Spring 2020 Efficacy Program and Team Reports

Spring 2020 Efficacy Cycle Result Summary

Full Efficacy Reviewed

Department/Program	Ranking
Aeronautics	Continuation
Athletics	Conditional
Campus Technology Services	Continuation
Chemistry	Continuation
Counseling	Conditional
Culinary Arts	Continuation
Dance	Probation – no report
Development and Community Relations	Probation – no report
DSPS	Probation
Early College Program	Continuation
Financial Aid	Probation
Geology/Oceanography/ Env. Sci.	Continuation
History	Continuation
Library & Library Computer Lab	Conditional
Marketing/PR	Conditional
Matriculation	Conditional
Modern Languages	Continuation
Music	Continuation
Nursing	Probation – no report
Philosophy/Religious Studies	Continuation
Physics/Astronomy/ Observatory	Continuation
Political Science	Continuation
Reading	Continuation
~~Theatre Arts~~	Approval to move to Spring 2021
Water Supply Technology	Probation – no report

Two-Year Reviewed

Department/Program	Ranking
Machinist Technology	Continuation

The following programs had conditional or probation ratings in <u>spring 2019</u> and were <u>read and reviewed again by the entire committee</u>.

Department/Program	Ranking (initial ranking → current ranking)
Admissions & Records	Conditional → Conditional
Business Administration	Conditional → Conditional
CalWorks	Program opted to submit a full efficacy report – Conditional → Conditional
Campus Business Office/Mailroom/Switchboard	Program opted to submit a full efficacy report – Probation → Probation
Computer Science	Program opted to submit a full efficacy report – Conditional → Conditional
First-Year Experience	Conditional → Probation
Food & Nutrition	Conditional (kept as conditional due to cycle rotation duplication error – no report appears in this document)
Grants Development & Management	Probation → Conditional
Math	Conditional → Continuation
Outreach/Recruitment	Probation → Probation
Pharmacy Technology	Probation → Conditional
Professional Development	Probation → Continuation
Veterans	Conditional → Conditional
Student Success Center/Tutoring	Conditional → Continuation
2-Year Reviews	
Accounting	Probation → Conditional
Computer Information Technology	Conditional → Continuation
Corrections	Probation → Continuation
Real Estate	Conditional → Continuation

See below for individual program efficacy self-reports, following by Program Review efficacy team reports.

The programs that underwent Full Efficacy reports appear first, in alphabetical order of program name. Next is the one program that underwent a Two-Year Efficacy Review. Finally, the programs that provided updates for conditional or probation ratings from previous cycle appear (whether full or two-year), in alphabetical order of program name.

Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. **This year, your program is required to complete a full-efficacy review.** 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

Access to Efficacy information and resources can be found on the Program Review Efficacy Resources page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the **small-group workshops:**

Friday, February 21 from 9:30 to 11:00 a.m. in B-204
Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208
Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – **please send to all three** (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Friday, March 13, 2020**. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: **1) Use this current efficacy form and attach as a PDF**
2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.**

Program Efficacy

2019 – 2020

Program Being Evaluated

Aeronautics

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report	**Extension**
Tarif Halabi	8501

Names of Department Members Consulted

David Casillas , Larry Rice, Christopher Byers

Names of Reviewers

Paula Ferri-Milligan, Daniel Algattas and Keynasia Buffong

Work Flow	**Date Submitted**
Initial meeting with department	02/05/2020
Meeting with Program Review Team	03/06/2020
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 13**

Staffing

List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	0	0	0
Faculty	1	0	13
Classified Staff	1	0	0
Total	2	0	13

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019

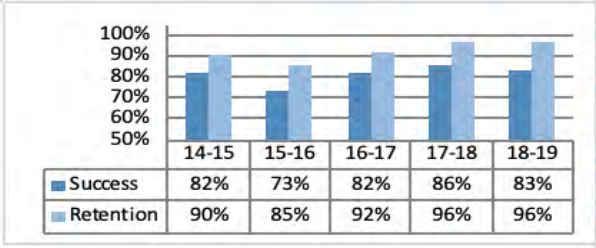
San Bernardino Valley College

AERONAUTICS — 2018-2019

Description:

The Airframe and Powerplant Technician program prepares students for employment in the aviation industry as a certified Airframe and Powerplant Mechanics. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours power plant, and 400 hours in the airframe and power plant general curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147.

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	242	237	273	415	656
FTEF	5.98	5.84	5.98	7.89	12.67
WSCH per FTEF	323	319	349	367	307
Sections	14	13	14	21	38
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	3	1	1	3	6
Certificates Awarded*	4	29	21	43	50

Assessment:

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

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

Progress from Last Year's Action Plan:

1. As of January of 2019 the department has obtained 2 additional Redbird Simulators for the flight operations courses. Bringing our total to 4 Simulators that are FAA approved for students to receive flight hours.
2. Hired 5 new adjunct instructors with an additional 2 going through the hiring process in order to maintain the evening programs.
3. Added 17 new sections in the evening. The program has now duplicated the day AMT program onto evenings, Airframe , Power-plant and General maintenance programs; to meet the needs of students and aviation industry in the area as suggested by previous Advisory meetings.
4. The Aeronautics Department has secured a donation of a Beechcraft Duke dual engine Aircraft with modern flight deck to replace our Beech 50 Aircraft which is over 50 years old. Donation in the process of obtaining moving permits.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)
The success of Aeronautics students revolves around Federal Aviation Administration (FAA) Part 147 certifications and their ability to Interpret airframe and Powerplant manuals (#3) and successfully write descriptive discrepancy reports, and perform required inspections on aircraft among other PLOs. Our PLOs and SLOs reflect the requirements of the FAA part 147 CFR. Nevertheless, they need to be updated to better reflect industry needs while still being in line with FAA requirements. The FAA regulations allows a part 147 school to teach beyond their requirements. Through advisory meetings we have learned that we require updates our PLOs SLOs and SAOs, to a higher industry standard while keeping within the requirements of the FAA. Over 90% of the PLOs have met the PLOs based on the curriculum we offer.
Furthermore, the feedback received from industry advisories has demonstrated a need to re-assess these PLOs.
To accomplish this, we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required competency levels. This will in turn require additional faculty, lab support, equipment, Supplies, etc.

Departmental/Program Goals:

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

Challenges & Opportunities:

Challenges & Opportunities: [Challenges & Opportunities should be reflected in the Action Plan.] (200 Words Max)

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

Action Plan:

Action Steps2&	Department Goal	Necessary Resources to Complete	Target Completion Date
• Hire additional Full-time faculty to reduce current overload and to better serve the Aeronautics airframe and Powerplant evening or day program.	5	Funding. Also Needs assessment committee approval and ranking process.	May 2020
• Purchase new equipment and supplies for the additional evening AMT and flight operations courses.	2&3	Funding	May 2020

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	**Program: Aeronautics**	**Campus-wide**
Asian	6.5%	3.2%
African-American	6.1%	12.3%
Filipino	1.7%	1.3%
Hispanic	44.3%	63.7%
Multi-Ethnicity	8.3%	6.9%
Native American	0.4%	0.2%
Pacific Islander	0.9%	0.2%
White	30.0%	11.1%
Unknown	1.7%	0.9%
Female	10.9%	57.7%

Male	88.7%	42.0%
Disability	3.9%	4.4%
Age 19 or Less	13.9%	23.7%
Age 20 to 24	27.8%	32.9%
Age 25 to 29	22.2%	18.2%
Age 30 to 34	13.5%	9.7%
Age 35 to 39	8.3%	5.7%
Age 40 to 49	4.8%	6.0%
Age 50+	9.6%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.
+
If campus demographics are not applicable to your program, discuss why.

Examination of the program population numbers reveal that they continue to somewhat parallel, by ratio, the campus-wide numbers under most categories or measure. However, some discrepancies appear in that our white population exceeds the campus average while Black population lags slightly below campus average. We plan to increase our black student population by aggressively doing focused outreach to our local high school and private black organizations and clubs. However, it is very important to note that our overall enrollment has significantly increased as compared with previous four years which denotes that we do have more actual students of each demographic category from previous years but those increases are lost when we average in the different races. In addition, the female and male ratio continues to be overwhelmingly male dominated. Nevertheless, there has been a significant increase of actual female enrollment as well compared with previous years, but it has been offset by the increase in overall enrollment in the night program. As an example, in the past semesters we have had, on average up to 3 females enrolled in the program but in contrast, currently we have 17 females enrolled in the program. However, female enrollments continue to be a challenge. But the improvement in actual female enrolments illustrates the departments continuing efforts to recruit females to the program with presentations at local high schools, booths and recruitment activities, campus open house events, that are held throughout the year. We are actively using the organization, Women in Aviation, for advise to better promote our program to the female population. We present the opportunities of degrees and certificates that are available to help them achieve a higher level of awareness of career paths for improving their education and increased job opportunities. We have also a close association with the local organization of the Women in Aviation to help promote our program to the female members of our community. All the preceding efforts are undertaken by our full time and adjunct faculty; to recruit potential students of both genders and the diverse ethnic backgrounds from the community that our program serves.

If we analyze each race category, we realize that Asian enrollment is 3.3% higher than campus average and three times higher than the previous four years. With respect to the African American enrollment, it has decreased below the campus average by approximately 6 percent. However, actual Black enrollment number has actually stabilized due to the doubling of our enrolment and FTES. As for the Hispanic population, it continues to constitute the bulk of our student body both campus-wide and program-wise, but program-wide tends to be lower than campus average by about 19%.This has continually and consistently mirrored previous years data trends, one reason may be that, traditionally, the Hispanic population has not considered the aviation field as a stable and an in-demand field, but continued recruitment efforts within our community is making them more aware of the opportunities afforded to them by going through our program. In addition, for the Native American and pacific

Islanders categories, both continued to slightly exceed campus average. It seems that the Native American numbers closely match the campus-wide average, but the Pacific Islander far exceeded it even though it's a small number. Furthermore, the white male program population seems to be significantly higher than campus-average and has always been elevated and historically mirrored industry statistics. If we examine Current population Survey for 2018 data from the Bureau of Labor Statistics (www.bls.gov/cps/cpsaat11.pdf) shows the following percentage of employment in the field White at 82.4%, Women at 4.8%, African American 10.5%, Asian 4.8%, and Hispanics at 12.4%, we find that our program enrollment, factoring in the inland empire demographics being heavily Hispanic, are in line with these statistics and thus correctly reflect the community that we serve and is in line with our Colleges mission of providing quality education and services that support a diverse community of learners. Lastly, it is also to note that students with disabilities percentages are slightly lower than the campus average since the nature of the program does not lend itself well to students with certain physical disabilities. But we, can also see that we have had an improvement in that number compared with the previous four years. Some Federal Aviation Administration rules and regulations do affect the Disabled person's abilities to successfully complete the certificated program.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

We continue to offer our traditional daytime program offerings for Airframe, Powerplant, and General Maintenance Certifications. In addition, in order to better serve working adults and non-traditional daytime program students the Aero Program has successfully added and implemented a complete Airframe, Powerplant and General maintenance program that mirrors our traditional daytime curriculum to form an evening program since our last report. Despite of the fact that our programs are regulated by and has to adhere to strict FAA rules and regulations in terms of lecture and lab hours mandated, we have been able to fully duplicate our day program onto the evening. In addition, we have found that approximately 63% of our evening students are coming to us from local and regional aviation employers such as Unical and other Aviation Maintenance and service facilities from San Bernardino International Airport, Chino Airport, march Air Reserve Base and Ontario International Airport to expand their skills. (Percentage obtained by a voluntary poll of our current students). Moreover, our aviation partners informed us of the need for evening classes at our advisory meetings and they are assisting us in attracting students to the evening program.

We currently see an additional need to add Saturday classes, as per our advisory committee members such as the additional Aero 600 (non-credit) courses to better serve our student population who require additional FAA hours due to their transportation needs. Some are unable to take the additional aero 600 courses when offered after 3 pm. Which continues to be the ideal time to offer that course to provide the required hours to satisfy the FAA mandated lab hours.

We currently offer the Aviation Maintenance programs- Airframe, Powerplant, and General Monday through Friday from 7:30 am to 3:00pm. The evening programs are offered from 4pm to 10pm Monday through Thursday.

Furthermore, we offer Flight Operations courses on campus Monday through Thursday from 3pm to 7pm. Off campus, we offer flight operations courses at Spring Charter High school, in Riverside Ca. on Tuesdays and Thursdays. Some of the Flight operations courses are currently being duplicated as non-credit 600 courses to better serve students who just need to improve or review their pilot skills since they can be taken more than once if needed.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

Certificates awarded by the program for years 18-19 was 50 an impressive increase of 19% over and above the previous year and more than two and a half times the years prior. The Degrees awarded have also doubled from 3 to 6 as compared with previous year, a hundred percent increase. The increase in the amount of certificates awarded is in large part due to the proactive nature of the instructors in informing students on the value of receiving a certificate from the program in addition to their FAA Certifications. Duplicated enrollment has increased from 415 to 656. An astounding increase, due in part to the newer industry standard equipment obtained and utilized in the lab. Students can see the

relevance of what they are studying to the industry they are going into as a direct result of the newly acquired lab equipment and trainers being utilized in the training of our students to expose them to current industry standards.

The FTEF number has improved dramatically from the previous year from f 7.89 to 12.67, a truly astounding number. And as equally impressive, FTES has leaped from 96 to130. This phenomenal improvement is a direct result of our program expansion into the evenings and a testament to the potency and effectiveness of our faculty. However, the WSCH per current FETF decreased from 367 to 307. The reason for this decrease remains due to the lab intensive curriculum that is mandated by the FAA and the work station and equipment available to deliver a quality curriculum mandates that the class size be reduced and thus pushing down the WSCH number further. However, we are predicting that this ratio will slightly improve after the new enrollment statistics are counted since they are continuously growing.

It is also important to note that even though our enrollment have drastically increased, our retention rate has remained unchanged and impressively high at 96%. The success rate has dipped below previous level by 3 percent and registered 83% which can be considered stable compared with the large enrollment increase in FTES.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Specific Job Market Data related to A&P Degree or Certificates	Major and Certificate related Jobs available: Airframe Mechanic, Powerplant Mechanic, Airframe and Power Plant Mechanic, Sheet Metal worker, Structural Assembler, Inspector in many types of Fabrication industries, Aircraft Dispatchers, Aviation management positions, Aviation Support personnel. There are also jobs available in other industries besides aviation and examples of companies that have hired our graduates including aviation and non-aviation related industries are: Sky West Palm Springs Southern California Aviation General Atomics Cessna Citation Oil Refinery Maintenance Mechanic Amusement Parks Scott Oxygen Systems Hydraulics Specialist Recreational Vehicle Technician Virgin America Pulsar Aviation United Parcel Service Federal Express Unical Aviation Services

Program Standards	Program is FAA Approved, audited, and inspected to meet the requirement of Federal Aviation Regulations Part 147 of the FAA code and adheres to the depth of instruction, and time requirement for each instructional unit as delegated by the FAA. In addition, program goals exceed these standards which results in our graduates in many cases becoming the supervisors or lead persons in the industry.
Labor and other statistics (national, western states, regional) www.labormarketinfo.edd.ca.gov	Employment projections for the decade beginning 2016 -2026 shows the following projected increases per category statewide: Aircraft Mechanics and Service Techs: 1.2% annual increase current employment 13,200. Aviation and Airport Services 2.8% annual increase current employment 23,200. Sheet metal workers increase 1.2% annual increase current employment13,500. *The overall outlook for aircraft Mechanics should be favorable over the next 10 years. The small number of young workers in the labor force, coupled with a large number of retirements, point to good employment conditions for students just beginning training*. Large MRO's have projected retirement and industry labor shortfalls and have initiated Job shadowing programs to expose the industry to a prospective workforce. (FedEx Corporation and Boeing Corporation)
FAA Certification award rate for SBVC students	Success rate for SBVC students receiving FAA Certifications after finishing program has maintained an impressive 96% within the last four years.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Term	Course	SLO1	SLO2	SLO3	SLO4
Fall 2016	Aero 100	89%	89%		
	Aero 100L	90%	90%		
	Aero102	92%	92%		
	Aero102L	92%	92%		
	Aero104	92%	92%		
	Aero104L	92%	92%		
	Aero900	100%	100%		
Spring2017					
	Aero101	78%	78%	78%	
	Aero101L	78%	78%		
	Aero103	100%	100%		
	Aero103L	100%	100%		
	Aero105	100%	100%		
	Aero105L	100%	100%		
Fall 2017					
	Aero100	92%	92%	92%	
	Aero100L	100%	92%	92%	
	Aer0102	83%	83%		
	Aero102L	94%	94%		
	Aero104	92%	92%		

	Aero104L	96%	96%		
	Aero900	100%	100%	100%	100%
Spring2018					
	Aero021	80%	100%	90%	100%
	Aero040	100%	100%	100%	100%
	Aero101	83%	83%	83%	83%
	Aero101L	79%	79%	79%	79%
	Aero103	83%	83%		
	Aero103L	89%	89%		
	Aero105	95%	95%		
	Aero105L	95%	95%		
	Aero900	100%	100%	100%	100%
Fall2018					
	Aero021	100%	100%	100%	100%
	Aero022	100%	100%	100%	100%
	Aero050	81%	81%	81%	81%
	Aero050L	83%	83%	83%	83%
	Aero052	81%	81%		
	Aero052L	100%	100%		
	Aero054	100%	100%		
	Aero054L	100%	100%		
	Aero055	100%	100%		
	Aero055L	100%	100%		
Spring2019					
	Aero022	100%	100%	100%	100%
	Aero026	71%	71%		

	Aero034	100%	100%	100%	
	Aero040	100%	100%	100%	100%
	Aero046	86%	86%	86%	
	Aero051	83%	83%	83%	83%
	Aero051L	92%	92%	92%	92%
	Aero053	94%	94%		
	Aero053L	93%	93%		
	Aero054	100%	100%		
	Aero054L	100%	100%		
	Aero055L	69%	69%		

SCHOOL NORMS VS NATIONAL PASSING NORMS

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Please email all questions regarding this report or any other NORMs related information to: AFS630comments@faa.gov

SCHOOL NORMS VS NATIONAL PASSING NORMS

1ST TEST ATTEMPT WITHIN 60 DAYS OF GRADUATION

AMA - AMG - AMP

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FSDO ID	FSDO NAME	SCHOOL CERTIFICATE #	SCHOOL NAME	TEST CODE	CURRENT QUARTER Oct 1, 2019 to Dec 31, 2019 # of Applicants	# of Applicants Passed	% of Applicants Passed	Average Grade	TWO YEAR ACCUMULATIVE Jan 1, 2018 to Dec 31, 2019 School Applicants	School Norm	National Applicants	National Norm	§147.38a
WP21	RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	AMA	9	7	78%	79	47	96	7175	88	
WP21	RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	AMG	10	8	80%	73	48	83	8388	81	
WP21	RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	AMP	8	6	75%	76	27	89	7413	85	
WP21	RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	AMA	9	9	100%	83	57	98	7175	88	
WP21	RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	AMG	16	13	81%	78	60	82	8388	81	
WP21	RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	AMP	19	18	95%	83	54	93	7413	85	
WP21	RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	AMA	3	3	100%	81	11	100	7175	88	
WP21	RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	AMG	4	4	100%	80	13	85	8388	81	
WP21	RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	AMP	2	2	100%	89	19	95	7413	85	
WP23	LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	AMA					18	100	7175	88	
WP23	LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	AMG					20	90	8388	81	
WP23	LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	AMP					25	84	7413	85	
WP23	LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	AMA	1	1	100%	88	38	95	7175	88	
WP23	LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	AMG	1	1	100%	75	48	92	8388	81	
WP23	LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	AMP					31	87	7413	85	
WP23	LOS ANGELES	NR0T084K	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	AMA	8	7	88%	84	86	88	7175	88	
WP23	LOS ANGELES	NR0T084K	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	AMG	14	13	93%	79	115	88	8388	81	
WP23	LOS ANGELES	NR0T084K	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	AMP	5	5	100%	82	95	83	7413	85	
WP25	SACRAMENTO	BI9T035R	SACRAMENTO CITY COLLEGE	AMA	6	6	100%	89	35	100	7175	88	
WP25	SACRAMENTO	BI9T035R	SACRAMENTO CITY COLLEGE	AMG	5	5	100%	86	36	97	8388	81	
WP25	SACRAMENTO	BI9T035R	SACRAMENTO CITY COLLEGE	AMP	2	2	100%	86	31	100	7413	85	
WP25	SACRAMENTO	DB9T080R	SOLANO COMM COLLEGE SCHOOL OF AERO	AMA	3	2	67%	68	14	79	7175	88	
WP25	SACRAMENTO	DB9T080R	SOLANO COMM COLLEGE SCHOOL OF AERO	AMG	1	1	100%	78	10	100	8388	81	
WP25	SACRAMENTO	DB9T080R	SOLANO COMM COLLEGE SCHOOL OF AERO	AMP					12	92	7413	85	

SCHOOL NORMS VS NATIONAL PASSING NORMS

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PERCENTAGE OF QUESTIONS PASSED BY TOPIC

AMP Powerplant

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FSDO ID / FSDO NAME	SCHOOL CERTIFICATE #	SCHOOL NAME	Reciprocating Engines	Turbine Engines	Engine Inspection	Engine Instrument Systems	Engine Fire Protection Systems	Engine Electrical Systems	Lubrication Systems	Ignition and Starting Systems	Fuel Metering Systems	Engine Fuel Systems	Induction and Engine Airflow Systems	Engine Cooling Systems	Engine Exhaust and Reverser Systems	Propellers	Auxiliary Power Units
		NATIONAL	83.2%	80.4%	77.4%	82.5%	82.0%	78.8%	77.7%	76.6%	78.9%	80.9%	78.8%	81.2%	76.0%	81.0%	74.3%
WP07 SCOTTSDALE	7WET596K	WESTERN MARICOPA EDUCATION CENTER	90.0%	79.8%	81.8%	77.5%	91.7%	76.8%	76.4%	83.3%	93.1%	78.1%	84.4%	79.2%	64.7%	88.3%	62.5%
WP07 SCOTTSDALE	GBIT003K	CHANDLER-GILBERT COMMUNITY COLLEGE	85.6%	80.4%	82.9%	80.5%	86.3%	78.1%	74.1%	80.1%	83.3%	82.7%	82.7%	83.8%	75.0%	79.1%	82.6%
WP07 SCOTTSDALE	IZPT564X	PIMA COUNTY COMMUNITY COLLEGE	86.3%	82.9%	76.1%	84.2%	91.7%	78.4%	77.8%	81.2%	81.9%	80.2%	89.6%	84.7%	78.4%	83.2%	76.0%
WP09 SAN DIEGO	CM9T065R	SAN DIEGO COMMUNITY COLLEGE DISTRIC	90.9%	82.4%	81.5%	90.0%	86.7%	88.4%	85.6%	76.6%	82.0%	87.5%	92.5%	80.0%	76.2%	87.3%	80.0%
WP13 HONOLULU	DI9T087R	HONOLULU COMMUNITY COLLEGE - DEPT OF AERONAUTICS	86.9%	85.3%	87.5%	93.8%	91.7%	91.1%	85.4%	79.1%	86.8%	89.1%	85.9%	85.4%	89.1%	89.6%	87.5%
WP15 SAN JOSE	DJ9T088R	GAVILAN COLLEGE	80.0%	70.4%	85.7%	80.0%	90.5%	80.4%	73.0%	67.5%	76.2%	75.0%	71.4%	81.0%	71.4%	81.9%	57.1%
WP17 FRESNO	CU3T436L	REEDLEY COLLEGE	73.0%	74.4%	83.3%	80.0%	86.7%	74.7%	77.8%	75.2%	77.8%	82.5%	70.0%	83.3%	70.0%	81.9%	90.0%
WP17 FRESNO	YSJT030K	SAN JOAQUIN VALLEY COLLEGE INC	85.9%	79.8%	72.4%	83.5%	87.4%	81.4%	75.9%	74.9%	76.5%	79.3%	76.7%	86.2%	69.8%	78.0%	67.7%
WP19 LAS VEGAS	9VMT610K	AVIATION INSTITUTE OF MAINTENANCE	80.6%	75.0%	76.8%	76.2%	77.1%	73.9%	73.5%	69.5%	76.0%	76.0%	75.6%	76.5%	68.2%	76.3%	65.3%
WP21 RIVERSIDE	2S1T589K	VICTOR VALLEY COLLEGE SCLA SCHOOL OF AVIATION TECH	71.7%	77.8%	66.7%	83.3%	100.0%	68.2%	83.3%	65.2%	75.9%	83.3%	91.7%	72.2%	87.5%	88.6%	100.0%
WP21 RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	82.4%	74.3%	74.0%	83.5%	70.6%	76.9%	73.2%	82.5%	81.5%	82.4%	79.4%	74.5%	76.8%	82.2%	73.7%
WP21 RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	86.1%	80.2%	74.4%	86.5%	83.9%	80.2%	81.0%	79.4%	84.7%	79.0%	83.1%	83.9%	76.4%	80.8%	88.9%
WP21 RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	84.4%	84.9%	81.5%	86.7%	81.5%	84.1%	76.5%	84.2%	77.8%	83.3%	77.8%	88.9%	75.0%	83.7%	77.8%
WP23 LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	83.0%	72.3%	72.4%	74.0%	80.0%	85.7%	73.3%	67.6%	66.3%	75.0%	72.5%	66.7%	78.1%	78.0%	81.8%
WP23 LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	87.3%	85.5%	81.8%	84.0%	93.3%	80.0%	79.3%	75.9%	78.4%	81.7%	86.7%	88.9%	83.6%	82.2%	87.5%
WP23 LOS ANGELES	NR0T084K	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	85.4%	78.9%	72.9%	81.5%	91.0%	80.4%	79.1%	73.0%	77.9%	77.4%	76.3%	78.2%	69.8%	79.8%	75.9%
WP25 SACRAMENTO	BI9T035R	SACRAMENTO CITY COLLEGE	90.0%	85.8%	79.2%	80.0%	89.6%	83.9%	87.5%	90.5%	82.4%	92.2%	89.1%	75.0%	89.1%	86.7%	83.3%
WP25 SACRAMENTO	DB9T080R	SOLANO COMM COLLEGE SCHOOL OF AERO	86.0%	88.1%	80.0%	88.0%	93.3%	85.7%	91.1%	83.9%	75.6%	75.0%	90.0%	80.0%	70.0%	86.7%	60.0%
WP27 OAKLAND	2AQT602K	AVIATION INSTITUTE OF MAINTENANCE OAKLAND CAMPUS	83.7%	81.7%	83.5%	79.0%	79.0%	77.0%	80.3%	79.3%	79.3%	83.8%	79.8%	80.7%	77.9%	83.5%	69.2%
WP27 OAKLAND	CO9T067R	COLLEGE OF ALAMEDA	87.3%	81.1%	80.0%	83.6%	87.9%	77.6%	85.4%	77.3%	79.6%	70.5%	83.0%	75.8%	77.5%	79.6%	91.7%
WP27 OAKLAND	DC9T081R	CITY COLLEGE OF SAN FRANCISCO	92.9%	80.5%	85.7%	91.4%	81.0%	83.7%	85.7%	86.1%	95.2%	92.9%	78.6%	81.0%	78.6%	88.6%	85.7%

SCHOOL NORMS VS NATIONAL PASSING NORMS

1ST TEST ATTEMPT WITHIN 60 DAYS OF GRADUATION

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FSDO ID	FSDO NAME	SCHOOL CERTIFICATE #	SCHOOL NAME	Basic Electricity	Aircraft Drawings	Weight and Balance	Fluid Lines and Fittings	Materials and Processes	Ground Operation and Servicing	Cleaning and Corrosion Control	Mathematics	Maintenance Forms and Records	Basic Physics	Maintenance Publications	Mechanic Privileges and Limitations	Human Factors
			NATIONAL	78.0%	75.9%	81.7%	81.1%	76.1%	77.4%	71.2%	79.6%	80.6%	70.3%	71.5%	84.5%	75.2%
SW19	NORTH TEXAS	U5DT571K	AVIATION INSTITUTE OF MAINTENANCE	74.3%	73.2%	78.0%	76.2%	70.0%	75.7%	67.1%	76.5%	78.5%	65.1%	68.0%	82.9%	71.7%
SW31	JACKSON	DU9T099R	HINDS COMMUNITY COLLEGE DISTRICT	84.4%	85.3%	80.8%	85.0%	77.7%	86.3%	70.4%	83.3%	80.8%	64.3%	71.7%	94.4%	71.4%
SW31	JACKSON	EH9T112R	NORTHWEST MISSISSIPPI COMMUNITY COLLEGE	77.8%	85.0%	81.3%	87.9%	80.7%	92.9%	83.3%	81.4%	82.1%	68.8%	68.8%	78.1%	62.5%
WP01	VAN NUYS	CZ9T078R	NORTH VALLEY OCCUPATIONAL CENTER	79.8%	73.0%	80.8%	77.4%	76.9%	70.2%	70.6%	80.9%	86.5%	78.4%	68.9%	87.8%	76.9%
WP01	VAN NUYS	VLTT024K	ANTELOPE VALLEY COMMUNITY COLLEGE	79.6%	76.0%	95.0%	95.2%	73.7%	70.0%	89.5%	80.8%	80.0%	85.0%	57.1%	94.4%	90.0%
WP05	LONG BEACH	DP9T094R	ORANGE COAST COLLEGE	94.1%	77.3%	72.2%	76.7%	88.5%	79.4%	85.7%	68.9%	89.2%	68.6%	76.7%	87.9%	72.2%
WP07	SCOTTSDALE	7WET596K	WESTERN MARICOPA EDUCATION CENTER	71.4%	77.6%	77.1%	86.0%	70.7%	71.1%	73.3%	84.1%	84.1%	74.5%	75.0%	85.4%	62.5%
WP07	SCOTTSDALE	GBIT003K	CHANDLER-GILBERT COMMUNITY COLLEGE	77.3%	79.2%	83.4%	90.0%	76.2%	80.0%	74.4%	82.0%	86.3%	71.0%	77.1%	92.9%	84.2%
WP07	SCOTTSDALE	IZPT564X	PIMA COUNTY COMMUNITY COLLEGE	77.9%	81.1%	91.7%	88.2%	75.9%	86.2%	72.2%	82.3%	92.3%	69.5%	69.0%	88.3%	76.7%
WP09	SAN DIEGO	CM9T065R	SAN DIEGO COMMUNITY COLLEGE DISTRIC	79.0%	75.6%	73.5%	95.4%	75.8%	84.9%	75.0%	80.4%	87.5%	66.7%	77.8%	79.4%	77.8%
WP13	HONOLULU	DI9T087R	HONOLULU COMMUNITY COLLEGE - DEPT OF AERONAUTICS	87.5%	78.1%	90.0%	84.5%	86.3%	80.0%	76.6%	87.9%	84.8%	80.4%	83.7%	96.1%	80.8%
WP15	SAN JOSE	DJ9T088R	GAVILAN COLLEGE	86.1%	83.6%	88.1%	93.5%	81.1%	79.0%	71.4%	80.7%	90.0%	81.8%	80.5%	88.1%	86.4%
WP17	FRESNO	CU3T436L	REEDLEY COLLEGE	85.5%	81.8%	86.1%	83.8%	79.7%	72.7%	68.8%	87.0%	93.8%	83.3%	78.8%	83.3%	77.8%
WP17	FRESNO	YSJT030K	SAN JOAQUIN VALLEY COLLEGE INC	79.0%	77.0%	92.1%	87.4%	77.2%	80.2%	79.8%	86.4%	82.1%	76.1%	74.2%	87.9%	76.1%
WP19	LAS VEGAS	9VMT610K	AVIATION INSTITUTE OF MAINTENANCE	77.9%	75.7%	74.2%	71.6%	69.9%	71.8%	67.3%	73.5%	75.1%	63.5%	65.9%	79.2%	70.0%
WP21	RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	76.9%	81.3%	81.4%	70.1%	79.0%	67.7%	64.0%	77.1%	79.2%	72.4%	67.1%	87.8%	68.4%
WP21	RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	76.7%	79.9%	80.5%	79.2%	76.4%	73.5%	71.6%	64.3%	77.8%	66.4%	70.2%	80.3%	81.7%
WP21	RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	83.5%	81.6%	81.1%	87.8%	81.2%	79.0%	67.5%	69.2%	81.1%	71.8%	69.2%	85.0%	60.0%
WP23	LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	76.4%	75.9%	75.0%	72.0%	75.6%	76.2%	75.0%	72.7%	90.9%	60.9%	65.2%	79.2%	66.7%
WP23	LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	83.3%	71.8%	82.3%	74.0%	78.3%	74.7%	71.3%	77.1%	87.1%	74.7%	79.8%	92.1%	77.1%

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FSDO ID	FSDO NAME	SCHOOL CERTIFICATE #	SCHOOL NAME	Wood Structures	Aircraft Covering	Aircraft Finishes	Sheet Metal and Non-Metallic Structures	Welding	Assembly and Rigging	Airframe Inspection	Aircraft Landing Gear Systems	Hydraulic and Pneumatic Power Systems	Cabin Atmosphere Control Systems	Aircraft Instrument Systems	Communication and Navigation Systems	Aircraft Fuel Systems	Aircraft Electrical Systems	Position and Warning Systems	Ice and Rain Control Systems	Fire Protection Systems
			NATIONAL	82.9%	82.7%	85.3%	80.6%	85.7%	84.7%	76.2%	80.4%	80.0%	77.5%	80.0%	81.0%	81.4%	79.1%	82.5%	82.7%	84.8%
WP01	VAN NUYS	CZ9T078R	NORTH VALLEY OCCUPATIONAL CENTER	75.0%	91.7%	91.7%	81.0%	86.1%	86.9%	75.0%	84.9%	88.2%	79.8%	86.7%	88.3%	84.9%	86.3%	90.3%	83.3%	79.4%
WP05	LONG BEACH	DP9T094R	ORANGE COAST COLLEGE	75.0%	90.0%	80.0%	86.4%	80.0%	90.0%	80.0%	80.0%	90.0%	75.7%	94.0%	82.0%	86.4%	85.9%	88.0%	90.0%	86.7%
WP07	SCOTTSDALE	7WET596K	WESTERN MARICOPA EDUCATION CENTER	66.7%	100.0%	100.0%	72.2%	88.9%	90.5%	33.3%	75.0%	66.7%	90.5%	80.0%	100.0%	69.7%	78.4%	86.7%	88.9%	100.0%
WP07	SCOTTSDALE	GBIT003K	CHANDLER-GILBERT COMMUNITY COLLEGE	81.0%	92.5%	80.0%	81.5%	89.2%	86.1%	92.5%	81.3%	78.8%	81.4%	87.2%	84.5%	81.4%	78.8%	79.3%	76.7%	92.1%
WP07	SCOTTSDALE	IZPT564X	PIMA COUNTY COMMUNITY COLLEGE	92.9%	85.7%	100.0%	83.2%	90.5%	84.7%	85.7%	87.9%	78.8%	86.7%	70.0%	87.1%	84.4%	76.5%	81.7%	83.3%	82.9%
WP09	SAN DIEGO	CM9T065R	SAN DIEGO COMMUNITY COLLEGE DISTRIC	85.7%	57.1%	100.0%	84.5%	90.5%	89.8%	57.1%	86.2%	89.7%	79.6%	69.4%	74.3%	79.2%	83.2%	74.3%	95.2%	90.0%
WP13	HONOLULU	DI9T087R	HONOLULU COMMUNITY COLLEGE - DEPT OF AERONAUTICS	84.6%	92.3%	100.0%	86.6%	97.6%	96.7%	94.4%	87.6%	93.7%	84.4%	92.3%	84.6%	88.1%	89.9%	92.3%	97.4%	100.0%
WP15	SAN JOSE	DJ9T088R	GAVILAN COLLEGE	100.0%	100.0%	100.0%	86.8%	94.4%	90.5%	91.7%	79.6%	83.2%	81.0%	85.3%	80.0%	77.3%	76.9%	73.8%	86.1%	91.2%
WP17	FRESNO	CU3T436L	REEDLEY COLLEGE	83.3%	72.7%	75.0%	86.6%	86.1%	84.2%	75.0%	75.3%	80.2%	77.6%	89.1%	74.6%	82.6%	77.5%	76.4%	75.8%	71.0%
WP17	FRESNO	YSJT030K	SAN JOAQUIN VALLEY COLLEGE INC	88.9%	96.0%	92.3%	88.6%	88.5%	87.4%	66.7%	84.7%	83.3%	79.9%	82.4%	91.2%	79.3%	81.3%	84.1%	85.3%	93.1%
WP19	LAS VEGAS	9VMT610K	AVIATION INSTITUTE OF MAINTENANCE	80.7%	79.1%	81.3%	76.5%	80.8%	79.0%	75.5%	75.3%	75.8%	71.4%	72.0%	73.1%	75.0%	72.8%	73.0%	73.9%	79.4%
WP21	RIVERSIDE	2S1T589K	VICTOR VALLEY COLLEGE SCLA SCHOOL OF AVIATION TECH	66.7%	83.3%	50.0%	87.7%	94.4%	85.7%	66.7%	85.7%	88.3%	88.1%	73.3%	90.0%	97.0%	84.0%	96.8%	94.4%	100.0%
WP21	RIVERSIDE	7BIT627K	BOUNTY ISLAND CORPORATION	74.1%	92.3%	88.5%	85.1%	92.3%	86.8%	80.8%	75.0%	85.7%	79.7%	81.7%	83.1%	78.7%	79.6%	88.0%	78.2%	83.8%
WP21	RIVERSIDE	CK9T063R	CHAFFEY COMMUNITY COLLEGE	90.9%	78.1%	91.7%	79.9%	94.4%	87.2%	59.6%	86.8%	77.9%	79.1%	87.6%	85.0%	82.4%	78.6%	87.8%	81.3%	84.6%
WP21	RIVERSIDE	HO8T197Q	SAN BERNARDINO VALLEY COLLEGE	100.0%	80.0%	100.0%	81.7%	100.0%	94.3%	80.0%	82.5%	90.0%	85.7%	76.0%	84.0%	89.1%	80.0%	92.0%	80.0%	93.3%
WP23	LOS ANGELES	CQ9T069R	MT SAN ANTONIO COLLEGE	100.0%	71.4%	100.0%	88.1%	85.7%	77.6%	85.7%	83.9%	81.4%	77.6%	77.1%	80.0%	83.1%	84.0%	82.9%	81.0%	95.2%
WP23	LOS ANGELES	GH3T527L	WEST LOS ANGELES COLLEGE	83.3%	95.5%	68.2%	83.3%	90.9%	90.3%	77.3%	83.2%	81.7%	81.8%	85.7%	79.1%	79.8%	80.4%	87.3%	84.9%	90.6%
WP23	LOS ANGELES	NR0T084K	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	90.9%	82.9%	78.1%	84.9%	80.5%	85.7%	75.6%	79.6%	78.5%	79.8%	83.9%	84.9%	85.4%	78.0%	82.9%	86.2%	89.7%
WP25	SACRAMENTO	BI9T035R	SACRAMENTO CITY COLLEGE	94.7%	94.7%	90.0%	83.6%	86.7%	92.4%	79.2%	89.6%	89.2%	86.4%	84.5%	88.4%	89.5%	85.5%	92.6%	89.5%	94.3%
WP25	SACRAMENTO	DB9T080R	SOLANO COMM COLLEGE SCHOOL OF AERO	58.3%	60.0%	70.0%	70.3%	66.7%	72.9%	80.0%	72.5%	76.0%	70.0%	76.5%	84.0%	83.6%	78.2%	74.0%	76.7%	72.4%

The above data (in the First Table indicated above top) was extracted and all available courses submitted with their SLO's individually tallied and reported for all terms listed back 6 semesters. From this data, it is evident that the SLO's are being assessed on regular basis. From this data, we extrapolated the average of all SLO's for the last three years achieving 90.5% success rate. This signifies a high success rate and strongly correlates to the success of our students who obtained their Certifications from the program as well as the FAA.

Also attached above you will see data from the FAA website (five pages including cover page) showing the performance of students from different colleges and their comparison segregated per college. From there, we can see that our student's success rates per subject matter of the FAA exam which we had correlated within our courses, strongly correlate to our SLO's for that course. So, this is a direct comparison with the FAA's disaggregation per subject matter correlating directly to our courses SLO's. As an example, to illustrate the validity and to evaluate how our SLO's success rate compared with the FAA's. We will take the percentage of success rate of our students for the category on page number 4 and we will look at all the topics on top that relate to our courses Aero053 and 054, we see that our student's success rates from 80% to 94.3% as reported by the FAA's website. Then if we compare that with our chart compiled above we see that the SLO's success rate for the Aero053 (previously Aero 103) and Aero054 (previously104) vary from 83% to 100%

which can be considered a close correlation and proves that the SLO's are well assessed and evaluated to closely resemble that of the FAA's. Finally, it is apparent that our success with SLO'S is evident in the test results compiled by the Federal Aviation Administration. The data overwhelmingly shows that the percentage of questions passed by Topic on the FAA test is higher than the national norm when test topic is directly related to SLO'S. Pages 2-3 of attachment). In addition, it is also apparent from the first page of the FAA website excerpts above that shows that 100% of SBVC's students who took the FAA exams have passed their examinations, an impressive performance.

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLO Cloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

Course Aero 050,050L	**Our SLO average rate**	**FAA Related Topic questions** **SBVC student Exam Performance(average)**
1.SLO#4 /Basic Electricity 2.SLO#2/Basic Physics	83%	79%
Course Aero 054, 054L	**Our SLO average rate**	**FAA Related Topic questions SBVC student exam performance(average)**
1.SLO#1/Powerplant- reciprocating engines. 2.SLO#2/Engine inspection	94%	83%

Course Aero 055,55L	Our SLO average rate	FAA Related Topic questions SBVC student exam Performance(range)
1.SLO#1/Lubrication Systems 2.SLO#2/Ignition and starting systems 3.SLO#1/Engine Fuel Systems	93%	82%

Course Aero 052,052L, 053,053L	Our SLO average rate	FAA Related Topic Questions SBVC student exam performance(range)
1.SLO#1,2,,3/Steel Metal and non-metal structure 2.SLO#1,2/Assembly and rigging 3. SLO#1,2,3/Aircraft Landing gear systems 4. SLO#1,2,3/Hydraulic and Pneumatic power systems. 5SLO#2/Cabin atmosphere control system 6. SLO#2/Aircraft instrument systems 7.SLO#2/fuel systems 8. SLO#2/electrical systems 9.SLO#2/position and warning systems 10.SLO#2/ Ice and rain control. 11. Fire protection systems	81% thru 92% (range) 81% average for SLO#2 Aero053 (Cabin Atm.) 83% average for SLO#3 Aero 053 (Electrical syst.)	76% thru 94.4%(range)

For our disaggregation of our SLO data, we will compare our SLO Averages for students success going through particular classes within our program that cover topics that are directly assessed by questions on the actual FAA examinations for General, Airframe, and Powerplant maintenance and to compare them directly to our students average scores, as published by the FAA, on those questions with the same topics covered

within our course SLO's. from this analysis of the disaggregated results in the tables created above, we can deduce that our SLO's success rates closely parallel the results or scores attained by our students on the actual FAA exam related topic questions. Meaning, that the SLO's are quite valid and our evaluation is within acceptable range. If its within ten percent of the FAA's average, then it can be fine-tuned to provide a closer result and to narrow the 10%gap. If the gap is greater than 10% then we can deduce that the SLO must be revisited and the assessment parameters must be changed.

We use 10 % as a benchmark because a drop of 10% or more from The Federal Aviation Administrations national average triggers a letter to us to bring our scores up to the National average. As this scores closely correlate with our SLOs we have an effective tool to analyze our SLOs on a quarterly basis through the FAA website.

Our SLOs reflect some deficiencies, for example, in the General courses. Although the average is excellent, when broken down to individual SLOs we can see a deficiency in basic electricity by it being low. We will be working closely with the electronics department to analyze our teaching methodology of basic electricity with how they teach it. In this fashion we can improve our SLOs scores.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The following map provides an accurate SLO's association to the various coursework and certificates. Faculty is continuously assessing the effectiveness of the SLO since it has to closely adhere to FAA part 147 standards. Because within these standards lie the basic expected outcomes that are essential and cannot change such as interpreting airframe and powerplant manuals, perform required aircraft inspections, troubleshoot airframe and powerplant systems to name a few. However, the assessment methodology has and is continuously being evaluated and changed to better improve student success. For instance, students go through a rigorous regime of scenarios of common wear and tear issues that an airframe or powerplant may incur as a result of customary operation, and then students are guided towards the answer using critical thinking and knowledge base. Thus the criteria of evaluating and assessing the student's performance can be changed to determine what constitutes a successful completion of the tasks. So, these criteria and evaluations are always being fine-tuned to directly support the SLO 's which ultimately support the PLO's.

