs – This position is needed to grow our noncredit programs, provide open access, and serve our diverse community.
- Associate Dean of CTE – This position is needed to grow our CTE programs and maintain the increasing reporting requirements for grant funding, and State/Federal programs and initiatives.

These changes will enhance our college's capacity to develop innovative instructional programs tailored to a diverse community of learners while fostering a culture of continuous quality improvement.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Humble, Dina

Program Review - Year 1: Pharmacy Technology (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Lewis, Stephanie
- Simental, Yolanda

Cover

Program Review Title Pharmacy Technology (2023/2024)

Division Science

Department Pharmacy Technology

Area

Semester Assessed Spring 2024

Area Description

The Pharmacy Technology Program is designed to prepare students for entry-level employment as a pharmacy technician, providing medications and other healthcare products to patients and consumers. Under the supervision of a Pharmacist, students learn to fill prescriptions, establish and maintain patient profiles, prepare insurance claim forms, take inventory, and stock medications. A background check may be required for clinical experience. The California Board of Pharmacy may deny the Pharmacy Technician license based on convictions substantially related to Pharmacy Technician practice.

The Pharmacy Technology consists of 7 core courses:

1st Semester	Units
PHT 064Pharmacy Calculations	3
PHT 060Pharmacy System I	3
PHT 062Pharmacology I	3
2nd Semester	
PHT 070Pharmacy Systems II	3
PHT 071Pharmacology II	3
PHT 072Pharmacy Clinical Experience	5
PHT 074Pharmacy Seminar	2
Total Units22	

Students who complete the program sit for the Pharmacy Technician Certification Board (PTCB) and apply for a California State Board of Pharmacy Technician License. There are two options for our program, the certificate of achievement, and the Associate of Science degree.

The Pharmacy Technology program as of Spring 2023 has a partnership with Loma Linda School of Pharmacy to bridge an Associate of Science in Pharmacy Technology degree to a Doctor of Pharmacy (PharmD) degree.

The Pharmacy Technology Program at SBVC is accredited by the American Society of Health Systems Pharmacists (ASHP) / Accreditation Council for Pharmacy Education (ACPE) as an entry-level and advanced-level training program.

Mission, Vision, and Values

The Mission, Vision and Values of the college includes providing innovative instructional programs in an inclusive culture to serve the needs of our diverse communities. The Pharmacy Technology program provides both rapid workforce development for students seeking entry-level positions in allied health careers and long term supportive instruction and community for students interested in transfer to pharmacy schools and adjacent, allied health pathways. The department actively participates in the Science Division dialogue about Diversity, Equity, inclusion and Anti-Racism as well as leading dialogue regarding curricular delivery to foster communities of equity.

The campus mission demands commitment to high-quality education, innovative instruction, and support through workforce development for the Inland Empire. Fostering economic growth in addition to global competitiveness through workforce development is directly tied to many Allied Health courses along with its laboratory activities as they aim to develop scientific breadth, skill and mastery.

The College aims to maintain a meaningful curriculum along with providing students with access to technological tools. The equipment, facilities, and budget augmentation requests ensure sustainable student access and supports high quality and innovative education via diagnostic laboratory activities expected of students in today's scientific and health professions. Moreover, increasing the

likelihood of course and degree completion in science and allied health programs, and eventual personal and professional contributions of our students to our community's welfare and growing economy.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

This objective aligns with sector strategy a regional priority in increasing the quality of the pharmacy technology program economy. We are assuring the skills of the pharmacy' technicians workforce meet the needs of local industry. By developing career pathways for workers that are aligned with the needs of industry, people can become and remain employed, industry grows, and the overall regional and national economies benefit. We are building active partnerships with our industry partners in the Pharmacy profession to meet the workforce demands of Pharmacy Technicians. Working together, these collaborations identify industry needs for workers with specific skills, education, and credentials, and then make sure that educational and training opportunities are available to help people gain those skills and meet employer needs.

Pharmacy Technology program strengths:

- High Demand: We consistently continue to grow our program. We are offering 26 sections of Pharmacy Technology classes in Spring 2024 (up from 24 sections in Fall 2023) and are part of the ValleyNow Dual enrollment program and are offering classes in 4 different High Schools (3 in the San Bernardino School District and 1 in the Rialto School District). We have opportunities for increased growth, as San Bernardino alone has 11 High Schools and we have interested High Schools in the Colton School District.
- Diversity: Situated in a culturally diverse region, we attract a varied pool of applicants, fostering a diverse student population. We currently have 526 students enrolled in Spring 2024.

- **Supportive Environment:** Our faculty and clinical experience partnerships cultivate a collaborative and supportive peer group, enhancing the overall learning experience. In our department, Pharmacy educators are obligated to create learning environments that support critical thinking. It's not only important what students learn, but also equally how they learn. Teaching strategies that involve experience by "doing" and dialogue with "others" is also promoted to provide innovative instruction. Traditional teaching methods are transformed to improve learning experiences and facilitate clinical judgement.
- **Student Engagement:** We facilitate student connection through resources like STEM MESA tutoring and continuous faculty communication with our students, ensuring a robust and engaging educational environment.

Weaknesses

An additional full-time faculty member is needed for our program. The entire program is managed by one full-time faculty. There is a need for support. The new member will help manage pharmacy sites, contract agreements, externship sites, and contract with more pharmacies in our area, including a hospital. Will help to market our program at the local high school careers fairs. A full-time member will help improve our curriculum and align our program with the ASHP standards, which will help increase the number of successful certificates and graduates. There needs to be continued management of curriculum.

Weaknesses:

- **Curriculum Standardization:** We face challenges in demonstrating seamless integration and elevating the rigor of our program throughout its duration. There needs to be continued management of the curriculum.
- **Data Analysis:** Our ability to effectively use and access data for tracking and planning quality improvements across the program is currently a challenge.
- **Organizational Support:** Classified employees are grappling with an overwhelming workload. Providing support not only for departmental needs but also for accreditation requirements is essential. A full-time faculty member is needed for our program. The entire program is managed by one full-time faculty member. There is a need for support. The new member will help manage pharmacy sites, contract agreements, externship sites, and contract with more pharmacies in our area, including a hospital. Will help to market our program at the local high school careers fairs. A full-time member will help improve our curriculum and align our program with the ASHP standards, which will help increase the number of successful certificates and graduates. A new full-time faculty could help us achieve our goals of stimulating student equity and inclusion while also contributing to improving our community visibility and modernization of our multiple career pathways.
- **Lab Support Funding:** Ensuring consistent funding for lab support classified staff is critical. The lab courses simulate practical hands-on application and play a vital role in pharmacy technician education, and securing ongoing financial support is imperative.

Opportunities

Pharmacy technicians are critical members of the healthcare team and are essential to providing patients with safe and effective medication therapy. A pharmacy technician works closely with pharmacists and other healthcare professionals in diverse settings such as hospitals, clinics, and community pharmacies.

"Employment of pharmacy technicians is projected to grow 6 percent from 2022 to 2032, about as fast as the average for all occupations.

About 44,900 openings for pharmacy technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire."

- <https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm>

Our program continues to grow in enrollment each semester. The opportunities for growth in the program is endless. Our program continues to strive to meet industry demands and provide entry-level technicians for the on-going Pharmacy Technician workforce shortage.

"Hospitals and health systems are experiencing severe shortages of pharmacy technicians, with a majority of pharmacy administrators in a recent survey reporting turnover rates of at least 21% in 2021, and nearly 1 in 10 noting they had lost 41% or more of their technicians"

- <https://www.ashp.org/-/media/assets/pharmacy-technician/docs/Technician-Shortage-Survey-Exec-Summary.pdf>

Specific to our Region (Inland Empire/Desert Region) a Labor Market Research Consultant report from November 2023.

"Pharmacy technicians are projected to have 456 annual job openings and increase employment by 7% over the next 5 years...The Centers of Excellence recommend expanding pharmacy technology programs to meet the regional demand for more workers. Colleges considering this program should partner with applicable employers to document their demand for pharmacy technicians and the skills and certifications needed for students to earn a living wage after exiting the program"

- Document attached in Support documents

Threats

No external threats are known at this time. Our program is currently the only for college-credit Pharmacy Technology training Program and the only program with American Society of Health-System Pharmacists (ASHP) accreditation in our county.

However the main threat would be our need for a full-time faculty member: The Pharmacy Technology program also serves a variety of high school concurrent enrollment needs as it exists as both a program to facilitate short-term job readiness as well as a stepping stone to other allied health fields such as Pharmacy School. The need to continue these relationships with high school students strengthens our pipeline of students and improves the college-going rate for our region. Maintaining and expanding in this area directly links to our mission to partner with the local K-12 districts and requires additional personnel on a full-time Basis. The full-time faculty will continue to foster partnerships with organizations in the healthcare sector to expand program clinical sites and provide employment options for graduating students. In turn this will help in closing the existing gap.

A full-time faculty will also help market our program at the local high schools and ensure we meet all industry and job outlook needs. The demand for jobs continues to grow as well as the allied health programs. A full-time faculty will ensure department and/or program stability in enrollment,

pedagogical integrity, and liaisons to community/professional partnerships as well as enhance student contact and success. Some of the duties will include Interview of students for the program, Process program applications, Maintain the integrity of the pharmacy student database. This program has the highest efficiency of any allied health program.

Goals

To better meet the current and future health needs of the public and to provide more culturally relevant care, the Pharmacy Technology workforce will need to grow more diverse. And to meet this need, efforts to increase Pharmacy Technicians' levels of educational attainment are emphasized by increasing the diversity of the student body. The Pharmacy department creates an environment that values a culture of inclusion and openness for faculty, staff and students, and its community partners in pursuit of teaching/learning, scholarship, research, and services.

Goals:

- Increase diversity of student body and instructors
- Continue to grow industry partnerships
- Add a full-time faculty member
- Standardized curriculum materials
- Explore additional opportunities for apprenticeships
- Expand program to additional high schools

Planning

Department planning

- Curriculum Standardization: We face challenges in demonstrating seamless integration and elevating the rigor of our program throughout its duration.
 - Our program is looking to adopt a new set of textbooks from a different publisher to update our curriculum to more effectively meet ASHP model curriculum standards for accreditation.
- Data Analysis: Our ability to effectively use and access data for tracking and planning quality improvements across the program is currently a challenge.
 - An additional full-time faculty member would help manage data analysis to increase program marketing and enrollment numbers. Particularly, our first semester courses at local high schools. The need to continue these relationships with high school students strengthens our pipeline of students and improves the college-going rate for our region. Maintaining and expanding in this area directly links to our mission to partner with the local K-12 districts and requires additional personal.
- Organizational Support: Classified employees are grappling with an overwhelming workload. Providing support not only for departmental needs but also for accreditation requirements is essential.
 - Continue to advocate for an additional full-time employee
- Lab Support Funding: Ensuring consistent funding for lab support classified staff is critical. The lab courses simulate practical hands-on application and play a vital role in pharmacy technician education, and securing ongoing financial support is imperative.
 - Continue to advocate for a permanent allied health skills lab technician to assist with procurement of lab materials, distribution of those materials, monitoring inventory and other record keeping.

Toast 1: Program growth

- Spring 2023 - We had 18 sections of Pharmacy Technology courses - 408 students enrolled - Ranked #1 in Science Division for Efficiency
- Fall 2023 - We had 24 sections of Pharmacy Technology courses - 547 students enrolled
- Spring 2024 - We have 26 sections of Pharmacy Technology courses; as of 1/15/2024 we have 526 students and still counting due to late start courses.

Toast 2: NEW Partnership with Loma Linda University School of Pharmacy

In a groundbreaking partnership that promises to transform the future of pharmacy education in the region, San Bernardino Valley College's Pharmacy Technology Department has joined forces with Loma Linda University's (LLU) School of Pharmacy. Together, they are creating a unique pathway for SBVC students to pursue a Doctor of Pharmacy (PharmD) degree. This collaboration opens doors for aspiring pharmacists by offering unprecedented financial incentives, apprenticeship opportunities, and invaluable experiential learning.

Spearheaded by faculty chair Robyn Seraj, the focus of the program is to provide an opportunity for residents east from the campus and for SBVC students to consider an academic pathway towards PharmD. The program is designed to be completed in 12 months, although students are encouraged to obtain their Associate's in Science. Currently 22 students are enrolled, taking their first semester courses.

Additionally, CVS is offering an apprenticeship program for SBVC students that will waive their course fees. While being in the program, students will be able to obtain core skills and shadow professionals. In August, SBVC held informational sessions that provided an overview of the program's expectations.

"This collaboration between the SBVC Pharm Tech Department and LLU's School of Pharmacy is a game-changer and a testament to the power of collaboration in higher education," said interim president Dr. Linda Fontanilla.

<https://www.valleycollege.edu/news/2023/october/sbvc-pharm-tech-department-and-loma-linda-university-forge-pharmacy-doctorate-pathway.php>

In Spring 2024, we will continue our relationship with Loma Linda University, and they are hosting two of the Pharmacy Technology courses on their campus at the Loma Linda University School of Pharmacy.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Mission, Vision and Values of the college includes providing innovative instructional programs in an inclusive culture to serve the needs of our diverse communities. The Pharmacy Technology program provides both rapid workforce development for students seeking entry-level positions in allied health careers and long term supportive instruction and community for students interested in transfer to pharmacy schools and adjacent, allied health pathways. The department actively participates in the Science Division dialogue about Diversity, Equity, inclusion and Anti-Racism as well as leading dialogue regarding curricular delivery to foster communities of equity.

Requests

Supporting Documents

Attached File

2023 Pharmacy Technician Advisory Packet Notes.pdf (/Form/Module/_DownloadFile/58/9046?fileId=10)

Codes and Dates

Originator Ontiveros, Doris

Program Review - Year 1: Philosophy and Religious Studies (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Philosophy and Religious Studies (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Philosophy / Religious Studies

Area

Semester Assessed Fall 2023

Area Description

Strategically located within academic study, the discipline of philosophy offers students the opportunity to study diverse and competing worldviews. Through critical reading, thinking and writing, students will be challenged to acknowledge and respect diversity, promote equity, and seek opportunities of inclusion. Philosophy is concerned with perennial questions and is focused on reading carefully, thinking critically, understanding deeply, and imagining richly.

We will explore the nature of reality, truth and value, the human response to death and suffering, and ask big questions. For example: Who am I? Why am I here? What is truth? How do I know anything? What is good and what is evil? Philosophy courses require critical analysis, clarity, and understanding. These skills are achieved through careful and close reading of texts, images, and symbols, as well as through descriptive and analytic writing. You can expect the reward of an active, teachable, and inquisitive mind as well as a rich imagination.

The Associate in Arts for Transfer (Philosophy AA-T) offers a challenging opportunity to explore how to learn and you will learn about your potential contributions within our world. This challenging and exciting endeavor can help us make sense of the events taking place in the world around us. Most of all, by studying philosophy, you will learn about yourself. Studying philosophy provides students with invaluable skills transferable to nearly all vocations.

As a combined department, philosophy and religious studies offers students with the challenges in the academic study of religion as well as philosophy. The department offers a variety of courses for the Philosophy AA-T degree as well as general education courses that are all transferable to CSU, UC and most other Bachelor's institutions.

Within philosophy, students have the opportunity to complete introduction courses in ethics, logic, critical thinking and the primary course, PHIL101, Introduction to Philosophy. Within religious studies, students have options to study various areas within the academic study of religion. All religious studies courses include concentration on how the academic study of religion is different than the personal practice of religion. Courses on world religions, religions in America, literature of the Bible, as well as death and dying offer a focus on specific religions, concepts or areas of the world. A course on magic, witchcraft and new religious movements, offers students a view into the purpose and function of particular areas, as well as to study how religious movements have been formed.

Both philosophy and religious studies courses help students attain a broad-based foundation. Every course does have specific areas on which to learn and retain information. Students need to learn about specific theories in philosophy, for example. In religious studies, students need to learn to discern differences in particular beliefs and practices. However, in all cases, a significant focus is to learn *how* to learn, so that the student learns to be teachable in the classroom and beyond.

Mission, Vision, and Values

The mission of the Department of Philosophy and Religious Studies is to provide high quality General Education transfer courses in two related yet distinct disciplines. As noted on the department website, the role of the department is to continue to ask perennial questions that concern the study of humanity, and to think critically about those questions. With the recent addition of the AA-T in Philosophy, the department now has the additional mission of serving "majors" who seek to further their studies at the Baccalaureate level.

These two important missions are related. The department strives to provide strategically important requirements within general education as we create a culture that allows students to learn to think critically. We then also strengthen and emphasize the transfer degree in philosophy that allows students to continue in the discipline.

The mission of the department easily fits within the broad categories of the mission of the college such as "high-quality education," "innovative instruction," and preparation of "students for transfer to four-year universities" that are identified in the college's most recent mission statement online at: <https://www.valleycollege.edu/about-sbvc/missions-values.php>

The intent of the department is to provide high-quality transfer courses in both philosophy and religious studies that are available for the diverse community of learners served by SBVC, including the students who are receiving an AA-T in Philosophy.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

New course descriptions and SLOs have been developed within the past year to incorporate suppressed and/or ignored voices in both Philosophy and Religious Studies courses. Department faculty have focused efforts on incorporating various voices into traditionally white-male dominated courses (e.g. Intro to Philosophy, Intro to Ethics, Intro to Religious Studies).

Most faculty have been trained to teach online courses and online enrollment continues at a high level. While retention in online sections does not appear to be as strong as on-campus sections, enrollment is much greater.

Students with goals of transferring to a four-year institution appear to see the value in both PHIL and RELIG courses as all of the department's courses are transferable to CSU/UC. The focus of our department is non-majors, but we see to have a growing number of students majoring in the PHIL-AAT degree in recent years.

The academic and professional strength of our faculty is undeniable. The years of teaching experience, combined with both academic presentations, administrative work and professional development allow the department's faculty to remain relevant, focused and effective educators. More information on faculty achievements is provided below.

Weaknesses

Weaknesses might include the limitations on the number of courses we can (and possibly should) offer. Both Philosophy and Religious Studies are wide-ranging disciplines with a huge number of possible courses. Courses focused on historical periods, particular philosophical traditions, particular thinkers, individual religious traditions and thematic areas are all possible at the introductory level. Many community colleges focus on a small variety of offerings. However, in order to offer a PHIL-AA-T, a more robust number of offerings must be available. SBVC's Philosophy and Religious Studies department, while relatively small in size, offers a wide range of courses and sometimes only one section of each class is offered per semester (and even one section per year).

With the recent decreases in enrollment statewide (and specifically here at SBVC), some of the department's courses have a small number (10-15) of registered students. These numbers impact the "efficacy" of the department and this may be interpreted that the department is not performing efficiently. However, these courses are vital to the academic health of the department and opportunities for students. Regularly offering courses in Religion in America, Jesus and His Interpreters and Literature and Religion of the Bible, for example, provides students with academic opportunities that cannot be found elsewhere. These courses – and all courses now regularly offered by the department – along with providing academic advancement for students, also contribute to the health productivity and efficiency of the department.

