

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

Culinary Arts

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report

Stacy Meyer

Extension

Names of Department Members Consulted

Patty Quach

Names of Reviewers

David Smith, Joanna Oxendine, Carol Jones

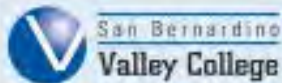
Workflow	Date Submitted
Initial meeting with department	01/31/2020
Meeting with Program Review Team	Did not have a chance to meet with team due to caterings and class schedules.
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

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	3	0	0
Classified Staff	3	0	1
Total	6	0	1

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019

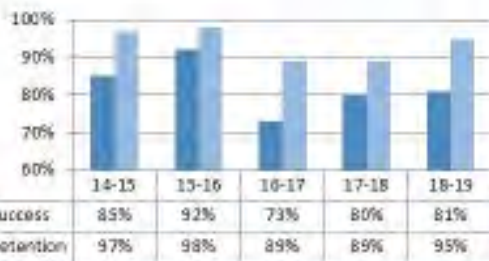


CULINARY ARTS/RESTAURANT MANAGEMENT— 2018-2019

Description:

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

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	344	287	384	360	373
FTEF	5.25	4.85	5.54	7.01	8.71
WSCH per FTEF	375	385	425	376	285
	14-15	15-16	16-17	17-18	18-19
Sections	20	18	21	25	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	6	6	3	3	
Certificates awarded	20	33	15	11	

Assessment:

- Duplicate enrollment has bounced from 344 in 14-15 to 287 in 15-16 and 16-17 up to 284 in 17-18 duplicate enrollment was at 360 and now in 18-19 duplicate enrollment is at 373. The way the culinary program is set up duplicate enrollment should be at a higher average each year. The department chair will investigate to see why the numbers are fluctuating so much from year to year even though the numbers are up from last year but down from 16-17.
- FTEF in 14-15 was 5.25, in 15-16 4.85, in 16-17 5.54, and in 17-18 when the one-year program started FTEF went up to 7.01 and in 18-19 FTEF is even higher at 8.71. The department is growing quickly since the one-year has been offered. The department anticipates growth to continue as more students join the program.
- WSCH per FTEF has also fluctuated, in 14-15 was 375, 15-16 WSCH was 385, 16-17 the numbers were higher at 425 then in 17-18 the numbers dropped to 376 and now the numbers have dropped again to 285. The department is not sure why the numbers dropped because there are more sections being offered and three full time staff currently in the program.
- Sections offered have gone up over the past four years from 20 in 14-15, 18 sections in 15-16, 16-17 21 sections and in 17-18 the department offered 25 sections and in 18-19 the department offered 27 sections. The number of sections will continue to increase as the department will soon be offering Hospitality courses as well as continue to offer culinary and baking courses.
- The department does not offer online courses currently, however the department is planning to offer online courses by 2021.
- The department does not award many degrees as most of the students after completing their certificates go out and become gainfully employed. From 14-15 the department awarded 6 degrees, in 15-16 6 degrees, 16-17 3 degrees were awarded and in 18-19 there have been 3 degrees awarded. The department has noticed a drop in degrees awarded because the industry has such a need within the industry the students are being headhunted by food service companies before they complete their certificates. Students are not able to complete their degrees due to this issue.
- Certificates awarded in 14-15 were 20, certificates awarded in 15-16 were 33, when the one-year program started certificates awarded have dropped in 16-17 to 15 and in 17-18 to 11. There is no data in 18-19 to compare.

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

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

Departmental/Program Goals:

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

Challenges & Opportunities:

Challenges:

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

Opportunities:

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

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Put in needs requests	Hire full time faculty	General budget funding	Summer 2020
Put in needs requests	Hire two full time lab techs	General budget funding	Summer 2020
Put in needs requests	Hire adjunct instructors	General budget funding	Summer 2020
Talk to administrators / needs request	Lobby for a larger kitchen space for classes	General budget funding	Summer 2026
Curriculum and instruction	Combine culinary and baking curriculum	Non-instructional	Fall 2021

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

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: Culinary Arts	Campus-wide
Asian	3.3%	3.2%
African-American	14.7%	12.3%
Filipiino	1.4%	1.3%
Hispanic	57.6%	63.7%
Multi-Ethnicity	7.5%	6.9%
Native American	0.0%	0.2%
Pacific Islander	0.0%	0.2%

White	13.3%	11.1%
Unknown	2.3%	0.9%
Female	62.7%	57.7%
Male	36.8%	42.0%
Disability	14.9%	4.4%
Age 19 or Less	27.5%	23.7%
Age 20 to 24	29.4%	32.9%
Age 25 to 29	14.0%	18.2%
Age 30 to 34	14.0%	9.7%
Age 35 to 39	12.6%	5.7%
Age 40 to 49	6.5%	6.0%
Age 50+	7.0%	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 Asian population in the culinary arts program is 3.3% while campus wide the percentage is 3.2. percent.
- The African American population in the culinary arts program is 14.7 percent and the college percentage is 12.3%. The culinary programs African American participation is slightly higher than the college percentage.
- The Filipino demographic in culinary arts is 1.4 percent a tenth of a percent above the college demographic.
- The Hispanic population in culinary arts is lower than the college demographic by 6.1 percent. The culinary arts program has increased high school tours this fiscal year to increase all populations but particularly the Hispanic population. The department is hoping that with the increased tours students interested in culinary arts at their local high school will continue their education at Valley College.
- Multi- ethnicity in the culinary arts program is 1.4 percent higher than the college demographic.
- Native American and Pacific Islander participation in the culinary arts program nonexistent currently compared to the campus demographic which is .02%.

- The white demographic in the culinary arts program is 13.3% while the college demographic is 11.1%. The white demographic in culinary is higher than the college. The department does not know why the difference is occurring, one reason maybe that the Food Network, which most people interested in food watch has primarily white chefs. For this reason, white students may be swayed to enter the discipline. Also, 2018 data from the Census Bureau accessed through DataUSA shows that waiters, waitress, food preparation and servers are predominately white, thus the program mirrors the national employment population.
- The female population within the culinary arts program is 62.7% higher than the campus average which is 57.7%. The department was discussing why female population has increased in the culinary field when the industry has been known to be primarily male. It is the conclusion of the department that there is a larger population of females entering the industry because it is an easy adjustment from being home cooks to cooking for the masses. It is nice to see females getting into the industry. For most of history males have dominated the field making it a Good Old Boys Club. When females applied to position within the industry they were turned away. Now with more females becoming interested in culinary arts and baking there are more female chefs, business owners and industry workers, which will hopefully put an end to the Good Old Boys Club. 2018 data from the Census Bureau assessed through DataUSA shows that waiters, waitress, food preparation and servers are predominately female, thus the program mirrors the national employment population.
- The male population is lower in the program compared to the college demographic. Within the culinary program the demographics are 36.8 % while the college percentage is 42%. In effort to increase the male population in culinary the department has been offering more tours however the department has noticed that the tours are primarily female.
- The Disabled population in culinary far exceeds the campus percentages. The culinary arts program has 14.9% disabled population while the campus disabled population is 4.4%. The department feels that the disabled population is being placed into culinary because the perception is that it is easy and “anyone can cook”. This however is not the case and most of the disabled population that enter culinary end up frustrated and not working within the industry. The culinary field is very demanding and stressful, people must be equipped with passion for the field and determination to work in the field.
- The Age demographic of 19 or less shows that the culinary arts program has 27.5% while the college percentage is 23.7%. The culinary arts program is higher by 4 %. The department discussed that when the promise program started all instructors noticed an increase of students younger than 19 entering the program.
- The age group 20-24 program percentage 29.4% are lower than the college percent 32.9%. Currently the industry is thriving, and the department thinks that most of this age group are working in the industry. When the demographic wants to change jobs or move up within the industry then they will attend culinary school.
- Ages 25-29 program percentage 14.0% is lower than the college percentage 18.2%. This age group is most likely working and when they are interested in retraining then they will attend college.
- The age group 30-34 and 35-39 within the department are much higher than the college percentages. 30-34 percentage is 14.0% and ages 35-39 12.6% while the college 30-34 percentage is 9.7% and 35-39 is 5.7%. The department discussion regarding the

differences determined that these percentages are higher in the program due to retraining or change of career by these age groups.

- Age 50 plus for the program percentage is 7.0% compared to the college percentage which is 3.9%. The department thinks the reason for the difference is retraining or loss of job.

The culinary program is doing well and has increased enrollment since the baking and food truck programs started. Due to the increase of disabled within the program the department has noticed a need for a larger budget and more lab technicians to assist the students in learning. This population in general is having a harder time grasping concepts and the department is noticing an influx of food waste.

The department needs a larger area for training. The current kitchen is very small, with the increase of students entering the program safety issues are of high importance within the program. More students have been cut and or burned this semester. The department has 3 lab technicians within the program however one runs the Den and one assist with the baking program while the other does all ordering, receiving, storage needs and assists students with the preparation of food items.

If the program is going to keep accepting the disabled populations at the current rate, then the lab technicians will have to be increased in each class in order to assist the students with grasping concepts and control waste.

With the larger space the culinary department would be able to offer baking courses in the mornings and culinary courses in the evenings. Currently as you will see in the departments pattern of service, the program is only able to offer culinary during the day and baking in the evenings. This pattern of service limits the program in serving all students.

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 culinary department services students in several ways. If the department had an adequate kitchen facility the pattern of service would be twice as efficient which means we could service twice the students. The reason the department cannot service more students is due to space. Most students that enter the program are interested in becoming chefs or opening their own business. The lab courses are the most popular however that is where the space is limited.

Counseling is still telling students to alternate between general ed courses and culinary or baking courses. The culinary program is designed so the student takes one year of intense

culinary training. The program decided to create the one-year program because students were taking two years to complete the program then taking general ed courses after they complete the program. This was problematic because it makes the student a 4-5-year student instead of a two-year student. Students can take general ed before or after the culinary program, but it is not recommended during the program. When students take general ed with the culinary program the department has noticed they either fail culinary or whichever general ed courses they are taking.

The Sunroom is a student run laboratory and is open to the public Tuesday through Thursdays 11:00am-1:00pm. This allows the students hands-on experience and training to gain the skills sets needed to become successful with in the food service field. Culinary lab courses are held from 9:00am -2:30pm Monday through Thursday. Culinary lecture courses are held in the afternoon and early evening, these hours are because the kitchen needs to be divided between the various programs in order to run efficiently.

The Den or the on-campus Starbucks is another training venue on campus run by the culinary arts students. The Den is open Monday through Thursday 8:00am-3:00pm. The department would like to increase the hours of the Den so it remains open until 6:00pm daily however that would mean hiring another lab technician to cover the managing of the Den for the additional hours.

The Food Truck is a new classroom for the culinary arts students and is servicing the campus twice a week. Students take the food truck class each semester if they choose to gain skills needed to run a small kitchen, understand small business and gain valuable skills needed to become successful in the industry.

The culinary program is a one-year intensive program. Most of the students compete the program in the one-year design, some of the students work and are not able to change their schedules in order to complete the program within the one-year format. Other students work Thursdays, Friday, Saturdays and Sundays which works well with the program.

The culinary courses include the student run restaurant, the Den and the Food Truck and lecture courses as offered. The kitchen is shared each day between the food truck students and the restaurant students. The small kitchen becomes very small with 30-35 students in a space that only holds 20 safely. The department has increased cap on the courses to accommodate more students however now safety is an issue. With so many students in a small space walking around with knives and hot food the department has seen an increase in injuries.

Upon completion of the culinary and baking programs students become gainfully employed within the industry. All student's complete the course certificates if they meet the designed SLO's for each course. If the student chooses to continue and get their AA or transfer degree, the instructors within the culinary program are here to support them. Most of the culinary students complete their certificates and fill positions within the industry.

The baking program is an intensive program that allows students to start with bread making and advance their skills to cake decorating, sugar sculpting, the art of chocolate making and plating. These skills are necessary for the baking industry. Baking lab courses are held 3:00pm-10:00pm Monday through Thursday. Lecture courses for the baking program are offered in the mornings during the week as the lab for the baking takes place in the evening hours.

The department would like to hold culinary courses at night and baking courses during the day however we only have one small kitchen and can only have one class at a time in the kitchen. If we had two kitchens one for the culinary program and one for the baking program classes could be run day and evening for both disciplines.

The department has increased student population within the program and will hopefully keep growing so that courses can be offered more than once a year provided the program increases space and size of culinary classrooms.

The pattern of service currently accommodates roughly 70% of the culinary department's student population. The other 30% of our student population must try and arrange their work schedules and home life to accommodate the schedule of classes as they are offered. If the students cannot accommodate the class schedules their education becomes segmented and not cohesive. The point of the one-year programs so that the students can be submersed in culinary arts for an entire year and learn the skills and information needed to be successful. The department has noticed that when the students take culinary mixed with general ed courses they fail culinary or their general ed courses causing the students undo stress. Weekend courses do not work for culinary students as that is when they have time to work. The department leaves Thursday thru Sunday open except for caterings that may be scheduled on Fridays. This schedule works for the students as the food service industry is busiest Thursday through Sundays.

The other issue is the hiring of adjunct instructors to offer the courses more sections. The program would like to run fall courses in the spring and spring courses in the fall so the programs are continuous throughout the year. It is very difficult to find qualified adjunct instructors that are willing to come in a teach a few courses when the industry pay is much higher and the position within the industry would be full time.

The culinary and baking program run approx. 19-23 units a semester. The department gets many inquiries for the program daily. There is a set schedule and sequence of classes in place that every student gets upon entry or inquiry. Each student understands that if they don't take the courses as offered it will prolong their graduation or certificate goal. If the department had a new larger kitchen that would allow the baking program and culinary to have their own separate spaces the pattern of service would be able to accommodate many more students each semester.

The department does not turn away students. Everyone who is interested in culinary arts will be allowed to enter the classroom and take the course. The department prides itself on not turning away students

but a larger space to accommodate the students that would like to be trained in food service would be apricated.

Distance Education course offerings are currently not offered however the faculty is looking into offering some of the lecture courses online. Hospitality courses will be offered through distance education. This will allow the students to come to campus take the hands-on courses in culinary or baking while taking online lecture courses. Most of the lecture courses are currently proctored due to the final. The courses are certified through the Restaurant Association and provide students that pass the courses and complete the proctored final a certificate stating the student is well versed in the topic. The certificates are not program certificates but course certificates. If the students complete all courses within the culinary and baking programs, they will not only earn the program level certificates but the course certificates as well, in total 11 certificates. These certificates help the students get better than entry level positions.

The department is getting ready to offer another certificate starting in the fall 2020 semester, Hospitality. The hospitality courses will be integrated with culinary courses that are currently offered. The program will be redesigned so that culinary will house the hands-on and cross list with hospitality lecture courses. This will allow the students more employment opportunity once they complete both programs.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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</u>

	<p>the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.</p>		<p><u>adjustments, and is prepared for growth.</u></p>
<p>Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis</p>	<p>Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</p>	<p>Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</p>	<p>In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u></p>

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”)

Assessment of EMP:

- Duplicate enrollment has bounced from 344 in 14-15 to 287 in 15-16 and 16-17 up to 284, in 17-18 duplicate enrollment was at 360 and now in 18-19 duplicate enrollment is at 373. The way the culinary program is set up duplicate enrollment should be at a higher average each year. The department chair will investigate to see why the numbers are fluctuating so much from year to year even though the numbers are up from last year but down from 16-17. The department is working with the outreach department in order to get more students into the program.
- WSCH per FTEF has also fluctuated, in 14-15 was 375, 15-16 WSCH was 385, 16-17 the numbers were higher at 425 then in 17-18 the numbers dropped to 376 and now the numbers have dropped again to 285. The department is not sure why the numbers dropped because there are more sections being offered and three full time staff currently in the program.
- Sections offered have gone up over the past four years from 20 in 14-15, 18 sections in 15-16, 16-17 21 sections and in 17-18 the department offered 25 sections and in 18-19 the department offered 27 sections. The number of sections will continue to increase as the department will soon be offering Hospitality courses as well as continue to offer culinary and baking courses.
- The department does not award many degrees as most of the students after completing their certificates go out and become gainfully employed. From 14-15 the department awarded 6 degrees in 15-16 6 degrees, 16-17, 3 degrees were awarded and in 18-19 there have been 3 degrees awarded. The department has noticed a drop-in degree awarded because the industry has such a need within

the industry the students are being headhunted by food service companies before they complete their certificates. Students are not able to complete their degrees due to this issue.

- Certificates awarded in 14-15 were 20, certificates awarded in 15-16 were 33, when the one-year program started certificates awarded have dropped in 16-17 to 15 and in 17-18 to 11. There is no data in 18-19 to compare.

The department has concluded that the one-year program for most students is intense leaving the students to make a choice to complete their program or be a part time student and work while going to school.

The First two years of the one-year program 95% of students were able to obtain their certificates upon completion of the program. Certificates have been dropping in number in 16-17 and 17-18. The department believes that students are trying to work and complete a very demanding program, which causes them to stretch their program to two years for completion. The one-year program was designed to help hasten the graduation rate of students not prolong. If need be the department can go back to a two-year format which would push graduation rates of culinary students back to 4 years. The department does not want to prolong the program because students are not able to get through the program in a timely manner but perhaps instead encourage the students to take all courses offered in each semester, which will help the completion rates.

Student success rates in 14-15 were 85% while in 15-16 jumped to 92%, then fell again in 16-17 to low of 73%. In 17-18 student success was 80% and in 18-19 student success was 81%. Student success rate in 16-17 dropped to a low of 73% the department thinks because the one-year program was implemented. The one-year program is hard on the students, very demanding, long days, and the instructors have noticed that the students are not as productive as when the two year program was in session. All other years are satisfactory student success rates for the program.

Retention in 14-15 was 97%, in 15-16 98%, in 16-17 89% and retention in 17-18 remained consistent with 89% and in 18-19 went up to a 95% retention rate. Retention rate is important, this means that the students are sticking with the program and completing either certificates or their AA or transfer degree.

FTES- FTES for 14-15 were 65.64% while in 15-16 62.32%. FTES in 16-17 was 78.57%, in 17-18 went up to 87.77 and in 18-19 was 82.75. The program has struggled with FTES in the past however the student population is growing within the department. The future of culinary is strong and the service industry moving forward will remain strong. The LMI for culinary arts states that there will be an 11% increase between 2018 and 2023.

The department understands that the increase in the industry means more students will come to Valley College to gain skills within the industry to make more money than living

wage. The programs continue to increase in popularity partly due to the closing of the Art Institute and Le Cordon Bleu campuses, and because the industry needs have increased.

FTEF- In 14-15 FTEF were 375, in 15-16, there was a slight drop to 4.85, in 16-17 increased to 5.54, in 17-18 increased to 7.01 and in 18-19 FTEF were 8.71.

The culinary arts department hired 2 full time faculty utilizing Strong workforce funding. Before hiring the two full time faculty there was only one full time faculty running the program. When the baking program started a second full time faculty was imperative to run the baking program.

The food truck program was the second program that was started in order to increase classroom space in culinary. Due to the length of the lab classes a full-time position had to be hired. The alternative would have been to split the course up into several sections to fit adjunct loads. The department felt that by splitting up the courses the students would not have a cohesive education. FTEF justifies the three full time faculty and one adjunct faculty. If the department were to lose one of the full-time faculty either the baking or food truck programs would no longer exist. The baking program has 25-30 students enrolled each semester and the food truck has a maximum of 10 students due to the size of the truck. The food truck has been an asset to our campus and district. Students and faculty enjoy purchasing food from the food truck.

LMI information

Employment for the culinary arts occupational group is expected to **increase by 11% and have 5,249 annual job openings** over the next five years, between 2018 and 2023.

Employment for the culinary arts occupational group is expected to **increase by 11% and have 5,249 annual job openings** over the next five years, between 2018 and 2023.

The 50th percentile, median hourly wages for the culinary arts occupational group, except *cooks, restaurant*, are **above the MIT Living Wage estimate of \$14.75** for a two-adult household, both working, with one child living in the Inland Empire/Desert Region.

There were 141 credentials issued from regional community college training programs over the last three academic years. One private educational institution outside the community college system issued an annual average of 100 credentials over the previous three academic years. There is a potential supply of **241 qualified culinary arts** workers from regional training programs.



Culinary Arts LMI
COE oct-2019.pdf

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.

Within the culinary industry, to become a chef there are certification tests that must occur. The information taught in the culinary arts program supports not only the text information needed to take an online test, but the skills needed to pass a hands-on practical. Without the skills learned within the program the students would not advance within the industry. The college works with the American Culinary Federation in order to maintain quality standards so the students will be successful upon taking the hands-on practical and the online test. Each Chef that is employed at Valley College holds the title of Certified Chef and has gone through the required rigors in order to become certified and hold their rank. The chefs must be recertified every 5 years.

Every food handler must hold a food handlers' certificate or Serve Safe certificate. Each student must take the Serve Safe Class as a pre-requisite to entering the program. If the student does not achieve his or her ServSafe certificate, then the student must obtain a food handlers card in order to move into the kitchen and prepare and serve food. The food handlers' card is obtained after taking a test provided by the local health department.

The food service industry has many certified positions. Certification is held with the American Culinary Federation, (ACF). Students are eligible for certification from the ACF when they have completed their AA degree and culinary certificates. This certification allows the students to enter the industry as a certified culinarian. Certifications are determined by the education of the person trying to become certified, the work experience the person has, a written test and a hands-on practical test given by the ACF. Certification is the best way to enter the industry because you can enter at a level above the noncertified worker. Th certification also is known and accepted worldwide, which means that with your ACF certification a chef can work anywhere in the world and maintain the certification. The certifications are good for 5 years and must be renewed.

Not all chefs must be ACF certified to work in the industry as a chef. The difference is that an ACF certified chef will always remain at the level they are certified at while a noncertified chef will have to start from the bottom and work their way up if they change positions within the industry.

San Bernardino Valley College is not an ACF test sight. In order to become a test sight, the kitchen must be larger, with the equipment needed to test, and the culinary program would need to be a certified program through the ACF.

The program has tried to become certified in the past and has been rejected due to the size and layout of the kitchen and at the time the program only had one ACF certified chef. The program currently has 3 ACF certified chefs however 2 are categorically funded which does not allow for stability in the culinary program.

The reason the program is not certified with the ACF is because of the space, standardized recipes must be in binders, and more than one full time instructor must be in the program. While currently the department has more than one full time instructor that will not be true moving forward. The Strong Workforce Grant will end for the department in June which means the 2 full time faculty and two full time lab technicians will no longer be working in the culinary department. Unless the administration chooses to hire these people the Food Truck, Den and most caterings will cease to exist. The baking program could hopefully run by hiring adjuncts if the department chair can find qualified bakers to run the program. If the qualified adjunct cannot be found, then the baking program will end as well.

(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.

SLOs:

Culinary Arts regularly enters SLO assessment data into the SLO cloud. Students routinely have a greater than 90% success rate on SLOs. Classes where SLOs drop under 90% are concerning and evaluated for ways to improve student success.

CULART 010 Restaurant Service and Catering 1 is one such course. Student mastery of SLOs in FA 16 were 100%. In FA 17 Culinary Arts initiated accelerated courses. Student SLO success from FA 17-FA 19 steadily declined to 83%. A study of the SLO Reflections indicated that students were experiencing high stress and were unable to master necessary skills and complete projects. In FA19 the decision was made to end accelerated courses within the program. Culinary arts will review SLOs in 2020-2021 and 2021-2022 to ensure they return to normal levels.

CULART 225 Sanitation and Safety was also impacted by acceleration and have also moved back to full semester instruction.

A study CULART 012 Food Truck Restaurant and Catering Services reflection statements show the evolution of CULART 012 outcomes success from SP18 the first semester the Food Truck was used through SP 19. Student achievement of outcomes increased with the number of events students participated in and with an increase of lecture opportunities.

Course Summary Report CULART 012

Course SLOs

Note: Course SLO Summary Evaluation Form is available. #

	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Student will create a menu for a small restaurant; this skill will be demonstrated on a final exam.	35	34	97.14%
2	The student will demonstrate leadership skills throughout the semester.	36	35	97.22%
3	The student should understand the concept of inventory and have the ability to carry out inventory on a weekly basis.	36	35	97.22%
4	The student will demonstrate that he/she has the standard skill level to work in the industry throughout the semester.	36	35	97.22%

Poor success on SLOs in CULART 020 Catering and Banquets I in SP18 was quickly addressed by creating scenarios and implementing weekly challenges. As a result, outcomes increased in SP19. CULART 020 has been replaced by CULART 180. CULART 180 is a more comprehensive course than CULART 020 and encompasses the Food Truck and encompasses small business more than CULART 020.

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.

SLO Success All Courses FA16-SP19: **91%**

SLO Success FA16-SP19 Disaggregated by Semester

Semester	Fall	Spring
Success	90%	93%

SLO Success FA16-SP19 Disaggregated by Academic Year

Academic Year	2016-2017	2017-2018	2018-2019
Success	92	93	89

SLO Success FA16-SP19 Disaggregated by Lab Classes and Non-Lab Classes

Lab Only	93%
Lab/Lecture	94%
Lecture	87%

SLO Success FA16-SP19 Disaggregated by Course Level

Course Level	000's	100's	200's
Success	94%	94%	86%

SLO Success FA16-SP19 200's

Course	Success	Notes
CULARTS 201	100%	One Section FA 16
CULARTS 225	79%	
CULARTS 235	90%	One Section SP 17
CULARTS 240	85%	
CULARTS 250	87%	
CULARTS 275	91%	

The overall success rate SLOs for Culinary courses when they are disaggregated by semester or academic year area acceptable. There is not more than 4% difference in success. It is common for students to do better in the spring semester as they have had more time to practice culinary skills. The first semester students enter the program they are apprehensive, shy, and insecure because it's a new environment and they are

intimidated by the commercial kitchen. By their second semester they have gained the confidence needed to be successful within the program.

One of the courses CULART 225 Sanitation and Safety performed at lower a level than other 200 classes. The reason for this that the course is an entry level course however it transfers to 4-year universities. For transfer to the Cal Poly Pomona they require students to take CULART 225 before any entering into the kitchen. The program decided to have CULART 160 introduction to foods as the first hands-on course offered in the program therefore CULART 225 must be taken before entering the program. Students do not perform as well as they need to in this course. The department has changed instructors in this course a few time trying to find a faculty that can help the students be successful in the course.

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).

PLOs

CULART 225 is mapped to several PLOs

- Recall the seven areas of a HACCP plan.
- Recall on a written exam how to derive the "break-even point" of a restaurant.
- Recall on a written exam the various food borne illnesses and what causes the bacteria that fosters the illnesses.
- Recite on a final exam how they will store food products for maximum quality.

This PLO was under performed compared to other PLOs.

With all 200 level and lecture course, and 225 in particular, the department will try and implementing some of the strategies that have proven successful in other courses; increase opportunities for hands on experiences, use of scenarios, and weekly challenges.

PLOs for Culinary Arts AA degree, Culinary Arts Certificate, Food Service Preparation and Food Service Worker (PLO map attached) with two exceptions all exceed 80%. PLOs between 80%-89% are mapped back to the course discussed in the SLO and disaggregation section above.

PLOs for the Baking AA degree, Baking Certificate, and Baking Business Certificate have not been evaluated. These degrees are new and only one full year of data is available. The department will continue to assess PLOs for the baking program to gather longitudinal data and evaluate the PLOs on our next cycle.

PLOs for all baking certificates and degrees were reviewed for relevance. Two PLOs were added to the AA degree and business certificate to capture the management aspects of the programs. Two PLOs

were deleted from the business certificate as they didn't fully reflect the program content. All Baking PLOs were remapped (baking map attached). PLOs will be formally changed through the curriculum content review process.

Baking Certificate #1	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Establish and maintain safety and sanitation procedures	CULA RT-225	CUL ART -101	
Baking Certificate #2	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Prepare standardized recipes using a variety of cooking, baking and pastry techniques, as well as appropriate equipment and tools	CULA RT-044	CUL ART -043	
Baking Certificate #3	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Produce various baked goods and a variety of international and classic pastries and deserts using basic as well as advanced techniques which meet industry standards	CULA RT-040	CUL ART -044	CUL ART-041
Baking Certificate #4	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards	CULA RT-043	CUL ART -205	CUL ART-042
Baking Certificate #5	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	CULA RT-240	CUL ART -275	
Baking Certificate #6	Applied Technology, Transportation and Culinary Arts	Baking Certificate	Describe industry best practices for small business management	CULA RT-201	CUL ART -275	CUL ART-180
Baking Business Certificate #1	Applied Technology, Transportation and Culinary Arts	Baking Business Certificate	Establish and maintain safety and sanitation procedures	CULA RT-225	CUL ART -101	
Baking Business Certificate #2	Applied Technology, Transportation and Culinary Arts	Baking Business Certificate	Prepare standardized recipes using a variety of cooking, baking and pastry techniques, as well as appropriate equipment and tools	CULA RT-044	CUL ART -041	CUL ART-40
Baking Business Certificate #3	Applied Technology, Transportation and Culinary Arts	Baking Business Certificate	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	CULA RT-240	CUL ART -275	
Baking Business Certificate #4	Applied Technology, Transportation and Culinary Arts	Baking Business Certificate	Describe industry best practices for small business management	CULA RT-275	CUL ART -180	

Baking AA Degree#1	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Establish and maintain safety and sanitation procedures	CULA RT-225	CUL ART -101	
Baking AA Degree#2	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Prepare standardized recipes using a variety of cooking, baking and pastry techniques, as well as appropriate equipment and tools	CULA RT-044	CUL ART -043	
Baking AA Degree#3	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Produce various baked goods and a variety of international and classic pastries and deserts using basic as well as advanced techniques which meet industry standards	CULA RT-040	CUL ART -044	CUL ART-041
Baking AA Degree#4	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Design, produce, assemble and decorate display and wedding cakes using various finishing methods which meet industry quality standards	CULA RT-043	CUL ART -205	CUL ART-042
Baking AA Degree#5	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	CULA RT-240	CUL ART -275	
Baking AA Degree#6	Applied Technology, Transportation and Culinary Arts	Baking AA Degree	Describe industry best practices for small business management	CULA RT-201	CUL ART -275	CUL ART-180
Culinary Arts AA Degree#1	Applied Technology, Transportation and Culinary Arts		Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	CULART-010	CULART-011	CULART-012
Culinary Arts AA Degree#2	Applied Technology, Transportation and Culinary Arts		Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	CULART-020	CULART-235	CULART-240
Culinary Arts AA Degree#3	Applied Technology, Transportation and Culinary Arts		Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	CULART-235	CULART-275	
Culinary Arts AA Degree#4	Applied Technology, Transportation and Culinary Arts		Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	CULART-201		

Culinary Arts AA Degree#5 Arts AA Degree CULART-275	Applied Technology, Transportation and Culinary Arts Recall on a written exam how to derive the 'Break-even Point' of a restaurant	Culinary
Culinary Arts AA Degree#6 Arts AA Degree 240	Applied Technology, Transportation and Culinary Arts Define and recall on a written exam the purchasing function	Culinary CULART-
Culinary Arts AA Degree#7 Arts AA Degree CULART-012 CULART-230 BUSAD-100	Applied Technology, Transportation and Culinary Arts Recall the seven areas of an HACCP plan	Culinary CULART-235 CULART-011
Culinary Arts AA Degree#8 Arts AA Degree 160 CULART-161 CULART-201 CULART-225 CULART-240 CULART-250 CULART-275	Applied Technology, Transportation and Culinary Arts Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts or a related major	Culinary CULART-101 CULART-
Culinary Arts Certificate#1 Arts Certificate knife cuts CULART-010 CULART-011 CULART-012	Applied Technology, Transportation and Culinary Arts Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	Culinary
Culinary Arts Certificate#2 Arts Certificate part of the final in this course CULART-275	Applied Technology, Transportation and Culinary Arts Demonstrate how to calculate food costs as it applies to menus by pricing a menu as	Culinary
Culinary Arts Certificate#3 Arts Certificate 275	Applied Technology, Transportation and Culinary Arts Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	Culinary
Culinary Arts Certificate#4 Arts Certificate industry encounters on a final exam CULART-240 CULART-275	Applied Technology, Transportation and Culinary Arts Demonstrate to the instructor by recalling the top five problems that the restaurant	Culinary
Culinary Arts Certificate#5 Arts Certificate CULART-275	Applied Technology, Transportation and Culinary Arts Recall on a written exam how to derive the 'Break-even Point' of a restaurant	Culinary
Culinary Arts Certificate#6 Arts Certificate CULART-240	Applied Technology, Transportation and Culinary Arts Define and recall on a written exam the purchasing function	Culinary
Culinary Arts Certificate#7 Arts Certificate 012 CULART-225	Applied Technology, Transportation and Culinary Arts Recall the seven areas of a HACCP plan	Culinary CULART-010 CULART-011 CULART-

Food Preparation Certificate#1 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Demonstrate how to properly follow a recipe by preparing a recipe of their choice for the restaurant at least once during the semester	Food CULART-010 CULART-011 CULART-012 CULART-020 CULART-040 CULART-041 CULART-160
Food Preparation Certificate#2 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recall the seven areas of a HACCP plan	Food CULART-225
Food Preparation Certificate#3 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recite on a final exam how they will store products for maximum quality	Food CULART-225
Food Preparation Certificate#4 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recite for the instructor on the final exam how the food service industry was started by writing a brief essay on the history of food service	Food CULART-101
Food Preparation Certificate#5 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recite the principles of scientific reasoning why the combination method of cooking works on a final exam	Food CULART-161
Food Preparation Certificate#6 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recite the proper techniques used for preparing, ordering and receiving a large quantity of food for a given number of people on a final exam	Food CULART-240
Food Preparation Certificate#7 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Have the knowledge and understanding of how to conduct business and make a profit on each catering and or banquet	Food CULART-020
Food Preparation Certificate#8 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Demonstrate how to decorate a cake using basic cake decorating skills	Food CULART-041
Food Preparation Certificate#9 Preparation Certificate	Applied Technology, Transportation and Culinary Arts Recall on an exam how to write a catering contract	Food CULART-040
Food Service Certificate#1 Service Certificate	Applied Technology, Transportation and Culinary Arts Identify on an exam the people who influenced the restaurant business the most throughout history and how	Food CULART-101
Food Service Certificate#2 Service Certificate	Applied Technology, Transportation and Culinary Arts Recall on the final exam the names of the equipment that is used in a commercial kitchen	Food CULART-160

Food Service Certificate#3 Service Certificate CULART-161	Applied Technology, Transportation and Culinary Arts Define the cooking terminology on weekly quizzes as well as on the final exam CULART-161	Food
Food Service Certificate#4 Service Certificate	Applied Technology, Transportation and Culinary Arts Demonstrate to the instructor that he or she thoroughly understands what it takes to open a restaurant by completing a feasibility study and designing a restaurant along with costs on paper and presenting the final project to the entire class as a class project and part of the final for the course CULART-275	Food
Food Service Certificate#5 Service Certificate CULART-225	Applied Technology, Transportation and Culinary Arts Recall on a written exam how to derive the 'Break-even Point' of a restaurant CULART-225	Food
Food Service Certificate#6 Service Certificate	Applied Technology, Transportation and Culinary Arts Recall the seven areas of a HACCP plan CULRT-275	Food
Food Service Certificate#7 Service Certificate 240	Applied Technology, Transportation and Culinary Arts Define and recall on a written exam the purchasing function CULART-240	Food

Program Learning Outcome Summary Report Culinary Arts Degree

Year
2018 - 2019
Period
Last 3 Years
Program
Culinary Arts AA Degree
Tools

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form is available..](#)

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
# 1	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	456	439	96.27%
2	Demonstrate how to calculate food costs as it applies to	594	525	88.38%

3	menus by pricing a menu as part of the final in this course Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	207	189	91.30%
4	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	40	40	100.00%
5	Recall on a written exam how to derive the 'Break-even Point' of a restaurant	141	129	91.49%
6	Define and recall on a written exam the purchasing function	183	156	85.25%
7	Recall the seven areas of an HACCP plan	2847	2347	82.44%

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 culinary program communicates its services through campus email, the SBVC website, and outreach events.