Airframe Maintenance Certificate	Familiarization with and application of general/calculations and basic electricity of aviation as required by the FAA	AERO-050	AERO-050L									
Airframe Maintenance Certificate	Familiarization with and application of general/materials and servicing of aviation as required by the FAA	AERO-051	AERO-051L									
Airframe Maintenance Certificate	Interpret airframe and powerplant manuals	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			
Airframe Maintenance Certificate	Preform required inspections on an aircraft	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			
Airframe Maintenance Certificate	Troubleshoot aircraft, airframe and powerplant systems	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			
Airframe Maintenance Certificate	Service aircraft, airframe and powerplant systems	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			
Airframe Maintenance Certificate	Assess the serviceability of parts	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			
Airframe Maintenance Certificate	Write descriptive descrepancy reports	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055	AERO-055L			

Aviation Maintenance Technician Certificate	Familiarization with and application of general/calculations and basic electricity of aviation as required by the FAA	AERO-050	AERO-050L									
Aviation Maintenance Technician Certificate	Familiarization with and application of general/materials and servicing of aviation as required by the FAA	AERO-051	AERO-051L									
Aviation Maintenance Technician Certificate	Interpret airframe and powerplant manuals	AERO-050	AERO-050L	AERO-051	AERO-051L	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055
Aviation Maintenance Technician Certificate	Perform required inspections on an aircraft	AERO-052	AERO-052L	AERO-053	AERO-053L							
Aviation Maintenance Technician Certificate	Troubleshoot aircraft airframe and powerplant systems	AERO-052	AERO-052L	AERO-053	AERO-053L							
Aviation Maintenance Technician Certificate	Service and repair aircraft airframe and powerplant systems	AERO-052	AERO-052L	AERO-053	AERO-053L							
Aviation Maintenance Technician Certificate	Assess the serviceability of parts	AERO-052	AERO-052L	AERO-053	AERO-053L							

Aviation Maintenance Technician Certificate	Write descriptive discrepancy reports	AERO-052	AERO-052L	AERO-053	AERO-053L	AERO-054	AERO-054L	AERO-055				
Avionics Technology Certificate	Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.	ELECTR-111	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-230	ELECTR-235	ELECTR-265	ELECTR-266	ELECTR-270	ELECTR-220C	
Avionics Technology Certificate	Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results.	ELECTR-110	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-220C	ELECTR-250C	ELECTR-257C				
Avionics Technology Certificate	Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex navigational and airborne communications circuits.	ELECTR-265	ELECTR-266	ELECTR-220C								

Avionics Technology Certificate	Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.	ELECTR-110	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-235	ELECTR-265	ELECTR-266	ELECTR-270	ELECTR-220C	ELECTR-250C	ELECTR-257C
Avionics Technology Certificate	Be eligible to sit for industry/Federal-style examinations on the theory and procedures of avionics technology.	ELECTR-110	ELECTR-111	ELECTR-116	ELECTR-230	ELECTR-235	ELECTR-265	ELECTR-270	ELECTR-220C			
Avionics Technology Degree	Be prepared to transfer a core curriculum to an accredited, 4-year college or university with junior class standing in electronics technology or a related major.	ELECTR-111	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-230	ELECTR-235	ELECTR-265	ELECTR-266	ELECTR-270	ELECTR-220C	
Avionics Technology Degree	Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on	ELECTR-110	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-220C	ELECTR-250C	ELECTR-257C				

	safety in use and accuracy in results.											
Avionics Technology Degree	Analyze, interpret, and trace digital logic diagrams used in signal tracing of complex navigational and airborne communications circuits.	ELECTR-265	ELECTR-266	ELECTR-220C								
Avionics Technology Degree	Effectively communicate with and advise customers and co-workers, both written and orally, regarding the progress of and decisions made concerning test and repair procedures.	ELECTR-110	ELECTR-115	ELECTR-116	ELECTR-155	ELECTR-235	ELECTR-265	ELECTR-266	ELECTR-270	ELECTR-220C	ELECTR-250C	ELECTR-257C
Avionics Technology Degree	Be eligible to sit for industry/Federal-style examinations on the theory and procedures of avionics technology.	ELECTR-110	ELECTR-111	ELECTR-116	ELECTR-230	ELECTR-235	ELECTR-265	ELECTR-270	ELECTR-220C			
Powerplant Maintenance Technician Certificate	Familiarization with and application of general/calculations and basic	AERO-050	AERO-050L	AERO-054	AERO-054L	AERO-055	AERO-055L					

	electricity of aviation as required by the FAA											
Powerplant Maintenance Technician Certificate	Familiarization with and application of general/materials and servicing of aviation as required by the FAA	AERO-051	AERO-051L	AERO-054	AERO-054L	AERO-055	AERO-055L					
Powerplant Maintenance Technician Certificate	Read and interpret powerplant manuals, charts and task sheets	AERO-054	AERO-054L	AERO-055	AERO-055L							
Powerplant Maintenance Technician Certificate	Perform required inspections, maintenance and repairs on aircraft powerplants	AERO-054	AERO-054L	AERO-055	AERO-055L							
Powerplant Maintenance Technician Certificate	Troubleshoot aircraft powerplant systems and components	AERO-054	AERO-054L	AERO-055	AERO-055L							
Powerplant Maintenance Technician Certificate	Overhaul aircraft powerplants	AERO-054	AERO-054L	AERO-055	AERO-055L							
Powerplant Maintenance Technician Certificate	Read and interpret powerplant overhaul manuals measure and determine	AERO-054	AERO-054L	AERO-055	AERO-055L							

	serviceability of parts											
Powerplant Maintenance Technician Certificate	Write descriptive and concise discrepancy reports	AERO-054	AERO -054L	AERO -055	AERO -055L							

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Our program communicates its services through brochures, flyers, e-mails, and all campus outreach events, such as STEMAPALOOZA, Winterfest, CTE open house events to name a few all of which is designed to promote CTE programs to local community. Our brochures and flyers show the programs we offer. Embedded in each brochure and flyer is a list of our courses and the suggested sequence. We generously distribute them to the students and community members visiting our facilities during the outreach arranged tours that come through our program, outreach events and are in key locations for easy access to students and visitors. We also utilize mass e-mails, campus wide to advertise some of our upcoming course offerings such as the ones related to Flight operations and aviation maintenance.
The program is very active in outreach to the community. We do this by attending some of our feeder schools career days, college fairs and standalone program information sessions. Moreover, the Aeronautics program continuous to be an active participate in campus events for outreach. We have

conducted drone demonstrations to various local high schools as an outreach effort to inform students of potential aviation careers.

The Aero program regularly attends the Redlands airport Toys for Tots air show with an informational aero program booth. Additionally, we communicate our achievements through the presidents and dean's newsletter and the local Sun newspaper to highlight milestone program/student achievements. An example of such highlight news was the acquisition of a two hundred-thousand-dollar aircraft through a generous donation by a local Surgeon to help augment our Powerplant and Airframe maintenance program. Program Faculty maintain close relationships with local industry establishments in order to mutually promote both the latest industry trends and requirements in the Aeronautics and aviation field to our students as well as to conversely provide our students with possible employment and internship opportunities within these establishments.

In keeping with our strategic initiatives of campus climate, our graduates are thoroughly trained and have proven to be shining examples and good ambassadors of the department and college. We stress safety very heavily to all of our students through extensive safety briefings and on a daily basis. Our program has an excellent reputation in the aviation industry for quality instruction. We maintain a safe environment for our students to work in. We try to keep our classroom and lab areas clean and neat so that those coming to tour our area will have a good impression of our portion of the campus.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The aero program enhances the culture and climate of the college by actively participating in every campus events that foster program promotion to student populations through static displays of aircraft, simulation modules, engine displays, and sample aircraft maintenance demos. Example of such events are Winter fest, Club Rush, and STEMAPALOOZA. In addition, our division participates in any and all open house events that are open to both our student population as well as the public and middle school and high school students to be able to see our laboratory facilities that include many aircrafts, aircraft sections, engines, trainer modules, flight simulators to name a few. Many demonstrations are usually implemented to illustrate the kind of training that our program offers in terms of maintenance skills needed to become successful in the field.
The Aero department has pursued the introduction of a Drones program in which the students will learn how to operate the drones with proper safety procedures and to learn all the rules and regulations that have been instituted by the Federal Aviation Administration for Drones including preparing them to pass the certification exam. This has prompted the Geography department to entertain the possibility of including these classes within their GIS program since the use of drones are becoming an important part of that field, thus promoting interdivisional cooperation. Another department that Aero continues to have a close cooperation with is the Electronics department since they are working on developing a drone certification from the construction, troubleshooting, and maintenance as well as calibration and tuning of the drone aspects thus further demonstrating interdepartmental and collegial cooperation. In addition, many of the skills being taught and implemented within our programs such as metal sheet cutting, riveting or fiberglass and carbon fiber repair as part of aircraft structural and skin repair are mutually utilized with the Auto body department thus illustrating close interdepartmental cooperation and creating a collegial culture and climate within the college.

Describe one or more external/internal partnerships.

The Aero department has continued and continues to established excellent relationships and partnerships with local and regional aviation industry establishments. These efforts have culminated in creating internship opportunities with Skywest Airlines for students enrolled within our programs to directly utilize and enhance their work experience in the field of aircraft powerplant and structural maintenance and repair. Other noteable external partnership examples are: Unical Aviation Services, a local and regional aviation establishment specialized in cannibalizing old aircraft, refurbishing and reselling components and parts to major airlines. They have had many of their employees join our program to obtain their FAA certification in the respective discipline. Also, they have provided employment opportunities to our students graduating

from our department as well as donating aviation related items and materials for the use within our labs. United Parcel Service has also donated aviation related items and materials to our program as well as actively promoting our program to their employees. Moreover, Riverside Flight Academy and Worldwide Wings, both local private flight schools, offer our flight operations students discounted flying lessons. In addition, Redlands airport is in the process of offering internships within their airport operations department to our flight operations students.

The Aeronautics department has been developing, although slowly, internal partnerships with the following departments: Audio visual , Geology, Electronics, and machining with the goal of developing a Drone program that involves the construction, operation, flight certification, implementation, maintenance and repair aspects as related to the preceding departments listed

What plans does your program have to further implement any of these initiatives?

Our external partnership initiatives described above are ongoing and have been implemented through having members of all the above listed organizations attend our advisory committee meetings and be part of the committee to give us feedback as well as make constructive recommendations to modify, implement and include any new industry standards as well as to help create career pathways for our graduates in terms of internships and employment opportunities. Department faculty also maintains consistent communication with these individuals and organizations via emails or site visits both to our facilities or for our students to visit their facilities to gain valuable exposure to typical operational environments that they will encounter in real life.
Our internal partnerships are ongoing in terms of interdepartmental and interdivisional cooperation for the eventual development of a drone program.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

The program is FAA approved, audited, and inspected to meet the requirement of FAR Part 147. 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 which mandates the study areas, depth of instruction, and time requirement for each instructional unit. As a result, our department Faculty must maintain currency in the field which implemented in a unique way. The department has 13 adjunct Faculty,11 of which are currently actively employed in the aviation field in all its aspects. The FAA mandates ongoing technical training classes on aircraft familiarization, maintenance, troubleshooting and crew management. Therefore, our adjuncts maintain currency through their respective employment in the aviation industry because any aviation related organization must strictly adhere to the most current FAA requirements and thus their employees will automatically be subjected to taking workshops and technical training to keep current with industry standards and FAA regulations. Our Faculty also participate and attend professional Development workshops provided by the college to enrich their teaching and instructional skills as well as to promote a favorable learning environment to students.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

All of our Faculty, including adjuncts possess FAA certifications and therefore are affiliated with the Federal Aviation Administration. Additional professional organizations our department as well as Faculty/staff members belong to are as follows: Redlands Airport Association, Women in Aviation, FAA Flight Safety, Civil Air Patrol, and AOPA (Aircraft Owners and Pilots Association). All of these aviation related organizations provide valuable and current information as well as workshops and training to members within their realm as it pertains to regulations, standards, new technologies utilized, operational methodologies, and other facets. Our respective faculty, being active members within these organizations benefit from these workshops and training and actively incorporates these skills within our program.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Our Faculty actively engage in professional growth activities through their employment in the aviation private industry since 80 % of them are currently employed in the aerospace industry. We have a unique situation in that those Faculty that are employed by private industry are required by their respective organizations to attend aeronautics and aviation related conferences and training opportunities to keep them current within the field as to the latest technologies deployed as well as newest rules and regulations and standards adopted in the industry, thus keeping our faculty current and up to date and enabling to transfer this knowledge to our students and increasing program effectiveness. In addition, the remaining staff and faculty can attend the same conferences that private industry sends our adjunct faculty to attend. An example of this is the Aerospace Maintenance Competition held every year which our staff has attended as judges, team leaders, and advisors. The experience and knowledge they bring back to the classroom is invaluable: it is current and relevant. Moreover, some of our instructors attend ongoing aircraft familiarization courses with their respective companies which, in turn, provides more effective instructors for our students.

Some of the collaboration and training opportunities we do with other community college comes through our advisory committees. Our staff attend advisory committees for other colleges as professional experts

in their field. Some of the community colleges are Chaffey, Mount San Antonio, West Los Angeles, Victor Valley and Spartan Aviation College.

In addition, an example of establishing training opportunities with other community colleges is with composite material as used in airframe structural repair. Three of the colleges, including ours, attended the Regional Industry Advisory with Larry McLaughlin, a regional deputy sector navigator for program development in the transportation field. The result of this regional collaboration and training development activity was the development of an advanced composites course to repair modern airframe structures utilizing carbon fiber. Further intercollegiate collaboration culminated in the decision by all representatives from the program member colleges to buy the same brand of equipment for training in order to maintain regional program uniformity. Currently, intercollegiate collaboration is continuing in regards to the newly developed composite material course in all its aspects.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

Our mission is to provide a diverse community of learners high-quality education, knowledge, skills, and training to successfully enter the work force and gain employment in the aviation maintenance technology industry or flight operations field, be successful at numerous levels of employment, including commercial, corporate, or general aviation maintenance, and provide them the foundation necessary to continue to learn and progress in their field of endeavor. In addition, the program strongly adheres to the Federal Aviation Administration stringent standards and is certified by the FAA under Federal Aviation Regulation Part 147.

How does this mission or purpose relate to the college mission?

The Aeronautics program mission correlates and parallels the college mission. We want our diverse community of learners to succeed! We provide our students a high-quality hands-on learning experience to accompany their ability to understand theory, the ability to think critically, and the capacity to apply that knowledge in a real-world setting in accordance with strict guidance, rules, and regulations. Possessing these valuable skills will lead them to vastly improve their economic standing and to foster economic growth and improve their competitiveness in the labor market in which they will be a valuable asset and an example of workforce development. Our students do very well because we provide our diverse student population with quality training, skills and knowledge necessary to succeed in business, industry, and their chosen professions in a multicultural society

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

The Aero department has initiated an AMT evening program in addition to our daytime program and the enrollment numbers have risen. As per the latest EMP duplicated enrollment has risen from 273 in years 16-19 to 656 in years 18-19. This is also attributed to the excellent outreach efforts that have been instituted to bring in current industry employees from our advisory partnership companies so they may obtain their A&P (Airframe and Powerplant) certifications. In fact, an aggressive outreach campaign has been instituted by our Full time Faculty with the support of our existing part time faculty and they have been able to secure a career pathway for many of the employees of major industry players such as Unical, United Parcel Service (Aviation Division), and Sky West to send their employees to attain their A&P licenses through our program. As a result, our enrollments have increased dramatically. It is also important to note that prior to offering the afternoon program, our morning

program beginning courses were capped at 25 students due to limited lab equipment to student ratios and FAA regulations. And therefore, by looking at the most current EMP data, which only reflected the morning program enrollments, the FTEF numbers has improved dramatically from the previous year from an FTEF of 7.89 to 12.67. However, the WSCH per current FETF decreased from 367 to 307. The reason for this decrease remains due to the lab intensive curriculum that is mandated by the FAA and the work station and equipment available to deliver a quality curriculum mandates that the class size be reduced and thus pushing down the WSCH number. However, we are predicting that this ratio will slightly improve after the new enrollment statistics are counted. In addition to all the above, our partnerships with Worldwide Wings, Riverside Flight Academy, SkyWest Airlines, Unical, and United Parcel Service and the development and introduction of our new certificates and degrees are surely going to increase our enrollment bottom line and further improving both statistical numbers discussed above.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

All course sections are current, and content reviewed to be up to date to any and all changes required by FAA. All listed active courses are offered

CURRICUNET REPORT:

Applied Technology, Transportation & Culinary Arts

Aeronautics

Course	Status	Last Content Review	Next Review Date
AERO 015 Nano Composite Technology	Active	11/21/2016	11/21/2022
AERO 021 Aviation Fundamentals	Active	11/21/2016	11/21/2022
AERO 022 Private Pilot Ground School	Active	11/21/2016	11/21/2022
AERO 024 Aircraft Powerplants	Active	11/21/2016	11/21/2022
AERO 025 Flight Safety	Active	11/21/2016	11/21/2022
AERO 026 Airframe Structures	Active	11/21/2016	11/21/2022
AERO 027 Airport Certification and Operations	Active	11/21/2016	11/21/2022
AERO 034 Civil Aviation Management and Laws	Active	11/21/2016	11/21/2022
AERO 040 Instrument Ground School	Active	11/21/2016	11/21/2022
AERO 046 Aviation Weather	Active	11/21/2016	11/21/2022

AERO 050 General/Calculations and Basic Electricity Airframe and Powerplant Technologies	Active	02/28/2017	02/28/2023
AERO 050L General Laboratory/Calculations and Basic Electricity Airframe and Powerplant Technologies	Active	02/28/2017	02/28/2023
AERO 051 General/Materials and Servicing Airframe and Powerplant Technologies	Active	02/28/2017	02/28/2023
AERO 051L General Laboratory/Materials and Servicing Airframe and Powerplant Technologies	Active	02/28/2017	02/28/2023
AERO 052 Airframe Maintenance - Structures	Active	02/28/2017	02/28/2023
AERO 052L Airframe Maintenance Laboratory - Structures	Active	02/28/2017	02/28/2023
AERO 053 Airframe Maintenance - Systems and Components	Active	02/28/2017	02/28/2023
AERO 053L Airframe Maintenance Laboratory - Systems and Components	Active	02/28/2017	02/28/2023
AERO 054 Powerplant Maintenance - Reciprocating Engine Overhaul	Active	02/28/2017	02/28/2023
AERO 054L Powerplant Maintenance Laboratory - Reciprocating Engine Overhaul	Active	02/28/2017	02/28/2023
AERO 055 Powerplant Maintenance - Accessory Overhaul	Active	02/28/2017	02/28/2023
AERO 055L Powerplant Maintenance Laboratory - Accessory Overhaul	Active	02/28/2017	02/28/2023
AERO 098 Aeronautics Work Experience	Active	11/26/2018	11/26/2024

AERO 600 Introduction to Aviation Technology	Active	11/20/2017	11/20/2023
AERO 621 Aviation Fundamentals	Active	11/04/2019	11/04/2025
AERO 622 Private Pilot Ground School	Active	11/04/2019	11/04/2025
AERO 624 Aircraft Powerplants	Active	11/04/2019	11/04/2025
AERO 625 Flight Safety	Active	11/04/2019	11/04/2025
AERO 626 Airframe Structures	Active	11/04/2019	11/04/2025
AERO 640 Instrument Ground School	Active	11/04/2019	11/04/2025
AERO 646 Aviation Weather	Active	11/04/2019	11/04/2025
AERO 650L General Laboratory/Calculations and Basic Electricity Airframe and Powerplant Technologies	Active	10/23/2017	10/23/2023
AERO 651L General Laboratory/Materials and Servicing Airframe and Powerplant Technologies	Active	10/23/2017	10/23/2023

AERO 652L Airframe Maintenance Laboratory - Structures	Active	10/23/2017	10/23/2023
AERO 653L Airframe Maintenance Laboratory System and Components	Active	10/23/2017	10/23/2023
AERO 654L Powerplant Maintenance Laboratory - Reciprocating Engine Overhaul	Active	10/23/2017	10/23/2023
AERO 655L Powerplant Maintenance Laboratory - Accessory Overhaul	Active	10/23/2017	10/23/2023
AERO 900 Lab Studies in Aviation Maintenance Technology	Active	11/09/2015	11/09/202

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Even-though our courses were renumbered below 100, some of our courses are currently accepted for credit at various institutions. Southern Illinois University and Embry–Riddle Aeronautical University do recognize these classes for some transfer credit.

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

All courses listed are being have accurate information and proper descriptions.

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

No update required

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

Trends in the Aeronautics industry as indicated from our advisory board committee members as well as human resource data from national aviation maintenance companies is increasing steadily. The data indicate a large portion of the maintenance and inspection workforce, up to 45%, will be retiring in the next decade. This has caused the FAA to embark on a nationwide advertising campaign to promote aviation careers. Demand for qualified technicians is steady and forecast to grow. These positions will require qualified candidates to possess the FAA Airframe and Powerplant certifications that our program directly supports. We have seen this trend through strong enrollment increases in our program, especially from employees currently working in the aviation industry that are being required by their employer to obtain their A&P licenses. Henceforth, as long as our program is FAA approved and sanctioned, then any regulation change and update will closely be followed and adhered to so as to keep its relevancy and efficacy. It is important to note, that 95 percent of our students successfully completing our program do obtain their FAA licenses, a testament to the quality, strength, and validity of our program. So our planning always involves keeping the program completely in line with FAA standards as well as adhering to their regulations. In addition, there exists a few private schools that do offer a similar A&P programs however, they are prohibitively expensive for our economically challenged community of students. Thus, providing an excellent educational and hands on training program with affordable rates remains a strong recruiting advantage for our program and program planning has included recruitment efforts and marketability strategies to capitalize on these advantages. A notable trend in the industry is that commercial pilots and Flight operations personnel are in an ever-increasing demand as the industry grows and existing pilots are retiring. Hence we have created a flight operations certification as well as a Flight operations management certification and degree. And as a result, the department has hired a licensed pilot with flight operations experience and certifications as a temporary full time faculty to teach these courses for one year but has now exceeded his one-year status and has gone back to adjunct status. It is apparent from the previous discussions that we are facing challenges because we have doubled our FTES as well as our FTEF from four years ago and our FTEF is hovering above 12.56 with only one full time Faculty and 13 adjunct instructors. To address this challenge, we have consistently and annually, as part of planning in the program review process, included a request to hire additional full time faculty to help support the program because it is clearly evident that the only full time faculty is barely adequate to support the tremendous growth experienced by the department. It is also important to note that historically, the department had three full time Faculty that have since retired but never replaced. Additionally, included in our planning, program administrators continue to apply to receive funding from different grant sources in order to acquire additional state of the art trainer equipment and mock ups that tend to be

expensive in order to sustain our successful program. And as indicated earlier, through our faculty and industry partnerships that have been established and continue to be established, we have been able to obtain many valuable and useful parts and materials as donations from companies such as Unical and UPS in addition to a donation of a two-hundred thousand dollar aircraft donation from a local community member. The dept. continues to seek industry and community support for equipment that may be used for training purposes. Such planning and networking with industry is a vital part of the planning that will address the challenges that are faced.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
    a. Classroom space
    b. Access to equipment
    c. Maintenance
    d. Technology
    e. Other

a. The Aero Department is unique in that its classroom/lab space is shared, meaning that lectures for some classes are held in the same area as the lab due to having the ability to show and demonstrate the different mock-up and heavy trainer demos needed to be utilized during the lecture to illustrate subject matter principles. However, due to increased enrollment and program growth, some lectures that need to be held in these lab areas are held in other departments and buildings making it difficult if not impossible to use mock-ups and demos due to the distance from the aero labs.

b. Our lab consists of many airplanes, propeller engines, jet engines, mock-ups of sub aircraft parts, cutaways, sheet metal machines, trainer apparatus, aircraft cutaways, aircraft parts, composite curing machines, etc. all have been located strategically and in the most efficient layout to provide maximum access to said equipment. However, due to the limited space, access to equipment has become limited and challenging to work within. When students need equipment or mock-ups, many times, they find themselves with the instructor having to move equipment around the shop to gain access for use. This endeavor at times eats up valuable lab time. As a result, more space will definitely be a viable solution to said problem. Department administrators are currently working with the

architects and planners of the new CTE building that is going to be built in order to meets the needs of the department.

c. The Aeronautics building is basically a simple hanger type building that doesn't have any HVAC systems. Not much mechanical upkeep is required except for lighting and other minimal facilities maintenance. However, due to the lack of HVAC systems, the lab/lecture space gets up over 100 degrees during the summer which can be counter-conducive to the learning environment. Nevertheless, the building is maintained, and any concerns or discrepancies are quickly remedied.

d. We currently possess some state of the art trainers and simulators within the facilities, however, we are continuously upgrading our old equipment with the newest available up to date equipment and trainers within our budget capabilities. However, we are lacking some desktop computers in the lab areas with access to the internet as students frequently require to research and look up information from required aviation sites such as FAA.gov (Federal Aviation Administration website).

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Currently the Lab space gets extremely hot during summer months to include August. At times the temperature reaches above 100 degrees in the lab with sustained temperatures in the low 90's. The lack of air conditioning makes the learning environment intolerable at times. Some of our student population has no reprieve from the heat in their homes and that is compounded by the heat they have to deal with in the labs. Students will spend up to 6 hours in the lab at a time. The aero lab building needs some type of air conditioning system in order to improve the learning environment. In addition, lab space is lacking some desktop computers with access to internet as students frequently require to research and reference information from required aviation websites from manufacturers of equipment to FAA standards and regulations pertaining to the various systems they are working on.

Although the facility is well maintained and students and staff take pride in its appearance and keep it clean and organized, it need upgrades. The electrical power required for some our equipment is limited to one area. Students need to move equipment in order to have access to power outlet that is used to power-up our aircraft. The department has outgrown the footprint of the lab building due to the increased enrollment and the added night courses. Equipment and mockups are constantly being used day and evening. Were in the past with just a day program we were able to strategically place equipment around the lab that wasn't being used. Currently the majority of the equipment is being used and it has become a constant inconvenience and loss of student time.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

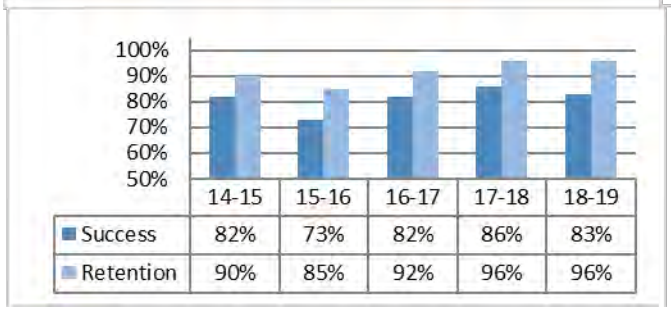
Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Productivity: Committee recommends that it is critical to reverse trend in loss of students. Faculty Chair working with Committee to meet criteria. Concern over steady decline of full-time enrollments; program was failing before loss of full-time faculty. Full-time faculty has been replaced now. Lack of outreach could be factor. Clear plans (and action) for outreach must be formulated

Response:

We believe we have reversed the trend and continue increase enrollment through our outreach efforts. As previously mentioned in this report under Productivity, the aero department will continue in its outreach efforts to the feeder high schools, local airports, and include informing high school counselors of the aero programs offered at SBVC.

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



Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Aeronautics

Efficacy Team: Keynasia Buffong**,** Paula Ferri-Milligan

Overall Recommendation:

☒Continuation ☐Conditional ☐Probation

Rationale for Overall Recommendation: The Aeronautics department presented a detailed report describing a rapidly growing department whose mission and purpose are aligned with that of the college. The student success and retention are notable and indicates the program is meeting its goals. The department addresses their discrepancies in demographics and outlined targeted outreach efforts. The SLOs productivity and curriculum directly correlate with industry (FAA) standards. There are not any out of date courses in the curriculum. The program is very active in outreach and has established relationships with local employers resulting in internship opportunities for students.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Demographics (Meets): The department does a thorough analysis of its population and has some plans in place to address underrepresented students. The most notable discrepancy is the female in the demographic date is the female population (10.9% in the program as opposed to 57.7% campus-wide). The department notes that the female population has increased slowly. Although the numbers generally reflect the industry challenges, the department is working with the Women in Aviation organization in order to promote the program. The African-American (6.1% department/12.3% college-wide) and Hispanic (44.3% department/63.7% campus-wide) populations in the department show a marked difference, the department states that it will continue outreach to both populations through the high schools and through private organizations and clubs that target these populations. The department does address 2018 data from the Bureau of Labor Statistics, that addresses whites, women, African Americans, Asians, and Hispanics, and the department states that "our program enrollment, factoring in the Inland Empire demographics being heavily Hispanic, are in line with these statistics."

Pattern of Service: (Meets) The department states that the advisory committee members help to drive the pattern of service. The department has expanded from a day program only and developed an evening program. It is also looking at adding Saturday classes to serve their student population. And it offers off campus courses at Spring Charter High School in Riverside.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** Although the categories meet, the department might want to develop more specific plans to target other underrepresented populations—African Americans and Hispanics—as it does with women. Also, since many of the CTE courses are now looking at ways to offer hybrid/online course presentations, the department makes no mention of that. It does state that the department must adhere to FAA rules and regulations, but looking into hybrid lecture components might be doable and offer the students another way to address some scheduling issues that they may have.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs)	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes**

Level Outcomes: Continuous Assessment	Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	**(SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Data Analysis (Meets): The department notes that it has increased the number of certificates by 19% over the previous year. Duplicated enrollment has increased from 415 to 656 from the previous year. The student success and retention rates are impressive. FTES have increased, and the retention has remained consistently high, with this year and last year at 96%. The department notes that the "success rate has dipped below previous level [86%] by 3 percent. which can be considered stable compared with the large enrollment increase in FTES." Other than in 2015-16 when the success rate lowered to 73%, the department has consistently remained in the 80% and above range for student success. The department notes that WSCH has dropped due to class size limit and the lab-intensive curriculum that is mandated by the FAA.

Student Learning Outcomes: (Meets) The department demonstrates that it evaluates SLOs and is continuously assessing them by using FAA criteria as a standard of success for the students.

Disaggregated Data Analysis: (Meets) The department disaggregates the data by directly assessing questions on the FAA examinations with SBVC student average scores as published by the FAA. The department addresses areas that have a 10% gap. It notes that when that occurs, it "deduce[s] that the SLO must be revisited and the assessment parameters must be changed." 10% is used as the benchmark based on the Federal Aviation Administrations national average. The department notes that "As these scores closely correlate with our SLOs, we have an effective tool to analyze our SLOs on a quarterly basis through the FAA website." Program Level Outcomes are addressed and linked to SLO evaluation.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☐ **Does Not Meet** ☐ **Meets** ☒**Exceeds**

Efficacy Team Analysis and Feedback: Communication: (Exceeds) The department notes the following outreach events: STEMAPALOOA, Winterfest, and CTE open house events to promote to the local community. The department has brochures and flyers with information about courses, and it utilizes mass emails to inform the campus of events. It participates if feeder-school career days and college fairs. It attends the Redlands Airport Toys for Tots Air Show with an informational booth and promotes the program and highlights its accomplishments through the local newspaper.

Culture & Climate: (Exceeds) In addition to the communication that the department addresses above, it has introduced a Drones program that reflects the Federal Aviation Administration for Drones and prepares students to pass the certification exam. This "prompted the Geography Department to entertain the possibility of including these classes within their GIS Program. The department works closely with the Electronics Department since they are working on developing a drone certification. Both internal and external partnerships are noted: local and regional aviation industries, Unical Aviation Services, United Parcel Service, Riverside Flight Academy and Worldwide Wings. The department notes that the collaborations made above are ongoing.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

☐ **Does Not Meet** ☐**Meets** ☒**Exceeds**

Efficacy Team Analysis and Feedback: Advisory committee meetings allows the department to receive and share cutting edge information about the industry and is in one way or another positioning the department for future growth. Also, 80% of the faculty is currently employed in the Aerospace industry, and as a result, they are mandated by FAA standards to get ongoing technical training. The faculty participate in campus professional development workshops to "enrich their teaching and instructional skills." Faculty possess FAA certifications and are affiliated with the Federal Aviation Administration. Additional organizations that faculty or the department belong to are the Redlands Airport Association, Women in Aviation, FAA Flight Safety, Civil Air Patrol, and Aircraft Owners and Pilots Association. The department will continue their associations and is establishing training opportunities with other community colleges.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.	The program **provides** evidence that the curriculum review process is up to date.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community

	Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	needs and positions the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Mission: (Meets) The department has a mission that links to the colleges mission—appealing to a diverse student body and preparing students for the workforce through its program and certificates.

Productivity: (Meets) The department adequately addresses it productivity, siting its outreach efforts by full-time and part-time faculty. It cites the improvement in FTEF numbers to the development of the afternoon program. It addresses the decrease in WSCH to FAA mandated regulations—"work station and equipment available to deliver a quality curriculum mandates that the class size be reduced."

Relevance, Currency, Articulation: (Meets) All courses are current, and the department states that catalog information "have accurate information and proper descriptions."

Challenges: (Meets) The department notes trends in the industry. It also addresses challenges that are related to the expansion of the course offerings/program to accommodate for these trends. In order to meet those challenges, the department participates in Program Review needs assessment, identify grant sources, continue to collaborate with companies to obtain necessary equipment for training purposes, maintain networking partnerships.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds

Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☐**Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: The department does mention the lack of space in the classroom and that it does impact the student count for labs. It also discusses the facility and the need for upgrades and access to technology. The faculty members are working with the architects and providing input on the new CTE building to address these issues. The department is seeking grants and donations to acquire new equipment.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

VII: Previous Does Not Meet Categories

☐**Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: The department has addressed productivity concerns.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** N/A

Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. 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

Access to Efficacy information and resources can be found on the Program Review Efficacy Resources page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204
Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208
Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Friday, March 13, 2020. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a PDF
2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy

2019 – 2020

Program Being Evaluated

Athletics

Name of Division

Social Sciences, Human Development and Physical Education

Name of Person Preparing this Report	**Extension**
David Rubio	

Names of Department Members Consulted

Daniel Alagttas, Ken Lawler, Quincy Brewer

Names of Reviewers

Anna Tolstova, Robert Jenkins, Giriga Raghavan

Work Flow	**Date Submitted**
Initial meeting with department	2-26-2020
Meeting with Program Review Team	3-13-2020
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 13**

Staffing

List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	2	0	0
Faculty	6	24	6
Classified Staff	4	1	0
Total	12	24	6

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

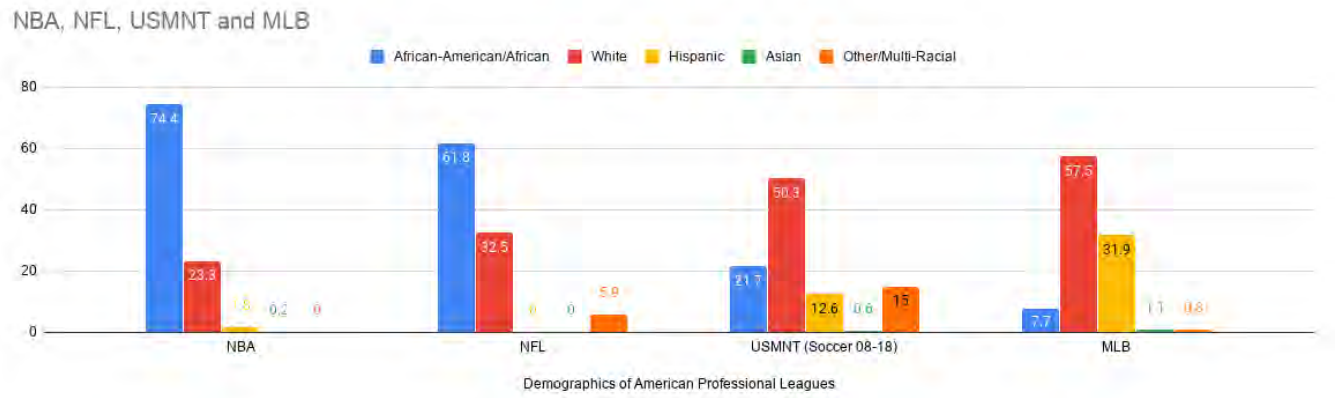
SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	**Program: Athletics**	**Campus-wide**
Asian	0.3%	3.2%
African-American	29.0%	12.3%
Filipino	0.3%	1.3%
Hispanic	47.7%	63.7%
Multi-Ethnicity	10.6%	6.9%
Native American	0.3%	0.2%
Pacific Islander	1.0%	0.2%
White	9.9%	11.1%
Unknown	0.8%	0.9%
Female	29.3%	57.7%

Male	70.7%	42.0%
Disability	3.5%	4.4%
Age 19 or Less	10.3%	23.7%
Age 20 to 24	81.1%	32.9%
Age 25 to 29	7.6%	18.2%
Age 30 to 34	0.6%	9.7%
Age 35 to 39	0.3%	5.7%
Age 40 to 49	0.0%	6.0%
Age 50+	0.1%	3.9%



Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

The Athletic Program here at San Bernardino Valley College has a very diverse population of student athletes that reflects well when compared to the campus population. The campus data versus the athletic data shows pattern of equal representation. The larger number campus wide is mirrored by a larger number in our athletic programs. The exception being the African American demographic. The African American demographic for athletics is over twice the size when compared to the campus wide demographic and a large number of the African American demographic is male. African American males traditionally have one of lowest percentage for attending college immediately after high school. SBVC Athletics is proud of its efforts to provide an opportunity for this part of our campus population.

We are aware that with the growth of African American populations, there will be a decline in participation by others. In this case we observe the Hispanic population participating at a lower percentage than the percentage of Hispanics in the general student population. This finding mirrors Labor Market information for the four major American (male) sports organizations. SBVC does not recruit student athletes based on their ethnicity, but does seek to give an equal opportunity to

participate to all perspective student athletes. Our coaches regularly visit and/or recruit every high school in the CCCAA assigned recruiting area surrounding the College.

There is no internal data collection process regarding ethnicity, but we do collect data regarding gender. Data collected regarding the gender population is used to determine if San Bernardino Valley College is in compliance with Title IX. Data on gender is collect through CCCApply and the office of planning and research. The ideal scenario for any institution is to have the campus gender population mirror the athletic population in order to be in compliance with Title IX. San Bernardino Valley College is not in compliance. The numbers show we have a 57.7% female population compared to the male population which is at 42.0% The female athletic population is 29.3% compared to the male athletic population at 70.7%.

To address the concerns of Title IX SBVC athletic program has suggested a plan to increase participation opportunities for the female demographic. The plan is to add female sports to our program. We submitted a proposal to add "Beach Volleyball" to our offerings. By offering more opportunities to the underrepresented gender, at SBVC will meet the one of the standards of Title IX, "Expansion."

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

As part of year-round process coaches will recruit new student athletes while providing services such as: study halls, arranging tutors, and providing "off-season" physical conditioning to current student athletes. Coaches will network with Universities to assist student athletes in obtaining scholarships. On average a head coach will make themselves available to the student athlete from 8am to 8pm, 6 to 7 day a week. During the season a head coach will prepare a practice plan, direct assistant coaches, meet with student athletes before practice. A practice will generally last two to three hours. After practice coaches will evaluate practice, consult with assistant coaches and meet with student athletes to discuss performance on the field/court and in the classroom. Post-practice meeting can last from one to three hours. On game days a coach can show-up as much as three hours before competition starts. The average competition will last two hours. After competition a coach will make themselves available for media interviews, student athlete question and concerns, evaluation of performance with assistant coaches. If a team is traveling to an away event one to six hours can be added to the above-mentioned schedule.

A great deal of events, practices, and competitions take place in the evening and on weekends. Instruction and contact with our students is consistently available during non-traditional college hours. In order to work around student athletes' impacted class schedule our teams have several offerings of the corequisite strength or conditioning classes at different times of the day. Also, through surveys of student athletes our coaches have adjusted the time of their Team Athletics class/practice to the morning in order to allow student athletes to enroll in classes that only had one offering that conflicted with practice. Football and Women's Soccer have moved practice to the early morning which has allowed students to take jobs offering evening hours, and have allowed students to take advantage of more student services in the mid-morning and afternoon. This is especially true for students seeking tutoring after class, whereas, before they went directly to team meetings, practice, and the Athletic Training room.

Sports are entrenched within our community. By offering an intercollegiate sports program we provide a valuable service to our community. Sports is a vehicle which can lead to college for students who wouldn't otherwise consider higher education as a way to a better life.

Our coaches are constantly in our community recruiting students to our college. Our coaches attend high school events, club events and visit with high school teacher/coaches and administrators. They make home visits and meets the parents, brother and sisters. Our coaches take full advantage of social media which is tremendously helpful in staying connected with recruits and current student athletes. The internet and social media is a great way for delivering instruction, recruitment and communication.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student	Program **has not demonstrated** that it has analyzed	Program **has demonstrated** that it has analyzed disaggregated data for at	In addition to the meets criteria, the program **demonstrates that analysis**

Learning Outcomes: Disaggregated Data Analysis	disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	**of 3 or more relevant disaggregated SLO data sets support program growth.**

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

Retention rates and success rates remain very high. Success rates have increased three points. Retention rates are down one point. This is in part due to the improved success rates having an inverse relationship with retention due to students accepting scholarships during their freshman year.

There has been no increase in class offerings and no new sports offerings has been added to the program.

FTEF has remained steady for the last two years.
Our Football has increased their roster by nearly 40% (KINX 112AX3 – Football Offense from 48 in 2018 to 67 in 2019). Similar, but less dramatic gains were seen in KINX 113AX3 – Football Defense. This will remain a trend as our team has displayed elite on-field success allowing for recruitment of more student athletes and more skilled student athletes. Meanwhile our men's and women's soccer program both saw moderate increases that take them to near maximum capacity.

The softball program is still an issue with no on campus facilities, lack of oversight and support.
I believe the "flip" between success and retention rates are because our coaches are holding our student athletes to a higher standard.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

SBVC athletic averages three hundred fulltime student athletes each year. Out of the three hundred over thirty different majors or certificates are declared. The wide range of declared majors makes it difficult to say how well our student athlete is doing in the job market after college. SBVC athletics is largest learning community on campus and each year we strive increase our graduation, transfer and scholarship opportunities.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

In past Program Efficacy reports for Athletic SLO's (KinX Classes) have been included. Moving forward the SLO's for KinX classes will be reported within the Kinesiology Department.

Athletics will start to collect, analyze and report data for its newly identified SAO's moving forward.

1. Student-athletes will express satisfaction with athletic coaches' effort to give them opportunities for exposure to 4-year universities granting athletic scholarships.
2. Student-athletes will experience higher success rates than general population students.
3. Student-athletes will report an increased feeling of community and support.

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

At this time no data has been collected. Athletics is in the process of identifying SAO's in its area

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

None

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Athletics will host over a hundred CCCAA events each year where a few thousand people from the community will attend. The Athletic department has hosted local high schools football teams such as Cajon High School, Colton High School and Norte Dame High School. Athletics has host CIF playoff games and has host Fox Sports West Game of Week where the college and facilities were broadcasted all over

Southern California. The high school football programs alone have brought over ten thousand people to our campus.
Our baseball team and softball team host Autism Awareness ceremonies.
Our men's basketball team this year hosted a Down Syndrome awareness game.
SBVC Athletics has hosted the SBUSD boys and girls middle school basketball championships.
With State Representative Eloise Gomez Reyes our football team has hosted the elderly to enjoy a night out.

All our team are involved with Brest Cancer Awareness.
SBVC Athletics has its own website where we publish schedules, rosters, articles, statistics and accomplishments.

At the beginning of each week a campus wide email is sent out list our athletic events for the week.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

The SBVC Athletic program seek to enhance the culture and climate of the college by hosting event that will provide an opportunity for our student population and the surrounding community to enjoy intercollegiate competition in our new beautiful facilities which shine a positive light on the college as a whole.

Athletics has developed strong interdivisional relationships with the counseling department. A great example if interdivisional cooperation is our tutoring center for our student athletes the "Huddle". The "Huddle" provides tutoring, counseling and study halls for our student athletes.

Student-athletes need their own student services because they only have a four-year window of athletic eligibility from the time of first full-time enrollment. Student-athletes must be full-time students to be eligible for athletic competition. Preparation and competition consume 3-5 hours of time on a daily basis and can be upwards of 14 hours for away games. Most importantly, student-athletes are only allowed two years of eligibility at the junior college level and (usually) must receive an associate degree within 2 years (or less) to be able to transfer to four-year university, accept a scholarship, and continue to participate in athletics. Moreover, student-athletes must carry a 2.0 overall GPA, successfully complete at least 24 units per academic year (18 must be degree applicable), and have passed at least 6 unit in the semester immediately preceding their season of sport.

Describe one or more external/internal partnerships.

SBVC Athletics has developed a strong relationship with the college Foundation. Each year Athletics works with the Foundation to raise money for scholarships, the Book Fund, Valley Bound and of course Athletics.
Events Athletics host with the Foundation are:
SBVC Annual Golf Tournament
SBVC Hall of Fame
SBVC Taste & Tour
SBVC 75th, 80th, 85, and 90th Anniversary Gala and will continue to work with Foundation on 95th Gala.

What plans does your program have to further implement any of these initiatives?

SBVC Athletics will continue to work with the Foundation to come up with new ways to promote the college and raise money.

In 2020 and 2021 SBVC Athletics will host its first Thursday home football game in modern history in order to collaborate with the Associated Students to host a school spirit event. This is part of a new vision to share the "community culture of belonging" that we foster in Athletics with the great campus population. A Thursday home game allows us to capture our target audience while they are still on campus. This would be a far departure from college football's traditional Saturday night competitions.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

All our coaches belong to their specific sports associations. Coaches are members of the Inland Empire Athletics Conference and The California Community College Athletic Association.

All these associations offer information and training on latest trends.

Each year all coaches and staff members are required to take an examination give by the CCCAA. The exam is on the CCCAA constitutions articles and bylaws. A minimum score of 80% must be achieved before a coach is allowed to represent an institution in a CCCAA sanction event

An annual compliance meeting for all coaches and staff is held at the beginning of each Fall semester where new information on changing bylaws and procedures is disseminated. The compliance meeting is mandatory.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

California Community College Athletics Association, Inland Empire Athletic Conference, Southern California Football Association, California Community College Football Coaches Association.

California Community College Athletic Association for:

Baseball, Basketball, Cross Country, Football, Softball, Soccer, Track & Field, Volleyball.

Each sport has conference, regional and state meeting in which all member our encouraged to participate. At each meeting latest trends and coaching techniques are presented and discussed.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Coaches are engaged within their own sport association. Sports association are made up of all colleges in California which offer that specific sport. There is a continuous dialog between members and a sharing of ideas. The impact is that it keeps are coaches up to date on the latest changes and trends.

Many of our coaches visit with/clinic with staffs from professional leagues and top universities several times a year.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses	The program **provides** evidence that the curriculum review process is up to date. Courses are	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions

	articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.	relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

San Bernardino Valley College is a CCCAA institution and is a member of the Inland Empire Athletic Conference. In compliance with SBVC's mission and the CCCAA philosophy the goals of the athletic department are to promote the growth of intellectual, physical and social behaviors of the student athlete. It is our goal to create a culture of excellence for our student athletes that celebrates integrity, diversity, sportsmanship and a strong work ethic.

How does this mission or purpose relate to the college mission?

Yes, San Bernardino Valley College Athletics mission statement does relate to the college's mission statement. SBVC Athletics does by incorporating the aspects of providing a quality education while understanding the college's diverse population and who we are serving in the community.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

Retention and success rates continue to be extremely high. This is a reflection of the effectiveness of our coaching and professional support staff. Our coaches perform at a high level in class and in the practice setting.

Academic standards for student athletes are frequently raised by the NCAA and CCCAA. In order to remain eligible to participate in CCCAA sanctioned sports SBVC must keep up with the academic standards set by the CCCAA.

Coaches and staff must ensure student athletes maintain a minimum GPA of 2.0. have an up to date educational plan. Must be enrolled in a minimum of 12 units during season of sport. Must be enrolled in a minimum of nine core units each semester and in order to remain eligible for their second season they must have successfully completes twenty-four unit between season of sport.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

INSERT CURRICUNET REPORT (If applicable):

Social Sciences, Human Development & Physical Education			
Kinesiology (Athletics courses- KINX)			
Course	Status	Last Content Review	Next Review Date
KIN 098 Kinesiology Work Experience	Active	09/24/2018	09/24/2024
KINX 110Ax3 Intercollegiate Cross Country - Men	Active	10/07/2013	10/07/2019
KINX 110Bx3 Intercollegiate Cross Country - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 110Cx3 Intercollegiate Cross Country - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
KINX 111Ax3 Intercollegiate Cross Country - Women	Active	10/07/2013	10/07/2019

KINX 111Bx3 Intercollegiate Cross Country Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 111Cx3 Intercollegiate Cross Country - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
KINX 112Ax3 Intercollegiate Football - Offense	Active	10/07/2013	10/07/2019
KINX 112Bx3 Intercollegiate Football - Offense Pre-Season Athletics	Active	11/25/2013	11/25/2019
KINX 112Cx3 Intercollegiate Football - Offense Off-Season Athletics	Active	11/25/2013	11/25/2019
KINX 113Ax3 Intercollegiate Football - Defense	Active	10/07/2013	10/07/2019
KINX 113Bx3 Intercollegiate Football - Defense Pre-Season Athletics	Active	11/25/2013	11/25/2019
KINX 113Cx3 Intercollegiate Football - Defense Off-Season Athletics	Active	11/25/2013	11/25/2019
KINX 114Ax3 Intercollegiate Soccer - Men	Active	10/07/2013	10/07/2019
KINX 114Bx3 Intercollegiate Soccer - Men Pre-Season Athletics	Active	11/25/2013	11/25/2019
KINX 114Cx3 Intercollegiate Soccer - Men Off-Season Athletics	Active	11/25/2013	11/25/2019
KINX 115Ax3 Intercollegiate Soccer - Women	Active	10/07/2013	10/07/2019
KINX 115Bx3 Intercollegiate Soccer - Women Pre-Season Athletics	Active	11/25/2013	11/25/2019
KINX 115Cx3 Intercollegiate Soccer - Women Off-Season Athletics	Active	11/25/2013	11/25/2019
KINX 116Ax3 Intercollegiate Volleyball - Women	Active	10/07/2013	10/07/2019
KINS 116B Intermediate Soccer	Active	12/01/2014	12/01/2020
KINX 116Bx3 Intercollegiate Volleyball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 116Cx3 Intercollegiate Volleyball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020

KINX 120Ax3 Intercollegiate Basketball - Men, Fall	Active	03/31/2014	03/31/2020
KINX 120Bx3 Intercollegiate Basketball - Men, Spring	Active	10/12/2015	10/12/2021
KINX 120Cx3 Intercollegiate Basketball - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020

KINX 120Dx4 Intercollegiate Basketball - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
KINX 121Ax3 Intercollegiate Basketball - Women, Fall	Active	03/31/2014	03/31/2020
KINX 121Bx3 Intercollegiate Basketball - Women, Spring	Active	10/12/2015	10/12/2021
KINX 121Cx3 Intercollegiate Basketball - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 121Dx4 Intercollegiate Basketball - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
KINX 130Ax3 Intercollegiate Baseball	Active	10/07/2013	10/07/2019
KINX 130Bx3 Intercollegiate Baseball Pre- Season Athletics	Active	11/25/2013	11/25/2019
KINX 130Cx3 Intercollegiate Baseball Off- Season Athletics	Active	11/25/2013	11/25/2019
KINX 131Ax3 Intercollegiate Softball	Active	10/07/2013	10/07/2019
KINX 131Bx3 Intercollegiate Softball Pre- Season Athletics	Active	11/25/2013	11/25/2019
KINX 131Cx3 Intercollegiate Softball Off- Season Athletics	Active	11/25/2013	11/25/2019
KINX 132Ax3 Intercollegiate Track and Field - Men	Active	10/07/2013	10/07/2019

KINX 132Bx3 Intercollegiate Track and Field - Men Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 132Cx3 Intercollegiate Track and Field - Men Off-Season Athletics	Active	03/31/2014	03/31/2020
KINX 133Ax3 Intercollegiate Track and Field - Women	Active	10/07/2013	10/07/2019
KINX 133Bx3 Intercollegiate Track and Field - Women Pre-Season Athletics	Active	03/31/2014	03/31/2020
KINX 133Cx3 Intercollegiate Track and Field - Women Off-Season Athletics	Active	03/31/2014	03/31/2020
KIN 200 Introduction to Physical Education and Kinesiology	Active	11/05/2018	11/05/2024
KIN 201 Mental Skills for Sport Performance	Active	02/25/2019	02/25/2025
KIN 202 History of Physical Education and Sport in the United States	Active	12/01/2014	12/01/2020

KIN 203 Theory of Coaching	Active	05/09/2016	05/09/2022
KIN 210 Sports Officiating	Active	12/09/2013	12/09/2019
KIN 222 Independent Study in Kinesiology	Active	12/09/2013	12/09/2019
KIN 231 First Aid and CPR	Active	10/23/2017	10/23/2023
KIN 232 Prevention and Care of Athletic Injuries	Active	12/09/2013	12/09/2019
KIN 236 Stress Management and Wellness	Active	10/23/2017	10/23/2023

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Note: All courses are housed in Kinesiology not Athletics

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
    a. Classroom space
    b. Access to equipment
    c. Maintenance
    d. Technology
    e. Other

The Athletic facilities consist of Gym Building, Football Stadium, Track, Soccer Field and Baseball Field.