Opportunities

The history of Religious Studies offerings at SBVC offers significant opportunities. With the increasing interest in religious studies (often due to war and conflict in the world), students are asking more (and more difficult) questions about why these conflicts are happening. Students want to know more about particular religious traditions (e.g. Judaism and Islam).

A clear opportunity exists to distinguish the personal practice of religion and the academic study of religion. As a state-funded academic institution, we engage in the academic study of religion.

Additionally, with the UC/CSU systems demanding more rigor for major transfers, there are opportunities to offer more focused courses (e.g. Social and Political Philosophy, Ancient Philosophy, Modern Philosophy and other courses).

Other outside opportunities to explore include presenting at local high schools and perhaps hosting on-campus events about inter-religious dialogue. The department faculty may also explore creating a "podcast" or other hosted event either online (Canvas site) or on-campus.

Threats

The main threat to any liberal arts discipline like Philosophy and Religious Studies is the perceived lack of application to the "real world" and the misrepresentation of what the study of these disciplines actually entails.

Philosophy is foundational for thinking critically and is immensely applicable to any activity or profession that requires any level of logic, ethical consideration and teachability. Religious Studies is a vital discipline where students learn how to engage various faith traditions to understand what people do when they "do" religion. Both disciplines are of fundamental importance in *learning how to learn*. There is most certainly "discipline" knowledge, yet both disciplines engage in the practice of teaching the learner to learn transferable skills and learn how to apply these skills to any profession.

To mediate these weaknesses, support from experienced educators is essential. Additionally, significant research shows the massive increase in pay and opportunities for "liberal arts" majors. Law programs, medical programs and other specialized educational programs seek philosophy and religious study majors. Philosophy majors generally have higher MCAT and LSAT scores than other majors. <https://philosophy.ucdavis.edu/about/quick-facts/lSAT-advantage> (<https://philosophy.ucdavis.edu/about/quick-facts/lSAT-advantage>).

Philosophy majors rank very high on GMAT as well: <https://dailynous.com/value-of-philosophy/charts-and-graphs/> (<https://dailynous.com/value-of-philosophy/charts-and-graphs/>).

Important links, including, <https://philosophyisagreatmajor.com/> (<https://philosophyisagreatmajor.com/>) are provided on the department's website so that students have access to information which illustrates the "practical" value of the disciplines of Philosophy and Religious Studies.

Goals

Within the next five years: Develop a Religious Studies AA-T degree.

Develop courses to remain aligned with CSU/UC transferability for the PHIL-AAT degree.

Continue to update SLOs and course descriptions to align with best practices for the respective disciplines.

Develop relationships with CSU / UC programs to ensure students at SBVC have an open line of communication to various 4-year institutions.

Increase faculty involvement in their own professional development – explore opportunities with the American Philosophical Association (for example).

Increase a campus "presence" for the disciplines of Philosophy and Religious Studies through some combination of the following: student clubs, podcasts, hosted events, invited speakers. The goal is to develop a regularly occurring event (semester / monthly / annually) to promote awareness of the disciplines.

Planning

Planning to include new courses in the next few years to align with UC/CSU transfer courses:

We have already added PHIL109: Philosophy of Religion.

Add in next 1 year: Social and Political Philosophy

Add in next 2-3 years: Ancient Philosophy, Modern Philosophy

Additional courses to develop in applied ethics (within the discipline of philosophy): Bioethics, Business Ethics, Medical Ethics

Additional courses to develop in Religious Studies:

Monotheisms (Judaism, Christianity, Islam)

Asian Religion

Latin American Traditions

Religious Ethics

Courses related more specifically to Islam

Request funding for membership in the American Philosophical Association and/or the American Academy of Religion.

TOASTS

New courses (first offered Fall 2023):

PHIL109, Philosophy of Religion

PHIL109 is a standard offering at many community colleges and SBVC has added this course to the schedule

RELIG115, Magic, Witchcraft, Cults and New Religious Movements.

RELIG115 is a “new” and quite innovative course that was developed due to the disbandment of RELIG110. RELIG110, Magic, Witchcraft and Religion was an immensely popular course for the Religious Studies department at SBVC. RELIG110 was often “full” at 40 students and the department could not afford to lose this enrollment. Therefore, with creative ideas and some time and effort, department faculty developed a new course to include “cults and new religious movements” while still retaining the important elements of “magic and witchcraft” within the course. This new course will offer students a unique perspective of both ancient practices and contemporary developments within religion. One goal of the course will be to discuss how “new” religions are born, while perhaps understanding that all religious movements were once “new.”

In other “toasts” – one faculty member is an active member of the South Asian Studies Association and regularly attends and presents at the SASA annual conference; from 2016 through 2023, and plans to attend again in 2024. Another faculty member has attended the American Philosophical Association annual regional conference. Our faculty members are active in various associations through conference participation and affiliate membership: The American Academy of Religion, American Philosophical Association, American Psychological Association, Popular Culture Association, Religious Education Association, South Asian Studies Association

All of these organizations clearly related to the academic study of philosophy and religious studies by supporting academic scholarship and college teaching.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Asking for \$500-\$600 annually

Currently, the Philosophy and Religious Studies Department has no “department budget” for student events, promotional items or professional development. I am requesting that the department have an annual budget available for some expenses (perhaps \$200-\$300 annually).

These expenses would be used for departmental student events (for example: refreshments and/or promotional items for presentations from a faculty member from Bachelor’s granting institution to increase awareness of transfer). This request aligns with the mission of the college as it would enable the department to promote awareness of the department and to try to increase interest and enrollment in the department’s courses.

Additionally, this is a request for the department chair (Adam Pave) to have membership annual dues paid for the American Philosophical Association. The individual annual dues are approximately \$300, and I would request an annual availability for the dues.

As a Philosophy and Religious Studies faculty member, it is essential that I stay current with professional events and academic areas of interest within the respective fields of Philosophy and Religious Studies. Membership in this organization provides many opportunities to stay current and relevant in the discipline. The American Philosophical Association (APA) is the largest national association that represents the study of Philosophy. The APA is active in academic research, presentation and professional development. The APA, for example, has a committee and newsletter dedicated to the teaching of philosophy at two-year institutions. APA members have access to the journal and newsletters published by the association. APA members have access to professional networks of college and university instructors within discipline-specific areas of research, teaching and curriculum/course development. Lastly, there is a significant discount for APA members to attend the annual conferences as well. I understand that funding would be a separate request through professional development.

Funding for APA dues is directly tied to the mission of the college as it would provide me, as the department chair of the Philosophy and Religious Studies department with opportunities within a discipline-related national association with numerous professional development opportunities to bring into instruction.

While this funding might be requested and/or granted from other areas, I am requesting this as an annual budget line from Program Review.

Requests

- Equipment
Amount Requested 600.000
Referencing the department's data and planning documents provide a rationale each item requested.

This is the same information from the above entry. The two questions seem to overlap, so I have provided a single document including the rationale and the request. I am happy to provide more information.

Asking for \$500-\$600 annually

Currently, the Philosophy and Religious Studies Department has no "department budget" for student events, promotional items or professional development. I am requesting that the department have an annual budget available for some expenses (perhaps \$200-\$300 annually).

These expenses would be used for departmental student events (for example: refreshments and/or promotional items for presentations from a faculty member from Bachelor's granting institution to increase awareness of transfer). This request aligns with the mission of the college as it would enable the department to promote awareness of the department and to try to increase interest and enrollment in the department's courses.

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While this funding might be requested and/or granted from other areas, I am requesting this as an annual budget line from Program Review.

- Faculty
Total Number of Positions
Annual Estimated Costs (Salary and Benefits)

Supporting Documents

Attached File

Codes and Dates

Originator Pave, Adam

Program Review - Year 1: Physics & Astronomy (2023/2024)

Proposal Resources

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<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Physics & Astronomy (2023/2024)

Division Science

Department Physics & Astronomy

Area

Semester Assessed Fall 2023

Area Description

The Physics/Astronomy/Engineering department administers three programs: physics, astronomy, and engineering. Physics is a scientific discipline that studies the natural world at its foundation, examining the smallest particles of matter, forces of motion, and the behavior of matter on all scales from microscopic particles to the stars and galaxies of the universe. In a similar exploration of the cosmos, astronomy is the scientific study of celestial bodies, including stars, planets, galaxies, and other phenomena beyond Earth's atmosphere, involving the analysis of the positions, motions, and properties of these celestial objects to understand the origin and evolution of the universe.

Completing these investigations, engineering is a diverse discipline that applies scientific principles and mathematical methods to design, develop, and optimize systems, structures, machines, and processes.

Physics, Astronomy, and Engineering play vital roles in numerous industries, contributing to the development of new technologies and products. Learning physics, astronomy, and engineering is essential for understanding the natural world and developing critical thinking, quantitative real-world problem-solving skills, as well as the ability to conceive experiments and analyze and interpret data.

The SBVC Physics/Astronomy/Engineering department is designed to meet the diverse needs of students served by the community college:

- The department offers general education courses in Physics, Astronomy, and Engineering, serving students who need to fulfill their general education science requirements while seeking a thorough understanding of basic scientific concepts and principles.
- The department also provides algebra-based physics sequences for students majoring in the life sciences, biology, pre-nursing/medicine, and allied health programs.
- Additionally, there is a calculus-based physics sequence designed for students majoring in astronomy, chemistry, computer science, engineering, geology, physics, and other physical sciences, complemented by some basic engineering courses.
- The department operates a Planetarium and an Observatory, supporting Physics/Astronomy instruction and offering Astronomy/Planetarium programs for both local schools and the general community.

All the courses in the Physics/Astronomy/Engineering department are taught with a strong emphasis on hands-on laboratory experiences. Our advanced classes provide students with opportunities to use a variety of tools and equipment, enhancing their analytical and problem-solving skills.

Students planning to transfer to a four-year institution can earn an A.S. in physics or astronomy or an A.S-T in physics, preparing them for a university major in physics, biophysics, astronomy, engineering, or other science fields.

Mission, Vision, and Values

The Physics/Astronomy/Engineering department embodies the Mission, Vision, and Values of our institution in a multitude of ways. It closely aligns with the college's mission by providing a comprehensive and captivating educational program that serves a diverse range of students. This includes those who are passionate about majors in physics and related fields, health sciences, computer sciences, and those fulfilling their general education science requirements.

In alignment with the college's vision, the Physics/Astronomy/Engineering department plays a vital role in developing future leaders in various scientific fields, including physics, engineering, mathematics, computer sciences, and more. We are actively involved with professional organizations, our STEM program, and other support services while promoting the causes of social justice and community engagement.

We align with the college's values by giving priority to diversity, equity, inclusion, and anti-racism initiatives. These principles are thoroughly integrated into our physics curricula, with a focus on improving student success rates for every student. Through continuous improvement of our online instructional methods, we ensure accessible and equitable learning opportunities for all students. Our

department's commitment to hands-on laboratory experiences and continuous improvement of teaching methods, labs, and curricula creates a dynamic and meaningful learning environment for all students.

Furthermore, our collaborative initiatives with student support services and our STEM program play a significant role in creating a positive campus climate. The Physics/Astronomy/Engineering department is wholeheartedly committed to cultivating a thriving academic community that reflects our institution's core values and aspirations.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

- The Physics/Astronomy/Engineering department restructured its algebra-based Physics 150A and Physics 150B lecture/lab courses into a two-semester series, reducing units from five to four per semester, meeting the three-year deadline. Additionally, the calculus-based Physics 200 and Physics 201 lecture/lab courses have transitioned into a three-semester series, with units reduced from six to four per semester.
- The department has hired two full-time Physics faculty members, one in Fall 2021 and another in Fall 2022. Consequently, our department now has a strong core of experienced full-time instructors.
- The department has extensively updated our lab equipment in Fall 2022 and Spring 2023, acquiring over \$60,000 of new apparatus. As a result, the department has developed and added laboratories to the curriculum.
- The Physics/Astronomy/Engineering department has established a strong partnership with our SBVC MESA and STEM programs, helping to provide our students with strong support services outside the classroom, including academic excellence workshops and tutoring services.

Weaknesses

- When the department restructured its algebra-based physics courses and calculus-based physics courses, this eliminated the traditional three-hour weekly problem-solving lab sessions from each course. This presents challenges and impacts course instruction, lecture/lab scheduling, and student success in completing the course requirements.
- Physics, Astronomy, and Engineering online instruction techniques have room for improvement. Like the rest of our SBVC community, we made a shift to significantly more online teaching during the pandemic. While the typical online teaching experience and abilities in the department are improving, we will likely need further enhancement through training and experience.
- Our department is striving to update our lab manuals; completing these tasks requires a significant time investment. Of course, this will be an ongoing challenge given our faculties' existing teaching commitments.

Opportunities

- The Physics/Astronomy/Engineering Department and the Science Division have recently initiated DEIA efforts. Revisions have been made to PHYS 101 to include crucial topics related to diversity and equity. These curriculum updates are anticipated to improve student interest and success.
- Current U.S. policy priorities (e.g., CHIPS Act 2023, AI Initiatives) require an increase in STEM majors. As a result, the U.S., and by extension, the community which SBVC serves, will experience a growing need for students studying physics and engineering.

Threats

- We are facing challenges in our algebra-based and calculus-based physics courses due to course prerequisites. Specifically, these physics courses demand mathematical knowledge that is not met by the current pre- and co-requisites.
- Changes in UC and Cal State transfer prerequisites have led to decreased enrollment in the SBVC Physics/Astronomy/Engineering department. For instance, computer science transfer students to the Cal State system no longer require PHYSIC 204, the third semester of the calculus-based physics series offered at SBVC. Consequently, enrollment in PHYSIC 204 has significantly dropped since Fall 2022. A similar situation exists for the department's advanced Engineering 265 course.

Goals

- The department will work over the next three years to enhance our Physics/Astronomy/Engineering courses.
- The Physics/Astronomy/Engineering department seeks to increase the value of the PHYSIC 101 course for students who are not majoring in physics or a related discipline.
- The Physics/Astronomy/Engineering department will continue to develop and/or improve students' analytical, critical thinking, and problem-solving skills.

Planning

- The department will work over the next three years to enhance our Physics/Astronomy/Engineering courses. We plan to achieve this by, for instance, increasing the number of lecture demonstrations and modernizing current labs and lab manuals.

- The Physics/Astronomy/Engineering department at SBVC seeks to increase the value of the PHYSIC 101 course for students who are not majoring in physics or a related discipline. In response to current U.S. policy priorities, such as the CHIPS Act 2023 and AI Initiatives, which demand an increase in STEM majors, there is a growing need for students studying physics and engineering. To achieve this goal, the department will focus on introducing the methods and content of physical science, providing direct experience with scientific tools, encouraging analytical and critical thinking, and improving skills in data collection and reduction. These objectives will be realized through the implementation of labs and hands-on activities developed with new and updated apparatus.
- To address the challenges related to the elimination of traditional three-hour weekly problem-solving lab sessions for algebra-based and calculus-based physics courses, as well as challenges in the physics courses due to prerequisites and mathematical knowledge, the Physics department will enhance analytical and critical thinking, as well as problem-solving skills, by incorporating discussions into lecture and lab sessions. The department will also continue to work closely with the STEM/MESA Center to provide more tutoring and workshop sessions, creating a supportive learning environment for our students. Additionally, the Physics/Astronomy/Engineering department will continue to collaborate with the Math program to align the math curriculum with the physics courses.

TOASTS

- The Physics/Astronomy/Engineering Department, in collaboration with the STEM-MESA Center, participates in the California Space Grant Consortium, overseen by UCSD through NASA grant (California Community College Partnership, CaCC). SBVC students benefit from this collaboration through involvement in microcontroller projects, monthly webinars led by NASA scientists and engineers, and enriching field trips.
- Some full-time faculty members from the Physics/Astronomy/Engineering Department are actively involved in a two-year program offered by the Organization for Physics at Two-Year Colleges (OPTYCS), sponsored by an NSF grant through the American Association of Physics Teachers (AAPT). This participation enhances the pedagogical skills within the department, supports professional development, and enriches the overall academic environment for both faculty and students.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Tolstova, Anna

Program Review - Year 1: Political Science (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Political Science (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Political Science

Area

Semester Assessed Fall 2023

Area Description

Political Science studies the relevant processes and institutions relating to how society attempts to allocate valuable variables within it through binding decisions. It is essentially the study of government and politics, or “the authoritative allocation of values.” Institutions and processes--be they local, national or global— through which policies are made are of particular interest to the student of politics. Political scientists generate and analyze information following rigorous academic standards to reduce bias. Political scientists use the techniques of empirical research and historical analysis, along with normative consideration of the ends of political action, to explore the outcomes of various governmental arrangements and alternatives. Students learn the skills of logical reasoning, critical analysis, fact gathering and developing effective arguments. In addition, students in the program gain an understanding for, and appreciation of, the American political system.

The Political Science Department offers courses satisfying general education requirements for an associate degree and transfer requirements for the majors offered at colleges and universities. Additionally, the department offers honors courses for interested students. Our department offers courses to meet the California State University graduation requirement of U.S. Constitution and California State and local government and may be certified for CSU GE-Breadth. We also offer courses that provide service-learning opportunities for students seeking development of leadership skills through involvement in on-and off-campus community service. For students interested in global affairs, we offer Comparative Politics and World Politics. We offer a course for students interested in the development of Western political thought and philosophy. A major in Political Science provides useful preparation for students interested in careers in politics, government (including the foreign service, the military and intelligence); teaching; public administration; public relations; law enforcement; the legal professions, and related fields.

Mission, Vision, and Values

The Political Science Department strives to uphold the mission of San Bernardino Valley College by providing an innovative political science program. We continue to strive to offer ever more diverse courses for our students, offering a curriculum of both diversity and breadth. The Department also strives to serve a diverse group of students, maintaining relevant course offerings and helping to prepare them for effective participation in their political system. The department also offers opportunities for student learning outside the academic environment through service-learning opportunities.

Department faculty are committed to upholding the vision of the college to offer a variety of courses and learning opportunities. The faculty commit to currency in their field, teaching excellence, and mentoring students. They are committed to fostering an environment of inclusiveness, meaningful learning, and belonging for all students. We uphold the vision for all students to achieve academic and career success, as well as helping students to prosper. We value our role to create a more equitable future for students.

Department faculty are committed to upholding the values of San Bernardino Valley College. We value our role as the community's college and the opportunity to build the community's trust in order to educate, adapt, lead, and inspire. We value our role to create a better, more equitable future for our community. Faculty are committed to a campus environment of diversity, equity, inclusion, and anti-racism. We are committed to student academic success through quality course offerings and mentoring to support students in improving their lives and that of their families and community. We are committed to open access by providing quality course offerings for all SBVC students. The department of Political Science endeavors to produce such students who are trained in the science of Politics in order to create a free and just human society.