The culinary program reached out to the community and has been giving tours to local high school students interested in culinary arts and baking. The department chair has been contacting local high schools and setting up tours for the students to become familiar with the culinary program and hopefully choose to complete their certificate or AA here at Valley College. The department has done 8 tours so far this semester and has two more scheduled by April. The student tours are very productive in that the students are very excited to see what the culinary program can do for them. The student tours also have lunch so the potential students can taste the food that is being prepared by the students currently in the program. Each student on the tour get a tri-fold brochure with facts about the culinary and baking programs, such as courses offered and potential earnings upon completion of the program.

The program has a brochure that was created by the marketing department for the culinary department. The brochure states all achievements, classes, certificates and degrees for the program.



Culinary_Brochure_
REV2 (1).pdf

Communication to the college:

The department chair sends a daily email to the college that explains the menu for the day being served in the Sunroom, Den and Food Truck. The services of the culinary department are as follows; The food truck is out on campus twice a week usually Wednesday's and Thursday's. The Den is open Monday through Thursday's and the Sunroom is open Tuesday through Thursday's. The department chair notifies the campus of the hours for the semester and sends out updated menu's accordingly.

The Food Truck is a moving billboard for the culinary arts department and the campus. The design was created by the graphic arts students at SVBC, the designs were sent to all students so they could choose their favorite design. The department wrapped the truck in the design the student body chose.

The culinary department services food for many of the events held on campus throughout the year. The students create diverse food choices for each event.

Often the culinary department is confused with the cafeteria on campus. The culinary arts department is not associated with the cafeteria in any way. The two are separate entities although we share one kitchen. The culinary department runs culinary classes which include the Den, Food Truck, Sunroom and Caterings, while the cafeteria runs the campus cafeteria and some of the caterings on campus.

The achievements of the program:

The culinary program takes part in SkillsUSA, each time the culinary department participates the students are awarded the Gold, Silver and Bronze medals for regional and at the state level our culinary students have placed silver and bronze.

The department chair helps students that want a job in the industry get a job. The program gets requests for students to fill vacancies within the culinary field daily. The department is well known throughout the Inland Empire and Orange County.

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 Culinary Arts program's food truck is on campus for special events such as Winter Fest, Foodie Fest, services lunch on campus two to three times a week. The truck is very visible on campus, it's a rolling billboard of our program. The truck also goes to the district offices once a month which allows everyone passing the truck to see the call signs on the truck. The call signs allow people to follow the truck regularly.

The culinary program caters events on campus as well such as the Presidents Holiday Tea, The Chancellors Holiday Party (at district office), the Counselors event that hosts high school counselors from San Bernardino Unified and City Schools, Winter Fest, Foodie Fest, Board Study Sessions and Board Meetings, Advisory Committee Meetings, Student Film Festival, Spotlight, Donors Reception, Valley Bound, Presidents Circle, VPI meetings, CTA meetings, and Foundation events. The culinary program does approximately 80-100 caterings per fiscal year. All of our events are interdivisional caterings with the exception of some advisory meetings.

The program enhances the culture and climate of the college by creating a variety of foods for each event. Our customers order a variety of foods depending on their needs for their events. The department has catered Mexican, Italian, Greek, Mediterranean, African, and Asian foods for caterings across campus.

The hospitality industry is a very different culture compared to most disciplines. Within the hospitality industry there is a hierarchy much like the military. Students learn to have discipline, creativity, and certain skill sets needed to survive in the food service industry.

Describe one or more external/internal partnerships.

External Partnerships-

- The American Culinary Federation
- Sysco Foods
- Disneyland
- Universal Studios
- The 66ers
- The National Restaurant Association
- Starbucks or Nestle Corporation
- The San Bernardino County Health Department
- SKILLSUSA
- San Manuel
- Highland Care Center in Redlands
- Morongo

Internal partnerships-

- San Bernardino Valley College- various employees from various departments come and eat at the Sunroom, Food Truck and or Den and support the program.
- Deiseal program
- The library
- Guided Pathways
- RTVF program
- Marketing department
- Foundation
- Counseling department
- Outreach department

The external partnerships such as Disney, Universal Studios, and the 66ers, employ the students from the culinary program that have either graduated with their AA or certificates. The program has many companies that hire our students. Cracker Barrel, Bakers, Retirement Homes in the area, Starbucks, Morongo, San Manuel, and many others. When the students are ready to work, there is no shortage of positions within the industry. Most of these companies have been willing to come and speak to our students face to face in order to gain their confidence.

Internal partnerships are a big help to the program because many departments have catering needs and culinary can accommodate those needs while giving the students the experience, they need to build their skill level.

The Sunroom, Food Truck and the Den is another way the campus supports the culinary students. Faculty, staff and students are able to eat and purchase hand crafted coffees from the Den coffee shop and have lunch in the Sunroom. Not only does this help the

culinary program to be self-sustaining but again the students are able to gain skill for positions they might hold in the industry.

The RTVF program is a great partner in that we cater the film festival giving both of our department's public exposure. We are catering the film festival this year, Friday night serving appetizers and desserts and Saturday serving lunch off the food truck to 300 people. Again, all monies made from the caterings, Sunroom, Food Truck and The Den come back to the program allowing the department to run the following year.

The department works continuously to build partnerships with outside businesses, Hotels and Casino's and other food service opportunities for our students.

The advisory committee for the department is quite large however it is difficult getting representatives from the local businesses and corporations to attend the meetings because they have responsibility to their businesses. Last year the department chair visited each business and had mini meetings with each advisory committee participant in order to get our advisory meeting needs approved.

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

The department works diligently to make new contacts and partnerships within San Bernardino County for our students so the department can help them gain employment upon completion of the program. The current partnerships remain strong through outreach by the department. Businesses contact the department chair frequently in order to fill job openings in their restaurants. The program proudly sends students to work all over Riverside, San Bernardino and Orange counties.

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
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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.
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Professional Development:

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

The faculty and staff in the culinary department often attend Food Shows in order to stay on the cutting edge of technology and new food items being release within the industry.

Faculty attend American Culinary Federation meetings that take place monthly in order to network with fellow industry workers. In each meeting there is a mini seminar regarding professional development in one or more areas, it might be on products, equipment, staffing, or new businesses that are opening that may need assistance.

Other ways the department maintains currency in the field is to attend CTE conferences hosted by the state of California. These CTE conferences talk about new courses for various disciplines, state regulations, and breakout sessions with various topics regarding CTE.

The department purchased new ovens last year for the kitchen, the company we purchased the ovens from came to the college and gave the faculty and staff an 8-hour training on how to use the ovens.

Faculty and staff read Chow Hound blog and food magazines such as chefs illustrated, clean eating, Bon Appetite, Savior, to keep up with trends in the food service industry.

The faculty and staff also tour our vendor facilities to make sure they are clean and sanitary. We have also taken our students to the Sysco warehouse for a tour. The students were able to learn how our food orders are filled and delivered. They can see the technology used in filling orders for each restaurant, hotel or casino. Each time we take the students to visit one of our vendors they come back with the knowledge what it takes to feed customers. The company chefs also speak to the students and tell them stories of when they were in the industry and how they became chefs, which is always exciting for the students to hear.

Our students get excited when we can come back from conference and teach them something we learned; it makes them excited to be in the classroom and excited we are teaching them cutting edge information.

The students can use the information learned from their field trips or from faculty conferences on their projects assigned in Purchasing and Supervisory Management classes. The information gives the students more of an understanding of the industry.

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

All faculty in the culinary department are members of the American Culinary Federation (ACF). This national organization meets all professional development parameters in that we each attend the monthly meetings set by our local ACF organization. Each meeting consists of networking with fellow chefs and business owners, a mini seminar on new foods, technology, new vendors in the area and what they offer, or how to prepare a variety of foods usually demonstrated by a Master Chef. The American Culinary Federation is the only certifying body for the food service/ hospitality industry. There are many levels of certifications for various types of chefs within the industry. All chefs must have completed their AA degree to become certified at the lowest level. The higher the education and experience the higher the certification, along with testing of knowledge and a hands-on practical. The ACF meets the professional development parameters.

The pastry chef in the department volunteers as a judge for the ACF hands-on practical. This also meets the parameters of professional development.

Other professional development is through the college such as CTE conferences or academic senate conferences which also meet the parameters of SBVC's professional development.

The department chair is a member of SKILLSUSA. This organization is primarily comprised of high school students however junior college students are welcome. This organization holds competitions at the regional, state and national levels. The students from SBVC have competed in these contests for the past 20 years and have consistently placed at each level of the competition. This meets the professional development parameters because the faculty spends countless hours training and working with students after normal work hours in order for the students to become confident and skilled to compete. Faculty travel to the various competitions mentoring the students

during the competitions. The local competition is only one day however the state competition is over a four-day period. The national competition is held in Kentucky for one week. This is a great opportunity for faculty and students to work together and teach skills that may not be taught in depth in class.

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 faculty and staff in the culinary department often attend Food Shows in order to stay on the cutting edge of technology and new food items being release within the industry.

Faculty attend American Culinary Federation meetings that take place monthly in order to network with fellow industry workers. In each meeting there is a mini seminar regarding professional development in one or more areas, it might be on products, equipment, staffing, or new businesses that are opening that may need assistance.

Other ways the department maintains currency in the field is to attend CTE conferences hosted by the state of California. These CTE conferences talk about new courses for various disciplines, state regulations, and breakout sessions with various topics regarding CTE.

The department purchased new ovens last year for the kitchen, the company we purchased the ovens from came to the college and gave the faculty and staff an 8-hour training on how to use the ovens.

Faculty and staff read Chow Hound blog and food magazines such as chefs illustrated, clean eating, Bon Appetite, Savior, to keep up with trends in the food service industry.

April 8th the culinary staff and faculty are attending a food show at Sysco Riverside in order to see new and or improved food items. We also get ideas for new menu items. The students learn to make each item and serve the dishes in the Sunroom or on the Food Truck.

Professional development has impacted the program in that the faculty attend conferences or food shows and gain pertinent information they can bring back to the classroom to enhance their teaching methods. The knowledge that faculty and staff gain from food shows can be seen when dining in the Sunroom student run lab or from the food truck. The food items or ideas are brought back and taught directly to the students.

The professional development has allowed our program to grow because instead of faculty becoming complacent the faculty are excited and stay energized from learning new information with each conference or seminar attended. The enthusiasm rubs off on current students and future students. When high school students come to our program and tour the faculty are excited about the program and create an excitement in the students that want to become students in the program. This leaves the students eager to attend the program and Valley College.

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 <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> 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 <u>does not provide</u> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current to the	In addition to the meets criteria, the program <u>discusses plans</u> to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

	<u>recommendation no higher than Conditional.</u>	mission of the program. Appropriate courses <u>have been articulated</u> or transfer with UC/CSU, or <u>plans are in place</u> to articulate appropriate courses.	
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.	The program <u>incorporates</u> 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 mission statement for the culinary arts program; At San Bernardino Valley College we pride ourselves on providing quality education and services that support a diverse community of learners. As part of San Bernardino Valley College, we will continue the practice of providing excellent service to our guests while expanding our knowledge in Culinary Arts.

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

Both mission statements speak to quality education, and services to a diverse community of learners.

While the culinary arts mission statement does not mention certificates, degrees or transfer it is the departments goals to make sure each student completes either their certificates or degree. There are some students that transfer but most of our students earn their certificates and fill one of the vacancies within the industry.

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.

FTES in the culinary program in 14-15 was 65.64 percent, in 15-16 the program FTES was 62.32 and in 16-17 the FTES percentage was 78.57, in 17-18, the FTES percentage was 87.77 and in 18-19 dropped to 82.75. In 14-15 the department chair became sick and had to miss one month of work. The Dean of the division at the time basically closed the culinary program down, she tried to get substitutes, but the subs would not show up, and many students dropped out because they had no instructor. This took place in the fall semester towards December. This would explain why the FTES are low at that point. In 15-16 the program was still in recovery mode trying to get students into the program. 16-17 the FTES went up to 78.57 which was back to growth mode. In 17-18 the program went to a one-year program and the Art Institute in San Bernardino closed its doors. The culinary program saw an influx of students from the Art Institute come to SBVC culinary to complete their education which helped improve the program FTES. In 18-19 we had a drop in FTES to 82.75, the baking and culinary programs were low enrolled. The department believes this occurred because there are over 18,000 job openings in food service in the region and most everyone that should have been in college just became employed.

The success rate for the program has always been strong. In 14-15 the success rate was 85%, in 15-16 the success rate of the students was 92% and in 16-17, it dipped to 73% but went up to 83% the following year. In 18-19 success rate was up slightly to 81%.

The retention rate in the program in 14-15 was 97%, in 15-16 the rate was 98% in 16-17 when the department decided to make the program a one-year program the retention rate was 89%, and in 17-18 also 89%, in 18-19 retention was 95%.

Duplicate enrollment for culinary arts in 14-15 was 344, in 15-16 287 and in 16-17, 384 and in 17-18, 360 and finally in 18-19, 373. The duplicate enrollment should be more consistent within the program because it is recommended that the students take only culinary classes

during the one-year. After the one-year program is complete they may take other courses to complete their AA degree.

FTEF in the department has grown the past two years. The department added the Food Truck and Baking program utilizing Strong Workforce Grant funding. The department was able to hire 2 full time temporary faculty in 18-19. The grant runs out of funds this June and the department will most likely be back to one full time faculty after June. In 14-15 FTEF was 5.25, in 15-16 FTEF was 4.85, in 16-17 FTEF was 5.54, in 17-18, 7.01 and in 18-19, 8.71.

WSCH per FTEF in 14-15 was 375 in 15-16, 385, 16-17 425, 17-18, 376 and in 18-19 285. The department chair is not sure why in 18-19 the WSCH dropped because the department added two more faculty.

The number of sections offered in the department in 14-15, 20 were offered, in 15-16, 18 were offered, in 16-17, 21 were offered, in 17-18 25 were offered and in 18-19 27 sections were offered. The reason more sections are being offered is because the baking program was added two years ago. Because of lab space issues the department chair had to split up the lecture to two sections, one for baking and one for culinary. The baking lecture takes place in the mornings while culinary is using the lab space and culinary lectures are taking place in the late afternoon, early evening while baking students are in the lab. This was the only way the schedule would work for the students.

The department currently does not offer online courses. The department is working on curriculum in order to offer the lecture courses online. These will hopefully be in the catalog by 2021.

The department degrees and certificates awarded should be more robust numbers. The department chair has noticed that the students complete their education and go out and get a job. Instead of applying for their certificate at the time they complete the program they wait approximately a year and then come back and have the chair help them apply for their certificates and or degree. The chair is unsure why this happens, but it seems to be a trend within the department. The chair is working on a solution in that each student that completes the full program in the one-year time frame must complete the certificate application before they leave the program. Hopefully this will enable the departments certificate numbers to increase.

Degrees are low within the department, many of the students that come through the program are here to train or gain skills in order to work in the industry. Most students that complete the program go straight to the industry and work. The students that are interested in transferring is a small number.

The culinary students are required to take Sanitation and Safety before they enter the program. This course gives the students the knowledge how to receive food, store food safely,

prepare food and finally serve food. The course is designed by the National Restaurant Association. The final is a proctored final and is turned into the National Restaurant Association (NRA) and graded. If the student passes the final, they receive a ServeSafe certificate from the NRA which is good for 5 years. If the student does not pass the final, they must take another test from the local Health Department and pass or they cannot enter the program. The students that pass their ServeSafe exam can get a position in the industry faster than one that does not. The law says one person per shift working in a restaurant must have a ServeSafe certificate. All students must have at least a Food Handlers Card to work in a kitchen that serves the public.

The program could service more than twice the students if the program had a large enough kitchen. The department could run baking course and culinary courses during the day and evening allowing more students to participate in the program. Culinary Arts has been excluded from the expansion of the Technical division and not placed in the new building which restricts growth for the department.

The culinary department must follow local governance when handling food and serving food to the public. Safety is our number one concern. The lab courses are full, and faculty need lab technicians to assist classes as well as watch for student safety. Without the lab technicians' classes would have to be limited to 20 students so the faculty would be able to assist each student.

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 curriculum for the culinary department is current and relevant. CULART 235, and CULART 299 have been to curriculum for deletion. These two courses are no longer offered.

CURRICUNET REPORT:

Applied Technology, Transportation & Culinary Arts			
Culinary Arts			
Course	Status	Last Content Review	Next Review Date
CULART 010 Restaurant Service and Catering I	Active	11/25/2019	11/25/2025
CULART 011 Restaurant Service and Catering II	Active	11/25/2019	11/25/2025
CULART 012 Food Truck Restaurant and Catering Services	Active	04/29/2019	04/29/2025
CULART 040 Introduction to Baking	Active	11/25/2019	11/25/2025
CULART 041 Desserts and Pastries	Active	11/25/2019	11/25/2025
CULART 042 Cake Decorating	Active	11/25/2019	11/25/2025
CULART 043 Advanced Desserts and Pastry/Chocolate/Sugar	Active	11/25/2019	11/25/2025
CULART 044 Introduction to Baking Skills, Ingredients, and Technology	Active	11/25/2019	11/25/2025
CULART 050 Healthy Cooking and Special Diets	Active	04/16/2018	04/16/2024
CULART 098 Culinary Arts Work Experience	Active	09/24/2018	09/24/2024
CULART 101 Introduction to Hospitality and Customer Service	Active	11/21/2016	11/21/2022
CULART 160 Introduction to Foods	Active	11/25/2019	11/25/2025
CULART 161 Quantity Food Preparation	Active	11/25/2019	11/25/2025
CULART 180 Small Business and Catering Management	Active	03/19/2018	03/19/2024
CULART 201 Management of Human Resources in Hospitality	Active	11/25/2019	11/25/2025
CULART 205 Principles of Design and Presentation	Active	11/25/2019	11/25/2025
CULART 225 Sanitation and Safety	Active	04/29/2019	04/29/2025
CULART 235 Menu Planning Principles	Active	12/08/2015	12/08/2021
CULART 240 Procurement, Purchasing and Selection	Active	12/08/2015	12/08/2021

CULART 250 Food, Wine and Beverage Service Concepts	Active	12/08/2015	12/08/2021
CULART 275 Food, Beverage and Labor Cost Control	Active	04/29/2019	04/29/2025
CULART 280 Principles of Food and Beverage Management	Active	11/21/2016	11/21/2022
CULART 299 A-Z Special Topics in Restaurant	Active	03/20/2017	03/20/2023

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
CULART 180	CULART 180	CULART 180

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

This course will not transfer as it is a combination lecture lab course. The department chair is working with curriculum in order to change the number to this course. The new number will be 080.

All culinary courses are articulated with Cal Poly Pomona, Long Beach, and San Jose colleges. The department is working on articulation agreements with UNLV.

The program is also articulated with area high schools.

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.

The department chair has reviewed the current and new catalog and all information is current and complete. The department chair met with KayDee to make sure all changes in curriculum were reflected in the catalog.

The culinary website is also up to date and current.

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).

Courses no longer offered are CULART 235 Menu Planning and CULART A-Z Special Topics in Restaurant. These courses have already gone to curriculum for deletion. The courses the department is no longer offering will not be listed in the next catalog.

All other courses listed are offered each fiscal year.

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.

The culinary chair works continuously to keep culinary arts curriculum up to date and current. The chair is creating curriculum for a new Hospitality transfer degree that will be available to students in fall 202.

The culinary arts department discusses plans for the department in each department meeting. The largest hurdle the department has is making sure all areas of the program are creating

product that generates income to sustain the program. In order to do that the department needs 2 additional full-time faculty. The current faculty in the program were hired utilizing Strong Work Force funding which will end in June this fiscal year. If the department cannot get further funding for labor, then it will revert back to the one full-time permanent faculty and one full-time permanent lab technician to run all areas of the department. This task is impossible because of the added components to the program, baking courses and the food truck courses. Choices will have to be made soon in order to re-design the program for fall semester and hire adjunct faculty. The Food Truck and The Den would be the most difficulty areas to find staffing for. The Food Truck curriculum will be in the catalog in the fall 2020 and it would take several adjuncts to run just the food truck. With several adjuncts running one course this would mean inconsistencies and poor communication causing the students education to become fragmented and inconsistent. All Chefs have different recipes and techniques they use to prepare food. If we had more than one chef teaching on the Food truck it would be very confusing for the students. A full-time faculty in this area is necessary. The baking program would hopefully run smoothly if qualified adjuncts can be found to teach the courses, if not the program will end.

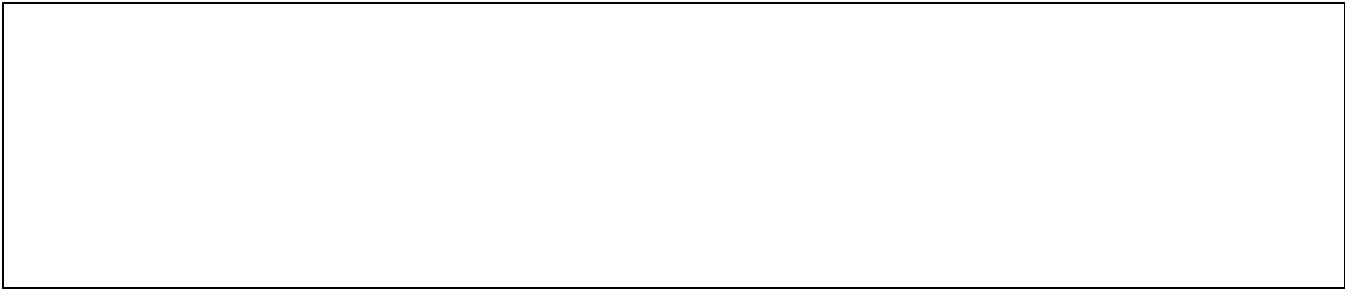
Marketing for the culinary program is weak at best. I am sure this is the same for the entire college. There were some Strong Workforce funds set aside for marketing however the departments have not been able to access the funding to start marketing campaigns. This goal was set by the faculty in the department in order to keep the students in the area aware that there is a culinary program at the college. It seems to be the best kept secret for over 50 years.

There are over 18000 jobs available in the Food Service/ Hospitality industry in the Inland Empire Region. By marketing the program, hiring full-time staff and faculty, creating online courses, and increasing space for the program, the program can grow in order to fill these vacancies. The culinary arts department is training and educating students to become successful and give back to their community, if we don't have the tools to do our jobs properly then the students are not as prepared as they should be to enter the workforce. The Service industry is trending and will continue to trend moving forward. Technology will replace some of the jobs within the industry because we cannot fill the positions fast enough. Technology is more accurate, on time and doesn't talk back to the employer but it is not creative or flawless, when technology goes down businesses close and lose money. People will always be needed in the food service industry to do what technology cannot do. 3D printers were trending in food service, this trend has slowed because people are still needed to prepare the pureed food that goes into the bags so the machine can plate the food ordered. This technology did not save money for the business owners and they must pay for skilled staff to watch and fill the printers. This program is necessary and viable.

The strengths in the program are, the program has been in existence for over 50 years on campus and has sustained using general funds for labor only. The program is consistent in

turning out students that are prepared to work in the industry. 85% of the students that come to the program have jobs in the industry after they complete their certificate. The department chair assists the students in job placement. The program provides services to the college such as a working restaurant, food truck, The Den that offers Starbucks and products the baking program produces and caterings for events on campus. This program has been an influence on campus for over 50 years. The program has been awarded over a million dollars in grant funding over the past 5 years. The money was spent improving the program, hiring two full-time temporary faculty and lab technicians and the program has increased enrollment because the program is stronger and more visible on campus and in the region because of the grant funding. We have the only baking program in the Inland Empire. RCC refers all students interested in baking to SBVC. The Art Institute closed their doors last year, the counselors at the Art Institute referred students to SBVC for baking and culinary. Outreach is working with the department chair to make sure students interested in culinary arts are touring the department. The current momentum in the department will stop and enrollment will decrease if the Food Truck, The Den and the Baking program are no longer available. Baking is a huge trend within the industry. For a time, all restaurants were purchasing baked goods now the trend is to prepare fresh baked goods in each establishment.

There are many trends within the food service industry the replacement of beef is something new the past year. The culinary program is teaching students how to prepare Vegan and Vegetarian dishes as well as beef replacements, different types of proteins. The beef and seafood industry are struggling and will continue to struggle due to inflation, compromised product and shortages in production. Students are being taught to think outside the norm and create dishes that can be sustainable. The department would like to offer Gastronomy courses in the future to allow the students to see cooking methods not widely used within the industry but in order to offer courses on the topic more space is needed. The lack of space is impacting the students learning. The faculty must teach cooking techniques that can be done on equipment in the current space. If the program had a baking kitchen, a culinary kitchen and space for the Den, the program would grow exponentially. The department has requested full time faculty and larger classroom lab space on needs assessments over the past 20 years. The program has not been growing because students come into the program either on a tour or for class and see the limited space. Students if serious about the industry tour many colleges before deciding where to attend classes, all other programs in the area RCC, Chaffy and the Art Institute when they were open, have new culinary lab space that has more than one kitchen in order to teach multiply classes at once allowing for growth, while the culinary department at Valley College remains postured to be stagnant in growth. The department added the Food Truck in order to extend lab space for the program, and the space is used daily, however that space only holds an additional 8-10 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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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

Classroom spaces are not large enough for lecture, often the division must find a larger classroom for instructors which displaces and confuses students. Last semester culinary lecture courses had to be moved twice because the spaces available had classes scheduled that

overlapped each other. The students lost hours of class time because of the problem. Lab space within the program is very limited. The instructor accepts all students to the class however students drop for space reasons. The department chair has met with students complaining about space and safety within the lab classrooms. The floors in the lab commercial kitchen need to be replaced, some of the equipment needs to be replaced, the department has replaced all but two pieces of equipment in the lab space with the exception of the grill, broiler, slicer, and one range. All equipment that has been replaced has been replaced using grant funding. Currently the department does not have any grant funding to use to replace the above equipment or the flooring. The department is not sure why the replacement of equipment in a classroom is their responsibility, but the college will not replace, or repair equipment used by the students.

The hood system throughout the entire kitchen needs to be replaced. The department chair has been complaining to administration about the inadequacy of the hoods for 24 years. Because the hoods do not do their job the students complain about their eyes burning, throats hurting and headaches daily. The maintenance team does their best to keep the hoods working as best as they can but the motor in the hoods are too small for the job needed and need to be replaced with the proper size motors.

Storage space in the lab classroom is inadequate. Because the department runs 4 businesses to be mostly self-sustaining equipment is needed for the classroom. All storage spaces in the lab classroom are maxed out and stacked to the point of being out of compliance for the local governance codes. More storage space is needed for the program.

The program has not developed a plan to obtain additional facilities for growth at this point. The department had a plan to obtain additional facility space in the new Technical building however was told NO by the administration, the culinary department will not have any space in the new building.

The current lab space is shared with the cafeteria which makes it even more difficult to prepare food for events and the menu.

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 department needs larger lab and classroom space. The space needed to teach culinary courses adequately would be several kitchens designed to comfortably hold groups of 20 -25 students, classroom space that comfortably holds 40 -45 students.

A space for demonstration cooking, stadium seating would be ideal. Plenty of storage space for tables, chairs, and equipment. The department needs technology that allows students to see what is being demonstrated by the instructor. The current space does not allow for demonstrations. Students pile up and around but lose interest because they cannot see or hear the instructor. Equipment needed cameras, television screens and computers.

Maintenance for most of the equipment in the kitchen is done using department funding. The maintenance team on campus assists with some of the equipment if it breaks down but most equipment repairs are handled through outside companies.

The department has a vision of an all glass space so people can see into the food preparation areas, a separate kitchen for baking and culinary. A demo kitchen in the back of the kitchens. Office space for all faculty. Ample storage space and enough seating for 500 people in order to service the campus. The department would also like the space to have a front desk area and two guest rooms for the new hospitality program that will be in the catalog 2021.

This space would be sustained by the department, custodial would be needed and some preventive maintenance scheduled by our maintenance team.

The student impact would be tremendous. The space would accommodate several courses at once allowing the students to see how an actual hotel business is run. The space would have a working bakery, restaurant, mini hotel with room service. All culinary/ hospitality classes would be in this space.

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.

The department was given does not meets in three areas, demographics because the department gave explanations of all variances in demographics instead of explaining just the large variables in demographics in the program compared to the college demographics. I will add a chart and explain the differences.