Within the first floor of the Gym Building are two classrooms.one, one hundred seat lecture hall, one, thirty seat classroom, one computer lab, one Fitness Center, one Weight Room, one Training Room, two General Population locker rooms, three Team locker rooms for the men and three for the women, one equipment room. Second floor of Gym there are two gym floors. The Main Gym, Auxiliary Gym and there is a Multipurpose Room. The third floor contains offices, a conference room and a faculty work/lounge area.

The Football Stadium has football/soccer field and track. There is one office and two team meeting areas.

One soccer field.

One baseball field.

All area are considered instructional areas and have access to equipment necessary to instruct.

Maintenance is done when needed but there is no consistent schedule to do maintenance regularly. Most of our facilities are up to date with technology with the exception of our soccer field and baseball field. Both the soccer field and baseball field would benefit greatly with new irrigation system and a scoreboard to the soccer field and a new scoreboard for the baseball field.

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Currently Athletics has three major facility concerns:

1. Softball field. Currently we offer softball as one of our sports but have to softball field on campus. The softball team is practicing and competing at Chavez Park in Colton. The field at Chavez Park is not up to NCAA standards. Does not have a level/safe playing surface. Is not clean and is not safe. SBVC does have plans to construct a new field but no timeline has been given.
2. Soccer Field. The soccer field has an uneven/unsafe playing surface, gopher holes, ant hills and poor irrigation system.
3. Baseball Field. Baseball has the same problems as the soccer field. It is uneven, unsafe. Gopher holes, ants and a poor irrigation system.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Pattern of Service: While the department discusses away events and practices, there is no evidence provided regarding “the pattern of service and/or instruction” of classes on days/evenings/weekends. The discussion focuses on team sports and not regular classes in athletics.

Response: Our practices are our classes. The focus on team and sport is appropriate because these are not “regular classes”. This is an Athletic Program, an extracurricular program. The pattern of service extends beyond the classroom to competition.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Athletics

Efficacy Team: A. Tolstova, J. Lamore

Overall Recommendation:

☐Continuation ☒Conditional ☐Probation

Rationale for Overall Recommendation:

Overall, the program addressed the demographic data and provided an analysis comparing the demographics to the campus. However, the program did not discuss the differences in the populations of different age groups. The program describes the services used in it; however, the program did not provide an analysis of the SAO data collection. The program stated that the SLOs data will be reported within Kinesiology Department and that the program is in the process of identifying SAOs.

The program did not insert its current EMP in the report.

The program demonstrates communication with college and community and has identified its events and activities in the document. However, the department did not provide an analysis of their FTES, Enrollment; FTEF and WSCH per FTEF and did not identify their challenges, weaknesses, trends, and strengths.

The program provides a good evaluation of its facility and the equipment.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities**	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

		that are in place to meet a broad range of needs.	

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics: Meets

The program addressed the demographic data and provided an analysis comparing the demographics to the campus. The program notes differences between the population of student athletes and campus population, specifically in gender and ethnicity. There are significantly more African-American students than the overall campus, and over 16% fewer Hispanics. There are also significantly more male students than female in the program. The department has a plan to increase female enrollment. However, the department did not address the differences in the populations of different age groups. It would have easy enough for the program to address. Also the program's numbers of disabled students is quite close to college numbers, which perhaps should have been touted.

Pattern of Service: Meets

The program discusses services provided by coaches. Coaches are available 6-7 days a week from 8 am to 8 pm. The department adjusted the time of their Team Athletics classes/practices based on the results from students' surveys. However, the program did not provide specific information about its practices, when their practices/courses start and end and how this meets students' needs (compatibility with courses, jobs, etc.) to insure maximum opportunity to participate.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level**

Outcomes: Continuous Assessment	(SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	**Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

☒ **Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Students Success: Meets

The program provides an analysis of its success and retention data. However, the department did not insert the current EMP into the Efficacy report. In addition, because EMP (which the evaluators tracked down) mixes Athletics with Kinesiology data, it is difficult to truly understand these measures. Separating the data might be a better practice in future EMPs.

Supplemental Data

The program notes it is difficult to track students after graduation, which is correct. However, better supplemental data (or even data to include in student success area itself) would have been information about student athletes' grades, persistence and graduation rates, which would be information they could gather.

Student Area Outcomes: Evidence of Continuous Assessment: Does Not Meet

The Program did not provide an analysis of the SLO data collection. The program said that the SLO's data will be reported within the Kinesiology Department's efficacy. While this seems logical, it is critical that the SLOs for those courses be evaluated in that report.

The Program has developed SAOs, but has not yet begun assessing them. The expectations for programs with SAOs at this point is that they have at least started to assess SAOs as well as begun to analyze them. This puts the program behind college expectations.

Disaggregated Data Analysis Does Not Meet

The program did not provide an evaluation of SAO data as they have not assessed any so far.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

The program must begin assessing SAOs and analyzing them for planning, as well as make some decisions about how they will disaggregate that data in ways that will be useful to the program.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Communication: Meets

The program demonstrates communication within the college and community and has identified events and activities. The department hosts hundred CCCAA events each year, CIF playoff games, and Fox Sports West Game of Week events. The program's baseball and softball teams host Autism Awareness Ceremonies.

Culture and Climate: Meets

The department developed a strong interdivisional relationship with the counseling department and the College Foundation. The department has the tutorial center "Huddle", which provides tutorial, counseling, and study sessions for their students. The program is preparing to host home football games in 2020 and 2021.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The department participates in a variety of professional development activities. The coaches of the program are members of different organizations, such as the California Community College Athletic Association, the Inland Empire Athletics Conference, and Southern California Football Association. Every year coaches and staff must take an examination given by the CCCAA before a coach is allowed to represent an institution in a CCCAA events.

Many of the department's coaches meet with staff from professional leagues and universities several times a year.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current,	The program **provides** evidence that the curriculum review	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community

	and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	needs and positions the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☒ **Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Mission: Meets

The program has a mission and it links to the college mission.

Productivity: Does Not Meet

The program maintains its high retention and success rates. However, the department did not provide an analysis of their FTES, Enrollment; FTEF and WSCH per FTEF. It notes several general items, none of which are related to productivity (GPA requirements, and retention and success rates, which are student success issues). Aside from WSCH and such measures, there are other measures the program could use to demonstrate productivity: Number of students served, how many sports teams, how many competitions, or other such program-significant data.

Curriculum: Does Not Meet

While the program noted earlier in their document that in future their curriculum would be under Kinesiology, in the current document, it is in Athletics. And several courses are out of date. The program cannot wait until Kinesiology is review in 3 years to update those.

Currency: There is no evidence program reviewed information in the catalog related to their program.

Challenges: Does Not Meet

The program did not identify their challenges, weaknesses, trends, and strengths here (the box is blank). However, the department identified its facility concerns later in the report.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

The program must analyze key productivity data.

Out of date courses must be reviewed and updated.
Catalog info needs to be checked, and state it is correct if that is so.
Challenges and trends must be identified and discussed, as well as plans laid out to address those.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☐**Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program provides an evaluation of its facilities and the equipment used in the program. Some discussion of plans going forward would have been useful.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

VII: Previous Does Not Meet Categories

☐**Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The department briefly addressed its Does Not Meet, explaining that the practices are its classes.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Institutional Program Review—2019-2020
Program Efficacy Phase: Administrative Areas
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. 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

Access to Efficacy information and resources can be found on the Program Review Efficacy Resources page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204
Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208
Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Friday, March 13, 2020. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a PDF
2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy
2019– 2020

Program Being Evaluated

Campus Technology Services

Name of Division

Administrative Services

Name of Person Preparing this Report	**Extension**
Rick Hrdlicka	8656

Names of Department Members Consulted

Mark Byrd, Gabriel Roseli, Johan Feist, Manny Rosales, Aldo Sifuentes, Nathan Yearyean, Jonathan Flaa, Cedrick Wrenn

Name of Reviewers

Sandra Moore, Botra Moeung, Kay Dee Yarbrough

Work Flow	**Date Submitted**
Initial meeting with department	02/06/2020
Meeting with Program Review Team	3/6/2020
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 13**

Staffing

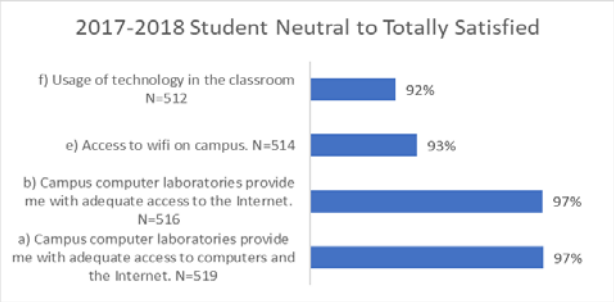
List the number of full and part-time employees in your area.

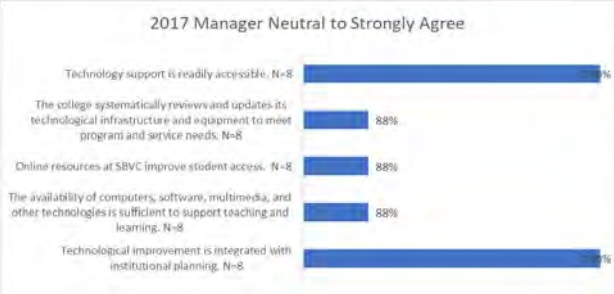
Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	1		
Faculty			
Classified Staff	8		
Total	9		

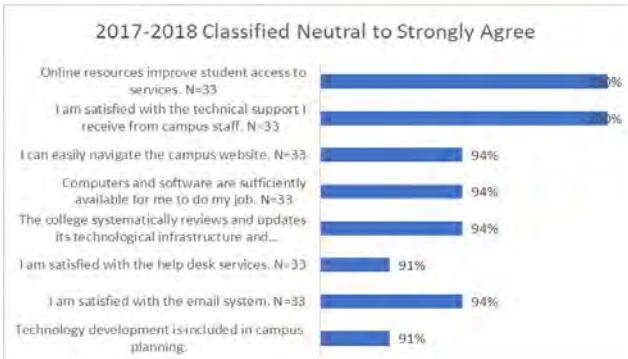
San Bernardino Valley College

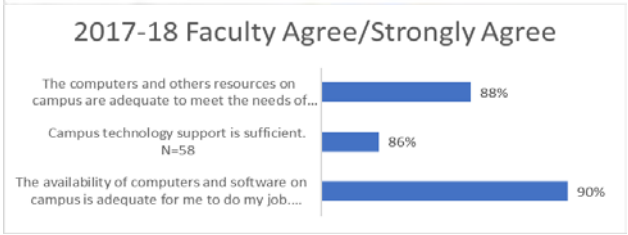
CAMPUS TECHNOLOGY SERVICES – 2019-2020

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









Number of Lab Computers by Type				
	2016	2017	2018	2019
PC Desktop	968	1059	1113	952
PC Laptop	145	243	302	333
Mac Desktop	153	134	115	152
Tablets	24	48	73	94
Chromebooks	0	0	360	1395

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

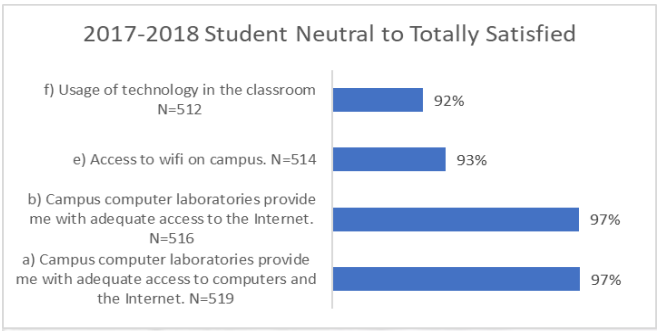
Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

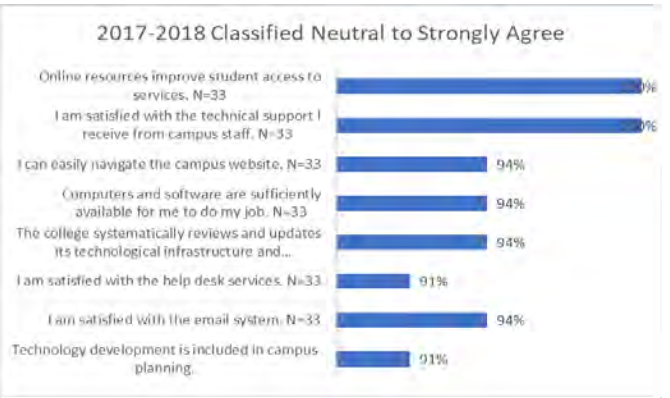
Overall Customer satisfaction is over 86% and has high as 100%.

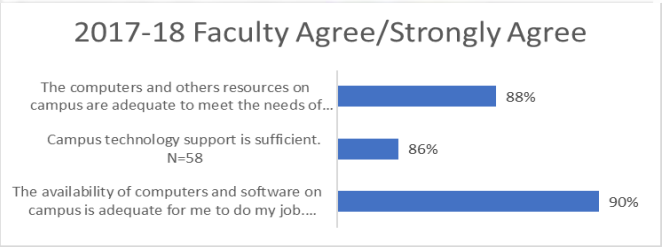
CTS supports well over 3800 devices on campus. The number of computers and labs continues to grow. There are over 101 computer labs on campus. They vary in size from 2-106 computers. We do not have an exact count on all machines, as many departments have purchased and issued laptops and tablet computers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

CAMPUS TECHNOLOGY SERVICES – 2019-2020

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







Number of Lab Computers by Type				
	2016	2017	2018	2019
PC Desktop	968	1059	1113	952
PC Laptop	145	243	302	333
Mac Desktop	153	134	115	152
Tablets	24	48	73	94
Chromebooks	0	0	360	1395

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

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

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

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

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

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

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

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

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

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

Departmental/Program Goals:

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

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

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

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

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

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

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

Challenges & Opportunities:

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

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

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

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)
As evidenced by Campus Climate surveys CTS continues to meet the needs of the campus community as best it can with the resources we have. Increased staffing would help to further improve our response time and record keeping.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)
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85% of students and employees will be satisfied with the technology resources on campus.

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Goal 2. Support the Online Program Committee's Plans and Goals.
Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.
Goal 4. Collaborate with the District on projects that are beneficial to all.
Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.
Goal 6. Identify and meet accessibility standards set by Section 508.

Challenges & Opportunities:

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- Many new systems need to be connected to the network and requires technical configuration. HVAC, security cameras, door locks, alarms, PA systems, and marquees are just a few of the items that only recently have been added to the campuses computer systems.
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Secure funding Admin Secretary Secure funding for two additional Technology Support Specialist	Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.	Rank by Program Review and Funding from College Council	Ongoing

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	**Campus Technology**	**Campus-wide**
Asian	3.2%	3.2%
African-American	12.3%	12.3%
Filipiino	1.3%	1.3%
Hispanic	63.7%	63.7%
Multi-Ethnicity	6.9%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	11.1%	11.1%
Unknown	0.9%	0.9%
Female	57.7%	57.7%
Male	42.0%	42.0%

Disability	4.4%	4.4%
Age 19 or Less	23.7%	23.7%
Age 20 to 24	32.9%	32.9%
Age 25 to 29	18.2%	18.2%
Age 30 to 34	9.7%	9.7%
Age 35 to 39	5.7%	5.7%
Age 40 to 49	6.0%	6.0%
Age 50+	3.9%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

Technology is provided to all students, faculty, staff, managers, and guests. Campus demographics has no role in how and where technology is deployed to the campus. We treat all people, programs, and areas equally.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

We have staff onsite Monday-Thursday 5:30am to 7:00pm and Fridays 5:30am to 4:30pm. Occasionally we cover events outside of work hours with overtime. Students and Faculty can get support 24/7 via phone for Canvas. The District Helpdesk provides phone support Monday to Friday 8:00am to 5:00pm. This has proven to provide adequate support. If in person or phone support is not available a helpdesk ticket may be submitted and are addressed in a timely manner. Tickets may be submitted by phone, online, or by email.

There are 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review. These student systems can be divided into three categories:

1. Open labs – These are locations where students can use labs outside of classroom hours. These labs are not reserved for any classroom activities.
2. Instructional labs - These labs are tied to an instructional program and generally are not available for use outside the discipline.
3. Service labs – These labs are tied to service areas, such as EOPS, DSPS, Success Center, and Assessment.
4. Chromebook Classrooms – Funded by AB705 and installed in the Summer of 2019.

Computer Lab Facilities 2016

	Number of Labs	Quantity of Computers
Open Lab	5	157
Instructional Lab	38	881
Service Lab	21	288
	64	1326

Computer Lab Facilities 2020		
	Number of Labs	Quantity of Computers
Open Lab	5	170
Instructional Lab	42	1099
Service Lab	26	402
Chromebook Rooms	28	1395
	101	2706

Computers have been provided to all employees either as a dedicated system or in shared use areas. For example, computers are made available to adjunct faculty in facilities around the campus. The number of these spaces have been increased as buildings are built or have been remodeled.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

The amount of equipment and the need for technology on the campus continues to grow at an exponential pace. While the staff needed to support the equipment has not. We added 1 new staff member since our 2016 Program Review assessment. But the number of computers has grown significantly. Technology has become more prevalent throughout the institution. Many more devices have been connected to our system. Besides computers, the following are connected to our network: alarms, environmental controls, lab controls, camera, security systems, marquees, signage, and others are added to our systems regularly. Categorical and grant funded programs continue to add technology to the campus. However, they have not funded any new technicians and most do not come with funding to replace the technology at the end of its life.

We are at a 500:1 ratio of computers to technician on campus. This does not include all the other devices on campus.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

NA

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

Our department meets at least once a month and sometimes twice a month. We review the status of ongoing projects. Discuss upcoming projects. Employees share their ideas on how to better serve our community.

The Technology Committee is chaired by the Director of CTS and a co-chair is selected by the committee. The committee is made up of faculty, mangers, and others appointed by the shared governance group as well as several staff from CTS. This group receives reports and gives feedback to the department. The committee also is responsible for creating the Campus Technology strategic plan. This group shares the information it receives with its constituent groups. The Technology Committees agendas, minutes, plans, and member list can be found here https://www.valleycollege.edu/about-sbvc/campus-committees/technology. You can also find their vision, mission, and guiding principles. All of which guides the CTS department.

In the Spring of 2019, the committee approved the two SAOs for the department as follows:
85% of students and employees will be satisfied with the services they receive from CTS.

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

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

Campus climate surveys show that students, faculty, staff, and managers are highly satisfied with the services and equipment provided by Campus Technology Services. See tables below:

SAO: 85% of students and employees will be satisfied with the services they receive from CTS.
Evaluation: Only the faculty satisfaction fell short of our 85% goal coming in at 84.44%. All other groups came in at above 85%. You will notice that the faculty satisfaction for 2017-2018 an 2016-207 were much lower at around 70%. This shows a marked improvement in this SAO.

Campus Climate Survey Faculty: Campus technology support is sufficient		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	86.67%	8.89%
2017-2018	69.44%	22.22%
2016-2017	70.97%	29.03%

Campus Climate Survey Faculty: Are you satisfied with the services from SBVC Technology Services		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	84.44%	4.44%
2017-2018	78.33%	6.67%
2016-2017	80.65%	16.13%

Campus Climate Survey Classified Professionals: I am satisfied with the technical support I receive from campus staff.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	94.74%	5.26%
2017-2018	100.00%	0.00%

Campus Climate Survey Managers: Technology support is readily accessible.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%

2017-2018	100%	0%

SAO: 85% of students and employees will be satisfied with the technology resources on campus.
Evaluation: The lowest rating received in 2018-2019 was from faculty at 88.89%. This is an improvement of 81.25% in 2016-2017 and 85.94% in 2017-2018. All other constituent groups ranked this area higher.

Campus Climate Survey Faculty: The availability of computers and software on campus is adequate for me to do my job		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	88.89%	8.89%
2017-2018	85.94%	9.38%
2016-2017	81.25%	18.75%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to computers		
	Satisfied to Neutral	Dissatisfied
2018-2019	96%	4%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to the internet		
	Satisfied to Neutral	Dissatisfied
2018-2019	98%	2%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus Wi-fi provides me with adequate access		
	Satisfied to Neutral	Dissatisfied
2018-2019	95%	5%
2017-2018	93%	7%
2016-2017	93%	7%
2015-2016	95%	5%

Campus Climate Survey Classified Professionals: Computers and software are sufficiently available for me to do my job.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	92.98%	7.02%
2017-2018	93.94%	6.06%

Campus Climate Survey Managers: The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	88%	13%

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

NA

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Director of CTS communicates urgent and newsworthy information to the campus at large via emails. The Department has a webpage https://www.valleycollege.edu/about-sbvc/offices/campus-technology-services/index.php. Important information about the department, vendor discounts for students and employees, forms and answers to frequently asked questions can be found on the CTS web pages. There is

also information in the catalog and faculty handbooks. Luke Bixler the district's Chief Information Officer sends out a quarterly newsletter that contains information about district and campus technology services.

Describe how your program seeks to enhance culture and climate of the college population as a whole (creating safe environments, creating an inclusive campus, increasing educational value, etc.).

Through the provision of up to date technologies and support we provide the tools faculty, staff, and managers need to serve our students and community. We provide technology setups for many of the events that take place on the campus. CTS staff provides trainings through Professional Development.

Describe one or more external/internal partnerships.

CTS is a partner with Districts TESS (Technology and Educational Support Services). We work together to provide support to the Campus community. CTS installs, uses, and supports the tools, software applications, and equipment provided by TESS. We work together to develop plans, standards and suggest policies for the district. Currently we are working to improve security protocols and standards for technology across the district.
Partner with Professional Development to provide trainings to faculty, staff, and managers.

What plans does your program have to further implement any of these initiatives?

We work with TESS daily in one on one interactions and committees. This allows us to provide input and seek feedback from each other. TESS has representatives on the SBVC Technology Committee. CTS participates in TESS committees.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

We use many different online tools to stay current in our fields. Training is provided for all new products as needed. Most of our vendors provide trainings online via a webinar or training videos. Aldo Sifuentes is currently enrolled at CSUSB in the Masters in Instructional Technology program.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Several of our staff have been trained and certified in the support of Extron equipment that we use in our smart classroom.

3. Discuss specific ways staff engage in professional growth (i.e. departmental training, attendance at conferences or workshops, etc.) Include future opportunities that are planned by staff. Discuss how professional development has impacted/expanded the program.

We recently had Extreme Networks out to train one of our staff on configuration and maintenance of our wi-fi system. Several staff have been trained and certified in the use of boom lift and man lift equipment for work in high areas. We have regular staff meetings and discuss new tools and systems as part of those meetings. Man of our vendors have provide trainings through a lunch and learn.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program **does not show** evidence of currency.	The program **provides evidence** that it maintains currency within the published documents.	In addition to the meets criteria, the program **provides** support for future planning.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

San Bernardino Valley College Campus Technology Services (CTS) provides the campus community with exemplary technology resources and support.

How does this mission or purpose relate to the college mission?

We support the colleges mission through continuous improvement of technology that provides our faculty the opportunity to provide a high-quality education. We provide services to the entire campus community. We also provide technology tools that our students will need when they enter the workforce.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?
Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Campus Climate surveys gets feedback from students, faculty, staff, and managers when taken.

Campus climate surveys show that students, faculty, staff, and managers are highly satisfied with the services and equipment provided by Campus Technology Services. The data also shows that we provide high quality equipment and support to the campus. See tables below:

Campus Climate Survey Faculty: The availability of computers and software on campus is adequate for me to do my job		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	88.89%	8.89%
2017-2018	85.94%	9.38%
2016-2017	81.25%	18.75%

Campus Climate Survey Faculty: Campus technology support is sufficient

	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	86.67%	8.89%
2017-2018	69.44%	22.22%
2016-2017	70.97%	29.03%

Campus Climate Survey Faculty: The computers and other resources on campus are adequate to meet the needs of my students		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	82.22%	15.56%
2017-2018	85.25%	11.48%
2016-2017	65.63%	31.25%

Campus Climate Survey Faculty: Are you satisfied with the services from SBVC Technology Services		
	Strongly Agree/ Agree	Disagree/Strongly Disagree
2018-2019	84.44%	4.44%
2017-2018	78.33%	6.67%
2016-2017	80.65%	16.13%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to computers		
	Satisfied to Neutral	Dissatisfied
2018-2019	96%	4%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus computer laboratories provide me with adequate access to the internet		
	Satisfied to Neutral	Dissatisfied
2018-2019	98%	2%
2017-2018	97%	3%
2016-2017	98%	2%
2015-2016	97%	3%

Student Campus Climate Survey: Campus Wi-fi provides me with adequate access		
	Satisfied to Neutral	Dissatisfied
2018-2019	95%	5%
2017-2018	93%	7%
2016-2017	93%	7%
2015-2016	95%	5%

Campus Climate Survey Classified Professionals: Technology development is included in campus planning.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree

2018-2019	89.47%	10.53%
2017-2018	90.91%	9.09%

Campus Climate Survey Classified Professionals: I am satisfied with the email system.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	98.25%	1.75%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: The college systematically reviews and updates its technological infrastructure and equipment to meet the needs of campus programs.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	91.23%	8.77%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: Computers and software are sufficiently available for me to do my job.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	92.98%	7.02%
2017-2018	93.94%	6.06%

Campus Climate Survey Classified Professionals: I am satisfied with the technical support I receive from campus staff.		
	Strongly Agree to Neutral	Disagree/Strongly Disagree
2018-2019	94.74%	5.26%
2017-2018	100.00%	0.00%

Campus Climate Survey Managers: The college embeds its strategic initiatives in its planning processes. (e.g., access, campus climate and culture, institutional effectiveness, communication, technology, partnerships).		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%

Campus Climate Survey Managers: Technological improvement is integrated with institutional planning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%

Campus Climate Survey Managers: The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%

2017-2018	88%	13%

Campus Climate Survey Managers: The college systematically reviews and updates its technological infrastructure and equipment to meet program and service needs.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	88%	13%

Campus Climate Survey Managers: Technology support is readily accessible.		
	Strongly Agree to Neutral	Disagree to Strongly Disagree
2018-2019	100%	0%
2017-2018	100%	0%

While the data above shows that our customers are highly satisfied with the level of services and the technology we provide, we could use more resources. On our last Program Review efficacy, we reported that we were at a support level of 350 computers per technician in CTS. We received a growth position of one employee. However, we are now at 500 computers per technician.

A dilemma we face is the infusion of technology from grants and categorical funds. Student Success funds and AB705 are just two of the programs that have increased the amount of technology we support. AB 705 installed Chromebooks in 28 classrooms and added two 40 seat computers labs with no ongoing funds for replacement or added technicians for support. Here to Career, Perkins and other CTE grants have added technologies to many classrooms around campus.

There are now 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Review **all** mentions of your area in the catalog. Is the information given accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Campus Technology Services data in the catalog is reviewed annually by the Director of CTS. It is up to date.

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

We are a resilient department and while we feel that we are slowly sinking into an ever-increasing amount of technology to support. We have been able to address this using technology. We have many tools to support the technology we have. We can create a master image of a computer and use it on multiple computers. We have a tool to remotely connect to users and support them without traveling to their desk. We plan to continue to acquire and use tools to make us more efficient. While these tools make us more efficient, we are still overwhelmed by the large number of devices and locations that need support.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
    a. Classroom space
    b. Access to equipment
    c. Maintenance
    d. Technology
    e. Other

There are 3999 computers on campus. The campus has 101 different student computer facilities containing 2926 computers that are dedicated for student use. Some of these systems have permanent locations whereas others are portable laptop systems. That is a 58% growth in the number of computer labs and a 104% increase in the number of computers in labs since our 2016 program review.

	Employees	Labs	Total
Desktop computers:	750	1104	1854
Laptop Computers:	147	333	480
Chromebooks:	0	1395	1395
Tablets:	173	94	267
Mobile:	3	0	3
	1073	2926	3999

The student systems can be divided into three categories:

1. Open labs – These are locations where students can use labs outside of classroom hours. These labs are not reserved for any classroom activities.

2. Instructional labs - These labs are tied to an instructional program and generally are not available for use outside the discipline.
3. Service labs – These labs are tied to service areas, such as EOPS, DSPS, Success Center, and Assessment.
4. Chromebook Classrooms – Funded by AB705 and installed in 28 classrooms in the Summer of 2019.

Computer Lab Facilities 2016

	Number of Labs	Quantity of Computers
Open Lab	5	157
Instructional Lab	38	881
Service Lab	21	288
	64	1326

If you compare the table above from our 2016 Efficacy review to the table below, you will see that we have grown significantly. However the number of technicians needed to support the equipment nas not grown at the same pace.

Computer Lab Facilities 2020

	Number of Labs	Quantity of Computers
Open Lab	5	170
Instructional Lab	42	1099
Service Lab	26	402
Chromebook Rooms	28	1395
	101	2706

Along with the computers for students, classrooms have instructional technology known as smart classrooms. The smart classrooms include computers, DVD players, document cameras, projectors, TVs, microphones, speakers, controllers to change input/output, and screens. Some classrooms have been enhanced with camera systems for instruction at Big Bear and Rim High Schools. Portable systems have been taken to the high schools so they can connect our classrooms.

Physical Servers:	6
Network Switches:	90
Core Routers:	2
Wireless AP's:	250
Printers/Copiers:	180
Smart Classrooms:	144
Smart Board/TV:	60

2. Provide a sufficient discussion of current and projected needs of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Technology equipment has a limited life. We currently replace computers on servers on a 5-year rotation. Historically we received the funds for this from the District office. Last year our budget for computer rotation was cut from $577,741 to $393,288. We were able to secure funds from SBVC Administrative services to offset the cut this year. So far, we believe we will be funded $577,741 for the 20-21 fiscal year. While this appears to be a lot of

money. It does not cover ongoing replacement of classroom controllers, projectors, TVs, DVD players, cameras, documents cameras, wireless, and other technology equipment.

Many of the classroom technologies are reaching 10 years of age and are using older VGA technologies for transmitting video. Most of the new mobile devices are run video over display port or HDMI. These devices require an adapter to connect to the current classroom technology. We will need to replace many of the smart classroom technology equipment in the near future.

VII: Previous Does Not Meets Categories

List, from your most recent Program Efficacy document, those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No Previous Does Not Meets.

Program Efficacy Team Report (Administrative Services)

Spring 2020

Name of Department: CTS-Campus Technology Services

Efficacy Team: Sandra Moore, Kay Dee Yarbrough, Maria Lopez

Overall Recommendation: The overall recommendation is Continuation.

☒Continuation ☐Conditional ☐Probation

Rationale for Overall Recommendation: The only Does Not Meet area was Culture and Climate where the team gave feedback on the lack of specificity in some areas. Pattern of Service, Professional Development, Productivity, Challenges, and Facilities are areas identified with some deficiencies in the report, but the team felt they did not sink to the level of Does Not Meet.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Demographics: The demographics area is brief and there appears to be no analysis other than a statement of no discrimination.
Pattern of Service: The program does provide evidence of the pattern of service. There is no discussion of plans to deal with the new buildings that will increase the need for technology.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs)	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth**.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Data/Analysis: There is an analysis of the EMP data, but not an analysis of staff and how that might impact Student Success. The EMP data is based on Campus Climate Survey data from 2017-2018. The department is dependent on the Campus Climate Survey for its data.
Service Area Outcomes: Program has demonstrated that it has evaluated the SAOs. It is possible that SAOs may need to be increased and more specific in future efficacy reports. As long as SAOs are assessed using Campus Climate Surveys continuous assessment does not seem possible unless the department chooses to conduct its own surveys.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☒**Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Communication: There is a lack of detail in how the department identifies ways it is communicating with the college and community. They could have given examples of the emails they send to the entire campus.
Culture and Climate: Examples of the types of tools and services provided to the campus community needed to be added to the description of the impact of the department in terms of culture and climate. Planning needs to be described in more detail. There is no discussion of planning for initiatives or achieving department goals.
Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:** The Does Not Meet applies to the Culture and Climate section where more examples of the types of tools and services provided to the campus community could have been given in detail. There is a lack of discussion of planning in terms of how these services are or will be provided.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: The department does identify current avenues for professional development, however, the specific types of training done through vendors could have been mentioned. The frequency of training could be specified. The department needed to explain what Extron is and why only one staff member was trained by Extreme Networks.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program **does not show** evidence of currency.	The program **provides evidence** that it maintains currency within the published documents.	In addition to the meets criteria, the program **provides** support for future planning.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Mission: The brief Mission Statement appears to link with the institutional mission.
Productivity: The data presented for productivity suggests that the program is productive, but there needs to be clarity on whether this is an acceptable level. There is no data on response times for help requests, for example. There is only customer satisfaction data from Campus Climate Survey.
Currency: The program provides evidence that it maintains currency within the published documents.
Challenges: The program does not discuss the challenges from the EMP document here. The program does not clearly state how they plan to improve on their challenges.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☐**Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: Facilities: The program provides a list of the equipment and the facilities that are being used. There is no real evaluation of the physical facilities. A discussion of how the old technology impacts students and staff as well as what equipment needs to be replaced would be a more complete evaluation. A plan for how future facilities impacts the program is not required here, but it would certainly help the program make the case for more personnel.

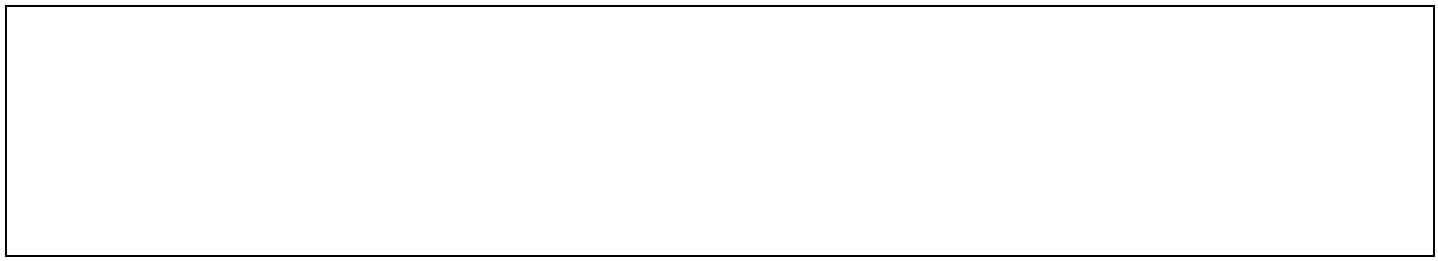
Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

VII: Previous Does Not Meet Categories

☐**Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: No previous does not meet categories.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**



Institutional Program Review—2019-2020
Program Efficacy Phase: Instruction
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. 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

Access to Efficacy information and resources can be found on the Program Review Efficacy Resources page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204
Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208
Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Friday, March 13, 2020. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a PDF
2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy

2019 – 2020

Program Being Evaluated

Chemistry

Name of Division

Science

Name of Person Preparing this Report	**Extension**
Sheri Lillard	8646
Carol Jones, Jessy Lemieux, Michael Torrez, Mark Hamza, Alicia Doyle, Shonia Hayes	

Names of Department Members Consulted

Carol Jones, Jessy Lemieux, Michael Torrez, Mark Hamza, Alicia Doyle, Shonia Hayes; additional 22 adjunct faculty invited to participate.

Names of Reviewers

Kenny Melancon, Wallace Johnson, Judy Joshua

Work Flow	**Date Submitted**
Initial meeting with department	Online: Jan 30 and ongoing; Feb 20 Dept. meeting.
Meeting with Program Review Team	Feb 20
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 13 (Mar 6)**

Staffing

List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	1		
Faculty	6	26	
Classified Staff	2		
Total	9	26	

San Bernardino Valley College

CHEMISTRY/ PHYSICAL SCIENCE — 2018-2019

Description: The Chemistry program provides instruction and laboratory experience appropriate for general education requirements in the area of physical sciences, pre-nursing and other allied health preparation courses, and lower-division preparation required for students transferring in the areas of Chemistry and Biochemistry. These same lower-division courses prepare transfer students in nearly every field of science, engineering, and pre-professional school majors, such as pharmacy, dental, clinical, physical therapy, and medical schools.

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

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

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

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

Progress from Last Year's Action Plan:

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

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

Improve student success. Discussions continue at our faculty workshops about different classroom and laboratory techniques for success with our existing courses. This ongoing communication amongst our faculty inspires a continuous exchange of ideas and promotes a cohesiveness across our program. We have strengthened the prerequisites of CHEM 101 effective Fall 2020.

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

SAOs/SLOs/PLOs:

The SLOs

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

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

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

We will continue to have department discussions and corresponding SLO modifications that are connected to goals of improving student success.

Departmental/Program Goals:

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

Challenges & Opportunities:

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

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

Acquiring resources to ensure rigor of curriculum. Laboratory-based instruction is necessary to ensure quality training for science students, most of whom transfer to 4-year institutions. This laboratory preparation requires both human and financial resources. Challenges include price increases for chemicals/supplies, aging/outdated instrumentation, individual lab drawers for hundreds of students, proper ventilation for fume hoods, and enough personnel to manage experimental setups for > 50 labs/week (Mon – Sat). Effective communication in the classroom requires appropriate technology and whiteboard space.

Action Plan:

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

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	**Program: Chemistry**	**Campus-wide**
Asian	6.1%	3.2%
African-American	8.4%	12.3%
Filipino	2.3%	1.3%
Hispanic	62.9%	63.7%
Multi-Ethnicity	7.6%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.1%	0.2%
White	11.7%	11.1%
Unknown	0.1%	0.9%
Female	64.4%	57.7%
Male	35.5%	42.0%
Disability	3.3%	4.4%
Age 19 or Less	4.4%	23.7%
Age 20 to 24	44.1%	32.9%
Age 25 to 29	27.4%	18.2%
Age 30 to 34	13.1%	9.7%
Age 35 to 39	6.2%	5.7%
Age 40 to 49	3.7%	6.0%
Age 50+	1.0%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

The Chemistry Department's data on demographics shows that, in terms of ethnicity, the program generally aligns with the campus. However, there are two notable differences: data representing African-American and Asian categories.

The most current data shows that there is a significantly less proportion of African-American students in the Chemistry Department versus the campus, with a difference of a 3.9 percentage points lower participation rate for the department, which is also a decrease of 0.9 percentage points since the last program review of 2016. One way that this may be rectified is through increased speakerships by people of color that are employed in a Science, Technology, Engineering, or Math (STEM) field. The Mathematics, Engineering, Science Achievement (MESA) program, in which the Chemistry Department is actively involved, has hosted in the past, and is currently, hosting speakers of color from a STEM field, including Dr. Edray Goins (10/8/2019) – Professor of Mathematics at Pomona College and President of the National Association of Mathematicians, Inc; Dr. Walter Penniman (12/11/2019) – Instructor in Psychiatric Technology, Behavioral Science, SBVC; and Dr. Avodale Odulate (1/28/2020) – Radiologist, Riverside Medical Clinic. If MESA is able to increase the number of speakers during

the year, then there are greater opportunities for typically underrepresented, minorities to identify with role models in various careers. These personal connections may help to attract more students of color to the STEM fields.

The data also show that although the participation rate of Asians in the Chemistry Department is only 6.1%, it is about twice the rate of the campus. That being said, this percentage does contribute to the Department's commitment to an increase in diversity.

In order to assist underrepresented populations to succeed in science, MESA also offers facilitated workshops, which allow students extra practice with chemistry problems under the guidance of a MESA facilitator. The MESA facilitator holds their own study sessions which includes review of the material and problem-solving. This gives the students an opportunity to engage not only with the facilitator but also fellow students in an environment that fosters collaboration. Science organizations such as The Zero Kelvin Club will also be a useful means of promoting science to the general population. The Zero Kelvin Club, a student led organization, offers science-based events, both on campus and at other locations within the area. This could be an effective means of attracting people of color to the sciences, from a community with a large minority population. Also, The STEM Program is housed under the Student Success Center. The program is designed to assist low income and other traditionally underrepresented students and prepare them to pursue diverse careers in various STEM fields. It assists students in Math and Science courses and prepares them to transfer to four-year universities. The benefits of the program include: petition-granted accelerated math cohort courses (962, 090-095, 095-102, 103-151); S-STEM scholarships to CSUSB; specialized workshops, events, and field trips; instructor-led TEDTalks and math and science mentors; and dedicated counseling for STEM Majors.

As far as the category of gender, there is a significant difference in the representation of women versus the campus. Women are overrepresented in the department by 6.7 percentage points, which has increased by 2.0 percentage points since the 2016 efficacy review. This overrepresentation is accentuated when comparing the gender differences in the Department, which shows a larger representation of females by 28.9 percentage points. SBVC's nursing program is overrepresented by females, as their recent demographics show about 80% female. Chemistry 101/104/105 courses, which in total, represent well over half of the chemistry courses offered, are a prerequisite for some of the classes required for students to enter the nursing program. This career path, historically predominantly female, may explain our gender demographics.

There is also a significant underrepresentation of males in the chemistry program versus the campus, by 6.5 percentage points. This underrepresentation has increased by 2.0 percentage points, further widening the gap, since the 2016 program review. The significantly lower rate of participation among males in the Chemistry program, as compared to the campus, could be because the more advanced Chemistry courses (CHEM 150/151/212/213) are primarily attended by students seeking degrees in science or engineering, rather than in allied health fields. Chemistry courses are often among the most difficult classes offered at the community college, with the program itself having higher math and physics requirements for the degrees. It may be that these classes are not highly attractive to the average student due to the rigor of the content. We hope that with some increased outreach across campus, including participation with MESA, we can encourage students to enter majors related to Chemistry and help to support and sustain their academic progress.

There is no significant difference between the participation rates of people with disabilities in the program compared to the campus.

In terms of age there is a very large difference in representation of people 19 years or less. The department shows a representation of only 4.4% while the campus has a representation of 23.7%. An explanation for this may be that many of the students in this age group, who are still in or recently out of high school, may not have the mathematical background necessary to enroll in a chemistry course, and so wait. This may be surmised due to the higher representation over all age groups in the department from 20 to 34 years of age versus the campus. This age group would more likely have the mathematical experience and the study skills necessary to succeed in a chemistry course as compared to the 19 or less age group. Furthermore, in contemporary society many professional careers are requiring more technical skills, in which chemistry is, at least, a stepping-stone to that

career path, from a college standpoint. This may explain the overrepresentation of this age group in the department as compared to the campus.

Also noted is an underrepresentation of the higher age group from 40 to 50 plus. It may be that at this point in a student's life, they already have a degree and are in mid-career. Their interest in college may not be to obtain a degree requiring a challenging chemistry course, but rather, that they need a class for promotion or to maintain certification. For students near retirement age, they may be taking a college class for simply the fun of it and an interest in learning, so a rigorous chemistry course may not be a course that falls in line with that mind set.

The department is continuing to work on the implementation of Guided Pathways which is another means to ensure success of underrepresented groups in higher education. The effect of Guided Pathways is to streamline educational goals and guide students using program maps toward graduation or transfer to a four-year institution, thereby increasing student success rates at SBVC.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Chemistry Department continues to offer morning and afternoon classes for the full sequence of chemistry courses. And most of the chemistry courses have at least one late afternoon/evening class. Friday/Saturday classes are offered for introductory chemistry as this is the most in-demand chemistry course. The more-recently developed CHEM 105 course, which is oriented toward allied health majors, is offered during the day, and as enrollment grows, we will begin to plan an evening section.

Hybrid courses are a means of improving student access to classes and have been offered. These types of classes may seem especially important regarding the introductory chemistry course (CHEM 101), as this course fulfills a requirement for general education in addition to the prerequisite for both allied health and STEM fields. However past results have shown that the students' success rates were low, about 20% – 30% and CHEM 101 hybrid is not currently offered. However, with improvements in technology, faculty professional development opportunities, and a general increase in campus online offerings, it may be worthwhile to consider offering a CHEM 101 hybrid in the near future.

A CHEM 104 hybrid class, which is specified for nursing students, continues to be offered as it has been quite successful (detailed in the SLO disaggregation section). The possible reason is that nursing students may have a timeline to adhere to in order to apply to the nursing program, thus may be more motivated.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

Retention and success have increased slightly since our last Efficacy report in 2016, although we continue to work towards further improvement. A comparison was made by taking the average of the 5 years covered in the EMP included in each Efficacy report (2016 vs 2020). The 5-year average retention increased from 77% in the 2016 report to 82% now (5 percentage points, or 6.5%) and the 5-year average success increased from 55% in the 2016 report to 58% now (3 percentage points, or 5%).

Several factors may help to explain this trend and lead to expected greater improvement in the future.

Single sections for lecture. One persistent problem with CHEM 101 has been that for more than 10 years we were directed to stack two courses into a double-section of lecture for most offerings, which split out into two separate sections of lab each week. During the years of the EMP shown in our 2016 efficacy report, nearly all CHEM 101 sections were set up this way. However, in the past couple years, we began to offer a few more single sections. It is possible that the slight uptick in success is related to this structural change. Furthermore, the daytime section of CHEM 212, which had been set up as a double section for several years, was returned to a single section. Beginning this semester (Spring 2020) all Chemistry courses have returned to single sections.

This model of running double sections is highly ineffective and not conducive to student engagement, learning, and mastery of the material. As CHEM 101 is the introductory course for students pursuing both STEM fields and allied health pathways, as well as for students meeting their general education requirement for science with a lab, it is critical for students to be able to interact with their instructor, freely ask questions, and receive individualized attention. It is very difficult to run an engaging classroom setting, demonstrate problem-solving, and keep tabs on student learning during a lecture class of more than 50 students.

Anecdotally, instructors are reporting increased student engagement and improved exam performance with single sections compared to their previous double sections. We look forward to reviewing the success data over the next few years to see if these changes are reflected more broadly.