Program/Area Overview - Year 1

Positive Negative

Internal	Strengths	Weaknesses
	<p>What are you already particularly good at?</p> <p>What are your advantages?</p>	<p>What areas do you need to improve?</p> <p>What are your disadvantages?</p>
External	Opportunities	Threats
	<p>What are the factors that can contribute to your success?</p>	<p>What are the potential problems or risk you face?</p>

Strengths

- A strong, highly qualified, and diverse faculty who are committed to being current in their field and maintaining an environment of inclusion, diversity, and learning in the classroom.
- Building a new transfer degree- Law, Public Policy, and Society (LPPS)
- Honors courses offered in multiple courses.
- High program demand (POLIT 100 is required for graduation or transfer)
 - 387 students Fall 2023
 - 89 students face-to-face
 - 305 online students

Weaknesses

- The program does not adequately reflect the importance of the classes and the subject matter outside of the classroom, values of classes and degrees outside transfer requirements because only POLIT 100 is required.
- Some lack of educational requirements, or levels, to succeed in the courses basic skills.
- Lack of funds for more faculty learning opportunities and professional growth such as conferences and seminars

Opportunities

- Student learning opportunities outside of the classroom.
- Building a new transfer degree- Law, Public Policy, and Society (LPPS)
- Expanded course offerings in the department.
- Civic engagement opportunities within the community
- Working with the Civic Engagement Task Force on events such as Constitution Day and Voter Registration Week- Rock the Vote
- Short term (8-week) courses to assist students in graduating early.
- Improving enrollment in political science courses
- To work across disciplines with other faculty to create Learning Communities
- Ability to work with local elected officials.
- Offers classes in the Valley Now Program
- Internship opportunities

Threats

- Most students take the POLIT 100 course for transfer or graduation, not interest in the subject.
- Need to provide more support for marginalized students in and outside of the classroom.
- Engaging students in their political and community environments
- Need to fund more faculty learning opportunities such as conferences and seminars.

Goals

- Develop a new transfer degree program- Law, Public Policy, and Society (LPPS), to increase the diversity and breadth of offerings for students.
 - This is in progress, with an opening date of Fall 2025
- To continue to develop additional courses to better offer students a wide breadth of knowledge.
 - This is in progress.
 - Law & Society (opening date Fall 2025)
 - National Security
 - Con Law
 - Expanded Honors classes
- To increase student engagement in politics, as well as in community engagement.
 - The Political Science Department is working with the Civic Engagement Task Force to accomplish these goals, as 2024 is an election year.
 - Rock The Vote: a 2024 event to be held during Voter Registration Week
 - Voter Registration Week: Activities in conjunction with the Civic Engagement Task Force
 - Films: The Department will offer a film series each spring to give students an opportunity to learn more and be more engaged.
 - Constitution Day: In progress for Fall 2024
 - Guest Speakers: The Political Science Department will establish a guest speaker series to further engage students
- To fund and send more faculty to conferences and seminars to keep faculty apprised of the best teaching practices and research opportunities in the field
- SLO improvement
 - Consider alternate teaching methods such as a flipped classroom and microlearning techniques.
 - Reframe to make more measurable
- Continue to offer classes in the Valley Now Program
 - This is ongoing.
 - The Department has several faculty members who are qualified and have the experience teaching at the high school level
- Develop internship opportunities for students.
 - Work with the Dean to reach out to local businesses

Planning

- Develop a new transfer degree program- Law, Public Policy, and Society (LPPS), to increase the diversity and breadth of offerings for students.
 - This is in progress, with an opening date of Fall 2025
- To continue to develop additional courses to better offer students a wide breadth of knowledge.
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- To fund and send more faculty to conferences and seminars to keep faculty apprised of the best teaching practices and research opportunities in the field
- SLO improvement
 - Consider alternate teaching methods such as a flipped classroom and microlearning techniques.
 - Reframe to make more measurable
- Continue to offer classes in the Valley Now Program
 - This is ongoing.
 - The Department has several faculty members who are qualified and have the experience teaching at the high school level
- Develop internship opportunities for students.
 - Work with the Dean to reach out to local businesses

TOASTS

- **Triumphs:** The Department has a significant number of members, all of whom are well qualified in the field, who are dedicated to continuous learning and applying the best pedagogical methods. They are dedicated to excellence.
- **Trainings:** All faculty are Distance Education trained
- **Spotlight:** Dr. Riase Jakpor is writing an American Government textbook for publication.
-

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program?

Does the program quality meet industry standards?

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

I am requesting funds to better train department faculty, especially in technology needs. This will allow them to better meet student needs. Further, this is an election year. The department desires to hold several events such as Rock the Vote. This will engage students in their political process.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Henkle, Lisa

Program Review - Year 1: Psychiatric Technology (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Dubois-Eastman, Kim
- Jackson, Michelle
- Lewis, Stephanie
- Simental, Yolanda
- Weaver, Teresa

Cover

Program Review Title Psychiatric Technology (2023/2024)

Division Science

Department Psychiatric Technology

Area

Semester Assessed Fall 2023

Area Description

The Psychiatric Technician Program is a one-year program consisting of three semesters: fall, summer and spring. We have a certificate and degree program. The program content areas include fundamentals of nursing, medical surgical nursing, developmental disabilities, and mental disorders. Thirty – forty students are admitted each fall and spring semester. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians (BVNPT). Upon completion, students are eligible to take the BVNPT licensing exam.

Mission, Vision, and Values

Mission: The San Bernardino Valley College Psychiatric Technology Program provides quality education and training to a diverse population of learners interested in the psychiatric technology field. The mission of the program is to provide the community with graduates that will be competent and professional Licensed Psychiatric Technicians and who are prepared to provide care and treatment to a culturally diverse population.

Vision: The San Bernardino Valley College Psychiatric Technology Program is the only program in San Bernardino, Riverside and San Diego counties. Our vision is to fill the mental health shortage with top-notch psychiatric technicians. The program strives to provide a course of study that is above par to become the go-to Psychiatric Technology program in Southern California.

Values: Our program seeks to encourage enrollment from a diverse range of students throughout our community. Our program is culturally diverse, with both students and faculty who come from varied lived experiences. We pursue equity by empowering our students to achieve their goals and succeed in their professional endeavors. We are student focused and committed to the academic development and success of everyone we serve. We promote lifelong learning through equal access to high-quality teaching and support services. As a program, we take pride in our work and show empathy to all our students. We collaborate in responsible partnerships within our community to build and improve our program.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?
External	Opportunities What are the factors that can contribute to your success?	Threats What are the potential problems or risk you face?

Strengths

- High demand, the number of applicants has steadily increased to approximately 70 per semester and continues to increase.
- We are receiving student inquires from Riverside and San Diego counties.
- We are the only Psych Tech program in San Bernardino, Riverside and San Diego Counties.

- Our program makes every effort to meet the shortage of licensed Psychiatric Technicians in our region (the shortage is due to the ongoing retirements, as well as the increased demand for mental health professionals overall).
- CPR & First Aid class was established for allied health to support our students.
- Instructional Plan (IP) - our IP is being updated by all faculty to include current industry standards and revised curriculum.
- Palomar Healthcare is willing to host an affiliation agreement providing the psychiatric technician program curriculum on their campus. The need for psychiatric technicians is increasing in the San Diego area.
- Diversity - we attract a diverse student population from our local region and assure equitable opportunities.

Weaknesses

- We currently have 4 full-time faculty; one of which serves as the director and department chair at 0.7 load with the remaining 0.25 teaching load. Another faculty member, who is on partial retirement, works a 50% load with an expected faculty turnover. The remaining two full-time faculty members have 3 courses to teach. This will impact student enrollment, retention and student success.
- We have an increased number of applicants, but with the limited number of faculty, we are unable to expand our program.
- We need an assistant director to oversee any affiliations of our program (Palomar Healthcare in San Diego, as stated in our strengths, is willing and eager to host our program).
- Lack of space in our skill labs makes it difficult to ensure our students have acquired hands-on skill acquisition.
- Shortage of classroom space to accommodate the number of accepted students in the program.
- Utilized healthcare facilities for student clinicals continue to limit the number of students.
- Lack of healthcare facilities that are willing to host psychiatric technician students.

Opportunities

- A new health science building will free up space for our psychiatric technician students. The facility and equipment improvement are pending a complex construction delay and timeline.
- Growing need for mental health workers; this is a demanding field. We could meet that need with dual pathways and apprenticeship programs.
- Employment opportunities and psychiatric technician shortages statewide continue to spur a need for growth in our department. We are ethically responsible for providing psychiatric technician education to meet the needs of our communities.
- Healthcare facilities continue to contact us because of the continued need for graduating psychiatric technician students. Once licensed, our students are very likely to be employed.

Threats

Psychiatric technology faculty shortages impact our ability to recruit and retain qualified faculty and administration.

Access to clinical sites has been impacted by the increase in community for profit program competing for acute care bedside hours.

Variability in institutional funding threatens our ability to maintain an adequate supply level.

Increased cost of curriculum supplements paired with the rapid advancement in healthcare informatics that challenge the budget to meet a basic educational standard.

Shortage of healthcare facilities for students to gain clinical experience.

Goals

To establish affiliation with San Diego County to expand student enrollment in our program.

To continue to grow the psychiatric technician program, to advocate for additional faculty.

Explore DEIA healthcare group on in-service day.

To have the Instructional Plan completed by the deadline of 6/30/2024.

Improve student access to higher educational degree attainment.

Expand student program access by program faculty growth.

Professional development of faculty to encourage the attainment of a terminal degree or specialty certification.

Facility improvement to provide a learning experience that would be technologically integrated to meet the demands of the healthcare industry.

Planning

1. Increase the number of program faculty to address increasing program enrollment.
2. Continue to build strong relationships with community organizations to create opportunities for clinical placement.
3. Explore outside grant opportunities to finance student resources to meet industry standards.

TOASTS

- Celebrating student success is a moral booster. Recently, a student approached an instructor to report challenges with transportation and getting to and from school for lectures and clinical sites. Another student overheard and offered to assist the struggling student by offering rides when possible. The student was able to attend clinicals and only missed a couple of lectures because of the help received from another student.
- Another example, after a graduation ceremony, an instructor was approached by the mother of an academically challenged student and thanked the instructor for supporting and encouraging the student to persevere through the program. The student was able to complete the program, graduate and become eligible to take the required state boards exam. The program has hired student tutors to assist others with content. The tutors are either current students or former students who have completed the program and are assisting others students to develop strategies to be successful.
- Enrollment has increased steadily in the past 3 years. 32 students enter the program per semester.
- Two classrooms will be transformed into skills labs over the holiday break to give the Psych Tech students their own lab space and equipment supported by the H RTP grant.
- Clinical sites have expanded into the Hemet area as well as throughout the special education programs housed in San Bernardino City Unified School District.

- A FT Mental Health Outreach Navigator has been hired through HRTP and has played an integral part in supporting student success. He also helped orchestrate positive relationships with our clinical partners.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Our institution is dedicated to providing high-quality education and fostering an environment that promotes hands-on learning experiences. These positions, faculty and lab tech, are crucial to achieving these goals and enhancing the overall educational experience of our psychiatric technician students. The field of psychiatric technology is dynamic, and advancements in healthcare demand continuous adaptation of curriculum and resources. Our psychiatric technician program emphasizes practical skills' development, ensuring that students graduate with the necessary competencies to excel in their professional careers. A knowledgeable faculty and well-equipped laboratory is essential to bridge the gap between theoretical knowledge and practical application and is also a requirement for our continued Board of Vocational Nurses and Psychiatric Technician accreditation.

An allied health lab technician would play a pivotal role in facilitating hands-on learning experiences for our nursing students. They would assist in setting up and organizing lab sessions, ensuring that students have access to the resources and materials needed for practical skill development. Safety is of paramount importance in a laboratory setting. A Lab Assistant would contribute to the maintenance and organization of the lab, ensuring that safety protocols are followed. This would create a conducive environment for effective learning while minimizing risks. With the increasing demands on faculty members, having a Lab Assistant would alleviate some of the administrative responsibilities related to lab preparation and management. This, in turn, would allow our faculty to focus more on teaching and mentoring students. We believe that the addition of an allied health lab technician will have a lasting impact on the quality of education we provide for our psychiatric technician students.

BVNPT has requirements regarding faculty-to-student ratios or faculty qualifications. Meeting these standards is essential for program accreditation. Also, maintaining an optimal student-to-faculty ratio is crucial for effective teaching and individualized attention. Additional faculty can help achieve this balance. There is a growing demand for the Psychiatric Technician program. More faculty is required to accommodate the increasing number of students. Now we do not even have enough faculty to meet the current needs of students. As the field of psychology and technology evolves, it is important for faculty with diverse expertise to cover a broad range of topics within the program. Faculty members need time for professional development, including staying updated on the latest

advancements in psychiatric technology, which is a requirement for BVNPT. This faculty can allow for this without compromising the quality of teaching. This faculty can also improve the overall quality of education by fostering a more interactive and engaging learning environment, since this increases the student faculty ratio. As we already know that there are some experienced faculty members ready to retire or leave, having this faculty ensures smooth succession planning and continuity in program delivery.

Requests

Supporting Documents

Attached File

Supporting document.pdf (/Form/Module/_DownloadFile/53/9046?fileId=9)

Codes and Dates

Originator Valdez, Maria

Program Review - Year 1: Psychology (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Moore, Sandra

Cover

Program Review Title Psychology (2023/2024)

Division Social Sciences, Human Development, Kinesiology & Health

Department Psychology

Area

Semester Assessed Fall 2023

Area Description

The Psychology program at San Bernardino Valley College offers students the opportunity to dive into the scientific study of human behavior, thoughts, and emotions. A captivating and multidimensional discipline that goes far beyond the traditional image of therapists, studying psychology provides students with an in-depth scientific exploration of mental processes, emotion, sensation, perception, and social interactions while developing critical thinking skills and growing in ways that enrich their personal lives and professional careers. A blend of natural and social sciences, psychology isn't just about learning theories; it's about applying these insights to everyday life and various professional domains, including Business Administration, Child Development, Culinary Arts, Geography, Human Services, Kinesiology, and Nursing. As such, the Psychology program offers classes that meet general education requirements and prerequisites for many AA degrees, transfer degrees, and career and technical programs.

The AA-T transfer degree in Psychology provides a clear path to transfer to CSU and is the highest awarded AA-T at Valley College. The impact of our program is evident in the growing number of graduates, with 96 students earning their AA-T in Psychology in the 2021-22 academic year, and this number increased to 105 in the 2022-23 year. These figures underscore Psychology's status as the top transfer degree awarded at SBVC. Reflecting our commitment to accessibility and flexibility, over 50% of our courses are available fully online, catering to the needs of our busy students. This dedication to online education has not gone unnoticed - SBVC Psychology was recognized as one of the nation's best online two-year degree programs in health sciences by EduMed.org.

Our diverse course offerings include General Psychology, Personal and Social Development, Introduction to Biological Psychology, Developmental Psychology, Abnormal Psychology, Human Sexual Behavior, Statistics, Research Methods, and Multicultural Psychology, which begins being offered in Fall 2024. All our courses are transferable to CSU and UC and are degree applicable.

Mission, Vision, and Values

The Psychology program embodies the value of **Student Success** by providing quality education and services that support a diverse community of learners through the courses offered in the program. The Psychology program awards a high number of transfer degrees. According to the Certificates and Degrees Awarded Dashboard (https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_cert-degrees-awarded.php), Psychology accounted for approximately 46% of all AA-T degrees awarded from 2020-21 through 2022-23 academic years. Additionally, students in CTE programs such as Nursing, Psych Tech, and Human Services are required to take psychology classes and psychology courses contribute to GE transfer requirements for other degrees. About 1 in 6 San Bernardino Valley College students enrolled in a psychology course in 2021-22 and 2022-23 academic years.

In alignment with the value of **Diversity, Equity, Inclusion, and Anti-Racism**, Psychology is a discipline that celebrates diversity and equity and equips students with the ability to critically engage with the world around them. Psychology courses are applicable to students from all walks of life and course objectives for the entry level psychology course emphasize the importance of diversity and sociocultural differences in understanding human behavior and development. Advanced psychology courses build on these topics with respect to the subject matter of the specific course, with PSYCH 119 - Multicultural Psychology, a course focused exclusively on diversity issues in Psychology, currently pending Board and State approval.

The Psychology program works to our mission of **providing innovative instructional programs supporting the educational goals of a culturally diverse community of learners by actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students**. One innovative instructional opportunity that centers equity is an ongoing project in which students in a hybrid section of PSYCH 201: Research Methods collaborate with the Institutional Research office in conducting research to inform our college equity plan. The collaboration centers student voice in the student equity plan by engaging students in regular inquiry to identify, research, and make recommendations regarding key equity-related issues affecting our campus community. The planned collaboration not only offers a chance to identify key issues and recommendations for the student equity plan, it also fosters a meaningful learning environment in which students develop career-applicable skills and an awareness of additional career options.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

- One of Psychology's strengths is the ability to maintain success and retention rates generally consistent with overall college trends with a departmental faculty with approximately 81% of Spring 2023 sections taught by adjunct faculty members and a similar proportion being taught fully online.
- An additional strength of the Psychology Program is our high fill rates, indicating high demand for Psychology classes. While SBVC's active fill rate was only 54.7% for Spring 2023 (https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_fill-rates.php), Psychology classes had an active fill rate of 74.4%. The census fill rate for Psychology courses is similarly 20 points higher than that for SBVC (83.3% vs. 62.3%). This indicates that one of Psychology's greatest strengths is in attracting students to our program.
- The Psychology Program centers the student experience through engagement in active learning techniques, including project-based learning and flipped-classroom methods. The Psychology Program embodies our college's commitment to innovative instructional programming as evidenced by embracing new strategies to center student learning and engagement.

Weaknesses

- One major weakness in the program is recent fluctuations in success and retention rates for psychology courses. The Fall 2022 success rate for all psychology classes was 64.4% according to recent Dashboard data (https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_public-performance.php). While this is only 0.2% lower than the college rate of 64.8% and represents a reduced gap from -2.0% in Spring 2022 and -2.9% in Fall 2021, it remains a concern to the department. These rates are far below historical success rates in psychology ranging from 68-72% from 2016 through 2019-20. While the Fall 2022 retention rate for psychology courses (86.8%) is on par with the college-wide rate of 86.7%, it remains below the pre-COVID range of 89-92%. These trends are consistent with overall trends seen across the college and possibly reflect the lower rates occurring in online courses, with approximately 87% of psychology students in online sections.