Demographics – 2016-17 to 2018-19 Academic Years	
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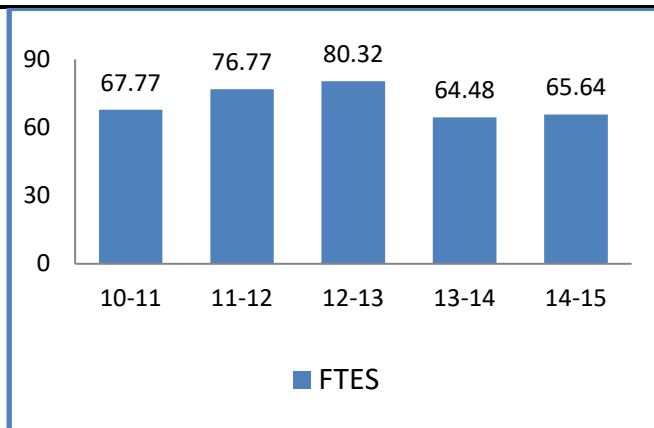
Demographic Measure	Program: Culinary Arts	Campus-wide	Difference
Asian	3.30%	3.20%	0.10%
African-American	14.70%	12.30%	2.40%
Filipiino	1.40%	1.30%	0.10%
Hispanic	57.60%	63.70%	-6.10%
Multi-Ethnicity	7.50%	6.90%	0.60%
Native American	0.00%	0.20%	-0.20%
Pacific Islander	0.00%	0.20%	-0.20%
White	13.30%	11.10%	2.20%
Unknown	2.30%	0.90%	1.40%
Female	62.70%	57.70%	5.00%
Male	36.80%	42.00%	-5.20%
Disability	14.90%	4.40%	10.50%
Age 19 or Less	27.50%	23.70%	3.80%
Age 20 to 24	29.40%	32.90%	-3.50%
Age 25 to 29	14.00%	18.20%	-4.20%
Age 30 to 34	14.00%	9.70%	4.30%
Age 35 to 39	12.60%	5.70%	6.90%
Age 40 to 49	6.50%	6.00%	0.50%
Age 50+	7.00%	3.90%	3.10%

- The Hispanic population in the previous efficacy was 6.10 lower than the campus wide demographics. The percentages have not changed in the past 4 years. The department is now offering high school tours to increase the Hispanic population and all populations to the program.
- The female population within the culinary arts program is 62.7% higher than the campus average which is 57.7%. The department was discussing why female population has increased in the culinary field when the industry has been known to be primarily male. It is the conclusion of the department that there is a larger population of females entering the industry because it is an easy adjustment from being home cooks to cooking for the masses. It is nice to see females getting into the industry. For most of history males have dominated the field making it a Good Old Boys Club. When females applied to position within the industry they were turned away. Now with more females becoming interested in culinary arts and baking there are more female chefs, business owners and industry workers, which will hopefully put an end to the Good Old Boys Club.
- The male population is lower in the program compared to the college demographic. Within the culinary program the demographics are 36.8 % while the college percentage is 42%. In effort to increase the male population in culinary the department has been offering more tours however the department has noticed that the tours are primarily female.

- The Disabled population in culinary far exceeds the campus percentages. The culinary arts program has 14.9% disabled population while the campus disabled population is 4.4%. The department feels that the disabled population is being placed into culinary because the perception is that it is easy and “anyone can cook”. This however is not the case and most of the disabled population that enter culinary end up frustrated and not working within the industry. The culinary field is very demanding and stressful, people must be equipped with passion for the field and determination to work in the field.
- The age group 30-34 and 35-39 within the department are much higher than the college percentages. 30-34 percentage is 14.0% and ages 35-39 12.6% while the college 30-34 percentage is 9.7% and 35-39 is 5.7%. The department discussion regarding the differences determined that these percentages are higher in the program due to retraining or change of career by these age groups.
- Age 50 plus for the program percentage is 7.0% compared to the college percentage which is 3.9%. The department thinks the reason for the difference is retraining or loss of job.

The data for the current efficacy demographics has not changed significantly over the past 4 years. The only thing the department can do is market the program to specific demographics and offer high school tours to entice students to the program. It is the departments hope that the Promise Program will also help close the gaps between culinary program demographics and college demographics.

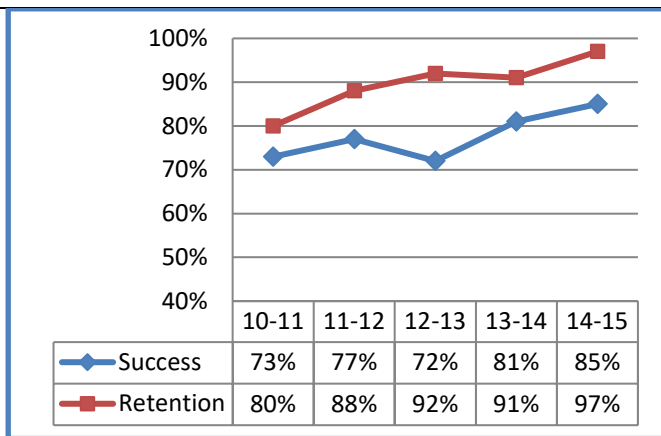
The last efficacy the department was honestly in a hurry and did not have time to go into detail. Attached is the EMP for the last efficacy. Productivity was marked as does not meet.



Description:

The Culinary Arts Department teaches students to run their own restaurant upon completion. There are several choices for the students upon completion of the program, cooks, bakers, sous chef, head chef, kitchen manager, dining room manager, server, food stylist, photographer, and food

	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	307	326	375	362	344
FTEF	3.32	3.73	3.93	4.19	5.25
WSCH per FTEF	612	618	613	461	375



	10-11	11-12	12-13	13-14	14-15
Sections	9	10	11	17	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	1	0	4	3	6
Certificates awarded*	2	8	17	14	20

TOP Code: 13630/130710

Award Source:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

science and many more positions.

The students attend lecture courses and lab courses in order to get a full understanding of the restaurant hospitality industry.

The program currently is a 1.5 year program if the student takes the courses when offered instead of every other semester the success rate would be much higher. More certificates and degrees would be completed.

Assessment:

Although participation in the program has dropped from 2012-13 the numbers are coming back up in 2014-15 and will continue to climb over the next couple of years with the networking and marketing planned.

The FTEF has gone up from past years meaning that the department should have 2 full time instructors instead of 4

adjunct instructors. The more adjunct instructors we have in the program the less successful the students are and the continuity of the program and students suffer.

Student success and retention remains positive.

Certificates and graduation rates are also going up. Hiring a professional expert has helped work with the students and suggests the fastest route to graduation.

Department Goals:

1. Grow the program by advertising on billboards, bus stops, at high schools, etc.....
2. Becoming more involved in Skills USA. Offering \$500.00 scholarships to incoming freshman that participated in SkillsUSA whose goals are to obtain a degree in Culinary Arts.
3. Purchase a catering truck in order to served

	<p>food to the public and get SBVC Culinary known in the area.</p> <ol style="list-style-type: none"> 4. Hire a classified lab tech for front of house. 5. Continue to have success and retention within the program. 6. Purchase a new steamer or combination oven.
	<p>Challenges & Opportunities:</p> <ol style="list-style-type: none"> 1. Adjuncts that do not allow extra time to help the program grow. 2. One full time instructor to handle 2 programs that need a lot of attention. Only so much time in a day. 3. Food truck to service the community and market the program. This would be a great experience for the students. The down side it would require an instructor to go out with them. 4. Open the Sunroom for light breakfast, coffees, teas and

	<p>Danish, quiche, bagels etc. The staff is here each morning by 7:00am. Students are required to volunteer 100 hours during each semester.</p> <ol style="list-style-type: none"> 5. Finding a classified lab tech for the front of the house. Most qualified don't have the skill or knowledge needed to work in a teaching environment. 6. Challenge – keeping all equipment working at optimal levels. Steamer and ovens.
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The department chair has carved out time to work on the efficacy reports in order to get them completed by the deadline given. Accuracy in the reports is important. Productivity has improved in the department which is reflected in the current EMP and Efficacy report. More detail on the productivity is explained in the productivity portion of the report.

Trends was also marked as does not meet. Trends have been addressed in the current efficacy report which can be found in the Planning, Challenges, Trends and Strength

Course Summary Report CULART 010 FA16-SP19

Course SLOs

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate the proper use of knives and basic knife cuts.	59	56	94.92%
2	Demonstrate the steps to keep and serve food safely.	59	56	94.92%
3	Prepare one or more foods from a recipe including the measuring, mixing and serving.	59	56	94.92%

CULART 010	FA 16	FA 17	FA 18	FA 19
SLO 1	100%	91%	87.5%	100%
SLO 2	100%	91%	87.5%	83%
SLO 3	100%	91%	87.5%	84%

Reflections

- This semester I worked the students in groups. Graded them individually and for group work. Even though the students did not like the group assignments most groups excelled.
(CULART-010-01 for 2016FA)
- re-evaluate the slos in the fall term.
(CULART-010-02 for 2017SP)
- This is the first semester of the new program. The accelerated courses are proving to be challenging for the students however all students handled the rigor and did a great job with all SLO's.
(CULART-010-01 for 2017FA)
- The one program is very challenging for the students. It is fast moving and very intense. The students are struggling to keep up with the schedule.
(CULART-010-01 for 2018FA)
- This semester was the last of the short term courses. Starting spring semester 2020 cularts will be offered in an 18 week semester.
(CULART-010-01 for 2019FA)

Course Summary Report CULART 012

Course SLOs

Note: [Course SLO Summary Evaluation Form is available.](#)

#SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
¹ Student will create a menu for a small restaurant; this skill will be demonstrated on a final exam.	35	34	97.14%
² The student will demonstrate leadership skills throughout the semester.	36	35	97.22%
The student should understand the concept of inventory and have the ability to carry out inventory on a weekly basis.	36	35	97.22%
The student will demonstrate that he/she has the standard skill level to work in the industry throughout the semester.	36	35	97.22%

4 Assessment Methods & Criteria

- written final (CULART-012-01 for 2016FA)
- Hands-On final Notebook with three page paper included (CULART-012-01 for 2018SP)
- This was the pilot class for CULART-012, or what we call 'The Food Truck'. Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service. (CULART-012-01 for 2018FA)
- Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service. (CULART-012-01 for 2019SP)

4 Reflection(s)

- The third semester students did well considering that the new program is much more accelerated than the program they are used to. All did well.
(CULART-012-02 for 2017FA)
- This was the last class in this format. From now on the 012 class will run the food truck at lunch.
(CULART-012-01 for 2018SP)
- Being the pilot class, the students and I did a lot of learning how to operate the class as we went. Most strategies used were successful and will continue to be used. In the future, the students will have more opportunity for practicing what we train for due to an expanded event schedule. More lecture opportunities will also be made available, so that we may focus on the business aspect of the food truck industry and so we may also reflect and assess how we are performing as a team.
(CULART-012-01 for 2018FA)
- Most strategies used were successful and will continue to be used. The students had an increased opportunity for practicing what we train for due to an expanded event schedule. Lecture opportunities were made available, focusing on the business aspect of the food truck industry, but given our lack of available lecture time, I am considering expanding food truck lectures into other program classes for a more comprehensive approach. Daily reflections and performance reviews were utilized and proved to be effective assessment and training tools.
(CULART-012-01 for 2019SP)

6 Section(s) Reporting

- CULART-012-01 for 2019SP on 10/23/2019 11:06 AM
- CULART-012-01 for 2018SP on 10/23/2019 11:06 AM
- CULART-012-01 for 2018FA on 10/23/2019 11:06 AM
- CULART-012-01 for 2017SP on 10/23/2019 11:06 AM
- CULART-012-02 for 2017FA on 10/23/2019 11:06 AM
- CULART-012-01 for 2016FA on 10/23/2019 11:06 AM

All sections reporting

All sections reporting

Aeron Zentner | Jesse Lawson | [Modified by SBCCD](#)

Course Summary Report CULART 020 SP18

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Design and customize menus to the needs of the customer.	18	12	66.67%
2	Define goals and objectives when opening their own catering company.	18	12	66.67%
3	Construct contracts that will protect the customer as well as the catering company providing the service.	18	12	66.67%
4	Develop plans for off-premise and on-premise catering events which would include staffing, transportation of products, ordering, storing and preparing the food as well as the clean up phase.	18	12	66.67%

[2 Assessment Methods & Criteria](#)

[1 Reflection\(s\)](#)

- The next time I teach this course, I will implement weekly challenges that will require more real-world theories, applications, and scenarios. The catering events were good examples of this teaching method, connecting the student to the material.
(CULART-020-01 for 2018SP)

[2 Section\(s\) Reporting](#)

[All sections reporting](#)

Course Summary Report CULART 020 SP 19

Note: [Course SLO Summary Evaluation Form is available.](#)

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Design and customize menus to the needs of the customer.	18	18	100.00%
2	Define goals and objectives when opening their own catering company.	18	18	100.00%
3	Construct contracts that will protect the customer as well as the catering company providing the service.	18	18	100.00%
4	Develop plans for off-premise and on-premise catering events which would include staffing, transportation of products, ordering, storing and preparing the food as well as the clean up phase.	18	18	100.00%

[2 Assessment Methods & Criteria](#)

[1 Reflection\(s\)](#)

- I am considering changing the textbook to more of a current and industry-related version. The semester-long project will be broken up into segments that are due throughout the term to ensure it is meeting standards in a timely manner. I also want to incorporate an additional project in which the students create their own catering tablescape with a theme. (CULART-020-02 for 2019SP)

[2 Section\(s\) Reporting](#)

[All sections reporting](#)

Aeron Zentner | Jesse Lawson | [Modified by SBCCD](#)

Program Learning Outcome Summary Report Culinary Arts Degree

Year

Period

Program

Tools

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1 Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	456	439	96.27%
2 Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	594	525	88.38%
3 Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	207	189	91.30%
4 Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	40	40	100.00%
5 Recall on a written exam how to derive the 'Break-even Point' of a restaurant	141	129	91.49%
6 Define and recall on a written exam the purchasing function	183	156	85.25%
7 Recall the seven areas of an HACCP plan	2847	2347	82.44%

#SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
Be prepared to transfer a core curriculum to an 8 accredited, four-year college or university with junior class standing in Culinary Arts or a related major	5814	4905	84.37%

9N/A

63 Assessment Methods & Criteria

- The student will recite for the instructor how the food service industry was started by writing a brief essay on the history of food service. The student will identify on an exam the people who influenced the restaurant business the most throughout history and how. The student will understand the different types of resumes and how to write them. (CULART-101-01 for 2016FA)
- Exams, assignments (supermarket, and restaurant), 3-day diet analysis and written reports (FN-162-04 for 2016FA)
- Exams, assignments (restaurant and supermarket), diet analysis and written report (FN-162-05 for 2016FA)
- Chapter quizzes, various Essays and Article Reviews, and a Final that consisted of the student submitting a SWOT (Strengths, Weaknesses, Opportunities, Threats) based on their personal life, the company they work for or any other company with an analysis of how to turn weaknesses to strengths and how to capitalize on opportunities.

5 Section(s)

- BUSAD-100-70 for 2017SP
- BUSAD-100-71 for 2017SP
- BUSAD-100-71 for 2017FA
- BUSAD-100-71 for 2016FA
- BUSAD-100-72 for 2016FA
- These three questions are assessed on the third test. There are a total of 20 questions that cover these 3 SLOs. The criteria for passing (or meeting the SLOs are) 1. 18 - 20 correct excellent 2. 15 -17 correct good 3. 12- 14 correct passing 4. 11 - 0 correct did not meet criteria (FN-162-01 for 2016FA)
- The criteria for passing (or meeting the SLOs are) 1. 18 - 20 correct excellent 2. 15 -17 correct good 3. 12- 14 correct passing 4. 11 - 0 correct did not meet criteria

2 Section(s)

- FN-162-02 for 2016FA
- FN-162-03 for 2016FA
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).

3 Section(s)

- BUSAD-100-01 for 2016FA
- BUSAD-100-02 for 2016FA
- BUSAD-100-03 for 2016FA
- Rewrite a recipe to include the seven steps of HACCP, to include the proper ways to thaw frozen food, cook in a microwave, cool and reheat. To identify what is wrong with the way a restaurant has received food. To understand proper receiving, storing, cooking, reheating and serving of food. To be able to understand and share with the class food borne illnesses and how to prevent them.
(CULART-225-01 for 2016FA)
- A 20 question, multiple choice, T/F examination is given to each course student prior to the last day to add, and then same remaining population re-assessed, with the same examination, within the remaining week of the actual course. Goal is for the student population to remain at 70% or higher (receive a "C" letter grade or better).
(BUSAD-100-70 for 2016FA)
- After completing this course the student will be able to:
 - Identify the current consumer trends affecting the consumption and marketing of alcoholic beverages.
 - Identify the different types of establishments serving alcoholic beverages.
 - Identify the three major governmental entities responsible for regulating the sale of alcoholic beverages and explain each entity's role.
 - Describe the concept of legal liability as it relates to the sale of alcoholic beverages.
 - Describe the importance of understanding BAC to the responsible service of alcohol. Pass the National Restaurant exam for Managefirst
 - Summarize the importance of proper facility design, layout, décor, and atmosphere to successful beverage operations.
 - Describe the manager's primary goal in marketing a beverage operation. (CULART-250-01 for 2016FA)
(CULART-250-01 for 2016FA)
- Assessment methods this semester were a hands-on final.
(CULART-011-01 for 2016FA)
- written final
(CULART-012-01 for 2016FA)
- Chapter quizzes, written reports, pre-class assignments and a final exam.
(FN-162-04 for 2017SP)
- Chapter quizzes, pre-class assignments, restaurant and supermarket assignment, diet analysis and a final exam
(FN-162-05 for 2017SP)
- These three questions (listed below) are assessed on the third test. There are a total of 20 questions that cover these 3 SLOs. The criteria for passing (or meeting the SLOs are) 1. 18 - 20 correct excellent 2. 15 -17 correct good 3. 12- 14 correct passing 4. 11 - 0 correct did not meet criteria

8 Section(s)

- FN-162-01 for 2018SP
- FN-162-02 for 2018SP
- FN-162-05 for 2018SP
- FN-162-01 for 2017SP
- FN-162-02 for 2017SP
- FN-162-03 for 2017SP
- FN-162-01 for 2017FA
- FN-162-03 for 2017FA
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a "C" letter grade or better). A total of 31 students were assessed with a pre-test score of 49% and a post-test score of 87% - thus

showing an improvement of 36%. 78% of the population assessed received a “C” or better in the course. (A-4 or 13%, B-17 or 55%, C-3 or 10%, D-4 or 12%, F-3 or 10%).
(BUSAD-100-02 for 2017SP)

- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better). A total of 31 students were assessed with a pre-test score of 45% and a post-test score of 84% - thus showing an improvement of 39%. 94% of the population assessed received a “C” or better in the course. (A-7 or 23%, B-14 or 45%, C-8 or 26%, D-2 or 6%, F-0 or 0%).
(BUSAD-100-03 for 2017SP)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better). A total of 29 students were assessed with a pre-test score of 49% and a post-test score of 89% - thus showing an improvement of 40%. 90% of the population assessed received a “C” or better in the course. (A-10 or 35%, B-13 or 45%, C-3 or 10%, D-3 or 10 %, F-0 or 0%).
(BUSAD-100-01 for 2017SP)
- 1. Recognize the importance of food safety and sanitation as the basis for preventing foodborne illness in retail food establishments. 2. Identify potential problems related to temperature abuse of foods. 3. Identify potential problems related to a food worker’s poor personal hygiene. 4. Identify the seven principals of HACCP and how to apply the principles. 5. Understand and identify governing agencies responsible to enforce codes. 6. Apply the Serve Safe concepts of food service establishments.
(CULART-225-01 for 2017SP)
- 1. Prepare a foodservice concept and customer survey. 2. Develop a sales menu for a restaurant. 3. Cost out various recipes from the sales menu.
(CULART-235-01 for 2017SP)
- - 3 Exams, 1 Case Study, 1 Group Project Goal is for the student population to remain at 70% or higher (receive a "C" letter grade or better).
(BUSAD-100-04 for 2017SP)
- After completing this course the student will be able to: • The Student will recall on a written exam how to derive the “Break-even Point of a restaurant. • The student will identify the parts of a profit and loss statement on an exam. • The students will recall the controls that can be placed on foodservice establishments in order to control cost on a written exam.
(CULART-275-01 for 2017SP)
- Administered N.R.A. Certification skills test at end of the semester
(CULART-240-01 for 2017SP)
- Administered various projects and tests throughout the semester based on the subject matter.
(FN-162-06 for 2017SP)
- project NRA final Homework attendance participation
(CULART-240-01 for 2017FA)
- Chapter quizzes, various Essays and Article Reviews, and a Final that consisted of the student submitting a SWOT (Strengths, Weaknesses, Opportunities, Threats) based on an interview with a local company with an analysis of how to turn weaknesses to strengths and how to capitalize on opportunities. This class also had many hours of lecture/group interaction to help them understand the key components to business.
(BUSAD-100-61 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final exam
(CULART-101-02 for 2017FA)

- Attendance and classroom participation Written assignments Quizzes Final essay Final project: power point presentation on centralized vs. decentralized systems (CULART-240-02 for 2017FA)
- Practice exams times 5 throughout the course. Midterm and final exam. Each exam is worth 200 points, midterm 200 points, and final exam 200 points. Students had endless tries on all exams except for the midterm and final. (CULART-250-01 for 2017FA)
- A 25 question, multiple choice and true/false examination is given to each course student prior to the last day to add, and then the same remaining population is assessed, with the same examination, within the remaining week of the course. In addition, a midterm, final, group project and individual case study are also given to each student. Goal is for the student population to remain at 70% or higher (receive a "C" letter grade or better). (BUSAD-100-72 for 2017FA)
- Hands on and written final. Good enough is when the students complete the task, maybe not to the level expected however the task is done correctly. For the written final good enough is a C or better. (CULART-161-01 for 2018SP)
- Hands on Catering which is usually spotlight. The students need to present their final project and turn the project in for a final grade. (CULART-020-02 for 2018SP)
- Hands-on assessment Notebooks Good enough= student followed sanitation and safety requirements. Difficulty of dish was adequate. Followed proper cooking techniques. Notebook- good enough is turning a notebook in with a three page paper completed. (CULART-010-01 for 2018SP)
- Hands-On final Notebook with a three page paper included (CULART-011-01 for 2018SP)
- Hands-On final Notebook with three page paper included (CULART-012-01 for 2018SP)
- Chapter quizzes, various Essays and Article Reviews, and a Final that consisted of the student submitting a SWOT (Strengths, Weaknesses, Opportunities, Threats) based on their personal life, the company they work for or any other company with an analysis of how to turn weaknesses to strengths and how to capitalize on opportunities. Added new to the online class this semester were current articles that I submitted to the class about subjects they were discussing and situational videos that they answered questions on to learn key parts of the business world. (BUSAD-100-70 for 2018SP)
- A Case Study, Team Assignment, and three exams are given to the students with the goal of the student population to remain at a70% or higher (receive a "C" letter grade or better). (BUSAD-100-04 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better. (FN-162-06 for 2018SP)
- Students were assessed through their attendance of lectures and catering events, classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), attend all catering events (minimum 70% of available hours) participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better. (CULART-020-01 for 2018SP)

- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-101-61 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, complete a class project, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-275-01 for 2018SP)
- 1. Apply current dietary guidelines and nutrition recommendations their personal diets. 2. Demonstrate basic knowledge of digestion, absorption and metabolism 3. Apply good nutrition standards to health, fitness and disease across the life span
(FN-162-04 for 2018SP)
- Grading: You have 2000 points to start with. Points are yours to lose. Points will be deducted according to your test scores, exam scores, homework assignment scores, your special project scores, and your attendance! Midterm Exam 200 points Final Exam 200 points Attendance 200 points Each class is worth 16.6 points. Tardy= 5 points off Homework 200 points Special Project 200 points Tests x 5 1000 points Each test is worth 200 points. Total 2000 points total
(CULART-275-02 for 2018SP)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).
(BUSAD-100-70 for 2017SM)
- A 25 question, multiple choice, and true and false examination is given to each course student prior to the last day to add, and then same remaining population re-assessed – with the same examination - within the remaining week of the actual course. Goal is for the student population to remain at 75% or higher (receive a “C” letter grade or better).

17 Section(s)

- BUSAD-100-01 for 2019SP
- BUSAD-100-02 for 2019SP
- BUSAD-100-03 for 2019SP
- BUSAD-100-01 for 2018SP
- BUSAD-100-02 for 2018SP
- BUSAD-100-03 for 2018SP
- BUSAD-100-70 for 2018SM
- BUSAD-100-72 for 2018SM
- BUSAD-100-01 for 2018FA
- BUSAD-100-02 for 2018FA
- BUSAD-100-03 for 2018FA
- BUSAD-100-71 for 2018FA
- BUSAD-100-71 for 2017SM
- BUSAD-100-01 for 2017FA

- BUSAD-100-02 for 2017FA
- BUSAD-100-03 for 2017FA
- BUSAD-100-70 for 2017FA
- Chapter quizzes, various Essays, Discussions of current business events through the Discussion Board (part of their grade), and a Final that consisted of the student submitting a SWOT (Strengths, Weaknesses, Opportunities, Threats) based on their personal life, the company they work for or any other company with an analysis of how to turn weaknesses to strengths and how to capitalize on opportunities. Added new to the online class this semester were current articles that I submitted to the class about subjects they were discussing and situational videos that they answered questions on to learn key parts of the business world.

3 Section(s)

- BUSAD-100-70 for 2019SP
- BUSAD-100-71 for 2019SP
- BUSAD-100-70 for 2018FA
- There are 30 specific questions that are included on test #4 that measure the 3 SLOs listed below. Each question is specific to one of the three SLO measurements. Each of the 10 questions addresses only one of the three SLOs. If students answer 8 out of 10 correctly, they are considered to have met that SLO. These questions have been analyzed and given detailed thought as to it's merits of analysis. Apoptosis, autophagy and current research are also addressed in these questions.

7 Section(s)

- FN-162-01 for 2019SP
- FN-162-03 for 2019SP
- FN-162-06 for 2019SP
- FN-162-10 for 2018SM
- FN-162-01 for 2018FA
- FN-162-03 for 2018FA
- FN-162-05 for 2018FA
- Assessment methods: Attendance participation in class project completion presentation of project mid term final (CULART-240-01 for 2018FA)
- 3 exams, a case study, and a team assignment (BUSAD-100-04 for 2018FA)
- This was the pilot class for CULART-012, or what we call 'The Food Truck'. Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service. (CULART-012-01 for 2018FA)
- This course is an overview of the food service and hospitality industries. Students are assessed on their comprehension of customer service and personal success strategies within the food service industry. Students demonstrated proficiency through positive attendance, completing assigned tasks, and attaining satisfactory exam scores. (CULART-101-01 for 2018FA)

- The course covers sanitation and food safety by instructing the students on the regulations that must be followed during the production of food for consumption by the public. It is a prerequisite to all other courses in the culinary arts program. Successful completion of the course requires the student to demonstrate comprehension of the methods of controlling the spread, growth, and elimination of bacteria and other food borne pathogens, as well as controlling physical contamination threats to foods. The student demonstrates competency as a ServSafe manager by taking and passing the National Restaurant Association ServSafe Manager Test with a proficiency score of 75% or better. The student must identify the importance of providing safe food. Students must understand how to implement and monitor safe measures of food handling as well as identify and correct potentially hazardous food safety issues.
(CULART-225-01 for 2018FA)
- After completing this course the student will be able to:
 - Identify the current consumer trends affecting the consumption and marketing of alcoholic beverages.
 - Identify the different types of establishments serving alcoholic beverages.
 - Identify the three major governmental entities responsible for regulating the sale of alcoholic beverages and explain each entity's role.
 - Describe the concept of legal liability as it relates to the sale of alcoholic beverages.
 - Describe the importance of understanding BAC to the responsible service of alcohol.
 - Summarize the importance of proper facility design, layout, décor, and atmosphere to successful beverage operations.
 - Describe the manager's primary goal in marketing a beverage operation.
 (CULART-250-01 for 2018FA)
- Student participates daily in class Student completes at least some volunteer hours Student skill level improves noticeably during class
(CULART-161-01 for 2019SP)
- hands on final - create a dish in 45 minutes with ingredients given. Mystery basket
(CULART-010-01 for 2019SP)
- hands on final - mystery basket hands on catering final - spotlight
(CULART-011-01 for 2019SP)
- This was the catering class from the baking program. This class was assessed based on class quizzes and exams and the completion of 177 hands on catering hours.
(CULART-020-01 for 2019SP)
- Three examinations, an individual writing assignment and a team assignment are given to the students during the term. Goal is for the student population to remain at 70% or higher (receive a "C" letter grade or better).
(BUSAD-100-04 for 2019SP)
- Giving real life examples and showing YouTube footage of good and bad customer service while explaining how customer service effects businesses.
(CULART-101-62 for 2019SP)
- Going to the San Bernardino County web site and reading off closures each week of restaurants that have closed because of unsafe or below standards of food handling practices. After reading articles on the county site we go over the chapters that are in direct relationship to the infractions of the restaurant closures and why food safety is so important.
(CULART-225-03 for 2019SP)
- Giving the students other handouts and forms then going over them in detail in the area of the P&L statement. Also giving students exercise problems that they would have to explain their process on how they were able to come up with the answer.
(CULART-275-02 for 2019SP)
- Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to

their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service.

(CULART-012-01 for 2019SP)

- Students are assessed by way of chapter work and quizzes that cover the textbook material. The class project is to present either a catering event proposal or food truck business plan proposal. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service for catering events.
(CULART-020-02 for 2019SP)

82 Reflection(s)

- This is the first time the BUSAD-100 Intro to Business class was taught online. I was very pleased to see that all but one student completed the class and passed. The student that did not pass the class, stopped doing the work about 1/3 of the way through. I see no changes to one of the most successful online classes I have taught to date.
(BUSAD-100-71 for 2016FA)
- I am very happy with the results of these 3 SLOs. These are pretty much in line with what I teach and students seem to understand the material. I have had many students over the years that have stated that they apply these ideas in their everyday life and it has made them healthier and happier. I will give the SLOs on the 3rd test next semester rather than the 4th test. This seems to work better as far as allowing more time for the students to give some thought to the answers. I would like to add one SLO in the future. I will discuss this with the necessary people.

2 Section(s)

- FN-162-01 for 2016FA
- FN-162-02 for 2016FA
- I am very happy with the results of these 3 SLOs. I have had many students over the years that have stated that they apply these ideas in their everyday life and it has made them healthier and happier. I will give the SLOs on the 3rd test next semester rather than the 4th test. This seems to work better as far as allowing more time for the students to give some thought to the answers. I would like to add one SLO in the future. I will discuss this with the necessary people.
(FN-162-03 for 2016FA)
- A total of 36 students were assessed with a pre-test score of 42% and a post-test score of 87% - thus showing an improvement of 45%. 82% of the population assessed received a "C" or better in the course. (A-24%, B- 45%, C- 13%, D- 5%, F-13%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid and online results to better align with our face-to-face offerings.
(BUSAD-100-02 for 2016FA)
- A total of 34 students were assessed with a pre-test score of 45% and a post-test score of 89% - thus showing an improvement of 42%. 79% of the population assessed received a "C" or better in the course. (A-37%, B- 30%, C- 12%, D- 0%, F- 21%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is

becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid and online results to better align with our face-to-face offerings. The 21% of students that received a letter grade of "F", just stopped coming to class and were negligent in dropping themselves.

(BUSAD-100-01 for 2016FA)

- A total of 36 students were assessed with a pre-test score of 42% and a post-test score of 89% - thus showing an improvement of 47%. 81% of the population assessed received a "C" or better in the course. (A-25%, B- 50%, C- 6%, D- 6%, F- 13%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid and online results to better align with our face-to-face offerings. The 13% of students that received a letter grade of "F", just stopped coming to class and were negligent in dropping themselves - and the 6% that received a letter grade of "D", stopped coming after the Thanksgiving break..
(BUSAD-100-03 for 2016FA)
- Kept same strategy, same format and outline. Class is set up very well, students enjoy it and are very receptive and interested so I will not change a thing.
(BUSAD-100-70 for 2016FA)
- 10 students took the Managefirst Bar and Beverage exam with 80 questions. 7 students passed and 3 failed with an average score of 74% CULART250-01 for 2016FA
(CULART-250-01 for 2016FA)
- This semester I worked the students in groups. Graded them individually and for group work. Even though the students did not like the group assignments most groups excelled.
(CULART-010-01 for 2016FA)
- This semester the second semester students did not work well within the group settings.
(CULART-011-01 for 2016FA)
- Another BUSAD-100 Intro to Business class that was taught online came through with all active students passing the class. I was very pleased to see that all but five students completed the class and passed. The students that did not pass the class, three stopped doing the work about 1/3 of the way through and two never started the class. I see no changes to another successful online class! This format is working great. With a total of 63 students taught this semester with both -071 and -72, only 6 failed (but never completed the course). That is less than 10% - which I feel is very good for online classes.
(BUSAD-100-72 for 2016FA)
- BUSAD-100 continues to be a great class to teach online. Most students that sign up for the class will work through each of the assignments and submit them with enough knowledge of the SLOs to pass the class. The students that did not pass the class all stopped working on their assignments at some point during the class period. Both section 70 and 71 ran in parallel, and there were only 13 students out of 64 that did not complete the class for whatever their reason may have been (20%). That leaves a overall success rate of 80% for an online class.