Strengthened prerequisites. Beginning in Fall 2020, READ 100 or ENGL 101 (instead of ENGL 015), and MATH 102 (instead of MATH 090) completion will now be required for entry into CHEM 101. College-level reading and strong algebra skills are necessary for students to have as they enter CHEM 101 if they are going to be successful in the class. If students struggle with the calculations, they begin to fall behind and rarely catch up. They either don't pass the course or they withdraw, and we hope they return the next semester. If students can't read and clearly comprehend the lecture materials, it becomes difficult for them to grasp the critical thinking that is necessary to solve the problems. Furthermore, if they cannot read the lab manual adequately, it could be a safety issue to themselves and others. We fully expect to see both retention and success increase with these new prerequisites. An increase in success makes sense, because if students are better prepared coming in, then they can focus on the current Chemistry content rather than on the requisite Math, English, or Reading skills. An increase in retention is expected because if students aren't struggling with the prerequisite skills, then they are less likely to just give up and we predict more likely to stay in the class. If they stay in the class (increased retention), then they have a chance of succeeding.

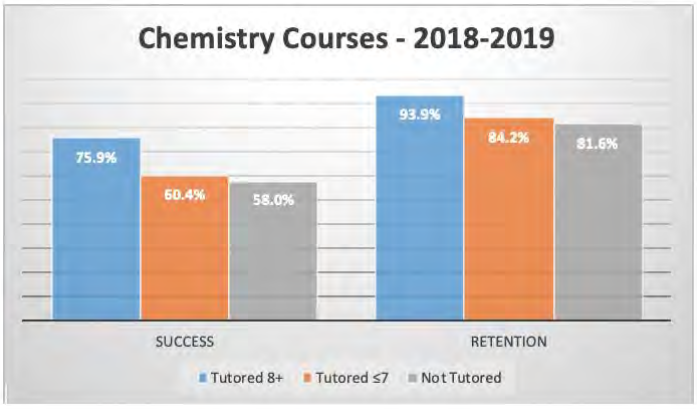
Connection with MESA. Our connection with MESA began with two Chemistry faculty taking the lead on writing the original grant (Avelar, Lillard) in 2017, and Chemistry faculty serving as faculty sponsors or director once the grant was awarded (Lemieux, Avelar, Jones), and is detailed throughout this report.

Chemistry's presence in this program that advocates student support and success in STEM fields is also likely contributing to our increased retention and success since the previous Efficacy report. Importantly, a requirement of the grant is the design and offering of Academic Excellence Workshops (AEW) that are focused, facilitator-led sessions of the content. This semester, there are several AEWs in Chemistry, and with an expansion of this tutoring/facilitating model in the future, we expect to see further improvement in student success.

Guided pathways. In cooperation with this recent initiative, Chemistry has developed and submitted to the campus four pathways in Chemistry (2019). These pathways depend on the level of preparation a student has upon entering SBVC, and are discussed under Planning (beginning on p. 45). As these pathways are implemented, we expect they will contribute to increased success.

Increased degrees. Due to the changes detailed above, the number of degrees offered has increased from an average of 7 per year in our 2016 Efficacy report to an average of 11 in this report, reflecting a 57% increase. We expect that with the design and implementation of our guided pathways in Chemistry, including a recent statewide UC pathway (and our new CSU and UC transfer degrees in effect Fall 2020), that the number of degrees should continue to increase.

Promoting students to use the Math and Science Success Center (MSSC). Many faculty in the chemistry department encourage students to regularly attend tutoring at the MSSC. Overall students that attend tutoring for chemistry 8 or more times (Tutored 8+) in a semester do significantly better (17.9 percentage points (or 30.9%) higher on average for all chemistry courses) than those that do not attend tutoring. Retention rates are also up by 12.3 percentage points (or 15.1%) for students that regularly attend tutoring. When analyzing course type per semester the success rates for Tutored 8+ are between 4 and 31 percentage points higher than Not Tutored, with the exception of Fall 2018 CHEM 151. About 20+ sections of CHEM 101 are offered each semester and four or fewer sections are generally offered for other chemistry courses. The lower enrollment in the Fall of 2018 is the likely the cause of the statistical anomaly in the Success Rate data for CHEM 151 Fall 2018. The overall trend and trends in all other semesters and courses suggest that the chemistry tutoring at our MSSC is of great benefit to our students.



Chemistry Course Success Rates - MSSC Tutored vs Not Tutored by Course									
	Summer 2018			Fall 2018			Spring 2019		
Course	Tutored 8+	Tutored ≤7	Not Tutored	Tutored 8+	Tutored ≤7	Not Tutored	Tutored 8+	Tutored ≤7	Not Tutored
Chem 101	92.31%	66.67%	61.31%	60.50%	65.19%	52.28%	65.38%	48.06%	47.90%
Chem 104	90.00%	81.82%	77.27%	100.00%	81.25%	80.65%	90.48%	75.00*	86.67%
Chem 105	not offered	not offered	not offered	84.21%	50.00%*		93.33%	45.45%	76.47%
Chem 150	93.33%	70.00%	81.08%	76.32%	52.63%	60.92%	61.90%	42.86%	43.33%
Chem 151	100.00%*	100.00%*	77.78%	74.36%	75.00%	77.97%	93.10%	83.33%*	
Chem 212	83.33%*	50.00%*	68.18%	70.00%	66.67%	61.70%	72.73%	50.00%*	56.52%
Chem 213	not offered	not offered	not offered	83.33%*	75.00%*	75.00%	94.12%	83.33%*	83.87%
All Chemistry	91.94%	72.41%	67.80%	70.30%	65.53%	58.44%	78.65%	51.08%	54.46%

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Chemistry is a foundational science that feeds into nearly all STEM career fields. A course in General Chemistry is required for all science and engineering majors. A course in Introduction to General, Organic and Biochemistry (GOB), achieved with CHEM 101 + CHEM 104 or CHEM 105, is a requirement for entry into California State University nursing programs. Pre-med students also require a knowledge of Organic Chemistry which is a main topic on the MCAT medical school entrance exam.

Many students taking the Introductory Chemistry courses in the SBVC Chemistry Department aspire to become nurses. Data regarding the nursing profession obtained from the Bureau of Labor Statistics (BLS) are shown below.

Location	Employment	Employment per 1,000 jobs	Annual mean wage	Location quotient
Riverside-San Bernardino-Ontario, CA	27,720	19.315	$97,520	0.95
Los Angeles-Long Beach-Anaheim, CA	103,910	16.982	$99,930	0.83
California	294,510	17.316	$106,950	0.85
Nationwide	2,951,960	20.396	$75,510	

The data above include a statistic called “location quotient”. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. The location quotient for nurses in the Inland Empire is 0.95 indicating that the percentage of people employed as nurses in the area is just slightly below the national average. That said, the demand for nurses and other health care professionals in the Inland Empire is expected to increase, a fact that the recent establishment of a UC Riverside Medical School is meant to address. The Chemistry program at SBVC feeds directly into training programs for health care professionals in the area.

For the students that go on to pursue a career as a chemist or a chemical engineer, jobs in the profession tend to be quite well paid even among the STEM fields. BLS data for the job title of “chemist” is shown below.

Location	Employment	Employment per 1,000 jobs	Annual mean wage	Location quotient
Riverside-San Bernardino-Ontario, CA	400	0.28	$71,800	0.47
Los Angeles-Long Beach-Anaheim, CA	2,990	0.489	$75,280	0.84
California	10,430	0.613	$88,570	1.05
Nationwide	84,560	0.584	$83,850	
San Francisco-Oakland-Hayward, CA	3,140	1.298	$108,400	2.22

Demand for chemists tends to center around larger metropolitan areas so demand in the Inland Empire is quite low. California, however, has a slightly larger population of chemists per capita compared to the national average with a location quotient of 1.05. A large majority of chemists in California work in the Bay

Area. That said, the Inland Empire is becoming a burgeoning metropolitan area with a rapidly growing population and the addition of an international airport.

Science-related jobs are growing in the Inland Empire, one example being the upcoming move of the California Air Resources Board (a major employer of chemists and engineers in the area) office from El Monte to Riverside. Demand for chemists and scientists in the Inland Empire has massive room for growth as the Inland Empire becomes more urbanized, given the current low location quotient of 0.47. The Chemistry program at SBVC is vital for the training of local scientists who often go on to complete their training at our local UCR and CSUSB universities.

https://www.bls.gov/oes/current/oes_nat.htm#(4) Nationwide
https://www.bls.gov/oes/current/oes_ca.htm#19-0000 California
https://www.bls.gov/oes/current/oes_31080.htm#19-0000 Los Angeles-Long Beach-Anaheim, CA
https://www.bls.gov/oes/2017/may/oes_40140.htm#19-0000 Riverside-San Bernardino-Ontario, CA
https://www.bls.gov/oes/current/oes_41860.htm San Francisco-Oakland-Hayward, CA

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The Chemistry Department has a meeting almost every month on the 3rd Friday of the month. All full-time Chemistry faculty and 90 – 95% of the adjunct faculty attend the first Chemistry Department meeting of the semester. At some of these meetings we discuss the success rates we are having and we discuss the SLOs for our courses. At a previous semester's meeting we broke into groups (dependent on the courses we teach) and discussed the material related to the Curriculum's Course Outline of Record (COR) and SLOs that we were having the most difficulty with and brainstormed ideas to help improve engagement and understanding for our students. Some excerpts from our Department meetings this year are shown below:

08/14/2019 Chemistry Department meeting

Detailed discussion about whether to strictly continue with common assessments for all SLOs or permit instructors to use an assessment of their choice, which may be more in line with how an instructor teaches a course and/or designs questions. Department voted narrowly at this time to keep common assessments (see reversal 10/18/2019), which will be distributed to instructors via email instead of having one faculty prepare photocopies for several hundred students.

10/18/2019 Chemistry Department meeting

New questions were written and approved for CHEM 101 SLOs 3 and 4 (and corresponding CHEM 105) assessments. The goal was to design the questions to be more streamlined, so the students aren't confused.

Further discussion about common SLO assessments led the department to approve that SLOs assessment tools will be made available to faculty and faculty can use as they see fit including modifying the questions, answer choices, points etc. Instructors are not required to use the common set of questions but they must assess the SLOs.

A list of reactions provided for CHEM 212 and CHEM 213, which relate to SLO performance and PLO performance on the American Chemical Society exams. These will be the list of key reactions that all instructors will be sure to teach in these courses. Additional reactions are at discretion of instructor.

11/15/2019 Chemistry Department meeting

Working on CHEM 151 SLO assessment questions (that faculty may choose to use); will be distributed soon to CHEM 151 faculty.

01/20/2020 Chemistry Department meeting

Reminder that sample SLO assessments are provided (now posted on a shared OneDrive), but instructors may assess them how they want.

Faculty reported that the revised CHEM 101 SLO questions written during the Fall seemed to have better results. Less ambiguity. Other faculty used the CHEM 101 questions with slight modification and also had good results.

Discussion about exploring a range for SLO "meets" percentage. Faculty will see how this semester goes and we will determine this threshold at the beginning of the Fall semester.

Three Year SLO Reports for each Chemistry course are below with a short summary of the reflections:

CHEM-101 3 Year Report Spring 2020

SLO#1: 68.51% (1092/1594 students)

SLO#2: 61.91% (1011/1633 students)

SLO#3: 42.89% (588/1371 students)

SLO#4: 52.02% (849/1632 students)

SLO#5: 51.53% (135/262 students)

Combine SLO#3&5: 44.27% (723/1633 students)

SLO 1: Given a list of chemical compounds of common usage, the students will utilize chemical nomenclature both by generating balanced chemical formulas and also by properly identifying compounds based on a given formula.

SLO2: Students will demonstrate their ability to use the mole concept by analyzing a balanced chemical reaction, evaluating the mass or mole data provided, constructing a solution map utilizing the mole ratio and correctly solving the problem.

SLO3: Students will employ the physical and chemical properties of water to explain observed phenomenon in their environment.

SLO4: Students will employ the periodic table to deduce a specified atom's atomic structure and predict likely types of bonds in which the specified atom may participate.

SLO5: Students will demonstrate an understanding of molecular structure and its relationship to physical properties. (This SLO reflects a revision of SLO3).

Section Reporting: 98

Section Not Reporting: 23 (8 are summer sections) We are making an effort to remind adjunct faculty to enter their SLO data on the SLOCloud.

Reflection Summary:

SLO1 is the only SLO in CHEM 101 with an acceptable pass rate. Chemistry is a challenging subject and requires a strong work ethic and determination. Many instructors noticed a correlation between students that attended class and participated in classroom activates and those that passed each of the SLOs. The challenge in this course is to keep students motivated and ensure they know how to study properly. Many instructors plan to increase the number of in-class activities and keep better track of attendance (since students that do not attend regularly, rarely pass this course). Additional issues we have with CHEM 101 is that we are constantly hiring new adjunct instructors to teach these classes and these new instructors are not yet used to having students do the level of in-class practice that is needed for success in this course. However, instructors are given academic freedom to teach the way they would like, which may not involve in-class practice. Finally, some instructors notice that some students are unwilling to put in the effort required.

Dr. Lillard is going to pilot a course next semester that has all the material given to the students (no textbook required). It has been noticed by many instructors that many students that do not pass a course, do not have the textbook. We expect this new instructional method will be successful and lead to higher retention and success rates.

CHEM-104 3 Year Report Spring 2020

SLO#1: 79.07% (102/129 students)

SLO#2: 70.63% (113/160 students)

SLO#3: 67.74% (21/31 students)

Combine: SLO1&SLO3 76.88% (123/160 students)

SLO 1: Given the IUPAC names for organic reactants, students will identify or draw the structural formulas and for the reaction, predict products, provide organic structures and their IUPAC names.

SLO2: Students will identify defining characteristics and functionality of Biomolecules and their application to biological systems.

SLO3: Given the IUPAC/Common names for organic/biochemical reactants, students will identify/draw the structural formulas and for the reaction: predict products, provide organic/biochemical structures and their IUPAC/Common names.

Section Reporting: 10

Section Not Reporting: 2 (1 is a summer section)

Reflection Summary:

The results for these SLO are satisfactory. In general, the Chemistry Department sets a threshold of a 67% as being the cutoff for a passing score and both SLOs (SLO1/3 & SLO2) are above this. There are two SLOs for this course but 3 are listed. SLO1 and SLO3 are very similar (SLO3 is really an updated version of SLO1) and therefore you will see that the combined score is reported above; showing both SLOs with a passing rate

of greater than 70%. The majority of CHEM 104 instructors state that students struggle with the biochemistry section. More time is needed to ensure instructors help students related the structure of a biochemical molecule to its function. This a major concept in biochemistry and should not be taken for granted.

CHEM-105 3 Year Report Spring 2020

SLO#1: 79.58% (113/142 students)

SLO#2: 73.94% (105/142 students)

SLO#3: 50.00% (71/142 students)

SLO#4: 51.41% (73/142 students)

SLO#5: 65.49% (93/142 students)

SLO#6: 53.52% (76/142 students)

SLO 1: Given a list of chemical compounds of common usage, the students will utilize chemical nomenclature both by generating balanced chemical formulas and also by properly identifying compounds based on a given formula.

SLO2: Students will demonstrate the ability to use the mole concept by analyzing a balanced chemical reaction, evaluating the mass or mole data provided, constructing a solution map utilizing the more ratio and correctly solving the problem.

SLO3: Students will employ the physical and chemical properties of water to explain observed phenomenon in their environment.

SLO4: Students will employ the periodic table to deduce a specified atom's atomic structure and predict like types of bonds in which the specified atom may participate.

SLO5: Given the IUPAC/Common names for organic/biochemical reactants, students will identify/draw the structural formulas and for the reaction: predict products, provide organic/biochemical structures and their IUPAC/Common names.

SLO6: Students will identify defining characteristics and functionality of Biomolecules and their application to biological systems.

Section Reporting: 10

Section Not Reporting: 1 summer section

Reflection Summary:

The first two SLOs (SLO1 & SLO2) have acceptable passing rates. The remaining SLOs are below our desired threshold. SLO3, SLO4 and SLO6 are particularly low. One major issue noticed with SLO3, SLO4 & SLO6 is that missing one of the multiple-choice questions in the assessment tool will result in the students not passing the SLO. These SLOs have been rewritten as of 2019. Only 30 students have been assessed in the 2019/2020 calendar year – more students will need to be assessed with the new SLO tool to determine if an increase in success is significant (SLO1: 90%, SLO2: 87%, SLO3: 57%, SLO4: 63%, SLO5: 53% and SLO6: 50%) So

far success rates are looking up until we get to the biochemistry material – which was covered after Spring Break when many students had reportedly stopped putting effort into one of these sections.

Additionally, SLO3 requires an understanding of Lewis structures, molecule structure, polarity, intermolecular forces and how this affects the physical properties of the molecule. This continues to be an issue in CHEM 150, CHEM 105, and CHEM 101 and will require instructors to make sure to not only teach the individual pieces but then connect them to the big picture.

This course covers the material taught in CHEM 101 plus CHEM 104 and is therefore an extremely rigorous course. Students also seem to have a hard time staying focused in this class after a major break (such as spring break). An adjustment to the academic calendar would likely be of great benefit to this course due to instructors noticing rigor fatigue occurring after major breaks.

CHEM-110 3 Year Report Spring 2020

SLO#1: 80.00% (4/5 students)

SLO#2: 80.00% (4/5 students)

SLO#2: 100.00% (5/5 students)

SLO 1: Students will demonstrate an understanding of atomic and molecular properties as evidence of the structure of matter.

SLO2: Students will compare different sources of energy and evaluate the impact of each on society and the environment.

SLO3: Students will understand the chemical and physical properties of water, its environmental contamination, and its involvement in acidic and basic solutions.

Section Reporting: 1 (Course has been deleted beginning Fall 2020, as mentioned on p. 44.)

Reflection Summary:

The performance on these SLOs accurately reflect the students' understanding of the material. The SLO statements involving atomic/molecular properties and chemical/physical properties of water are both older content that is presented earlier in the class. The students are reminded of these two SLOs and corresponding chapters as they begin studying for the final exam. The SLO on energy is the last exam unit, so the material (while a lot) is relatively recent. The SLO statements and assessment tool continues to work well for this class. (CHEM-110-01 for 2018SP).

CHEM-150 3 year Report Spring 2020

SLO#1: 72.41% (286/395 students)

SLO#2: 54.18% (214/395 students)

SLO 1: Students will demonstrate an understanding of the relationships between chemical quantities by using dimensional analysis to convert units of concentration, mass, moles, molecules, atoms or other stoichiometric

variables. In addition, students will interpret the results of dimensional analyses to accurately predict the theoretical yields of chemical reactions and compare this to experimentally determined yields.

SLO2: Based on the conceptual visualization of the atomic realm utilizing the periodic table, theories of bonding, and determinations of molecular structures, students will appraise the physical and chemical properties of substances.

Section Reporting: 29

Section Not Reporting: 4 (1 is a summer section)

Reflection Summary:

SLO1 has an acceptable rate of students passing. However, SLO2 is below the threshold we would like to see in CHEM 150. The majority of instructors are surprised about which students do not pass this SLO. More time needs to be spent making sure students have mastered Lewis structures and then go on to understand molecular shapes as they related to the Lewis structure and apply this along with the polarity of the bonds, and the intermolecular forces to determine different physical properties. It seems that many students are missing the big picture here and only learning pieces that are not being linked together to explain how structure determines the function or properties of a molecule. One instructor (in Spr 2018 section 07) implemented a new lab for Lewis Structure and hybridization and gave students the time needed to reinforce the concept. They made sure to highlight the strengths of the intermolecular forces effect on physical properties by making students think about how much energy was required to break the interaction and how it affected the melting point, boiling point, etc. of the molecules.

CHEM-151 3 year Report Spring 2020

SLOs were changed beginning with Fall 2019 reporting. SLOs #1 and #2 are the previous SLOs, whereas #3 through #5 are the revised ones. The ACS exam (PLO) are now reflected in SLO #6.

SLO#1: 51.83% (113/218 students)

SLO#2: 45.24% (95/210 students)

SLO#3: 72.92% (35/48 students)

SLO#4: 80.85% (38/47 students)

SLO#5: 75.51% (37/49 students)

SLO#6: 69.57% (32/46 students)

SLO ACS exam 58.33% (105/180 students)

Combine: SLO#6 & ACS exam: 60.62% (137/226)

SLO1: Given a lab with multi-step aqueous reactions, students will design a sequence of steps in order to collect the necessary information, analyze the experimental data using principles of equilibrium, and form conclusions based on data and calculations. Students will evidence the application of the scientific method in their conclusions and analyze their results for sources of possible error.

SLO2: Students will apply principles of equilibrium, electrochemistry, thermodynamics or nuclear chemistry to explain natural or societally generated phenomena observed in the atmosphere, ocean, or during geological processes.

SLO3: Students will analyze equilibrium systems, including acid-base chemistry and titrations, to determine numerical parameters such as pH and Kc, and make predictions about equilibrium changes based on Le Chatelier's principle.

SLO4: Students will use thermodynamic and/or electrochemical information to quantitatively relate the parameters ΔG, K, or E (in standard or non-standard states).

SLO5: For kinetics and equilibrium measurements, students will assemble laboratory setups, collect data, perform calculations, and report the results of the experimental objectives.

SLO6: Students will demonstrate proficiency on general chemistry topics from national American Chemical Society (ACS) exams by achieving a score that is one-half of one standard deviation below the national average (or higher) on the General Chemistry Exam.

Section Reporting: 20

Section not reporting: 1 summer section

Reflection summary:

Many instructors report low SLO scores related to students being weak in the background information taught in CHEM 150. An instructor mentions having significantly higher success when the Exp 0, a CHEM 150 Review Dry lab, is spread out over several weeks (integrated along with new CHEM 151 material). More in-class practice is also reported to improve success rates.

Many instructors also report low scores on the ACS exam and see that most of the questions missed are CHEM 150 topics – suggesting that students need more review of CHEM 150 material several weeks before this exam.

Many instructors report low SLOs on SLO1, a lab based SLO. Instructors that have students write discussions that require students to discuss errors and suggested improvements as part of the lab report students performed very well on SLO1. Follow up after the report are turned in – telling the students to brainstorm ideas they came up with and having the instructor facilitate this conversion was likely very beneficial to the improvement in success seen on SLO1 as well as requiring students to write a lab discussion that reports errors and suggests improvements.

Regular attendance is vital to the success in this course. Several instructors reported that the majority of the students that failed an SLO also did not attend lecture regularly. SLO results indicate that attending lecture has a connection to students learning, studying, and understanding the problem-solving.

One instructor in the Fall of 2019 started assessing each SLO with entire exams and had great success. This is a model we have discussed in our department meetings and we will continue to promote this idea to help ensure improvement on our success rate. The previously used common assessment tool has only a few questions per SLO and missing one or two resulted in students failing that SLO.

Other issues include misjudging time and not giving students the time needed to answer the SLO questions.

Combating rumors that you can pass the class and fail the SLOs is also something that instructors reported as detrimental to students and lead many to not study for the SLO quiz/exam.

Titration questions of weak bases with strong acids etc., are so time consuming many students lose focus/stamina and are simply not learning how to complete these complex, multi-step problems; leading to greatly lowered success rates.

One instructor commented that CHEM 151 is not fit for the fast pace of summer unless students are 100% committed to this course, although this may not be the case for all summer sessions of CHEM 151.

CHEM-205 3 Year Report Spring 2020

SLO#1: 90.00% (18/20 students)

SLO#2: 100.00% (21/21 students)

SLO#3: 95.00% (19/20 students)

SLO1: Students will employ theories of acid-base chemistry, solubility, and equilibria in order to calculate concentrations of compounds or ions in solution.

SLO2: Students will demonstrate laboratory proficiency in quantitative analysis by performing experiments such as titrimetry, gravimetry, electrochemistry, and chromatography.

SLO3: Students will analyze or predict the results of quantitative measurements using graphical, statistical, and other mathematical approaches.

Section Reporting: 2

Reflections: Students are hard-working in this course and success rates are very high. More project-based experiments should be used. A suggestion for Spring 2018 was to have more projects involving the GCMS and HPLC.

CHEM-212 3 Year Report Spring 2020

SLO#1: 50.85% (60/118 students)

SLO#2: 70.34% (83/118 students)

SLO1: Given the reaction conditions, the substrate, the nucleophile, and the solvent, students will predict the reaction mechanism, hypothesize the transition state, and justify their prediction of the structural formula of the major product(s) and elucidate the pathway for the electron movement.

SLO2: Utilizing principles of electronegativity, Lewis structures, bonding, resonance, and Molecular Orbital theory, students will predict the stability or relative reactivity of simple organic compounds with specified reagents.

Section Reporting: 10

Section not reporting: 7 (2 are summer sections)

Reflection Summary:

SLO2 has an acceptable pass rate, but SLO1 does not. CHEM 212 takes time to master teaching. A major problem we have is the high turn-over of CHEM 212 instructors. An additional challenge is that the textbook

does not teach SN1/SN2/E1/E2 reactions with solvents, but if instructors do teach SN1/SN2/E1/E2 with solvents this was suggested to result in higher levels of success for the students. Instructors that focused on teaching the ARIO method and solvents related to substitution and elimination reaction report having significantly higher success rates on the SLOs. Instructors that starting using online/interactive homework also reported a significant increase in success rates on the SLOs.

Other noteworthy reflections instructors made were that many students need more practice. Most students need to be shown how to study for Organic Chemistry. Smaller class sizes also were noted as a factor believed to contribute the higher success rates in some sections. Another instructor commented that the Department should consider asking more questions for each SLO. [As mentioned elsewhere in this report, the Department decided in Fall 2019 that instructors are not required to use a common assessment/set of questions, and can now measure SLOs using questions or methods of their choice.]

CHEM-213 3 Year Report Spring 2020

SLO#1&5: 79.82% (87/109 students)

SLO#2&6: 59.63% (65/109 students)

SLO#3&7: 36.70% (40/109 students)

SLO#4&8: 83.93% (94/112 students)

SLO #9&ACS exam: 64.00% (80/125 students)

SLO assessment tool was updated in 2019. Therefore: SLO1 is similar to SLO5; SLO2 is similar to SLO6; SLO3 is similar to SLO7; and SLO4 is similar to SLO8. The SLO for the ACS exam is the same as SLO#9.

SLO#1: 79.39% (77/97 students)	SLO#5: 83.33% (10/12 students)
SLO#2: 57.73% (56/97 students)	SLO#6: 75.00% (9/12 students)
SLO#3: 35.05% (34/97 students)	SLO#7: 50.00% (6/12 students)
SLO#4: 84.00% (84/100 students)	SLO#8: 83.33% (10/12 students)
SLO ACS exam: 63.72% (72/113 students)	SLO#9: 66.67% (8/12 students)

SLO(1&5) Students will analyze spectra from mass spectrometry (MS), infrared (IR) spectroscopy, and nuclear magnetic resonance (NMR) spectroscopy, to determine the molecular structure of an organic compound and justify the prediction.

SLO(2&6) Employing concepts of activating groups, deactivating groups, and resonance structures, students will predict and justify the products of electrophilic aromatic substitution.

SLO (3&7) Students will evaluate appropriate experimental conditions and applications for reactions involving carbonyl compounds, including their use in synthesis.

SLO (4 & 8) In the laboratory, students will use chemical tests and spectroscopic data to identify the structures of unknown compounds.

SLO 9 Students will demonstrate proficiency on organic chemistry topics from national American Chemical Society (ACS) exams by achieving a score that is one-half of one standard deviation below the national average (or higher) on the Organic Chemistry Exam.

Section Reporting: 9

Section not reporting: 2 summer sections

Reflection Summary:

It was noticed in the Fall of 2017 that the SLOs for CHEM 213 should be graded having more partial credit for synthesis and carbonyl questions. The all or nothing grading scheme was not appropriate for such long problems where only one problem could be asked (given time) for the assessment (SLO3). [Now that instructors can choose their own assessment questions/method for SLOs, they can assign partial credit as they see fit.] The lab final is promising as many students have learned the skills to correctly identify their unknown compounds using IR, NMR, melting point and boiling point and a few chemical tests. Students continue to struggle with the mechanism question on electrophilic aromatic substitution (SLO2).

Great effort must be made in CHEM 213 to attempt to coerce students into more appropriate study habits. CHEM 213 instructors have also found using lecture time to practice problems helps success rates. Students would benefit from being guided step-by-step on how to approach synthesis puzzles. Instructors notice significantly higher levels of success in section that use lecture time to get students to practice problems.

Strong CHEM 212 skills are needed to succeed in CHEM 212. Students that enter with weak arrow pushing skills must learn quickly or they are unsuccessful in CHEM 213. Lack of arrow pushing skills continues to cause low scores on SLO2 & SLO3.

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

Note: the current csv file that exports from the Cloud is not user-friendly, and it took a few hours for a Chemistry faculty proficient in EXCEL to thoughtfully categorize and disaggregate 900 rows of SLO data. In the future, disaggregated percentages should be calculated automatically with the Cloud, or the Research and Planning office should provide these results.

Disaggregated SLO data was exported and mathematically analyzed from the 3-year report from the SLO Cloud. Areas of disaggregation include day vs evening, on-ground vs hybrid (CHEM 104 only), and comparison of course levels (CHEM 101 vs CHEM 104/105 vs CHEM 150/151 vs CHEM 212/213).

Day vs Evening

	% Meets SLOs
All Courses	**59.9%**
All Day Sections	**60.7%**
All Evening Sections	**56.3%**
CHEM 101	53.5%
CHEM 104	66.3%
CHEM 150/151	53.8%
CHEM 212/213	64.3%

Overall, the daytime sections showed better SLO success by 4.4 percentage points (8%) compared to the evening sections. In addition, all course levels had higher daytime success compared with their evening counterparts. The CHEM 104/105 grouping is an anomaly, because there are currently no evening CHEM 105 sections.

Although we know that many students at SBVC have jobs in addition to going to school, there's a good chance that the evening students are working full time during the day. Students often misjudge the level of commitment required to succeed in a Chemistry class anyway, and students already working a 40 hr/week job may be particularly vulnerable. This may be why the evening sections show lower SLO success. Related to students over-extending themselves is the marketing push by the campus to "enroll in 15" or "take one more class." If evening students in Chemistry are also trying to follow this advice, they are even less likely to succeed.

Interestingly, the SLO success gap between day and evening changes dramatically with course level, with no identifiable trend. Further comparison shows improvement for daytime (listed as percentage points) by course: CHEM 101 (+ 2.7), CHEM 150/151 (+ 10.0), CHEM 212/213 (+ 0.5). Using Spring 2020 as an example, the percentage of evening sections by course is: CHEM 101 (5/21 = 24%), CHEM 150/151 (2/8 = 25%), CHEM 212/213 (2/5 = 40%).

The CHEM 212/213 results make sense (showing only a minor decline in SLO success for evening) in that these advanced students have already been successful in 3 or 4 Chemistry courses, and are preparing for transfer, as detailed elsewhere in this report. However, while the percentage of CHEM 101 and CHEM 150/151 sections offered in the evening are close to one another (24% and 25%, respectively), the daytime improvement is much higher in CHEM 150/151 (+10.0) compared to CHEM 101 (+2.7). This discrepancy is probably related to the increased difficulty of CHEM 150/151 compared to CHEM 101, especially for an evening student who is likely working full time. Although we know that tutoring services and facilitated workshops lead to improved success, the reality is that the evening student (especially one taking a 5-unit course with 6 hrs of lab each week) probably doesn't have the time to devote to these support services. While we must maintain the rigor of the content across all sections, perhaps the Department needs to revisit dialogue

about how to establish an engaging classroom setting (e.g., active learning, more problem-solving by the students during lecture) as compared to traditional, more passive, PowerPoint lectures.

Another factor may be related to the outside workload of adjunct instructors in Chemistry, most of whom are either still in graduate school pursuing their PhDs, or are working at multiple campuses in order to stitch together a living. All 9 evening sections of Chemistry in Spring 2020 are taught by adjuncts; on average, maybe 1 evening section per year is taught by a full-time faculty. The differences across the course levels may be partially due to increased turnover among evening CHEM 150/151 faculty, compared to CHEM 101 or CHEM 212/213 (which have been more consistent). As with CHEM 104 described below, if the staffing for a given section is changing from semester to semester and the instructor is teaching that course for the first time, then those students are always faced with a new instructor (new prep). While we strive for consistency with instructors, adjunct faculty typically teach courses that align with their variable schedules at other campuses.

On-Ground vs Hybrid

CHEM 104 is currently the only course we offer online, and it is in a hybrid format.

	% Meets SLOs
All CHEM 104	**73.7%**
On-Ground (Day/Summer only)	89.3%
On-Ground (Evening)	66.3%
Hybrid (Day)	78.1%

During the academic year, we offer a hybrid section during the day and an on-ground section in the evening. During the Summer, we offer an on-ground section during the day.

The SLO success for CHEM 104 is the highest of all of our courses, and the differences in the CHEM 104 disaggregation are interesting. The Summer section shows a significantly higher SLO success, 11.2 percentage points (14%) higher than the hybrid course and 23 percentage points (35%) higher than the evening sections. This may be due to the immersive nature of summer school (5 weeks) and the fact that this course is typically taken by allied health (nursing) students, as a requirement for transfer to CSU. As such, these are highly motivated students, so a higher SLO success rate would make sense.

The hybrid offerings in Spring and Fall also show good success. The students have one hour of lecture and 3 hours of lab on campus each week; and the course is offered during the day. If we compare the academic year offerings, the SLO success for the hybrid section is 11.8 percentage points (or 18%) higher than the evening face-to-face section. This shows that our hybrid format is equally effective as the on-ground counterpart.

Both the Summer and hybrid offerings have been taught by the same full-time instructor, who has put considerable effort into creating and refining this course over several years. The end result is a quality system that works well for the students.

The evening sections show lower, but still acceptable success for SLOs. All of our evening courses have lower SLO success than their daytime counterparts, which may be due to students working all day then coming to school in the evening. We often notice that when students work full time, they tend to misjudge the level of outside class time (and their own energy levels) required to succeed in a demanding subject such as Chemistry. For CHEM 104 specifically, the evening section has been taught by various part-time faculty, although we have had a consistent instructor for the past couple of semesters. It may be that different part-time faculty having to do a new prep (without the benefit of teaching the same class repeatedly) has an effect.

Lower Level vs Upper Level

There is a clear improvement in SLO success going from CHEM 101 (55.6%) to CHEM 150/151 (61.8%) to CHEM 212/213 (64.6%). One recent change (not yet significantly reflected in the collective data) is that in Fall 2019, the Department voted to move away from a common SLO assessment and give instructors the freedom to assess the SLOs in the way that best fits their teaching style and course design. We expect that continued discussion in the Department about what types of SLO assessments used by individual instructors are most indicative of a student's learning will permit us to more accurately assess which content the student actually knows or doesn't know, compared to a sub-optimal assessment tool.

	% Meets SLOs
All CHEM 101	**55.6%**
Day sections	56.2%
Evening sections	53.5%
Saturday or Friday/Saturday	62.5%

The CHEM 101 success for SLOs mirrors the success rate for this course in general, and needs improvement. As with all of our courses, the evening sections have lower success with SLOs, and this analysis was discussed previously. Each semester we offer one Saturday section, and about once per year we have tried a Fri/Sat combination. It is interesting that the few sections offered either all-day Saturday (3 hrs of lecture and 3 hrs of lab) or a Friday/Saturday combination have a marked improvement of 9 percentage points (17%) compared to CHEM 101 evening. One possibility is that these classes tend to be smaller (and have never been offered as double sections), thus leading to improved SLO success. Also, the students who take a Saturday course are most likely working during the week, as we generally see with evening students, so the comparison of evening vs Saturday should be relating to a similar population. It is possible that a focused schedule (class on Saturday only and work during the week only) compared to work + school during the weekdays provides a student with better rest and recovery, and the ability to study CHEM 101 content during the week without having to rush to school following a long workday. It may be useful for us to design a survey for our weekend students, to learn in more detail what their schedules actually look like, to see if this is a valid explanation. In addition, this pattern may appeal to more determined students, as we often see with summer classes. If this improved success proves to be a result of scheduling design, then as a Department, we may want to explore providing a weekend pathway for both of our program sequences (CHEM 101/104 and CHEM 101/150/151/212/213).

With three recent changes happening, we expect to see better overall results for CHEM 101 moving forward.

Beginning Fall 2019, instructors can choose their own SLO assessment tool. In late Fall 2019 (after the EMP was submitted), the Department approved moving away from a common assessment for all courses. Since SLOs were first required at SBVC, CHEM 101 has had a common assessment. For about 10 years, that assessment was a quiz consisting of 12 multiple-choice questions (written by the Department). At first, we were instructed to give the assessment as a quiz, but over time, many instructors moved these questions onto their final exams. The difficulty with a common assessment is that we all present the content differently, our students get used to the way we frame questions, and many instructors don't use multiple-choice exams at any other point during the semester. The SLO result should measure the student's understanding, and not

reflect an unfamiliar exam format. This year, some of our Department SLO discussions have considered the benefits of allowing instructors to assess the outcome statements as they see best. Some instructors have decided to keep the multiple-choice questions (which we revised in Fall 2019 for clarity; some faculty who used them reported improved results). Other instructors are opting to write their own assessment questions, whereas others are planning to use existing exams or quizzes (so students are not limited to only 3 questions per SLO) to measure the outcomes.

Beginning Spring 2020, all of our CHEM 101 classes have resumed to single sections. One persistent problem with CHEM 101 is that for more than 10 years we were directed to stack two courses into a double-section of lecture, which split out into two separate sections of lab each week. This model is highly ineffective and not conducive to student engagement, learning, and mastery of the material. As an introductory course for students pursuing both STEM fields and allied health pathways, as well as for students meeting their general education requirement for science with a lab, it is critical for students to be able to interact with their instructor, freely ask questions, and receive individualized attention. As pointed out in a *Chronicle of Higher Education* article earlier this year, "fixing [gateway] courses is, in essence, a social justice issue, one that higher education has an ethical, and overdue, obligation to address" (https://www.chronicle.com/article/Do-Gateway-Courses-Foster/247853). It is very difficult to run an engaging classroom setting, demonstrate problem-solving, and keep tabs on student learning during a lecture class of more than 50 students. It's not surprising that the SLO success for this course has been the lowest of all the groupings.

Beginning Fall 2020, we have strengthened our prerequisites. READ 100 or ENGL 101 (instead of ENGL 015), and MATH 102 (instead of MATH 090) completion will now be required. College-level reading and strong algebra skills are necessary for students to have as they enter CHEM 101 if they are going to be successful in the class. If students struggle with the calculations, they begin to fall behind and rarely catch up. They either don't pass the course or they withdraw, and we hope they return the next semester. If students can't read and clearly comprehend the lecture materials, it becomes difficult for them to grasp the critical thinking that is necessary to solve the problems. Furthermore, if they cannot read the lab manual adequately, it could be a safety issue to themselves and others.

	% Meets SLOs
All CHEM 104/105	**65.5%**
Day sections	63.7%
Evening sections – CHEM 104 only	66.3%
Hybrid (Day) – CHEM 104 only	78.1%

CHEM 105 is a relatively recent addition (first being scheduled in Fall 2016), and is essentially a combination of CHEM 101 and CHEM 104 compressed into a single semester. This General, Organic, Biochemistry (GOB) course, is required by CSU nursing students in order to meet the required coursework, but with fewer units. CHEM 105 is extremely demanding, and its lower SLO success compared to CHEM 104 is what drops the daytime success for CHEM 104/105. As we continue to offer CHEM 105, and optimize the content to ensure successful learning, we expect the SLO success to increase.

	% Meets SLOs
All CHEM 150/151	**61.8%**
Day sections	63.8%
Evening sections	53.8%

Compared to CHEM 101, there is a 6.2 percentage point (11%) gain in SLO success for CHEM 150/151. There are several likely reasons for this improvement.

CHEM 150/151 does not have double sections. These courses have only been offered as a single sections, permitting the instructor to actively engage with the students and foster their success. Given the impact of this sequence on all students with majors in physical science, life science, and engineering, preserving this course structure is critical.

CHEM 150/151 has two lab sessions per week. The increased time with the instructor (an extra 3 hrs per week for the additional lab) and the additional time for the students learning how to set up experiments, collect data, and calculate results based on their data, lead students to be more immersed with the content.

These courses are not the student's first CHEM course. A CHEM 150 student is in their second semester of Chemistry and a CHEM 151 student is in their third semester. Students in CHEM 101 are usually in their first college-level science class, and often don't fully understand what it takes to be a college student in the sciences. By the time a student is in CHEM 150/151, they have already been challenged with a rigorous science class and have been successful. We have taught them that chemistry takes a different type of study, with an emphasis on working through problems, rather than only reading material or memorizing a list of definitions. Also, the students in CHEM 150/151 tend to be more uniform in their preparation than are CHEM 101 students (who display a wide range of math and English/reading skills). This uniformity enhances the classroom environment, because it is more effective for the instructor to teach the content to a group that is more closely aligned on their skill level. Furthermore, these students are already utilizing our support services (tutoring, facilitated workshops, office hours) and are learning which ones most benefit their individual study. These students are also beginning to associate with a community of peers, not only in their chemistry classes but also in their physics and math classes.

The [common] assessment tool is not multiple choice. In contrast to the CHEM 101 assessment tool, those for CHEM 150 and 151 have not been multiple-choice questions, although they have been a common assessment. Instead, they have been problems that students solve, by showing their work like on most instructors' exams. In recent years, most instructors have incorporated the SLO questions into their final exams. In Spring 2019 we revised the SLO statements for CHEM 151, so they more accurately reflect the key outcomes for the class. Over the past couple years, we have worked to rewrite the CHEM 151 questions, to break the problem-solving into steps so that we can assess which parts of the SLOs the students are understanding. As mentioned previously, beginning with Fall 2019, instructors are not required to use the common assessment, and at least one instructor saw notable improvement using larger collections of questions (e.g., entire exams) to assess an SLO instead of using just a few questions.

	% Meets SLOs
All CHEM 212/213	**64.6%**
Day sections	64.8%
Evening sections	64.3%

In CHEM 212/213, the SLO success is improved further by 2.8 percentage points (5%) compared to CHEM 150/151 and 9 percentage points (16%) compared to CHEM 101. By the time a student reaches CHEM 213, they are in their 5th semester of Chemistry and are most likely transferring to the university within a semester or two. The students who reach organic chemistry typically have refined their study habits, and are serious about their educational goals. With that said, the SLO success (less than 70%) likely reflects the challenging and demanding content of the Organic Chemistry sequence.

Over the past few years, we have refined the list of chemical reactions we agree as a Department to cover (in line with the course outline of record), in order to streamline the content and permit the students enough time to practice writing the reactions, predicting synthesis pathways, and demonstrating reaction mechanisms.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

For many years, we struggled with PLOs that included too many vague statements that were difficult or impossible to measure. In Spring 2019, the Department developed new PLOs that are streamlined, evaluate major program content and lab assessment, and are measurable. PLO #1 is based on lecture content from American Chemical Society (ACS) exams that all students in CHEM 151 and CHEM 213 take as part of their final exams. These ACS exams cover the year-long sequences of General Chemistry and Organic Chemistry.

PLO #2 is now directly linked to lab-based SLOs from CHEM 151, CHEM 212, CHEM 213, and CHEM 205. Department discussions over the past couple years have included significant dialogue about the importance of assessing laboratory skills as a student exits a particular course, to ensure that they are prepared for the subsequent course. The laboratory experience expands in complexity of the experiments and in the level of data analysis as the students progress through the program. We have a Department recommendation that instructors try to have students work individually as often as possible, so that they learn to rely on themselves rather than on a lab partner. The Department also agreed (as of Fall 2019) that some type of lab final will be given in each course (either a lab quiz, practical laboratory work, or some combination; to be determined by the instructor of record). The lab-based SLOs in the advanced courses listed above may be assessed in a variety of ways, including the results of the lab final, laboratory-based questions included on the lecture final exam, specific laboratory report scores, etc.

These new PLOs began to be used by the Department in Summer 2019, however, the Cloud was not updated until after finals week Fall 2019. As such, the current analysis of the data does not include PLO #2.

PLO #1 (results from the ACS exams) has been measured consistently over the past 3 years, and is evaluated below. Each ACS exam is 70 multiple-choice questions administered in 110 minutes. A benchmark of 0.5 standard deviations below the national average on the exam is used as our threshold for meeting the PLO.

ACS Exam	% Meets PLO
General Chemistry	60.6%
Organic Chemistry	64.0%

Two significant points emerge from these results.

1. The PLO success percentage is lower than we would like. One possible reason for the PLO success may be related to these standardized exams being multiple choice. Most of the instructors who teach General Chemistry (CHEM 150/151) and Organic Chemistry (CHEM 212/213) either do not give multiple-choice assessments during the semester at all, or their midterm exams contain a minimal amount of multiple-choice questions. Our students are not generally used to seeing this type of question format. Chemistry is a subject that contains a substantial level of multi-step mathematical calculations and other complex problem-solving. In order to adequately assess a student's performance, it is necessary for us to evaluate the steps of their work, and not just the final answer. Multiple-choice questions though, by design, only assess the final answer.

Perhaps we may want to introduce a few more multiple-choice questions to the students, on exams or quizzes, so they become more familiar with taking higher-level chemistry exams using this question format. This approach may help us to discern if the performance is more closely connected to students not mastering the content or an unfamiliarity with the exam format.

Finally, these exams each cover an entire year of chemistry, which is a substantial amount of content, and do require that the student retains the information learned in both semesters. While the second-semester course builds on the first semester, there are some topics that are not explicitly revisited. This means that either the students have to study the older content on their own, or that the instructor has to try to find a way to assess the older content to assist with the students' study. Both options are difficult with courses that are already packed with complex information, math, and other problem-solving.

To assist the students, some instructors give some quizzes that cover older, relevant content from the first semester, as an incentive for the students to study these older topics. Other instructors have set up online quizzes, homework, or other practice sets (either using publisher's software or their own quizzes developed in Canvas) to give the students opportunities to practice. As a department, we have purchased official ACS study guides for these two exams, that we let the students borrow for the last few weeks of the semester. These books contain some review material, but importantly, practice questions so that the students do start to experience the style of the questions. It is clear that these study books help the students. Our current books are several years old, and may be somewhat out of alignment with the more recent versions of the exams. Having the budget to routinely upgrade these study books every 3 or 4 years might possibly help the quality of study as the students prepare for these exams.

2. There is a disparity between the results of the two exams. The Organic Chemistry exam, given at the end of CHEM 213, has a success that is 3.4 percentage points (or 6%) higher than the percentage meeting the PLO for the General Chemistry Exam (given in CHEM 151). The likely reason is that CHEM 213 students have taken an additional year of chemistry and have improved both their study techniques and general knowledge of chemistry. In addition, CHEM 213 students are often in their final semester at SBVC and are transferring to a University for the subsequent semester, which may lead to an added level of dedication toward their studies.

Another possibility to explain the improved PLO success of the Organic Chemistry exam is the nature of the content. The General Chemistry exam contains a lot of calculations, whereas the Organic Chemistry exam has essentially no calculations. Perhaps with the multiple-choice format, students are more likely to make mistakes and choose an incorrect response with a calculation problem than they are when they have to predict a chemical structure or product of a reaction.

It may be worthwhile for instructors to look for trends related to the questions that students collectively miss on the ACS exams. There may be a correlation to how long ago the content was first presented (first vs second semester or early vs late in the second semester), or a connection to the topics themselves (calculations or conceptual content).

Another factor that may have an effect, similar to what we've seen with CHEM 104, is that the turnover with adjunct faculty in CHEM 150/151 (especially CHEM 150) is higher than in CHEM 212/213. Staffing situations where instructors are regularly prepping for a new class may be contributing to those classes not having the benefit of multiple semesters of refinement and improvement.