- An additional weakness of the program is the lack of a sense of community within the department. In Fall 2023, the department ratio was 2 full-time faculty to 17 part-time faculty; the size of the department and ratio of full-time to part-time faculty members creates a disjointed atmosphere that does not support cohesive, collaborative efforts and a community of practice with strategic goals.
- A third weakness is the broadness and lack of specificity in at least some of the course SLOs. A cohesive review of SLO data across the department or across course sections has not been focused on in the department, meaning that course development is left to each individual faculty member as they see fit. We are weak in departmental communication and planning surrounding student learning as assessed through SLOs.

Opportunities

- There is a substantial opportunity to both the program and the college through the promotion of additional full-time psychology faculty. With the high demand for the AA-T in Psychology, value to support other diverse programs, and opportunities for cross-collaborative efforts to support the college equity efforts, there is an untapped opportunity to support the needs of Valley College students by expanding the psychology department from only two full-time faculty members. Both faculty members are extended to their maximum, meaning the quality of student experience will suffer until additional full-time faculty members are brought on board.
- A secondary opportunity arises from shifts occurring within the broader field of higher education: the consideration of microcredential options. While microcredentials have been discussed and offered at some institutions for some time, they are relatively new in the community college sector. The conversation surrounding the future of higher education and the value of various types of education continues to move forward as we see decreases in enrollment. Microcredentials remain a highlighted progression in education that appears to be gaining momentum as technology advances and online education remains a popular option. There is the opportunity for our department to consider offering a microcredential option for students who wish to show they have taken a core level of psychology courses at a lower level than an AA; this may be beneficial for people currently working in the fields of health care or education and can be an opportunity to increase enrollment within the program and college. Recent conversations have highlighted the potential for a cross-curricular microcredential in communicating science and data.
- The recently released recommendations on student learning outcomes for introductory psychology (<https://www.apa.org/about/policy/introductory-psychology-initiative-student-outcomes.pdf>) from the American Psychological Association also presents a good opportunity to review our course SLOs to determine which need revisions, as well as our use of SLOs more broadly. This would be valuable given the recent changes in content and learning outcomes for PSYCH 118, 141, and 201.

Threats

- A threat to the Psychology program's efficacy and success is the reduction of teaching load for one of the two full-time faculty members due to reassigned time as a committee lead and department chair. This highlights the precarious status of such a robust program being supported by only two full-time faculty members and is something this department has felt the impacts of in the recent past. In Fall 2018 some advanced classes that are required for completion of the psychology degree were canceled due to the resignation of one of two full-time faculty members. Hiring a second full-time faculty member allowed for additional advanced courses to once again be offered, but the number of sections will be reduced again in Fall 2023 due to faculty reassignment.

- It should be noted that in Spring 2024 both Psychology faculty members are working at approximately 1.4 load, meaning we can only take on additional growth in our department at this point by hiring more adjunct faculty members unless this opportunity is seized by the college to grow this attractive program. Additionally, hiring more adjunct faculty members takes time from the schedule of the one full-time faculty member serving as chair, impacting other areas. This is a threat to student success and departmental cohesion. In contrast, to Psychology, which generates approximately 3% FTEF with only 2 full-time faculty, Math and English each generate approximately 9% FTEF with 16-18 full-time faculty. This is a major disparity and a disservice to students in Psychology classes and majoring students looking for mentorship and advisement.
- The Psychology program remains in high demand by students, as it is not only consistently the most popular AA-T degree awarded, but also supports requirements for students in CTE programs, such as nursing, and supports general education pathways. There is an active Psych Club on campus that is seeking to expand mental health resources and support for students on campus and an active research program contributing to campus-wide equity efforts. Mentorship of students and supporting the advising needs of many students with only two full-time faculty members threatens the quality of instruction and support that can be offered to students and must be addressed. If there is to be growth in the department and increased levels of success as previously witnessed, the college will have to hire at least one additional full-time faculty member in psychology, which has been consistently supported through the Needs Assessment process.

Goals

1. Advocate for hiring of additional full-time faculty members in psychology in order to sustain the department and increase quality communication and ability to focus on improving teaching and learning
2. Identify and hire qualified part-time faculty members to teach PSYCH 105 Statistics, PSYCH 201 Research Methods, and/or other courses requiring specialist experience and knowledge
3. Identify faculty members in psychology and other disciplines (MATH, ECON) to form a quantitative reasoning community of practice
4. Begin conversations regarding assessing SLOs for revisions within the department

Planning

1. The primary goal of the department is to advocate for the hiring of additional full-time faculty members to support a more balanced load within our program. With additional full-time faculty who can teach higher level courses that are required for completion of the AA-T, this would expand the program's ability to serve students and offer students an alternative quantitative methods course to a MATH section. This would also provide space for the creation of a community of practice to support faculty members in developing and delivering quality educational opportunities for our students to increase their chances of success.
2. A secondary goal is to identify and hire qualified part-time faculty members to teach PSYCH-105 Statistics for Fall 2023 so we do not need to reduce section offerings with faculty reassignment. PSYCH-105 is a high-demand class and in Fall 2024 two online sections have the potential of being canceled if part-time faculty are not secured to teach those sections. While hiring additional part-time faculty members is not ideal with more than 80% of psychology course offerings currently being taught by adjunct instructors, this is considered a stop-gap measure until the recognized need for full-time faculty members is filled.
3. A third goal is to identify faculty members both within Psychology and in other disciplines, such as mathematics and economics, that include quantitative reasoning or statistics courses to form a community of practice. This CoP should include identifying best practices for teaching quantitative

and statistical reasoning in the community college, especially among students who have been underserved in their K-12 education and with external pressures.

4. A final goal is to begin conversations regarding the use of SLOs in our department. We should work to identify how individual faculty members are using SLOs, a system for reviewing SLO data collectively, across courses and program-wide, and a documented method for how and when SLO statements will be reviewed for relevance, timeliness, and appropriate assessment methods.

TOASTS

The collaborative project between the Institutional Research team and PSYCH 201 Section 01 has been highlighted at two conference presentations this semester. Dr. Dani Graham presented with Dean Wallace Johnson on March 11, 2023, at the Innovations 2023 conference hosted by the League for Innovations in the Community Colleges in Tempe, AZ. The presentation was well received, and future collaborative opportunities and valuable colleague contacts were identified. The Teaching and Learning Excellence Through Scholarship (TALES) journal has requested the project be submitted as a manuscript for publication to further the dissemination of innovative classroom practices in community colleges.

Dr. Graham also presented with Samantha Homier of the Office of Institutional Research at the RP Conference hosted by the CCCCO Research & Planning Group on April 13, 2023. The session was well attended, and contacts were made for collaboration and shared effort toward system-wide goals. In addition to networking with colleagues working collectively toward equitable student success in our colleges, this provided the opportunity for timely, relevant professional development regarding best practices in applied research that can then be implemented directly back into the PSYCH 201 curriculum and content being delivered.

Mind and Matter: The Psychology Club is now currently active, with an almost-full roster of leaders and leaders-in-training to continue the club next semester. In March the club hosted a webinar with the Modern Macho podcast co-host and community builder Juan Carlos de la Rosa to discuss mental health, particularly among people of color, men, and parents. In April the club is hosted licensed clinical social worker and therapist Mark Venckeleer to discuss working in mental health, as well as offering tips on stress management, identifying triggers, and building healthy interpersonal relationships. In May the club will host an end-of-year celebration and mental wellness event with food, community, and painting for stress-relief. The club is actively working to strengthen ties with other student clubs and build the student community and a focus on mental well-being on campus.

The Psychology Program at SBVC has been recognized in the 2024 ranking of 2-year colleges by edumed.org for the overall quality, affordability, and commitment to success in our online courses: <https://www.edumed.org/online-schools/psychology-degrees/#2-year-schools>

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Psychology Department's primary mission aligns with that of the college: to provide innovative instructional programs supporting the educational goals of a culturally diverse community of learners by actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students. Our faculty are committed to student success through their service to their college and campus community. Faculty members invest their time in professional development activities geared toward learning new strategies for improving student engagement and success and implementing innovative research-supported classroom practices, like flipped instruction and project-based and team-based learning. The Psychology Club is currently planning a series of campus events in the Spring highlighting the need for community healing from collective and historical trauma and partnering with local practitioners to bring experiential workshops to our campus. All of this speaks to our program's collective effort toward SBVC's Mission.

This specific request directly aligns with the department's ability to sustain the current work. With only 2 full-time faculty members in a department serving this many students, with one faculty member with a significant amount of reassigned load to Program Review Faculty Chair and Psychology Department Chair, the ability to develop meaningful connections with our students is significantly hindered. The maximum sustained load for all faculty members in our program makes us susceptible to burnout or unexpected events, not to mention the lack of time for communication, planning, and relationship building. While it is true that we generate approximately one-third the FTEF of our two largest academic programs, we do so with one-eighth of the full-time faculty. This is the greatest threat to our program, contributes to some of our weaknesses, and presents the greatest opportunity.

Requests

- Equipment

Amount Requested

Referencing the department's data and planning documents provide a rationale each item requested.

- Faculty

Total Number of Positions 2.000

Annual Estimated Costs (Salary and Benefits) 100000.000

Supporting Documents

Attached File

Codes and Dates

Originator Graham, Danielle

COVER

Program Review Title:	Science Division Office
Division:	Science
Department:	
Area:	
Semester Assessed:	Spring 2024

Area Description

Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students.

The Science Division office has a heavier than average workload for the *single* administrative professional assigned to the division office when most other divisions have two administrative professionals assigned to the division office.

- General
 - The Science Division is more complex & diverse than other divisions and encompasses the physical sciences, allied health programs, STEM-MESA Center, CPL/MAP, in addition to multiple buildings.
 - The Science Division has to maintain special accreditations, licensing, possesses additional safety/health concerns, clinical site contracts, community partnership agreements, board regulations/oversight, other regulatory bodies, etc.
- Volume Increase Since Spring 2022
 - The number of faculty in the division that need contracts/timesheets run (100+ each full semester)
 - Increased number of special events/functions, such as field trips
- Budget
 - Earth & Spatial Science does not have a lab tech and the administrative professional in the admin office functions as their lab tech (purchasing supplies, field trip coordination, general budget oversight, maintaining needs of department classrooms/lab space)
 - The administrative professional serves as the point of contact for budget questions & concerns for all division lab techs and initiates individual budget transfers & adjustments as requested by lab techs/departments
 - General assistance with STEM-MESA administration & staff for budget processes and assists, when requested, Allied Health administration & staff
- Office Coverage & Risk Management
 - Ensure students, faculty, and other staff are adequately served & assisted, such as answering questions, taking phone calls, distributing/collecting forms, etc.
 - Ensure that the administration office is open at all times & available to those who may need its services
 - In cases of illness, incapacitation, emergencies, etc. it is good administrative practice to prepare for unforeseen circumstances
- Functionality
 - Serve in a multifaceted role serving as the most senior classified staff member for the division, assistant to the dean, office manager, serve as the HR/Payroll liaison for the division, general point of contact for the division for other offices & departments on campus and the district, and serve on committees & work groups for the college & district
 - Function as the Earth & Spatial Science lab tech, as needed

- Workload does not always allow for attending meetings which means that information shared at said meetings may not be received and disseminated (if needed)
- Heavy workload affects office morale, health, and wellbeing
- New Scheduling-Related Processes
 - Duties previously assigned to the Office of Instruction are now fulfilled by the administrative professional in the admin office
 - Assigning faculty to courses
 - Assigning load & making adjustments, as needed, in Colleague
 - Running error reports for faculty load/contracts
 - Running contracts & timesheets using Colleague & signNow
- Facilities & Risk Management
 - Division is made up of four buildings that need work orders submitted that involve coordination with lab techs & other staff to ensure proper maintenance, upkeep, and safety
 - Physical Science Building (with an annex)
 - Health & Life Science Building
 - Planetarium
 - Observatory
 - The Science Division also “owns” two garden sites on campus
 - Another building is planned for the Science Division housing Allied Health programs

Mission, Vision, and Values

How does the department embody the Mission, Vision, and Values of the College? Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the mission, vision, and values <https://www.valleycollege.edu/about-sbvc/missions-values.php>

The Science Division supports the Mission, Vision and Values of the College. We are seeking one additional administrative support personnel to reasonably ensure optimal servicing faculty, staff and students.

PROGRAM/AREA OVERVIEW – YEAR 1

Strengths

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

NA

Weaknesses

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

NA

Opportunities

Opportunities are external. What external factors are creating opportunities for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

NA

Threats

Threats are external. What external factors are creating challenges for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

NA

Goals

List below the department's 5-year goals:

NA

Planning

How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals targeting most impactful areas.

NA

TOASTS

(Tell about, Outcomes, Analysis, Spotlight, Triumphs, Strategies) Share something great about your program. It can be a success story, a new innovation, cause and effect, observation, or anything. Celebrate your program.

NA

SLO, PLO, and SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook?

- Yes
- No
- N/A

Instructional Programs –

Is your curriculum current?

- Yes
- No
- N/A

CTE Programs –

Is there continuing demand for the program?

- Yes
- No
- N/A

Does the program quality meet industry standards?

- Yes
- No

N/A

If you answered no to any of the questions above, provide an outline on how your program plans to improve in those areas.

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RESOURCE REQUESTS

Do you want to request resources?

Yes

No

N/A

If yes, how does the department and the request(s) align with the Mission, Vision, and Values of the College?

To support the succes

Requests (check all that apply)

Equipment

Amount Requested:	
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Referencing the department's data and planning documents provide a rationale for each item requested:

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Facilities

Amount Requested:	
-------------------	--

Referencing the department's data and planning documents provide a rationale for each item requested:

--

Technology

Amount Requested:	
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Referencing the department's data and planning documents provide a rationale for each item requested:

--

Budget

Amount Requested:	
-------------------	--

Referencing the department's data and planning documents provide a rationale for each item requested:

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Faculty

Total Number of Positions:	
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Annual Estimated Costs (Salary and Benefits):	
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Classified

Total Number of Positions:	1 Admin Sec II
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Annual Estimated Costs (Salary and Benefits):	
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Program Review - Year 1: Student Accessibility Services (SAS) (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

Cover

Program Review Title Student Accessibility Services (SAS) (2023/2024)

Division Campus Service Areas

Department Student Services

Area Student Accessibility Services (SAS)

Semester Assessed Fall 2023

Area Description

Student Accessibility Services (SAS) is an essential Student Services Program for students, faculty, staff, administrators, and the district. SAS is a multidimensional Student Services Program that provides legally mandated academic adjustments, auxiliary aids, and services to students with temporary or permanent disabilities. Supports that SAS provides to eligible students include, but are not limited to the following: specialized academic counseling and education planning, specialized tutoring in math and English, testing accommodations (e.g., extended time, screen readers, distraction reduced environment, etc.), learning disabilities assessments, alternate media (electronic textbooks, enlarged print, Braille, tactile graphics) and assistive technology (screen readers, speech-to-text and text-to-speech software, etc.), sign language interpreting services (in-class ASL interpreters and live captioning and transcription), and program support (in-reach, outreach, scheduling, etc.). As the provider of these services, SAS is integral to supporting student success in

the classroom. While each service component of SAS (counseling, tutoring, learning disabilities, test accommodations, interpreting services, alternate media and assistive technology) is specialized, none works in isolation. In fact, SAS is a collaborative and integrated program that provides accommodations and services to assist students in achieving their academic and career goals and developing self-advocacy skills.

SAS has two locations on campus. The main SAS office is in AD 105 where students can schedule appointments, receive academic counseling and education planning, participate in tutoring and learning disability assessments, and receive testing accommodations. The second SAS location is the High Tech Center (HTC), which is in LA 105. The HTC has 26 computer stations for students to use to do homework and to receive one-on-one support for accessing all network applications including assistive technology and alternate media. The HTC staff is uniquely qualified to provide accommodations that serve as the interface between course content and student success.

SAS has 9 full-time positions, including the Director, Student Services Coordinator, Administrative Clerk, Counselor, Interpreting Services Specialist, Learning Disabilities Specialist, Alternate Media/Assistive Technology Specialist, Academic Support Specialist, and Student Services Technician II. SAS also has an adjunct counselor. Finally, SAS funds varying numbers of ASL interpreters, tutors, and student workers depending on student needs every semester.

Mission, Vision, and Values

SAS serves a cohort of students that has a history of being stigmatized, discriminated against, and underestimated. Against this backdrop of marginalization, SAS accepts all students with a verified disability regardless of age, race, educational background, gender, etc. As a result, SAS serves a diverse population of adult learners with varying levels of academic preparation, academic strengths, life experiences, backgrounds, and educational and career goals. In its receptiveness to all students, SAS embodies the college's mission of supporting the educational goals of a culturally diverse community of learners. SAS additionally embodies the college's value of creating open access to all members of the community.

The services and academic accommodations that SAS provides to students support their success in the classroom. These services include academic counseling, educational planning, and academic accommodations that facilitate the completion of general education, certificate, degree, and transfer requirements. SAS ensures that providing academic accommodations and services does not substantially modify the required content, objectives, or goals of any assignment, course, or program of study. In its support of maintaining academic rigor, SAS embodies the college's value of a campus climate which holds students to the highest ethical and intellectual standards. Further, SAS embodies the college's value of ensuring that each student has the opportunity to succeed.

All SAS services are available to students on campus (i.e., face-to-face). However, SAS recognizes that some students experience barriers that prevent them from traveling to campus. In the spirit of ensuring equal access to all students, SAS offers online services that allow students to apply to the SAS program and to meet with a counselor for any reason (intake appointment, schedule specialized counseling and education planning appointments, etc.). Further, SAS is in the process of converting its application and forms into an electronic format so that they will be available online (i.e., student

facing) to streamline the delivery of services to all students. Through this effort, SAS embodies the college’s open access value which ensures that students are provided with access to the resources, services, and technical tools that will enable them to achieve their academic goals.

In 2022, SAS spearheaded the formation of a district-wide focus group that was tasked to change the former name of the department (i.e., Disabled Student Programs and Services) because the word “disabled” can have a stigma attached to it, and it was felt that the negative connotation associated with “disabled” might have served as a barrier for students to apply for services. The new name that was decided upon (i.e., Student Accessibility Services) has been embraced by students, faculty, staff, administrators, and the community at large, and fosters a more inclusive and diverse environment that eliminates a barrier to student access and success. In a similar vein, SAS hosts an annual Disability Awareness Fair (the name has now been changed to ABILITY CON) which in part serves to educate the campus community about the academic and career potential of students with disabilities and to dismantle stereotypes and false beliefs about disabilities. Through these efforts, SAS embodies the college’s value regarding fostering a campus climate of mutual respect between all constituencies, and appreciates multiple perspectives and diverse experiences.

SAS is committed to Universal Design, which is the process of providing products and infrastructure that are accessible to people with a wide range of abilities, disabilities, and other characteristics. Universal Design serves to accommodate individual preferences and abilities; communicate necessary information effectively (regardless of ambient conditions or the user's sensory abilities); and can be approached, reached, manipulated, and used regardless of the individual's body size, posture, or mobility. In its dedication to Universal Design, SAS embodies the college’s open access value which asserts our obligation to provide students with access to the resources, services, and technical tools that will enable them to achieve their academic goals.