2 Section(s)

- BUSAD-100-70 for 2017SP
- BUSAD-100-71 for 2017SP
- Tried using student-led activities. Some work some did not. Students failed at times to complete the reading of the chapter prior to class. The older students were more engaged than younger students. Will continue seeking activities to engage all students.
(FN-162-04 for 2017SP)

- Student engagement is still an issue. Found better engagement with the student who is older and working full-time. The assignments are meant to provide skills that will be needed for them to have a healthy life but interest is not there. Will continue to see activities to engage all students
(FN-162-05 for 2017SP)
- I am very happy with these results. These are the highest SLO scores I have had in my 15 years of teaching at Valley College. I will remain current with new research and innovative teaching methods as nutrition is constantly changing.

3 Section(s)

- FN-162-01 for 2017SP
 - FN-162-02 for 2017SP
 - FN-162-03 for 2017SP
- This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid results to better align with our face-to-face offerings.

3 Section(s)

- BUSAD-100-02 for 2017SP
 - BUSAD-100-03 for 2017SP
 - BUSAD-100-01 for 2017SP
- all students that assessed did well.
(CULART-020-01 for 2017SP)
- re-evaluate the slo's in the fall term.
(CULART-010-02 for 2017SP)
- re-evaluate SLO's in fall.
(CULART-011-01 for 2017SP)
- This class went perfect. Students were engaged in their studies, did all assignments on time, took pride in their work, and did very well on their exams. Students had very good attendance and participated in class discussion and had fun learning. I wish all my classes went this well. Would not change a thing.
(BUSAD-100-04 for 2017SP)
- Flash cards Blackboard practice exams Nine out of ten students passed the National Restaurant Association, ManageFirst Exam.
(CULART-275-01 for 2017SP)
- Currently utilized lecture with a small new media involvement. Spoke with students and they appreciated the new media portion. Looking at implementing more new media in coming semesters and currently researching more technology based teaching methods.
(FN-162-06 for 2017SP)
- It was difficult to teach in the North Hall .The capacity of this kitchen was ok,, the problem was trying to have all the students cook at the same time.Also the limited of commercial equipment , (gas stoves, proper ventilation, and sinks). The students had learned principles of cooking, knife skills regardless of the inconvenience of space or equipment.. At the end of the semester all the students cook their final practical dish (protein, starch, and vegetables.) in timely manner.
(CULART-160-01 for 2017SP)

- BUSAD-100 is normally a very successful online class. Most students that sign up for the class will work through each of the assignments and submit them with enough knowledge of the SLOs to pass the class. For this class, we had more students than normal stop submitting assignments around chapters 6-9. Not certain why, but even with a little prompting from me, the students just stopped working the class. Normally, we have about an 80% success rate for this class. This one feel slightly below 70%. I am working on new course content for the Spring semester that will hopefully keep students more involved for the entire course.
(BUSAD-100-71 for 2017FA)
- Seek new strategies to engage students
(FN-162-04 for 2017FA)
- This is the first semester of the new program. The accelerated courses are proving to be challenging for the students however all students handled the rigor and did a great job with all SLO's.
(CULART-010-01 for 2017FA)
- The students did well this semester considering that the new program started and this was a short term course. All but one student made it through the semester.
(CULART-011-02 for 2017FA)
- The third semester students did well considering that the new program is much more accelerated than the program they are used to. All did well.
(CULART-012-02 for 2017FA)
- This was the first course of the new program. The problems that occurred were running a course that is skill and technical based knowledge in a 6 week period. The Sunroom also had to be open the last two weeks of this course. Opening a restaurant during a beginning course that does not consist of only culinary students is a shore. However all students met all SLO's.
(CULART-160-02 for 2017FA)
- I am very happy with the results of the SLO questions. The students seem to understand what is important as far as an understanding of nutrition. I also cover apoptosis and autophagy as it relates to disease prevention, longevity and health. These are included in the SLO questions 15 - 20. Almost all students that take my class become familiar with these terms.

2 Section(s)

- FN-162-01 for 2017FA
 - FN-162-03 for 2017FA
- This semester was rough on the students and the instructors. The culinary students are were on overload with the new program structure. Students were having a hard time finding time to complete project assignments and homework. All in all the students did well in the program. almost all past the final which is an NRA test. The students that did not pass will have a chance to retake the test and earn their certificate.
(CULART-240-01 for 2017FA)
- This class was taught at Eisenhower High School. It was a first attempt to bring a college program to a high school campus in our community. For the first few weeks, everyone was engaged. For the last few weeks, it was hard to keep the class focused on the work they needed to do. However, during the last week of class, the students caught up on their work and all Eisenhower students passed the class (which I thought was a great accomplishment). The only other student who did not pass, was a SBVC student that was mostly taking this class online (only showed up for a few classes), but failed to turn in enough assignments to pass the class.
(BUSAD-100-61 for 2017FA)

- Taught Customer Service in place of traditional culinary concepts. The SLO needs modification to reflect the customer service material: The importance of customer service Designing and implementing a customer service program The professional server (CULART-101-02 for 2017FA)
- My first time teaching the class. The content, assessment, and SLO do not need any modification at this time. (CULART-240-02 for 2017FA)
- Added new content into canvas. Students had practice exams to prepare for the midterm and final. Students did not use this tool like in previous semesters. Will try a new approach next semester for testing strategies. (CULART-250-01 for 2017FA)
- Students that did all the assignments and participated received a "C" or better letter grade. Those that missed assignments were the students that received a "D" grade or worse. I gave everyone reminders of exams or assignments due and gave them an opportunity to do extra-credit. I did everything I could to help the students receive a passing grade, those that failed simply did not put in the effort. (BUSAD-100-72 for 2017FA)
- under the new program there have been many challenges. This course is now only 6 weeks. The students are challenged but the students seem to be challenged and learning at the faster pace. (CULART-161-01 for 2018SP)
- This was the last class in this format. From now on the 012 class will run the food truck at lunch. (CULART-012-01 for 2018SP)
- BUSAD-100 is normally a very successful online class. Most students that sign up for the class will work through each of the assignments and submit them with enough knowledge of the SLOs to pass the class. For this class, most of the students did very well. In fact, almost half of the students ended the class with an "A". There were great comments on adding the situational videos with questions. Students enjoyed learning from these. I allowed them to go through the situational videos a second time if they feel they could learn more and improve their grade by learning from their mistakes on the first attempt. Grades were significantly higher for those that took the second attempt. Will continue this model for the Spring semester, as it appears to be working very well. (BUSAD-100-70 for 2018SP)
- I gave an open book final exam and a third of the students did not get a "C" or better on it. Very disappointing considering they had their notes and book for reference. Will not do an open book exam again. (BUSAD-100-04 for 2018SP)
- I am very happy with the results of the SLO questions. The students seem to understand what is important as far as an understanding of nutrition. I also cover apoptosis and autophagy as it relates to disease prevention, longevity and health. These are included in the SLO questions 15 - 20. Almost all students that take my class become familiar with these terms. I did spend a bit more time covering the topics that are included in the SLO assessment this semester.

3 Section(s)

- FN-162-01 for 2018SP
- FN-162-02 for 2018SP
- FN-162-05 for 2018SP
- I believe most strategies worked as planned. I will look to increase classroom discussions and interactions in the future. I feel these were opportunities for students to realize real-world

scenarios and relate with me and their classmates.
(FN-162-06 for 2018SP)

- The next time I teach this course, I will implement weekly challenges that will require more real-world theories, applications, and scenarios. The catering events were good examples of this teaching method, connecting the student to the material.
(CULART-020-01 for 2018SP)
- This class focused on customer service. It was my second time teaching it and I believe my methods and performances were improved and reflected in student outcomes.
(CULART-101-61 for 2018SP)
- This class was challenging for the students, particularly with the mathematical formulas. I will better focus on this aspect next time I teach it, although I feel that the students performed well when examined on this material.
(CULART-275-01 for 2018SP)
- Students were able to recall on a written exam how to derive on the "Break-even Point" of a restaurant. Students identified the parts of a profit and loss statement. Students recalled the controls that can be placed on foodservice establishments in order to control cost on the written exam.
(CULART-275-02 for 2018SP)
- A total of 27 students were assessed with a pre-test score of 53% and a post-test score of 88% - thus showing an improvement of 35% from a year ago. 74% of the population assessed received a "C" or better in the course. (A- 10 or 37%, B-9 or 33%, C-1 or 4%, D-0 or 0%, F-7 or 26%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings.
(BUSAD-100-70 for 2017SM)
- A total of 26 students were assessed with a pre-test score of 51% and a post-test score of 89% - thus showing an improvement of 38%. 92% of the population assessed received a "C" or better in the course. (A- 6 or 23%, B-16 or 61%, C-2 or 8%, D-0 or 0%, F-2 or 8%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings.
(BUSAD-100-71 for 2017SM)
- A total of 34 students were assessed with a pre-test score of 55% and a post-test score of 89% - thus showing an improvement of 34% from a year ago. 74% of the population assessed received a "C" or better in the course. (A- 9 or 26%, B-9 or 26%, C-7 or 22%, D-0 or 0%, F-9 or 26%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported.
(BUSAD-100-01 for 2017FA)
- A total of 37 students were assessed with a pre-test score of 51% and a post-test score of 89% - thus showing an improvement of 38% from a year ago. 86% of the population assessed received a "C" or better in the course. (A- 16 or 43%, B-13 or 35%, C-3 or 8%, D-0 or 0%, F-5 or 14%). This assessment is quite similar in nature to those of the past – showing

minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-02 for 2017FA)

- A total of 41 students were assessed with a pre-test score of 53% and a post-test score of 89% - thus showing an improvement of 36% from a year ago. 86% of the population assessed received a "C" or better in the course. (A- 13 or 32%, B-14 or 34%, C-8 or 20%, D-0 or 0%, F-6 or 14%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-03 for 2017FA)
- A total of 30 students were assessed with a pre-test score of 49% and a post-test score of 82% - thus showing an improvement of 33% from a year ago. 77% of the population assessed received a "C" or better in the course. (A- 13 or 43%, B-8 or 27%, C-2 or 7%, D-2 or 7%, F-5 or 16%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-70 for 2017FA)
- A total of 38 students were assessed with a pre-test score of 53% and a post-test score of 89% - thus showing an improvement of 36% from a year ago. 60% of the population assessed received a "C" or better in the course. (A-10 or 26%, B-10 or 26%, C-3 or 8%, D-1 or 3%, F-14 or 37%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-01 for 2018SP)
- A total of 37 students were assessed with a pre-test score of 55% and a post-test score of 89% - thus showing an improvement of 34% from a year ago. 57% of the population assessed received a "C" or better in the course. (A-7 or 19%, B-10 or 37%, C-4 or 11%, D-0 or 0%, F-16 or 43%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-02 for 2018SP)
- A total of 37 students were assessed with a pre-test score of 51% and a post-test score of 89% - thus showing an improvement of 38% from a year ago. 70% of the population

assessed received a “C” or better in the course. (A-9 or 24%, B-9 or 24%, C-8 or 22%, D-0 or 0%, F-11 or 30%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. Again, students just stopped coming to class thus showing an increase in the number of letter grade F reported. (BUSAD-100-03 for 2018SP)

- A total of 27 students were assessed with a pre-test score of 53% and a post-test score of 88% - thus showing an improvement of 35% from a year ago. 74% of the population assessed received a “C” or better in the course. (A- 10 or 37%, B-9 or 33%, C-1 or 4%, D-0 or 0%, F-7 or 26%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. It is becoming apparent that face-to-face courses are having a higher overall success rate. Will look into how to increase the hybrid/online results to better align with our face-to-face offerings. (BUSAD-100-70 for 2018SM)
- A total of 26 students were assessed with a pre-test score of 53% and a post-test score of 88% - thus showing an improvement of 35% from a year ago. 92% of the population assessed received a “C” or better in the course. (A-6 or 23%, B-16 or 61%, C-2 or 8%, D-0 or 0%, F-2 or 8%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. This was the most successful course offered in either online/face-to-face or hybrid style. (BUSAD-100-72 for 2018SM)
- Usually, BUSAD-100, Introduction to Business, is one of my most successful online classes. This time, I had 8 students that fell off at various stages throughout the class. Perhaps I added a bit too much work, but what I added, I felt was needed to make the class successful. We also had a rough start with the publisher (Pearson) not having textbooks available at the book store. This caused at least half of those 8 students to drop out as there was not textbook for them to use. I am switching to another textbook in the Spring 2019 that can be downloaded on a PDF, if necessary. Only a 75% success rate for this class. So far, my lowest success rate this semester (I like to see success rates above 80%). (BUSAD-100-70 for 2018FA)
- The one program is very challenging for the students. It is fast moving and very intense. The students are struggling to keep up with the schedule. (CULART-010-01 for 2018FA)
- This semester I gave all but 2 students from the 011 class to work on the food truck and transferred the students to 012. (CULART-011-01 for 2018FA)
- This is around a 90% success rate. I am very happy with these results. The success rate for meeting the SLOs in my FN162 class seems to be rising. In the future, I will spread the 30 questions out among the last 2 test rather than just one test. I will spend a bit more time on the concept of autophagy, as that is a concept that some student were confused on.

4 Section(s)

- FN-162-01 for 2018FA
- FN-162-03 for 2018FA
- FN-162-05 for 2018FA

- FN-162-10 for 2018SM
- after speaking with several of the students regarding the outcomes for the semester each student had the same comment. " high school does not prepare you for college". " i was not prepared to work this hard".
(CULART-240-01 for 2018FA)
- A total of 38 students were assessed with a pre-test score of 51% and a post-test score of 89% - thus showing an improvement of 38%. 76% of the population assessed received a "C" or better in the course. (A- 6 or 16%, B-13 or 34%, C-10 or 26%, D-3 or 8%, F-6 or 16%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired on as "Christmas" help. This same concern is illustrated in the lower Spring Semester enrollment.
(BUSAD-100-01 for 2018FA)
- A total of 37 students were assessed with a pre-test score of 50% and a post-test score of 87% - thus showing an improvement of 37%. 65% of the population assessed received a "C" or better in the course. (A - 9 or 24%, B -11 or 30%, C - 4 or 11%, D - 2 or 5%, F- 11 or 30%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO's at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired on as "Christmas" help. This same concern is illustrated in the lower Spring Semester enrollment.
(BUSAD-100-02 for 2018FA)
- A total of 38 students were assessed with a pre-test score of 52% and a post-test score of 89% - thus showing an improvement of 37%. 74% of the population assessed received a "C" or better in the course. (A - 9 or 24%, B - 11 or 29%, C - 8 or 21%, D - 0 or 0%, F - 10 or 26%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO's at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired on as "Christmas" help. This same concern is illustrated in the lower Spring Semester enrollment.
(BUSAD-100-03 for 2018FA)
- A total of 23 students were assessed with a pre-test score of 48% and a post-test score of 89% - thus showing an improvement of 41%. 87% of the population assessed received a "C" or better in the course. (A - 2 or 9%, B - 7 or 30%, C - 11 or 48%, D - 0 or 0%, F - 3 or 13%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO's at this point in time. No need to change method of assessment at this point in time. There is a higher than normal success rate by about 13% (87% versus average of 74%).
(BUSAD-100-71 for 2018FA)
- In the future I will break down the team assignment into three parts with each part due at different times during the semester. This will prevent a team from working on the project the night before and prevent the students from turning in a substandard assignment.
(BUSAD-100-04 for 2018FA)
- Being the pilot class, the students and I did a lot of learning how to operate the class as we went. Most strategies used were successful and will continue to be used. In the future, the students will have more opportunity for practicing what we train for due to an expanded event schedule. More lecture opportunities will also be made available, so that we may focus on the business aspect of the food truck industry and so we may also reflect and assess how

we are performing as a team.
(CULART-012-01 for 2018FA)

- The manner in which the class is taught and assessed has remained mostly unchanged for the last 3 semesters. Students remain engaged and are demonstrating positive outcomes. Students are proving they are comprehending the material with a final exam passing rate of 83%. Any new strategies will include even more student/team interactions.
(CULART-101-01 for 2018FA)
- The passing rate for the ServSafe exam for students is low. The material can prove to be difficult to retain for first-time students or students never in the industry. More practice tests must be involved in the future, as well as offering tutoring and remedial help as needed.
(CULART-225-01 for 2018FA)
- We need better success on the final exam/certificate exam. More focus can be given to computing mathematical questions and vocabulary terms, which are heavily prevalent on the exam. The students seemed to enjoy doing the final project/presentation; I recommend more emphasis on presentation performance, which is a necessary skill in the industry.
(CULART-250-01 for 2018FA)
- This is around a 90% success rate. I am very happy with these results. The success rate for meeting the SLOs in my FN162 class seems to be rising. In the future, I will spread the 30 questions out among the last 2 test rather than just one test. I will spend a bit more time on the concept of autophagy, as that is a concept that some student were confused on. I added a bit more info via YouTube videos on nutrition and health, just to break the cycle of mainly lecturing. I think this helped.

3 Section(s)

- FN-162-01 for 2019SP
- FN-162-03 for 2019SP
- FN-162-06 for 2019SP
- Starting with a new textbook this semester (just released from Flatworld) not only saved the students money, but was easier for them to follow and learn from. In revamping the class, I instituted more essay type responses to debatable subjects in business that correlated with the chapter they were working on. This not only gave me better insight into how well the students were learning, but allowed the students to read detailed comments from me. Yes, it was a lot more time spent in grading, but it challenged the students to a greater level of research and understanding of the subject matter. We did have 25% of the students that did not complete all of the assignments and or the Final project, but we still held to a 75% success rate.
(BUSAD-100-70 for 2019SP)
- Starting with a new textbook this semester (just released from Flatworld) not only saved the students money, but was easier for them to follow and learn from. In revamping the class, I instituted more essay type responses to debatable subjects in business that correlated with the chapter they were working on. This not only gave me better insight into how well the students were learning, but allowed the students to read detailed comments from me. Yes, it was a lot more time spent in grading, but it challenged the students to a greater level of research and understanding of the subject matter. We did have 24% of the students that did not complete all of the assignments and or the Final project, but we still held to a 76% success rate.
(BUSAD-100-71 for 2019SP)
- A total of 23 students were assessed with a pre-test score of 54% and a post-test score of 89% - thus showing an improvement of 35%. 65% of the population assessed received a "C" or better in the course. (A- 4 or 17%, B-10 or 44%, C-1 or 4%, D-0 or 0%, F-8 or 35%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time.

No need to change SLO at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired on and held on after "Christmas" help. This same concern is illustrated in the lower Spring Semester enrollment and Summer/Fall enrollment.

(BUSAD-100-01 for 2019SP)

- A total of 29 students were assessed with a pre-test score of 49% and a post-test score of 89% - thus showing an improvement of 40%. 83% of the population assessed received a "C" or better in the course. (A- 11 or 38%, B-8 or 28%, C-5 or 17%, D-0 or 0%, F-5 or 17%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired and held on after "Christmas" help. This same concern is illustrated in the lower Summer and Fall enrollment.
(BUSAD-100-02 for 2019SP)
- A total of 28 students were assessed with a pre-test score of 47% and a post-test score of 89% - thus showing an improvement of 42%. 89% of the population assessed received a "C" or better in the course. (A-8 or 46%, B-13 or 28%, C-4 or 14%, D-0 or 0%, F-3 or 11%). This assessment is quite similar in nature to those of the past – showing minimal knowledge prior to taking course and good success after. No learning gaps are apparent at this point in time. No need to change SLO at this point in time. No need to change method of assessment at this point in time. There was a significant increase in those students who failed to finish the course. This is believed to be as a result of being hired and held on after "Christmas" help. This same concern is illustrated in the lower Summer and Fall enrollment.
(BUSAD-100-03 for 2019SP)
- I will continue to use video and news footage to show how good and bad customer service effects a business as well as the community that it effects.
(CULART-101-62 for 2019SP)
- I will continue to go on the county and state health departments sites to show and explain the importance of proper food handling and storage of raw, dry, dairy and chemical products. I will also keep an open dialog with students that may be presently working in the food service industry about food handling so that they become more active in know how to handle and store food and chemicals properly.
(CULART-225-03 for 2019SP)
- Will continue to use outside handout that are in relationship to the chapters that we cover in area of food cost, calculating break-even and projected food sales.
(CULART-275-02 for 2019SP)
- Most strategies used were successful and will continue to be used. The students had an increased opportunity for practicing what we train for due to an expanded event schedule. Lecture opportunities were made available, focusing on the business aspect of the food truck industry, but given our lack of available lecture time, I am considering expanding food truck lectures into other program classes for a more comprehensive approach. Daily reflections and performance reviews were utilized and proved to be effective assessment and training tools.
(CULART-012-01 for 2019SP)
- I am considering changing the textbook to more of a current and industry-related version. The semester-long project will be broken up into segments that are due throughout the term to ensure it is meeting standards in a timely manner. I also want to incorporate an additional project in which the students create their own catering tablescape with a theme.
(CULART-020-02 for 2019SP)

Program Learning Outcome Summary Report Culinary Arts Certificate

Year

Period

Program

Tools

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form](#) is available..

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1 Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	456	439	96.27%
2 Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	141	129	91.49%
3 Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	141	129	91.49%
4 Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	324	285	87.96%
5 Recall on a written exam how to derive the 'Break-even Point' of a restaurant	141	129	91.49%
6 Define and recall on a written exam the purchasing function	183	156	85.25%
7 Recall the seven areas of a HACCP plan	687	621	90.39%
8 N/A			

21 Assessment Methods & Criteria

- Rewrite a recipe to include the seven steps of HACCP, to include the proper ways to thaw frozen food, cook in a microwave, cool and reheat. To identify what is wrong with the way a restaurant has received food. To understand proper receiving, storing, cooking, reheating and serving of food. To be able to understand and share with the class food borne illnesses and how to prevent them.
(CULART-225-01 for 2016FA)
- Assessment methods this semester were a hands-on final.
(CULART-011-01 for 2016FA)
- written final
(CULART-012-01 for 2016FA)
- 1. Recognize the importance of food safety and sanitation as the basis for preventing foodborne illness in retail food establishments. 2. Identify potential problems related to temperature abuse of foods. 3. Identify potential problems related to a food worker's poor personal hygiene. 4. Identify the seven principals of HACCP and how to apply the principles. 5. Understand and identify governing agencies responsible to enforce codes. 6. Apply the Serve Safe concepts of food service establishments.
(CULART-225-01 for 2017SP)
- After completing this course the student will be able to: • The Student will recall on a written exam how to derive the "Break-even Point of a restaurant. • The student will identify the parts of a profit and loss statement on an exam. • The students will recall the controls that can be placed on foodservice establishments in order to control cost on a written exam.
(CULART-275-01 for 2017SP)
- Administered N.R.A. Certification skills test at end of the semester
(CULART-240-01 for 2017SP)
- project NRA final Homework attendance participation
(CULART-240-01 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final project: power point presentation on centralized vs. decentralized systems
(CULART-240-02 for 2017FA)
- Hands-on assessment Notebooks Good enough= student followed sanitation and safety requirements. Difficulty of dish was adequate. Followed proper cooking techniques. Notebook- good enough is turning a notebook in with a three page paper completed.
(CULART-010-01 for 2018SP)
- Hands-On final Notebook with a three page paper included
(CULART-011-01 for 2018SP)
- Hands-On final Notebook with three page paper included
(CULART-012-01 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, complete a class project, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-275-01 for 2018SP)
- Grading: You have 2000 points to start with. Points are yours to lose. Points will be deducted according to your test scores, exam scores, homework assignment scores, your special project scores, and your attendance! Midterm Exam 200 points Final Exam 200 points Attendance 200 points Each class is worth 16.6 points. Tardy= 5 points off Homework 200 points Special Project 200 points Tests x 5 1000 points Each test is worth 200 points. Total

2000 points total

(CULART-275-02 for 2018SP)

- Assessment methods: Attendance participation in class project completion presentation of project mid term final
(CULART-240-01 for 2018FA)
- This was the pilot class for CULART-012, or what we call 'The Food Truck'. Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service.
(CULART-012-01 for 2018FA)
- The course covers sanitation and food safety by instructing the students on the regulations that must be followed during the production of food for consumption by the public. It is a prerequisite to all other courses in the culinary arts program. Successful completion of the course requires the student to demonstrate comprehension of the methods of controlling the spread, growth, and elimination of bacteria and other food borne pathogens, as well as controlling physical contamination threats to foods. The student demonstrates competency as a ServSafe manager by taking and passing the National Restaurant Association ServSafe Manager Test with a proficiency score of 75% or better The student must identify the importance of providing safe food. Students must understand how to implement and monitor safe measures of food handling as well as identify and correct potentially hazardous food safety issues.
(CULART-225-01 for 2018FA)
- hands on final - create a dish in 45 minutes with ingredients given. Mystery basket
(CULART-010-01 for 2019SP)
- hands on final - mystery basket hands on catering final - spotlight
(CULART-011-01 for 2019SP)
- Going to the San Bernardino County web site and reading off closures each week of restaurants that have closed because of unsafe or below standards of food handling practices. After reading articles on the county site we go over the chapters that are in direct relationship to the infractions of the restaurant closures and why food safety is so important.
(CULART-225-03 for 2019SP)
- Giving the students other handouts and forms then going over them in detail in the area of the P&L statement. Also giving students exercise problems that they would have to explain their process on how they were able to come up with the answer.
(CULART-275-02 for 2019SP)
- Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service.
(CULART-012-01 for 2019SP)

21 Reflection(s)

- This semester I worked the students in groups. Graded them individually and for group work. Even though the students did not like the group assignments most groups excelled.
(CULART-010-01 for 2016FA)

- This semester the second semester students did not work well within the group settings.
(CULART-011-01 for 2016FA)
- re-evaluate the slo's in the fall term.
(CULART-010-02 for 2017SP)
- re-evaluate SLO's in fall.
(CULART-011-01 for 2017SP)
- Flash cards Blackboard practice exams Nine out of ten students passed the National Restaurant Association, ManageFirst Exam.
(CULART-275-01 for 2017SP)
- This is the first semester of the new program. The accelerated courses are proving to be challenging for the students however all students handled the rigor and did a great job with all SLO's.
(CULART-010-01 for 2017FA)
- The students did well this semester considering that the new program started and this was a short term course. All but one student made it through the semester.
(CULART-011-02 for 2017FA)
- The third semester students did well considering that the new program is much more accelerated than the program they are used to. All did well.
(CULART-012-02 for 2017FA)
- This semester was rough on the students and the instructors. The culinary students are were on overload with the new program structure. Students were having a hard time finding time to complete project assignments and homework. All in all the students did well in the program. almost all past the final which is an NRA test. The students that did not pass will have a chance to retake the test and earn their certificate.
(CULART-240-01 for 2017FA)
- My first time teaching the class. The content, assessment, and SLO do not need any modification at this time.
(CULART-240-02 for 2017FA)
- This was the last class in this format. From now on the 012 class will run the food truck at lunch.
(CULART-012-01 for 2018SP)
- This class was challenging for the students, particularly with the mathematical formulas. I will better focus on this aspect next time I teach it, although I feel that the students performed well when examined on this material.
(CULART-275-01 for 2018SP)
- Students were able to recall on a written exam how to derive on the "Break-even Point" of a restaurant. Students identified the parts of a profit and loss statement. Students recalled the controls that can be placed on foodservice establishments in order to control cost on the written exam.
(CULART-275-02 for 2018SP)
- The one program is very challenging for the students. It is fast moving and very intense. The students are struggling to keep up with the schedule.
(CULART-010-01 for 2018FA)
- This semester i gave all but 2 students from the 011 class to work on the food truck and transferred the students to 012.
(CULART-011-01 for 2018FA)
- after speaking with several of the students regarding the outcomes for the semester each student had the same comment. " high school does not prepare you for college". " i was not prepared to work this hard".
(CULART-240-01 for 2018FA)
- Being the pilot class, the students and I did a lot of learning how to operate the class as we went. Most strategies used were successful and will continue to be used. In the future, the students will have more opportunity for practicing what we train for due to an expanded event

schedule. More lecture opportunities will also be made available, so that we may focus on the business aspect of the food truck industry and so we may also reflect and assess how we are performing as a team.