A final consideration may be how the two semesters of each subject connect to each other. Interestingly, CHEM 213 necessitates that all of the organic chemistry reactions learned in CHEM 212 are remembered and used in advanced reactions and synthesis problems. CHEM 151, however, requires less direct use of CHEM 150 content, and the connection tends to be more general or implied. It would make sense that the requirement to directly use CHEM 212 reactions in CHEM 213 strengthens the students' learning and retention of the material, leading to improved scores on the Organic Chemistry ACS exam. Furthermore, CHEM 212 instructors constantly reinforce with their students that the CHEM 212 content comes back in CHEM 213. Additionally, CHEM 213 instructors are consistently reviewing CHEM 212 content throughout the second semester.

While the Department continues to work to improve student success in CHEM 151 and CHEM 213, and believes that these efforts will lead to improved PLO success, we maintain that using the ACS exams to measure this PLO is a good indicator of how our students compare to other chemistry students, nationwide. It helps us to ensure an appropriate level of rigor and to be confident that when our students transfer to the UC system (as most of them do), they are well-prepared to succeed.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Chemistry faculty participate in a variety of activities/events (discussed in more detail below, including, MESA, STEM-a-palooza and Science and technology etc.) that help increase current and future students' interest in science and help them to explore various career options. There is a correlation between student success in STEM fields and the students' interest and ability to apply a concept or ideas to the real world; this makes the STEM events in which the Chemistry Department members participate valuable to student success.

The Chemistry Website is updated frequently by one of our full-time Chemistry faculty, Jessy Lemieux. (https://www.valleycollege.edu/academic-career-programs/degrees-certificates/chemistry/). Our website includes a new section where Student Resources will soon be added (chemistry videos, nomenclature practice, etc.).

The Chemistry department holds department meetings on the 3rd Friday of the month, several (6 +) times per year. Agendas are sent out in advance and the minutes are recorded.

The Department Chair maintains communication with local Chemistry/Biochemistry Departments to help find adjunct faculty. We are continuously in need of new faculty, as our adjuncts continue to find full-time employment elsewhere, and we need to find replacements to avoid having to cancel classes.

One of our Chemistry Faculty, Michael Torrez, has been a leader for a Professional Development Sessions related to how students learn and/or being a more effective education. His sessions include:

09/16/2016 Book Review & Discussion: "Make It Stick"

04/07/2017 Professional Development Presentation: “Effective Learning Techniques v2”

04/11/2017 Professional Development Presentation: “Effective Learning Techniques v3”

02/19/2019 Book Review & Discussion: “Smart Thinking Book”

08/15/2019 Book Review & Discussion: “Teaching College”

02/19/2020 Book Review & Discussion: “Smart Thinking: Three Essential Keys to Solve Problems, Innovate, and Get Things Done”

Many Chemistry Department Faculty (Amy Avelar, Mark Hamza, Shonia Hayes, Carol Jones, Jessy Lemieux, Sheri Lillard, and Edward Wen) have been involved in the Math, Engineering, Science Achievement (MESA) Program. Amy Avelar and Sheri Lillard were both major contributors in writing the initial MESA grant in 2017, Carol Jones and Amy Avelar have served as faculty sponsors under this program, and Jessy Lemieux has served as the MESA Director. MESA is a STEM-related program that provides student facilitators for STEM courses which have a history of low success rates. MESA also hosts weekly/monthly workshops (faculty lead workshops on: chemistry, math, biology, etc. topics) and guest speakers who are STEM field professionals (Pharmacist, Medical Doctors, Engineers, Veterinarian, Mathematician, etc.) as well as field trips to promote STEM fields. Chemistry faculty continue to present and hold workshops for MESA/STEM students (including Chemistry/Math topics, leadership workshops, Growth Mindset and STEM guest speakers).

MESA activities that Chemistry Faculty have been involved in as presenters include:

02/14/2018 Polyatomic Ions and Nomenclature – by Jessy Lemieux & Amy Avelar

03/21/2018 & 03/26/2018 Stoichiometry – by Jessy Lemieux & Amy Avelar

04/17/2018 How to Study for Math and Science – by Jessy Lemieux & Amy Avelar

04/19/2018 & 04/23/2018 Solutions by Jessy Lemieux & Amy Avelar

05/08/2018 Leadership Academy for the MESA Program – by Sheri Lillard

03/05/2019 & 03/06/2019 Nomenclature – by Carol Jones

03/19/2019 and 3/20/2019 Dilutions – by Carol Jones

03/27/2019 Growth Mindset – by Carol Jones

04/10/2019 Growth Mindset – by Carol Jones

04/16/2019 How to Read a Scientific Paper – by Jessy Lemieux

07/17/2019 Predicting Precipitation Reactions – by Mark Hamza & Carol Jones

05/01/2019 Growth Mindset Discussion – by Carol Jones

09/17/2019 Conversion Factors – by Mark Hamza

09/26/2019 Nomenclature – by Carol Jones

11/05/2019 How to Read a Scientific Paper – by Jessy Lemieux

11/06/2019 Titrations – by Mark Hamza

02/04/2020 Conversion Factors – by Mark Hamza

04/01/2020 Stoichiometry workshop – by Shonia Hayes (scheduled)

The MESA program has hosted a variety of STEM professionals to speak to students about their career and the struggles they encountered on their journey. Many of these speakers are first-generation college students and/or individuals that had financial and/or learning hardships to overcome on their journey. They come from a variety of ethnicities. MESA Career Professional Guest Speakers include:

02/27/2019 Meet a Pharmacist – Dr. Justin Miles – Lead Pharmacist & Pharmacy Director at Redlands Community Hospital

03/29/2019 Meet a Veterinarian – Dr. Janet Troxel, D.V.M – Veterinarian at Redlands East Valley Pet Hospital in Redlands

04/24/2019 Meet a Veterinarian – Dr. Alison Hoffman – Veterinarian specializing in horses

04/23/2019 Meet a Physician's Assistant – Michelle Kopp, PA-C – Physician's Assistant at Beaver Medical Group

04/30/2019 Meet a Medical Doctor – Dr. Liliana Casas – Resident Physician at Kaiser in Fontana (and former biology lab technician at SBVC)

09/11/2019 Meet a Clinical Laboratory Scientist – Tom Jones – Retired Clinical Lab Scientist from Arrowhead Medical Center

10/04/2019 Meet a Computational Neuroscientist – Dr. Oscar Gonzalez – Computational Neuroscientist – Postdoctoral Researcher, Department of Medicine, UC San Diego

10/08/2019 Meet a Mathematician – Dr. Edray Goins – Professor of Mathematics at Pomona College and President of the National Association of Mathematicians, Inc.

10/22/2019 Cassini Project JPL – Earl Maize – Manager of the Cassini Program at JPL

11/7/2019 Meet a Coroner - Deputy Dana Bee – Deputy Coroner, Los Angeles County Department of Coroner

11/12/2019 Meet a Behavioral Neuroscientist – Alberto Corona – Behavioral Neuroscientist, Ph.D. Candidate, Watson School of Biological Sciences Cold Springs Harbor Laboratory & SBVC Graduate!

11/13/2019 Meet a Product Engineer – Shannon Chavez – Product Engineer at ESRI

01/28/2020 Meet a Radiologist – Dr. Ayodale Odulate – Radiologist, Riverside Medical Clinic

02/25/2020 Meet an Engineer – Andres Ruiz – Applications Engineer, XD Innovations

03/6/2020 Meet a Veterinarian – Dr. Janet Troxel, D.V.M – Veterinarian at Redlands East Valley Pet Hospital

MESA events are advertised via printed flyers around campus, on the campus media system (TV in cafeteria and applied technology building) and emailed to Science Division and Math Division faculty and sometimes all SBVC full-time and part-time faculty are emailed when the event is appropriate for a large audience (such as Growth Mindset). All STEM majors and MESA students are emailed about various MESA events.

Chemistry faculty and staff (Michael Torrez, Jessy Lemieux, Carol Jones, Casey Thomas, Sandra Robles, Dave Stevenson (now at CHC), Mark Hamza, and Eddie Wen) are also active participants in STEM-a-palooza and Science and technology day which are outreach events in which middle school and high school students come to our campus to see and do hands-on STEM activities in order to grow the STEM field, these occur during the last month of fall or spring semester respectively.

Three of our Chemistry Instructors, Carol Jones, Michael Torrez, and Jessy Lemieux, have gone to local K-12 schools to perform Chemistry/Science Demonstrations and/or hands on activities to promote a love for Science early on. Event dates include:

01/20/2017 Northridge Elementary in Moreno Valley CA – by Carol Jones

9/22/2017 Crafton Elementary in Redlands CA – by Carol Jones

Fall 2018 Bradley Elementary Career Day – by Jessy Lemieux

10/25/2019 Crafton Elementary in Redlands CA – by Carol Jones

01/17/2020 Saint Peter and Saint Paul Catholic School – by Michael Torrez

03/27/2020 Students from Saint Peter and Saint Paul Catholic School coming to SBVC for outreach with Chemistry and Astronomy – by Michael Torrez

The work that has been done in the past to promote women is STEM has worked so well that we actually have slightly more (but still a somewhat significant) larger percentage of women in Chemistry than men (64.4% women in chemistry vs 57.7% women campus wide). While some of this demographic is due to students interested in nursing, there is an increase in STEM as well. We now promote STEM to all genders and sexual identities.

Jessy Lemieux represented the Chemistry program at SBVC has reached out to our local American Chemical Society (ACS) – the San Gorgonio section, in September of 2019. He participated in the National Chemistry Week event held at Cal Baptist University in the Fall of 2019 (10/26/2019) where he did hands-on chemistry activities with students.

Our Department has broad representation and leadership on a variety of campus committees/organizations (Program Review, Online, Technology, Safety & Facilities, Curriculum, Accreditation, Academic Senate, and CTA). This involvement helps us to have an excellent understanding of our campus and makes it easier for us to communicate with other faculty and staff in different disciplines.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.).

Chemistry works closely with MESA to promote guest speakers who are STEM field experts (Veterinarians, Pharmacists, Physician's Assistant, Medical Doctor, Engineers, Mathematicians) that come from a very

diverse background (both men and women and a variety of races/ethnicities/sexual identities such as Hispanic, African American, Caucasian, LGBTQ, etc.).

Through MESA, some of our speakers and field trips are open to all students. The LA Coroner came to speak in November of 2019 and there was interest not only from Science majors but the Corrections/Law Enforcement Program on campus. DreamWorks came in February of 2020 to discuss internship opportunities and this was not limited to those interested in STEM fields such as the area of Computer Graphics but also open to the Art community and others on campus.

We had Dr. Earl Maize from JPL come to speak about the Cassini Project and this resulted in many disciplines being interested all through the STEAM fields (Science, Technology, Engineering, Art and Math).

Chemistry Faculty from MESA are also heavily involved in the Growth-Mindset workshops that are put on for students. These events are attended by students from many different disciplines, not limited to STEM but also including Arts and Humanities and Athletics, etc.

Growth-Mindset strategies help both faculty and students increase classroom engagement and learning. The more engaged a student is in active learning the more likely they are to succeed in STEM, as demonstrated in a 2014 paper in the *Proceedings of the National Academy of Sciences*:

> "These results indicate that average examination scores improved by about 6% in active learning sections, and that students in classes with traditional lecturing were 1.5 times more likely to fail than were students in classes with active learning. Heterogeneity analyses indicated that both results hold across the STEM disciplines…"
>
> https://www.pnas.org/content/111/23/8410

Describe one or more external/internal partnerships.

Internal.

Learning Communities. In Spring 2016 and Fall 2016, Biology 201 (taught by Tatiana Vasquez) and Chemistry 150 (taught by Alicia Doyle) were linked together with common students. The goal was at least 50% of the students being the same.

- **Purpose:** To create an environment that would foster learning and promote a positive atmosphere in which students could grow at a personal and professional level.
- **Activities:** Session on Growth Mind-set, Laboratories on StrengthsQuest from CliftonStrengths for Students, Session on Career Planning, Field Trip to UCR.
- **Results:** It was viewed a success, but really needed more students that were co-enrolled in both classes to create an even more successful program. The reality was that the students' schedules did not allow this optimal situation (which is actually a requirement for a true learning community). The CHEM 150 instructor was an adjunct faculty and had other obligations. However, a learning community (regardless of who is teaching it) requires substantial effort above and beyond simply teaching an isolated class. It requires collaboration and co-planning of the syllabus and course assignments with the other instructor, and this takes time. It is why established programs like Puente give reassigned time to both instructors involved.

- Students gained a lot of good information regarding Growth Mind-set and StrengthsQuest. These portions were extremely successful even for the students that were not attending BOTH classes. Field trips were a great bonding time for students and faculty.

MESA and STEM. The Chemistry Department is connected internally with other science departments through the structure and activities of MESA and more broadly, the STEM program. The specific activities (speakers, workshops) and leadership of Chemistry faculty regarding MESA involvement have been detailed throughout this report. The Chemistry Department works with both STEM and MESA to help promote academic success and student's ability to identify their future career in STEM fields.

External.

Faculty have developed several partnerships with schools and organized various activities including: UCR-STEM Lab Tour for MESA and STEM students, Chemistry Career and Demonstrations at Crafton Elementary School, UCR STEM Field Trips for Valley College students, Oceanography Field Trip for MESA & STEM students - Scripps Institution of Oceanography, UC San Diego, Intro to Chemistry and Outreach at St. Peter & St. Paul Elementary School, Upcoming *From Gases to Stars* Chemistry/Astronomy Workshop for students from St. Peter & St. Paul Elementary School, Upcoming multi-school partnered Math and Science Day: *Exothermic Reactions.*

We also work with the Assistant Director of UCR School of Medicine (Esmerelda Trejo) and the UCR Pipeline Program to help them recruit students into their program which is focused on helping students get into medical school. For example, they gave a campus presentation through MESA on 10/17/2019, visited CHEM 213-01 (and BIOL 261-02) on 2/20/2019, and they are coming to the Transfer Center on 3/25/2020.

We have just strengthened communication with the Chemistry Department at Crafton Hills College, via Amy Avelar's sabbatical project of re-designing our CHEM 150 lab manual. Amy has reached out to Crafton, offered to give them access to the new experiments to use if they like and to offer feedback on the work she has done.

What plans does your program have to further implement any of these initiatives?

In the future, we would like to develop more systematic and regular communication with the Chemistry and Biochemistry Departments at our partner universities (UCR, CSUSB, Cal Poly Pomona).

We continue to encourage all chemistry faculty to participate in MESA, STEM-a-palooza and Science and technology day and other STEM-related activities on campus.

We can also establish outreach (science demonstrations) with our local schools, such as Urbita Elementary and other schools to promote an early love of learning and love of science.

We would like to increase our attendance/relationships with ACS and other professional organizations.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Currency in the field of Chemistry is maintained by the faculty attending informational department meetings; online workshops, trainings, and self-directed studies; reviewing online research and readings of professional periodicals and/or from national and international agencies connected to scientific standards; and attending inter-college and inter-department conferences/workshops.

Specific examples include:

- **Department meetings:** updates and changes in curriculum.
- **Access to periodicals:** Journal of Chemistry and (future subscription to The Journal of College Science Teaching), small department and/or faculty home library of current textbooks for reference/teaching review.
- **Multiple online teacher development training:** Vision Resource Center Profession Development, WESTED online teacher training classes, @ONE webinars.
- **Self-directed study of updated periodic table information and the May 2019 redefinitions of SI units and defining constants.** The new International System (SI) unit definitions and defining constants were analyzed and presented to the Department in August 2019. In addition, an evaluation of new elements, revised atomic masses, and periodic table standards from the International Union of Pure and Applied Chemistry (IUPAC) and National Institute of Science and Technology (NIST) was done, and an original periodic table was designed and presented to the Department and approved in August 2019.

- **Multiple inter-college conferences/workshops:** SoCAL Association of American Colleges & Universities PKAL (Project Kaleidoscope) Teaching Workshops, UCR Oral Presentation skills for Teachers Course, Chemical Hygiene Training, 3CSN SI Conference at Mt. San Jacinto Community College.

- **Multiple Department/SBVC sponsored professional development workshops**: CANVAS Learning Management System, "How Students Learn", "Growth Mindset", SBVC "Great Teacher's Retreats" Teaching Development.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

The Chemistry faculty associate or plan to associate with the following professional organizations participating in workshops and/or collaborating on educational grants:

- **ACS – American Chemical Society**
- **NSTA – National Science Teaching Association**
- **NSF – National Science Foundation**
- **Sigma Xi**

Examples how these organizations meet professional development parameters:

American Chemical Society (ACS) provides opportunities for persons in the chemical industry to join a community of like-minded STEM professionals. It assists professionals in the chemistry fields with careers prospects and opportunities to connect with others in the same or related fields. Publishes Chemical & Engineering News Magazine which provides new technological advances in the STEM fields.

National Science Teaching Association (NSTA) focuses on STEM education and opportunities to help engage science teachers in educational methods to improve their instruction. Provides yearly conferences for science educators across the nation. Provides articles in *Journal of College Science Teaching* to help facilitate excellence in science instruction.

National Science Foundation (NSF) promotes "the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense…". NSF provides educators with cutting-edge research articles to spread the knowledge of global science research projects to students. This provides students with updated knowledge of science information across the nation.

Sigma Xi: The Scientific Research Honor Society for scientists and engineers which aids in research opportunities. Sigma Xi provides members with the ability to connect to funding opportunities for their research while expanding professional development.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

The Chemistry faculty and staff have fostered/will foster professional growth as described in 1 and 2 above. In addition, Faculty have cultivated leadership skills/professional development through participation as presenters or by partnering with other schools/colleges in STEM/Chemistry centered activities. Finally, our department has created a culture of leadership growth by encouraging all faculty and staff to choose leadership positions outside of their normal teaching loads. This has resulted in many Department members participating in /reassigned to various shared governance leadership roles in service to our school.

Specific Examples include:

- **Faculty have cultivated leadership skills/professional development as:** Presenters for National Chemistry Week event (sponsored by American Chemistry Society) at Cal Baptist University, Presenters at Inland Valley Great Teachers Conference at Cal Poly Pomona, Presenters at "The Science of Learning" Deans for Impact – Valley College, Presenters for STEM-a-polooza: The Magic of Chemistry at SBVC, Presenters for "Math and Science Day": Exothermic Reactions, SBVC, Presenters for inter-department "good teaching practice" Book Discussions: *Make it Stick* and *Teaching College*, Regular Department/MESA sponsored workshops over effective learning techniques and chemistry topics including nomenclature, stoichiometry, significant figures, predicting precipitation reactions, etc.

- **Faculty have developed partnerships with schools and organized, various activities including:** UCR-STEM Lab Tour for MESA and STEM students, Chemistry Career and Demonstrations at Crafton Elementary School, UCR STEM Field Trips for Valley College students, Oceanography Field Trip for MESA & STEM students – Scripps Institution of Oceanography, UC San Diego, Intro to Chemistry and Outreach at St. Peter & St. Paul Elementary School, Upcoming *From Gases to Stars* Chemistry/Astronomy Workshop for students from St. Peter & St. Paul Elementary School, Upcoming multi-school partnered Math and Science Day: *Exothermic Reactions.*

- **Faculty have participated/reassigned to leadership roles in service to our school including:** MESA Directors, Program Review Co-Chairs, California Teachers Association (CTA): Local President, Vice-President, Treasurer, and Lead Negotiators; and Academic Senate: SBVC Academic Senate President, President-elect (Spring 2020), and statewide Academic Senate President.

- **Classified staff have participated/reassigned to leadership roles, including:** CSEA Vice President, CSEA negotiations team; CSEA shop steward.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The Chemistry program provides quality instruction and laboratory experience appropriate for general education requirements in the area of physical sciences, pre-nursing and allied health preparation courses, and lower-division preparation required for all STEM (Science, Technology, Engineering, and Mathematics) transfer students.

How does this mission or purpose relate to the college mission?

Transfer and career technical education programs are primary missions of the community college system and of SBVC. The Chemistry department facilitates student preparation in CTE allied health programs by providing foundational chemistry knowledge required to understand human biological processes. In addition, nearly all STEM students intending to transfer must complete curriculum offered by the department. Chemistry, biochemistry, geology, biology, physics, engineering, mathematics, pre-pharmacy, pre-dental, and pre-medical students all require at least one year of major's preparation chemistry prior to transfer. Our primary transfer to the UC system is through STEM students who rely on the Chemistry program for appropriate preparation.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTES; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

The efficiency of the program has decreased slightly but is still at an acceptable level for laboratory-based instruction. For laboratory-based classes, where capacity is defined by contract and American Chemical Society (ACS) safety guidelines, there are only 20, 24, or 28 students permitted in the lab depending upon the level of course offered. Some of the downturn is due to demand for more major's preparation classes that have a cap of only 20 or 24 (due to lab safety and space issues). Adding these sections increases transfer students, especially to UC, but decreases the efficiency of the program overall.

Previously, we had doubled up CHEM 101 and CHEM 212 sections, as detailed on pages 10 and 27, with the sole reason to increase efficiency. While the efficiency did increase somewhat, we believe that this move was detrimental to our students' success. Given that student success is undoubtedly more important than a modest increase in efficiency, our recent restructuring of all CHEM classes to single sections is expected to show substantial improvement in success, while maintaining approximately the same level of efficiency.

In the past, we did offer some lecture-only general education classes (PS 101, PS 112, CHEM 110) to try to boost efficiency, but we have deleted them from our curriculum effective Fall 2020. Demand for these classes had decreased significantly over recent years and none of these classes were part of a pathway or degree.

Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

All courses and degrees are up to date.

CURRICUNET REPORT:

Science			
Chemistry			
Course	Status	Last Content Review	Next Review Date
CHEM 101 Introductory Chemistry	Active	05/13/2019	05/13/2025
CHEM 104 Introduction to Organic Chemistry and Biochemistry	Active	11/26/2018	11/26/2024
CHEM 104H Introduction to Organic Chemistry and Biochemistry - Honors	Active	05/13/2019	05/13/2025
CHEM 105 Introduction to General, Organic and Biochemistry	Active	05/13/2019	05/13/2025
CHEM 110 Environmental and Consumer Chemistry	Active	05/13/2019	05/13/2025
CHEM 150 General Chemistry I	Active	04/25/2016	04/25/2022
CHEM 150H General Chemistry I - Honors	Active	05/13/2019	05/13/2025
CHEM 151 General Chemistry II	Active	05/13/2019	05/13/2025
CHEM 151H General Chemistry II - Honors	Active	05/13/2019	05/13/2025
CHEM 205 Quantitative Chemical Analysis	Active	05/13/2019	05/13/2025
CHEM 212 Organic Chemistry I	Active	05/13/2019	05/13/2025
CHEM 212H Organic Chemistry I - Honors	Active	05/13/2019	05/13/2025
CHEM 213 Organic Chemistry II	Active	05/13/2019	05/13/2025
CHEM 213H Organic Chemistry II - Honors	Active	05/13/2019	05/13/2025

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

Beginning in Fall 2020, Chemistry degrees should show the removal of our honors courses and an update of the physics units. The PLOs listed for Chemistry are incorrect and should be updated to the new ones submitted in Spring 2019. Due to deletion of Physical Science classes PS 101 and PS 112, "Physical Science" should be removed from the Department name (see EMP on p. 3) in Fall 2020, and should become just "Chemistry." Adjunct faculty Barakat and Jehl are no longer with the department.

If any courses are no longer offered, list them here. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

Honors courses (CHEM 104H, 150H, 151H, 212H, and 213H) have been deleted through the curriculum process and will no longer be offered beginning Fall 2020. Physical Science courses PS101 and PS 112, and CHEM 110, none of which were involved in a degree or pathway have also been deleted, effective Fall 2020.

Planning: Challenges/Trends/Strengths:

Referencing the narratives in the EMP summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the efficacy document, **readdress** them here.

Our planning includes the major goals from the EMP of increasing degrees awarded and improving student success. Trends, challenges, and strengths are intricately interconnected within this planning for the Chemistry program.

Demand for Chemistry classes

A major trend impacting the Chemistry Department is the interest in STEM fields and the increase of STEM college students/college degrees awarded in California. According to a 2018 article by the Public Policy Institute of California:

> "Between 2010–11 and 2016–17, the number of STEM bachelor's degrees awarded by colleges and universities in California increased 55%, more than triple the rate of growth in other degrees (17%). By 2016–17, 20% of all bachelor's degrees awarded were in a STEM field, up from 16% in 2010–11."

Furthermore, the University of California (where many of our Chemistry students transfer), awarded 48% of the STEM degrees in the State.

https://www.ppic.org/blog/more-students-are-earning-stem-degrees/

Increase in degrees. The increase in SBVC Chemistry degrees awarded since our 2016 efficacy report (from an average of 7 to an average of 11 per year, or a 57% increase) provides local evidence of this statewide trend. When considering the planning and implementation of our guided pathways in Chemistry, including new AS-T and UC-transfer degrees (effective Fall 2020), we expect that demand for Chemistry courses will continue, leading to a further increase in the number of degrees awarded.

Involvement in MESA. The extensive involvement of the Chemistry Department in MESA (discussed in detail throughout this report), is a strength of the Department, and also draws student attention to our program. We expect this partnership to continue to attract additional students into our courses, which will both impact demand for the program and help to increase the degrees awarded.

FTEF load. Average full-time equivalent faculty (FTEF) load per semester, for the 5 years covered in the 2016 efficacy report (11.58) compared to the 5 years covered in this 2020 efficacy report (13.95), demonstrates an average increase in load of 2.37 FTEF (20.5%). The initial Fall 2020 schedule submitted to the instruction office shows FTEF of 15.58, which corresponds to an additional increase in FTEF of 1.63 (or 11.7%) over the average reported in the current EMP. Furthermore, because of reassigned time due to continued leadership roles of Chemistry faculty in Fall 2020 (SBVC Academic Senate President, MESA Faculty Sponsor, and CTA Lead Negotiator) only 31% of the scheduled FTEF is assigned to full-time faculty, whereas 69% is assigned to part-time faculty. Even if the reassigned roles were excluded in the calculation, we currently have 6 FT faculty, which represents 43.0% (6 out of 13.95) of average FTEF for the current EMP and 38.5% (6 out of 15.58) for the planned Fall 2020 schedule. As articulated repeatedly in Needs Assessment documentation, the Chemistry Department needs additional FT faculty, not only to keep up with the demand for our courses, program, and degrees, but also because of the persistent problem with identifying and retaining adjunct faculty.

Identifying and retaining adjunct faculty. This challenge is connected to both the demand for Chemistry courses and to student success (discussed later). Regarding demand, we must have faculty to teach the courses that we offer, and we have a consistent need for about 25 adjunct faculty per semester. Staffing has proven to be an ongoing challenge spanning many years; there are several reasons for this difficulty. Unemployment for chemists is low and faculty who meet minimum qualifications to teach (MS or higher in Chemistry or Biochemistry) have ample opportunity to secure jobs in industry, with much higher salaries than a maximum PT teaching load can offer. While the institution has made strides in bringing PT hourly rates to the median of our comparison colleges, there are community colleges in Riverside and Orange County that simply pay more. Because adjunct faculty do not enjoy the security of full-time wages, they often accept teaching assignments at these other schools instead of at SBVC. Furthermore, many of our part-time faculty are still in graduate school (between their MS

and PhD degrees), and typically only teach for a few years before moving on to other full-time industry or academic positions once they have earned their doctorate.

We routinely exhaust the applications in the adjunct pool (many who apply don't meet minimum qualifications or equivalency requirements), and are constantly having to request 67% waivers for existing adjunct faculty to exceed load. This semester, we had to cancel a CHEM 150 class that had 10 students in it because we couldn't find an instructor to teach the class. There was also a full CHEM 101 lab still unstaffed the week before school started, and a full-time faculty had to take on an overload in order to prevent cancelling this class. And finally, an adjunct faculty with a full CHEM 150 class quit 2 weeks after the semester started because they secured a full-time job elsewhere, which led to requesting a waiver for a newly hired adjunct to teach the class. These examples are not isolated, as these issues happen every semester, and can only be fixed by hiring full-time faculty.

Student Success

A priority of the Department mentioned in the EMP is to improve student success. Although retention and success have increased slightly since our last Efficacy report in 2016, we continue to work towards further improvement. A comparison was made by taking the average of the 5 years covered in the EMP included in each Efficacy report (2016 vs 2020). The 5-year average retention increased from 77% in the 2016 report to 82% now (5 percentage points, or 6.5%) and the 5-year average success increased from 55% in the 2016 report to 58% now (3 percentage points, or 5%).

Recent data (p. 11) show a marked improvement in average success for students who attend the Math and Science Success Center (MSSC) for tutoring (75.9% success) compared to those students with no tutoring (58.0% success). This difference of 17.9 percentage points (or 30.1%) demonstrates the significant impact that tutoring and facilitated workshops have on the success of our chemistry students. We will continue to promote the use of these services, as well as advocate for increased funding for tutors and facilitators.

Our other planning to improve student success incorporates trends such as development and implementation of guided pathways; challenges such as lower than desired success to begin with, retaining adjunct faculty, and few online/hybrid offerings; and strengths such as involvement with MESA, restructuring all courses to single sections, strengthened prerequisites, zero-cost textbooks, and a pilot lab schedule for Fall 2020.

Guided pathways. The Chemistry Department has developed four pathways for our students, which depend on their level of preparation upon entering the institution. Related to degree pathways, we have two new approved transfer degrees (AS-T and UC-T) effective Fall 2020. While the direction of the campus (and the State) has been to develop pathways that permit students to graduate within 2 years, with a high-unit degree like Chemistry that relies heavily on advanced math, this simply isn't possible if we want our students to be successful. Science students really should not be taking more than 12 units per semester, due to the rigor of the math, chemistry, and physics courses. Given that many of our students strive to move on to nursing programs or pre-med and other pre-health majors, maintaining a high GPA to be accepted into these programs is important. The only pathway where students can finish in two years requires that they are calculus-ready upon entering the institution, a level of preparation attained by only a tiny fraction of our incoming students.

The four pathways developed for Chemistry are as follows.

Pathway 1a (IGETC: UC, AS, and AS-T applicable**):** This pathway is 102 semester units and will take a full-time student 3 years or more to complete. Students start with the Chemistry 101 pre-requisites and take all the required and recommended courses for Chemistry. Spring 3 would be a very rigorous semester (lab heavy) and students may choose not to take all the recommended courses (*).

Math 102/103 if A earned in both, may skip math 151, may skip Physics 101 if Chem 150 done 1st

(#= Area in IGETC)

	SU1	FA1	U	SP1	U	SU2	U	FA2	U	SP2	U
		ENG 101 (1A)	4	Chem 101	4	Math 151	**4**	**Chem 150 (5A)**	**5**	**Chem 151**	**5**
Starting		MATH 095		Math 102	4	(7 week)		**Math 250 (2)**	**4**	**Math 251**	**4**
w/ chem		Or 096	5	Math 103	4	**Or**		Physics 101 (skip?)		**Physics 202**	**4**
Pre-reqs		GE (3B)	3	GE (1B)	4	GE (5B)	4	Hist 137 (3B, 4C)	3	Polit 100 (4H)	3
		GE (3A)	3					GE (4)	3		
	Unit		**15**		**16**		**4**		**15**		**16**
						SU3	**U**	**FA 3**	**U**	**SP 3**	**U**
						GE(6A)	5	**Chem 212**	**4**	**Chem 213**	4
						GE(5B)	4	**Physics 203**	**4**	**Math 266**	4
								Math 252	**5**	**Physics 204**	4
								Math 265*	4	Chem 205*	5
							9		**17**		**17**

Pathway 1b: This pathway is 81 semester units and will take a full-time student 2 years or more to complete. Students are both calculus- and Chemistry 150- ready and take all the required and recommended courses for Chemistry and Physics degrees. Spring 2 would be a very rigorous semester (lab heavy) and students may choose to not take all the recommended courses (*).

AS/ AS-T	SU1	FA 1	U	SP 1	U	SU2	U
Chem		**Chem 150**	**4**	**Chem 151**	**5**	GE	3
And		**Math 250**	**4**	**Math 251**	**4**	GE	3
Physics		Physics 101	4	**Physics 202**	**4**		
UC path		GE	4	GE	3		
Chem 150/		GE	1	GE	1		
Calculus							
ready	Unit		**17**		**17**		**6**
		FA 2	**U**	**SP 2**	**U**	**SU 3**	**U**
		Chem 212	**4**	**Chem 213**	4	Physics 210*	4
		Math 252	5	**Math 266**	4	GE	3
		Physics 203	4	**Physics 204**	4		
		Math 265*	4	Chem 205*	5		

Pathway 2a (AS and AS-T (CSU)): This pathway is 60 semester units and will take a full-time student 2 years to complete. Students are both calculus- and Chemistry 150- ready and take only the required courses for the Chemistry degree. A student would have a lot of lower-division coursework to complete if they transfer to a UC.

AS/ AS-T	SU1	FA 1	U	SP 1	U	SU2	U	FA 2	U	SP 2	U
Chem		**Chem 150**	**4**	**Chem 151**	**5**	GE	3	**Chem 212**	**4**	**Chem 213**	4
And		**Math 250**	**4**	**Math 251**	**4**			**Physics 203**	4	GE	3
Physics		Physics 101	4	**Physics 202**	**4**			GE	3	GE	3
		GE	3	GE	2			GE	3	GE	3
Chem 150/											
Calculus											
ready	Unit		**15**		**15**		**3**		**14**		**13**

Pathway 2b: This pathway is 83 semester units and will take a full-time student 3 years to complete. Students start with the Chemistry 101 pre-requisites and take only the required courses for the Chemistry degree. A student would have a lot of lower-division coursework to complete if they transfer to a UC.

AS/ AS-T	SU1	FA1	U	SP1	U	SU2	U	FA2	U	SP2	U
Chem		ENG 101 (GE)	4	Chem 101	4	Math 151	**4**	**Chem 150**	**5**	**Chem 151**	**5**
And		And/or		Math 102	4	(7 week)		**Math 250**	**4**	**Math 251**	**4**
Physics		READ 100 (GE)	3	Math 103	4			Physics 101(GE)	4	**Physics 202**	**4**
		MATH 095						GE	3		
Starting		Or 096	5								
Pre-reqs	Unit		**12**		**12**		**4**		**16**		**13**
						SU3	**U**	**FA 3**	**U**	**SP 3**	**U**
								Chem 212	**4**	**Chem 213**	4
								Physics 203	**4**	GE	3
								GE	3	GE	3
								GE	2	GE	3
									13		**13**

Current level of success. Currently, our average success rate over the past 5 years is at 58%, and our average SLO success rate from the 3-year exported and disaggregated data is at 59.9%. At less than 60%, the Department is not satisfied with these overall numbers and continues to prioritize improvement in success. As mentioned previously, a 5% improvement in success since our 2016 efficacy report reveals that some of the

things we have gradually incorporated seem to be having a positive effect (e.g., fewer double sections). Data captured for 2018 – 2019 (p.11) shows a substantial increase in success of 17.9 percentage points (30.1%) for students who use the Math and Science Success Center for tutoring (75.9% success) compared to those students with no tutoring (58.0% success). This improved level of success is what is desired for all of the students in our chemistry courses. We expect that continuing to promote tutoring to all of our students, advocating for expanded MSSC hours and additional tutors, and incorporating other major changes moving forward will result in an even bigger improvement to student success.

Retaining adjunct faculty. As detailed in previous sections, the consistent turnover of adjunct faculty may have an impact on student success. If a given section is staffed by an instructor having a new prep every semester or two, then the natural improvement that comes from teaching a course several times just can't happen. The results for evening sections, which are all or nearly all staffed by adjunct faculty, show lower SLO success than corresponding daytime sections and provide some evidence for this possibility. Furthermore, even though adjunct faculty are now required to hold office hours (between 0.5 and 1 hr per week depending on load), they typically do not maintain the same level of consistent presence and involvement on campus like full-time faculty do. Finally, the nature of adjunct employment is that most of these instructors teach at multiple colleges in order to scrape together a living, or are currently graduate students. As such, their time is stretched extremely thin and sometimes this makes its way into how lectures (PowerPoint) and assessments (multiple-choice exams) are administered. While these choices remain academic freedom as long as the instructor teaches the course outline of record, if our instructors had the benefit of full-time employment, they would likely be able to afford the time and energy to put into recurring classroom innovation.

Hybrid offerings. For several years, our only online course has been a hybrid CHEM 104, which is extremely successful, as detailed in the SLO disaggregation section (78.1% SLO success compared to 59.9% for all courses). Approximately 10 years ago, we did try to run a CHEM 101 hybrid for a few years, but due to poor success in that course (< 30%) we stopped offering that format. Our belief has been that because CHEM 101 is an entry-level course with varying degrees of student preparation, coupled with the online lecture environment, that the removal of the on-ground lecture contact inhibited student success. Our CHEM 104 hybrid, which is the second Chemistry class that allied health students take, does not suffer from being a student's first experience with a Chemistry course and the population who enrolls in the class tends to be more highly motivated.

Considering local and statewide initiatives to increase online offerings, recent improvements in technology and online delivery methods, and expanded support for online faculty, it may be worthwhile to explore developing and offering additional courses in a hybrid format, which are likely to be as successful as CHEM 104 hybrid. For example, most faculty have gradually been shifting content online in Canvas in order to increase student access to the course materials. Two faculty teaching CHEM 101 this semester (Hamza and Lillard) are using zero-cost resources in their classes, which consist of their own developed lecture materials such as PowerPoint slides and tutorials, problem sets, and solutions. Several Chemistry faculty have developed their own online quizzes in Canvas either as graded assignments (Wen, Johnson, Zhu, and others) or programmed as practice drills (Lillard), or have coded other online practice (Lemieux). Other faculty use publisher's online software for homework (Jones, Hinkens). And some faculty post YouTube videos and other online links to content related to their courses. These online resources are in addition to the extensive content developed and used in CHEM 104 hybrid (Torrez).

All of these successes online suggest that we may be in a place to begin Department discussions to consider developing and offering some pilot hybrid sections of CHEM 101, CHEM 150, and perhaps CHEM 151.

Single sections. As detailed in the Success and SLO disaggregation sections, during the years of the previous efficacy report, nearly all CHEM 101 and 2 out of 3 CHEM 212 classes were set up as double sections (where the lecture consisted of two sections in the same place at the same time, but the labs split out into single sections). In the past couple years, we began to offer a few more single sections. It is possible that the slight uptick in success is related to this structural change. As a major planning overhaul, beginning this semester (Spring 2020)

all Chemistry courses have returned to single sections and will continue to be set up this way. We believe that both overall success and SLO success data in upcoming semesters will improve significantly to reflect what faculty are anecdotally reporting: that students are more engaged in the smaller single sections and are performing better on classroom assessments.

Strengthened prerequisites. A major indicator of student success is how well-prepared students are when they enter our classrooms. College-level reading and strong algebra skills are necessary for students to have as they enter CHEM 101, if they are going to be successful in this first Chemistry class. Beginning in Fall 2020, READ 100 or ENGL 101 (instead of ENGL 015), and MATH 102 (instead of MATH 090) completion will now be required as prerequisites for entry into CHEM 101. We already see that the students who enter with stronger math and reading/English skills do quite well in CHEM 101. This opportunity for success should be afforded to all students, and is the primary reason we strengthened the prerequisites. This is a major change in planning, and may lead to slightly decreased enrollment at first, due to students needing to complete these courses before taking CHEM 101. However, we expect that overall enrollment will begin to increase shortly thereafter, because students will be successful through the curriculum rather than having to summon the emotional strength to re-take a challenging course that maybe they weren't adequately prepared to take in the first place.

Zero-cost textbooks. Over the past couple years, a few faculty have used content from Open Educational Resources (OER) in their lecture courses, mainly due to the high cost of traditional textbooks, and have had mixed results. This semester, two faculty are running CHEM 101 as no-textbook sections, using their own developed resources and are seeing improved results. Most of our lab manuals have been written in-house (all except CHEM 104, CHEM 105, and CHEM 212). In Spring 2019, CHEM 213 was converted completely away from an expensive commercial lab manual. Furthermore, a current sabbatical project in our department (Avelar) involves completely re-doing and re-writing the experiments in our CHEM 150 lab manual.

These efforts by the Department to move toward zero-cost materials are motivated by cost (traditional textbooks are expensive and often students simply cannot afford the textbooks), accuracy of content (recent research into our periodic table and CHEM 101 and CHEM 150/151 textbooks discovered multiple sources of outdated and/or inaccurate content), and desire to customize materials to better connect our teaching styles to the needs of our students (Department lab manuals, various development of course resources by multiple faculty). While we have had a long-standing policy in the Department to use common textbooks, ultimately the more important goal is to improve student success. Part of our future planning will capitalize on what works for us in the zero-cost arena, and begin to encourage and expand some of these efforts more broadly across the curriculum.

Shorter lab schedules (pilot project). In an effort to improve student success from a different angle, by structuring our lab component to be more focused, our planning for lab sessions involves piloting 7 sections of full-term lectures with shorter (typically 14-week) lab schedules in Fall 2020. These pilot sections cover CHEM 101, CHEM 104, CHEM 150, CHEM 151, and CHEM 212. In shortening the number of lab weeks, we necessarily expand the lab periods to 4 hours per session. These extended lab periods should be particularly beneficial in CHEM 150, CHEM 151, and CHEM 212, which have more complex laboratory setups, experimental procedures, and/or data analysis. In CHEM 101 and CHEM 104, the additional lab time may be used to incorporate additional skills, replicate experimental trials, and/or more involved calculations. Recent Departmental discussions (e.g., incorporating lab finals into all courses) and PLO changes (PLO #2 is now lab-based and connected to lab SLOs in some of the courses) further demonstrate our commitment to improving students' expertise in the laboratory. Additional benefits expected from these shorter lab schedules include 3 weeks of lecture content (added knowledge) before students begin to work in the lab and additional time for students to procure lab resources such as lab coats and goggles.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
   a. Classroom space
   b. Access to equipment
   c. Maintenance
   d. Technology
   e. Other

a. Classroom Space

Chemistry classes have been held in the following Physical Science (PS) and Health & Life Science (HLS) rooms on campus in recent semesters:

PS 199, 214, 216, 228, 229 (classrooms)

PS 310, 312, 314, 315, 316, 318 (labs)

HLS 136, 142, 143, 232 (classrooms)

Number of Sections Offered for Each Course in the SBVC Chemistry Department

Course	101	104	105	150	151	205	212	213	Total
Spring 2020	20	2	1	5	3	1	3	2	37
Fall 2019	21	2	2	5	3	0	3	2	38
2019-2020 Year	41	4	3	10	6	1	6	4	75
2015-2016 Year	50	5	0	15	9	0	7	4	90

Nearly 40 chemistry classes are offered per semester, so, by necessity, chemistry lecture sections are held in many different rooms throughout the Physical Science and Health & Life Science buildings. As mentioned in the 2016 efficacy report, the Chemistry Department had already begun to outgrow the afforded classroom and laboratory space at that time. This continues to be the case. As anticipated in the last efficacy report, enrollment and thus the number of total sections has decreased since 2016, as often occurs when employment figures rise as they have in recent years. Traditionally, enrollment has been cyclical and anti-correlated to employment figures in approximately 7-year cycles, thus increased enrollment should be expected in the coming years, exacerbating the strain on the class space.

The teaching environment varies from classroom to classroom. Most of our classes are held in PS 199, 228, and 229. PS 199 is used almost exclusively for chemistry classes and is set up well for chemistry instruction with a projector and screen, two large white boards (one partially covered by the screen and one on the side wall), and a large periodic table on the other side wall. PS 228 and 229 are not as well suited for chemistry instruction. They are larger, auditorium style rooms each with a projector and large screen. Unfortunately, the screen covers about 75% of the available white board space.

Due to the lack of board space in many of our primary teaching rooms, instructors often resort to writing on a rolling whiteboard positioned on the side of the room near one of the doors in order to have enough space to draw chemical structures and show mathematical calculations if they are also using the projector. The same is true for the lab rooms. Board space is very limited when using the projector and rolling boards are used to supplement board space. Currently, we have 3 rolling whiteboards that we use in PS 228, 229, and the lab rooms on the third floor and roll them from room to room wherever they are needed. The current whiteboards are falling into disrepair due to the constant movement and are not as stable as they used to be. In addition, the white boards often clutter up the lab space potentially creating a safety hazard. Some solutions that have been discussed include: moving the projector screens, painting the walls with “whiteboard paint” or installing televisions screens on the walls, the purchase of interactive projectors, or the purchase of Microsoft Surface Pros which allow writing directly on the projected screen. The options have been discussed in department and division meetings and floated to administration and maintenance, but a solution has not yet been implemented.

Classrooms in the HLS building generally work moderately well for chemistry instruction with the exception of HLS 232. In HLS 232 the projector screen covers the entire board so any supplemental board work must be done on a whiteboard awkwardly placed on the side wall closer to the back of the room than to the front. None of the HLS rooms currently have a large periodic table like the rooms in the PS building. The addition of periodic tables to each room would improve the chemistry teaching environment.

b. <u>Access to Equipment</u>

Access to general teaching materials such as markers, paper and other such supplies are arranged through the division office with the assistance of the Division secretary, Rose Garcia. Supplies are readily available to both part-time and full-time instructors in the department supply cabinet located in the adjunct office, PS 194.

Access to chemicals, glassware, and other chemical equipment for instructors and students is managed and maintained through the chemistry stockroom, PS 307, by lab technicians Casey Thomas and Sandra Robles. Instructors submit their lab schedules to the lab technicians at the beginning of the semester and chemicals, waste containers, computers, and other equipment are set up for each lab class. Equipment and chemicals for pre-made chemistry demonstrations are also available to be checked out in the same fashion. The lab technicians also maintain a thorough inventory of lab equipment and over 400 chemicals and 2000 containers [citing 2016 Efficacy Report] all labeled with the modern Globally Harmonized System (GHS) that is the current industry standard. Shelves are systematically labeled and indexed to a master list that is available to instructors for easy access to all chemicals and equipment.

Students are provided a lockable drawer in their lab room, each drawer containing the glassware and other equipment that they need. These lockers are provided exclusively to one student for each semester which is necessary to manage the use of the equipment and to allow each student space to store their personal protective equipment (lab coat, goggles, etc.). Drawer space continues to be an issue for the department, particularly for organic courses (CHEM 104, 105, 212, and 213), because only one of our five laboratory rooms (PS 310) is equipped with enough fume hoods to accommodate experiments that require to use of volatile organics. Most of our lab rooms are now equipped with lockable plastic cubbies that currently serve as additional make-shift equipment lockers as a temporary solution.

c. Maintenance

Chemistry is a lab science with a requirement for consumable chemicals and equipment with finite lifetimes before necessary service or replacement. Besides glassware and basic equipment, important equipment for chemistry lab courses includes for fume hoods, UV/vis spectrophotometers, pH electrodes, infrared (IR) spectrometers, one nuclear magnetic resonance (NMR) spectrometer, three gas chromatography-Fourier transform infrared spectroscopy (GC/FTIR) instruments, and one gas chromatography mass spectrometer (GC/MS).

Of primary importance are the fume hoods which are essential safety equipment for protection from volatile chemicals. Fume hoods must be regularly inspected and maintained by trained third-party personnel for the safety of all students and staff and has sometimes been put off for too long due to budget constraints. Currently, there are two non-functional vacuum lines in PS 310 fume hoods that are taped off, with no information about when they will be repaired. Our new Science Dean, Dr. Dmitriy Kalantarov, has stated that service of fume hood in the very near future is a top priority.