Program/Area Overview - Year 1

	Positive	Negative
Internal	Strengths What are you already particularly good at? What are your advantages?	Weaknesses What areas do you need to improve? What are your disadvantages?

External

Opportunities	Threats
What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

SAS provides counseling that involves an interactive process culminating in an agreement between the student and counselor regarding the student's academic accommodations and the development of an education plan tailored to the student's intended goals and time frame. SAS Counselors meet with students on a semesterly basis to determine what support and guidance they need.

Despite limited staffing, the High Tech Center (HTC), using alternate media and assistive technology, ensures that students have increased access to course content whether it is delivered in-person or online. Resources are delivered to students in a timely manner to ensure they do not fall behind in their course work.

SAS support staff is instrumental in outreach efforts with feeder high schools and community partners, which has resulted in an increase in the number of students that SAS serves to a level that exceeds the number served prior to the covid lockdown.

SAS has strong collaboration and communication with the instructional faculty, which ensures students have access to testing accommodations in a timely manner. In a similar vein, SAS has efficient communication with other Student Services Programs, with whom SAS students also participate.

Weaknesses

SAS does not have enough Counselors to meet the growing number of students eligible for services. In fact, the total number of scheduled counseling contacts with students was 908 in spring 2023 and 884 in fall 2023 (See Attached: Counselor Contacts Spring 2023 and Counselor Contacts Fall 2023). Further, MIS data is being finalized for fall 2023 and the estimated number of students SAS served during this semester was 751. This number will exceed the number of students SAS served before the covid lockdown (See Attached-: SAS Students served for the fall 2019 semester). Counselors are integral to arranging accommodations and developing education plans that will springboard students on a successful academic path. For many students, an insufficient number of Counselors may cause a delay in the receipt of accommodations and education plans by students.

The number of available tutors, especially in math, is very limited and may not meet the anticipated demand. This is troubling because college-level math can be a gate-keeper course for some students pursuing a degree and/or transfer.

SAS has no full-time support staff for the High Tech Center. As a result, the Alternate Media/Assistive Technology Specialist must rely on student workers, each of whom requires training when they are hired. Providing this training prevents the Alternate Media/Assistive Technology Specialist from devoting her time and energy to delivering accommodations to eligible students.

Opportunities

Distance Education Captioning and Transcription (DECT) grant funding is available to offset the costs for any live captioning requests.

SAS will use CCC Apply as a new means to recruit first-time students with disabilities.

SAS will leverage our strong collaboration and communication with the Math and English Departments which can assist SAS in recruiting math and English majors as tutors.

Threats

Given the extremely large California budget deficit, SAS is vulnerable to having its allocation from the CCCCO substantially reduced (like the 40 percent reduction that occurred in 2009).

Other student services programs are actively competing for qualified math and English tutors.

Due to the stigma that some students feel due to their disability, they are reluctant to seek services from SAS. This reduces the number of students that we serve and can cause preventable academic difficulties for these students.

Goals

1. Hire a full-time Counselor with General Funds to help manage the increasing number of students seeking services from SAS.

Action Steps: Secure funding, post the position, interview the candidates, select a candidate, and provide onboarding.

2. Hire an Administrative Clerk with General Funds to support the delivery of services provided by the High Tech Center.

Action Steps: Secure funding, post the position, interview the candidates, select a candidate, and provide onboarding.

3. Continue outreach efforts to feeder high schools and community partners.

Action steps: Go to high schools and community events to provide presentations, conduct tours of SBVC campus, attend outreach events targeting students with disabilities.

4. Increase student and faculty awareness of the accommodations and services provided to eligible students.

Action steps: Participate in all on-campus events and promotions and request to speak at instructional department/division meeting as well as other Student Service Program staff meetings.

5. Collaborate with other Student services programs in which SAS students also participate to better meet the needs of students.

6. Increase recruitment by embedding Welcome Letter on CCC Apply.

Action Steps: Submitted draft of Welcome Letter to the Director of Admission and Records for her review.

Planning

1. Given that SAS lacks the number of Counselors that it needs, SAS will ensure that its current full-time as well as adjunct Counselors are available during peak contact period. This will ensure that the maximum number of students are served. SAS will provide Counselors with training opportunities so that they remain current re: IGETC, CSU Breadth, articulation agreements, etc.
2. Given the need for administrative support staff, SAS will ensure that the High Tech Center's resources remain state-of-the-art so that students receive optimal service. SAS will seek grant funding to offset some of the cost for new technology.
3. SAS will initiate contact with Palomar College, which is administering the Distance Education Captioning and Transcription (DECT) grant and proactively become acquainted with the new application process. Use this alternative funding source to offset the cost of live captioning.
4. SAS will continue to pursue outreach efforts with our feeder high schools and off-campus partners to ensure that SAS remains a viable and rigorous Student Services Program.

TOASTS

Despite our attempts to inform the campus about our successes, many faculty, staff and administrators remain unaware of our achievements. A few toasts are highlighted below:

1. A recent report entitled "Wolverine Experience: An Integrated Data Framework" (See Attached: SEM Full Presentation with Notes Student Profiles - Slides 40-47) produced by The SBVC Strategic Enrollment Management Project Team provides evidence of the unique strengths and contributions that SAS provides to students and the extended SBVC community. That is, students registered with SAS in fall 2022 were more likely to be **retained to census** as well as **retained to the end of the semester** compared to students not enrolled in SAS. Further, students participating in SAS were more likely **to re-enroll** in spring 2023 compared to non-SAS students. Regarding unit completion, a greater percentage of SAS students who attempt 12 or more units completed them. In addition, the report notes that students registered with SAS were more likely to receive financial aid, have an education plan and seek a degree or certificate compared to non-SAS students. The report also states that not all students with a disability are registered with SAS and that these students are less confident that they can complete their degree compared to students registered with SAS. The report concludes that there is a definite value for students with disabilities to be registered with SAS since it will enhance their self-efficacy in completing their degree (FYI - As mentioned in a previous section SAS has initiated an effort to recruit these "missing SAS students" through a Welcome Letter embedded on CCC Apply).

Interestingly, against this backdrop of academic success, this report also noted that students registered with SAS were more likely to be food insecure, housing insecure, and homeless compared to non-SAS students. The report asserts that the successes of SAS students may be attributable to

the fact that they meet with an SAS counselor. In fact, this is true since every SAS student must meet with a counselor at least once per semester. At these meetings the students' needs are reviewed and discussed. Options and referrals are provided in the event the student is lacking in necessities. Support is also provided in the event students need help completing their FAFSA. This interactive process between student and counselor evolves throughout the student's entire tenure at SBVC. It is a lengthy and deeply personal process that requires extensive time from the counselor.

2. SAS has a robust and impactful outreach program. Since July 1, 2023, SAS participated in the following events to partner with K-12 schools and districts to build intentional K-12 pathways:

- Attended 2nd Annual SBCUSD SPED Conference to provide a table of information and presentation to special education teachers.
- Provided presentation to Middle College special education teachers.
- Hosted SBVC Campus tour for San Geronio High School
- Hosted SBVC Campus tour for Pacific High School
- Attended Rim of the World Career & College Fair
- Hosted SBVC Campus tour for San Bernardino High School
- Hosted SBVC Campus tour for Kaiser High School
- Hosted SBVC Campus tour for Eisenhower High School
- Attended Redlands Adult School College Career Fair
- Hosted SBVC Campus tour for Grand Terrace High School
- Hosted SBVC Campus tour for Milor High School
- Attended Empower Ability East Valley SELPA Parent Resource Fair
- Attended Reach Your Dreams Special Education College & Career Readiness Fair
- Hosted SBVC Campus tour Bloomington High School
- Hosted SBVC Campus tour Redlands East Valley
- Citrus Valley High School Guest Speaker Presentation
- Hosted SBVC Campus tour Rialto High School – County Class
- Hosted SBVC Campus tour Rialto High School
- Attended RUSD Career Fair 2023 Special Services
- Hosted SBVC Campus tour Carter High School
- Hosted SBVC Campus Tour Yucaipa High School
- Hosted SBVC Campus Tour Redlands High School
- Colton High School Guest Speaker Presentation
- Hosted SBVC Campus Tour Rim of the World High School

3. SAS has a robust and impactful in-reach program. Since July 1, 2023, SAS participated in targeted in-reach that considered specific audiences and demographics:

- Participated in SBVC Summer Bridge Program Presentations - Valley Bound Commitment
- Participated in SBVC Huddle Orientation
- Participated in SBVC EOPS Summer Bridge Class Presentation
- Participated in SBVC New Student Wolverine Welcome

- Provided a SBVC Wolverine Welcome Informational Workshop
- Provided presentation to SBVC Psych Club
- SAS Counselors participated in SBVC Counselor Meet/Greet
- Participated in SBVC Hispanic Heritage Month & Resource Fair

Through these extensive outreach and in-reach efforts, program demand (i.e., the number of students that SAS serves) has demonstrated a steady upward trend so that they are near or above pre-covid lockdown levels for fall and spring semesters, and greatly exceed the pre-covid lockdown level for summer sessions (See Attached: SAS Students Served; pre-covid lockdown numbers are from summer 2019, fall 2019, and spring 2020).

Because the above provides unambiguous evidence that SAS Counselors have a deep impact on the success and retention of students and that the number of students serve by SAS is increasing (and stated in another section, students must meet with a counselor on a semesterly basis), SAS is requesting a full-time SAS Counselor to be paid for with general funds (See Attached; SAS Counselor Salary & Benefits for cost details). An additional full-time Counselor will also serve the new students that will be recruited through our Welcome Letter on CCC Apply. This will allow SAS to continue to have its positive impact on student achievement. The likelihood of continuing our success will be compromised without an additional Counselor.

4. As the number of students served by SAS has been increasing, there has been a contemporaneous increase in the number of students utilizing the HTC. Specifically, during the spring 2023 semester the HTC had 1066 student contacts while fall 2023 HTC student contacts grew to 1252 (See Attached: High Tech Center Contacts). Certainly, the HTC is growing in terms of its service delivery, which the Alternate Media Assistive Technology must be available to do. Her time cannot be eroded performing administrative tasks or training new, short-term workers every semester. Therefore, SAS is requesting a full-time administrative clerk paid for with General Funds for the HTC which desperately needs a support staff to help manage the increasing number of students being served. (See Attached Salary & Benefits Administrative Clerk for cost details).

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

SAS serves a cohort of students that has a history of being stigmatized, discriminated against, and underestimated. Against this backdrop of marginalization, SAS accepts all students with a verified disability regardless of age, race, educational background, gender, gender expression, etc. Further, SAS fosters student growth, inclusion, and critical thinking so that students with disabilities can achieve their academic, social, and personal goals through self-advocacy, campus involvement, and community awareness. SAS aims to ensure that all students, regardless of disability status, have equal access to their programs of study through academic adjustments, auxiliary aids, and services. SAS welcomes and encourages students to work closely with members of the SAS Team to determine their individual needs and make their educational experience at SBVC a positive and successful endeavor. In order to provide excellent service to these students, SAS is requesting an additional Counselor and an Administrative Clerk.

Requests

Supporting Documents

Attached File

SAS Counselor Salary & Benefits.docx (/Form/Module/_DownloadFile/71/9046?fileId=12)

SEM Full Presentation with Notes_Student Profiles.pdf (/Form/Module/_DownloadFile/71/9046?fileId=13)

Salary & Benefits Administrative Clerk.docx (/Form/Module/_DownloadFile/71/9046?fileId=14)

High Tech Center Contacts.pdf (/Form/Module/_DownloadFile/71/9046?fileId=15)

SAS Students Served.xls (/Form/Module/_DownloadFile/71/9046?fileId=16)

Codes and Dates

Originator Milligan, Marty

Program Review - Year 1: Student Health Services (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Carlos, Raymond

Cover

Program Review Title Student Health Services (2023/2024)

Division Campus Service Areas

Department Student Services

Area Student Health Services

Semester Assessed Fall 2023

Area Description

Student Health Services is an integrated clinic providing physical and mental health treatment and services with a strong focus on health promotion and education. Our clinic is housed in a freestanding building on the edge of parking lot 8, with patient parking, and a welcoming atmosphere. We have a strong commitment to research and evaluation that guides our prioritization of services, evidence-based practice, and continuous quality improvement. We are also committed to anti-racist culturally competent care focused on the unique needs of each individual we serve.

Our mental health services are provided by mental health clinicians that include licensed clinicians, associates, and trainees. We have a commitment to support the community we serve by helping train clinicians for the future and at the same time provide high quality service supporting our students. Student feedback speaks to a high level of satisfaction with our services. Our mental health services are available in both in person and online formats and include individual counseling sessions, educational

and therapeutic small groups, online education and information on community resources, referrals for additional care and support, classroom presentations, and events for the campus such as health fairs seminars and workshops. We carefully adhere to regulations published by the California Board of Behavioral Health. A contact is currently in progress to provide 24/7 virtual mental health evaluations, treatment, and referrals after hours through Timely Telehealth LLC (AKA TimelyCare) beginning in Spring 2024.

Physical health services are provided by licensed Registered Nurses (RN), Nurse Practitioners (NP)/ Physician Assistance (PA), with oversight from a Medical Doctor, medical director. We have a strong educational and holistic approach to care and partner with students in planning their care and providing services. All our medical clinicians have masters' or doctoral degrees. Treatment is provided in a confidential space for individuals and includes services such as triage, first aide, immunizations, TB clearance, health education, screening, crisis stabilization, referral, reproductive health, including assessment diagnosis, treatment by an NP or PA. Education and empowerment are always a priority and are fostered through individual care, presentations on campus, and campus events such as health fairs, small groups, and workshops.

We believe in the interconnection between body, mind, emotions, and spirit, which fuels our integrated approach to client care. Students often participate in the full range of services provided and benefit from the multidisciplinary perspectives and team approach that our integrated service provides. Our whole team works together to provide welcoming, supportive, and high-quality care for our students.

We do research on the needs of our campus population through comprehensive, valid, and reliable survey tools administered at regular intervals. We also do screenings and satisfaction measures to guide planning and priorities for services, and provision of evidence-based practice. One example of how this impacts our work is that our surveys have consistently demonstrated that our students are at high risk for stress, anxiety, depression, and substance use. In response, we identified valid brief screening tools which we consistently use to screen all students receiving services for these risk factors. By asking the right questions, we can identify students at risk immediately. We then evaluate risk severity and offer appropriate information and services.

By alleviating pain, suffering, fear, anxiety and providing hope, comfort, effective care, and meaningful connection, our team have a positive impact on students' ability to persist and successfully complete their educational goals.

Mission, Vision, and Values

Student Health Services Mission: San Bernardino Student Health Service Center is dedicated to fostering a holistic, integrated approach to health, recognizing the interconnection of the body, mind, emotions, and spirit. Committed to an anti-racist culture, we actively support the educational goals of our culturally diverse community of learners. Through continuous improvement, our dedicated team assists students in navigating health challenges, guiding them toward optimal health and wellness. By providing comprehensive education and training in self-care, we empower our diverse community, promoting a thriving quality of life. Aligned with the values of San Bernardino Valley College, our mission reflects a commitment to meaningful learning, inclusion, and belonging for students, the campus community, and the surrounding area.

The holistic, integrated, evidence-guided, and electronically documented approach to care we provide all support the value for innovation in the college mission. We support the diverse community by providing holistic client-centered care and empowerment to our

students. Students are able to persist and complete their educational goals when they are healthy and not distracted by pain, worry, and suffering. Through care and education, we foster belonging and meaningful learning.

Student success is supported by all our services which help meet physical, mental, emotional, and mental health needs that are detracting from a students' ability to engage in their education. We provide open access by providing free services on campus or online for all registered students who have paid the health fee. The soon addition of 24/7 TimelyCare will further support access to mental and emotional health services. Campus Climate is supported by respectful, welcoming, emotionally positive, and caring interactions with students. We value the story, diversity, and lived experience of each individual, and this contributes to their unique plan of care.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Engaged and effective mental health counselors who truly care about students who provide care in multiple formats.

Skilled and effective Clinical Counseling Supervisor who helps less experienced clinicians find the right approach for specific clients and keeps our services in line with Board of Behavioral Health guidelines.

Ability to provide virtual, confidential zoom, counseling services when clients need that service

Social Work Associate to help the campus BIT team manage and track at risk students

Bilingual counselors and nurse to provide effective care for Spanish-speaking students

Full-time masters prepared RN with Public Health training to provide coordinated and skilled service to students and be the college nurse resource for the campus.

Access to a Registered Nurse to receive help with first aid, home treatment instructions, symptom management, screenings and pre-requisites for clinical placements for courses, referrals for higher level of care if necessary, and general health information that meets students' needs so they can stay in class.

Weaknesses

Limited space for individual counseling sessions limits the number of clinical sessions provided.

No full-time licensed mental health clinician to provide stable, consistent, clinical expertise and guidance to the campus and clinic over time. There is no one individual that the campus can consistently look to for mental health input. Mental health challenges are a frequent cause of dropping out of school and this limits access to services.

Vacant Nurse Practitioner (NP) position and inability to attract qualified NP clinicians due to no full-time stable position with salary and benefits. Post-COVID clinicians are not willing to work in unstable part-time positions.

The Family-PACT program is inactive due to the vacant NP position, who is certified to oversee Family-PACT (title X reproductive services) services. You must have an NP to provide the specialized clinical services that requires a diagnosing and prescribing clinician. Poor access to NP for students struggling to stay in college due to medical challenges.

Limited time to develop policies and procedures as new legislation is passed and standards of practice evolve and change. Continuous evaluation and review of current processes is also needed. Example- New legislation related to Narcan Fentanyl Test Strip Distribution. No funding for these supplies was included in the legislation.

Networking with community organizations is difficult due to limited relief coverage.

Poor Visibility: Students often state that they were not aware of our services prior to the current visit to our clinic.

Current, Electronic Medical Record system is inefficient for clinicians and does not support student access.

Opportunities

New allocation of Mental Health Services Support funds has helped stabilize our funding and provide some additional services and creative educational opportunities for students.

Opportunities to partner with community organizations that provide services to support student success.

New Student Services building currently in the planning stage will increase visibility and foot traffic as well as improve space allocation for services.

The ability to partner with the new Basic Needs Department to better meet basic needs that provide safety and stabilization is critical to the academic success of students.

A new electronic medical records (Medicat) has been approved to be implemented in late spring 2024 to address the limitations of our current system.

Threats

More than 50% of students drop out due to personal issues that often include health and basic needs. (i.e. Food and housing insecurity, lack of transportation, poor access to medical and mental health care, high levels of community violence, substance abuse, and poor family/community support systems).

Poor access to medical care on campus, including examination, diagnosis, and treatment due to no full-time Nurse Practitioner.

Poor advocacy and skilled direction for mental health services due to no full-time licensed Mental Health Provider.