(CULART-012-01 for 2018FA)

- The passing rate for the ServSafe exam for students is low. The material can prove to be difficult to retain for first-time students or students never in the industry. More practice tests must be involved in the future, as well as offering tutoring and remedial help as needed. (CULART-225-01 for 2018FA)
- I will continue to go on the county and state health departments sites to show and explain the importance of proper food handling and storage of raw, dry, dairy and chemical products. I will also keep an open dialog with students that may be presently working in the food service industry about food handling so that they become more active in know how to handle and store food and chemicals properly. (CULART-225-03 for 2019SP)
- Will continue to use outside handout that are in relationship to the chapters that we cover in area of food cost, calculating break-even and projected food sales. (CULART-275-02 for 2019SP)
- Most strategies used were successful and will continue to be used. The students had an increased opportunity for practicing what we train for due to an expanded event schedule. Lecture opportunities were made available, focusing on the business aspect of the food truck industry, but given our lack of available lecture time, I am considering expanding food truck lectures into other program classes for a more comprehensive approach. Daily reflections and performance reviews were utilized and proved to be effective assessment and training tools. (CULART-012-01 for 2019SP)

Program Learning Outcome Summary Report Food Preparation Certificate

Year

Period

Program

Tools

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form is available..](#)

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Demonstrate how to properly follow a recipe by preparing a recipe of their choice for the restaurant at least once during the semester	1067	1002	93.91%
2	Recall the seven areas of a HACCP plan	231	182	78.79%
3	Recite on a final exam how they will store products for maximum quality	231	182	78.79%
4	Recite for the instructor on the final exam how the food service industry was started by writing a brief essay on the history of food service	253	226	89.33%
5	Recite the principles of scientific reasoning why the combination method of cooking works on a final exam	189	189	100.00%
6	Recite the proper techniques used for preparing, ordering and receiving a large quantity of food for a given number of people on a final exam	183	156	85.25%
7	Have the knowledge and understanding of how to conduct business and make a profit on each catering and or banquet	204	180	88.24%
8	Demonstrate how to decorate a cake using basic cake decorating skills	108	104	96.30%
9	Recall on an exam how to write a catering contract	110	104	94.55%
10	N/A			

30 Assessment Methods & Criteria

- The student will recite for the instructor how the food service industry was started by writing a brief essay on the history of food service. The student will identify on an exam the people who influenced the restaurant business the most throughout history and how. The student will understand the different types of resumes and how to write them.
(CULART-101-01 for 2016FA)
- Rewrite a recipe to include the seven steps of HACCP, to include the proper ways to thaw frozen food, cook in a microwave, cool and reheat. To identify what is wrong with the way a restaurant has received food. To understand proper receiving, storing, cooking, reheating and serving of food. To be able to understand and share with the class food borne illnesses and how to prevent them.
(CULART-225-01 for 2016FA)
- Assessment methods this semester were a hands-on final.
(CULART-011-01 for 2016FA)

- written final
(CULART-012-01 for 2016FA)
- 1. Recognize the importance of food safety and sanitation as the basis for preventing foodborne illness in retail food establishments. 2. Identify potential problems related to temperature abuse of foods. 3. Identify potential problems related to a food worker's poor personal hygiene. 4. Identify the seven principals of HACCP and how to apply the principles. 5. Understand and identify governing agencies responsible to enforce codes. 6. Apply the Serve Safe concepts of food service establishments.
(CULART-225-01 for 2017SP)
- Administered N.R.A. Certification skills test at end of the semester
(CULART-240-01 for 2017SP)
- project NRA final Homework attendance participation
(CULART-240-01 for 2017FA)
- Hands on project outcomes, test and quiz outcomes.
(CULART-041-02 for 2017FA)
- Hands on projects , tests and quiz.
(CULART-040-01 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final exam
(CULART-101-02 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final project: power point presentation on centralized vs. decentralized systems
(CULART-240-02 for 2017FA)
- Hands on and written final. Good enough is when the students complete the task, maybe not to the level expected however the task is done correctly. For the written final good enough is a C or better.
(CULART-161-01 for 2018SP)
- Hands on Catering which is usually spotlight. The students need to present their final project and turn the project in for a final grade.
(CULART-020-02 for 2018SP)
- Hands-on assessment Notebooks Good enough= student followed sanitation and safety requirements. Difficulty of dish was adequate. Followed proper cooking techniques. Notebook- good enough is turning a notebook in with a three page paper completed.
(CULART-010-01 for 2018SP)
- Hands-On final Notebook with a three page paper included
(CULART-011-01 for 2018SP)
- Hands-On final Notebook with three page paper included
(CULART-012-01 for 2018SP)
- Students were assessed through their attendance of lectures and catering events, classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), attend all catering events (minimum 70% of available hours) participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better.
(CULART-020-01 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-101-61 for 2018SP)

- Assessment methods: Attendance participation in class project completion presentation of project mid term final
(CULART-240-01 for 2018FA)
- This was the pilot class for CULART-012, or what we call 'The Food Truck'. Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service.
(CULART-012-01 for 2018FA)
- This course is an overview of the food service and hospitality industries. Students are assessed on their comprehension of customer service and personal success strategies within the food service industry. Students demonstrated proficiency through positive attendance, completing assigned tasks, and attaining satisfactory exam scores.
(CULART-101-01 for 2018FA)
- The course covers sanitation and food safety by instructing the students on the regulations that must be followed during the production of food for consumption by the public. It is a prerequisite to all other courses in the culinary arts program. Successful completion of the course requires the student to demonstrate comprehension of the methods of controlling the spread, growth, and elimination of bacteria and other food borne pathogens, as well as controlling physical contamination threats to foods. The student demonstrates competency as a ServSafe manager by taking and passing the National Restaurant Association ServSafe Manager Test with a proficiency score of 75% or better The student must identify the importance of providing safe food. Students must understand how to implement and monitor safe measures of food handling as well as identify and correct potentially hazardous food safety issues.
(CULART-225-01 for 2018FA)
- Student participates daily in class Student completes at least some volunteer hours Student skill level improves noticeably during class
(CULART-161-01 for 2019SP)
- hands on final - create a dish in 45 minutes with ingredients given. Mystery basket
(CULART-010-01 for 2019SP)
- hands on final - mystery basket hands on catering final - spotlight
(CULART-011-01 for 2019SP)
- This was the catering class from the baking program. This class was assessed based on class quizzes and exams and the completion of 177 hands on catering hours.
(CULART-020-01 for 2019SP)
- Giving real life examples and showing YouTube footage of good and bad customer service while explaining how customer service effects businesses.
(CULART-101-62 for 2019SP)
- Going to the San Bernardino County web site and reading off closures each week of restaurants that have closed because of unsafe or below standards of food handling practices. After reading articles on the county site we go over the chapters that are in direct relationship to the infractions of the restaurant closures and why food safety is so important.
(CULART-225-03 for 2019SP)
- Students were tasked with learning food truck menu design and execution, vehicle operations and maintenance, business operations and success strategies, career opportunities, and customer service. Student assessments were based on how they performed during those tasks as well as their understanding of industry standards, which include: ethics, leadership, teams, and service standards. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in

how they ultimately performed during preparation and service.
(CULART-012-01 for 2019SP)

- Students are assessed by way of chapter work and quizzes that cover the textbook material. The class project is to present either a catering event proposal or food truck business plan proposal. Positive attendance is critical to their success, which not only played a critical role in their overall grade, but it was evident in how they ultimately performed during preparation and service for catering events.
(CULART-020-02 for 2019SP)

31 Reflection(s)

- This semester I worked the students in groups. Graded them individually and for group work. Even though the students did not like the group assignments most groups excelled.
(CULART-010-01 for 2016FA)
- This semester the second semester students did not work well within the group settings.
(CULART-011-01 for 2016FA)
- Categorize breads by the various baking methods
(CULART-040-01 for 2016FA)
- all students that assessed did well.
(CULART-020-01 for 2017SP)
- SLO will be redefined to cater next years new set up for the courses.
(CULART-041-01 for 2017SP)
- re-evaluate the slo's in the fall term.
(CULART-010-02 for 2017SP)
- re-evaluate SLO's in fall.
(CULART-011-01 for 2017SP)
- It was difficult to teach in the North Hall .The capacity of this kitchen was ok,, the problem was trying to have all the students cook at the same time.Also the limited of commercial equipment , (gas stoves, proper ventilation, and sinks). The students had learned principles of cooking, knife skills regardless of the inconvenience of space or equipment.. At the end of the semester all the students cook their final practical dish (protein, starch, and vegetables.) in timely manner.
(CULART-160-01 for 2017SP)
- This is the first semester of the new program. The accelerated courses are proving to be challenging for the students however all students handled the rigor and did a great job with all SLO's.
(CULART-010-01 for 2017FA)
- The students did well this semester considering that the new program started and this was a short term course. All but one student made it through the semester.
(CULART-011-02 for 2017FA)
- The third semester students did well considering that the new program is much more accelerated than the program they are used to. All did well.
(CULART-012-02 for 2017FA)
- This was the first course of the new program. The problems that occurred were running a course that is skill and technical based knowledge in a 6 week period. The Sunroom also had to be open the last two weeks of this course. Opening a restaurant during a beginning course that does not consist of only culinary students is a shore. However all students met all SLO's.
(CULART-160-02 for 2017FA)
- This semester was rough on the students and the instructors. The culinary students are were on overload with the new program structure. Students were having a hard time finding time to complete project assignments and homework. All in all the students did well in the

program. almost all past the final which is an NRA test. The students that did not pass will have a chance to retake the test and earn their certificate.

(CULART-240-01 for 2017FA)

- This is my very first semester and everything we did so far was very good.
(CULART-041-02 for 2017FA)
- projects outcomes, test and quiz outcomes
(CULART-040-01 for 2017FA)
- Taught Customer Service in place of traditional culinary concepts. The SLO needs modification to reflect the customer service material: The importance of customer service Designing and implementing a customer service program The professional server
(CULART-101-02 for 2017FA)
- My first time teaching the class. The content, assessment, and SLO do not need any modification at this time.
(CULART-240-02 for 2017FA)
- under the new program there have been many challenges. This course is now only 6 weeks. The students are challenged but the students seem to be challenged and learning at the faster pace.
(CULART-161-01 for 2018SP)
- This was the last class in this format. From now on the 012 class will run the food truck at lunch.
(CULART-012-01 for 2018SP)
- The next time I teach this course, I will implement weekly challenges that will require more real-world theories, applications, and scenarios. The catering events were good examples of this teaching method, connecting the student to the material.
(CULART-020-01 for 2018SP)
- This class focused on customer service. It was my second time teaching it and I believe my methods and performances were improved and reflected in student outcomes.
(CULART-101-61 for 2018SP)
- The one program is very challenging for the students. It is fast moving and very intense. The students are struggling to keep up with the schedule.
(CULART-010-01 for 2018FA)
- This semester i gave all but 2 students from the 011 class to work on the food truck and transferred the students to 012.
(CULART-011-01 for 2018FA)
- after speaking with several of the students regarding the outcomes for the semester each student had the same comment. " high school does not prepare you for college". " i was not prepared to work this hard".
(CULART-240-01 for 2018FA)
- Being the pilot class, the students and I did a lot of learning how to operate the class as we went. Most strategies used were successful and will continue to be used. In the future, the students will have more opportunity for practicing what we train for due to an expanded event schedule. More lecture opportunities will also be made available, so that we may focus on the business aspect of the food truck industry and so we may also reflect and assess how we are performing as a team.
(CULART-012-01 for 2018FA)
- The manner in which the class is taught and assessed has remained mostly unchanged for the last 3 semesters. Students remain engaged and are demonstrating positive outcomes. Students are proving they are comprehending the material with a final exam passing rate of 83%. Any new strategies will include even more student/team interactions.
(CULART-101-01 for 2018FA)
- The passing rate for the ServSafe exam for students is low. The material can prove to be difficult to retain for first-time students or students never in the industry. More practice tests

must be involved in the future, as well as offering tutoring and remedial help as needed.
(CULART-225-01 for 2018FA)

- I will continue to use video and news footage to show how good and bad customer service effects a business as well as the community that it effects.
(CULART-101-62 for 2019SP)
- I will continue to go on the county and state health departments sites to show and explain the importance of proper food handling and storage of raw,dry, dairy and chemical products. I will also keep an open dialog with students that my be presently working in the food service industry about food handling so that they become more active in know how to handle and store food and chemicals properly.
(CULART-225-03 for 2019SP)
- Most strategies used were successful and will continue to be used. The students had an increased opportunity for practicing what we train for due to an expanded event schedule. Lecture opportunities were made available, focusing on the business aspect of the food truck industry, but given our lack of available lecture time, I am considering expanding food truck lectures into other program classes for a more comprehensive approach. Daily reflections and performance reviews were utilized and proved to be effective assessment and training tools.
(CULART-012-01 for 2019SP)
- I am considering changing the textbook to more of a current and industry-related version. The semester-long project will be broken up into segments that are due throughout the term to ensure it is meeting standards in a timely manner. I also want to incorporate an additional project in which the students create their own catering tablescape with a theme.
(CULART-020-02 for 2019SP)

Program Learning Outcome Summary Report Food Service Certificate

Year

Period

Program

Tools

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form is available..](#)

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1 Identify on an exam the people who influenced the restaurant business the most throughout history and how	253	226	89.33%
2 Recall on the final exam the names of the equipment that is used in a commercial kitchen	189	175	92.59%
3 Define the cooking terminology on weekly quizzes as well as on the final exam	378	378	100.00%
4 Demonstrate to the instructor that he or she thoroughly understands what it takes to open a restaurant by completing a feasibility study and designing a restaurant along with costs on paper and presenting the final project to the entire class as a class project and part of the final for the course	141	129	91.49%
5 Recall on a written exam how to derive the 'Break-even Point' of a restaurant	231	182	78.79%
6 Recall the seven areas of a HACCP plan			
7 Define and recall on a written exam the purchasing function	183	156	85.25%
8 N/A			

19 Assessment Methods & Criteria

- The student will recite for the instructor how the food service industry was started by writing a brief essay on the history of food service. The student will identify on an exam the people who influenced the restaurant business the most throughout history and how. The student will understand the different types of resumes and how to write them. (CULART-101-01 for 2016FA)
- Rewrite a recipe to include the seven steps of HACCP, to include the proper ways to thaw frozen food, cook in a microwave, cool and reheat. To identify what is wrong with the way a restaurant has received food. To understand proper receiving, storing, cooking, reheating and serving of food. To be able to understand and share with the class food borne illnesses and how to prevent them. (CULART-225-01 for 2016FA)
- 1. Recognize the importance of food safety and sanitation as the basis for preventing foodborne illness in retail food establishments. 2. Identify potential problems related to temperature abuse of foods. 3. Identify potential problems related to a food worker's poor personal hygiene. 4. Identify the seven principals of HACCP and how to apply the principles. 5. Understand and identify governing agencies responsible to enforce codes. 6. Apply the Serve Safe concepts of food service establishments. (CULART-225-01 for 2017SP)

- After completing this course the student will be able to: • The Student will recall on a written exam how to derive the “Break-even Point of a restaurant. • The student will identify the parts of a profit and loss statement on an exam. • The students will recall the controls that can be placed on foodservice establishments in order to control cost on a written exam.
(CULART-275-01 for 2017SP)
- Administered N.R.A. Certification skills test at end of the semester
(CULART-240-01 for 2017SP)
- project NRA final Homework attendance participation
(CULART-240-01 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final exam
(CULART-101-02 for 2017FA)
- Attendance and classroom participation Written assignments Quizzes Final essay Final project: power point presentation on centralized vs. decentralized systems
(CULART-240-02 for 2017FA)
- Hands on and written final. Good enough is when the students complete the task, maybe not to the level expected however the task is done correctly. For the written final good enough is a C or better.
(CULART-161-01 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-101-61 for 2018SP)
- Students were assessed through their classroom participation, weekly topical assignments, and through written examination. For students to be deemed "good enough" to pass the course, they had to attend all classes (up to three absences), participate during class discussions, complete a class project, and complete all assignments and exams with a cumulative score of 70% or better. The students were also assessed through a certification exam administered through Manage First and The National Restaurant Association (70% or better was necessary to achieve the certificate).
(CULART-275-01 for 2018SP)
- Grading: You have 2000 points to start with. Points are yours to lose. Points will be deducted according to your test scores, exam scores, homework assignment scores, your special project scores, and your attendance! Midterm Exam 200 points Final Exam 200 points Attendance 200 points Each class is worth 16.6 points. Tardy= 5 points off Homework 200 points Special Project 200 points Tests x 5 1000 points Each test is worth 200 points. Total 2000 points total
(CULART-275-02 for 2018SP)
- Assessment methods: Attendance participation in class project completion presentation of project mid term final
(CULART-240-01 for 2018FA)
- This course is an overview of the food service and hospitality industries. Students are assessed on their comprehension of customer service and personal success strategies within the food service industry. Students demonstrated proficiency through positive attendance, completing assigned tasks, and attaining satisfactory exam scores.
(CULART-101-01 for 2018FA)
- The course covers sanitation and food safety by instructing the students on the regulations that must be followed during the production of food for consumption by the public. It is a prerequisite to all other courses in the culinary arts program. Successful completion of the

course requires the student to demonstrate comprehension of the methods of controlling the spread, growth, and elimination of bacteria and other food borne pathogens, as well as controlling physical contamination threats to foods. The student demonstrates competency as a ServSafe manager by taking and passing the National Restaurant Association ServSafe Manager Test with a proficiency score of 75% or better. The student must identify the importance of providing safe food. Students must understand how to implement and monitor safe measures of food handling as well as identify and correct potentially hazardous food safety issues.

(CULART-225-01 for 2018FA)

- Student participates daily in class. Student completes at least some volunteer hours. Student skill level improves noticeably during class.
(CULART-161-01 for 2019SP)
- Giving real life examples and showing YouTube footage of good and bad customer service while explaining how customer service affects businesses.
(CULART-101-62 for 2019SP)
- Going to the San Bernardino County web site and reading off closures each week of restaurants that have closed because of unsafe or below standards of food handling practices. After reading articles on the county site we go over the chapters that are in direct relationship to the infractions of the restaurant closures and why food safety is so important.
(CULART-225-03 for 2019SP)
- Giving the students other handouts and forms then going over them in detail in the area of the P&L statement. Also giving students exercise problems that they would have to explain their process on how they were able to come up with the answer.
(CULART-275-02 for 2019SP)

16 Reflection(s)

- Flash cards Blackboard practice exams. Nine out of ten students passed the National Restaurant Association, ManageFirst Exam.
(CULART-275-01 for 2017SP)
- It was difficult to teach in the North Hall. The capacity of this kitchen was ok, the problem was trying to have all the students cook at the same time. Also the limited of commercial equipment, (gas stoves, proper ventilation, and sinks). The students had learned principles of cooking, knife skills regardless of the inconvenience of space or equipment. At the end of the semester all the students cook their final practical dish (protein, starch, and vegetables.) in timely manner.
(CULART-160-01 for 2017SP)
- This was the first course of the new program. The problems that occurred were running a course that is skill and technical based knowledge in a 6 week period. The Sunroom also had to be open the last two weeks of this course. Opening a restaurant during a beginning course that does not consist of only culinary students is a chore. However all students met all SLO's.
(CULART-160-02 for 2017FA)
- This semester was rough on the students and the instructors. The culinary students were on overload with the new program structure. Students were having a hard time finding time to complete project assignments and homework. All in all the students did well in the program. almost all past the final which is an NRA test. The students that did not pass will have a chance to retake the test and earn their certificate.
(CULART-240-01 for 2017FA)
- Taught Customer Service in place of traditional culinary concepts. The SLO needs modification to reflect the customer service material: The importance of customer service. Designing and implementing a customer service program. The professional server
(CULART-101-02 for 2017FA)

- My first time teaching the class. The content, assessment, and SLO do not need any modification at this time.
(CULART-240-02 for 2017FA)
- under the new program there have been many challenges. This course is now only 6 weeks. The students are challenged but the students seem to be challenged and learning at the faster pace.
(CULART-161-01 for 2018SP)
- This class focused on customer service. It was my second time teaching it and I believe my methods and performances were improved and reflected in student outcomes.
(CULART-101-61 for 2018SP)
- This class was challenging for the students, particularly with the mathematical formulas. I will better focus on this aspect next time I teach it, although I feel that the students performed well when examined on this material.
(CULART-275-01 for 2018SP)
- Students were able to recall on a written exam how to derive on the "Break-even Point" of a restaurant. Students identified the parts of a profit and loss statement. Students recalled the controls that can be placed on foodservice establishments in order to control cost on the written exam.
(CULART-275-02 for 2018SP)
- after speaking with several of the students regarding the outcomes for the semester each student had the same comment. " high school does not prepare you for college". " i was not prepared to work this hard".
(CULART-240-01 for 2018FA)
- The manner in which the class is taught and assessed has remained mostly unchanged for the last 3 semesters. Students remain engaged and are demonstrating positive outcomes. Students are proving they are comprehending the material with a final exam passing rate of 83%. Any new strategies will include even more student/team interactions.
(CULART-101-01 for 2018FA)
- The passing rate for the ServSafe exam for students is low. The material can prove to be difficult to retain for first-time students or students never in the industry. More practice tests must be involved in the future, as well as offering tutoring and remedial help as needed.
(CULART-225-01 for 2018FA)
- I will continue to use video and news footage to show how good and bad customer service effects a business as well as the community that it effects.
(CULART-101-62 for 2019SP)
- I will continue to go on the county and state health departments sites to show and explain the importance of proper food handling and storage of raw,dry, dairy and chemical products. I will also keep an open dialog with students that my be presently working in the food service industry about food handling so that they become more active in know how to handle and store food and chemicals properly.
(CULART-225-03 for 2019SP)
- Will continue to use outside handout that are in relationship to the chapters that we cover in area of food cost, calculating break-even and projected food sales.
(CULART-275-02 for 2019SP)

Culinary Arts: SLO Success Data FA16-SP19

SLO Success All Courses FA16-SP19: **91%**

SLO Success FA16-SP19 Disaggregated by Semester

Semester	Fall	Spring
Success	90%	93%

SLO Success FA16-SP19 Disaggregated by Academic Year

Academic Year	2016-2017	2017-2018	2018-2019
Success	92	93	89

SLO Success FA16-SP19 Disaggregated by Lab Classes and Non-Lab Classes

Lab Only	93%
Lab/Lecture	94%
Lecture	87%

SLO Success FA16-SP19 Disaggregated by Course Level

Course Level	000's	100's	200's
Success	94%	94%	86%

SLO Success FA16-SP19 200's

Course	Success	Notes
CULARTS 201	100%	One Section FA 16
CULARTS 225	79%	
CULARTS 235	90%	One Section SP 17
CULARTS 240	85%	
CULARTS 250	87%	
CULARTS 275	91%	

CULARTS 225: Safety and Sanitation
Required for all certificates and degrees

FA18=56%

Only 4 of 9 Sections Reporting

Notable Reflections:

FA18: Pass rate on Safe Serve Exam is low.

The screenshot shows a web browser window with the URL <https://www.valleycollege.edu/slocloud/course-summary>. The page header includes the SLO Cloud logo and navigation links for SLO Submission, SAO Submission, Reports, Exports, and Logout. The main content area is titled "Course Summary Report" and features several filters: Year (2018 - 2019), Period (Last 3 Years), Division (Applied Technology, Transportati...), Dept (CULART), and Course (CULART-225). A "Tools" button is also present. Below the filters, the "Course SLOs" section includes a note: "Note: Course SLO Summary Evaluation Form is available." A table displays the following data:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	List the seven areas of HACCP plan.	77	62	80.52%
2	Store and know the safe period for storing food.	77	60	77.92%
3	Explain five food borne illnesses and how to prevent them.	77	60	77.92%

Below the table, there are three expandable sections: "4 Assessment Methods & Criteria", "2 Reflection(s)", and "4 Section(s) Reporting".

Culinary Arts: SLO Success Data FA16-SP19

SLO Success All Courses FA16-SP19: **91%**

SLO Success FA16-SP19 Disaggregated by Semester

Semester	Fall	Spring
Success	90%	93%

SLO Success FA16-SP19 Disaggregated by Academic Year

Academic Year	2016-2017	2017-2018	2018-2019
Success	92	93	89

SLO Success FA16-SP19 Disaggregated by Lab Classes and Non-Lab Classes

Lab Only	93%
Lab/Lecture	94%
Lecture	87%

SLO Success FA16-SP19 Disaggregated by Course Level

Course Level	000's	100's	200's
Success	94%	94%	86%

SLO Success FA16-SP19 200's

Course	Success	Notes
CULARTS 201	100%	One Section FA 16
CULARTS 225	79%	
CULARTS 235	90%	One Section SP 17
CULARTS 240	85%	
CULARTS 250	87%	
CULARTS 275	91%	

CULARTS 225: Safety and Sanitation
Required for all certificates and degrees

FA18=56%

Only 4 of 9 Sections Reporting

Notable Reflections:

FA18: Pass rate on Safe Serve Exam is low.

SLO Cloud San Bernardino Valley College

SLO Submission SAO Submission **Reports** Exports Logout

Course Summary Report

Year 2018 - 2019 **Period** Last 3 Years

Division Applied Technology, Transportation **Dept** CULART **Course** CULART-225

Tools

Course SLOs

Note: [Course SLO Summary Evaluation Form](#) is available.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	List the seven areas of HACCP plan.	77	62	80.52%
2	Store and know the safe period for storing food.	77	60	77.92%
3	Explain five food borne illnesses and how to prevent them.	77	60	77.92%

4 Assessment Methods & Criteria

2 Reflection(s)

4 Section(s) Reporting

Culinary Arts AA Degree#1	Applied Technology, Tr Culinary Arts AA De Demonstrate to the instructor during the final exam how to use a knife and the basic knife c	CULART-0: CULART-0: CULART-012
Culinary Arts AA Degree#2	Applied Technology, Tr Culinary Arts AA De Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of	CULART-0: CULART-2: CULART-2: CULART-2: CULART-275
Culinary Arts AA Degree#3	Applied Technology, Tr Culinary Arts AA De Demonstrate that they understand optimal quantity, price and standard specifications of orc	CULART-2: CULART-275
Culinary Arts AA Degree#4	Applied Technology, Tr Culinary Arts AA De Demonstrate to the instructor by recalling the top five problems that the restaurant industr	CULART-201
Culinary Arts AA Degree#5	Applied Technology, Tr Culinary Arts AA De Recall on a written exam how to derive the 'Break-even Point' of a restaurant	CULART-275
Culinary Arts AA Degree#6	Applied Technology, Tr Culinary Arts AA De Define and recall on a written exam the purchasing function	CULART-240
Culinary Arts AA Degree#7	Applied Technology, Tr Culinary Arts AA De Recall the seven areas of a HACCP plan	CULART-2: CULART-0: CULART-0: CULART-2: BUSAD-100
Culinary Arts AA Degree#8	Applied Technology, Tr Culinary Arts AA De Be prepared to transfer a core curriculum to an accredited, four-year college or university wi	CULART-1: CULART-1: CULART-1: CULART-2: CULART-2: CULART-2: CULART-2: FN-162
Culinary Arts Certificate#1	Applied Technology, Tr Culinary Arts Certif Demonstrate to the instructor during the final exam how to use a knife and the basic knife c	CULART-0: CULART-0: CULART-012
Culinary Arts Certificate#2	Applied Technology, Tr Culinary Arts Certif Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of	CULART-275
Culinary Arts Certificate#3	Applied Technology, Tr Culinary Arts Certif Demonstrate that they understand optimal quantity, price and standard specifications of orc	CULART-275
Culinary Arts Certificate#4	Applied Technology, Tr Culinary Arts Certif Demonstrate to the instructor by recalling the top five problems that the restaurant industr	CULART-2: CULART-275
Culinary Arts Certificate#5	Applied Technology, Tr Culinary Arts Certif Recall on a written exam how to derive the 'Break-even Point' of a restaurant	CULART-275
Culinary Arts Certificate#6	Applied Technology, Tr Culinary Arts Certif Define and recall on a written exam the purchasing function	CULART-240
Culinary Arts Certificate#7	Applied Technology, Tr Culinary Arts Certif Recall the seven areas of a HACCP plan	CULART-0: CULART-0: CULART-275
Food Preparation Certificate#1	Applied Technology, Tr Food Preparation C Demonstrate how to properly follow a recipe by preparing a recipe of their choice for the re	CULART-0: CULART-0: CULART-0: CULART-0: CULART-0: CULART-160
Food Preparation Certificate#2	Applied Technology, Tr Food Preparation C Recall the seven areas of a HACCP plan	CULART-225
Food Preparation Certificate#3	Applied Technology, Tr Food Preparation C Recite on a final exam how they will store products for maximum quality	CULART-225
Food Preparation Certificate#4	Applied Technology, Tr Food Preparation C Recite for the instructor on the final exam how the food service industry was started by writ	CULART-101
Food Preparation Certificate#5	Applied Technology, Tr Food Preparation C Recite the principles of scientific reasoning why the combination method of cooking works c	CULART-161
Food Preparation Certificate#6	Applied Technology, Tr Food Preparation C Recite the proper techniques used for preparing, ordering and receiving a large quantity of f	CULART-240
Food Preparation Certificate#7	Applied Technology, Tr Food Preparation C Have the knowledge and understanding of how to conduct business and make a profit on ea	CULART-020
Food Preparation Certificate#8	Applied Technology, Tr Food Preparation C Demonstrate how to decorate a cake using basic cake decorating skills	CULART-041
Food Preparation Certificate#9	Applied Technology, Tr Food Preparation C Recall on an exam how to write a catering contract	CULART-040
Food Service Certificate#1	Applied Technology, Tr Food Service Certif Identify on an exam the people who influenced the restaurant business the most throughou	CULART-101
Food Service Certificate#2	Applied Technology, Tr Food Service Certif Recall on the final exam the names of the equipment that is used in a commercial kitchen	CULART-160
Food Service Certificate#3	Applied Technology, Tr Food Service Certif Define the cooking terminology on weekly quizzes as well as on the final exam	CULART-1: CULART-161
Food Service Certificate#4	Applied Technology, Tr Food Service Certif Demonstrate to the instructor that he or she thoroughly understands what it takes to open a	CULART-275
Food Service Certificate#5	Applied Technology, Tr Food Service Certif Recall on a written exam how to derive the 'Break-even Point' of a restaurant	CULART-225
Food Service Certificate#6	Applied Technology, Tr Food Service Certif Recall the seven areas of a HACCP plan	CULART-275
Food Service Certificate#7	Applied Technology, Tr Food Service Certif Define and recall on a written exam the purchasing function	CULART-240

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Culinary Arts

Efficacy Team: David Smith, Joanna Oxendine, Carol Jones

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Culinary Arts is a treasured SBVC program; faculty and visitors have savored its many contributions to campus life and relished a myriad of pleasant moments provided by the team's leadership and creative offerings. Its many avenues of service give our student population the opportunity to seek employment in established careers, and trains them in the invaluable character traits of discipline and winsome community life. And this report offers a thorough glimpse into the department's workings and goals. That being said, there are definitely ongoing questions to be explored and real challenges to be addressed.

One key matter is inadequately evaluated: a 33% plunge in WSCH (from 425 to 285 in two years). The document expresses concern but no satisfactory reason or expressed exploration of the matter, especially with more sections and three current full-time instructors. Substantial swings in duplicated enrollment are also outlined but not explained. The committee suggests that the department dissect the mathematics of WSCH/FTEF calculations so as to properly investigate these causes. The program review process provides opportunity for just this sort of in-depth analysis.

Demographic variances are generally within acceptable parameters. The writer gives an adequate (but disheartening) explanation for the reality that disabled students tackle Culinary Arts at a 14% rate exceeding the campus' normal rate of 4%, and unfortunately often fail due to unreasonable expectations of an "easy" certificate.

The committee observes that sky-high SLO success rates may possibly be linked to insufficiently challenging goals, e.g. "The student will demonstrate leadership skills throughout the semester." Such a gauzy standard yields a less-than-meaningful 97% success rate. The other lower than desirable SLO success rates (CULARTS 240 & CULARTS 250) are not explained.

But the program also looked at student success rates in 16-17 which dropped to a low of 73%; the department suggests this might be because they implemented a one-year program track. This matter needs clarification; Culinary Arts claims its strenuous program (19-23 units per semester) was implemented in FALL of 2017, which comes AFTER the dip in success, not before.

We would like the Culinary Arts Program mission statement to include some focus on enabling students for the workforce to improve the quality of life in the Inland Empire and beyond and maybe to mention that the program promotes students to earn certificate to allow students to enter the work force.

The department is planning to offer a certificate in Hospitality beginning Fall of 2020, largely through Distance Education; however, virtually no details are offered to enlighten us about this addition except that its courses will be integrated with culinary courses currently offered. The program will be redesigned so that Culinary will house the hands-on and cross list with hospitality lecture courses. This will allow the students more employment opportunity once they complete both programs.

One minor issue in reports such as these is the casual use of acronyms without explanation, e.g. HACCP. This report is also marred by cases of extended cut-and-paste, with long sections repeated verbatim in several areas.

On the positive side, Culinary Arts articulates well its challenges regarding both staffing shortages and its dire need for a larger kitchen/teaching facility. Again, they can point to innumerable campus and community events where Culinary Arts demonstrates excellence and creates enjoyable menus and ambience that spring from visionary leadership and execution.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Culinary Arts offers high school students tours in hope of increasing the number of Hispanic and male students. This may also explain why younger students have a higher percentage than some of the slightly older age groups. It was not explained how offering tours is aimed at helping increase the ratio of males to females in the department (especially when tours are largely populated by young women) or to increase the Hispanic student population. However, demographic variances are not out of line, and 2018 data from the Census Bureau confirms national trends regarding male/female participation in this industry. The department prides itself on NOT turning away students who wish to enroll in the program.

Culinary lab courses are held from 9:00 a.m. - 2:30 p.m. Monday through Thursday. Culinary lecture courses are held in the afternoon and early evening; these hours are because the kitchen needs to be divided between the various programs in order to run efficiently.

The department expresses concern regarding its inadequate kitchen facility. The small kitchen needs to serve 30-35 students in a space that only holds 20 safely. With the knives and hot food the department has seen an increase in injuries given the larger numbers of students since the class caps were raised. Also, they claim to be able to serve twice as many students if they had more room. The kitchen is shared each day between the food truck students and the restaurant students. The culinary courses include the student-run Sunroom restaurant, the Den, and the Food Truck.

Service Hours Are:

Sunroom Tuesday – Thursday, 11-1 Den (Campus Starbucks) Monday – Thursday, 8-3

Food Truck On campus twice weekly (rotating days)

Lecture courses for the baking program are offered weekday mornings as the baking labs are scheduled in the evening hours (3:00 – 10:00 p.m. Mon – Thu.) The department would like to hold culinary courses at night and baking courses during the day; however, they only have one small kitchen and can only have one class at a time in the kitchen. If they had two kitchens – one for the culinary program and one for the baking program classes – they could run both programs days plus evening for both disciplines. It is noted that Valley College offers the only baking program in the Inland Empire.

Culinary Arts faces a fixed community reality: the pattern of service dictates that only 70% of our potential student base can realistically attend classes during weekdays; the remaining 30% must juggle work/home life in order to attend. The majority of Culinary students have weekend jobs and cannot attend classes then.

Other challenges and needs include a 12-burner range, larger area for training, and a larger kitchen to be an official American Culinary Federation test site. They must currently share their kitchen with the cafeteria, which is NOT affiliated with Culinary Arts.

The Committee suggests that the department consider offering Baking versus Culinary courses at alternative times in Fall versus Spring to help accommodate the percentage of students unable to adjust their work schedules to attend classes since the campus currently has space limitations.

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

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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.	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>

	Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete.</u>		
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Culinary Arts chair has pledged to investigate to see why success and WSCH numbers are fluctuating so much from year to year (the five latest WSCH are 375, 385, 425, 376, 285), a sentiment that was also expressed in the 2019 EMP. More relentless evaluation is needed ASAP. Again, the program review process could be leveraged to undertake this in-depth analysis. FTEF was 5.25, 4.85, 5.54, 7.01, 8.71 from the same five-year span (2014-2019). The Culinary Arts department hired two fulltime faculty utilizing Strong Workforce funding, which expires this June.

The department has concluded that the one-year program is intense for most students, forcing them into a choice to complete their program or be a part-time student and work while going to school. For two years, the Culinary Arts program claims 95% of students were able to obtain their certificates upon completion of the one-year program. Again, Culinary Arts attributes the 2016-2017 dip in success to the intensity of that schedule. The department has abandoned use of accelerated courses based on student feedback, demonstrating a thoughtful use of qualitative data to make informed programmatic decisions and changes.

The baking program has 25-30 students enrolled each semester and the Food Truck has a maximum of 10 students due to its size. Food Truck has been an asset to our campus and district; students and faculty enjoy purchasing food there.