Class sets of UV/Vis spectrophotometers are essential equipment ubiquitous in all general chemistry teaching labs. Our current spectrophotometers are quite old, and maintenance is no longer possible because replacement parts are being phased out. The department is pursuing replacement of these spectrophotometers with modern instruments that, once obtained, should continue to be usable very far into the future.

pH electrodes are essential equipment, particularly for second semester General Chemistry. According to the manufacturer, Vernier, these electrodes have a usable life of about 5 years if properly maintained. The stockroom has implemented a careful maintenance procedure to extend the lifetime of the electrodes as long as possible, but our current pH electrodes are aging and are due for replacement.

d. Technology

Data collection and analysis is an important part of lab science. This is performed using computer assistance in all modern student chemistry labs. The chemistry stockroom maintains 2 class sets of laptop computers for this purpose and these are regularly used in our general chemistry labs. Vernier Lab Quest devices are used in many of the labs at all levels to interface with data collection devices such as pH electrodes and temperature sensors when a full laptop computer is not necessary for data analysis. Lab Quest devices allow for modern data collection at a significantly lower cost and size compared to a laptop computer. The laptop computers continue to serve our purpose well, but the Lab Quest devices have aged considerably. Many of the screens have been damaged over time and the batteries in many of the devices no longer hold a charge. The manufacturer, Vernier, no longer sells or services the original Lab Quest devices. The department is seeking replacement of the current 2 class sets with the current model Lab Quest 2.

e. **Other**

Faculty office space continues to be an issue, as it was when the 2016 efficacy report was written. Our most recent full-time hire, Carol Jones, was relegated to a very small office in the department storage closet (PS 196) for nearly 3 years until new office space was made for her in PS 141. Even still the office space is not ideal because it is shared with another faculty member which does not allow for private student consultation for sensitive matters. As such, she agreed to take office space in HLS 213 at the beginning of this semester (Spring 2020), which positions her apart from the rest of the chemistry faculty and hampers department communication. In addition, the department is due for another full-time chemistry faculty member although it is uncertain where an office space for the new professor might be found.

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

a. Classroom Space

Efforts are being made to improve the chemistry teaching environment in the rooms that are currently used. The installation of one interactive projector in PS 228 has very recently been funded to pilot the technology. Also funded was the purchase of one Surface Pro device. These technological improvements may alleviate some of the board space issues that are currently encountered. The purchase of several large periodic tables for installation in HLS rooms has also been recently funded.

Due to the previously mentioned cyclical nature of enrollment, the number of chemistry sections offered is expected to rise in the coming years so additional class space will likely be needed. Additional lecture classrooms may be acquired in the HLS building but the primary limit to the sections that the department can offer is ultimately decided by the amount of available lab space. The installation of additional lab drawers in PS 310, 311, 312, and 313 has just been funded by the college. This will allow the department to maximize the usage of the lab space that is currently available. Enrollment in lab sections is capped, however, at 28 students for CHEM 101 and 24 for other chemistry courses for safety reasons. Labs are currently offered in most of the existing classrooms Monday through Thursday from 9:15 AM to 9:50 PM with approximately 15-minute breaks in-between to change chemicals and set up a new lab. Given the lab constraints, it would not be possible to offer significantly more sections with labs during any Monday through Thursday time slots without more lab space. Several labs are also offered morning and night on Fridays and in the morning on Saturdays. Given the current lab space in the PS building, nearly all additional chemistry sections would have to hold lab on Fridays and/or Saturdays.

b. Access to Equipment

Recent funding for the addition of lab drawers in current chemistry lab rooms will greatly improve student access to necessary lab equipment. Spectrophotometers and pH electrodes have also been recently funded ensuring student access to this vital equipment for years to come. Two class sets of Vernier Go Direct SpectroVis Plus spectrophotometers and Vernier pH Electrodes have been ordered and will be available for use starting Summer 2020. The new spectrophotometers are significantly smaller. A class set will now fit in a small cabinet, freeing up a lot of space in the lab rooms. They also use significantly cheaper plastic cuvettes which will result in a decreased cost for their operation. Otherwise, given the excellent inventory management and labeling performed and maintained by the department stockroom personnel access to all necessary chemicals and equipment are expected to continue.

c. Maintenance

Proper funding for fume hood maintenance needs to be a priority in future budget considerations. Fume hoods are a cornerstone of safety in the chemical laboratory. Our current fume hoods have not been serviced for over 5 years due to budgetary constraints, but the new Science Division Dean has recently secured funding for annual fume hood inspections and maintenance through the campus maintenance budget which should ensure that fume hood safety is properly ensured moving forward. The first professional maintenance of the fume hoods is already scheduled for this semester, Spring 2020.

Funding for replacement of pH electrodes at the cost of $3,792 came from Instructional Supply Funds. The lifetime of these electrodes is approximately 5 years so this is an anticipated recurring cost of operation of the chemistry labs.

d. Technology

The current stock of laptops should continue to serve the department well into the future since the computation requirements for data analysis in the lab are not expected to increase. Batteries for the laptops tend to last for 5 to 10 years so some limited maintenance cost will be expected. Replacement of the Lab Quest devices was also recently funded through program review and new Lab Quest 2 devices have been ordered. These will be available for use starting in Fall 2020 and should continue to be useable into the foreseeable future.

e. Other

The Chemistry Department will continue to need office space for full-time faculty. The planning stages of the construction of two new office spaces near those of the rest of the department to accommodate the most recent department hire and the anticipated hire were begun in 2017 but were since abandoned due to funding concerns. Although a new full-time faculty member is needed by the department, there is no obviously available office space to house them.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: **CHEMISTRY**

Efficacy Team: Kenny Melancon, Wallace Johnson, Judy Joshua

Overall Recommendation:

☒**Continuation** ☐Conditional ☐Probation

Rationale for Overall Recommendation: Chemistry has provided a thorough review of the challenges and opportunities in their program, with a transparent assessment of data collected, and objective steps to continue to meet the needs of the Inland Empire community. The program has taken multiple steps to collaborate with departments across the campus for students' success (example: MESA). The program is operating at acceptable productivity and success levels. The department has identified strategies to ensure that curriculum remains current. Additionally, evaluation of program level outcomes is thoroughly reviewed and completed. The program has identified plans to improve in areas of weakness beyond advocating for additional resources.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate .	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.

Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: The program notes differences from the general population in both gender and ethnicity and indicates a positive direction to address several demographics. (Ex. By having increased speakerships by people of color, or to increase representation of more males, the department will do outreach across campus, including partnership with MESA.) The department has identified strategies to "stimulate and sustain the interest and growth of minorities in chemistry," and the actual planning for these activities is clear.

The pattern of service offered by the department spans all time blocks (morning/afternoon/evening/weekday/weekend) and a variety of methodologies, including face-to-face, and is considering online/hybrid.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**

Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

☐ **Does Not Meet** ☐**Meets** ☒**Exceeds**

Efficacy Team Analysis and Feedback:

The program provides an analysis of its success and retention data, attributing increases to increased tutoring. Strategies are implemented to collect appropriate data to support future progress in planning and completed pathways into chemistry through guided pathways.
The department has gone far beyond the research and done an excellent job comparing the groups of students that went to the student success center had better results of success compared to those that went shorter periods of time.
The program has a regular pattern of SLO data collection and a process for assessment evaluation for all courses on a regular cycle.
It has implemented changes in methodology based on results of this evaluation within its lab and lecture classroom components. Program **has demonstrated** that it has fully evaluated within a 3-year cycle and is continuously assessing all Student Learning Outcomes (SLOs).

Questions: Now that the department is allowing faculty the freedom to assess SLOs in a variety of ways, at the instructor's discretion, how is that going to be tracked to determine effectiveness? Will SLO percentages be disaggregated by the type of assessment given by the instructor?

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program identifies data that demonstrates communication with the college and community by participating in a variety of activities and STEM. Their efforts to bring in a highly diverse set of outside speakers in a wide variety of fields is impressive and, along with the high-impact advertising of these events, really amplifies an inclusive, welcoming message that has the potential to attract a lot of students to the program. In-house faculty are also doing an excellent job of setting up recurring presentations on topics such as growth mindset and “how to read a scientific paper” that are even more inclusive of the entire college student community. For future speaker events, once we’re back in face-to-face mode, it could be helpful to survey attendees to know how many students attend these events and what their feedback on them looks like.

The department also maintains communication with Chemistry / Bio department at other colleges to communicate the need for expansion from local high schools through outreach programs.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Program identifies current avenues for professional development by having department meetings, access to periodicals and attending multiple online teacher development training programs. They are planning to submit grant proposals with a number of organizations such as Sigma Xi and the National Science Teaching Association to help support faculty research projects as well as pedagogical training. The program can work on securing grants to create additional paid professional development opportunities specifically targeted to adjunct faculty. The department should look for additional ways to increase the professional development of adjunct faculty and create an even more collegial, welcoming atmosphere for adjuncts.

Questions for future consideration: What is the percentage of adjuncts who are grad students working on Ph.D.s vs. the ones who aren't pursuing additional education and are instead dividing their teaching time between multiple campuses? Which group has a lower turnover rate? If a significant difference in turnover rate between the groups can be identified, perhaps the group with the lower turnover rate can be specifically targeted, although both groups could potentially be attracted to stay with SBVC through paid professional development opportunities. Given how un-competitive SBVC is when it comes to pay—as noted in the efficacy document—and how overworked most adjunct professors are in this field, it is urgent that steps be taken to secure more committed adjunct faculty as well as hire several additional full-time faculty members and obtain the office space to house them.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☐ **Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program has a mission statement which supports the mission of the college. It serves to increase diversity of the over-all program, thereby satisfying a key element of the college mission.

The program provides data and the data analysis that the program is productive at an acceptable level.

The department shows the curriculum is up to date.

The department does address its weaknesses and challenges and recognizes the financial constraints faced by the institution.

The department identified a shortage of adjunct faculty and turnover of adjunct faculty and will do more recruitment at universities to increase its pool of adjuncts.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☐**Does Not Meet** ☒**Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback: The department has identified points of interest like access to equipment needed in the classroom. The department has identified the facility needs for the lab space and is in the process of making improvements.

Questions for future consideration: Could lab equipment conditions be contributing to lowered student success rates on the SLOs? Can some of the concepts tested by the SLOs be linked to the quality of the equipment used in required lab experiments? The report depicts the equipment situation as pretty grim. Could low functionality already make it harder for students to do experiments and therefore, harder to learn from them? And could students' lack of resources to purchase needed supplies/equipment make it harder for them to be successful in those crucial hands-on labs because they don't have access to all the gear they need? If so, what impact could this be having on learning and SLOs? Is there some way of tracking this?

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

VII: Previous Does Not Meet Categories

☐**Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:
Had no previous DOES NOT MEETS.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

Institutional Program Review—2019-2020
Program Efficacy Phase: Student Services
DUE: Friday, March 13, 2020 by NOON

Purpose of Institutional Program Review: Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs so that the college community can make informed decisions about budget and other campus priorities. Program Review is conducted by authorization of the SBVC Academic Senate. This year, your program is required to complete a full-efficacy review. 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

Access to Efficacy information and resources can be found on the Program Review Efficacy Resources page.

The committee evaluates the self-awareness that each program demonstrates in all aspects, both positive and negative, of its performance. This includes the program's ability to address areas that need improvement and areas where the program will capitalize on its strengths. Ultimately, the efficacy document should identify and expand upon a program's position within the framework of the college structure and identify plans that are in place to improve the services that it offers to students and the college community.

As you complete your efficacy review, keep in mind that the Program Review Committee is comprised of faculty and staff from departments throughout the campus, and student representatives. The composition of the committee members ensures that a global view is maintained when evaluating the reviews and that the program is not only addressing departmental and divisional goals but that the program is also considering institutional goals as well. Committee members may not already be familiar with your program, so be sure that you provide adequate support and analysis for each of the questions.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops:

Friday, February 21 from 9:30 to 11:00 a.m. in B-204
Friday, March 6 from 9:30 to 11:00 a.m. in B-204

Programs are now required to provide and analyze disaggregated SLO/SAO data. The committee strongly suggests you plan to attend one of the workshops below to learn how to extract SLO/SAO data and assemble and analyze relevant data sets for your program.

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208
Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

Final documents are due to the Committee chairs – please send to all three (Carol Jones at carjones@sbccd.cc.ca.us and Joel Lamore at jlamore@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by NOON on Friday, March 13, 2020. It is the writer's responsibility to be sure the committee receives the forms on time.

SUBMISSION FORMAT: 1) Use this current efficacy form and attach as a PDF
2) Do NOT change the file name

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 28. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 10.

Program Efficacy
2019– 2020

Program Being Evaluated

Counseling

Name of Division

Student Services

Name of Person Preparing this Report	**Extension**
Andrea Hecht and Jamie Herrera	#8974

Names of Department Members Consulted

Dean Marco Cota, Dr. Ailsa Aguilar-Kitibutr, Elizabeth Banuelos, Erica Begg, Yecica Bernardo, Yancie Carter, Claudia Centeno, Frank Dunn, Armando Garcia, Earline Glover, Patricia Jones, Gilbert Maez, Jeanne Marquis, Desiree Martin, Michelle Tinoco, Debbie Orozco, Edward Palmer, Deana Kelly-Silagy, Tahirah Simpson, Joyce Smith, Carlos Solorio, Veronica Valdez-Flynn, Janice Wilkins, and Andre Wooten.

Name of Reviewers

Todd Heibel, Edward Jones, Johnny Roberts

Work Flow	**Date Submitted**
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 13**

Staffing

List the number of full and part-time employees in your area.

Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	1		
Faculty	16 (two have limited counseling responsibilities due to articulation work and matriculation coordination)	10	
Classified Staff	3		
Total	30		

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2019

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Figure 1: Demographics – 2016-17 to 2018-19 Academic Years

Demographic Measure	Counseling	Campus-wide
Asian	4.5%	3.2%
African American	16.0%	12.3%
Filipino	1.7%	1.3%
Hispanic	62.9%	63.7%
Native American	0.7%	0.2%
Pacific Islander	0.5%	0.2%
White	11.3%	11.1%
Unknown	2.4%	0.9%
Female	58.9%	57.7%
Male	40.6%	42.0%
Disability	1.0%	4.4%
Age 19 or Less	11.8%	23.7%
Age 20 to 24	38.5%	32.9%
Age 25 to 29	20.5%	18.2%
Age 30 to 34	10.9%	9.7%
Age 35 to 39	6.4%	5.7%
Age 40 to 49	7.2%	6.0%
Age 50+	4.5%	3.9%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

If campus demographics are not applicable to your program, discuss why.

The data above represents the General Counseling Department and does not include specialized programs, such as, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resource for Education (CARE), First Year Experience Program (FYE), Guardian Scholars (Foster Youth Services), The Free College Promise, Success through Achievement and Retention (STAR) program, Science, Technology, Engineering and Mathematics (STEM), Math, Engineering, Science, and Achievement (MESA), and so forth.

We are proud upon review of the comparison of the internal *Demographics—2016-17 to 2018-2019* data to the campus population that the General Counseling Department is trending higher than the overall college campus demographics. The increase could be due to counselors meeting with students' multiple times throughout their academic career. Consequently, this could also be due to students going through the matriculation process, but not registering for courses, as registration is the student's responsibility. In order to assist students in the matriculation process throughout registration the Counseling Department provides support by having counselors in the library during registration and houses the Welcome Center where students seek guidance in regard to registration information provided by Student Ambassadors, who work under Federal Work Study.

The data shows under the demographic measure for the Hispanic population the General Counseling Department was below by less than 1% (0.8%) and could be due to students meeting with specialized programs, such as the Puente Project. The Puente Project is a successful statewide transfer program consisting of counseling, mentoring, and writing components through Mexican American/Latino literature, in which students are part of a learning community. The goal of the program is to increase the number of underrepresented students who enroll into four-year universities.

Figure 2: California Community College Chancellor's Office Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2016-2017	Annual 2016-2017	Annual 2017-2018	Annual 2017-2018	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
San Bernardino Total	961	100.00 %	819	100.00 %	841	100.00 %

The disabled student population served by general counseling was 1%, which was lower than the campus-wide average, of 4.4% of the population, which again could be due to specialized programs servicing this population. Disabled Student Programs and Services (DSPS) provides a variety of services to enable students with disabilities to function independently in an educational environment. In Figure 2 (chart above) there is a total number of 2,621 students that identify as disabled.

The same adheres to the age grouping of 19 and less, as the Counseling Department meets with 11.8% of students compared to campus-wide of 23.7%, a difference of 11.9%. Many of our students in this particular bracket are meeting with Middle College counselors, in which students are concurrently enrolled in college coursework while earning their high school diploma. The program recently honored 75 students for their hard work in maintaining a 3.5 GPA and above in the college courses. The goal is to provide the right foundation and smooth the transition to four years of higher education on average students in this program earn about 45 semester units while completing their diploma.

In addition, to the almost 12% difference in the data age group of age 19 or less, this discrepancy could be due to students being a part of the Valley-Bound Commitment Program, now called the Promise Program, as well as the First Year Experience Program (FYE), which works directly with our feeder high schools. The Free College Promise is an innovative initiative that is transforming our community's economic future by placing higher education and career training within reach of local hard-working students. 1,700 students are currently benefiting from The Free College Promise at Crafton Hills College and San Bernardino Valley college. 1,309 students are low-income, 748 students will be the first in their family to achieve a college education. The San Bernardino Valley College FYE program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus to ensure student success.

Pattern of Service:

Describe how the pattern of service and/or instruction provided by your department serve the needs of the population you serve. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

The Counseling Department is committed to providing high quality counseling services which promote the development and empowerment of a diverse community of learners. The Counseling Department is committed to promoting student success by encompassing counseling services in four core areas: (1) academic, (2) career, (3) transfer, and (4) personal. Within these realms' counselors assist prospective, new, continuing, and returning students in their overall college success. Counseling services are delivered via individual, group, and online formats for all students including those in special populations, such as veterans, international, athletes, Puente learning community, among others; providing comprehensive services.

The Counseling Department is open Mondays and Thursdays from 8:00am-5:00pm, Tuesdays and Wednesdays from 8:00am-7:00pm, and on Fridays from 8:00am-2:00pm. The Counseling Department also has Peak hours during the Fall and Spring semesters for the first two weeks of class, staying open longer: Mondays, Tuesdays, Wednesdays, and Thursdays from 8:00am-7:00pm and on Fridays from 8:00am-4:30pm, as well as Saturdays from 9:00am-1:00pm. In addition to offering Super Saturdays, which reaches our Big Bear and RIM of the World students. During the Super Saturdays students are able to complete all components of the Matriculation process.

SBVC Counseling Department offers various programs and services that aim at student success. These programs and services assist students in the following, but not limited to:

- Orientation to college
- Developing a course plan for the first semester
- Evaluating coursework from other colleges/universities
- Selecting a major of study
- Deciding on a future career
- Developing a comprehensive education plan
  - Certificate
  - Associate Degree
  - Associate Degree for Transfer
  - Preparation for Transfer
- Getting back to academic success from probation/dismissal status
- Satisfactory Academic Process
- Academic Renewal

- Dealing with personal issues affecting college success in a half-hour counseling session
- Locating services and programs offered by SBVC Student Health Center or outside agencies
- Learning about SBVC special programs
- Athletic Counseling
- International Student Services
- Study Abroad Counseling
- Online Advising
- Other programs and services related to student success

In addition to the above programs and services, distance learning students also receive targeted support services as SBVC Counseling Department offers limited online advisement for current SBVC students. To ensure equitable access and success for students our department is moving forward with ConexED, a live online counseling system. The ConexED platform is FERPA, HIPAA and WCAG 2.1 compliant and was designed to replicate in-office student interactions. The video chat platform allows students to meet with counselors on any device, providing a virtual meeting space for scheduled appointments as well as chat and shared virtual lobby for virtual drop-ins. This will allow for equal access and equity of all counseling services to our online students.

To meet the needs of the under 19 and less student population, our counselors assist with The Early College and GenerationGo! Program. Students who are currently attending high school and are seeking advanced scholastic or vocational work may enroll concurrently with San Bernardino Valley College while being enrolled as a high school student. Counselors will assist students in the process to becoming a student, create a one semester education plan, and complete a follow-up appointment. Students can also take our Student Development courses: SDEV 102: Pathways for College and Life Success and/or SDEV 103: Career Exploration and Life Planning.

To assist our sixteen feeder high schools with enrollment the Counseling Department collaboratively works with Early College and GenerationGo! Program, as well as high school counselors to promote San Bernardino Valley College; by providing students with information about SBVC and creating initial education plans. The Early College and GenerationGo! Program is for students who are currently attending high school and are seeking advanced scholastic or vocational work.

In addition to working with our 19 and less student population, our department is also working with The Free College Promise Program servicing close to 1300 students for the 2019-2020 academic year. The Free College Promise is for new high school graduates, providing the funding to pay full tuition, free textbooks, $300 cash for college expenses, free access to a laptop for coursework, individualized advising and priority course enrollment so they can earn a career certificate, an associate degree, or transfer to a four-year university in two years.

Also, our department currently has a counselor attending Parole and Community Team (PACT) meetings. With help from local businesses, California's Department of Corrections provides resources to recent parolees as they get back on their feet as contributing members of society. Our designated counselor presents and assists parolees with the registration process to attend San Bernardino Valley College.

The Counseling Department has a group of counselors dedicated to Starfish—Early Alert, a retention program that helps to create and facilitate enhanced support services to students such as counseling, advising, tutoring,

mentoring and others through an online system. Through this program counselors conduct follow-up with students who have been alerted by their professor, or various programs on campus, by way of email and phone calls. The purpose of the program is to work with instructors and various campus entities to increase the overall success and retention rate of students.

Our counselors conduct presentations to the basic skills classrooms, providing information about academic student support and resources in order to assist students in their goal achievement at SBVC. Counselors also try to reach students outside of the classroom, by having tables set-up over campus called "Ask A Counselor." The Counseling Department holds about 110 "Ask a Counselor" events throughout the year. Students are welcome to walk up and ask the counselors about anything pertaining to classes, specific services, information on how to set academic and career goals, transfer requirements, and much more.

Counselors participate around campus for events such as New Student Welcome Day, where students can obtain information and assistance with orientation, registration, financial aid, and many more services provided to our students. San Bernardino Valley College's annual Senior Day is another event that our counselors participate in, where all highs schools from Colton Joint Unified School District, Rialto Unified School District and San Bernardino City Unified School District are invited to attend and acquire information on preparing for the semester as college students, steps to apply, financial aid, and student support services.

In addition to the counseling duties mentioned above, the Counselors also teach Student Development courses, that are designed for all students to help navigate through college, learn about themselves through personal exploration, receive practical information about college services, effective study habits, understand a wide assortment of career information resources and assessments, etc.

Student Development 015: Puente: Strategies for College Success helps students identify their academic strengths and limitations as a first step in long-term education planning for transfer. In addition, students learn essential skills for creating success in college. This course was previously paired with English 015 *Preparation for College Writing* but has been replaced with English 101 *Freshman Composition* and English 086 *Strategies for College Composition* English 087 *Fundamentals for College Composition* due to changes from AB705.

Student Development 102: Pathways for College and Life Success is an introductory course designed for students seeking direction in setting academic and life goals. A bio-psycho-social perspective will be used to highlight the person-environment dynamics crucial to a well-rounded preparation for academic and life success. Major topics include evaluation of personal interests, abilities and values, educational planning, goal setting, and academic success strategies.

Student Development 103: Career Exploration is an in-depth study in career and life planning designed for students seeking direction in setting life, academic and career goals. A holistic perspective is used to highlight the person-environment dynamics crucial to well-rounded preparation for a fulfilling career and life-span developmental achievements. Topics will include major choices, interviewing skills, cover letter and resume writing, and labor market trends.

To continue to meet the needs of our students, the department has started an internship program, designed for students in their master's program, specific to counseling, to prepare them with the skill set to become counselors when their program is completed. Interns will be able to answer quick questions to students that may not be able to receive same day appointments, help out with Ask A Counselor, conduct classroom and high school presentations, and provide follow-up support by phone to students who have been alerted through the Starfish—Early Alert Program.

An additional way we are striving to meet the needs of our students is by looking into creating an introductory course on college success to assist students who are new to the college system. Students will take this during

their first year of school, preferably in the summer before starting their fall semester, to help them get acclimated with our college, such as resources and programs available; expectations for taking online courses and utilizing Canvas; checking their student email; address common student success topics such as goal setting, time management, learning styles, effective study habits, information literacy, strengths inventory, netiquette, expectations for an online class, faculty/student communication, and what it means to be a college student.

Last but not least, counselors are advocates for our students making sure that each and every student has the same opportunity for success, regardless of his or her ethnicity, gender, intellectual ability, race religion, or socioeconomic status. Counselors help promote a positive college environment that leads to positive student outcomes. Some ways that counselors provide advocacy is by creating a safe space, writing letters of recommendation, being at the forefront to make our voice heard on behalf of the students by being a part of critical policy issues impacting the counseling profession, including workforce, legislative and regulatory issues; reaching out to departments in support of students, and always going above and beyond to ensure student success.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

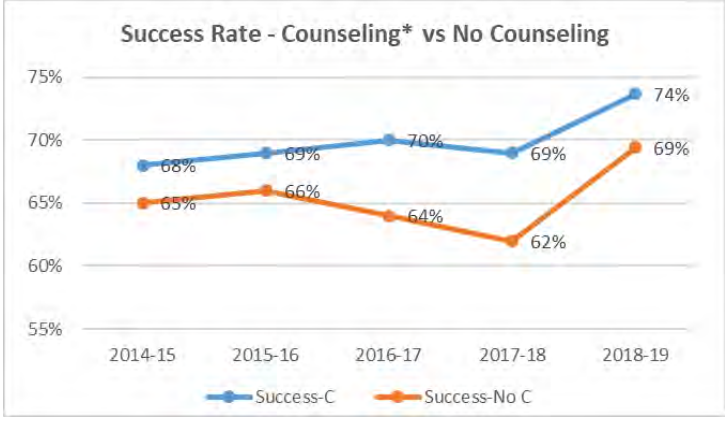
	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

Student Success:

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts that address Success & Retention and Degrees and Certificates Awarded")

The Counseling Department is committed to enhancing college success and career readiness of students in the general population. During the 2014-15 of mandates implemented (Student Success Act), the Department conducted an intentional focus on all prospective and new students who were provided core services of college orientation, assessment, counseling, academic advising, abbreviated education plans, and other related services including career counseling and follow-up services. Thus, registration of prospective and new students was contingent on receipt of mandatory services. After 2014-15, these students are required to have an academic goal and course of study or major as well as possess comprehensive education plan and use follow-up services whenever necessary until goal achievement. Starting fall semester of the 2019-2020 academic year AB 705 was implemented at SBVC, which requires California Community Colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. Structures were put in place that ensure that students can engage a curriculum that supports completion of transfer-level English and mathematics/quantitative reasoning in two semesters. New placement policies will place a majority of students directly into transfer-level courses, but any student who is not, must have access to curriculum that allows them to complete transfer level in two semesters. The Counseling Department has collaborated with the Matriculation Officer, English, Math and Reading Department to ensure a smooth transition for all of our students.

Figure 3: Success Rate for Counseling versus no Counseling



In figure 3 the success rate for students meeting with counseling is higher than students not meeting with a counselor, on average 4.8%. This data indicates that counselors are needed to increase success of students.

In 2017-2018 a slight dip of 1% in service utilization is evident, mirroring the decrease as well in general population. This could be due to students having minor issues of the software programs having different logins, such as Canvas vs. WebAdvisor. Issues could also be related to students having difficulty registering.

However, the services that counselors provide does show an increase to the overall success of students. This academic year the Counseling Department served the general population for fall registration and met with 6,608 students for the months of July and August 2019 per the SARS Appointment Attendance Summary Report.

Figure 4: Counseling Visit Demographics

Ethnicity %	2015-16	2016-17	2017-18	2018-19
African American	12.30%	16.97%	15.58%	12.68%
American Native	0.30%	0.72%	0.57%	0.38%
Asian	4.40%	6.03%	5.85%	5.31%
Hispanic	63.20%	61.80%	64.17%	71.64%
Pacific Islander	0.30%	0.34%	0.44%	0.24%
White	12.80%	13.17%	12.50%	8.60%
Unknown	2.90%	4.30%	0.89%	1.14%

In figure 4, in regard to the Hispanic demographic, Washington Post stated:

> *"Hundreds of colleges and universities have capitalized on demographic trends in the new century to establish a burgeoning sector of higher education known as Hispanic-serving institutions. That's what the federal government calls schools where at least a quarter of undergraduates are Hispanic. There were 229 of these schools, or HSIs, in 2000, according to the Hispanic Association of Colleges and Universities. By fall 2016, the total had more than doubled, to 492. It is projected to grow further."*

Student data for SBVC 2018-2019 indicates that our Hispanic population is over 66%. SBVC has received federal designation as Hispanic-Serving Institution (HIS), and in 2015 became the first college in the state to open a Dreamers Resource Center, an extension of the Counseling Department that helps Dreamer students navigate the challenges of enrolling and attending college. Since 2015-2016 to 2018-2019 there has been over an 8% increase in counseling visits among Hispanic students due to focused efforts to increase accessibility, e.g. online and on campus orientation in Spanish, production of counseling related materials in Spanish; active state-wide PUENTE Project and campus club, counselors' involvement in Hispanic Association of Colleges and Universities (HACU) activities, including HACU club.

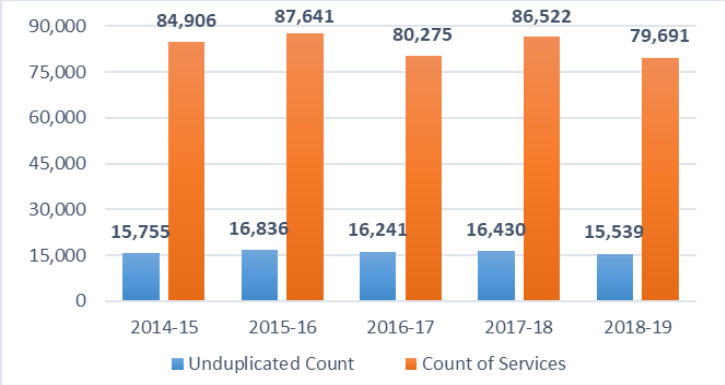
Figure 5: SBVC Ethnicity

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

The department had a decrease from 2017-2018 to 2018-2019 in the following areas of ethnicity: African American, Native American, Asian, Pacific Islander, and White (see figure 4). However, if you compare this to SBVC Ethnicity the college too had a decrease in African American and White populations (see figure 5).

Overall, with our department's decrease we still saw more students than the overall college for all populations except for the White population. This could be due to specialized programs, such as EOP&S, STAR, (STEM), (MESA), etc. We will be looking more into this and are continuing to provide support for all students. The department is currently looking into creating a new course for first time students entering into college, and hopefully this will help with this particular population, as well as increase all others.

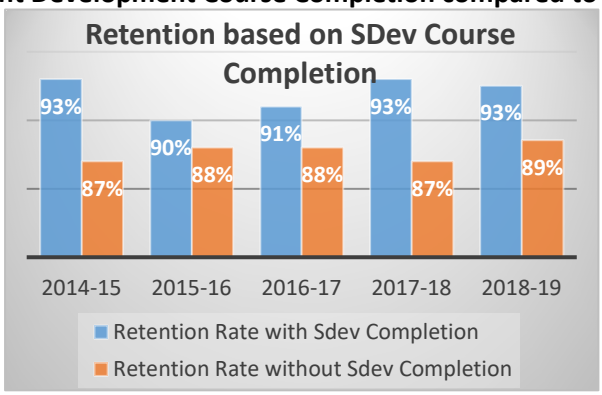
Figure 6: Counseling Department, Unduplicated Student Count of Services Compared to Duplicated



The counseling services are focused on providing students with guidance on academic, career, and personal growth to a diverse population. We provide over 40 counseling services that include, but are not limited to the following: matriculation process, articulation process, evaluating transcripts, academic renewal, assisting students with career decisions, explaining career assessments, career and major, career technical education (CTE), financial aid guidance and the appeal process, education planning both abbreviated and comprehensive, prerequisites clearances, overload petitions, probation both progress and academic, academic renewal, referrals, general counseling, online advising, and promoting wellness. Counselors may work with students individually, running a small group session for our new students, conduct outreach, and/or classroom presentations.

Per figure 6, there was a decrease in the amount of number of students seen in 2018-2019 compared to 2017-2018 in both areas of unduplicated count and duplicated count of services. This could be due to the Promise Program and other student services meeting with students other than General Counseling. Moving forward the Counseling Department will be providing additional support, by placing “Ask a Counselor '' in multiple locations and providing online live support using ConexEd hopefully in the near future.

Figure 7: Student Development Course Completion compared to Retention Rate



The Counseling Department continues to make efforts toward success of all students by providing Student Development courses both hybrid and fully online, using Zero Cost Textbooks, courses taught at high schools through concurrent enrollment, Online Advising, and Ask a Counselor in various locations across campus.

Student Development courses are designed for students seeking direction in setting academic, career, and life goals. Major topics include evaluation of personal interests, abilities and values, educational planning, goal

setting, and academic success strategies. The retention rate is consistent and strong with an average 92% retention rate for students completing Student Development courses (see figure 7).

In regard to certificates, the department is working with the Articulation Officer in developing two new certificates: Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education (CSU-GE) Breadth certificates. Per the California Community College from the dean of Curriculum and Instruction, Jackie Escajeda to the Chief Instructional Officers of the Academic Senate for California Community Colleges, under IGETC COA "The student will select courses that fulfill the IGETC certification pattern detailed in the college catalog. IGETC is accepted by all CSU campuses and most UC campuses and majors. It is also accepted by some private/independent or out of state universities" and for CSU-GE Breadth COA "The student will select courses that fulfill the CSU GE certification pattern detailed in the college catalog. CSU GE is accepted by all CSU campuses and some private/independent or out of state universities. CSU GE is not accepted by the UC system."

The certificate would help our college in regard to our Student-Centered Funding Formula under Credit Certificate and benefit our students by having the certificate show completion on their transcript. IGETC and CSU General Education certification verifies that a student has completed all lower division general education requirements for the UC or CSU. The IGETC can be used for UC and CSU. The CSU Certification is for CSU only.

Supplemental Data:

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Not applicable

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

- Documentation of meeting/workshop dates to address findings
- Updated curriculum based on findings
- Alternative teaching methods developed and implemented based on findings
- Development of new materials based on findings

Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

The Counseling Department's Service Area Outcome: "Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment." This outcome is listed for Counseling, Matriculation, Student Development, and Assessment. Moving forward the Counseling Department will be working on evaluating and rewriting the SAO at a later time.

The department has evaluated Service Area Outcomes (SAO) every year and all summary evaluation forms and Data Collection Sheet can be found on the SBVC website under Counseling: Service Area Outcomes and Student Learning Outcomes.

Service Area Outcome (SAO)

- Fall 2013 SAO Summary Evaluation Form
- Spring 2014 SAO Summary Evaluation Form
- Fall 2014 SAO Summary Evaluation Form
- Spring 2015 SAO Summary Evaluation Form
- 2016-2017 SAO Summary Evaluation Form
- 2017-2018 SAO Summary Evaluation Form
- 2018-2019 SAO Summary Evaluation Form
- 2018-2019 SAO Assessment Data Collection Sheet

Per the Student Area Outcomes Assessment Data Collection Sheet assessed Fall 2018 and Spring 2019, from the Ask a Counselor Questionnaire: assessment methods and criteria, at least 85% of students evaluate their changed level of knowledge from "did not know and knew a little" to mostly knew" to "fully know" after the immersive experience. At least 75% of students plan to make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement.

Figure 8

Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement	120	109 (91%)
SAO 2 Statement	120	114 (95%)
SAO 3 Statement	120	120 (100%)

Upon reflection at the onset, sixty-five percent of this group have relatively meager knowledge on the following counseling-related information as ranked according to importance by participants – first, general counseling information; second, AA/AS-T and general education requirements; third, education planning; fourth, financial aid; and fifth, certificate requirements. Knowledge on these areas (SAO 1 Statement) is critical to their educational goal achievement, and ninety-one percent (91%) of the participants demonstrated considerable increase in learning after they underwent this learning modality (see figure 8).

Similarly, they have interpreted via rank-ordering the following -- understanding the information and process involved surrounding certificate, degree, and transfer requirements including how their current classes fulfill educational requirements and garnering at least a satisfactory GPA and maintaining a desired GPA, as directly correlative to their goal achievement. While it was hoped that all participants would have decided to follow-up with a counseling appointment, only 95 % albeit a high percentage versus the 75% benchmark, indicated setting out to undergo counseling.

However, all participants (100%) realized the value of the knowledge gained as vitally related to their educational success. These service area outcomes have demonstrated alignment to SBVC's strategic initiatives of access and student success, and the students' immersive experience has successfully engendered outcomes beyond the set rubrics. It appears that modification of the assessment tool through inclusion of subset questions about reasons for not seeking counseling may be in order. The reasons sought may further delineate subsequent counseling campaigns for early counseling interventions, or

perhaps confirm, that students have been well prepared towards goal completion, or have completed SDEV courses and/or possess a comprehensive education plan and have been altogether proactive in self-initiated counseling seeking.

Student Development 015: Puente: Strategies for College Success

Student Learning Outcome: Students will assess their current level of college success strategies. Students will apply knowledge of self- responsibility relative to their educational goals. Students will be able to explain the role and benefits of mentors and networking

SLO Assessment Methodology: Students will use Self-Analysis Report, pre-test and post-test, and student presentations.

Criteria—What is "good enough"?
Fairly adequate knowledge of success strategies, importance of mentors as well as the importance and value of networking.

The percentage of students that met the criteria was 93% and this percentage is satisfactory.

The trends evident in the outcomes was that students showed notable improvement over procrastination tendencies. Students demonstrated clarity in their understanding of their educational goal requirements. Improvements that the Puente Project are looking into is the Mentorship assignment component and that it may be more appropriate at the beginning of the Fall semester.

Evidence of Dialogue: Department meetings which are every second and fourth Thursday of the month. In addition to the Organic Teaching Meetings that meet throughout the academic year.

Student Development 102: Pathways for College and Life Success

Student Learning Outcome: Students will demonstrate self-knowledge with regard to their interest, values, and aptitudes. Students will understand the transfer process and will demonstrate ability to differentiate among IGETC, CSU GE Breadth, and Associate Degree requirements. Students will be able to conduct a basic job search.

SLO Assessment Methodology: Students will use Self-Analysis Report; respond to survey and pre-test and post-test.

Criteria—What is "good enough"?
Fairly adequate knowledge of their interest values, aptitudes, and their educational goal requirements. 80% of the students differentiated correctly the IGETC, CSU GE Breadth, and Associate Degree requirements for their educational goals. This percentage is satisfactory in meeting the criteria.

The trends evident in the outcomes was that students were engaged in all classroom experiences and activities which led them to be more decisive toward their educational goals. Overall, students had satisfactory performance in this class. Improvements would include inclusion of detailed application of strengths and self-knowledge as well as choice of their educational goals would be highlighted.

Evidence of Dialogue: Department meetings which are every second and fourth Thursday of the month. In addition to the Organic Teaching Meetings that meet throughout the academic year.

Student Development 103: Career Exploration and Life Planning

Student Learning Outcome: Students will demonstrate ability to compose a functional resume and cover letter as well as post these on appropriate websites. Students will identify and design key tasks and strategies to obtain life goals and career choice in increments of one- year, five- year, and ten- year plans. Students will demonstrate multigenerational awareness and self-knowledge pertinent to work environments.

SLO Assessment Methodology: Students will use Self-Analysis Report; create a portfolio for career choice, job search, and life goals and complete pre-test and post-test.

Criteria—What is "good enough"?
Advanced level of self-awareness and strengths related to career choices, life goals, and employability skills. 90% of the students met the criteria. This percentage is satisfactory.

The trends evident in the outcomes were that activities used were effective in assisting students to create a self-profile pertaining to their career development and career choices. Ability to synthesize information on different choices posed a problem to some students. Improvements would include a mentoring component may be added as well as referral to Writing Center may be explored.

Evidence of Dialogue: Department meetings are every second and fourth Thursday of the month. Past practice was to hold meetings one to two times per month, moving forward the department is continuing with the same process of holding meetings every second and fourth Thursday of the month. In addition, the department chairs communicate throughout the week via email with counselors and have scheduled meetings with the Dean of Counseling every two weeks.

Fall 2019 Department Meetings

Thursday, September 5, 1:00 pm – 2:30 pm
Thursday, September 26, 1:00 pm – 2:30 pm
Thursday, October 10, 1:00 pm – 2:30 pm
Thursday, October 24, 1:00 pm – 2:30 pm
Thursday, November 14, 1:00 pm – 2:30 pm
Thursday, November 21, 1:00 pm – 2:30 pm
Thursday, December 12, 1:00 pm – 2:30 pm

Spring 2020 Department Meetings

Thursday, February 13, 1:00 pm – 2:30 pm
Thursday, February 27, 1:00 pm – 2:30 pm
Thursday, March 12, 1:00 pm – 2:30 pm
Thursday, March 26, 1:00 pm – 2:30 pm
Thursday, April 9, 1:00 pm – 2:30 pm
Thursday, April 23, 1:00 pm – 2:30 pm
Thursday, May 14, 1:00 pm – 2:30 pm
Thursday, May 28, 1:00 pm – 2:30 pm

For our department to continue to grow, beginning Fall 2019 the Counseling Department has begun meeting with our instructional faculty teaching Student Development courses; titled Organic Teaching Meeting: which addresses Student Learning Outcomes, syllabus, lesson plans, ways to support our instructional faculty, and collegial consultation.

Fall 2019

Wednesday, October 9th, 2:30 pm – 3:30 pm
Tuesday, November 19th, 2:30 pm – 3:30 pm

Spring 2020

Thursday, February 13th, 8:00 am – 9:00 am
Tuesday, March 10th , 3:00 pm – 4:00 pm
Wednesday, April 8th, 2:30 pm – 3:30 pm
Wednesday, May 6th, 3:00 pm – 4:00 pm

Student Area Outcomes: Disaggregated Data Analysis

Course SLOs/SAOs. Demonstrate that your program is evaluating disaggregated SLO data as appropriate to your program's student population, educational delivery methods, etc. Your program should evaluate as many different disaggregated data sets as useful in understanding success rates, course patterns, patterns of service, etc. SLOCloud allows departments to do any type of disaggregation that can be sorted by section number.

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses
- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

Analysis of the data should explain numbers, note any relevant patterns, and detail program changes or actions (if any seem indicated) to address areas for improvement or to capitalize on strengths or opportunities revealed in the data.

By evaluating educational delivery methods, the Counseling Department noticed a lack of access to our students that attend online. In order to continue to grow, the Counseling Department offered its first hybrid for Student Development this past Spring 2019. Fall 2019 was also the first time that the Counseling Department offered both a hybrid and fully online course to meet with Title 5—Distance Education. The department will continue to offer Student Development courses both hybrid and fully online in the future, as well as our face-to-face courses to provide equity and accessibility.

The Counseling Department has also started offering both Student Development 102 and Student Development 103 during both semesters, when we previously only offered Student Development 102 in the Fall and Student Development 103 in the Spring.

Course Schedule for Fall 2019

Student Development 015: Puente: Strategies for College Success

Friday

- 10:00 am –10:50 am

Student Development 102: Pathways for College and Life Success

Monday and Wednesday:

- 8:30 am – 9:45 am

- 10:00 am – 11:15 am
- 11:00 am –12:50 pm
- 12:00 pm—1:15 pm
- 1:00 pm –2:15 pm
- 1:40 pm –3:30 pm
- 2:00 pm –3:15 pm
- 2:30 pm –3:45 pm

Tuesday and Thursday:
- 9:00 am—10:15 am
- 10:00 am—11:15 am
- 11:00 am – 12:15 pm
- 11:30 am—12:45 pm
- 1:00 pm—2:15 pm
- 1:40 pm—3:30 pm
- 2:30 pm—3:45 pm

Tuesday
- 3:00 pm – 5:50 pm
- 6:00 pm—8:50 pm

Wednesday
- 9:30 am—12:20 pm
- 10:00 am—11:15 am (hybrid)
- 3:00 pm—5:50 pm
- 6:00 pm—8:50 pm

Friday
- 12:00 pm—2:50 pm

Student Development 103: Career Exploration and Life Planning

Tuesday and Thursday:
- 9:30 am –10:45 am
- 3:00 pm –4:50 pm

Course Schedule for Spring 2020

Student Development 102: Pathways for College and Life Success

Tuesday and Thursday:
- 11:00 am – 12:15 pm
- 3:00 pm – 4:50 pm
- 5:00 pm – 6:35 pm

Friday from 10:00 am – 12:50 pm

Student Development 103: Career Exploration and Life Planning

Monday and Wednesday:
- 8:30 am – 9:45 am

- 9:30 am – 10:45 am
- 10:00 am – 11:15 am
- 11:00 am –12:15 pm
- 1:00 pm –2:15 pm
- 1:40 pm –3:00 pm
- 2:00 pm –3:15 pm
- 2:30 pm –3:45 pm

Tuesday and Thursday:
- 9:00 am –10:15 am
- 10:00 am – 11:15 am
- 11:00 am –12:15 pm
- 11:30 am –12:45 pm
- 1:00 pm –2:15 pm
- 2:30 pm –3:45 pm

Wednesday:
- 9:30 am –12:20 pm
- 3:00 pm –4:15 pm (hybrid)
- 3:00 pm –5:50 pm

Thursday:
- 3:00 pm –5:50 pm
- 6:00 pm –8:50 pm

Friday:
- 9:00 am –11:50 am
- 12:00 pm –2:50 pm
- 2:30 pm –3:45 pm

San Bernardino Valley College has implemented a scheduling tool starting Fall 2020 to create courses for our students in standard scheduling blocks, which will align with the county bus transportation and to support our evening students.

In addition, the Counseling Department is currently working on developing a course on college success to assist students who are new to the college system. This will help ensure that students are acclimated with SBVC, receiving practical information about college resources and programs available, taking courses online, effective study habits, and what it means to be a college student.

The Counseling Department will continue reviewing and updating Counseling courses on a regular basis in accordance with college timelines (i.e. every three years for program review and five years for curriculum) and to ensure that content and instructional material remain current and relevant.

We would also like to address improvement on the SAO, by using additional data. Currently, the department is only using data from the students' use of the Self-Analysis Report; respond to survey and pre-test and post-test. As a department we could also look into implementing an assessment for online orientation, face-to-face orientation, as well as consulting with other departments in student success on what they have in place when assessing students to receive a more overall viewpoint.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Not applicable

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **describes** plans for extending communication with college and community and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

The Counseling Department works consistently with the general student population on a daily basis providing academic, career and personal counseling services. Faculty engage in intuitional efforts of student success by coordination of student services: The Huddle/Athletics, Puente Project, International counseling, Veterans counseling, Early Alert/Starfish, Guided Pathways, Ask a Counselor, and Study Abroad. All of our full-time counselors are also liaisons to every instructional department, in addition to participating on a committee for a two-year cycle to support in its efforts of shared governance and student success. Faculty participate in in-service days on campus and district activities (e.g. training, planning, meeting accreditation standards, dialogue, state and local initiatives, commencement, orientation, etc.). Counseling faculty work collaboratively to provide integrated services, such as learning communities: Puente Project and Umoja-Tumaini Program; and refers students to academic support services that include International Student Services, Veteran's Services, Financial Aid, Transfer and Career Center, Student Success Center, Writing Center, Library, and specialized programs: CalWORKs—Workforce Development—Workability III, First Year

Experience, Guardian Scholars, Disability Services (DSPS), Extended Opportunity Programs and Services, Success Through Achievement and Retention (STAR/Trio), and Promise Program.

In addition, the Counseling Department works closely with instructional faculty by inviting them to speak about their programs at our department meetings, consulting with them when creating point-systems for entry into specific programs for our students, conducting classroom presentations, promote low enrollment courses, advocating for courses, and consulting with the departments with initiatives, such as AB 705 and Guided Pathways. We also hold a High School Counselor and Career Technicians Conference every year to the local high school counselors and have faculty members present their programs. Each counselor from General Counseling is assigned as a liaison to different divisions where they attend division and department meetings and share information between the two constituencies.