Limited access to directly communicate with terminal decision makers at the district level may risk decisions made without adequate background, context, regulatory requirements, and data to make the best decision for students and the campus.

Goals

One full-time benefited Nurse Practitioner possibly shared with Crafton Hills college, Immediately.

Complete recertification for Family PACT reproductive health program in spring or fall 2024.

One full-time benefited Mental Health Clinician with the credentials to supervise counseling trainees and associates by the end of 2024-2025 academic year.

Implement new Electronic Medical Record in fiscal year 2024-2025

Implement online Mental Health services, referrals, and triage after hours 24/7 in fiscal year 2024-2025

Develop a campus wide plan for distribution and education regarding Nasal Narcan and Fentanyl test strips to address the dangers of opioid overdose in spring 2024.

Develop a formal partnership with one community agency each academic year. 2024-2029

Continue participation in training and mentoring of developing mental health clinicians to support the need for skilled and antiracist culturally skilled clinicians in our community. Ongoing annually

Planning

Plan effective ways to inform students of the services available to them in Student Health Services.

Plan in depth evaluations of campus health needs via reliable valid survey tool at least every three years

Plan cost-effective close quality referrals for family planning and STI testing while Family PACT is inactive.

Monitor levels of anxiety, depression, and substance use annually via screening tools to identify trends, successes, and needs.

Plan smooth implementation of new Electronic Medical Record (EMR) and access to archive information in old EMR.

Work with the campus and district to develop full time position with benefits for Nurse Practitioner and Mental Health Counselor

TOASTS

High quality and level of satisfaction with mental health services.

Excellent support to Registered Nursing, Psychiatric Technician, Child development, Pharmacy Technician, and Student Worker programs for completion of prerequisite tuberculosis clearance, communicable disease protection, and physical exams for work in clinical sites as part of practicum requirements.

Access to bilingual spanish language services in the Health Center.

A high level of student satisfaction with the high quality of care and respect demonstrated in our delivery of services here at Student Health.

Team engagement and enthusiasm producing a healthy work environment and excellence in care delivery.

Congratulations to Andrew Loera LMFT recently licensed by the State of California, Licensed Marriage and Family Therapist who gained clinical experience here during his graduate program and while completing associate hours.

A very successful screening program with PHQ (physician health question PHQ-4, PHQ-9, GAD-7) tools for early identification of students at risk for depression and anxiety and easy quantified response to therapy.

Implementation of multiple education groups in person and online to provide students with opportunities for connection, skill development in health, self-care, and reduced stigma about asking for needed assistance.

Two women on staff are mental health clinicians who were inspired by clinical services they received in our clinic while attending SBVC for undergraduate courses to enter the counseling profession.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Two faculty: FT Mental Health Clinician, \$ 79,000.00 and FT Nurse Practitioner 79,000.00 if at SBVC exclusive or 55,300.00 if shared with Crafton Hills College as a 70/30 split. Calculated based on Step D-5 of faculty pay scale 79,000.00 + 16,286 cap on medical benefits+ 19.10% of salary for District contribution to retirement.

FT Mental Health Clinician= 110,378.00 with benefits 70% Nurse Practitioner 77,264.00 Total

Requests

- Equipment
Amount Requested
Referencing the department's data and planning documents provide a rationale each item requested.
- Faculty
Total Number of Positions 1.700
Annual Estimated Costs (Salary and Benefits) 187642.000

Supporting Documents

Attached File

Codes and Dates

Originator Akers, Elaine

Program Review - Year 1: Student Life (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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Co Contributors

Contributor

- Maghuyop, Marie
- Portillo, Maritza
- Smith, LaCretia

Cover

Program Review Title Student Life (2023/2024)

Division Campus Service Areas

Department Student Services

Area Student Life

Semester Assessed Fall 2023

Area Description

The Office of Student Life serves as a comprehensive hub for fostering a vibrant and inclusive campus experience. It plays a pivotal role in coordinating various aspects of student engagement, including overseeing the Associated Student Government (ASG), which acts as the representative body advocating for student interests and enhancing campus life. The office actively supports a diverse array of student clubs, providing resources and guidance to ensure a thriving extracurricular landscape. Additionally, it addresses essential student needs through initiatives like Basic Needs, addressing issues such as food insecurity and housing challenges. The Office of Student Life also plays a crucial role in orchestrating Commencement ceremonies, celebrating academic achievements. In matters of student well-being, it manages the Behavioral Intervention Team to address concerns and promote a safe

environment. Handling student complaints and overseeing the Student Conduct process, the office ensures a fair and supportive atmosphere that encourages responsible and ethical behavior within the campus community. Through these multifaceted responsibilities, the Office of Student Life contributes significantly to the holistic development and success of students.

Mission, Vision, and Values

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience that complements the academic curriculum. We provide programs and services to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of our global society.

Student participation in the design and implementation of campus-wide programs provides opportunities to develop and enhance characteristics of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources and facilities to accomplish this mission.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

Basic Needs: We have a dedicated BN coordinator to support basic needs services. We have created a process for students to easily submit BN requests along with a web page. We have obtained a housing grant to support our housing insecure students.

Engagement: Increased number of on-campus events. Increased participation/attendance at events.

Civic Engagement: The newly re-established task force met regularly in the fall to discuss events, ideas, and action plan. Students are invited by the Political Science department to attend meetings to provide student feedback. Successful Voter Registration and Voter Education events.

ASG: Handful of members are involved on regional and national levels, which brings credit to SBVC.

ICC: New online orientation process on Presence. New club handbook. Increased attendance at hybrid ICC meetings. At least 20 active clubs consistently (vs. 9 active clubs during the pandemic). 4 new or reactivated clubs in 2023.

Staffing: Diverse and innovative staff involved in all areas of campus. Continually looking for new partnerships/grants to increase our student support.

Weaknesses

Basic Needs: To increase the number of students served, additional staff support is needed. Space is limited on campus to create a true basic needs center.

Engagement: Communication across campus/departments (disconnect). No streamlined communication/event process to ensure all students and staff/faculty are aware of events.

Civic Engagement: Campus and District need to be fully invested in order to make significant strides in voter and civic engagement.

ASG: The ASG Board is not fully appointed, which limits their participation in areas critical to the college (participatory governance). The communication/ separation of powers has created some conflict between ASG officers.

ICC: Club officer turnover; clubs become inactive; some advisor/club disconnect

Opportunities

Basic Needs: Grant opportunities to increase expansion.

Engagement: More collaboration with other departments on events and promotions. Increase the Student Ambassador program to fill in student employee gaps/coverage.

Civic Engagement: Opportunity to hire federal work study student employees to help specifically with civic engagement work.

ASG: current members do not have institutional knowledge which allows us to implement change quicker than normal.

ICC: Active clubs are becoming more aware of funding request processes.

Threats

Basic Needs: Sustaining the funding provided to our college.

Engagement: Lack of designated funding and resources to coordinate events/activities out of the Office of Student Life (dependent on ASG, other departments, or one-time funds). Limited staff/student employee support in Student Life/V360 (pantry) – department spread thin (dependent on volunteers; student ambassadors availability).

Civic Engagement: Lack of designated funding and resources to coordinate special events. Reimbursement procedure is not clearly established by the State (despite being written in AB963).

ASG: Governing documents need updating.

ICC: Some processes/procedures are complicated/lengthy and hinder/discourage club activities (ex. Funding/purchasing; Board deadlines). Club budgets are not accurately reflected in Oracle/confusing to navigate (ex. Club deposits to CBO are not quickly reflected in accounts; clubs cannot access or manage their own funds easily).

New Organizational change: SS organizational change did not address funding needs or personnel needs. In other words, we are short-staffed.

Goals

Expand Basic Needs Services and increase student usage.

Hire additional personnel to assist in Basic Needs expansion.

Increase recognition for clubs and faculty advisors.

Create intentional programming tied to high impact practices to increase retention.

Revitalize ASG through office space, governing documents, and support.

Planning

1. Review current tools available that support our Basic Needs Initiatives to maximize efficiency in serving more students.
2. Review current roles and responsibilities in Student Life and recommend new personnel as needed.
3. Maximize funding between Athletics, Student Life, Student Health, and Basic Needs to better serve our students.
4. Create a standard ASG orientation encompassing multiple departments.

TOASTS

San Bernardino Valley College's Basic Needs initiatives have made remarkable progress during the 2022-2023 academic year, addressing various critical needs faced by students. The college's Food Pantry has witnessed a significant increase in participation, providing a diverse range of nutritious food options to combat food insecurity. With the support of community partners and donations, the pantry has been able to meet the growing demand, ensuring that students have access to essential food items. Additionally, the college has introduced the Diaper Program, recognizing the need for assistance with baby essentials. This program has been a tremendous success for our parenting students, easing their financial burdens and supporting the well-being of their children.

To tackle transportation challenges, San Bernardino Valley College has strengthened our transportation assistance initiatives. The college continues to offer unlimited bus rides to registered students through the OmniTrans GoSmart Program, supported by the Transportation Fee. The Student ID card can be used as a bus pass. Additionally, the college has secured gas cards for students who meet certain criteria.

Furthermore, the college has been actively involved in promoting CalFresh, a government program that provides food assistance to eligible individuals and families. Through targeted outreach efforts and partnerships with on-campus departments, San Bernardino Valley College has worked diligently to raise awareness about CalFresh benefits and assist students in accessing this vital resource. As a result, a growing number of students have applied for CalFresh benefits, ensuring food security throughout their academic journey.

While significant progress has been made in the 2022-2023 academic year, San Bernardino Valley College is already planning to further student support. Moving forward, the college remains dedicated to expanding and improving its Basic Needs initiatives, ensuring that all students have access to essential resources and support. By continuing to foster partnerships, secure additional funding, and conduct ongoing assessments of student needs, the college aims to create a campus environment where students can thrive academically and personally, knowing that their basic needs are being met.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A
Does the program quality meet industry standards? N/A
Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

The Office of Student Life oversees multiple areas...

1. Student Government
2. Clubs
3. Inter Club Council
4. Commencement
5. Basic Needs/V360 Pantry
6. Student Conduct
7. Behavioral Intervention Team
8. Civic Engagement
9. Student Ambassador Program

...and yet we only have funding dedicated to Basic Needs, Ambassadors, and Commencement (although we need to ask for an increase of funding each year for Commencement).

We are provided \$1,248.91 each year to operate and support all the other areas. This, at times, leaves the campus wondering why we do not create more programming.

These funding requests will provide ample opportunities to support the mission and vision, specifically by supporting the work we currently do and by increasing the rich programming our students deserve. Additional programming will result in increased retention and community building.

The establishment of a new classified professional position and increased funding for the Office of Student Life at San Bernardino Valley College aligns seamlessly with the institution's mission, vision, and values. By enhancing the support infrastructure through the addition of a classified professional, the college demonstrates its commitment to providing a holistic and enriching educational experience for students. Moreover, increased funding for the Office of Student Life enables the expansion and improvement of existing programs, contributing to the realization of the college's vision of creating an inclusive and dynamic learning environment.

Requests

Supporting Documents

Attached File

Codes and Dates

Program Review - Year 1: Theatre Arts (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

- Worsley, Margaret

Cover

Program Review Title Theatre Arts (2023/2024)

Division Arts & Humanities

Department Theatre Arts

Area

Semester Assessed Spring 2024

Area Description

Description:

Theatre Arts is the study of human expression which culminates in live performance. The play is the medium used to tell a story performed by actors. Theatre Arts includes the study of literature and related disciplines and technologies required for performances. The SBVC Theatre Arts Department offers an AA-T Degree and a Design and Technical Theatre Certificate. The Theatre Arts Department produces two mainstage productions and several additional student performances each year and is home to the SBVC Performing Arts Club.

SBVC Theatre Arts is an award-winning department and an active participant in the Kennedy Center American College Theatre Festival (KCACTF). SBVC Theatre Arts is a bridge between the college and the community, bringing thousands of audience members to campus each semester and carrying

theatre out into the community through performances at elementary schools and local venues. The faculty consists of one full-time faculty and four adjunct instructors.

Mission, Vision, and Values

In alignment with SBVC’s mission, vision, and values, the SBVC Theatre Arts Program provides innovative instruction to support the goals of a diverse community of learners. SBVC Theatre Arts offers a variety of high-quality learning options, including a Theatre Arts Transfer Degree, a Technical Theatre Certificate, and several collaborative Media Arts Certificates, through which students build life skills, seek professional and personal enrichment, develop employable and transferable knowledge and skills, and excel in their creative art. Theatre Arts courses, productions, and community outreach foster a bridge of creative expression, uplifting interaction, and collaboration between our campus and local communities.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

The SBVC Theatre Arts Faculty consists of one full-time and four part-time instructors. Members of this talented group of instructors have performed onstage and on camera in the US, Canada, the UK, and Europe. Additionally, group members are award-winning professionals with experience behind the scenes as Playwright, Director, Stage Manager, Administrative Director, and Designer.

The Theatre Arts Department offers an AA-T degree in Theatre and a Design and Technical Theatre Certificate. The Theatre Arts courses also fulfill general education requirements as well as serve as core requirements for multiple media arts certificates. The Department offers transfer level and workforce preparation courses, as well as lifelong learning opportunities for a diverse community of learners. All Theatre Arts courses have been approved for in-person and online delivery.

One of the strengths of Theatre Arts is the department's ability and willingness to collaborate. The Department routinely brings the Music, Dance and SAS Departments together for Musical Productions. In 2023, Theatre Arts produced *The Wiz* in collaboration with the Music, Dance, and SAS Departments and the Umoja-Tumaini Program. The Department is committed to producing a diverse range of Theatrical Productions, thereby bringing various departments, students, and community members together.

The Theatre Arts Department worked with students to create the Performing Arts Club back in 2013. PAC is an active club on campus, participating in Campus Events and Activities, hosting Student Performances and Activities, and participating in Volunteer and Outreach Opportunities on campus and out in the community.

Though still in the process of bouncing back after covid, Theatre Arts continues to have high success (76.5%) and completion rates (90.6%).

Weaknesses

The study of Theatre Arts consists of two distinct but related interrelated fields: performance and technical theatre. With just one full-time faculty and four adjunct faculty, the SBVC Theatre Arts Department is run by a small team of instructors that are heavily weighted toward the performance aspects of Theatre Arts. The addition of a Full-Time Technical Theatre Professor would balance the department. This faculty member would be able to strengthen the technical theater courses and assist with recruitment.

The SBVC campus currently has only one full-time and one part-time Senior Theatre Arts Technical Support Specialist to support all the graduations, meetings, lectures, events, concerts, guest speakers, plays, dance performances, etc. in the SBVC Auditorium and MAC. Tech specialists also design and build technical elements for theatrical productions and oversee Theatre Lab students in their technical theatre work. Because of the limited hours for the Technicians, coverage is not always available for proposed events, and groups must work within the limited availability or find another venue. In an attempt to cover as many events as possible, the Technicians must take overtime, with the full-time Technician averaging 10 overtime hours each month. The Technicians are constantly moving their hours around to try to accommodate events. As a result, normal coverage of the Auditorium and MAC and our educational needs are left unmet. Ample coverage in these positions is critical in supporting the educational objectives of all SBVC Theatre, Dance, and Music Programs and protecting the safety of students, staff and the community.

The Theatre Arts Department is housed in the SBVC Auditorium. The Auditorium has a mainstage theater and a blackbox theater. While the Auditorium provides excellent performance spaces, the building does not provide the necessary and appropriate classroom space. The 2013-2014 renovation of the Auditorium left a good deal of the building untouched (all tower space) as those spaces are inaccessible. The renovation also removed the dance studio to create a very small traditional classroom. Theatre classes are not traditional classes; they require specialized rehearsal and work spaces. The technical students do not have a designated workspace for creating technical elements. For example, there is no designated lab area with proper ventilation for spray-painting set pieces, props, or costumes. Technical students also need access to field specific computer design programs. The Auditorium has one small classroom space, but it does not have computers for students. The Auditorium no longer houses a Dance Studio, so there is no appropriate space to choreograph and rehearse dances for musicals. In fact, outside the actual stage areas, there is no rehearsal space. Performers must take turns rehearsing onstage or find a spot outside the building or in a hallway to try to rehearse their work. This practice is inefficient and does not support the educational objectives or standards of the department.

Budget continues to be a challenge. Both the Theatre Arts Degree and Technical Theatre Certificate culminate in theatrical production. It is imperative that the department produce a variety of productions in order to fulfill the curriculum, aptly train our students, and support the diversity and inclusion missions of our college. The goal is to produce one straight play and one musical each year. However, musicals are expensive to produce, with added costs for performance rights, script

and score rental, choreographers, vocal directors, band directors, and musicians. The casts are larger, and the costs for technical elements such as sets, costumes, makeup, and props are also increased for musicals. Until recently, the department was only producing musicals every two years. Every two years, the department went in search of funding to support this basic curriculum need, oftentimes relying on volunteers, lacking funds to pay professionals. In recent years, additional one-time funding has been provided to support Musical Productions. This funding is vital to support the educational objectives of the Theatre Program every year. The funding serves not only the Theatre Program, but also the Dance and Music Programs, who partner in producing the musicals.

Budget is also a challenge in terms of supporting student participation in Theatre Conferences, Competitions, and Festivals. In the past, the Department has requested financial support from the Arts, Lectures, & Diversity Committee and ASG. However, as this is an ongoing need, long-term support is needed.

Opportunities

SBVC Theatre Arts entered the fall 2023 production of *Little Shop of Horrors* into the Kennedy Center American College Theatre Festival, and in addition to the acting and tech nominations, the entire show was selected for performance in Las Vegas. With tremendous support from the College and District, the entire production team traveled to Las Vegas to perform *Little Shop*. The Vegas performance was successful and resulted in regional and national awards as well as further opportunities for the students. As a result of the Vegas performance, students were offered scholarships and professional positions. In summer 2023, 10 SBVC Theatre arts students had the opportunity, again with college and district support, to train at the Open Jar Broadway Institute in New York City.

In the Spring of 2023, the SBVC Performing Arts Club and the cast of SBVC's production of *Seussical* had the opportunity to volunteer at elementary schools in the San Bernardino Unified School District. The students performed scenes from *Seussical the Musical* and read to the students for the Read Across America Event. The DEaprtment will continue to seek out volunteer opportunities to service the community and help spread the awareness of the colleges and its programs.

Live theatre continues to pick back up following Covid, providing opportunities for students to work with new companies. In the summer of 2023, 4 SBVC students completed a summer internship with Redlands Theatre Festival. Those students were able to receive a work experience/internship stipend through Pathways to Success. The Theatre Arts Department has since created a Work Experience Course to facilitate this type of opportunity in the future. The SBVC students were successful in their internships and RTF has approached SBVC Theatre Arts in an effort to create a more direct bridge between the Department and the Theater Festival.