Employment for the Culinary Arts occupational group is expected to increase by 11% and have 5,249 annual job openings over the next five years between 2018 and 2023. This needs clarification because elsewhere in the document it is claimed that 18K openings immediately exist in the Inland Empire.

Unless the administration chooses to permanently hire the two fulltime faculty funded currently by the Strong Workforce grant, the Food Truck, Den and most caterings will cease to exist. The baking program could hopefully run by hiring adjuncts if the department chair can find qualified bakers to run the program. If qualified adjuncts cannot be found, then the baking program will end as well.

For SLOs, a 90% or higher is considered an acceptable pass rate. However, Culinary Arts claims that SLOs under 95% are concerning and evaluated for ways to improve student success.

In FA 17 Culinary Arts initiated accelerated courses. Regarding CULART-010 (Restaurant Service and Catering 1): Student SLO success from FA 16-FA 19 steadily declined from 100% in F16 (before the course acceleration) to 83% (after course acceleration). A study of the SLO reflections indicated that students were experiencing high stress and were unable to master necessary skills and complete projects. In FA19 the decision was made to end accelerated courses within the program. CULART-225 (Sanitation and Safety) was also impacted by acceleration and have also moved back to full semester instruction. Still, though, the department

acknowledges that students continue to perform at lower rates than acceptable in this course; the team recommends a deeper analysis as to why this may be so as to inform instructional decisions.

Poor success on SLOs in CULART-020 (Catering and Banquets I) in SP18 was quickly addressed by creating scenarios and implementing weekly challenges. As a result, outcomes increased in SP19. CULART 020 has been replaced by CULART 180.

Culinary Arts provides disaggregated data of:

Success Rates between Fall vs. Spring (for FA16-SP19), showing a 3 percentage points increase for the Fall to Spring; the department posits that this is due to students having a higher skill set after one semester in the program.

Lab Only, Lecture Only vs. Lecture/Lab SLO success rates (for FA16-SP19) are not discussed but clearly show that students have higher success rates when there is a lab component attached to the course.

Disaggregation is also done by course level (0's vs. 100's vs. 200's). Strangely, the 200's have significantly lower success rates. The program believes the low success in CULART-225: (Sanitation and Safety) is because it is an entry-level course (despite its categorization as a 200 level course). The other lower than desirable SLO success rates (CULARTS 240 & CULARTS 250) are not explained.

They go on to show disaggregated data by course type for the majority of the 200 level courses (except for CULART-205, CULART-280 & CULART-299).

PLOs for Culinary Arts AA degree, Culinary Arts Certificate, Food Service Preparation and Food Service Worker with two exceptions all exceed 80%. PLOs for the Baking AA degree, Baking Certificate, and Baking Business Certificate have not been evaluated. These degrees are new and only one full year of data is available. The department will continue to assess PLOs for the baking program to gather longitudinal data and evaluate the PLOs on their next cycle.

The PLO data is reported for Culinary Arts but it's not entirely clear what the department considers acceptable. The PLOs provided also appear to be more in line with SLO articulation rather than PLOs, and it is unclear via the format provided how SLOs map to the states PLOs. Pages 53-97 appear to be a rather indiscriminate data dump of SLO reports and a repeat of the disaggregated data already within the report. The committee's recommendation for the Culinary Art Program is to read through and summarize the major points from all of these reflections to demonstrate that the department is making a reasonable effort to identify strengths and weaknesses and thus address commonly noticed shortfalls. Again, accelerated courses were flagged and (thus eliminated) as causing too much stress for students and leading to lower SLO success rates.

In the future, the committee suggests more focused analysis of disaggregated data, as well as detailed program plans as affected by said data. However, the reality is that the entire campus is just now beginning to access these disaggregation numbers and a learning curve is to be expected. The committee recommends providing clear reasoning behind why Culinary Arts chose to disaggregate the data they did and an articulation of the specific question(s) they were trying to answer by analyzing said data in order to improve the program or to make programmatic changes.

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

- Better analysis of WSCH / FTEF fluctuations
- Improved reflections regarding disaggregation as campus begins to implement more robust data collection and dissemination methods
- Offer more cogent/verifiable SLOs and a much streamlined analysis (a few succinct pages only, please)

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Culinary Arts program communicates its services through campus email, the SBVC website, and outreach events. The department chair sends a daily email to the college that explains the menu for the day being served in the Sunroom, Den and Food Truck. This is a much-appreciated service!

As previously stated, Culinary Arts reaches out to the community and has been giving tours to local high school students interested in Culinary Arts and Baking (8 tours this semester). Each student gets a brochure with facts about both programs.

Food Truck, Den, and Sunroom add greatly to the college culture; the schedule has been outlined elsewhere. As noted, “The Food Truck is a moving billboard for the culinary arts department and the campus.”

The Culinary Arts department services food for many of the events held on campus throughout the year. The culinary students create diverse food choices for each event.

The culinary program takes part in SkillsUSA; each time they participate students are awarded Gold, Silver and Bronze medals for regional competitions; at the state level our culinary students have placed silver and bronze.

Culinary Arts helps students get jobs; the program has a good reputation in the Inland Empire and Orange County.

To enhance culture and climate for our campus and community:

The Culinary Arts program’s food truck is on campus for special events such as Winter Fest, Foodie Fest, services lunch on campus two to three times a week. The program enhances the culture and climate of the college by creating a variety of foods (Mexican, Italian, Greek, Mediterranean, African, and Asian foods) for each event.

Culinary Arts caters events on campus, e.g. President’s Holiday Tea, The Chancellor’s Holiday Party, the Counselors event (hosts high school counselors from San Bernardino Unified and City Schools), Winter Fest, Foodie Fest, Board Study Sessions and Board Meetings, Advisory Committee Meetings, Student Film Festival, Spotlight, Donors Reception, Valley Bound, President’s Circle, VPI meetings, CTA meetings, and Foundation events. The Culinary Arts program does approximately 80-100 caterings per fiscal year; the majority of these are interdivisional caterings.

The external partnerships such as Disney, Universal Studios, and the 66ers, employ the students from the Culinary Arts program that have either graduated with their AA or certificates. The program has many companies that hire SBVC students: Cracker Barrel, Bakers, retirement homes in the area, Starbucks, Morongo, San Manuel, and many others.

Internal partnerships are noted as being a big help to the program because many departments have catering needs and Culinary Arts can accommodate those needs while giving the students the experience, they need to build their skill level. RTVF Program also helps Culinary Arts get exposure via catering their film festival.

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:

The faculty and staff in the culinary department attend food shows in order to stay on the cutting edge of technology and new food items being released within the industry. Faculty also attend monthly American Culinary Federation (ACF) meetings in order to network with fellow industry workers. In each meeting there is a mini-seminar regarding professional development in one or more areas; topics include new products, equipment, staffing, or newly opened businesses that may need assistance. Other ways the department maintains currency in the field is to attend CTE conferences hosted by the state of California. These CTE conferences talk about new courses for various disciplines, state regulations, and breakout sessions with various topics regarding CTE. Faculty and staff read Chow Hound blog and food magazines such as *Chefs Illustrated*, *Bon Appetite*, and *Savior*, to keep up with trends in the food service industry.

All faculty in the department are members of ACF, the only certifying body for the food service/ hospitality industry. There are many levels of certifications for various types of chefs within the industry.

Other professional development is through the college such as CTE or Academic Senate conferences.

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/	The program does not have a mission/ statement of purpose,	The program has a mission/statement of purpose, and it	

Statement of Purpose	or it does not clearly link with the institutional mission.	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. <u>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.</u>	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:

Mission/Purpose:

The committee would like the Culinary Arts Program mission statement to include some focus on enabling students for the workforce to improve the quality of life in the Inland Empire and beyond. Also to mention that the program empowers students to earn certificates offering them entry into the work force.

Productivity:

FTES in the culinary program was 65.64 , 62.32, 78.57, 87.77 and 82.75 from the 2014-2015 to 2018-2019 school years respectively. A month-long faculty illness (resulting in no instructor for most of that month) is thought to be the cause of the low FTES in 14-15. In 17-18 the program went to a one-year program and the Art Institute in San Bernardino closed its doors. The culinary program saw an influx of students from the Art Institute come to SBVC culinary to complete their education which is thought to have helped improve the program's FTES. In 18-19 FTES dropped to 82.75; the baking and culinary programs were low-enrolled. The department believes this occurred because there are over 18,000 job openings in food service in the region and most everyone that should have been in college became employed.

The success rate for the program has always been strong. The success rates were 85%, 92%, 73%, 83% and 81% from the 2014-2015 to 2018-2019 school year respectively. As mentioned, explanations for the severe dip in the 16-17 term are vague; however, the following two years did see a recovery. Retention rates were 97%, 98%, 89%, 89%, and 95% for the same five-year span.

The FTEF numbers for this time span: 5.25, 4.85, 5.54, 7.01 and 8.71. WSCH/FTEF: 375, 385, 425, 376 and 285.

FTEF growth the past two terms is partly due to the department adding the Food Truck and Baking program utilizing Strong Workforce Grant funding. Again, they were able to hire two full-time temporary faculty in 18-19, but will most likely be back to one full-time faculty when the grant funds run out this June.

The Culinary Arts department chair is not sure why in 18-19 the WSCH dropped: likely because of the two extra full-time faculty that school year without the necessary lead time for courses to start filling. Also perhaps the courses offered have a lower student to faculty ratio than before, which would drag the WSCH/FTEF numbers down.

The department degrees and certificates awarded should be more robust numbers. The department chair has detailed a marked community trend: students complete their education and go out and get a job, instead of applying for their certificate at the time they finish the program (some come back a year later to complete their degree or certificate). The chair is working on a solution so that students that completes the full program in the one-year time frame must complete the certificate application before they leave the program. Hopefully, this will enable the department's certificate numbers to increase.

The lab courses are full, and faculty need lab technicians to assist classes as well as watch for student safety. Without the lab technicians, classes would have to be limited to 20 students so the faculty would be able to assist each student. This is a concern as it causes lower productivity (WSCH/FTEF).

Relevance, Currency, Articulation:

All curriculum for the culinary department is current and relevant. CULART 235, and CULART 299 have been to Curriculum for deletion and are no longer offered, but are still listed in the current catalog.

CULART 180 is the only course offered above 100 that does not articulate. The department chair is working with Curriculum in order to change the number to this course to 080. All other Culinary Arts courses are articulated with Cal Poly Pomona, Long Beach, and San Jose colleges. The department is working on articulation agreements with UNLV. The program is also articulated with area high schools.

Challenges:

There are two major challenges for the Culinary Arts department: 1) making sure all areas of the program are generating products that create income to sustain the program and 2) the need for funding to keep the two additional full-time faculty hired in 2018 using Strong Workforce money. If the department cannot get further funding for labor, it will revert back to the one full-time permanent faculty and one full-time permanent lab technician to run all areas of the department. If this happens they will lose their baking and Food Truck programs due to lack of faculty and lab technicians. The Food Truck and The Den would be the most difficulty areas to staff. The Food Truck curriculum will be in the catalog in the fall 2020 and it would take several adjuncts to run just the Food Truck. Several adjuncts running one course means inevitable inconsistencies and poor communication causing the student' education to become fragmented and inconsistent. All chefs have different recipes and techniques they use to prepare food. Having more than one chef teaching on the Food Truck would be confusing for students. A full-time faculty in this area is frankly necessary to keep the successful Food Truck initiative thriving. The baking program would hopefully run smoothly if qualified adjuncts can be found to teach the courses; if not that program would also end.

Marketing for the culinary program is admittedly weak. Some Strong Workforce funds were set aside for marketing; however, Culinary Arts hasn't been able to access the funding to start marketing campaigns.

Additionally, lack of space is impacting the student' learning. The faculty are limited to teaching cooking techniques that can be done on equipment in the current space. If the program had a baking kitchen, a culinary kitchen and space for the Den, the program believes it would grow exponentially. The program's lack of growth is also believed to be because students come into the program either on a tour or for class and see the limited space. Students serious about the industry tour many colleges before deciding where to attend classes. Other programs in the area, specifically RCC and Chaffey, have new culinary lab space with more than one kitchen in order to teach multiple classes simultaneously, which allows for growth, while the culinary department at Valley College remains postured for stagnancy. The department added the Food Truck in order to extend lab space for the program, and the space is used daily; however, that space only holds an additional 8-10 students.

By marketing the program, hiring full-time staff and faculty, creating online courses, and increasing space for the program, the program can grow in order to fill the reported 18K vacancies in our Inland Empire.

The program provides services to the college such as a working restaurant, food truck, The Den that offers Starbucks and products the baking program produces and caterings for events on campus.

There are many exciting trends within the food service industry; the replacement of beef is something new the past year. The culinary program is teaching students how to prepare vegan and vegetarian dishes as well as beef replacements using different types of proteins. Students are being taught to think outside the norm and create dishes that can be sustainable.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Lab space is very limited and believed to be the cause of students not choosing to enter the Culinary Arts program at SBVC, or to drop partway through. The current lab space is shared with the cafeteria which makes it even more difficult to prepare food for events and the menu. The classroom space is also not large enough and classes have been moved around campus resulting in student confusion. For their hospitality program, they would like storage space and enough seating for 500 people in order to service the campus, a front desk area, and two guest rooms. The space would accommodate several courses at once, allowing the students to see how an actual hotel business is run. The space would have a working bakery, restaurant, and mini hotel with room service. All culinary/hospitality classes would be in this space.

The floors in the lab commercial kitchen and some of the lab equipment need to be replaced (grill, broiler, slicer, and one range). The hood system throughout the entire kitchen also needs to be replaced; this has been a recurring department complaint for over two decades. Due to the poor functionality of the hoods, students daily complain about their eyes burning, throats hurting and headaches.

The department had a plan to obtain additional facility space in the new Technical building, but was denied by Administration. By present plans, Culinary Arts will not have any space there. They also lack equipment such as cameras, computers and screens which they would like to use to show cooking demonstrations without students having to crowd around the instructor.

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:

No previous Does Not Meets.

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

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

DSPS

Name of Division

Student Services

Name of Person Preparing this Report

Larry W. Brunson, Jr.

Extension

8949

Names of Department Members Consulted

Michelle Crocfer, Beth Larivee, Laurie Sullivan, Ana Bojorquez

Name of Reviewers

Melissa King, Miguel Ortiz, Paula Ferri-Milligan

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	2		2
Classified Staff	5		41
Total	8		43

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

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	DSPS	Campus-wide
Asian	1.8%	3.2%
African-American	19.8%	12.3%
Filipiino	0.0%	1.3%
Hispanic	56.8%	63.7%
Multi-Ethnicity	6.0%	6.9%
Native American	0.5%	0.2%
Pacific Islander	0.0%	0.2%
White	14.8%	11.1%
Unknown	0.3%	0.9%

Female	55.8%	57.7%
Male	44.1%	42.0%
Disability	100.0%	4.4%
Age 19 or Less	2.8%	23.7%
Age 20 to 24	29.4%	32.9%
Age 25 to 29	22.0%	18.2%
Age 30 to 34	12.1%	9.7%
Age 35 to 39	7.8%	5.7%
Age 40 to 49	10.2%	6.0%
Age 50+	8.9%	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.

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 Department of Disabled Students Programs and Services is open Monday through Friday to support students with disabilities. The office is open Monday through Thursday from 8:00 a.m.-4:30 p.m. and Friday from 8:00 a.m.-2:00 p.m. after the campus census date. Test accommodation services are available until 6:00 p.m. on Monday and Tuesday with advanced notice from students. All DSPS accommodation services are available for weekend courses with advanced notice from the student. All auxiliary aids, academic adjustments and services are available to eligible students regardless of the manner in which the course is delivered (online or on-campus). The Director of DSPS is an experienced educator who is willing to and can support instructors with the testing accommodations of students whether it is delivering online or in a traditional paper-pencil format.

DSPS provides academic adjustments, auxiliary aids, services and educational assistance courses to students with disabilities to ensure that they have full access to an equal participation in all educational opportunities at San Bernardino Valley College.

Academic adjustments and auxiliary aids include, but are certainly not limited to: alternate media (e.g., high-speed scanning, tactile graphics and enlarged print), assistive technology, American Sign Language (ASL) interpreters, assistive listening devices, calculators, spell check devices, audio recorders, Perkins Brailers (for the visually

impaired), magnification devices, laptops and iPads with adaptive technology, specialized keyboards, headsets with microphones, Victory readers, Daisy books and computer-assisted real time transcription.

The High Tech Center (HTC) produces alternative media for students with print and learning disabilities. Forms of Alternate Media created are classroom print materials, audio books, braille, large print, electronic text and tactile graphics. Alternate media ensures that instructional material and other academic resources are accessible and usable by persons with disabilities. Assistive technology is important for students with disabilities because it essentially removes barriers that students might experience accessing course information. Thus, assistive technology allows students with disabilities to engage in and complete academic assignments in a more expeditious, independent and less stressful manner. Students with disabilities receive training in and have access to all of these adapted technical supports in the HTC. The HTC staff support and instruct students, faculty and staff in the use of devices that assist with reading, writing, studying and with access to important information. Once a student has access to information using assistive technology, they are better equipped to pursue their education and career goals. Assistive technology software in which students can be trained and have access to includes Dragon Dictate, Open Book, JAWS, Kurzweil 1000 and 3000, Zoomtext, Co-Writer, WYNN, Math Talk, Scientific Notebook and Dolphin Reader.

Services provided by DSPS include DSPS intake and orientation, learning disabilities assessment, academic counseling and advising, education planning, disability-related counseling, personal counseling, vocational counseling, vocational plans, referral to instructors, referral to campus and community resources, note takers, mobility assistance, campus orientation, priority registration, registration assistance, financial aid assistance, assistive technology assessment and training, readers, scribes, in-class aids, liaison with publishers to order e-text, liaison with Learning Ally (formerly Reading for the Blind and Dyslexic), coordination of site licenses for software programs and test facilitation. The above lists are intended to serve as a guide for the types of academic adjustments, auxiliary aids, supports and services that are currently available to the students served by DSPS, but this is by no means a definitive list of what DSPS can purchase and use to meet the needs of students with disabilities.

DSPS offers three educational assistance courses. Student Development 900 provides instruction in the history, general characteristics and legal definition of learning disabilities. Students learning strengths and weaknesses and the determination of their eligibility for learning disability services ascertained through a comprehensive assessment. This course is designed for students with known or suspected learning disabilities. Student Development 905 provides specialized instruction and tutoring in basic math skills to individuals and small groups. Student Development 906 is a multi-sensory phonics course that provides specialized instruction and tutoring in reading and spelling to individuals and small groups. Skills acquired through the successful completion of this course propels students into all courses that require reading and written expression. Although Student Development 905 and 906 are designed for students with disabilities, all students are welcome to enroll and will find educational benefit from these courses.

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	Program <u>does not provide an adequate analysis</u> of the data	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete

instructional or service success	provided with respect to relevant program data.		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 <u>all</u> 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”)

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.

(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.

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.

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).

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
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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.).

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.).

Describe one or more external/internal partnerships.

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

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.
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Professional Development:

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

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

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.

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 <u>does not have</u> a mission/ statement of purpose, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission/statement of purpose, and it <u>links</u> clearly with the institutional mission.	
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <u>shows</u> 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 <u>does not provide</u> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into CurricuNet by</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current	In addition to the meets criteria, the program <u>discusses plans</u> to enhance current offerings that link to student/community needs and positions the program for growth.

	Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.	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.	
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?

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

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

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.

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).

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):

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

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.

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?

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.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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

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).

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: The program provides evidence of a comprehensive pattern of service, though usage data is weak or missing. The program discusses the complex pattern of service in detail, though the evaluation team would have appreciated if this info had been more logically organized – as a public document, readability and presentation of key information first is not a small consideration. The hours of operation, for instance, is discussed last when it is likely to be the first information a reader would want to know. There is information on both office hours and alternative delivery methods. Discussions of assistive technology, the wide range of services to those with differing needs, its three educational assistance courses, interfaces with area high schools and community programs, and intake processes are concise but informative. The main deficit, which is not a trivial one, is lack of clear usage data for office hours, alternate delivery methods and services. Data about high school and community groups, enrollment info for courses, and numbers relating to usage of services (like aids and counselors), and intake, all would quantify that there is demand, and that it is being adequately met, for these services.

Success: The EMP muddles Program Goals and Challenges/Opportunities, with the program goals scattered across both; it made assessing the program’s progress on those goals for this part more difficult that it should have been. There are two goals listed in the Program Goals area. One of the stated goals, increasing enrollment in the program’s courses is touched on in this area, but there is no

discussion of progress on that goal. The other goal, increasing enrollment from feeder high schools is not addressed here (though it is discussed in other areas of the document). In the Challenges and Opportunities area of the EMP, most of the items are goals (or at least are clearly articulated as goals). None are discussed in this area.

Response(s):

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: DSPS

Efficacy Team: Melissa King, Miguel Ortiz, Paula Ferri-Milligan

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The DSPS Efficacy document has been evaluated by this team with “Does Not Meet” in every Part. Many sections of the Efficacy document submitted by DSPS were completely blank and absent of a DSPS response to the Efficacy document’s instructions. The little information that was provided did not include analysis and did not adequately respond to the Efficacy form rubric or instructions.

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

Does Not Meet
 Meets
 Exceeds

Efficacy Team Analysis and Feedback:

A demographic chart for the 3-yr period 2016-17 to 2018-19 was inserted. No discussion or analysis of this data was given. No EMP was included or referenced. This does not meet the rubric expectation of “analyzing and interpreting demographic data.”

Descriptive data about pattern of service was provided including description of services provided such as auxiliary aids, educational assistance courses, and days/times that DSPS is available to students. However, this information does not meet the rubric expectations of “providing evidence that the pattern of service meets student needs” and “discussing plans or activities to meet a broad range of needs.”

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

The latest EMP should be inserted. DSPS should provide an analytical discussion of changing demographics over time as well as discussion of variance between campus and DSPS populations served. The DSPS chart shows that 100% of students serviced have disabilities compared to 4.4% of students serviced by the college as a whole. Analysis and interpretation should address how many of the 4.4% are serviced by DSPS, eligibility requirements that would increase or decrease accessibility to services, and so on.

Analytical discussion should be provided about why the DSPS operates at current days/times in order to link the pattern of service to student needs and accessibility. For example, does DSPS have internal survey data that shows when and how students prefer to access DSPS services, including the High Tech Center? DSPS should discuss outreach to specific student populations. What plans or activities is DSPS strategizing or implementing toward internal data gathering, self-evaluation, or outreach?

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

	Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .		
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No information was provided. This section was left completely blank and unanswered.

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

To meet the rubric expectations, SAO’s should be inserted along with a “discussion of their evaluation” and “analysis of program goals.” What are the DSPS program goals and how are they assessed? Disaggregated data should be analyzed and discussed (by course modality, by accommodation, or other).

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:

No information was provided. This section was left completely blank and unanswered.

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

To meet rubric expectations, DSPS should provide information that “identifies means of communication” with the campus, internal and external partners, etc., should “identify and describe” the impact of DSPS in campus culture, and should discuss how program planning is related to both its communicative practices and campus culture. For example, does DSPS have internal data evidencing satisfaction with its services? How does DSPS reflect on its achievements or need for improvement? How does DSPS advertise its services or communicate with faculty?

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:

No information was provided. This section was left completely blank and unanswered.

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

To meet the rubric expectations, DSPS should “identify current avenues for professional development.” For example, do faculty participate in training or conferences to stay updated about the latest trends in auxiliary aids and media services? What activities do DSPS faculty and staff participate in to further their knowledge and expertise?

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
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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. <u>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.</u>	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.

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

Efficacy Team Analysis and Feedback:

The only information provided for this section was the listing of two SDEV courses offered by DSPTS. Both courses are current in CurricUNET. All other elements in this section were left blank and unanswered.

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

To meet rubric expectations, a mission statement linked to the college’s should be provided. Productivity should be discussed. For example, what is the “relative status of the program” compared to others? What is the average length of time for DSPTS responses to “student complaints or requests for service”? What are challenges faced by the DSPTS program?

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

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

Efficacy Team Analysis and Feedback:

No information was provided. This section was left completely blank and unanswered.

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

To meet the expectations of the rubric, DSPS facilities should be discussed in a manner that addresses accessibility and “current and projected needs” of the program. For example, what technologies or on-campus spaces are in need of upgrade or modifications?

VII: Previous Does Not Meet Categories

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

Efficacy Team Analysis and Feedback:

Previous “Does Not Meets” were given for Pattern of Service and Success sections. No information was provided by DSPS in response to the previous Efficacy Team’s comments.

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

Previous comments asked for DSPS to provide “usage data” and discussion of “demand” for particular DSPS services in the Pattern of Service section. This was not included in this most recent 2020 Efficacy document provided.

Previous comments asked for DSPS to clarify its “goals and challenges” in a way to link the EMP narrative to a broader analysis of program success. This was not addressed in this most recent 2020 Efficacy document provided. No current EMP was provided. No goals were listed. No challenges were listed.

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

Valley Now! Program (formerly Early College Program)

Name of Division

Student Services

Name of Person Preparing this Report

Kimberly Miller

Extension

x4467

Names of Department Members Consulted

Lashan Belton, Brenda Morales

Name of Reviewers

Joel Lamore, Danny Babin, Michael Mayne

Work Flow	Date Submitted
Initial meeting with department	2/20/20
Meeting with Program Review Team	3/6/2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

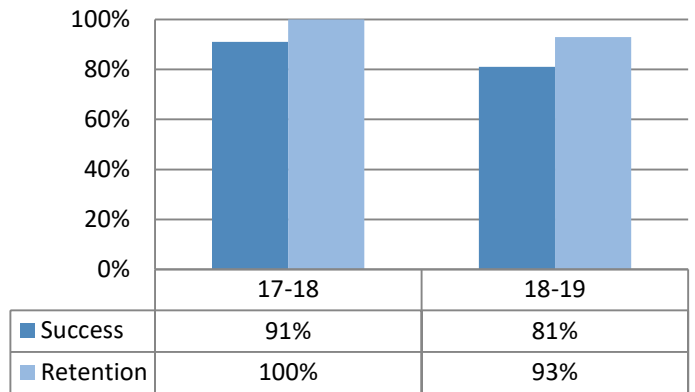
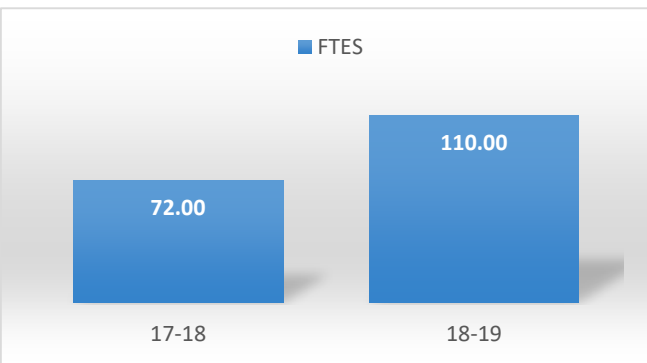
Staffing

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			
Faculty			
Classified Staff			6
Total			

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

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



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

Assessment:

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

Progress from Last Year's Action Plan:

SAOs/SLOs/PLOs:

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

Departmental/Program Goals:

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

Challenges & Opportunities

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

Action Plan:

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

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

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	Early College Program	Campus-wide
Asian	2.9%	3.2%
African-American	9.0%	12.3%
Filipino	1.1%	1.3%
Hispanic	79.3%	63.7%
Native American	0.5%	0.2%
Pacific Islander	0.5%	0.2%
White	4.4%	11.1%
Unknown	2.3%	0.9%
Female	66.4%	57.7%

Male	32.6%	42.0%
Disability	0.1%	4.4%
Age 19 or Less	86.2%	23.7%
Age 20 to 24	7.7%	32.9%
Age 25 to 29	2.8%	18.2%
Age 30 to 34	0.9%	9.7%
Age 35 to 39	0.8%	5.7%
Age 40 to 49	0.8%	6.0%
Age 50+	0.4%	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 Valley Now! Program is specifically designed to help remove barriers to concurrent enrollment for local high-school students by offering SBVC courses that are taught at local high school campuses. Consequently the percentage of students age 19 or less is significantly higher than the campus-wide average. To help this population enroll in SBVC, the Valley Now! Program provides assistance along every step of the enrollment and registration process. We have developed a handbook for high-school personnel which shows step-by-step instructions on each part of the procedure. In addition, we routinely communicate student enrollment progress with the high-school staff, who can help remind students of tasks and deadlines. For schools requiring additional assistance, we also provide staff visitations so hands-on help can be given.

The Valley Now! Program also has a significantly higher percentage of LatinX students and a significantly lower percentage of African American students than the campus wide average. These numbers closely align with the demographic data from San Bernardino City Unified School District, Rialto Unified School District, and Colton Joint Unified School District – the schools from which our population is pulled. The California Department of Education demographic data from the three primary school districts with which we work is listed below.

	SBCUSD	CJUSD	RUSD	HS Population	Valley Now!	SBVC Campus
Asian	1.4%	1.6%	0.8%	1.3%	2.9%	3.2%
African-American	11.5%	5.4%	9.0%	8.4%	9.0%	12.3%
Filipino	0.4%	0.8%	0.4%	0.5%	1.1%	1.3%
Hispanic	77.0%	84.9%	85.0%	83.0%	79.3%	63.7%
Native American	0.4%	0.2%	0.3%	0.3%	0.5%	0.2%
Pacific Islander	0.4%	0.2%	0.4%	0.4%	0.5%	0.2%
White	5.3%	5.9%	3.1%	4.5%	4.4%	11.1%
Unknown	2.2%	1.0%	0.9%	1.4%	2.3%	0.9%

The Valley Now! Program also has a significantly lower percentage of students with disabilities than the campus wide average. This can possibly be attributed to the perceived advanced scholastic nature of concurrently enrolling in college courses while still in high school. The Valley Now! Program is working closely with the high-school campuses and DSP&S to increase recruitment of students with disabilities. Once students are identified at their

home high-school, our office works closely with the high-school staff to help guide students through the post-secondary enrollment procedure. We have developed handouts to help guide these students through the DSP&S process. We also help coordinate with the high-school districts so that aides can be provided by the high school for students who require additional assistance and have supporting documentation from DSP&S.

Additionally, the Valley Now! Program is working with the Workforce Development Department and representatives from each high school to increase recruitment for pregnant and parenting teens, foster youth, and justice-involved teens. One incentive we are using to increase the participation of these groups is by participating San Bernardino County Workforce Development Department's GenerationGo! program, which offers the potential of paid work experience placement through a variety of funding streams including the Transitional Assistance Department, the Department of Rehabilitation, CalWorks, and the Workforce Innovation and Opportunity Act.

It is our hope that once we hire full-time classified staff, we can increase the outreach targeted toward underrepresented students.

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 Valley Now! Program provides service to local high school students by coordinating the delivery of SBVC courses, as well as applicable student services, on local high school campuses within our service area. We facilitate and maintain the establishment of formal agreements with high school districts, help coordinate the selection and planning of courses, recruitment, enrollment, assessment, and registration of high school students into the courses, maintain constant communication with high school personnel regarding the courses, and coordinate the transmission of SBVC transcripts to the high schools so dual-credit can be awarded (when applicable).

Because our student population consists of high school students who are enrolling in college for the first time, many of which are first-generation, our office provides extra support to help students navigate the enrollment procedures. This assistance often comes in the form of in-person visits to the high schools to help guide students through the application, orientation, and registration process. Because the need for these visits far exceeds our availability, we also have created a process handbook and conduct regular trainings for high school staff so they can help students when we are unavailable. At this time, we have a temporary, part-time professional assistant whose primary responsibility is visiting high schools and helping students and high school staff through the enrollment procedure; however, we lack the capacity to meet the demand.

Because much of the coordination is done during the high-school day, the hours of the Program office closely resemble those of the high school and high school district offices: 8:00 am – 5:00 pm, Monday – Friday. Additionally, hours are occasionally extended to cover special events, like the "Super Saturday" events held for the Big Bear Unified School District and the Rim of the World Unified School District – an event to speed students through the entire enrollment process in a single day.

The classes themselves are typically offered immediately after school, and our office is open during that time. With the establishment of College and Career Access Pathway (CCAP) agreements, we also have had the opportunity to schedule some of the Valley Now! courses during the high schools' bell schedules (which also coincides with our office hours). For courses that are offered outside of our office hours (such as nights and weekends), we provide information via our website as well as through email.

In addition, we recently established a page on the SBVC website and are working to fill it. Currently, we have information on the enrollment process, the paperwork required, as well as links to other departments and the how-

to videos that we have created. We have plans to add to the videos, as well as link the handouts and walk-through documents that we have developed so that students will have easy access to those resources.