Equally important, the Counseling Department includes communicating our services to our campus and community by the following:

- Our department has counselors that speak a variety of languages to help out our student population, campus, and the community. Our department currently has Spanish speakers: Dean, 4 full time counselors, 2 adjunct counselors and 3 student workers. We also have a counselor who speaks Chinese and Russian, and another counselor who speaks Bengali.
- We have brochures and fliers in Spanish: Center of Counseling and Steps to Enrollment.
- Outreach: The Counseling Department actively participates in the college's outreach and partnership efforts by going out to our sixteen feeder high schools to promote SBVC by providing students with information about the college and creating initial education plans. As well as teaching courses at the high school through dual enrollment. Brochures are given to students in a new student folder that are in both Spanish and English.
- Online Advising: Our online advising provides accessibility to students who cannot come to the Counseling Department face-to-face. This information is on our website.
- New Student Welcome Day and Senior Day: A booth from our department is out to meet and greet students with a variety of handouts that students may take with them.
- Ask A Counselor: One to two counselors are set-up either by Student Services and/or the Library to assess students with information about SBVC and our department, as well as answer quick questions. This is promoted through our marketing department via kiosk and posters. Moving forward the department will be expanding and adding a new location which will be near the Physical Science building, next to the Snack Bar.
- Basic Skills: Counselors connect with instructors to present in their classroom on services that the Counseling Department provides, as well as answering general questions.
- Hobsons/Starfish Early Alert System: Two of our counselors work with students by calling them, sending out emails and/or meeting with them face-to-face that are identified by their instructors and discuss with them resources and referrals, as well as additional counseling services.
- Website is up-to-date and current.
- Meetings and phone conferences with Admissions and Records to discuss evaluations and forms.
- Students on probation will receive an email letter to meet with counselors to discuss ways to get off of probation and reminding the student to make an appointment with the Counseling Department to meet with a counselor.

- High School Counselor Conference: This is put on by our department annually to our feeder high school counselors to attend and receive information about our college. This information is given by email and delivered letters, as well as promoted on SBVC website—Master Calendar. In addition, we also invite different departments from SBVC to present on their program, this changes annually.
- Attending conferences such as, but not limited to, AB 705 conference, Region 9 Counselor Conference, California Intersegmental Articulation Council's local (Region 9), CSU Counselor Conference, California Community College Counselors/Advisors Academic Association for Athletics—3C4A organization Fall Conference, Loma Linda University, School of Allied Health Profession Counselor Workshop, CollegeSource, On Course, California Collaborative Conference, Ensuring Transfer Success, SBVC Accreditation Open Forum, etc.
- Webinars: ASCCC Guided Pathways, California Community Colleges UC webinars, LLNCC Leadership Institute webinar, CA Zero Textbook Cost webinars, etc.

On March 8, 2019 San Bernardino Community College District announced the Free College Promise; two years of free college, and free textbooks. The 2019-2020 academic year for San Bernardino Valley College currently has 1300 students in the Promise Program and has received over 2400 applications for the 2020-2021 academic year. All of these students must meet with the Promise Program counselors, at least three times per semester; however, the program only has one full-time tenure counselor and three full time non-tenure track, due to this the program has had to hire adjunct counselors to meet the increasing demands of the program. The Counseling Department has been working in conjunction with this program, but there is still a need for more counselors to meet the requirements of this new district program. In addition, there is also a push for more instructors, as all students in the Promise Program must take Student Development 102 and Student Development 103.

Figure 9

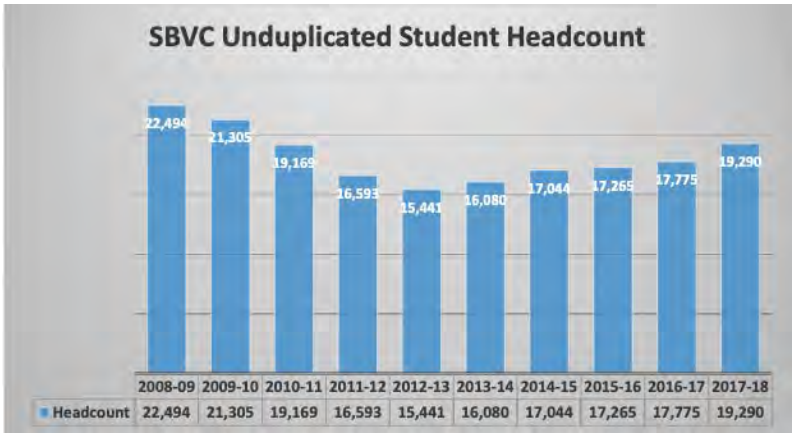


Figure 10

2018 San Bernardino Valley College Student Success Scorecard

San Bernardino Valley College, established in 1926, is in the city of San Bernardino. The college is a part of the San Bernardino Community College Campus. The men's cross-country team won the state championships from 2006 to 2009 and has won its conference championship 19 times. The campus also houses Middle College High School, a three-year high school that reaches out to students with high potential but who may be struggling on a regular high school campus. The high school won a No Child Left Behind Blue Ribbon Schools award in 2008.

Other Information (2016-2017)	
Full-Time Equivalent Students	10,269.7
Credit Sections	3,274
Non-Credit Sections	31
Median Credit Section Size	24
Percentage of Full-Time Faculty	47.0%
Percentage of First-Generation	54.3%
Student Counseling Ratio	814:1

By reviewing the SBVC Unduplicated Student Headcount (Figure 9) there is a trend of students attending SBVC, this data does not include 2019-2020 current year. Also, in Figure 10, "2018 San Bernardino Valley College Student Success Scorecard" counselors are currently meeting with over 814 students for everyone one counselor. To meet the needs of our students and the community, it is highly recommended to hire more full-time counselors, under the tenure track, as well as clerical support to meet the needs of the growing department and college. In addition to improvements for additional dedicated counseling space: more offices, break room, and a larger conference room. Currently our department meetings are very cramped, as we conduct these in the Orientation Room, with limited space, which is located next to the Assessment Center. This is also an issue if students are taking the Guided-Self Placement, as we are told in meetings to keep our voice down. In addition to limited space, our adjunct counselors are always moving locations, as there is currently not enough space in the Counseling Department. In most incidents, they are moved into our Orientation room or upstairs in EOP&S or the Transfer and Career Center, where they have to come to the Counseling Department every thirty minutes to check to see if their next appointment has shown. We also have no collegial space, in regard to a break room. Currently, all counselors eat lunch in their office and are often interrupted during their time, this also limits collaboration with our colleagues, as there is no designated space.

Furthermore, since counselors are located throughout campus, due to specialized programs, it would be beneficial if counselors were able to view documents other counselors have completed with students, such as, Guided Self Placement Waiver, Petition for Academic Exception, Graduation Application, Probation: Levels 1-3, and Overload. Currently these forms are housed within each department/specialized program and filed in a filing cabinet. In order for our counselors to be able to view these forms, they will need to be accessible to everyone. Scanners for all counselors and a section dedicated in Perceptive Content under the 'Views" tab for Counseling would solve this problem.

Describe how your program seeks to enhance the culture and climate of the college (events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation, etc.)..

The Counseling Department enhances the culture and climate of the college by hosting an annual High School Counselor Conference that is geared towards information and updates about SBVC's programs, majors and degrees, courses, current initiatives and aimed at strengthening SBVC's partnership with feeder high schools.

Figure 11: Program for 2019-2020 Academic Year

Counseling Faculty and Staff

Dean, Counseling & Matriculation

Marco Cota

Full-Time Generalist Counselors

Dr. Ailsa Aguilar-Kitibutr
Elizabeth Banuelos
Erica Begg
Yancie Carter
Frank Dunn
Armando Garcia
Andrea Hecht, *Department Co-Chair*
Jamie Herrera, *Department Co-Chair*
Patty Jones
Deana Kelly-Silagy
Jeanne Marquis
Debbie Orozco
Tahirah Simpson
Michelle Tinoco
Janice Wilkins
Andre Wooten

Adjunct Counselors

Yecica Bernardo
Claudia Centeno
Earline Glover
Laura Gomez
Gilbert Maez
Desiree Martin
Edward Palmer
Joyce Smith
Carlos Solorio
Veronica Valdez-Flynn

Staff

Anita Moore
Administrative Secretary
(909) 384-8969

Nia Bowens-McLeod
Secretary II
(909) 384-8593

Shaneikah Grant
Secretary II
(909) 384-8580

Visit us at

San Bernardino Valley College

www.valleycollege.edu/student-services/counseling
Location : AD/SS 103 • Phone Number: (909) 384-4404

SBVC Administration

Diana Z. Rodriguez, President
Dr. Scott W. Thayer, Vice President, Student Services
Scott Stark, Vice President, Administrative Services
Dr. Dina Humble, Vice President of Instruction

Special Thanks to

Deborah Castro for the conference theme design;
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Tamara Schlinkert, Christina Camarena,
Andres Dominguez, and the Culinary Arts students

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Maritza Mariscal-Medina ..... SBVC Student Trustee

Jose F. Torres ..... Interim Chancellor

Save the Date
Fall 2020 Conference
September 25, 2020

San Bernardino Valley College Mission Statement

"San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond."

High School Counselors & Career Technicians CONFERENCE

Friday, March 6, 2020
7:15 am - 1:00 pm
Business Building-100
Hosted by the Counseling Department

Embracing Change through Counselor Collaboration to Enhance Student Success

San Bernardino Valley College

Schedule of Events

San Bernardino Valley College
High School Counselors and Career Technicians Conference
Embracing Change through Counselor Collaboration to Enhance Student Success
Hosted by the Counseling Department
Friday, March 6, 2020 • 7:15 a.m. – 1:00 p.m.

Business 100

7:15 a.m. – 7:45 a.m.	**Check-In & Breakfast**
7:45 a.m. – 7:55 a.m.	**Welcome Address and Overview of Conference** *Marco Cota, Dean of Counseling & Matriculation, Master of Ceremonies*
8:00 a.m. – 8:25 a.m.	**Keynote Speaker** *Dr. Mary L. Shelton* *Lecturer at CSU San Bernardino and Administrator at San Bernardino City Unified School District*
8:25 a.m. – 8:55 a.m.	**SBCCD Free College Promise Program, Year 2** *Maria Del Carmen Rodriguez, Dean of Student Equity and Success*
8:55 a.m. – 9:25 a.m.	**AB 705, Year 2** *Dr. Stephanie Lewis, Dean of Mathematics, Business & Information Technology* *Leticia Hector, Interim Dean of Arts & Humanities*
9:25 a.m. – 10:05 a.m.	**Guided Pathways & Career Fields** *Tahirah "Ty" Simpson, Counseling Faculty* *Matthew Robles, Geology Faculty* *Dr. Reginald Metu, Computer Information Technology, Faculty Chair*

Breezeway

10:05 a.m. – 10:50 a.m.	Ask the Expert: Student Services & Academic Support Resources
10:50 a.m. – 11:00 a.m.	Break

Breakout Session 1

	Business 118	Business 119	Business 122	Business 123
11:00a.m – 11:30 a.m.	**English as a Second Language and Writing Center**	**Nursing**	**Career and Technical Education Programs I** Welding Technology, Automotive Technology, Diesel	**Career and Technical Education Programs II** Electronic/Electronic Technology, Machinist Technology, Aeronautics

Breakout Session 2

	Business 118	Business 119	Business 122	Business 123
11:35 a.m. – 12:05 p.m.	**English as a Second Language and Writing Center**	**Nursing**	**Career and Technical Education Programs I** Welding Technology, Automotive Technology, Diesel	**Career and Technical Education Programs II** Electronic/Electronic Technology, Machinist Technology, Aeronautics

Business 100

12:10 p.m. – 12:20 p.m.	Digital Evaluations via Plickers
12:20 p.m. – 12:25 p.m.	Closing Remarks
12:25 p.m. – 1:00 p.m.	Lunch

Conference Glossary

Plenary Session:

SBCCD Free College Promise Program is a program that removes many financial barriers associated with attending college by orienting new students to successfully transition into the college experience while providing a supportive and welcoming environment.

AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time frame.

Guided Pathways & Career Fields delineate a highly structured approach to student success which provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Student Services & Academic Support Resources:

Admissions & Records is dedicated to providing services to prospective, new, current, and former students in the areas of admissions, registration, graduation, and transcripts.

CalWORKs is designed to assist students receiving County CalWORKs enhance and achieve educational goals and employment.

Career and Technical Education (CTE) provides the theory along with hands-on training for a degree, certification and job readiness in a variety of vocational programs.

Counseling Center is committed to increasing college success and career readiness within the framework of the Student Success Act of 2012 and AB 705. Counseling faculty are available to assist students in making informed decisions about their academic, career and life goals.

Disabled Student Programs and Services (DSP&S) provides academic adjustments, auxiliary devices, services, and educational assistance courses to students with disabilities in order to ensure that they have full access to and equal participation in the educational process including classes, activities, or services offered to students without disabilities.

DSP&S High Tech and Assistive Technology Center houses assistive technologies, equipment, and Alternate Media (AM) systems used by individuals with disabilities to improve functional capabilities.

Dreamers and Dreamers Resource Center (DRC) is a program that provides academic advising, counseling, referrals to student services programs and peer-to-peer advising in a welcoming environment where dreamers can connect with campus and community resources.

Extended Opportunity Programs & Services (EOPS)/ Cooperative AgenciesResources for Education (CARE) is a state funded student services program designed to provide academic counseling and specialized support services to students who are both economically and educationally disadvantaged. EOPS-eligible students, who are single, head of household, have children under the age of 18, and receiving county cash aid may also be eligible to participate in the CARE Program.

Financial Aid provides help in obtaining financial assistance from various federal and state programs.

First Year Experience Program (FYE) is designed to successfully transition first year students into college.

Guardian Scholars (Foster Youth Services) is designed to assist students between the ages of 18 years and 24 years of age, who are currently or were formerly in foster care, with the pursuit of a post-secondary education.

Honors Program is designed for ambitious, hard-working, and intellectually curious students who want to challenge themselves, get the most out of their education and earn an advantage in transferring to a four-year institution.

Success through Achievement and Retention (STAR) is a federal Student Support Services TRIO program designed to increase the graduation and transfer rate of students who qualify.

Student Success Center provides academic support services that enhance the college learning experience through a variety of academic assistance programs including one-on-one tutoring, group tutoring, and workshops.

Transfer and Career Center is available to students planning to transfer to any four-year college or university and/or seeking career counseling and information.

The Writing Center helps students at all levels and from all disciplines to improve their writing. The Center houses an experienced staff of writing consultants who are available for one-on-one writing conferences with students.

WORKABILITY III is a collaborative program between San Bernardino Valley College and the State of California Department of Rehabilitation (DOR). The program's objective is to assist DOR clients/students develop employability skills and confidence.

We will continue to collaborate with departments on campus, as well as staying committed to our faculty participation with student services. Particularly noting, Promise Program, as many students in this program are in the Student Development courses that our faculty from the General Counseling Department instruct. Currently there are 2400 student applicants that have applied to the program for the next academic year and the plan is to accept everyone that meets the qualifications.

Moreover, we will continue to strengthen our relationship with the Parolee and Community Team (PACT) to help transition the California Department of Corrections and Rehabilitation's Division of Parole Operations, where parolees are provided referrals for literacy services, job trainings, and other services.

In regard to marketing, the Counseling Department continues to announce when Ask a Counselor or any counseling event is on campus through the kiosk, posters, fliers, and working with the marketing department to add the information to the website and social media pages. We also provide information handouts to new students, as well as continue to update Guide to Student Services, which is a document of the descriptions of programs and services offered at SBVC.

We anticipate organizing a FLEX activity inviting our sister college, Crafton Hills, to attend, as both departments would like to have a more collective working relationship. We are hoping to develop continuity in understanding the processes used at both campuses to better assist students since many of our students attend both colleges.

Our department is working on a Retreat for all counselors to come together to build on trust, community, and support, as well as have our Articulation Officer speak on Assist.org and other resources that will help guide our transfer students. It is also a way for us to gain knowledge in different departments, discuss new forms, initiatives, and guidance for growth and improvement. We are hoping that the University of Redlands will sponsor us, as we have been in communication with them and it will help to grow and strengthen our relationship with the community.

Describe one or more external/internal partnerships.

Counselors actively participate in partnerships with the sixteen feeder high schools by outreach and courses taught at the high school through dual enrollment. In addition, the counselors also put on the annual High School Counselor Conference that is geared towards dissemination of information and updates about the following: SBVC's program offerings, current initiatives, academic and student support services, and other programs.

What plans does your program have to further implement any of these initiatives?

Counselors will continue to attend professional development conferences to gain more knowledge to our department.

We will push forward with ConexEd. Our next goal is meeting with the Director of Customer Success at ConexEd, the Dean of Counseling, Marco Cota, and the current counselor working with online advising to discuss the implementation of the cloud-based student engagement system for live online counseling. Five of our full-time counselors have already completed the training course through Online Network of Educators (@One) on Online Counseling to move forward in the implementation process.

The Counseling Department will also move the day we host the High School Counselor Conference from the spring semester to the fall semester to better align with the application process of the Promise Program and the universities. With this change we are also hoping students look at SBVC as a first-choice school and not a backup option.

IV: Questions Related to Strategic Initiative: <u>Maintain Leadership & Promote Professional</u>

Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

The counseling faculty are all experts in the field of counseling, utilizing counseling theory-based approaches when meeting with the student, committed instructors dedicated to engaging and motivating their students, provide professional and curricular activities to enhance the classroom and experience, and most importantly focused on students and their success in academic, personal, and career goals.

Counselors provide essential support services to incoming students, current students, returning students, faculty, and administrators. Support for campus wide events, scheduling, technical support, and information is vital to the function of the department.

The following are a list of some of the conferences, workshops, webinars, and meetings that counselors attended to maintain currency in their field:

- Leading at the Speed of Trust
- CSU CA Community College Counselors Conference
- CSUSB Counselor's Day Conference
- UC Counselor Conference
- Region 9 Counselor meeting
- California Community College Counselors/Advisors Academic Association for Athletics N4A/3C4A Conference
- Best Practices Discussion 2-Year Athlete
- SBVC Accreditation Open Forum
- Guided Pathways Mapping Workshop
- Great Teachers Seminar
- Strengthening Your Classroom Leadership—Implementing CliftonStrengths into Class Curriculum
- Canvas Workshops
- Loma Linda University, School of Allied Health Professions Counselor Workshop
- Hispanic Association of Colleges and Universities (HACU) conference
- ASCCC Guided Pathways webinars
- California Community Colleges UC webinars
- Latino Education & Advocacy Days LEAD Summit X
- LLNCC Leadership Institute webinar
- CA Zero Textbook Cost webinars

- SBVC Book Discussions
- Monthly department meetings
- Campus Committees
- Department Meetings

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

The department (and college) has a subscription to CollegeSource, more specifically *Transfer Evaluation System* (TES) subscription, which tracks credit equivalencies and evaluations, in an effort to maintain accuracy with incoming transcripts from other colleges.

We work closely with Starfish Retention Solutions which is part of Hobsons. This helps our counselor faculty and instructional faculty with student engagement and retention services, as well in the development of our educational planning. Counselors, staff, and faculty engage in growth by attending trainings, such as the introduction, using Degree Planner, and understanding the use of TES. Currently, the department has two counselors that have scheduled Starfish labs for twice a month through May, for counselors and faculty who may have questions in using our Starfish tool. In addition, a few of our counselors have scheduled meetings every month for at least two to four times to discuss the implementation of Degree Planner.

The Articulation Officer is member of the California Intersegmental Articulation Council (CIAC), which is a professional organization that serves as a statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues; and to facilitate the progress of students between and among the segments of postsecondary education in California. The activities of CIAC include but are not limited to: providing professional development and mentoring for articulation officers, and serving as a liaison between segmental offices, faculty senates, and member institutions regarding articulation, transfer, and related curricular issues.

Our Athletics' Counselor is part of the California community College counselors/Advisors Academic Association for Athletics (3C4A). This is an organization established in the State of California whose purpose is to bring together individuals who provide academic counseling, advisement and assistance for student athletes at the community college level. This organization is an affiliate organization recognized by the California Community College Athletic Association (CCCAA), works closely with the National Association of Academic Advisors for Athletics (N4A) and the National Collegiate Athletic Association (NCAA), as well as striving to enhance the quality of education for the student athlete; provide information, new ideas, program development, a professional structure, a political voice and an extensive network system.

One of our counselors' is part of the Academic Senate for California Community Colleges Task Force Lead for San Bernardino Valley College. "The ASCCC Guided Pathways Task Force supports faculty and local academic senates as they participate in the development and implementation of a guided pathways framework. The primary mission of the task force is to support faculty involvement, participatory governance processes, and other elements of guided pathways work that are connected to the academic and professional matters (10 +1) that are the purview of the senate. The task force will continually consider the needs and challenges identified by local senates and senate leaders to help faculty identify and implement options that are based upon ASCCC positions and papers and that are appropriate for their college's culture and student populations."

Many of our counselors have been/or are current members of American School Counselor Association. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career, and social/emotional development so they achieve success in college and are prepared to

lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to counselors.

3. Discuss specific ways staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Tahirah Simpson, counselor, part of the Guided Pathways team at San Bernardino Valley College and is also part of the Academic Senate for California Community Colleges Task Force Lead for San Bernardino Valley College. She has presented at our department's High School Counselor Conference, Academic Senate, Academic Senate for California Community Colleges "Student Support for Staying on the Path: What Does it Look Like," "Guided Onboarding," and "And…Guided Self Placement for All!", as well as continues to attend conferences and present in regard to Guided Pathways.

Frank Dunn, counselor, as well as lead counselor for students on probation, and counselor for the Parole Program. Mr. Dunn presents at the Parole and Community Team (PACT) meetings for the CDCR/Division of Adult Parole Operations—San Bernardino.

The mission of the Paroled Felons Project is to empower lives impacted by prison. The program has an unwavering commitment to support paroled felons, allowing them to grow, re-connect, improve, and move forward. San Bernardino Valley College values its diverse Parolee student population and is committed to providing these students with high quality, comprehensive instructional programs and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals. In doing so, this college hopes to develop in students the knowledge, skills, and values that prepare them to be productive participants in the community.

The Articulation Officer (AO), Janice Wilkins, regularly attends the California Intersegmental Articulation Council's local (Region 9), Southern California (SCIAC), and state-wide (CIAC) meetings and conferences. In these respective forums, articulation topics and issues involving the California State University (CSU) system, University of California (UC) system, Private/Independent colleges and universities, ASSIST and C-ID, just to name a few, are discussed. In addition to articulation- specific meetings and conferences, the AO also stays well-informed of counseling and teaching practices by attending UC-CCC webinars, CSU Counselor Conferences, and Canvas Learning Management System trainings.

Our athletics' counselor Andre Wooten is part of the California community College counselors/Advisors Academic Association for Athletics (3C4A). He has presented on "Rules and Regulations'' from the NCAA and how they affect our student athletes and on "Grey and Redshirt Academic Support Program." Per the National Collegiate Athletic Association (NCAA) a "What a "redshirt" season refers to is a year in which a student-athlete does not compete at all against outside competition. During a year in which the student-athlete does not compete, a student can practice with his or her team and receive financial aid. NCAA Division II student-athletes have 10 semesters of full-time enrollment in order to participate as a student-athlete. Of these 10 semesters, a student-athlete only has four years of athletics eligibility (seasons of competition) in which he or she can participate against outside competition. Because of this, there is an extra year of time, and many student-athletes choose to use this extra time as a "redshirt" year in which they practice with their team but do not compete against other teams in competition." A greyshirt is that the rule postpones the start of a student's NCAA Division I or II eligibility. It is a great way to increase athletes transfer opportunities. A greyshirt is different from a redshirt in one major way. This rule only benefits students who have never attended as a full-time student. The student would take fewer than twelve units their first semester in college.

Moreover, Mr. Wooten has helped to expand our athletics program to San Bernardino Valley College Athletic Success Center (The Huddle). Currently he, along with an adjunct counselor and the support from coaches, professors and the program secretary they have served the following students:

8/2016 – 5/2017: 491 students served
8/2017 – 5/2018: 515 students served
8/2018 – 5/2019: 418 students served
Fall 2019: 338 students served

This program is continuing to grow and needs the support of our college to help expand with the need of a coordinator or director.

Andrea Hecht, co-chair of the Counseling Department, participated in the Zero Textbook Cost Degree Summit, Great Teachers Conference as a facilitator, and has presented at the International Women's Day Tea. As an advocate for students there is an equity issue when it comes to students who can afford textbooks and those who cannot. Through Zero Textbook Cost (ZTC) and Open Education Resources (OER) has helped to provide students with free or low-cost learning materials. Ms. Hecht uses ZTC in her classroom and has promoted this on campus and in her department. She also implemented "Organic Teaching '' meetings within her department to help support her colleagues who teach. These meetings are designed as a holistic approach to discuss teaching and learning styles to help our students and faculty when teaching Student Development courses.

Counseling faculty have completed Online Network of Educators (@ONE) courses in a variety of topics, such as Online College Counseling, Introduction to Teaching with Canvas, Introduction to Online Teaching & Learning, Equity & Culturally Responsive Teaching, and Creating Accessible Course Content. Through the completion of these courses, Counseling faculty are now equipped with the knowledge to teach Student Development hybrid and full-online courses. In addition, they are also equipped with the skills to offer online college counseling to students in an effective online platform, such as Cranium Café.

Future trainings will be scheduled to implement ConexED, a live online counseling system. The ConexED platform is FERPA, HIPAA and WCAG 2.1 compliant and was designed to replicate in-office student interactions. The video chat platform allows students to meet with counselors on any device, providing a virtual meeting space for scheduled appointments as well as chat and shared virtual lobby for virtual drop-ins. This will allow for equity and equal access to our online students. Our next goal is meeting with the Director of Customer Success at ConexEd, the Dean of Counseling, the department co-chairs, and the current counselor working with online advising to discuss the implementation of the cloud-based student engagement system for live online counseling and then moving forward to train all of our counselors.

The Counseling Department is also working with the Crafton Hills Counseling Department to schedule a meeting for all counseling faculty to meet and collaborate, to help facilitate a smoother transition for our students to take courses at both colleges and to understand the processes that each counseling department provides.

With the counselors participating in professional growth this limits the time that is spent in the Counseling Department. However, all information is crucial to our department, students, college, and district in continuing to put students first. In order to best serve our students professional development activities are not completed during times of high traffic such as registration and the first two weeks of classes.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into CurricuNet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	In addition to the meets criteria, the program **discusses plans** to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

The Counseling Department is committed to providing high quality counseling services which promote the development and empowerment of a diverse community of learners.

How does this mission or purpose relate to the college mission?

The Counseling Department aligns with the college mission statement by adhering to and mirroring to the content, "continuous improvement and commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners…" by being ever evolving to fit the needs of our students. As faculty, we are lifelong learners, using theory-based applications to build relationships based on trust, collaboration, respect, and processes for a successful outcome to support our diverse community of learners. The department is student-centered providing adequate information and applying counseling techniques. These techniques include, but are not limited to, active listening by restating and paraphrasing, asking open-ended questions, using verbal and nonverbal cues; provide valuable insight, opportunities for students to explore their interest and values through courses such as, Pathways for College and Life Success and Career Exploration and Life Planning; encouraging and guiding the student's educational pathway, and comprehensive support services.

In addition to "prepare students for transfer to four-year universities, to enter the workforce by earning an applied degree and certificates..." counselors meet with students within a thirty to sixty-minute appointment to assist student's exploration in major and education goal, providing academic, career, and personal counseling; interweaving the matriculation process, articulation process, evaluating student transcripts, and assisting students with career decisions, educational planning both abbreviated and comprehensive.

"To improve the quality of life in the Inland Empire and beyond" our department's mission goes hand-in-hand, to "promote the development and empowerment of a diverse community of learners", which our counselors apply in the Student Development courses that we teach. As instructors we incorporate mindset in regard to student's psycho-social beliefs that they have in relation to their academic work. For our students to become successful learners we teach them learning strategies, such as critical-thinking skills to make informed decisions, note-taking, self-motivation and self-direction to learning, identifying long-term and short-term academic, career and social/emotional goals through emotional intelligence, assessments, etc.; self-management skills, such as responsibility; perseverance to achieve long-term and short-term goals, effective coping skills when faced with a problem, ability to balance school, home, and community activities etc.; social skills, such as developing healthy relationships; and job skills with an emphasis on resume writing and interview techniques; as well as additional resources and material.

Productivity:

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

The Counseling Department measures productivity by fully utilizing our thirty hours of student contact and/or management assigned responsibility, five hours of prep, and five hours of service to the district. During the workweek counselors meet students, follow-up with students via email or phone; go above and beyond in their committee assignments; participate in outreach to both students, faculty, staff on campus, and local high school counselors and students, as well as the community; attend meetings, work with other departments, and stay up to date with initiatives and counseling based theories. When the opportunity for professional development presents itself select counselors will attend and bring back relevant information to their colleagues who were unable to attend.

Satisfaction is measured through Figure 12, 13, and 14. Figure 12, *The Student Area Outcomes Assessment Data Collection Sheet,* assessed Fall 2018 and Spring 2019, from the Ask a Counselor Questionnaire: assessment methods and criteria, at least 85% of students evaluate their changed level of knowledge from "did not know and knew a little" to mostly knew" to "fully know" after the immersive experience. At least 75% of students plan to make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement.

Figure 12

Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement	120	109 (91%)
SAO 2 Statement	120	114 (95%)
SAO 3 Statement	120	120 (100%)

Figure 13 shows Success Rate from for students meeting with counseling is higher than students not meeting with a counselor, on average 4.8%. This data indicates that counselors play a pivotal role in increasing success of students. The services that counselors provide shows an increase to the overall success of students.

Figure 13

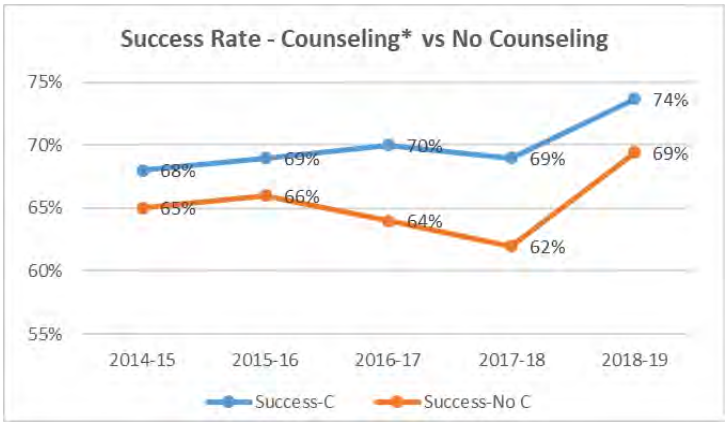
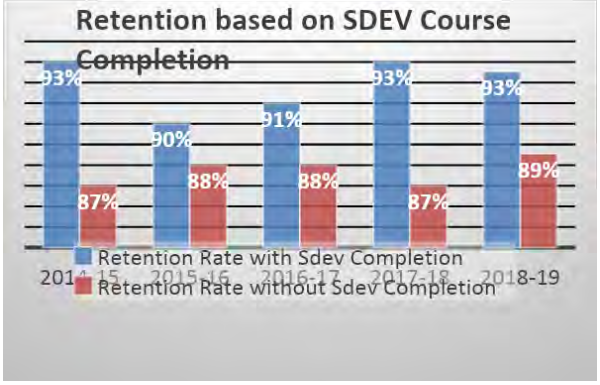


Figure 14 shows the Counseling Department continues to make efforts toward success of all students by providing Student Development courses offered online, using Zero Cost textbooks, courses taught at high

schools through concurrent enrollment. The retention rate is consistent and strong with an average 92% retention rate for students completing Student Development courses.

Figure 14



The data from Figure 15 shows that SBVC Counseling Department is on the lower end of the spectrum compared to other Region 9 community colleges for the counselor to student ratio. However, data from this chart may not be accurate due to college websites of general counselors not being listed and/or updated, new hiring from the 2018-2019 school year, and not showing if counselors were working with specialized populations. Another reason the data may be skewed is due to the fact that the California Community College Chancellor's Office lists the total number of unduplicated students, but not the number of students who are part of specialized programs that are often served by the specialized population counselor. With that same thought only full-time general counselors are mentioned so when special populations and adjunct counselors are included in the study, it is not accurately reflected in the data from Figure 15 which shows the counselor to student ratio. The actual counselor to student ratio would be less for all colleges listed in Figure 15.

Figure 15: Number of Counselors in General Counseling from Region 9 Community Colleges and 2018-2019 Student Enrollment

	*Counselors (FT)	**Unduplicated Students	***Ratio of Counselors to Students
Barstow	3	4,478	1 : 1,493
Chaffey	23	30,534	1 : 1,328
Crafton	7	9,079	1 : 1,297
Desert	8	16,066	1 : 2,008
Moreno Valley	8	15,195	1 : 1,899
Mt. San Antonio	33	66,542	1 : 2,016
Mt. San Jacinto	12	23,358	1 : 1,947
Norco	12	15,280	1 : 1,273
Palo Verde	4	5,948	1 : 1,487
Riverside	21	30,066	1 : 1,432
San Bernardino Valley	16	19,308	1 : 1,207
Victor Valley	10	16,528	1 : 1,653

*Number of counselors came from campus websites

**CCCCO Data Mart 2018-2019

Within the past three years the Counseling Department has been able to increase the number of full-time counselors from twelve to sixteen. With the additional increase, it has allowed for more students to be serviced and reduced the counselor to student ratio from 1:1704 to 1:1207; which brings us closer to the most recent State Academic Senate suggested ratio, reported in 2012, of 1:900. In regard to data, we are unable to assess how many students the department turns away due to availability of counselors. Data is difficult to gather because we do not have a tool to track the number of students who call or come in to make an appointment; and there are no available appointments. Without an adequate tracking system in place, we cannot use the Office of Research, Planning, and Institutional Effectiveness to determine how many students are unable to get appointments, due to the fact that there are multiple reasons a student may not have seen a counselor other than appointment availability.

One reason students may have difficulty making appointments, can be due to waiting until the registration period. This creates an influx of students trying to meet with a counselor and no additional counseling appointments available. To address this issue counselors have been conducting presentations in the basic skills classroom encouraging students to make appointments during non-peak months, in order to avoid possible registration issues close to or during their registration period. By conducting these presentations, our hope is to reduce the number of students waiting until registration before seeing a counselor, which would allow for more students to be seen overall. In addition to the presentations the counselors offer more group style appointments to serve a greater number of students, as well as "Ask a Counselor" which is able to address student questions without needing an appointment.

A common issue stems from the phone not being answered, due to the amount of clerical, space, and limited amount of calls the department can receive at one time. Once the phone lines have reached four incoming calls per line all other calls are dropped by the system which looks as if the student is being hung up on. Our department recommends the need for additional space and clerical support to help alleviate this problem. In addition, the implementation of an online appointment system would help to reduce the amount of phone calls coming in.

With regard to complaints, these are addressed immediately through referrals and/or counseling services rendered by the Department Chair(s), the Department Dean, or another counselor. Students who present challenges getting an appointment or require additional time are offered a courtesy advanced appointment or follow-up service. If other divisions are involved the faculty and/or staff will refer the individual to the appropriate person.

We encourage open dialogue within the department and the Counseling Department Co-Chairs have an open-door policy, we do not have an employee satisfaction/staff morale survey. A possible plan for the department could be to develop a survey that faculty and staff can turn in anonymously to address any areas of concern and morale within the department. It might also be a good idea to conduct informal, faculty owned surveys, in our counseling appointments and at the close of the student development courses, to look for areas of improvement and growth. If such a survey is created, it would be for faculty use only and would not be part of any evaluation.

Relevance and Currency, Articulation of Curriculum:

Review **all** mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

Majority of the information in the catalog is correct. However, this spring semester the department is working with the Curriculum Committee to have Student Development 016: Tumaini: Strategies for College Success deleted. This course has not been offered in the last two years due to the fact that Umoja-Tumaini Program students are taking Student Development 102: Pathways for College and Life Success and Student Development 103: Career Exploration and Life Planning.

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

Student Development 015: Puente: Strategies for College Success

A. Department Information:

Division: Student Services
Department: Student Development
Course ID: SDEV 015
Course Title: Puente: Strategies for College Success
Units: 1

Lecture: 1 contact hour(s) per week
16 - 18 contact hours per semester

Expected Outside of class hours: 2 hour(s) per week

Corequisite:
ENGL 101 or ENGL 101H
Departmental Advisory:
READ 015

B. Catalog Description:

This course helps students identify their academic strengths and limitations as a first step in long-term educational planning for transfer. In addition, students learn essential skills for creating success in college and in life. This course is paired with ENGL 015 Preparation for College Writing (Puente Project).

C. Schedule Description:

This course helps students identify their academic strengths and limitations as a first step in long-term educational planning for transfer. In addition, students learn essential skills for creating success in college and in life. This course is paired with ENGL 015 Preparation for College Writing (Puente Project).

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. STUDENT LEARNING OUTCOMES:

Student will differentiate between CSU & UC higher educational systems
Students will assess their current level of college success strategies
Students will apply knowledge of self-responsibility in their life with a focus on their education
Students will be able to explain the role and benefits of mentors and networking

IV. COURSE OBJECTIVES FOR STUDENTS:

Upon successful completion of the course the student should be able to:

Differentiate between the CSU and UC higher education systems
Compare and contrast the admission requirements to the CSU and UC
Define the mission of the UC Puente Project
Describe the mentoring component of the Puente Project
Calculate a graduation date and/or transfer date to a university
Demonstrate increased self-motivation, and leadership attributes such as mastering self-management

V. COURSE CONTENT:

A. Overview of University of California Puente Project
1. UC and California Community College joint sponsorship of Puente
2. Mission of Puente
B. SBVC graduation requirements
    1. Majors
    2. General education requirements

C. Transfer to universities
    1. University of California
    2. The California State University
    3. Independent universities
    4. Scholarship information
    5. Transfer Center visitation
D. Educational planning
    1. Prerequisites/corequisites
    2. Course sequencing
E. Mentoring component
    1. Puente Mentor Model
    2. Mentor/mentee relationship and benefits
F. Becoming a successful student and leader
    1. Self-assessment and personal responsibility
    2. Communication skills
    3. Networking
G. Ethnicity and culture
    1. Self-awareness
    2. Making a difference
    3. Local demography
    4. Low transfer rates

VI. METHODS OF INSTRUCTION (May include any, but do not require all, of the following):

i. Lecture
ii. Guest speakers
iii. Class and/or small group discussion
iv. Use of films, videotapes, or other media
v. Use of written materials: texts, journals, etc.
vi. Instructor generated handouts

VII. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

i. Reading assignments are required and may include (but are not limited to) the following:

Read the chapter on "Accepting Personal Responsibility" and be prepared to discuss completed journal entries and differentiate between the victim and creator roles, the choices they make and the language they use.

ii. Writing assignments are required and may include (but are not limited to) the following:

Write a two-page autobiographical essay directed to the Puente Mentors. Include the following in the paper:
1. What is important to you in terms of what you value
2. Short and long-term goals
3. Important accomplishments to date
4. Description of any unusual circumstances or challenges that you may have faced in your life
5. Intended major
6. Basic family background

iii. Critical thinking assignments are required and may include (but are not limited to) the following:

Create an educational plan including university specific major and general education requirements.

VIII. METHODS OF EVALUATION

a. Class participation
b. Examinations
c. Homework
d. Presentations (oral or visual)
e. Written papers or reports
f. Quizzes
g. Cumulative finals or certifications

IX. TYPICAL TEXT(S):

a. Downing, Skip. On Course: Strategies for Creating Success in College and in Life. 6th ed. Houghton Mifflin Company, 2010.
b. Ellis, David. Becoming a Master Student. 13th ed. Wadsworth, 2012.
c. Ferrett, Sharon. Peak Performance: Success in College and Beyond. McGraw-Hill Company, 2010.

X. OTHER SUPPLIES REQUIRED OF STUDENTS:

a. UC Puente Project Newsletter
b. Personal planner

Student Development 102: Pathways for College and Life Success

I. **CATALOG DESCRIPTION:**

A. Department Information:
Division: Student Services
Department: Student Development

Course ID: SDEV 102
Course Title: Pathways for College and Life Success

Units: 3

Lecture: 3 contact hour(s) per week
48 - 54 contact hours per semester

Expected Outside of Class Hours: 6 hour(s) per week
Departmental Advisory: READ 015

B. Catalog Description:

This introductory course is designed for students seeking direction in setting academic and life goals. A bio-psycho-social perspective will be used to highlight the person-environment dynamics crucial to a well-rounded preparation for academic and life success. Major topics will include evaluation of personal interests, abilities and values, educational planning, goal setting, and academic success strategies.

C. Schedule Description:

This introductory course is designed for students seeking direction in setting academic and life goals. A bio-psycho-social perspective will be used to highlight the person-environment dynamics crucial to a well-rounded preparation for academic and life success. Major topics will include evaluation of personal interests, abilities and values, educational planning, goal setting, and academic success strategies.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. **STUDENT LEARNING OUTCOMES:**

A. Students will demonstrate self-knowledge with regards to their interest, values and aptitudes
B. Students will understand the system of higher education as it relates to educational planning and transfer processes. In addition, students will be able to differentiate among certificates, Associate degrees, and transfer preparation and their respective GE patterns (SBVC Graduation Requirements, CSU GE-Breadth and IGETC)
C. Students will be able to conduct a basic job search

IV. **COURSE OBJECTIVES FOR STUDENTS:**

Upon successful completion of the course the student should be able to:

A. Utilize literature and resources to analyze the role of personal responsibility and choices in determining outcomes for success in college, work, and life
B. Identify interests and analyze aptitudes, values and traits as these personality components relate to academic and life planning
C. Identify and utilize resources and processes required to perform a basic job search and obtain other career-related information
D. Distinguish among CSU, UC, and independent institutions of higher education and their transfer requirements
E. Assess the physiological and emotional aspects of stress as they affect the students' optimal health, personal adjustment, academic performance, and social relationships
F. Apply self-management skills for maintaining a healthy lifestyle and overall well-being
G. Integrate the psychological/cognitive, emotional, and motivational dynamics as they influence concepts and insights related to behaviors and decision-making

H. Develop a personal model of social competence via the examination of well-rounded healthy relationships and meaningful personal contribution to one's diverse circle of engagement (i.e., family, friends, work, etc.)

V. **COURSE CONTENT:**

A. Introduction to student development and life planning processes
   1. Adult life stages: physiological, cognitive, and social implications
   2. Student Development theories and barriers to achievement
      a. Chickering
      b. Kohlberg
      c. Schlossberg

B. Health and well-being
   1. Aspects of health
      a. Physical
      b. Mental
      c. Emotional
      d. Relational
      e. Financial
      f. Other areas
   2. Self-awareness and meta-cognition
      a. Beliefs, attitudes, and values
      b. Emotional intelligence
      c. Self-management
   3. Stress management
      a. Identification of stressors
      b. Coping strategies
         i. Self-talk
         ii. Identification and challenging cognitive distortions

C. Goal setting
   1. Goals and objectives identification
   2. Intrinsic and extrinsic motivation
   3. Decision-making skills and strategies
   4. Application of mindset, grit, and resilience toward fulfillment including a positive and meaningful worldview

D. Preference and personality strength inventories
   1. Assessments
      a. True Colors
      b. Myers-Briggs Type Indicator (MBTI)
      c. Strengths Quest
      d. California Career Zone
      e. Self-Directed Search (SDS)
      f. Strong Interest Inventory
   2. Evaluation of results
   3. Clarification of needs, interests, and values
   4. Implications for academic and life success

E. Academic skills identification and development
   1. Cognitive skills
      a. Critical thinking
      b. Problem-solving
   2. Writing skills
      a. APA/MLA

b. Academic honesty vs. plagiarism

3. Study skills
   a. Time management
   b. Note-taking
   c. Reading strategies
   d. Test preparation and test-taking
4. Technological skills
   a. Use of computer
   b. Navigation of Internet resources

F. Overview of college culture, societal trends, and cultural norms
1. Communication and etiquette skills
   a. Classroom setting
   b. Email
   c. College personnel
   d. Oral and written
2. Observance of college policies and procedures
   a. College and departmental processes
      i. Academic support services
      ii. Student support services
   b. Grievance
   c. Safety
      i. Harassment
      ii. Bullying
   d. Satisfactory academic progress
      i. Academic probation and dismissal
      ii. Progress probation and dismissal
3. Cultural diversity
   a. Awareness
   b. Appreciation

G. Educational Planning
1. Student Success and Support Act of 2012
   a. On-going counseling
   b. Identification and adherence to major selection
   c. Comprehensive education plans
   d. Completion of educational goals
2. General Education
   a. Appreciation of the philosophy
   b. SBVC graduation requirements
   c. CSU-GE
   d. IGETC
   e. Independent colleges and universities
3. Transfer Process
   a. Articulation
   b. Impaction of majors and colleges
   c. Application processes
      i. Deadlines
      ii. GE certification
4. Web-based resources
   a. SBVC technology platforms
   b. College and university catalogs
   c. ASSIST

d. CCC Transfer
e. California Career Cafe

H. Basic job search strategies
1. Internet job search techniques and search engines
2. Networking
3. Informational interviewing
4. Emerging and high growth occupations

II. **METHODS OF INSTRUCTION (May include any, but do not require all, of the following):**

A. Lecture
B. Distance Education
C. Guest speakers
D. Class and/or small group discussion
E. Use of films, videotapes, or other media
F. Use of written materials: texts, journals, etc.
G. Classroom demonstrations
H. Field trips
I. Instructor generated handouts
J. Role-playing

II. **TYPICAL OUT-OF-CLASS ASSIGNMENTS:**

A. Reading assignments are required and may include (but are not limited to) the following:

1. Read the chapter on stress management and be prepared to discuss in class how environmental factors, self-efficacy, and social support resources play a role in personal coping.
2. Read the chapter on accepting personal responsibility and be prepared to discuss in class how culture plays a role in "locus of control" and the choice we make to have a "Victim" or "Creator" mindset.
3. Read the chapter on "Thinking" and be prepared to discuss the process of decision-making and how it relates to your academic, personal and professional success.

B. Writing assignments are required and may include (but are not limited to) the following:

1. Write a three to five-page research paper on a four-year institution you may consider transferring to (e.g., CSU, UC, independent or out-of-state college/ university). Topics addressed in the paper will include but not be limited to the following: (a) Admission Requirements, (b) Financial Aid, (c) Major Requirements, (d) Academic Programs and Student Services, etc. It is permissible to simply use the college or university website to access this information. There is no reference requirement for this research paper.
2. Using the Jung Typology Inventory, you will write a minimum of a two to three-page paper on your results. You will discuss the following: (a) What does each letter of your code mean and how does it relate or not relate to you, (b) What does your combined code mean and how does it relate or not relate to you, and (c) How could these results be applied to your academic and personal success.
3. Write a two to three-page research paper on time management. In the paper address the following: (a) According to research, identify a minimum of five strategies for good time management, (b) Define procrastination and costs associated with procrastination, (c) Based on what you researched, what strategies do you think would be most helpful in ensuring your academic and personal success? Be sure to include a minimum of three scholarly sources and a reference page.

C. Critical thinking assignments are required and may include (but are not limited to) the following:

1. Write a two to three page "Reflection Paper" on what you learned during the course of the semester. Content will include: (a) What was most helpful, (b) What you would change about the course if your assistance in course planning was enlisted and (c) What strategies you are most likely to employ in both your academic career and personal life.
2. Write a two to three-page paper on the results of the "True Colors" assessment. Content will include: (a) What was your dominant color, (b) How will this knowledge assist you in your academic and personal life, (c) How the traits exemplified by your color(s) are like or not like you, and (d) How the learning strategies for your color can be applied to academic success.
3. Create a budget based on your real or imagined income. A spreadsheet or chart will be developed including all expenses, bills, insurance costs, activities, etc.

III. METHODS OF EVALUATION

A. Class participation
B. Examinations
C. Homework
D. Presentations (oral or visual)
E. Projects
F. Written papers or reports
G. Quizzes
H. Self-assessment inventories

IV. **TYPICAL TEXT(S):**

A. Beiderwell, deKanter, and Lochhaas, Tse. College Success. Open Scholarship and Publishing Services, 2015.
B. Creative Commons Success in College. Creative Commons, 2017.
C. Downing, Skip. On Course Strategies for Creating Success in College and in Life. 8th ed. Wadsworth, 2016.
D. Ellis, Dave. Becoming a Master Student. 15th ed. Houghton Mifflin Company, 2014.
E. Lumencandela Freshman Experience. Creative Commons, 2017.
F. Petrie, Hankes and Denson A Student Athlete's Guide to College Success. 3rd ed. Thomson Wadsworth, 2011.