The Theatre Arts Department was again able to partner with the San Bernardino County Department of Behavioral Health for their Recovery Month Event in September 2023. Theatre Arts is open to continuing this partnership and seeking out new opportunities to partner with the community.

Threats

AB 928 Transfer and Local General Ed (GE) patterns UC (University of California) Legislation threaten to reduce the number of required Humanities Courses. The threat is amplified for Applied Arts Courses, and the future of the applied courses is uncertain. The threat to the Arts is widespread and pervasive.

Students often report that they are counseled away from taking Theatre Arts courses, as they are just seen as "hobby courses." This disrespect for the field reveals a larger misunderstanding and unawareness of the scope of professional opportunities and educational paths for Theatre Students.

A live performance art, Theatre was hit very hard by the Covid lockdowns. Students have begun to return to the classrooms, but enrollment is still low for our specialized performance and technical theater classes. Students also report that they have suffered a dramatic financial blow due to the rise in inflation and the bad economy. Students have been forced to put academic plans on hold and take extra jobs to stay afloat. Low enrollment reflects the financial hardships of these students. Assistance with recruitment is necessary as it currently handled by the full-time faculty through social media posts.

Goals

5-Year Goals for The Theatre Arts Program

- Create a more balanced department, providing similar support and focus for the two fields of performance and technical theatre.
- Provide appropriate and safe lab, rehearsal, and classroom space to support curriculum and program needs.
- Increase enrollment in the Specialized Performance and Technical Theatre Courses
- Continue to offer a variety of production experiences, including musicals and straight plays
- Continue to find and support opportunities for students to participate in Festivals, and Conferences and Competitions to assist with students' transition from college to the professional world and high learning pathways.
- Continue to identify collaboration and partnership opportunities.

Planning

Planning Goals:

- The Department is requesting a full-time Technical Theatre faculty and an increase from 1.5 to 2 Technical Support Specialists. A short-term solution to assist in the balancing of the department is to increase the number of tech-focused adjuncts in the instructor pool.
- The Department is requesting appropriate and safe lab, rehearsal, and classroom space to support curriculum and program needs.
- The Department will continue to research and try new strategies for increasing enrollment in lower enrolled courses.
- The Department will continue to make thoughtful decisions about production selection, and strive to alternate straight plays and musicals each year. Shakespeare's *Love's Labour's Lost* is in process. The Department is requesting a long term \$10,000/year increase for musicals.
- The Department will continue its participation in KCACTF, and 13 students are registered to attend the Festival in February 2024. The Department is requesting a long term \$10,000/year increase for festivals, etc...
- The Department is working with FTVM on a Voice and Certificate and is in talks with the Art Department to develop an Art/Tech Theatre Certificate.

TOASTS

The SBVC Theatre Arts Department enters each theatrical production into the Kennedy Center American College Theatre Festival. With each passing year, SBVC students find more and more success at the festival. We bring our experiences back to the campus each year to better prepare

the next group of students. Some of the honors received by SBVC Theatre Arts students include the Region 8 Institute for Theatre Journalism and Advocacy Award, The DTM Smithsonian Student Membership Award, The Stagecraft Institute of Las Vegas Award, The DTM Heart of the Art Award, Next Step Award, Best Actor in a One Act Play, and the Tectonic Theatre Devised Performance Award. Several students have made it to Semifinals in the Irene Ryan Acting Scholarship auditions and to Finals in the Design, Technology and Management competitions. SBVC students have been selected to perform in one-act plays, 10-minute plays, devised performances, the Fringe Festival, and the MIT Cabaret at festival. In the 2021 Virtual Festival, *Unheard Voices*, a devised piece created by SBVC Theatre Arts students was one of 3 pieces selected from the region to be presented at the festival.

Honors received by SBVC Theatre Arts students have led to life-changing opportunities. SBVC students' Tectonic Theatre award earned SBVC a Tectonic Theatre Artist Residency Workshop. Tectonic is the theatre group world-renowned for their creation of *The Laramie Project*. Stephen Diaz, winner of the Next Step Award, received a full scholarship to an Acting Intensive Program in Monterey Bay, complete with sword and rapier training. Elisha Bascomb received a scholarship to the Stella Adler Acting Academy in Hollywood because of his work at KCACTF. Ana Perez was one of sixty students worldwide selected to participate in the Open Jar Institute Broadway Intensive. She participated virtually in 2020 and was invited back for the in-person 2021 Summer Intensive in New York City, marking her first-ever Off-Broadway Performance!

In 2022 SBVC Theatre Arts received the highest award possible; our production *Little Shop of Horrors* was selected for in-person performance at the Las Vegas Festival in February 2023. One of only 7 productions and the only musical selected from hundreds of productions throughout our region, *Little Shop* was voted audience favorite at the festival. Additionally, the cast and crew earned the prestigious Golden Wrench Award for production Load In and Load Out. Melinda Fogle was selected to direct a 10-minute play at the festival and her team swept the awards: Melinda won Outstanding Director and the playwright and actors won the awards in their categories. The SBVC Theatre students caught the attention of recruiters at the festival and were offered scholarships and positions with The Panorama Program, The National Theatre School of Ireland, and The Open Jar Broadway Institute. In the Summer of 2023, 10 SBVC Theatre Arts performers and technical students studied and trained with the selective Open Jar Program in New York City.

In the fall of 2023, the Theatre Arts Department learned that *Little Shop* won multiple National Kennedy Center Awards. The National Awards include Commendation to Nico Salazar for Distinguished Achievement in Sound Mixing, Commendation to Ashley Eddy for Distinguished Achievement in Performance, Commendation to the Company for Performance and Production Ensemble, Commendation to The Company for Company Collaboration, and Commendation to SBVC Theatre Arts Department for Distinguished Achievement in Institutional and Departmental Support.

In the Fall of 2023, SBVC Theatre Produced *The Wiz*, in collaboration with the Music, Dance, and SAS Department, along with the Umoja Tumaini Program. This production featured the largest cast, including 40 actors from local elementary, middle school, high school, and college-aged performers. In January,

2024, the entire production team returned for one final, special performance of *The Wiz* on Martin Luther King Day.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Technical Theatre Faculty Request

Estimated \$135,000

The study of Theatre Arts consists of two distinct but interrelated fields: performance and technical theatre. With just one full-time faculty and four adjunct faculty, the SBVC Theatre Arts Department is run by a small team of instructors who are heavily weighted toward the performance aspects of Theatre Arts. The addition of a Full-Time Technical Theatre Professor would balance the department. This faculty member would be able to strengthen the current Technical Theatre courses and assist with recruitment. The Department currently offers Sound for Stage and Screen, Lighting Design Fundamentals, Introduction to Theatre Design, Fundamentals of Costume Design, and Stage Makeup. Adding a full-time faculty for Technical Theatre and Design would broaden the Theatre Arts Program's focus, providing innovative instruction for a wider population of students. SBVC currently offers a Theatre Arts Degree and a Technical Theatre Certificate. Technical Theatre is also a component of multiple Media Arts Certificates. These courses and pathways provide opportunities for skill building, personal and professional enrichment, development of employable and transferable skills, artistic expression, and lifelong learning. A Technical Theatre faculty would promote student success, building networks with local and regional internships and professional opportunities. The current FTEF for Theatre Arts is 2.7.

Increase Part-Time Senior Theatre Arts Technical Support Specialist to Full-time

Position is already Part-Time - Total for Full-Time Position = \$47,341.42

The SBVC campus currently has only one full-time and one part-time Senior Theatre Arts Technical Support Specialist to support all the graduations, meetings, lectures, events, concerts, guest speakers, plays, dance performances, etc. in the SBVC Auditorium and MAC. Tech specialists also design and build technical elements for theatrical productions and oversee Theatre Lab students in their technical theatre work. Because of the limited hours for the Technicians, coverage is not always available for proposed events, and groups must work within the limited availability or find another venue. In an attempt to cover as many events as possible, the Technicians must take overtime, with the full-time Technician averaging 10 overtime hours each month. The Technicians

are constantly moving their hours around to try to accommodate events. As a result, normal coverage of the Auditorium and MAC and our educational needs are left unmet. Ample coverage in these positions is critical in supporting the educational objectives of all SBVC Theatre, Dance, and Music Programs and protecting the safety of students, staff and the community.

Professional Expert - Program Assistant

\$20 hr x 20 hrs x 10 mos = \$4,000

The SBVC Theatre Arts provides a bridge between the campus and the community. In 2022-23, Theatre Arts brought 1,000 audience members to see *Little Shop of Horrors* and nearly 1,000 audience members to see *Seussical the Musical*. In 2023-2024, Theatre Arts brought 2,000 audience members to campus to see *The Wiz*. Each semester the Theatre Department produces 2 mainstage productions and hosts numerous showcases, Improv Shows, and Performing Arts Club Performances. In recent years, Box Office duties have been handled by the Division Secretary when available, Volunteers, or by pulling one of the Theatre Technicians from Technical duties. As the Department grows, this practice is unsustainable. Theatre Arts productions draw first-time visitors to our campus. To create a positive first impression, we need to provide quality audience interactions and experiences. Additionally, concession and ticket sales require focused attention to accuracy and record keeping.

A Program Assistant for the Theatre Arts Department could serve as a House Manager for the Theater, taking care of box office and audience duties. Specifically, the Professional Expert could work with Purplepass or other ticket management systems on events; create, provide, and track ticket sales codes for cast, crew, and production staff; handle group ticket sales; handle day of event ticket sales, including box office opening, closing, and deposit; and produce sales reports and analysis. The Professional Expert could work with event ushers to assure quality audience experiences. The Professional Expert could also help with the promotion of upcoming events and serve as a point person for group sales and local school groups. Other duties could include recording and photographing events for marketing, recruiting, and archival purposes; assisting with event publicity and outreach; assisting with recruitment; assisting with the technical, operational, and clerical needs of productions; and the organization of production and department materials, equipment, and supplies.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Fogle, Melinda

Program Review - Year 1: Umoja Tumaini (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

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<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Umoja Tumaini (2023/2024)

Division Campus Service Areas

Department Student Services

Area Tumaini/Umoja

Semester Assessed Fall 2023

Area Description

PROGRAM DESCRIPTION

The Umoja -Tumaini Program is a learning community designed to increase the personal and academic success of African American students attending San Bernardino Valley College, under the statewide Umoja Community. The mission of the program is to retain students at the community college level, assist students in graduating with an associate's degree or certificate, and increase transfer readiness to a four-year college or university. The program offers opportunities for students who are interested in personal development through the enrichment of African American history, literature, and culture. The overall objective is to increase the number of Umoja-Tumaini students that are retained, as well as transfer and/or graduate through the development of relationships and required classes and activities.

Umoja-Tumaini was birthed out of a larger community called Umoja. Umoja (a Kiswahili word meaning "unity") is a community of educators and learners committed to student academic success. The community is a critical resource dedicated to enhancing the cultural

and educational experiences of African American and other students. The Umoja program is designed to address historical and systemic inequalities in education that have disproportionately affected African American students. Umoja-Tumaini is dedicated to enhancing the cultural and educational experiences of African American students through history, literature and culture while gaining an understanding of who they are.

There are two parts to Umoja-Tumaini: students enrolled in the “learning community” program and students who are in the club. Students who are enrolled in the “learning community” program must have an educational goal, complete an application, attend orientation, sign a program contract, meet with an Umoja-Tumaini counselor two times each semester, submit a mid-semester progress report, and attend two Umoja-Tumaini workshops each semester. Students can choose to only participate in the club and not enroll in the “learning community” program.

The Umoja-Tumaini “learning community” includes cohort classes that include: ENGL 101, ENGL 102, SDEV 102 and SDEV 103. The program plans to expand the “learning community” course offerings to include History, Math and Communications courses. In Summer 2024, the Umoja-Tumaini Summer Bridge Program will begin as an intensive summer program to prepare new students for the upcoming semester.

The Umoja-Tumaini program offers math tutoring to students in the Umoja-Tumaini Room. Umoja-Tumaini students are also advised and encouraged to utilize tutoring services provided by the Tutoring Center.

Umoja-Tumaini offers workshops to promote student retention and success. Workshops include CSU Transfer Readiness, UC Transfer Readiness, College Success Skills, Financial Aid, Budgeting and more.

Due to strong recruitment efforts, in Fall 2023 the program began with 63 students. Continued recruitment on campus led to an increased program enrollment to 103 students by the end of Fall 2023.

Mission, Vision, and Values

PROGRAM RELATIONSHIP TO ACHIEVING THE MISSION, VISION, AND VALUES OF THE COLLEGE

MISSION: The Umoja program provides cohesive student services with access to dedicated Umoja-Tumaini counselors, program coordinator, and tutoring. The innovative instructional program design of Umoja-Tumaini “learning community” cohort courses support the educational goals of our learners. The dedicated Umoja-Tumaini Room (LA-106) fosters an environment of meaningful learning and belonging for our students.

VISION: The Umoja-Tumaini program encourages students to attain degrees, certificates and transfer to a four-year university. Students in the program have opportunities to attend leadership events. By offering comprehensive support services, students in the Umoja-Tumaini program are more likely to continue attending and receive the quality education that San Bernardino Valley College offers.

VALUES: The Umoja-Tumaini program is student focused and strongly values diversity, equity, inclusion, and Anti-Racism. The mission and practices of the Umoja program are to be intentional about identifying and addressing equity gaps and to ensure that historically under-represented students have the opportunity to succeed. The Umoja-Tumaini program provides students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities What are the factors that can contribute to your success?</p>	<p>Threats What are the potential problems or risk you face?</p>

Strengths

STRENGTHS

- Full-time Umoja-Tumaini Coordinator as of Fall 2023.
- Full-time Umoja-Tumaini Counselor as of Fall 2023.
- Umoja-Tumaini Room (LA-106) – a dedicated student space for Umoja-Tumaini students.
- Successful in-reach and recruitment with a focus on students currently enrolled at SBVC.
- The Umoja-Tumaini Cohort classes in place are SDEV 102, SDEV 103, English 101 and English 102.
- Pay for Umoja-Tumaini program students' parking permits.
- Mandatory student orientation.

Weaknesses

WEAKNESSES

- Umoja-Tumaini students are not taking advantage of tutorial services on campus.
- Limited Umoja-Tumaini Cohort course offerings.
- The physical location of the Umoja-Tumaini Room is near classrooms.
- The Umoja-Tumaini Program does not receive priority registration.
- Lack of career resources/readiness for justice impacted students.

Opportunities

OPPORTUNITIES

- Umoja state and regional support and collaboration.
- Umoja statewide events and training for Umoja-Tumaini Program Coordinator, Counselor, and students.
- Increasing the number of workshops and resources offered to Umoja-Tumaini students.
- Utilize College Corps to offer students on campus employment and retain students on campus.

Threats

THREATS

- Many Umoja students will struggle to afford textbooks when the Books+ program ends in Fall 2024.
- Late registration dates for most Umoja-Tumaini program students.
- Approximately 20% of Umoja students register at the last-minute, contributing to difficulty in students scheduling classes at times that are best for the student, low retention, and completion rates.
- Many students are not completing the financial aid process in a timely fashion.
- Discontinuation of Books+ program.
- Students entering college are not adequately prepared to succeed in college.
- Lack of preparation for entering a career and work field.

Goals

GOALS

In 2024, begin Umoja-Tumaini Summer Bridge Program with SDEV 001.

In Fall 2024, reorganize Umoja-Tumaini course offerings to offer one after the other.

Expand the number of Umoja-Tumaini cohort courses that are offered.

Expand the tutoring services that are provided to Umoja-Tumaini students in the Umoja-Tumaini Room.

Expand College Corps to allow for an increase in the number of Umoja-Tumaini Program students who are able to benefit from on-campus employment.

Planning

PLANNING

In 2024, begin Umoja-Tumaini Summer Bridge Program with SDEV 001. The Summer Bridge program will prepare students for the upcoming semester. Enrollment will open to new students in the program as well as continuing students who are struggling academically to provide students with college readiness and success skills.

In Fall 2024, reorganize Umoja-Tumaini course offerings to offer one after the other. In past semesters, the Umoja-Tumaini cohort courses were offered in the same time slot, thereby limiting students' ability to enroll in cohort courses.

Expand the number of Umoja-Tumaini cohort courses that are offered. The plan includes incorporating: an area Oral Communications course that meets Cal-GETC requirements, Math courses, an Ethnic Studies course, and African-American History courses.

Expand the tutoring services that are provided to Umoja-Tumaini students in the Umoja-Tumaini Room. This includes additional math tutors and increasing the subjects in which tutoring services are offered, i.e. English and Chemistry.

Expand College Corps to allow for an increase in the number of Umoja-Tumaini Program students who are able to benefit from on-campus employment.

TOASTS

TOASTS

End of Fall 2023 – 103 students in the Umoja-Tumaini Program.

Beginning of Spring 2024 – 104 students in the Umoja-Tumaini Program.

An increased number of students scheduling and completing counseling appointments.

An increased number of students using the Umoja-Tumaini Room for study and community building.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? Yes

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? No

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Taylor, Rutina

Program Review - Year 1: Valley Now! (2023/2024)

Proposal Resources

ASPIRE: All Services & Programs, Institutional Review, & Engagement is a peer-review process that uses a SWOT format for self-reflection on a program's strengths, weaknesses, opportunities, and threats. The results should guide program planning and goals, support needs assessment requests, explore outcomes, and encourage growth and innovation. ASPIRE will not be rated by the Program Review committee, rather ASPIRE will be developed and shared in cross-campus/cross-discipline cohorts so that programs support each other, learn from each other, and share best practices.

Visit the Program Review website for additional resources:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php> (<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/index.php>)

Co Contributors

Contributor

Cover

Program Review Title Valley Now! (2023/2024)

Division Academic Success and Learning Services

Department

Area

Semester Assessed Fall 2023

Area Description

The Valley Now! Dual Enrollment Program serves to plan, coordinate, and manage dual-enrollment courses, leveraging relationships with secondary partnerships to increase the accessibility of San Bernardino Valley College (SBVC) courses to underrepresented students. This program is geared toward increasing the college-going rate of local high school students and special populations by offering added support as they apply, enroll, and participate in dual enrollment. The courses are carefully selected through collaboration with SBVC, partnering schools, and district personnel so that they allow students to complete or partially complete transfer pathways and/or career or technical education while removing the transportation. Additionally, by offering courses taught by SBVC faculty and conforming to college standards, dual enrollment students are introduced to expectations of higher education.

Mission, Vision, and Values

The Valley Now! Program supports San Bernardino Valley College’s Mission, Vision, and Values. The mission of the Valley Now! Program is to prepare secondary students for academic success by providing access to high-quality post-secondary educational opportunities through dual and concurrent enrollment. We are committed to fostering an environment in which secondary students seamlessly transition to higher education, acquiring the education and skills necessary to enrich their lives and their communities. To do this, we collaborate with our secondary partners to remove barriers, such as transportation, financial burdens, scheduling conflicts, and provide support structures such as access to support classes, tutoring, and college counselors to promote a positive learning environment.