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")

One of the Valley Now! Program goals listed on our last EMP was to increase the number of students who successfully complete the GenerationGo! Program. In order to accomplish this goal, we took a multi-step approach. First, we surveyed students enrolled in the VOCED courses as part of the GenerationGo! courses to determine what barriers for success they were encountering. One such barrier was the length of each course meeting. For the most part, students are either completing these courses after their typical 7-hour high school day or, in the case of the summer semester, completing a 6-hour long class that meets Monday-Thursday. More than 17% of students reported long class sessions as a challenge during the 2019SP and 2019SM semesters. In order to help reduce this obstacle, the Valley Now! Program included these courses in the CCAP agreement for San Bernardino City Unified School District, which allowed us to offer the courses during the typical high school day. In the case of the upcoming 2020SM

semester, we extended the number of days the courses would be offered, thereby reducing each class meeting from 6 hours to 4.5 hours.

Second, we identified that one area where students frequently dropped from the GenerationGo! Program was during the semester between the completion of the VOCED courses and the start of the WKEXP courses. For the cohort of students who began the GenerationGo! Program in the 2018SM semester, nearly 27% of students who passed VOCED did not register for their 2019SP WKEXP course. We theorized that students may have had difficulty completing the paperwork necessary to reenroll in SBVC courses in the interim semester. To combat this obstacle, we increased the level of support we provided to both high school sites and individual students. As a result, 96% of the cohort of students who completed the VOCED courses in the 2019SM semester enrolled in the 2020SP WKEXP as part of the program.

Because the Valley Now! Program includes more than just the GenerationGo! Program, we also are working toward increasing the success rates across the board. According to our last EMP, the courses offered through the Valley Now Program have an 81% success rate for the 2018-19 academic year, which is down from the 91% rate from the 2017-18 academic year. Unfortunately, as the course offerings expand and we reach an ever-increasing number of students, this rate is likely to continue dropping. Although we did not explicitly list increasing the success rate of all Valley Now! Courses on our EMP, we are constantly mindful of this goal.

In order to increase overall success in our program, we have explored providing additional academic support to students. Because our student population is still transitioning from secondary to post-secondary education, they often struggle with the basic skills and self-determination needed to be successful in their SBVC courses. We theorized that including Supplemental Instruction (SI) with some of the courses offered at the high schools might help students with this transition. In order to test this idea, we partnered with PAL charter academy in their K-12 Strong Workforce Grant application and wrote Supplemental Instruction into the plan for their students. As we implement this plan during the next academic year, we are excited to analyze the benefit this service will have with students and, if deemed appropriate, expand this service to more schools and more students.

We also identified tutoring as a service which could benefit our students. Because transportation to our campus and tutoring services is a barrier, we have negotiated to include online tutorial support for our population. However, this support is not widely used. One reason for the lack of use may be that students are not aware that online tutoring is an option available to them. As we move toward the 2020-21 academic year, we are planning to increase awareness about this service as well as demonstrate how the service can be accessed in a training workshop for high school staff.

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.

(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 program is currently working to establish SAOs and is on the SAOs review cycle for the 2020FA semester.

At this time, we anticipate that the SAOs will be along the following lines:

1. High school students at participating high schools will have access and support for enrollment into courses coordinated through the Valley Now! Program.
 - This can be measured using both enrollment numbers as well as the percentage of students who complete the enrollment process (from submission of a concurrent enrollment petition all the way through registration)
 - What we are doing to measure this potential SAO:
 - We constantly monitor enrollment in the Valley Now! courses.
 - We track the number of concurrent enrollment packets that are submitted for Valley Now! and follow those students through the enrollment process.
 - If we were to report this data today:
 - Enrollment data: If we were going to look at the full academic years, we can pull this data off of the EMP we submitted in the Fall.

	Duplicated students	% increase over previous year
2017-18	1499	
2018-19	2185	145.7%

If we look at primary terms so that we can have a picture that includes the current academic term, we can better see that the growth of our program has continued.

	Duplicated students (FA and SP terms)	% increase over previous year
2017-18	751	
2018-19	1716	228.5%
2019-20	2512	146.4%

- If we look at the number of students who indicate that they are interested in taking a Valley Now! course by submitting a concurrent enrollment packet (not necessarily complete) and follow that number through to enrollment in the Valley Now! courses on census, we see that 49% of students who submitted concurrent enrollment packets in the 2019FA semester were registered at census, and 61% of the students who submitted concurrent enrollment packets in the 2020SP semester were registered at census.
 - Data from previous years is not accurate because many of the Valley Now! students had been manually enrolled after the submission of a complete Concurrent Enrollment packet. This practice ended after the 2019SM semester, and the 2019FA semester was the first semester that all Valley Now! students self-registered.
 - We have identified improving these percentages as a goal of the program, and have increased our outreach and support in order to accomplish this goal for the next academic year.
2. High school students and high school site contacts will receive accurate and regular updates on the enrollment status of prospective students.
 - This can be measured by identifying frequency of communication as well as satisfaction surveys.
 - What we are doing to measure this SAO:
 - We've begun tracking the number of "update" emails sent to students and site contacts. These emails convey a variety information, such as the need to complete

their concurrent enrollment application, online application, orientation, assessment, registration or advising them of upcoming deadlines.

- We also have begun tracking the number of emails we send to our high-school liaisons. These updates typically include a list of the students as well as the steps in the enrollment process that they need to complete. They also can include upcoming deadlines.
- We are currently tracking the frequency of meetings with the high schools and the number of visits to each high school.
- We administer surveys to students enrolled in the VOCED courses that are offered as part of GenerationGo!, a special program within the Valley Now! program. These surveys include two questions related to satisfaction. We could expand the use of these surveys to all Valley Now! courses, as well as offer them online to students.
- If we were to report this data today:
 - Student emails: For the 2019FA semester, Valley Now! students received an average of 3.2 emails per semester. For the 2020SP semester, that average (so far) increased to 5.7.
 - Site contact emails:
 - For the 2019FA semester, the high school site contacts received 1.7 emails per week. For the 2020SP semester, the high school site contacts received an average of 2.5 average emails per week (so far).
 - We have noticed that the average emails per semester tends to fluctuate depending on upcoming deadlines. There typically is a large increase in the number of emails immediately preceding a deadline. While this makes sense, we would like to increase the consistency of emails so that there is less stress on the site contacts and students right at the deadline.
 - In order to offer more consistent communication, we plan to start a “Monday Memo” email that will provide weekly updates to every site contact. This would be in addition to the regular updates that we provide throughout the week.
 - Site contact meetings: We hold large meetings one a semester to disseminate information. In addition, we meet with individual district representatives at least once a month to plan and provide updates. A survey of site contacts indicates 92% feel this is an adequate amount of in-person meetings.
 - Satisfaction surveys: Based on the surveys distributed to students enrolled in the VOCED courses, we have collected the following data:

	2018-19	2019-20
The Valley Now! team answered my questions in a timely manner.	78%	95%
The SBVC Valley Now! team helped me with the enrollment process.	83%	97%

3. Students participating in the Valley Now! Program will re-enroll in San Bernardino Valley College within one year after graduating from high school.
 - This can be measured by tracking Valley Now! students to see if they enroll after graduating.
 - What we are doing to measure this:
 - We currently track every student who registers for a Valley Now! course to see if they enroll in courses during subsequent semesters. This data can be re-examined to determine if the students have re-applied as high school graduates.
 - If we were to report this data today:
 - We currently are tracking 2276 unduplicated students who have registered for Valley Now! courses during the 2017-18, 2018-19, or 2019FA semesters. Of those, 42% of students have enrolled in SBVC courses during a subsequent semester.
 - Based on our target population (students in 11th or 12th grade), many students will not have graduated high school yet. If a student was in the 11th grade during the 2017-18 academic year, they would have until the end of the 2020SP semester to satisfy the parameters of this SAO. Thus this data is just now beginning to be valuable.
 - The data we currently have does not yet take high school graduation into account. In the past, we relied upon communication with individual high schools/districts to get

graduation information. Consequently, we were unable to get the information we needed. However, in an analysis of our collection, we identified an alternate method (that is, an online application to SBVC indicating they have graduated from high school) and are excited to start collecting this data.

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.

Because we are working to establish SAOs, we did not have a chance to disaggregate our data.

In the future, we would like to disaggregate SLO data based on:

- Medium (online, hybrid, in-person)
- High-School District (SBCUSD, CJUSD, RUSD)
- High school model (traditional, continuation, charter school)
- Time scheduled (during school, immediately after school, evening, weekend)
- Closed vs. open sections (some sections are closed off to adult SBVC students based on our MOUs)
- Support provided (online tutoring, in person tutoring, supplemental instruction)

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 – Valley Now! does not currently offer a dual-enrollment specific degree or certificate program. Students can work toward degrees and certificates, but the PLOs for those would be housed under the department in which each program is offered.

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 Valley Now! Program communicates its services through a variety of methods. In order to communicate with high schools and high school district personnel, we send emails, schedule meetings, schedule workshops, provide handbooks, and create handouts and flyers. We've created infographics to help guide students through the application, registration and DSP&S processes. While these methods have proven helpful, we are constantly receiving suggestions and requests for more information. As the processes evolve from semester to semester, so too does our understanding and repertoire of effective communication. For example, the handout explaining the DSP&S processes through a lens of concurrent enrollment was a document borne out of necessity, as many students seemed to not make it through the entire process. As we continue to encounter challenges in communication, the Valley Now! Program is constantly creating and refining our methods of communication. One method which we hope to incorporate as we gear up for the 2020FA semester is a "Monday Memo," a regularly scheduled email that updates each school of tasks that need to be accomplished and upcoming deadlines. This communication was suggested at a recent after-action review, in which we identified communication between the high schools and the college as an area that was still in need of development.

In order to communicate with potential students we have created flyers to be distributed to eligible students at participating high schools. We also have presented to classes of students during the high school bell schedule and hosted tables during high school lunch periods and college and career nights. We have created handouts with important information, checklists to help students understand what they need to do, and even short videos available through YouTube to help guide them through some of the online processes. In a survey completed by students in the VOCED courses offered through the Valley Now! And GenerationGo! programs during the 2019-20 academic year, 11% said that they wished there was more communication about how to complete the enrollment procedure and 8% indicated that more videos would be helpful. There are currently plans to expand the video walkthroughs available though YouTube, but we currently lack sufficient time and manpower to prioritize that task.

In order to communicate with the community at large, we have and maintain a page on the SBVC website. The Valley Now! Program has also been featured on mailers sent out by the marketing department.

The GenerationGo! Program, a special program that is managed under the Valley Now! Program umbrella, has also been presented at conferences and at various public events and initiatives, such as the San Bernardino County Superintendent of Schools' State of Education Address and San Bernardino County's Vision2Succeed.

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.).

Although the Valley Now! program is designed to bring SBVC classes and resources to the high school campuses, we also have made an effort to help contribute to the on-campus culture and climate. For two years running, the GenerationGo! Program, a special program housed under Valley Now!, has partnered with the STEM Program for STEMapalooza. This year, Valley Now! team members hosted a workshop at this event to promote awareness.

Over the summer, we also collaborated with San Bernardino City Unified School District to distribute hot lunches to students on campus while raising awareness for both the Valley Now! and GenerationGo! Programs. Additionally, each semester on the first night of the GenerationGo! work experience classes held on campus, the Valley Now! Program provides campus tours. Other courses, such as theater arts and oceanography, also schedule field trips to the campus to provide students with the opportunity to experience the campus culture and contribute to the atmosphere of eager learners here at SBVC.

It is our hope that through promotion, the Valley Now! Program will foster a climate of collaborative learners, making all SBVC students feel that college-level education is attainable. Although our program primarily serves high school students, we recognize that the student body as a whole can benefit from having a climate of access and encouragement.

Describe one or more external/internal partnerships.

The Valley Now! Program is, in and of itself, a testament to interdivisional cooperation and partnerships. Through the Valley Now! Program, courses from every instructional division are offered at participating high schools. Additionally, the Valley Now! Program helps coordinate the student services required to meet the needs of this unique population.

The Valley Now! Program strives to provide a seamless front to the community, coordinating the delivery of student services from Admissions and Records, Assessment, Disabled Student Programs and Services, Student Life, as well as courses in Aeronautics, American Sign Language, Anthropology, Art, Astronomy, Automotive Technology, Biology, Business, Child Development, Computer Information Technology, Culinary Arts, Economy, Electricity, Film, Television and Media, Geography, Heavy/Medium Duty Trucks, Human Services, Learning Skills and Tutoring, Machining, Music, Pharmacy Technology, Politics, Reading, Spanish, Theater Arts, Vocational Education, Water Supply Technology, and Work Experience.

In order to maintain the interdivisional partnerships and plan for growth, the Valley Now! Program meets with the concurrent enrollment workgroup twice a month. During these meetings, representatives work together to ensure that the program presents a cohesive representation of everything SBVC has to offer.

Any individual section offered through the Valley Now! Program can be used as an example of external/internal partnerships. Consider ASL-109-62, offered at Rialto High School during the 2020SP semester. This course was offered through a partnership with Rialto Unified School District.

In order to offer that course, Rialto High School requested it and the Valley Now! Office communicated the request with the Dean of Arts and Humanities and the department chairs to get the course scheduled and faculty assigned. They then communicated course requirements, such as internet accessibility and textbook

information, to the high school while communicating information specific to Rialto High School to the assigned faculty member.

The next step in the process was recruitment for the class. Despite the fact that the ASL course is offered at a high school campus, it is open to all SBVC students. The target audience, though, is students at Rialto Unified School District. In order to encourage enrollment, the Valley Now! office created flyers to send home to the eligible high school students as well as hosted an informational table during lunchtime at Rialto High School and made presentations to students in the high school career center.

For each of the 39 students enrolled, the Valley Now! Program office helped facilitate the completion and submission of admissions paperwork, as well as helped communicate the need for orientation and assessment. In this case, this included two on-site visits where a Valley Now! team member walked interested students through the online application and paperwork and advised students how to complete the online orientation. The Valley Now! office then worked with the high school staff to facilitate the scheduling of an off-campus Assessment appointment (that is, an appointment for Assessment to visit Rialto High School and administer the self-guided placement to students). The Valley Now! Office also provided information and support regarding the services of the DSP&S office for any students needing accommodations. Once the course is complete, the Valley Now! Office will help coordinate the delivery of transcripts from SBVC to Rialto Unified School District so the high-school students can receive credit for their completed course.

For the 2020SP semester, there were 76 courses offered through the Valley Now! program at 13 different high school campuses throughout our service area.

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

We continue to expand the selection and number of courses offered through the Valley Now! Office. Additionally, three new charter schools have contacted our office to begin the process of establishing partnerships.

We constantly are working toward improving both internal and external partnerships. We've partnered with California State University, San Bernardino's GEAR UP to submit a Cal-SOAP grant which, if granted, would provide funding to expand tutoring and supplemental instruction support for Valley Now! courses in an effort to increase success. Even without this grant, we plan to increase awareness of the student resources and support available by hosting workshops and training high-school staff on how to access online tutoring.

Additionally, we hope to work with faculty chairs to develop curriculum specific guides for faculty teaching dual enrollment. It is our hope that these guides will help a greater population of the faculty become more comfortable teaching dual enrollment as well as help us work toward National Association of Concurrent Enrollment Programs (NACEP) accreditation.

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
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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.
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Professional Development:

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

The Valley Now! staff is dedicated to staying current. Dual/concurrent enrollment is constantly changing, and in order to stay current the Valley Now! team tries to have a representative attend as many conferences, workshops, and webinars available. Within the last month, two team members attended a webinar given by EdSource, PACE (Policy Analysis for California Education), and Wheelhouse: the center for Community College Leadership and Research. This webinar, "Linking High School and College: What's Next for Dual Enrollment in California?" discussed a model of concurrent enrollment showing great success as well as talked about the direction in which the State plans to move for the future. One model discussed in this webinar was a synchronous online course which could be delivered during the high school bell schedule (provided that a College and Career Access Pathway (CCAP) agreement is in place). The Valley Now! staff took this information and is exploring the possibility of expanding the course selection to include online courses.

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

The Valley Now! Program plans to obtain membership in the NACEP – the National Association of Concurrent Enrollment Programs. It is our goal that the Valley Now! Program become accredited by this institution within the next two academic years. In order to earn this accreditation, the Valley Now! office plans on implementing new professional development opportunities for faculty teaching at high schools, as well as teaming with various faculty chairs to develop curriculum specific guidelines for adjunct teaching dual enrollment courses.

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.

For the last two years, Valley Now! has presented the GenerationGo! Program at the California Workforce Association's Youth at Work Conference. This conference is aimed at developing cooperative work experience opportunities and career and technical education for California's youth.

Additionally, members have plans, and have been approved, to attend the 6th Annual CCEMC Summit this coming September. At this conference, we hope to gain insight and learn best practices from concurrent enrollment practitioners throughout the state.

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. <u>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.</u>	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 mission of the Valley Now! Program is prepare high school students for academic success by providing access to high-quality post-secondary educational opportunities through concurrent enrollment. We are committed to fostering an environment in which area high school students seamlessly transition to higher education, acquiring the education and skills necessary to enrich their lives and their communities.

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

The Valley Now! mission is inspired by the college's mission and serves an extension of its commitment to providing high-quality education to a diverse community of learners. Valley Now! specifically targets local high school students in an effort to remove transportation as barrier to participating in concurrent enrollment. Students participating in the Valley Now! Program begin their post-secondary academic career early, thereby enabling them to transfer to a four-year university or enter the workforce in less time than traditional students.

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 program measures progress and satisfaction in a variety of ways. The first method we use to measure productivity is by tracking and analyzing the number of students participate in the program. Over the past two years, the number of students has grown significantly. On the most recent EMP, the program showed 145% growth in duplicated enrollment from the 2017-18 to the 2018-19 academic years. When comparing primary terms, the increase is more dramatic.

	Duplicated students (FA and SP terms)	% increase over previous year
2017-18	751	
2018-19	1716	228%
2019-20	2512	146%

When looking at enrollment, it is also important to note WSCH per FTEF data. According to our EMP, the WSCH/FTEF decreased from 326 in 2017-18 to 258 in 2018-19. This drop can be attributed to the low efficiency of many of the Valley Now! courses. One of the goals identified on our EMP was to increase the efficiency of courses offered through the Valley Now program. To this end, we have increased our efforts to over-recruit for the courses offered at high schools and have occasionally recommended low-enrolled courses be canceled.

Aside from expanded recruitment, another method to increase efficiency to better help high school students through the enrollment process. One way we measure this data is by recording and tracking the number of students who complete the enrollment process – from the submission of a concurrent enrollment packet all the way through orientation, assessment, and registration. Because some of the registration was manually, we did not start tracking this data until the 2019-20 school year. However, for this year, we saw that 49% of students who submitted concurrent enrollment packets in the 2019FA semester registered, and 61% of the students who

submitted concurrent enrollment packets in the 2020SP semester registered. After observing that this percentage left a lot of room for growth, the Valley Now! program amped up its outreach. Our goal for the 2020-21 academic year is to see at least 3% increase in the completion of the enrollment process. As the program staff continues to grow, so too can our outreach and support, thereby sustaining a long-term increase in this area.

Additionally, we administer surveys to the students in the GenerationGo! program in order to gather satisfaction information. Since we began recording data during the 2018-19 academic year, the program has seen a significant increase in the number of students who marked either “agree” or “strongly agree” to the following satisfaction-related questions.

	2018-19	2019-20
The Valley Now! team answered my questions in a timely manner.	78%	95%
The SBVC Valley Now! team helped me with the enrollment process.	83%	97%

It is our hope that we can continue to provide the timely response and extraordinary support that the Valley Now! program is known for. In order to do so, we recognize that continuous evaluation is needed so that our growth does not outpace our ability to provide exceptional service.

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.

The Valley Now! Program is not currently listed in the catalog. There is a section about High School Students within the “Admissions Regulations” section of the catalog, but that section applies to all concurrent enrollment students – both those coming to SBVC to take courses as well as those participating in the Valley Now! program by taking SBVC classes at their local high school.

The Valley Now! program plans to draft a small blurb that can be added to the catalog which includes an overview of the program and services offered.

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).

The curriculum/content used for Valley Now courses is the same used for the courses at large and is housed under the department in charge of each course.

In addition, the Valley Now! team frequently hosts workshops and presentations that aim to help students through the enrollment process as well as to train high school staff to act as a secondary line of support for the students. We recognize that for many of our students, the transition between high school and college can be difficult and we hope that by providing information and assistance, we can help make it easier.

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.

The curriculum used for Valley Now courses is the same used for the courses at large and is housed under the department in charge of each course.

INSERT CURRICUNET REPORT (If applicable):

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.

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?

The Valley Now! Program is not currently listed in the catalog. We are currently drafting an informational paragraph that can be added to the college catalog describing the program and providing contact information. It is our hope that the Valley Now! Program will be featured in upcoming catalogs.

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.

In our EMP, we identified growth as a goal for the Valley Now! Program. Specifically, we have been working and plan to continue to work to expand the selection and number of courses offered at high school campuses through the Valley Now! Program. In order to expand the selection of courses offered, we've met with Deans and Department Chairs to discuss the feasibility of off-campus courses being offered. Once we determine a course is suitable for the Valley Now! Program, we then communicate its availability to the high schools to determine if there is sufficient need. Moreover, if the course will be offered through a College and Career Access Pathway (CCAP) agreement, we also check with the San Bernardino County Workforce Development Board to gain insight on industry vitality and demand.

In order to sustain the planned growth, we are constantly working to establish and refine procedures within the Valley Now! office. We frequently consult with other departments, such as Admissions and Records or Counseling, to gain insight on timing and campus procedures. Through this collaboration, we have been able to lay the foundations for a system to gather concurrent enrollment paperwork.

We're also working to clearly define the functions and expectations for high school site liaisons. We've met with district administrators, principals, counselors and site contacts to determine how to increase enrollment and to help provide clear, step-by-step instructions for each phase of the enrollment process. However, we recognize that the heavy reliance upon staff from outside agencies is a weakness. As a result, we have begun to take a more active role in assisting high schools students in the completion of paperwork and guiding them through the enrollment process in person. Although this expanded role has placed added stress to the department, we believe that the benefit of greater accountability warrants the increased workload.

Our goal is to create a sustainable structure that can meet the demands of the program as it grows. However, we are mindful that in order to maintain the quality and responsiveness required for a successful program, the planned growth will demand an augmented staff.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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 Valley Now! Program is currently housed in LIB-123 with the Academic Success and Learning Services divisional office. The space is adequate for the current staff, however as the program grows it may be necessary to reorganize the area to accommodate more people.

Additionally, the division secretary has submitted a work order to have some of the modular desks that came from the previous TESS building installed in our area. The current desks are not bolted together and, in one case, are leveled using a stack of post-it notes. We believe that the new desks will use the space we have more efficiently and allow for improved productivity.

Each Program Assistant assigned to the Valley Now! Program has a dedicated computer and access to a black and white printer. There are sufficient phones to support the program's use. Additionally, when needed, the division has an electronic tablet that can be borrowed. We have received sufficient training to maintain and update the web page.

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).

Although the Valley Now! Program anticipates growth, with some reconfiguration the space we currently occupy will be sufficient to accommodate the increased staffing. Depending on the extend, augmenting our staff may require additional technology. However, at this time an increase in staff would likely result in increased outreach, which means that the technology and space available could be shared to maximize efficiency.

Because the courses offered through our program are offsite, adequate space and technology is contractually provided by the high schools.

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.

First time in Program Review.

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: Early College Program

Efficacy Team: Joel Lamore, Danny Babin

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Early College Program is to be commended for producing for their first Efficacy Review a document that demonstrates they are highly aware of their program and are constantly studying and developing data to help them improve their services. The program itself is complex, requiring connecting SBVC to high schools and their students, working with departments that offer the courses, helping students to enroll and find academic success, etc. Throughout their document, they provide data and other forms of evidence, which is well analyzed.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The program discusses the discrepancies for some racial categories (indicating it actually tracks well with high school demographics, which they are serving), as well as for disabled students, with reason for that discrepancy and clear plan to increase the participation of that population. The program seem highly aware of the demographics of its students and is taking action to address issues.

Pattern of Service: The program provides a thorough discussion of various aspects of pattern of service – they have thought through all the ways they provide service – at the high schools, their office hours, the pattern of online access, and development of materials that can serve when they are not available.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

	Student Learning Outcomes (SLOs).	Student Learning Outcomes (SLOs).	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success: While the program coordinates the instruction to the high school students and the instruction is an instructional matter, the program is actively watching the success and retention data, looking for problems and barriers, and developing plans. While the success rate and retention rates have dropped as the program expands, the rates are still very good. One might expect that once the program matures, those numbers (higher on average than classes at the college) will probably settle into percentages that parallel the college success and retention numbers. At any rate, it will be a few more cycle before those numbers really tell where the program’s set point is (of course, if they were very low, that would be a different issue, but they are higher). But the program has demonstrated they are watching that data very carefully.

SAOs: The program does not yet have SAOs, as a very new program. However, their discussion of the aspects of the program that can be measured and assessed is thorough. Clearly SAOs will be written and assessed by the next academic year. They even provide the numbers and analysis for some of those as if those SAOs already existed. The team also appreciated the fact that the data they intend to use is a mix of hard data and surveys.

Disaggregation: Even with no SAOs, the program has identified disaggregation sets that make sense for their program. Again, this strongly suggests disaggregation will in fact be done once the program has official SAOs finalized and begin assessing them.

PLOs: The program doesn’t offer degrees or certificates.

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 <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not	The program <u>identifies and describes</u> its impact on culture and climate.	In addition to the meets criteria, the program provides data or research that

	supported by the data and information provided.	Program addresses how this impacts planning.	demonstrates the need for additional resources.
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication: The program seems to be communicating well to its stakeholders and also seems to be constantly trying to develop new ways to communicate based on input and questions they receive. They communicate through emails, website, printed materials, in-person meetings and workshops, YouTube instructional videos, as well as getting their message out at public meetings and conferences. They note several instances where a problem or questions has prompted them to develop additional ways to communicate, including some of their printed material.

Culture and Climate: Though the program is mainly focused on high schools, they have contributed to the culture and climate on the college campus, partnering with STEMpalooza, connecting with the high school students who come to the college on field trips, and organizing other opportunities on campus. They are also contributing to the future climate of SBVC by preparing the high school students for their time here.

Partnerships: The whole program is partnerships, with high schools, with SBVC departments offering courses, with programs on campus that provide student support, etc.

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: Program seems to be participating and planning for professional development for training as well as understanding standards in programs similar to theirs. They are planning to become member of National Association of Concurrent Enrollment Programs.

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. <u>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.</u>	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.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission: Their mission aligns well to the college.

Productivity: Appropriate measures of productivity are analyzed, from numbers of students participating, satisfaction of those students, and finer measures like how many students complete the enrollment into the program. Though they are not an instructional program, they included data on WSCH of courses run at the high schools through their program. The WSCH was 326 in 2017-18 and was 258 in 2018-19. However, this is a growing program. The drop can

be ascribed to adding courses that perhaps did not fill the first time around. In future, they are planning to “over-recruit” to help keep classes more at capacity.

Currency in Catalog: As new program, they are not yet described in catalog, but they are drafting information to be included in next catalog.

Curriculum: The program has no curriculum of its own. They do run workshops and presentations. They note some, but a little more detail would have been useful.

Planning: The program did a good job throughout the document addressing planning, but they efficiently review planning for major issues identified: planning for growth, increasing number and variety of courses offered, helping students complete processes that seem challenging, etc. This section does note two other related issues not mentioned previously. The reliance on personnel not part of SBVC is seen as a potential weakness (HS counselors, administrators, etc.), but they are working on ways to take a more active role in insuring those pieces work. This will mean that additional staffing will be necessary as program grows, both in terms of numbers of students served, but also in terms of what work needs to get done to insure success in the program.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Facilities: Program is aware of needs and notes appropriate issues. Some worn furniture needs replacement, but space and technology needs are adequate for the immediate future. Some reconfiguration of the current space might be needed.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: N/A This is the program's first efficacy report.

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

Financial Aid

Name of Division

Student Services

Name of Person Preparing this Report

Samuel Trejo

Extension

ext. 1642

Names of Department Members Consulted

Fermin Ramirez

Name of Reviewers

Daniel Algattas, Anna Tolstova, Melissa King

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	0		
Classified Staff	10		
Total	11		

Description:

The Financial Aid Department is responsible for the administration and disbursement of federal and state financial aid (including grants and federal work-study), scholarships and enrollment fee waivers. The office assists students with the entire financial aid application process. Awarding financial aid in compliance with all applicable rules and regulations is a top priority. These programs assist students in paying for their educational expenses, i.e., registration fees, books, supplies, room and board, transportation, and personal miscellaneous expenses.

The Financial Aid Office (FAO) recently underwent a transition of leadership as the former Director resigned at the end of July 2019. Without a continuum of leadership the SAO process due to a large gap in time until a replacement was put in place. The FAO plans to start a new SAO process with new outcomes beginning Spring 2020. The new Director does not have access to any collected data to draft an analysis or progression comparison from the prior year. As such an EMP for fall 2019 could not be completed in this cycle.

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.

1A

	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	17,755	100.00 %	19,290	100.00 %	19,308	100.00 %
Female	10,204	57.47 %	11,086	57.47 %	11,223	58.13 %
Male	7,506	42.28 %	8,146	42.23 %	8,031	41.59 %
Unknown	45	0.25 %	58	0.30 %	54	0.28 %

1B

	Annual 2016-2017		Annual 2017-2018		Annual 2018-2019	
	Student Count	%	Student Count	%	Student Count	%
San Bernardino Total	13,376		13,173		12,877	
California College Promise Grant Total	13,046		12,924		12,552	

	California College Promise - Method A-? (unknown base) Total	6,537		6,679		6,854	
	Female	4,040	61.8%	4,193	62.8%	4,351	63.5%
	Male	2,495	38.2%	2,484	37.2%	2,503	36.5%
	Unknown	2		2			
	California College Promise - Method B based on income standards Total	8,415		8,113		7,594	
	Female	5,225	62.1%	5,140	63.4%	4,873	64.2%
	Male	3,188	37.9%	2,971	36.6%	2,719	35.8%
	Unknown	2		2		2	
	Cal Grant B Total	1,221		1,220		1,097	
	Female	806	66.0%	815	66.8%	749	68.3%
	Male	414	33.9%	404	33.1%	348	31.7%
	Unknown	1		1			
	Pell Grant Total	4,978		4,800		5,007	
	Female	3,147	63.2%	3,057	63.7%	3,249	64.9%
	Male	1,831	36.8%	1,743	36.3%	1,758	35.1%
	SEOG (Supplemental Educational Opportunity Grant) Total	1,161		1,554		1,272	
	Female	725	62.4%	975	62.7%	857	67.4%
	Male	436	37.6%	579	37.3%	415	32.6%
	Student Success Completion Grant (SSCG) Total					694	
	Female					445	64.1%
	Male					249	35.9%

1C		Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2018	Fall 2018
		Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
San Bernardino Total		12,310	100.00 %	13,396	100.00 %	13,220	100.00 %
0.1 - 2.9 Total		205	1.67 %	172	1.28 %	174	1.32 %
	Female	79	38.54 %	70	40.70 %	73	41.95 %
	Male	118	57.56 %	100	58.14 %	101	58.05 %
	Unknown	8	3.90 %	2	1.16 %		0.00 %
3.0 - 5.9 Total		2,992	24.31 %	3,447	25.73 %	3,641	27.54 %
	Female	1,768	59.09 %	2,022	58.66 %	2,154	59.16 %
	Male	1,215	40.61 %	1,412	40.96 %	1,474	40.48 %
	Unknown	9	0.30 %	13	0.38 %	13	0.36 %
6.0 - 8.9 Total		3,106	25.23 %	3,129	23.36 %	3,225	24.39 %
	Female	1,812	58.34 %	1,808	57.78 %	1,868	57.92 %
	Male	1,288	41.47 %	1,309	41.83 %	1,344	41.67 %
	Unknown	6	0.19 %	12	0.38 %	13	0.40 %
9.0 - 11.9 Total		2,005	16.29 %	2,171	16.21 %	2,216	16.76 %
	Female	1,216	60.65 %	1,325	61.03 %	1,348	60.83 %
	Male	784	39.10 %	841	38.74 %	865	39.03 %
	Unknown	5	0.25 %	5	0.23 %	3	0.14 %
12.0 -14.9 Total		3,031	24.62 %	2,997	22.37 %	2,665	20.16 %
	Female	1,705	56.25 %	1,714	57.19 %	1,559	58.50 %
	Male	1,322	43.62 %	1,281	42.74 %	1,105	41.46 %

	Unknown	4	0.13 %	2	0.07 %	1	0.04 %
15 + Total		965	7.84 %	1,362	10.17 %	1,285	9.72 %
	Female	506	52.44 %	624	45.81 %	637	49.57 %
	Male	458	47.46 %	732	53.74 %	646	50.27 %
	Unknown	1	0.10 %	6	0.44 %	2	0.16 %
Non-Credit Total		6	0.05 %	118	0.88 %	14	0.11 %
	Female	1	16.67 %	72	61.02 %	6	42.86 %
	Male	5	83.33 %	45	38.14 %	8	57.14 %
	Unknown		0.00 %	1	0.85 %		0.00 %

		Annual 2016-2017	Annual 2017-2018	Annual 2018-2019
		Student Count	Student Count	Student Count
San Bernardino Total		13,376	13,173	12,877
California College Promise Grant Total		13,046	12,924	12,552
California College Promise - Method B based on income standards Total		8,415	8,113	7,594
	African-American	1,298	1,266	1,144
	American Indian/Alaskan Native	21	19	12
	Asian	282	251	250
	Filipino	80	60	56
	Hispanic	5,480	5,429	5,090
	Multi-Ethnicity	322	287	262
	Pacific Islander	17	23	22
	Unknown	20	19	17
	White Non-Hispanic	895	759	741
California College Promise - Method C based on financial need Total		333	232	263
	African-American	24	11	11
	Asian	12	9	6
	Filipino	9	5	7
	Hispanic	189	134	170
	Multi-Ethnicity	17	12	13
	Pacific Islander	1		
	Unknown			1
	White Non-Hispanic	81	61	55
Grants Total		5,044	4,884	5,118
Cal Grant B Total		1,221	1,220	1,097
	African-American	124	130	110
	American Indian/Alaskan Native	2	2	4
	Asian	57	55	51
	Filipino	7	7	6
	Hispanic	870	894	804
	Multi-Ethnicity	31	25	27
	Pacific Islander	2	2	3
	Unknown	2	2	1

		White Non-Hispanic	126	103	91
		Pell Grant Total	4,978	4,800	5,007
		African-American	750	721	755
		American Indian/Alaskan Native	20	10	9
		Asian	156	144	143
		Filipino	49	44	32
		Hispanic	3,212	3,195	3,351
		Multi-Ethnicity	171	154	178
		Pacific Islander	8	8	18
		Unknown	12	15	17
		White Non-Hispanic	600	509	504
		Student Success Completion Grant (SSCG) Total			694
		African-American			62
		American Indian/Alaskan Native			4
		Asian			36
		Filipino			4
		Hispanic			501
		Multi-Ethnicity			22
		Pacific Islander			2
		White Non-Hispanic			63

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.