V. **OTHER SUPPLIES REQUIRED OF STUDENTS:**

A. SBVC catalog

Student Development 103: Career Exploration and Life Planning

I. **CATALOG DESCRIPTION:**

A. Department Information:
Division: Student Services
Department: Student Development
Course ID: SDEV 103
Course Title: Career Exploration and Life Planning

Units: 3

Lecture: 3 contact hour(s) per week
48 - 54 contact hours per semester

Expected Outside of Class Hours: 6 hour(s) per week
Departmental Advisory: READ 015

B. Catalog Description:

This course is an in-depth study in career and life planning designed for students seeking direction in setting life, academic and career goals. A holistic perspective will be used to highlight the person-environment dynamics crucial to well-rounded preparation for a fulfilling career and life-span developmental achievements. Topics will include major choices, interviewing skills, cover letter and resume writing, and labor market trends.

C. Schedule Description:

This course is an in-depth study in career and life planning designed for students seeking direction in setting life, academic and career goals. A holistic perspective will be used to highlight the person-environment dynamics crucial to well-rounded preparation for a fulfilling career and life-span developmental achievements. Topics will include major choices, interviewing skills, cover letter and resume writing, and labor market trends.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. **STUDENT LEARNING OUTCOMES:**

A. Student will identify and design key tasks and strategies to obtain life goals and career choice in increments of one year, five year, and ten-year plans
B. Student will demonstrate ability to compose a cover letter and resume
C. Student will demonstrate multi-generational awareness within the workplace
D. Student will be able to exhibit interview skills and etiquette

IV. **COURSE OBJECTIVES FOR STUDENTS:**

Upon successful completion of the course the student should be able to:

A. Identify and analyze personal strengths and traits as they relate to---educational goals; educational planning; career development and life planning
B. Utilize career literature and resources that pertain to labor market trends, including Internet and varied career assessment inventories
C. Evaluate life planning strategies and occupational options
D. Create a customized cover letter and resume
E. Demonstrate competent interviewing skills and etiquette
F. Assess personal and professional characteristics required for career-related success
G. Identify healthy motivators for life planning and career decision making
H. Examine the dynamics of a multi-generational work environment
I. Analyze and practice career-related problem solving and decision-making strategies

V. **COURSE CONTENT:**

A. In-depth study of career development and life planning processes
    1. Review of Erik Erikson's Psychosocial Developmental Stages
    2. Career developmental stages utilizing career theories
        a. Holland
        b. Bandura
        c. Super
        d. Bright and Pryor
    3. Decision-making skills and strategies

4. Life span transitions and how these affect decision-making
5. Stress management relative to environmental factors, personal coping, self-efficacy, use of creativity, and social support resources

B. Strategies to overcome barriers
   1. Personal barriers
      a. Family obligations
      b. Counter-productive habits
      c. Acculturation stress
   2. Societal barriers
      a. Prejudice, discrimination, and stereotypes
         i. Race and ethnicity
         ii. Gender
         iii. Age
         iv. Ability status
         v. Sexual orientation
         vi. Religious affiliation

C. Career testing and interpretation
   1. Career Assessment Inventory (instructor will choose at least two from the following):
      a. Self-Directed Search (SDS)
      b. Strong Interest Inventory
      c. Myers-Briggs Type Indicator (MBTI)
      d. True Colors
      e. Strengths Quest
   2. Application for career choice and life plan

D. Personal development
   1. Self-esteem and self-efficacy
   2. Examination of personality and interest variables as they relate to career choice

E. Educational Planning
   1. Identification and adherence to major selection
   2. Components of a comprehensive education plan
      a. General Education
      b. Lower-division major preparation
      c. CSU-GE, IGETC, and Independent colleges and universities
      d. Transfer processes
   3. Web-based Resources
      a. ASSIST
      b. CSU Apply
      c. UC Transfer
      d. Other

F. Employability skill sets
   1. Cognitive skills
   2. Interpersonal skills
   3. Technological skills
   4. Professionalism and ethics

G. Career and societal trends that affect career choices
   1. Understanding the job market
      a. Supply and demand
      b. Labor statistics
      c. Salary projections
      d. Geographic factors
      e. Financial literacy

2. Job satisfaction and success in multi-generational and diverse work settings

H. Use of published and computerized sources of information about career choice
   1. Department of Labor Occupational Outlook and California Occupational Outlook
   2. Other online resources

I. Review of choice of major to meet career goal
   1. Understanding academic requirements and degrees associated with the major
   2. Major vs. career
   3. Entry-level positions associated with the major
      a. Career ladder
      b. Career trajectory and mobility

J. Job search strategies
   1. Networking
   2. Job shadowing
   3. Internet job search techniques
   4. Mentorship and job coaching

K. Development of the resume and cover letter
   1. Identification and summarization of personal strengths and skills information
   2. Formats for the resume and cover letter

L. Job interview strategies
   1. Mock interviews
   2. Proper interview etiquette and attire

M. Personal and educational development in relation to career and life planning
   1. Personal values and ethics
      a. Work-related ethical dilemmas
      b. Conflict resolution and positive collaborative outcomes
   2. Identity and cultural identity
      a. Personal awareness
      b. Authenticity and congruence with self
      c. Majority culture and one's own culture of origin
   3. Intrapersonal development
      a. Stress management
      b. Self-monitoring and confidence building
      c. Anger management
   4. Interpersonal development and skills
      a. Empathy and active listening
      b. Critical versus constructive feedback
      c. External versus internal locus of control
   5. Models of success
      a. John Wooden Pyramid of Success
      b. Maslow's Hierarchy of Needs
      c. Students' personal model of success

N. Critical analysis and problem solving for career and life planning
   1. Qualities of a critical and metacognitive thinker
      a. Objectivity
      b. Perspective-taking
      c. Accuracy of perception
      d. Fallacies of thinking
   2. Problem solving and decision-making strategies
      a. Cost-benefit analysis
      b. Objectivity vs. subjectivity
      c. Identification and prioritization of needs, values, and options

O. Leadership styles
   1. Transformational
   2. Authoritarian vs. Authoritative
   3. Laissez-faire

P. Leadership skills
   1. Effective and positive modeling
   2. Advocacy skills
   3. Negotiation and conflict management
   4. Cooperation and teamwork
   5. Professional ethics

II. **METHODS OF INSTRUCTION (May include any, but do not require all, of the following):**

A. Lecture
B. Distance Education
C. Guest speakers
D. Class and/or small group discussion
E. Use of films, videotapes, or other media
F. Use of written materials: texts, journals, etc.
G. Classroom demonstrations
H. Field trips
I. Instructor generated handouts
J. Role-playing

II. **TYPICAL OUT-OF-CLASS ASSIGNMENTS:**

I. Reading assignments are required and may include (but are not limited to) the following:

1.Students will be assigned to read a vignette based on an ethical dilemma in the workplace. They will examine ethical principles involved and be prepared to defend their choices of action in a classroom discussion.
2. Students will be assigned to read the chapter on targeting your job search and be prepared to discuss specific techniques they learned from the reading pertaining to how to conduct an appropriate and successful job search.
3. Students will be assigned to read the chapter on strategic interviewing and be prepared to discuss specific recommended interviewing techniques associated with successful interviewing.

II. Writing assignments are required and may include (but are not limited to) the following:

1.Students will write a three to four-page research paper on “Job/Career Discrimination.” They will be asked to select a type of discrimination (e.g., racism, sexism, ageism, ability status, religious affiliation, sexual orientation, etc.) and will discuss the following: (a) Prevalence of the identified type of discrimination, (b) Signs associated with the type of discrimination, (c) How such discrimination could impact the work place and career mobility, (d) Advocacy and increasing awareness in the workplace, etc. A minimum of three scholarly sources are required and will be cited on a reference page.
2. Students will formulate an appropriate resume and cover letter. Students will specifically be tasked with printing a job posting online from a “job search engine” and create their resume and cover letter to specifically match the minimum and preferred qualifications indicated on the posting. Students will be exposed to chronological, functional and combination resumes by the instructor.
3. Students will conduct a “Career Professional Interview.” They will identify an individual in the career they are pursuing and will interview them using very specific questions provided by the instructor. The student will then write a two to three page reflection-type paper discussing

what they learned from the professional about the following: (a) job trends and marketability, (b) salaries, (c) upward mobility, (d) minimum educational requirements, (e) minimum and desired work experience and qualifications, (f) availability for mentoring opportunities, etc.

III. Critical thinking assignments are required and may include (but are not limited to) the following:

1. Students will be grouped in clusters of five to six students assigned by the instructor to write an eight to ten page research paper on a topic of their selection related to career development, job and career market trends, interviewing skills, resume and cover letter writing recommendations, multi-generational awareness in the workplace, discrimination in the workplace, etc. A minimum of five scholarly sources are required for this project as cited on an appropriate reference page.
2. Students will write a two to three-page paper on their "Career Life Plan." They will operationally define, discuss and compare and contrast short and long-term career goals. They will at minimum project in increments of 5, 10 and 15 years from the present.
3. Students will conduct a mock interview whereby they will film their interview for the viewing and discussion of the class. The student will be provided with interview questions by the instructor and will exhibit appropriate interview etiquette; as though it was a real-life interview. The interview will be shown on the projector in class and students will receive constructive feedback relative to interviewing strengths and areas for potential improvement.

III. METHODS OF EVALUATION

I. Class participation
II. Examinations
III. Homework
IV. Portfolios
V. Presentations (oral or visual)
VI. Projects
VII. Written papers or reports
VIII. Quizzes
IX. Cumulative finals or certifications

IV. **TYPICAL TEXT(S):**

I. Ceniza-Levin, Thanasoulis-Cerrachio. Six Steps to Job Search Success. Saylor Academy, 2012.
II. Martinez, Graciela, and Shaker, Elizabeth. Career and Life Planning. CC-BY 4.0, 2017.
III. Petrie, Hankes and Denson. A Student Athlete's Guide to College Success. 3rd ed. Thomson Wadsworth, 2011.
IV. Sukiennik, D., Bendat, W., and Raufman, L. The Career Fitness Program: Exercising Your Options. 11th ed. Pearson Education, 2015.

V. **OTHER SUPPLIES REQUIRED OF STUDENTS:**

I. None

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. In addition, if you have courses which your program has not offered in the last two years, please explain need to maintain course in catalog. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Student Development 015: Puente: Strategies for College Success is currently out of date. This is due to our counselor who is assigned to the Puente Project is currently out on leave. She is expected to come back Spring 2020. Once she is back, we will discuss updating the content for this course.

Student Development 016: Tumaini: Strategies for College Success has not been offered in the last two years due to the fact that Umoja-Tumaini Program students are taking Student Development 102: Pathways for College and Life Success and Student Development 103: Career Exploration and Life Planning. This course is currently on its final stages of being deleted through the Curriculum Committee.

All other courses are current and up to date.

CURRICUNET REPORT:

Student Services			
Student Development			
Course	Status	Last Content Review	Next Review Date
SDEV 015 Puente: Strategies for College Success	Active	04/29/2013	04/29/2019
SDEV 016 Tumaini: Strategies for College Success	Active	10/29/2012	10/29/2018
SDEV 102 Pathways for College and Life Success	Active	09/25/2017	09/25/2023
SDEV 103 Career Exploration and Life Planning	Active	09/25/2017	09/25/2023
SDEV 900 Assessment of Learning Disabilities	Active	04/25/2016	04/25/2022
SDEV 905 Supportive Learning in Mathematics	Active	04/08/2019	04/08/2025
SDEV 906 Supportive Learning in Reading	Active	04/08/2019	04/08/2025

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given about your program in the catalog accurate? If applicable, list the courses that are no longer offered. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Yes, all information is accurate except for Student Development 016: Tumaini: Strategies for College Success. The department is currently in the process of deleting this course and is in its final stages of deletion through the Curriculum Committee.

Planning: Challenges/Trends/Strengths

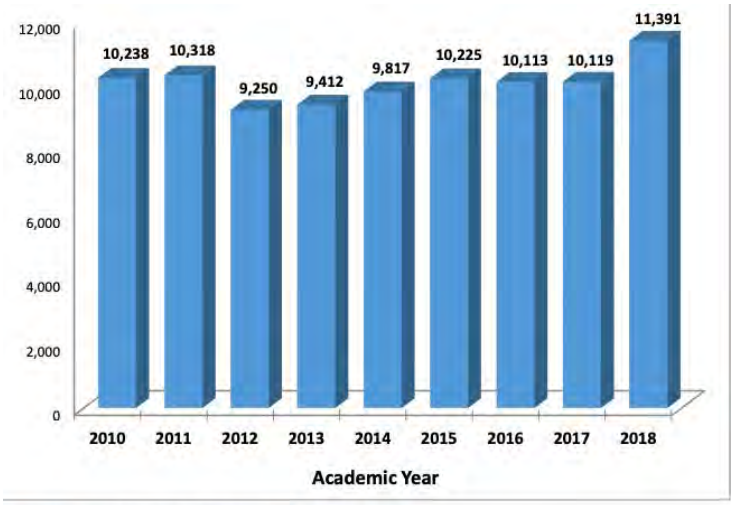
Referencing the narratives in the EMP Summary, provide any additional data or new information regarding **planning** for the program.

- In what way does your planning address trends that will impact the program?
- In what way does your planning address challenges in the program?
- In what way does your planning capitalize on strengths in the program?

If you addressed other plans within the document, readdress them here.

The trend that the Counseling Department is experiencing is an increase to the student population, as well as students going through the Matriculation process. This trend can be due to the Promise Program as well as outreach to our 16 feeder high schools where we provide time to complete the application, orientation, Guided Self Placement, and initial ed plans to the high school students on their high school campus.

Figure 16: FTES Total



http://datamart.cccco.edu/Students/FTES_Summary.aspx

Figure 17

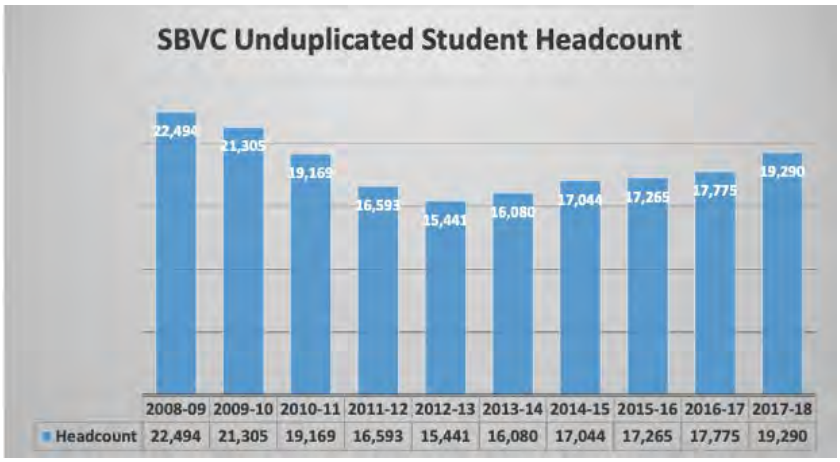
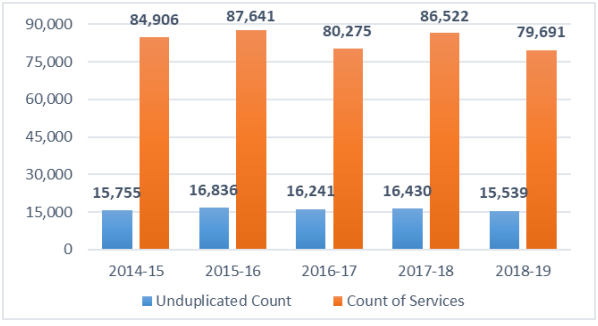


Figure 18: Counseling Department

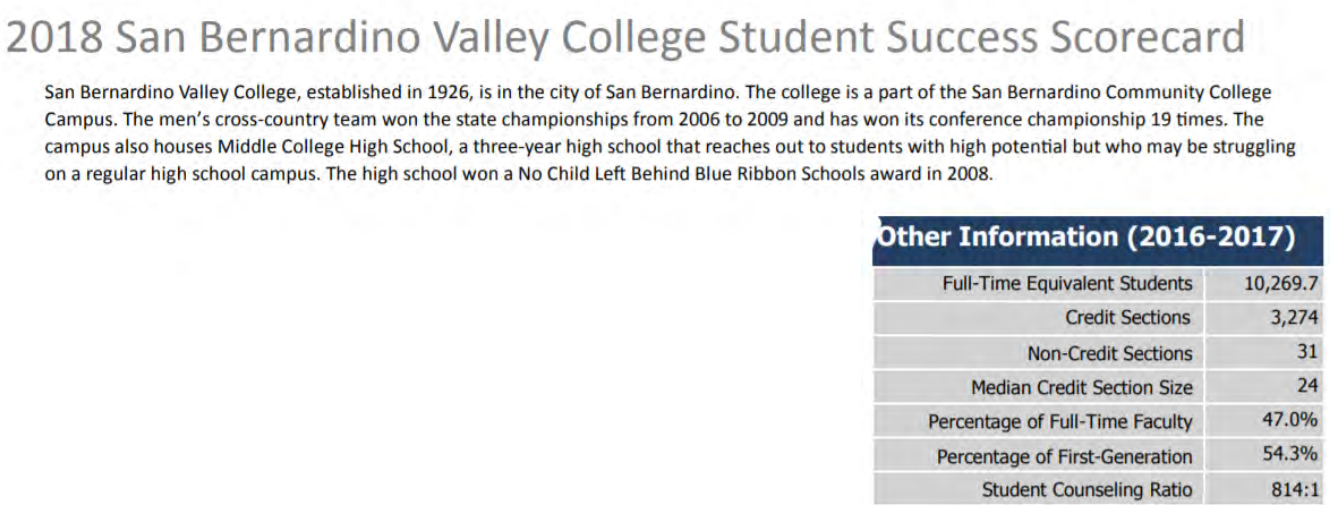


The Matriculation process is to improve students' learning outcomes and prepare the workforce needed for California economy, Governor Brown signed the *Student Success Act of 2012* into law. The *Student Success Act of 2012* assures California Community College students to set a clear academic and/or career goal and to reach the goal in a reasonable time frame by earning a certificate, associate degree, and/or transfer to a four-year college or university. The *Student Success Act* requires all students to complete college orientation, Guided Self-

Placement (formerly known as Assessment) in English, Math, and Reading; and meeting with a counselor to complete an education plan leading toward their goal.

In addition to the trend of increasing enrollment (see Figure 16) at San Bernardino Valley College, on March 8, 2019 San Bernardino Community College District announced the Free College Promise; two years of free college, and free textbooks. The 2019-2020 academic year for San Bernardino Valley College currently has 1300 students in the Promise Program and has received over 2400 applications for the 2020-2021 academic year. All of these students must meet with the Promise Program counselors, at least three times per semester; however the program only has one full-time tenure counselor and three full time non-tenure track, due to this the program has had to hire adjunct counselors to meet the increasing demands of the program. The Counseling Department has been working in conjunction with this program, but there is still a need for more counselors to meet the requirements of this new district program. In addition, there is also a push for more instructors, as all students in the Promise Program must take Student Development 102 and Student Development 103.

Figure 19



2018 San Bernardino Valley College Student Success Scorecard

San Bernardino Valley College, established in 1926, is in the city of San Bernardino. The college is a part of the San Bernardino Community College Campus. The men's cross-country team won the state championships from 2006 to 2009 and has won its conference championship 19 times. The campus also houses Middle College High School, a three-year high school that reaches out to students with high potential but who may be struggling on a regular high school campus. The high school won a No Child Left Behind Blue Ribbon Schools award in 2008.

Other Information (2016-2017)	
Full-Time Equivalent Students	10,269.7
Credit Sections	3,274
Non-Credit Sections	31
Median Credit Section Size	24
Percentage of Full-Time Faculty	47.0%
Percentage of First-Generation	54.3%
Student Counseling Ratio	814:1

By reviewing the SBVC Unduplicated Student Headcount (see figure 17) there is a trend of students attending SBVC, this data does not include 2019-2020 current year. Also, in Figure 19, "2018 San Bernardino Valley College Student Success Scorecard" counselors are currently meeting with over 814 students for everyone one counselor. To meet the needs of our students and the community, it is highly recommended to hire more full-time counselors, under tenure track, as well as, improvements for additional dedicated counseling space: more offices, break room, and a larger conference room. Currently our department meetings are very cramped, as we conduct these in the Orientation Room, with limited space, which is located next to the Assessment Center. This is also an issue if students are taking the Guided-Self Placement, as we are told in meetings to keep our voice down. In addition to limited space, our adjunct counselors are always moving locations, as there is currently not enough space in the Counseling Department. In most incidents, they are moved into our Orientation room or upstairs in EOP&S or the Transfer and Career Center, where they have to come to the Counseling Department every thirty minutes to check to see if their next appointment has shown. We also have no collegial space, in regard to a break room. Currently, all counselors eat lunch in their office and are often interrupted during their time, this also limits collaboration with our colleagues, as there is no designated space.

In addition, per the meeting of the San Bernardino Community College District Board of Trustees of January 17, 2019, there has been a proposal to implement a summer bridge program for Promise students (see figure 20). Dean Cota and department co-chairs have had meetings to implement a new course on the Orientation to College, for students to get oriented with college before they start their full load for fall semester.

Figure 20: Promise Proposal

Student Success Strategies	AB 19 California College Promise (2017)	SBCCD Promise Proposal
Waive student tuition fees	1 Year	2 Years
Establish stronger partnerships with K-12 (college tours, parent workshops, etc.)	✓	✓
Utilize multiple measures of student performance for college course placement	✓	✓
Participate in Guided Pathways to promote timely degree/certificate completion	✓	✓
Participate in the federal loan program	✓	-
Two-year student completion	-	✓
Six-week summer bridge	-	✓

Consistent with the strategic goals of promoting an increase in access and student's success:

- The Huddle currently has a full-time counselor, along with an adjunct counselor, and the support from coaches, professors and the program secretary they have served the following students:
    - 8/2016 – 5/2017: 491 students served
    - 8/2017 – 5/2018: 515 students served
    - 8/2018 – 5/2019: 418 students served
    - Fall 2019: 338 students served

This program is continuing to grow and needs the support of our college to help expand with the need of a coordinator or director.

- Counseling houses three units: Matriculation, Articulation, and Counseling. Due to the immense amount of work all three units provide for the college and students, each unit will need a Secretary II to provide a variety of general administrative, clerical, and difficult and complex secretarial duties in support of assigned unit area.
- Continue to enhance service delivery practices including considerable use of counseling-related technology and other innovative ways to engage the greatest number of students.
- The Matriculation officer will develop a smoother and efficient online Perquisite Clearance procedure for students that may not have access to the campus.
- Implement Starfish Degree Planner by Spring 2020. Starfish Degree Planner provides counselors with a method for creating and managing students' degree plans to help monitor their progress toward completion and facilitate more effective counseling meetings.
- Develop an internship program to students that are currently obtaining their master's degree in Educational Counseling to assist students at SBVC in the Counseling Department: orientation, guiding students through Web Advisor, searching for open classes, resources, general education requirements, major requirements, career exploration and transfer assistance, and probation workshops.

Challenges & Opportunities:

In order to continue to meet the needs of our students, The Counseling Department can benefit more from having additional three-four full time counselors to improve access of students, particularly special populations (e.g., veterans, online counseling, probation/dismissal students, and nursing). While current students on probation/dismissal receive counseling and secondary interventions, those who were reinstated from dismissal status need tertiary interventions and close follow-up to prevent further academic problems. Currently, online services are limited to general counseling information although there is a need to provide equivalent services to distanced education students.

Closing success gaps by providing student support to increase access, retention, degree/certificate completion as well as contribute to formidable performance in the ScoreCard pose a constant challenge to the Counseling Department.

In addition, hiring another secretary at the front desk will also be beneficial to providing more clerical and administrative support in order to optimize workflow procedures in the office.

The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus (California Articulation Policies and Procedures Handbook). Clerical assistance is highly recommended and needed.

Moreover, the Counseling Department needs more space/offices for our current counselors, as well as for future additional counselors and clerical staff.

Action Plan:

Action Steps:

- Seek general funds for three to four full-time counselors.
- Seek general funds to hire full-time and part-time Student Development instructors.
- Seek general funds for hiring for an additional full-time secretary position.
- Seek general funds to hire a coordinator or director for The Huddle.

Department Goal:

- Increase student access by providing a seamless streaming process for students to take the Guided-Self Placement online.
- Increase student access by providing a seamless streaming process for online students to complete the Matriculation Exemption and Prerequisites Clearance forms online.
- Increase student access by providing comprehensive services through online counseling to our distance education students.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

1. Describe current facilities:
    a. Classroom space
    b. Access to equipment
    c. Maintenance
    d. Technology
    e. Other

Currently at SBVC classroom space is limited. In the Counseling Department, there are no designated classrooms for our counselors to teach our thirty sections of Student Development courses. Our department works with the Office of Instruction, in collaboration with the rest of the campus, to find available rooms. Often our department's classroom assignments are all over the campus, making it difficult for counseling faculty to walk across campus to get to their class on time and make it back in time for their next appointment. Our appointment blocks are every thirty minutes with no in-between time for prep in both counseling and instructing. Having designated classrooms near the Counseling Department would ease this hurdle.

For access to equipment we rely heavily on the items in the classrooms, such as white board, projector, tables for students to work collaboratively, and computer access. Our discipline does not require equipment that we need access to that is not easily accessible in our area, except for the exception of scanner. Since counselors are located throughout campus, due to specialized programs, it would be beneficial if counselors were able to view documents other counselors have completed with students, such as, Guided Self Placement Waiver, Petition for Academic Exception, Graduation Application, Probation: Levels 1-3, and Overload. Currently these forms are housed within each department/specialized program and filed in a filing cabinet. In order for our counselors to be able to view these forms, they will need to be accessible to everyone. Scanners for all counselors and a section dedicated in Perceptive Content under the 'Views" tab for Counseling would solve this problem. Our orientation room as well as classrooms we use have the main items we need such as computers and projectors. Our waiting room for our students would be beneficial if we had a monitor letting students know if they have checked-in via the front desk, as well as a way to show students what are department offers and deadlines.

As mentioned above the Counseling Department does not require equipment that regularly needs maintenance to make sure it is working correctly. Within the last three years all of the computers in the Counseling Department have been upgraded and software is updated on a regular basis. When there is an issue with our computers, printers, phone, or other equipment, the appropriate departments respond quickly to our requests to get these items fixed. The department secretaries also order supplies through Staples where we are able to obtain office and classroom necessities such as dry erase markers, staples, paper, and pens.

In regard to technology, the Matriculation Committee, Assessment Center, and the General Counseling Department are in the final stages of implementation of our Guided Self Placement to also being online, as it is currently offered in-person, to provide accessibility and equal access. In addition to the online Guided Self Placement the Counseling Department, along with Matriculation is working on updating our online orientation, which is the second step in the matriculation process.

There have also been meetings concerning the online counseling platform through Conexed that will allow students to have real-time online appointments with counselors thus being equitable to the on-campus students in terms of services provided. The department is also in the transition of implementing Starfish—Degree Planner. This tool will guide students through their education plan, as well as see alternative plans if they were to change their major.

2. Provide a **sufficient discussion of current and projected needs of the facilities** in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The needs of the facilities will require a lot to make sure we have a conducive department for the counselors and the students. Currently, space is a huge issue and the Counseling Department needs to expand with the growing student population and number of counselors being hired. Counselors are housed throughout our campus, in five different buildings, and eleven different rooms. This is not student friendly, especially when a student is part of multiple programs and is not familiar with the campus. This can be a barrier for students as they may become frustrated with which counseling department to meet their needs and oftentimes students will go to the wrong department for their appointment causing them to be late and shorten their time with a counselor.

The Counseling Department would like a designated Student Services Building that will be able to house all counselors from general counseling as well as specialized programs. This will ensure a smoother transition to first time students and help students overall more efficiently. In addition to the needed shared space for counselors we would like to see a designated student area equipped with computers and printers, located within the Student Services Building that we are recommending. This would allow for students to complete documents that may be needed for Counseling, Admissions and Records, and Financial Aid.; and with the departments together this will increase student productivity, time, and questions being answered quickly.

The new area should also have classroom space. Due to the Promise Program and other specialized programs that require students to take Student Development courses, our Student Development classes have grown to over 35 classes a semester for the 2019-2020 academic year. Having designated classrooms in a new building would allow for classroom space around the campus to open up for the other areas, and have our classes close by so there is not an issue with getting to class on time or making an appointment wait because the counselor has to walk across campus. Designated classrooms would also be used to conduct workshops to our students.

A designated restroom would also be necessary in the new building. Currently the two bathrooms that are near the Counseling Department are outside and often not maintained. Having a faculty restroom inside will hopefully allow for better maintenance and will be safer for counselors who work until 7:00 pm at night. During the evening many of the faculty and staff have ended their workday, leaving only a few people working in the Counseling Department, causing safety concerns for our faculty.

Next, would be the need for a small and large conference room. As our programs have grown, so has the need for counselors to serve the growing population. Currently we have over 60 counselors, both part and full time, and this number will continue to grow to keep up with the demand of specialized programs and initiatives, including Guided Pathways. We do not have a location large enough to hold our department meetings or space to hold smaller meetings, thus, both a large and small conference room will be ideal for the department.

In regard to designated office space, it is very limited to our adjunct counselors as there is not enough room. Most of the time they are moving locations, as there is currently not enough space in the Counseling Department. In most incidents, they are moved into our Orientation room, upstairs in EOP&S, or the Transfer and Career Center, where they have to come to the Counseling Department every thirty minutes to check to see if their next appointment has shown. Having office space for all full-time counselors and space for adjuncts would be beneficial for the department and the college.

Last but certainly not least, we also have no collegial space, in regard to a break room. Currently, all counselors eat lunch in their office and are often interrupted during their time, this also limits collaboration with our colleagues, as there is no designated space. The district is wanting more trust, as they are encouraging faculty to take the “Leadership in Trust” training. By incorporating a designated space into the new building for counselors to meet in congruence will hopefully build on trust and working relationships.

All areas in this new building from offices, classrooms, and work areas should be equipped with computers, scanners, and printers for both the students and counselors; the designated classrooms and applicable areas

should also have whiteboards and projectors. Due to the fact that a majority of our work is done in the office, all computers and software must be kept up to date.

Another component of technology that is needed would be the ability for students to make online appointments. Currently the only way to make appointments is by phone or by person. With a limited number of student workers, secretaries, office space, and phones, students find it difficult to make an appointment. If students are unable to reach the department by phone, they often come to the office to make an appointment. This has caused student frustration, as appointments are scheduled on a first come first serve basis; if there are no appointments available, students feel that time has been wasted all due to limited phone availability on the department's end.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Productivity: The department has provided comparison data for counselor staffing across selected Region 9 comparison colleges and notes that SBVC, even after several new hires, offers a much lower counselor/student ratio, which limits its productivity as defined by student contacts. The program needs to provide a greater analysis of the impact of the reduced staffing, such as students unable to receive service, wait times for students, etc.

Response:

Within the past three years the Counseling Department has been able to increase the number of full-time counselors from twelve to sixteen. With the additional increase, it has allowed for more students to be serviced and reduced the counselor to student ratio from 1:1704 to 1:1207; which brings us closer to the most recent State Academic Senate suggested ratio, reported in 2012, of 1:900. In regard to data, we are unable to assess how many students the department turns away due to availability of counselors. Data is difficult to gather because we do not have a tool to track the number of students who call or come in to make an appointment; and there are no available appointments. Without an adequate tracking system in place, we cannot use the Office of Research, Planning, and Institutional Effectiveness to determine how many students are unable to get appointments, due to the fact that there are multiple reasons a student may not have seen a counselor other than appointment availability.

One reason students may have difficulty making appointments, can be due to waiting until the registration period. This creates an influx of students trying to meet with a counselor and no additional counseling appointments available. To address this issue counselors have been conducting presentations in the basic skills classroom encouraging students to make appointments during non-peak months, in order to avoid possible registration issues close to or during their registration period. By conducting these presentations, our hope is to reduce the number of students waiting until registration before seeing a counselor, which would allow for more students to be seen overall. In addition to the presentations the counselors offer more group style appointments

to serve a greater number of students, as well as “Ask a Counselor” which is able to address student questions without needing an appointment.

A common issue stems from the phone not being answered, due to the amount of clerical, space, and limited amount of calls the department can receive at one time. Once the phone lines have reached four incoming calls per line all other calls are dropped by the system which looks as if the student is being hung up on. Our department recommends the need for additional space and clerical support to help alleviate this problem. In addition, the implementation of an online appointment system would help to reduce the amount of phone calls coming in.

With regard to complaints, these are addressed immediately through referrals and/or counseling services rendered by the Department Chair(s), the Department Dean, or another counselor. Students who present challenges getting an appointment or require additional time are offered a courtesy advanced appointment or follow-up service. If other divisions are involved the faculty and/or staff will refer the individual to the appropriate person.

We encourage open dialogue within the department and the Counseling Department Co-Chairs have an open-door policy, we do not have an employee satisfaction/staff morale survey. A possible plan for the department could be to develop a survey that faculty and staff can turn in anonymously to address any areas of concern and morale within the department. It might also be a good idea to conduct informal, faculty owned surveys, in our counseling appointments and at the close of the student development courses, to look for areas of improvement and growth. If such a survey is created, it would be for faculty use only and would not be part of any evaluation.

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: **Counseling Department**

Efficacy Team: Edward Jones, Jose Recinos, and Todd Heibel

Overall Recommendation: Conditional

☐Continuation ☒Conditional ☐Probation

Rationale for Overall Recommendation:

This Efficacy report warrants a "conditional" recommendation. First, the Counseling Department is commended for a comprehensive Efficacy document that effectively uses repetition of challenges, solutions, and plans throughout. Second, it is clear that the department continues to serve the campus and community well, in spite of increasing demands. Third, the Efficacy Team strongly recommends that an EMP document is created, all curriculum updated, and SAOs and SLOs analyzed in a more straightforward manner following the instructions provided. In addition, there are lingering concerns about productivity that one or more user/customer satisfaction surveys could address.

Suggested Strategies to Warrant a Continuation Recommendation:

This already comprehensive and well written Efficacy report will warrant a "continuation" recommendation when the Counseling Department addresses the "does not meet" recommendations for Parts II and V through the following strategies: (1) generate an EMP document, (2) complete an updated course curriculum, and (3) produce an enhanced SAO and SLO analysis. Again, this is a robust document that demonstrates the value of counseling services to our campus and community. Addressing these items will warrant a "continuation" recommendation during next year's Efficacy review process.

Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Demographics	The program **does not provide** an appropriate analysis regarding identified differences in the program's population compared to that of	The program **provides an analysis** of the demographic data and provides an interpretation in response to any identified variance.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.

	the general population.	The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	
Pattern of Service	The program's pattern of service is **not related to the needs of students**.	The **program provides** evidence that the pattern of service or instruction meets student needs. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics - Meets: The Counseling Department provides a thorough analysis of demographic data. The department emphasizes that it serves students in a general capacity (e.g. General Counseling). The report notes that any underrepresented cohorts served within General Counseling services are primarily attributed to the existence of specialized counseling services across campus (e.g. DSPS, STAR, EOPS, FYE, STEM-MESA, Puente, Middle College, etc.). For example, DSPS and "age 19 or less" cohorts are most underserved within General Counseling. The assumption is that DSPS students are likely seeking services from DSPS counselors (it should be noted that DSPS data are misrepresented and presented as a sum total population of 2,621, whereas it may be preferable to present these data as a three-year average of 874 students per academic year), while students aged 19 or under are seeking services from Middle College, FYE, Promise Program, and associated counselors. While this is probably a fair assumption, the Counseling Department is encouraged to coordinate with these specialized counselors and employ various marketing strategies to address any service gaps. Transparency and data sharing among various counseling services could also address where underrepresented cohorts are receiving services (the department highlights this issue in forthcoming sections). The Counseling Department is commended for housing counselors in the SBVC Library and hosting a Welcome Center. In addition to the "Ask a Counselor" tables that rotate across campus throughout the semester, these already existing strategies could be leveraged to address some of the underrepresented cohorts, including males.

Pattern of Service - Exceeds: The Counseling Department has provided a thorough, comprehensive discussion of not only pattern of service but also plans to expand services beyond the confines of the campus to include historically underrepresented student populations. In addition to face-to-face services that are extended during peak enrollment, the department provides a host of online services. It interfaces and networks with other specialized on-campus counseling services, as well as off-campus entities, including area high schools, four-year universities, local businesses, California Department of Corrections, and other constituencies. It offers a holistic support network that includes classroom presentations, Student Development classes, "Ask A Counselor" tables, Starfish-Early Alert online notification, and much more.

Future plans to expand services include a summer bridge-type program to prepare incoming students for collegiate life and success. Perhaps the department could partner with existing programs of this type for smoother implementation.

The Counseling Department **easily meets** *Part I: Increase Access*. It is clear that the department devoted ample time and energy to this section. They provided comprehensive responses to both "demographics" and "pattern of service" subsections that included current strategies and future plans to expand and improve upon these strategies.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**
Not applicable.

Part II: Questions Related to Strategic Initiative: Promote Student Success

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program **does not provide an adequate analysis** of the data provided with respect to relevant program data.	Program **provides an analysis** of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program **has not demonstrated** that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or	Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or	In addition to the meets criteria, the program **demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.**

	Student Learning Outcomes (SLOs).	Student Learning Outcomes (SLOs).	

☒ **Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Achievement of Service Success - Meets: The Counseling Department provides data within this section reminiscent of an EMP document. However, there is no EMP document inserted within the Efficacy document. The department is strongly urged to coordinate with the Office of Research and Planning well in advance in order to create an EMP document for analysis in future academic years.

The Counseling Department analyzes student success, demographic, duplicated and unduplicated headcount, and retention data in an effort to demonstrate achievement of service success. In general, the data suggest that students are more successful when they utilize counseling services, including educational plan generation and completion of Student Development coursework. Crucially, counseling services have been aligned with AB 705 mandates. As with Part I, specialized counseling services (e.g. Promise Program, EOP&S, STAR, STEM-MESA, etc.) are implicated in an overall decline in the number of students served within General Counseling. The Counseling Department includes plans to expand upon their "Ask A Counselor" program, as well as create two certificates and a summer bridge-type college preparatory program.

Service Area Outcomes and Student Learning Outcomes – Does Not Meet: The Counseling Department assesses both SAOs and SLOs. In a departure from previous sections, this section is a bit less organized and sometimes difficult to follow. This section would have benefitted from additional tables summarizing SAOs and SLOs. Within the SAO segment, one SAO is identified in the introduction. However, three SAOs are identified within the body of this segment. "Ask A Counselor" data are used to assess three SAOs, but perhaps the data set could be expanded through other survey mechanisms and opportunities. It appears that some comparison is made within this segment between pre- and post-exposure to counseling services. Again, this is a bit difficult to follow.

Three Student Development course SLOs are analyzed in a subsequent segment (e.g. SDEV 015, 102, and 103). While comprehensive evidence of dialogue is presented, it is difficult to discern the time period(s) and longitudinal breadth (and attendant student sample size) of the SLO assessment data for the listed SDEV courses. This is another segment where summative tables would greatly clarify the SLO data.

Unfortunately, within the Disaggregated Data Analysis section, there is a lack of actual data analysis. While online and hybrid courses are duly noted, there is no comparison, for example, between face-to-face and online/hybrid course SLO attainment. Another comparison could have been between SDEV courses (e.g. 015 and 102, or 102 and 103). There is ample discussion of course scheduling, with accommodation for students who utilize public transportation, online students, and first-time students. This planning aspect is well presented. However, the lack of data disaggregation warrants a "does not meet" rating for this section.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

In order to reconcile the "does not meet" rating, the Efficacy Team recommends the following actions:

- Coordinate with the Office of Research and Planning to create an EMP document.

- Explicitly state each SAO and SLO.
- Include summary tables to introduce SAO and SLO data.
- Clearly specify the time period during which the SAO and SLO data are collected.
- Disaggregate the SDEV course SLO data. For example, a comparison could occur between face-to-face and online/hybrid courses. Another comparison could occur between courses (e.g. 015 and 102, and 102 and 103), or between courses offered at different times (e.g. morning, afternoon, and evening).

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **describes** plans for extending communication with college and community and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:
Communication - Meets: The Counseling Department robustly communicates with a diversity of campus instructional and non-instructional programs. This includes specialized counseling programs, learning communities, instructional departments and individual instructors, and committees. As part of this communication strategy, the department aligns with initiatives such as AB 705 and Guided Pathways. Communication includes face-to-face meetings with students, faculty, staff, and administrators; flyers and brochures; online marketing, including social media; off-campus outreach to high schools; hosting high school counselors and students; Starfish-Early Alert; and on- and off-campus conference and webinar participation.

Culture and Climate - Meets: In addition to integrating with the aforementioned on- and off-campus constituencies, the Counseling Department has created SDEV 102 and 103 to accommodate the Promise

Program students. It is in the process of evaluating the online *ConexEd* counseling system (this system, specifically designed to serve online students, has been discussed within other sections of the Efficacy document). The department endeavors to further expand outreach with area high schools and adjust the annual High School Counselors Conference schedule to better meet the needs of area high school counselors (and high school students who transfer to SBVC). Other partnerships include Parolee and Community Team (PACT), Crafton Hills College and private university counselors, and further leveraging of the "Ask A Counselor" program.

In short, the Counseling Department has assumed an ever-increasing role on and off campus. Demands for diverse, quality services have conflicted with a shortage of full- and part-time counselors. The department provides a solid argument for hiring additional counseling faculty (e.g. a ratio of 814 students per counselor in the midst of increased responsibilities). The department also demonstrates a need for greater coordination and transparency among the diversity of counselors across campus. There is also a good argument for improved and expanded facilities.

The department **easily meets** *Part III: Improve Communication, Culture, and Climate*. It is clear that the department interfaces with the campus and community in a comprehensive manner. Crucially, impacts upon daily operations and future planning are incorporated into this section.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**
Not applicable.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:
Professional Development - Meets: The Counseling Department amply demonstrates how its members maintain currency in their field, keep membership in relevant professional organizations, and engage in

professional growth. The diversity of professional organization membership and how it meaningfully contributes to SBVC is well articulated. Of particular note is how online counseling will play a greater role within General Counseling services, as will closer coordination with counseling colleagues at Crafton Hills College. This demonstrates how professional development informs planning.

The department **easily meets** *Part IV: Maintain Leadership and Promote Professional Development*. This comprehensive, well organized section addresses the spirit and letter of this portion of the Efficacy document.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**
Not applicable.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional mission.	
Productivity	The data **does not show** an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data **shows** the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program **does not provide** evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.	The program **provides** evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.	In addition to the meets criteria, the program **discusses plans** to enhance current offerings that link to student/community needs and positions the program for growth.

		Appropriate courses **have been articulated** or transfer with UC/CSU, or **plans are in place** to articulate appropriate courses.	
Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

☒ **Does Not Meet** ☐ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Mission/Statement of Purpose - Meets: The Counseling Department has a mission/statement of purpose that clearly integrates with that of the college.

Productivity – Minimally Meets: The department measures productivity through the following means: SAO assessment data, success data, retention data, and ratio of counselor to student data. The department notes gaps, including not knowing the number of students who are unable to contact counselors via phone (limitations with the current phone system) and lack of a more comprehensive satisfaction survey tool. The department has suggested that an online appointment system and comprehensive satisfaction survey tool (or more than one survey tool) could address these gaps.

While acknowledgement of information gaps (as related to productivity) and associated means to address these gaps is laudable, the Counseling Department is urged to implement one or more user/customer satisfaction survey instruments. This information is vital not only for institutional reporting purposes, but also for the critical day-to-day operations of the department.

Relevance, Currency, and Articulation – Does Not Meet: Although appreciated, the full curriculum for each SDEV course is unnecessary. The included content review summary table and brief discussion would suffice. The department is in the process of deleting SDEV 016. At present, the SDEV 015 curriculum is out of date. The department is aware of this, but prompt action must be taken within the curriculum process in order to update the SDEV 015 curriculum.

Challenges – Meets: Some of the challenges noted include Promise Program, Guided Self Placement, and Student Success Act expectations. Each of these initiatives has resulted in an increased scope and scale of counseling services and activities. In response to these (and associated) challenges, the department is advocating for additional full-time counselors, part-time SDEV faculty, and a full-time secretary. In addition to goals that provide increased on-campus counseling-related services to students, the department also endeavors to expand its online footprint. This is a well-written and well-organized section with abundant data analysis.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**

In order to reconcile the "does not meet" rating, the Efficacy Team recommends the following actions:

- Expand the Productivity section with additional (satisfaction) survey data from students, faculty, and other appropriate stakeholders.
- More explicitly define and list each SAO used within the Productivity section.
- Revise and submit the SDEV 015 course curriculum as soon as possible.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

Facilities – Meets: The department notes a lack of dedicated classroom space that is conducive for the multiple roles that our counselors play. Counselors would benefit from greater sharing and transparency of specific student documentation. Ongoing efforts to complete a comprehensive online counseling and assessment tool are in the final stages. These efforts are well articulated here, as within previous sections. The department calls for centralized and dedicated meeting spaces for academic, counseling, and collegial gathering/meeting purposes. Overall, there is a clear need for more space. These issues are reiterated elsewhere in the Efficacy document. As it pertains to technology, the need for a robust and comprehensive online system more sensitive to student needs is well established within this and other sections of the document. Crucial phone system upgrades are also duly noted.

The department is commended for seamlessly linking facility needs and integrating these needs within other sections. Repetition of facility and technology needs, and subsequent impacts upon services to students, within this Efficacy document makes for an integrated and powerful document. *Section VI: Provide Exceptional Facilities* **clearly meets** the stated criteria.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**
Not applicable.

VII: Previous Does Not Meet Categories

☐ **Does Not Meet** ☒ **Meets** ☐ **Exceeds**

Efficacy Team Analysis and Feedback:
Previous "Does Not Meet" Category: Productivity – Minimally Meets: *The department has provided comparison data for counselor staffing across selected Region 9 comparison colleges and notes that SBVC, even after several new hires, offers a much lower counselor/student ratio, which limits its productivity as defined by student contacts. The program needs to provide a greater analysis of the impact of the reduced staffing, such as students unable to receive service, wait times for students, etc.*

The Counseling Department provides a solid discussion of the impacts of unsustainable counselor and secretarial staffing. Some of the impacts include students failing to obtain necessary counseling services during times of peak registration, and inadequate phone and online services that may discourage students. Possible solutions offered include counseling presentations within basic skills classes, expanded "Ask A Counselor" availability, hiring additional full- and part-time counseling faculty and support staff, enhanced phone and online technology, and development of survey and user monitoring data that would better capture measures of productivity.

However, as with the Productivity section within the current Efficacy document, there remains a relative lack of productivity data. User satisfaction-type surveys from students, faculty, and other relevant constituencies, as well as user monitoring data (e.g. SARS-type tracking), would greatly enhance the Productivity section. For example, the previous Efficacy Team specifically mentioned wait times for counseling services. This continues to be a data gap that could be addressed with the implementation of one or more survey instruments (both face-to-face and online).

In order to more comprehensively address issues surrounding productivity data, the Efficacy Team recommends the following actions:

- Incorporate user/customer satisfaction-type surveys for students, faculty, and other relevant constituencies within future Efficacy reports.
- Track user data via SARS, RFID, online, and other means to better capture the actual volume of student use and demand.
- Continue to submit faculty and staff needs through the Program Review Needs Assessment process.
- Continue to submit facilities and technology needs through the Program Review Needs Assessment process.

Efficacy Team Recommendations to Address Does Not Meets (if applicable)**:**
Not applicable.