Aligned with SBVC's Vision, we combine efforts with local high schools to create clear pathways towards degrees and certificates, enabling students to reach their educational goals. The pathways are designed for students to build skills necessary for their careers or personal enrichment. Valley Now! reflects SBVC’s commitment to empowering all students, regardless of background, with equitable access and comprehensive support for their educational journey.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at? What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve? What are your disadvantages?</p>
External	<p>Opportunities</p> <p>What are the factors that can contribute to your success?</p>	<p>Threats</p> <p>What are the potential problems or risk you face?</p>

Strengths

- Student support. The program is dedicated to helping students by providing regular communication regarding enrollment assistance, counseling services, and weekly office hours for student Q&A.
- Specialized department counseling support. Our program counselors provide one on one counseling with students to help them navigate college, develop education plans, discuss student success strategies, explore majors and careers, and grade monitoring for early interventions. Additionally, to remove the transportation barrier for this population of students, our counselors provide online and in-person counseling by having a rotating schedule at the high school sites.
- Partnership and Planning. The program dedicates itself to supporting our secondary partners by providing regular advisory meetings to meet the needs of the specific student populations along with student enrollment tracking. We have also taken a multi-directional approach of articulation,

CCAP, Early college, and standard dual enrollment classes to allow students multiple options of acquiring college credits.

- Enrollment Increase. We have tripled student enrollment from 2022-23 school year to 2023-24 school year.
- We have successfully adapted to a more CCAP focused modality using four partner schools as pilot programs in 23-24 school year
- We have reduced the number of steps in the application process from 10 to just 3: Applying to SBVC, completing the Concurrent Enrollment Packet, and Registering for class.

Weaknesses

- Launching of new CCAP Early College programs has increased miscommunication opportunities with site contacts
- There is a need for a training program for site contacts on how to use our data programs and navigating our college systems.
- The willingness to accommodate students and using soft deadlines caused too many last-minute student submissions to allow for smooth registration flow – we are working on implementing new earlier hard deadlines in coming semesters.
- The rapid growth of the program caused class scheduling difficulties in the past two semesters.

Opportunities

- The state pushing for 12 college units for high school students upon completion of high school is creating larger demand for the program
- The state has passed legislation on removing barriers for students, such as removing the requirement to collect transcripts from students and requiring parent signatures only once for dual and concurrent enrollment students. This makes it easier for students to complete the necessary paperwork and for Admissions and Records to process paperwork more quickly.
- Grant opportunities for CCAP programs allows for more funding for our partners and incentivizing the development of new Early College programs. This has led to planning for 14 unique Early College programs starting fall 2024.
- The adoption of Laserfiche, a new data and form collection program, starting for the Fall 2024 semester. This includes greater cooperation directly with Admissions and Records to help streamline student application requirements

Threats

- The state initiative to increase dual enrollment caused a rapid growth of the program. The program's workload has also rapidly increased. The lack of full-time staff makes it difficult to fulfill the needs of the program.
- Parents and students find the application process to be too complicated. New Laserfiche implementation is designed to help potentially alleviate this problem
- Communication and planning from secondary partners can be fragmented if they directly contact other departments or the district.
- Inconsistent involvement and expectation by partnership site contacts, which leads difficulties on meeting program deadlines and delay in processing paperwork by the college deadlines.

- As the new Early College programs are new, our partners have had to figure many temporary measures to comply with the expectations and rules. For example, they had to work through the misalignment of SBVC and high school Spring Break.

Goals

- Increase the percentage of students who register for a course after submitting a concurrent enrollment packet.
- Increase both the success and retention of the concurrently enrolled Valley Now! students.
- Simplify the enrollment process for Valley Now! students.
- Hire four full-time classified staff and two full-time counselors to help provide the program with more focused direction and accountability while increasing the program's capacity.

Planning

- Our experience launching new Early College programs between two different districts gives us a good grounding for how to implement these programs that are increasing in the future semesters. Along with that, a template of successful Early College program helps other districts and schools with planning as they do not have to build a plan from the beginning.
- Starting with the 2024-5 school year, we hope to transfer most courses in the Valley Now Program to CCAP classes. As more CCAP grants become available, this would help our partners fund their Early College programs.
- As we and our partners overcome challenges, the plans for the Early College programs will be refined and streamlined.

TOASTS

- Successfully planned and implemented 4 Early College programs in 2 different districts with our partners, which has gathered more interests from other schools.
- Increased enrollment to over 1100 students, nearly triple enrollment from 1 year ago
- Hosted Dual Enrollment and Articulation Summits to encourage collaboration between schools and districts, which has allowed them to share successful strategies to support students and implementing dual enrollment programs.
- Assisted with College ID Card Ceremony at Rialto Unified School District to help motivate students in the Early College program.
- Worked with Outreach and other SBVC departments to host multiple tours to help secondary partners recruit future students for Early College programs.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? N/A

Instructional Programs:

Is your curriculum current? N/A

CTE Programs:

Is there continuing demand for the program? N/A

Does the program quality meet industry standards? N/A

Provide an out-line of how the program will improve in those areas

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

By having more full-time staff and counselors, our program can better meet the growing demands of dual and concurrent enrollment. The full-time staff would allow for better capacity to help students through the application process and assist our partners with events to promote dual enrollment opportunities. The full-time counselors would allow for better capacity to support the growing number of students in the program and provide support to help with student success, career and major exploration, education plans, and student retention through early interventions.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Chiem, Vinh

COVER

Program Review Title:	Science Division Office
Division:	Science
Department:	
Area:	
Semester Assessed:	Spring 2024

Area Description

Provide a thorough description of the department. Include as applicable; courses, degrees, and certificates offered, educational and student support activities, campus services, and resources (i.e.: equipment, facilities, personnel) within the department. Use sufficient detail for the committee to understand the programs and services in your area and how they benefit the campus and students.

The Science Division office has a heavier than average workload for the single administrative professional assigned to the division office when most other divisions have two administrative professionals assigned to the division office.

- General
 - The Science Division is more complex & diverse than other divisions and encompasses the physical sciences, allied health programs, STEM-MESA Center, CPL/MAP, in addition to multiple buildings.
 - The Science Division has to maintain special accreditations, licensing, possesses additional safety/health concerns, clinical site contracts, community partnership agreements, board regulations/oversight, other regulatory bodies, etc.
- Volume Increase Since Spring 2022
 - The number of faculty in the division that need contracts/timesheets run (100+ each full semester)
 - Increased number of special events/functions, such as field trips
- Budget
 - Earth & Spatial Science does not have a lab tech and the administrative professional in the admin office functions as their lab tech (purchasing supplies, field trip coordination, general budget oversight, maintaining needs of department classrooms/lab space)
 - The administrative professional serves as the point of contact for budget questions & concerns for all division lab techs and initiates individual budget transfers & adjustments as requested by lab techs/departments
 - General assistance with STEM-MESA administration & staff for budget processes and assists, when requested, Allied Health administration & staff
- Office Coverage & Risk Management
 - Ensure students, faculty, and other staff are adequately served & assisted, such as answering questions, taking phone calls, distributing/collecting forms, etc.
 - Ensure that the administration office is open at all times & available to those who may need its services
 - In cases of illness, incapacitation, emergencies, etc. it is good administrative practice to prepare for unforeseen circumstances
- Functionality
 - Serve in a multifaceted role serving as the most senior classified staff member for the division, assistant to the dean, office manager, serve as the HR/Payroll liaison for the division, general point of contact for the division for other offices & departments on campus and the district, and serve on committees & work groups for the college & district
 - Function as the Earth & Spatial Science lab tech, as needed

- Workload does not always allow for attending meetings which means that information shared at said meetings may not be received and disseminated (if needed)
- Heavy workload affects office morale, health, and wellbeing
- New Scheduling-Related Processes
 - Duties previously assigned to the Office of Instruction are now fulfilled by the administrative professional in the admin office
 - Assigning faculty to courses
 - Assigning load & making adjustments, as needed, in Colleague
 - Running error reports for faculty load/contracts
 - Running contracts & timesheets using Colleague & signNow
- Facilities & Risk Management
 - Division is made up of four buildings that need work orders submitted that involve coordination with lab techs & other staff to ensure proper maintenance, upkeep, and safety
 - Physical Science Building (with an annex)
 - Health & Life Science Building
 - Planetarium
 - Observatory
 - The Science Division also “owns” two garden sites on campus
 - Another building is planned for the Science Division housing Allied Health programs

Mission, Vision, and Values

How does the department embody the Mission, Vision, and Values of the College? Achievement of the Mission, Vision, and Values of the College drive campus planning processes. Provide a thoughtful response that clearly links the work of the department to specific elements of the mission, vision, and values <https://www.valleycollege.edu/about-sbvc/missions-values.php>

The Science Division supports the Mission, Vision and Values of the College. We are seeking one additional administrative support personnel to reasonably ensure optimal servicing faculty, staff and students.

PROGRAM/AREA OVERVIEW – YEAR 1

Strengths

Strengths are internal. Celebrate what the department does well. Include, as applicable, strengths related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate strengths unique to the department.

NA

Weaknesses

Weaknesses are internal. Where can the department improve? Include, as applicable, weaknesses related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate weaknesses unique to the department.

NA

Opportunities

Opportunities are external. What external factors are creating opportunities for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Increased Enrollment, Employment Demand, or Facilities Improvements. Include, as applicable, opportunities related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

NA

Threats

Threats are external. What external factors are creating challenges for the department, for instance; State or Federal Initiatives, Legal Requirement, Grants, Decreased Enrollment, Decreased Employment Demand, or Facilities Changes. Include, as applicable, external threats related to DEIA/Access, Program Demand and Currency, Productivity, and Outcomes. Incorporate opportunities unique to the department.

NA

Goals

List below the department's 5-year goals:

NA

Planning

How can department planning utilize strengths and opportunities to mitigate weaknesses and threats? Planning goals will be updated annually. Suggested length 3-5 planning goals targeting most impactful areas.

NA

TOASTS

(Tell about, Outcomes, Analysis, Spotlight, Triumphs, Strategies) Share something great about your program. It can be a success story, a new innovation, cause and effect, observation, or anything. Celebrate your program.

NA

SLO, PLO, and SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook?

- Yes
- No
- N/A

Instructional Programs –

Is your curriculum current?

- Yes
- No
- N/A

CTE Programs –

Is there continuing demand for the program?

- Yes
- No
- N/A

Does the program quality meet industry standards?

- Yes
- No

N/A

If you answered no to any of the questions above, provide an outline on how your program plans to improve in those areas.

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RESOURCE REQUESTS

Do you want to request resources?

Yes

No

N/A

If yes, how does the department and the request(s) align with the Mission, Vision, and Values of the College?

To support the succes

Requests (check all that apply)

Equipment

Amount Requested:	
Referencing the department's data and planning documents provide a rationale for each item requested:	

Facilities

Amount Requested:	
Referencing the department's data and planning documents provide a rationale for each item requested:	

Technology

Amount Requested:	
Referencing the department's data and planning documents provide a rationale for each item requested:	

Budget

Amount Requested:	
Referencing the department's data and planning documents provide a rationale for each item requested:	

Faculty

Total Number of Positions:	
Annual Estimated Costs (Salary and Benefits):	

Classified

Total Number of Positions:	1 Admin Sec II
Annual Estimated Costs (Salary and Benefits):	

Program Review - Year 1: Welding Technology (2023/2024)

Proposal Resources

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Co Contributors

Contributor

- Cacho, Bryce

Cover

Program Review Title Welding Technology (2023/2024)

Division Applied Technology, Transportation & Culinary Arts

Department Welding Technology

Area

Semester Assessed Fall 2023

Area Description

The Welding Technology program prepares students for employment in welding, welding inspection and welding related occupations. Students are equipped with a thorough understanding of welding technologies and the skills required for employment with an emphasis on hands-on training and experience as well as a strong background in theory. Upon successful completion of the program, students will be able to demonstrate industry accepted welding and fabrication skills including, but not limited to: SMAW (Shielded Metal Arc Welding), FCAW (Flux Cored Arc Welding), GMAW (Gas Metal Arc Welding), MCAW (Metal Cored Arc Welding), GTAW (Gas Tungsten Arc Welding), PAC (Plasma Arc Cutting), CAC-A (Air Carbon Arc Cutting), OAW (Oxy-Acetylene Welding) and OFC (Oxy-Fuel Cutting) in all positions with a variety of metals and alloys. Industry recognized and accepted welding performance/lab testing to the AWS (American Welding Society) and the City of Los Angeles standards is provided for students as a part of their training at no additional cost.

The SBVC Welding Technology program offers the following AS degree and certificates,

- Welding Technology Associate of Science Degree
- Welding Technology Certificate of Achievement
- Flux Cored Arc Welding (FCAW) Certificate of Achievement
- Gas Metal Arc Welding (GMAW) Certificate of Achievement
- Gas Tungsten Arc Welding (GTAW) Certificate of Achievement
- Pipe Welding Certificate of Achievement
- Shielded Metal Arc Welding (SMAW) Certificate of Achievement
- Welding Inspection Technology Certificate of Achievement
- Welding Job Readiness Certificate of Completion

Mission, Vision, and Values

Mission:

The San Bernardino Valley College Welding Technology Program provides quality industry recognized welding training and certifications to a diverse community of learners. Its mission is to prepare students to enter the workforce by earning applied degrees, certificates, and industry certifications, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Vision:

Our vision is to provide the highest quality welding technology training available, including industry accepted certification, leading to the best job opportunities for students.

Values:

We are committed to supporting the success of all welding students in an equitable manner, especially those from our local community who are disproportionately impacted and/or economically disadvantaged.

Program/Area Overview - Year 1

	Positive	Negative
Internal	<p>Strengths</p> <p>What are you already particularly good at?</p> <p>What are your advantages?</p>	<p>Weaknesses</p> <p>What areas do you need to improve?</p> <p>What are your disadvantages?</p>

External

Opportunities	Threats
What are the factors that can contribute to your success?	What are the potential problems or risk you face?

Strengths

The SBVC welding department is in high demand and, often, turns students away. The training offered is not being taught at the surrounding colleges, making SBVC Welding Technology one of the best and most advanced programs available for the field of study. We do very well at staying up to date with industry standards and new technologies that are being added to our field on an almost daily basis. Our lab equipment reflects this as it is not only up to date but in some cases slightly ahead of our local industry partners. This leads students toward excellent opportunities as potential employers scout our students, knowing their caliber of training.

We offer free industry standard qualifications to students, which is not the case for all welding programs. This saves our economically disadvantaged students hundreds or even thousands of dollars every semester. For many students, this makes certification and a good job attainable. The department has built great relationships with industry that also provide great job opportunities for students.

The department also does very well at reaching a very diverse student population and has seen especially good success rates when working with students with learning disabilities. This is well known by the SAS office and has led to a strong relationship with SAS counselors because of the student success rates attained by the welding program.

Weaknesses

There are 3 areas of weakness for the welding department: staffing, facilities, and funding.

The department's main weakness is the lack of support caused by the lack of staffing. The department has no lab technicians. For example, this means the equipment does not get maintained even though it is an OSHA requirement. This leads to machines going out of service or being faulty and dangerous. This has resulted in several student injuries. This has also lead to students not getting the complete attention of the instructor, as the instructors must focus on trying to keep equipment safe rather than instruct the students.

There is also a lack of full-time faculty, especially when considering the number of classes offered by the department. This has led to classes not being offered in a timely manner, delaying student's educational goals. Current FTEF for the department is 13.4 with only 2 full-time faculty.

Facilities have been an ongoing problem for years with the college/district refusing to meet even basic legal requirements for the safety of the facilities. And, even though the Chancellor for the SBCCD directed district/college facilities and safety employees to immediately correct all of these documented facility problems, and promised full completion by the spring 2021 semester, there is still no completion. This cuts enrollment, the ability to offer all the curriculum, and the ability to support the completion of student educational goals.

Funding is a weakness for the department since budgets are not being increased to match or exceed current inflation levels. Supplies for the program increased in price by approximately 400% during the supply chain crisis created by COVID. These prices have stabilized a little, but that often means about double pre-COVID numbers without the doubling of the budget available to purchase supplies.

Opportunities

The department has benefited greatly from the Strong Workforce Program funding offered by the state. This grant has allowed for the purchase of all up-to-date equipment and technologies to provide students with the best educational experience possible.

The department is also in the planning phase for a new state-of-the-art welding building. This will put all the labs under one roof and increase the capacity to offer more courses to the community. This new building will improve the labs to be more accessible and equitable for the diverse student population we currently teach.

Threats

The biggest threat is funding for the department. The department will need more funds to support anticipated growth expected with new and improved facilities. In the past, industry partners supported the program by donating materials for labs, but much of this has been discontinued since recent cost increases. There also needs to be a plan to support the replacement of equipment that has come to the end of its useful life, especially when funding opportunities including the SWP grant come to an end.

Goals

The department's goal in the next five year will be:

1. Be moved into a new building
2. Offer new fabrication certificates with updated technology
3. Create and offer new classes to include blacksmithing and robotics.
4. Hire a 3rd full-time faculty.
5. Hire two full-time lab technicians to support the ongoing success of the program

Planning

Our first goal will be to increase class offerings and sizes to meet the high demand we are currently facing. This will make the program the largest in the division. This should in turn provide more evidence that this department needs more full-time faculty, lab technicians and funding to mitigate the weaknesses and threats we are currently facing.

TOASTS

The biggest TOASTS at this time is that the district has, because of the hard work of the faculty, determined that the welding department is desperately in need of a new building. And, the planning for the new building has started with a completion timeline of approximately 5 years. This will have a significant impact on the department and will allow growth to meet the high demand that welding is expecting for the foreseeable future. The department has also hired several part-time faculty who are alumni of the program. It is always great to see our students go out into the workforce and return as successful industry leaders and educators.

SLO, PLO, or SAO Outcomes:

Are your outcomes assessed regularly as per the Outcomes Handbook? Yes

Instructional Programs:

Is your curriculum current? No

CTE Programs:

Is there continuing demand for the program? Yes

Does the program quality meet industry standards? Yes

Provide an out-line of how the program will improve in those areas

The department is in the middle of completing the curriculum modifications that are currently in the approval processes. This should be completed and approved during the spring 2024 semester.

Resource Requests

Do you want to request resources? Yes

How does the department and the request(s) align with the Mission, Vision, and Values of the College?

These requests will help increase the quality of the innovative instructional program that the college and department are trying to provide. In addition, these requests will provide a more cohesive experience for all welding students in an equitable fashion, allowing the department to offer the most robust welding program in the region. This will make the SBVC Welding Program the top choice for all students within our region, which will, in turn, increase the presence of San Bernardino Valley College in the local welding industry and community as a whole positively.

Requests

Supporting Documents

Attached File

Codes and Dates

Originator Milligan, Joshua