San Bernardino Valley College serves a large area in the Inland Empire with a large percent needing financial assistance to attend college. Financial aid is a critical competent for students to access higher education. The Financial Aid Office (FAO) offers both state and federal aid programs to assist student cover tuition, supplies, and indirect costs of attendance. Over the past three years the FAO has awarded on average 35% CA Promise Grants (fee waivers) and on average 25% Pell Grants to the student population. This leaves ample room for the office to grow in terms of aid awards to the students of the surrounding communities.

Analysis of 1A,1B,1C, 1D: The analysis looked at the grant award rates of students between males and females. The college has had a steady gender enrollment pattern of 57% female and 42%male between Fall 2016 and Spring 2019. Financial aid wards have also been consistent among the major aid programs analyzed: CA Promise Grant, Cal Grant B, Supplemental Opportunity Grant, and Student Success Completion Grant. The percentage of wards differ from enrollment patterns by five percentage points. On average female aid awards per program are 63% and males 35%. This may seem inequitable; however, the award count is correlated to enrollment patterns since financial aid programs awards are based on student financial need and units of enrollment. The data shows males have lower enrollment rates across all unit load categories as highlighted in exhibit 1C. Consequently, males have fewer aid awards, due to lower unit loads.

The college is aware of lower male enrollment rates and is working on addressing this thought the Student Equity Plan. The financial aid office will develop an outreach plan to focus on male outreach and in-reach to increase aid awards for males.

Although it may seem like the office is not making huge gains in aid awards from year to year, as a return of outreach and maintenance of effort, it must be noted that this is due to the college's high attrition rate. From term to term the college loses students and gains new students. As such, the FAO has a continuous effort of helping students obtain financial aid, however a portion of that effort is expended with new students that replace students that did not return for a second or third term.

In general there is an upward trend in the number and amount of aid the FAO has processed, awarded, and disbursed to students for all grant programs. The analysis shows that the only minority population that did not have an increase is for American Indian/Alaskan Native. When compared to enrollment head count the decrease in aid awards is attributed to a decline in the number of person's that self identified as such. The decrease in aid awards is not indicative of the FAO's lack of effort to outreach to this population.

For the 2018-2019, school year there is no data for the Community College Completion Grant (CCCG) and the First-time Student Success Grant because the California Student Aid Commission (CSAC) cancelled these programs late June 2018. Subsequently, CSAC replaced these aid programs with the Student Success Completion Grant. This new grant eligibility requires a student to be awarded and be in pay status for Cal Grant B or C and complete 12 units per semester for \$1298.00 per year or complete 15 units per semester for \$4000 per year.

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 financial aid office has a set office hours that are posted on the door and online as follows:

- Monday & Thursday: 8:00am - 5:00pm
- Tuesday & Wednesday: 8:00- 7:00pm
- Fridays: 8:00am - 2:00pm
- Saturday 9am-1pm (Only on the first Saturdays of the month)

Two days a week the office is open until 7pm to accommodate the needs of evening students. On Fridays, the office has full counter service until 12pm and provides general information (non-account specific information) from 12pm-2pm. The office closes from 2pm-4:30pm on Fridays to students to give Specialist time to focus solely on processing student aid files. Beginning Fall 2019, the office extended hours until 7pm Monday through Thursday to accommodate higher student demand at the start of the term. In addition, for the first two weeks Friday full counter service has been extended until 4:30pm.

The financial aid process can span eight to eight weeks, from the time the student applies to until the student receives their first grant disbursement. Seven to ten days after submitting a FAFSA or CA Dream Act the FAO receives it from the Department of Education (DOE) or the California student Aid Commission (CSAC) in the form of an Institutional Student Information Report (ISIR). At that time each student is notified via email if they are required to submit additional information/documentation as required be either DOE or CSAC. Over four thousand students submit two to four documents, as such there is a large volume of documents and students, and processing takes several weeks; with a staff of six financial aid specialists. Many new students experience delays in receiving their grants due to not submitting their missing documentation. The FAO sends auto-generated reminder emails to students reminding them to submit their documents but many students do not check their college issued email.

With the inflow of a little over 1,200 first time freshman in the SBCCD Promise Program, the FAO has assigned one full time financial aid specialist to process these students' financial aid packages. This takes away one specialist to process files for the general population.

Since Spring 2019, the FAO changed vendors, now using BankMobile to disburse grants through direct deposit. This shortens the delivery period and is much more cost effective saving over two hundred fifty thousand a year in printing checks, mailing costs, and administrative cost reconciling checks.

Since Fall 2016 the financial aid office began using the QLESS system to manage student lines. Students can check into line by phone, QLESS app, online (on the FAO webpage), or check-in kiosk in the office lobby. Students can have a place holder in a virtual line without being physically present. This has cut down on crowding in the office as students are messaged via text when they are close to reaching the front of the line. Students can also make appointments via the app up to ten days out.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

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”)

At the end of July 2019 the Financial Aid Director resigned and left no information to follow with regards to Program Review. It is the intent of the FAO to overhaul the previous Directors SAO and review process. The new SAO’s will be much more focused on specific learning objectives and a new survey has been developed to collect the student’s knowledge patterns.

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.

(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.

Documentation for this section is unavailable since the former Director did not provide and access to such information.

The new FAO Director will create an ad hoc committee of four staff members to work with the Office’s SAO and Program Review process to ensure office participation and routine data collection.

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.

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).

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 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 FAO employees various modes of communication to disseminate awareness to students and the surrounding communities.

Electronic communication includes the FAO's webpage which contains videos from Financial Aid TV. These videos contain general eligibility guidelines and application process. The web page also offers individual links to individual aid programs that describe eligibility and award amounts. Email is another electronic method

used. When the FAO receives FAFSA applications they are run through Colleague and subsequently emails are auto-generated to inform students of the next step and if needed additional documentation. If a student is ineligible, the student is also emailed with an explanation of why they are not eligible.

The FAO also prints a variety of flyers with important information about aid available, steps to apply for FAFSA and the CA Dream Act, and workshops offered by the FAO. These flyers are available in the office lobby for students or potential students visiting the campus. Workshop flyers are distributed at all the Student Services departments as well as high traffic areas like the Library, and Tutoring Center.

Last, the FAO has a fulltime Financial Aid Outreach Coordinator to communicate person to person the services and financial aid opportunities the FAO offers. This position is responsible for organizing and conducting financial aid workshops at many of the college's feeder schools and community partners. These person also organizes and holds financial workshops on and off campus, which are promoted by handing out flyers and emailing them to high school and community contacts.

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 FAO, holds at least one financial aid awareness fair. The most important component is a resource fair, in which the majority of Student Services departments set up an informational table for students to get assistance without going to that actual office. Students that visit at least five tables a given a meal ticket to redeem a free meal. Also students are provided with a Finals Readiness Pack, which includes a tote bag, two Scantrons, a Green Book, and a pencil. This event also provides music and games for students to win prizes. The FAO Fair is very well attended with over 400 students per event. The event foster good relations with the student body inter-office collaboration.

Describe one or more external/internal partnerships.

Over the past year the FAO has developed a strong partnership with the Mexican Consulate of San Bernardino. Due to the uncertainty of DACA, many immigrant families and students have self isolated, and do not attend public workshops due to fear of being picked up by ICE. The FAO partnered to provide a safe space for Spanish speaking families to receive financial aid information. In the 2019-2020 school year a fixed schedule of first and third Thursday running from October 2019 to March 2020. Another partnership that the FAO has been building is with the Parent Engagement Centers of both the Rialto Unified School District and San Bernardino City Unified School District. Workshops for all three entities are provided in both English and Spanish.

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

With new leadership, the FAO plans to increase access through the implement a new document submission process with Campus Logic. Students will be able to scan require documents and submit them electronically. This will dramatically cut the number of students in line and eliminate the need for student to physically submit documents. Additionally, processing of files requiring Professional Judgment will be streamlined. The process of having to wait four to six weeks for an appeals committee will be eliminated to expedite student files much quicker. The implementation will require extensive communication to students to educate them on this new process. The FAO will develop a plan of action for this intensive communication campaign that will run for one year.

The FAO will also make great effort to fully implement new SAO's and collection methods to ensure compliance with the Program Review process.

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.).

Financial Aid Administrators and staff attend state and national conferences in-person and by webinars. Additional technical training is provided by the California Student Aid Commission (CSAC) and by daily and weekly listserv distributions from NASFAA, CSAC, and the U.S. Department of Education. Financial aid staff maintains awareness of related industry matters with staff/department meetings. Financial Aid members are encouraged to participate in training and skill enhancing opportunities offered by the Professional and Organizational Department at SBVC and by the California Community Colleges Chancellor's Office (CCCCO).

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

Financial Aid Administrators are members of the following organizations:
 California Community College Student Financial Aid Administrators Association (CCCSFAAA),
 California Association of Student Financial Aid Administrators (CASFAA),
 National Association of Student Financial Aid Administrators (NASFAA)
 Western Association of Student Financial Aid Administrators (WASFAA).

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.

Financial Aid members are encouraged to participate in professional growth by means of conferences and other training opportunities by first determining eligibility, then by focusing on both current job duties to enhance skill set. Additionally, staff is encouraged to participate in cross-training opportunities.

Domestic travel and participating in large groups are prohibited due the coronavirus (COVID-19). As a result, certain training opportunities are suspended with an unknown duration.

Future training opportunities include a CASFAA conference in October 2020, CCCSFAAA conference rescheduled for November 2020, Federal Student Aid (FSA) conference hosted by the U.S. Department of Education in December 2020, and NASFAA conference in May 2021. Free and on demand webinars are presented year-round by CSAC and NASFAA. Additional training opportunities such as NASFAA University Online Courses will be entertained with the upcoming fiscal 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 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. <u>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.</u>	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 SBVC Financial Aid Office is committed to helping students with limited resources meet their educational expenses. We evaluate the student's financial ability to pay for educational costs in order to distribute limited resources in a fair and equitable manner while using up-to-date technology to accurately and expeditiously process financial applications and complete disbursements.

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

The Financial Aid purpose aligns well with the college mission statement. The Financial Aid Office maintains cultural sensitivity and a high degree of commitment for the students, college, District and all stakeholders. Financial Aid is not only a process, it is a learning event for many new and returning students and financial aid staff contribute to the college's philosophy of life-long learning. The Financial Aid Office activity participates in empowering and teaching opportunities by hosting general and specialized workshops both on- and off-campus. Our efforts enable students and their families to better understand the application process for premier customer service and for preparation for future application whether for attendance at SBVC or attendance after transfer. The Financial Aid Office adheres to all federal, state, and local laws and regulations. SBVC students are assisted without prejudice or bias and regardless of the student's and their family's financial status, ethnic background, and gender or disability status.

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 FAO is currently composed of six financial aid specialist, two clerical assistants, one secretary, and one financial aid coordinator and one financial aid outreach coordinator. There are two specialist vacancies, resulting from one retirement and one working out of class as a financial aid coordinator.

There is also a vacancy for the second financial aid coordinator who has filled in the Financial Aid Director's position. The new Director will request for funding for an new Assistant Director, a position formerly filled in the SBVC FAO. The addition of aid programs and compliance requirements surpass the ability for the Director to timely address all internal and external matters.

The shortage in staffing creates issues of delayed file processing that in turn leads to complaints of taking too long to receive aid. Colleges of similar student count in Region IX report that file processing is at six to eight weeks in non-peak times. The SBVC FAO in at the same file processing time frame, as such the FAO is within the industry norm. However, during peak season from June to September, the processing time is twelve to fourteen weeks, as such the vacant specialist positions greatly affect the FAO's productivity speed. It should be noted that complaints regarding long wait times in line, are at an all-time low for the past two years with the implementation of QLESS.

Student complaints are referred to the Office Director who addresses such matters within a week. Complaints to the DOE are also referred to Director, however there is a mandated five day response time. Student complaints, are taken serious and deep background investigation is done. Often matters regarding financial aid are resolved by email and more complex matters are dealt in person.

The FAO is in good standing with CSAC with regards to state compliance of financial aid rules and regulations. There have not been any audit findings since the 2016-2017 federal audit. However, the FAO has difficulty meeting Return To Title IV (R2T4) compliance. The difficulty is not due from a lack of timely reporting but the fact that funding availability (allocation) makes it difficult to meet compliance. This has been an ongoing difficulty for several years.

The implementation of Campus Logic, will catapult the efficiency of the office operation in terms of traffic flow and customer service satisfaction through cutting down on wait time and processing times. The FAO will continue to look for state-wide best practices through networking within Region IX and at industry conferences.

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.

The Financial Aid Office does not offer curriculum or a course of study. However, the Financial Aid Outreach Coordinator in conjunction with other financial aid staff conduct workshops. Workshop topics include, but are not limited to: How to Complete a FAFSA, How to Complete a California Dream Act Application, How to Complete Scholarship applications, and How to Apply for a FWS Job.

The Financial Aid Office also shares valuable information with various high schools, adult learning centers, and with the Mexican Consulate.

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).

The Financial Aid Office does not curriculum. Our workshops are informational and not mandatory.

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.

N/A

INSERT CURRICUNET REPORT (If applicable):

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		
N/A		
N/A		
N/A		

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

The Financial Aid Office does not offer courses which qualify for articulation or transfer. Our workshops solely pertain to financial aid matters and are conducted to educate students and other attendees.

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?

The Financial Aid Office does not offer courses that qualify for articulation or transfer.

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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.

EMP unavailable this review cycle however, the FAO faces many upcoming challenges. The FAO has to plan an implementation process of federal Direct Stafford Loan (DSL) program. The District has decided to participate in the Promise Program beginning Fall 2020 (different from the SBVC Promise Program and the CA Promise Grant). This also requires participation in the federal (DSL) program. Past history at SBVC shows that Valley had a large number of borrowers in the DSL and a high default rate as well. The challenge is maintaining the three-year cohort default loan rate below thirty percent. If the college fails to stay below this rate, it is subject to losing eligibility of one or more federal aid programs. The loss of aid programs would discourage student from attending SBVC. The FAO is in dire need of funding to hire a full time employee to administer and oversee the stringent reporting requirements of the DSL program.

Another looming challenge is wave two of the SBVC Promise Program, since the number of student files for this group will double in size as first and second years student files will need to processes expeditiously. Although, the FAO will improve the document intake process, there will be a bottleneck of file waiting in que to be processed. The FAO has to plan appropriate funding and staffing levels to keep pace with the increase workload brought about District initiatives.

Despite these challenges the FAO’s strength is in a dedicated staff. During peak season staff is willing to work overtime to meet high demand during the beginning of each semester and work weekends to process files to accelerate student disbursements. The staff is experienced and highly detail oriented which translates to few errors in awarding and no audit findings. The FAO will need to plan proper training of new processes that will be rolled out for the 2019-2020 school year.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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 Financial Aid Office consists of a reception area upon entry, four counters where students are assisted, twelve workstations where Financial Aid Specialists and Financial Aid Outreach Coordinator conduct business, four offices occupied by the Financial Aid Director, secretary, and two Financial Aid Coordinators.

Adjacent to the Financial Aid Office is the Financial Aid Lab; it consists of seven computers and a printer. The lab is utilized by students and potential students in need of assistance to complete and submit a FAFSA or California Dream Act Application (CADAA). Additional services such as application corrections and application signature are provided.

Each desk or workstation, counters included, are equipped with fully a functional computer, scanner, and in most cases, two monitors. Printers are provided at each workstation and office, except for the counter. The counter workstations utilize a shared printer/copier/fax machine located in the Financial Aid Office.

Workstations (not the counter) are separated by six-foot partitions. This arrangement allows for less distractions and increased file processing and disbursements. The partitions also protected student data, an obligation set forth by FERPA regulations.

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 FAO has reach maximum capacity of workstations within the confines of the office space. However, with dire need of additional staff to meet file processing and compliance demands, the FAO will have to redesign the lobby area into workspace for additional staff. This will be possible with a decrease in student traffic with the implementation of Campus Logic. Another option to create more office space, is to reduce the FAO computer lab and convert half of it to desk pace and house the Outreach Coordinator.

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: No substantial changes made to report. EMP was late due to data issues. They didn't have last year's data either. Drop-box no longer available and lines have increased again. Committee recommended they collect data on the following: qualitative data would be acceptable with delivery of services to students.

Student Success Data: Program needs to implement a system of data collection. Recommend they look at the Library's model of data collection. Proposed student-satisfaction survey.

SAOs: Program notes "There was no need for improvement..." If all is satisfactory, then the details of that need to be reported to Program Review Committee and Community. Evidence must be provided.

Trends: Need to cite future trends and changes on which data will be collected. Advise that they need to state ("identify and describe") specifics, i.e. trends and legislation.

RESPONSE(S):

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: Financial Aid

Efficacy Team: Anna Tolstova, Melissa King

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The Program Review Team recommends a Probation status based on evaluating “Does Not Meet” for Parts 1, 2, and 7. In Part 1, the program did not “provide evidence that the pattern of service meets student needs.” An EMP was not provided and it is unclear why previous EMP’s were unavailable. In Part 2, SAO’s were neither provided nor discussed. No “analysis of program goals” was provided. In Part 7, previous “Does Not Meet” comments were not addressed.

However, the program demonstrates communication within the college and community and has identified events and activities. Administrators and staff attend state and national conferences in person and online. The program identifies the professional organizations which its staff and administrators belong to.

It is recommended that the Financial Aid Office work with Bethany Tasaka (SLO/SAO Faculty Lead) to identify and plan assessment for SAO’s.

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.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: Meets
 The program provided a basic analysis of data regarding Financial Aid Office award types compared to college enrollment trends. The program acknowledges needs and areas of growth.

Pattern of Service: Does not meet
 The program does not provide any data or analysis to justify or explain the pattern of service utilized. This team recommends that internal data be collected on the number of students using evening services, the number of students satisfied with using Bank Mobile, etc.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student	Program <u>has not demonstrated</u> that it has analyzed disaggregated	Program <u>has demonstrated</u> that it has analyzed disaggregated data for at least	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant</u>

Learning Outcomes: Disaggregated Data Analysis	data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	<u>disaggregated SLO data sets support program growth.</u>
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Does Not Meet

The department did not insert its EMP. There is no data which indicates progress. The department wrote: “Financial Aid Director resigned and left no information.”

The Financial Aid Office could have provided past documents (data and analysis) as past EMP’s should be available through the Office of Research. The Financial Aid Office explains that new SAO’s are being conceptualized, but a discussion should have been provided about what changes are needed and why. No SAO’s, former or current, were provided. It is unclear why the current Financial Aid Director does not have information about previous SAO’s. No “analysis of program goals” was provided.

Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment

The department did not provide SAOs data, the box is blank. The department must implement a system of data collection.

Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis

The department does not provide disaggregated data. The former Director did not provide an access to this information.

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 <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <u>describes</u> plans for extending communication with college and community and provides data or research that <u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

		Program addresses how this impacts planning.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Meets

The program demonstrates communication within the college and community and has identified events and activities. The program describes its partnerships.

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:

Administrators and staff attend state and national conferences in person and online. The program identifies the professional organizations which its staff and administrators belong to.

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	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.

	productivity is not adequately addressed.		
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>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.</u>	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.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:
Mission/Statement of Purpose: Meets
The department has a mission and purpose that clearly ties to the college mission.

Productivity: Meets

Relevance, Currency, and Articulation: Does Not Meet
The Financial Aid Office was asked to review all areas of mention in the college catalog. This was not completed. There are 26 mentions of financial aid in the 2019-2020 catalog and none were reviewed in the Efficacy document.

Challenges: Meets

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	Program provides an evaluation of the physical environment for its	In addition to the meets criteria, the program has developed a plan for obtaining or utilizing additional facilities for program growth.

	physical environment for its programs.	programs and <u>presents evidence</u> to support the evaluation.	
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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. The Financial Aid Office acknowledges federal expectations in practice.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: **Does Not Meet**
Previous “does not meet” were given in areas of student success data, SAO’s, pattern of service, and trends. None of these were addressed.

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

Geology/Oceanography/ Env. Sci

Name of Division

Science

Name of Person Preparing this Report

Matthew Robles, (909) 384-1647

Extension

Names of Department Members Consulted

Todd Heibel, Wallace (Britt) Leatham, Leigh Dudash, Gina Oliver, Anna Foutz

Names of Reviewers

Jose Recinos, Kay Dee Yarbrough, Botra Moeung

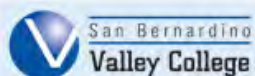
Work Flow	Date Submitted
Initial meeting with department	Monday, March 2, 2020
Meeting with Program Review Team	Friday, February 21, 2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

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			4
Classified Staff			
Total	1		4

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019

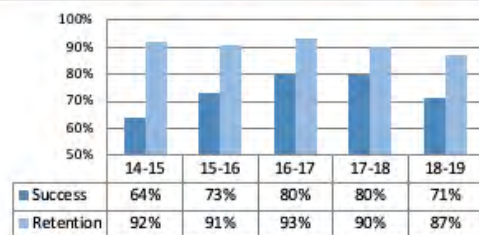


GEOLOGY/OCEANOGRAPHY — 2018-2019

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	286	318	316	421	525
FTEF	2.18	2.78	3.92	3.66	4.54
WSCH per FTEF	392	326	253	343	347
	14-15	15-16	16-17	17-18	18-19
Sections	16	20	24	24	28
% of online enrollment	0%	5%	4%	13%	29%
Degrees awarded	0	0	0	0	
Certificates awarded	N/A	N/A	N/A	N/A	



Assessment: FTES and duplicated enrollment have generally increased since 2014-15. In addition, efficiency has increased, most likely attributed to an overall increase in the number of online course in both geology and oceanography sections offered and FTEF. Student success has dramatically increased since 2014-15, with a slight decrease last year (may be related to the increase in online sections offered). Retention has remained quite stable and at or above 90 percent since 2013-14 (decline in 2018/19 related to online course sections). Geology AS and AS-T degrees have not been awarded, however, curriculum has been updated to align with C-ID requirements and should allow students to earn degrees. Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees.

Future course scheduling will take into account data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid distance education (DE) formats. Geology and oceanography laboratories are being scheduled to accommodate evening student demands. Guided Pathways implementation and block scheduling will better allow students to complete degrees in a timely manner and alleviate scheduling conflicts. Closer coordination with counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency.

Progress from Last Year's Action Plan: The department offers diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers. Future curricular development will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students. Relationships with neighboring higher institutions (i.e. CSUSB and UCR) have yielded student engagement opportunities and those efforts are ongoing.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max) The most recent three-year PLO analysis of the Geology AS Degree indicates that approximately 83% of students have successfully met the six SLOs identified within the degree. While this is above the overall student success rate, it suggests that most students are engaging with primary learning objectives. In order to ensure future student success, tutorial/SI support must be adequately funded. Offering courses in a format and schedule that better accommodate student needs will enhance student access. This includes a diversity of courses in face-to-face and DE formats offered in a sequence that will better recruit, retain, and graduate Geology/Earth Science students in a timely manner. The actual course content, reflected within the course- and program-level SLOs, has been recently modified within the curriculum process. Regular curricular revisions will ensure that students are well prepared for transfer to four-year institutions, as well as careers within the Earth and Environmental Sciences. Budgets must be enhanced in order to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

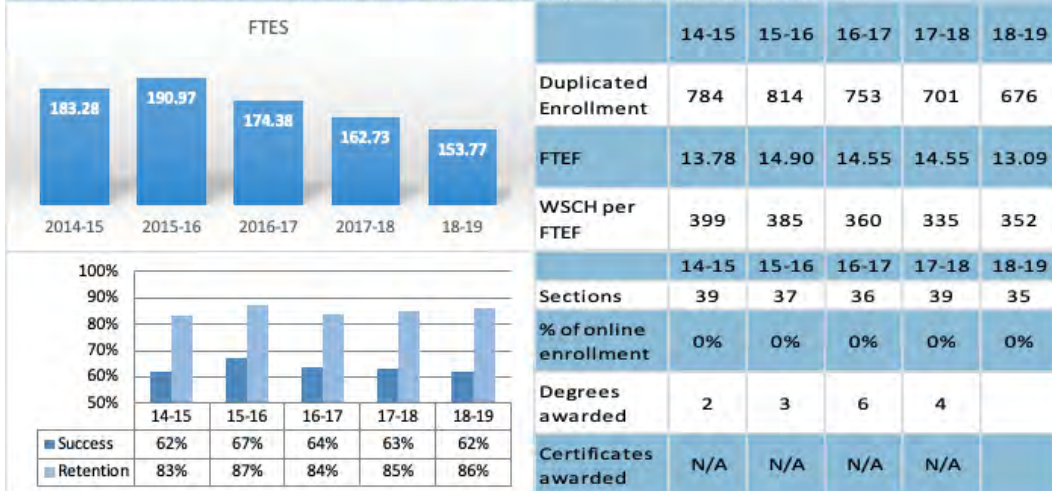
Departmental/Program Goals: The Geology-Oceanography Department goals align with college strategic directions and goals, including 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first goal includes improving student lab space in order to develop student research opportunities for Geology AS/AS-T degree students. This has the potential to increase the department's visibility and recruit majors, especially from STEM students and is currently on-track for completion. The second goal is to tied closely to development of Guided Pathway degree map implementation and collaborate with local professional organizations like the Inland Geological Society (IGS), and others in order to increase student participation in local scientific conferences related to the discipline. Ancillary benefits include increasing the number of geology majors, as well as transfer, scholarship, and employment opportunities. The third goal is to enhance the stature and visibility of the department. This can be achieved through various means, including collaborating with counseling and marketing personnel, developing honors-level and non-credit courses, creating research and scholarship opportunities, enhancing budgets for expanded field and tutorial opportunities, and leveraging STEM, Geology, and other student clubs and organizations.

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

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Coordinate Counseling Program Review and Curriculum. Cultivate relationships with four-year univ. to maximize student outreach opportunities and maintain relationships with professional organizations, and employers.	Increase student enrollment, majors, and graduates. Get student in the geology majors program experience with research projects and conference participation.	Student research space, enhanced classroom technology (i.e. smart projectors), curriculum modification, counseling and marketing coordination, and community outreach.	Ongoing, but major milestones achieved within the 2019-20 academic year.

Description:

Awareness of the issues of environmental quality is increasingly important in business, industry, and government. The growing human population and increasing consumption of resources are creating unprecedented pressures on our planetary life support systems. Environmental science majors need to complete an interdisciplinary set of core requirements that provide a basic understanding of the physical, biological, and social sciences and the relevance of these sciences to environmental processes and issues. In addition, the coursework will prepare students for related baccalaureate majors, including: biology, chemistry, engineering, geography (including emphasis in geographic information systems (GIS)), geology, mathematics, oceanography, and physics. For non-majors, the program's goal is to educate students to make better-informed choices about key environmental and health issues.



Assessment:

The revised AS degree was available to students beginning in the 2018-19 academic year. The new AS-T degree and introductory Environmental Science course (ENVT 100) will be available beginning in 2020-21. The revised Physics sequence – 202, 203, and 204 – replaced two higher unit courses, 200 and 201. This facilitated approval of the new AS-T degree and necessitate revision of the AS degree. Because both degrees are interdisciplinary in nature, they are comprised of core courses from a variety of science and math disciplines. Therefore, the 2018-18 EMP document analyzes data from five core courses within the revised AS Degree: BIOL 205, BIOL 206, CHEM 150/150H, CHEM 151/151H, and MATH 250. It is probable that only a small number of students enrolled within these courses are actively pursuing an Environmental Science AS degree. In future years, ENVT 100 and PHYSIC 202 will be added to the existing core courses to more precisely capture enrollment, FTES, and FTEF trends and allow resources to be more adequately directed toward students.

Realizing the imperfect nature of this analysis, it is nonetheless important to note that FTES and duplicated enrollment increased between 2014-15 and 2015-16. There has been a decline since 2015-16 that may be partially attributed to a significant curriculum revision within the biology (e.g. BIOL 205, 206, and 207 replaced BIOL 201 and 202) and physics (e.g. PHYSIC 151 and 152 replaced PHYSIC 150A and 150B, and PHYSIC 202, 203, and 204 replaced PHYSIC 200 and 201). This could also reflect larger campus-wide trends where students may be prioritizing employment opportunities over academic opportunities.

While the number of awarded degrees has fluctuated, it is anticipated that they will increase with the 2020-21 implementation of the ENVT 100 course and AS-T degree, as well as guided pathways (GP) sequencing. It is hoped that the curricular revisions, within the context of local, state, national, and global environmental awareness, will continue to propel this important program.

Progress from Last Year's Action Plan:

First, no progress has been made on procuring grant funding for a full- or part-time coordinator for this degree program. At present, a full-time faculty member is serving as faculty chair/coordinator. Second, there has been only nascent coordination with key stakeholders, including department faculty who teach within the interdisciplinary Environmental Science program, transfer institutions, STEM and MESA Programs (and related S-STEM grant, scholarship, and organizational support), and Student Success Center. Third, there has been significant progress on curricular revisions, including AS degree, AS-T degree, and introductory Environmental Science course. The revised AS degree is currently in place (although additional curricular revisions will be made), and the AS-T degree will be available for students in the 2020-21 academic year, as the Physics sequence has been thoroughly modified to fit within unit-limit criteria (e.g. all Physics courses now have a maximum of four units). The introductory Environmental Science course, ENVT 100: Introduction to Environmental Science, will be offered beginning in the 2020-21 academic year. It is anticipated that this will partially address some of the concerns and goals expressed within the action plan. In addition, this program will expand the number of open educational resource (OER) sections available to students, and is developing a guided pathways (GP) sequence of courses to align with institutional GP goals and mandates.

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 three-year (2016-167through 2018-19), program-level analysis of three key course SLOs suggests that approximately 56 percent of students are successfully meeting the defined SLOs. This generally aligns with three-year SLO analyses from BIOL 205, BIOL 206, CHEM 150, CHEM 151, and MATH 250, but is well below that of PHYSIC 200 and 201. From the perspective of the Environmental Science program, these success rates should be increased and improved. While the degree is comprised of rather taxing and academically rigorous science and mathematics courses, it is nonetheless a realistic goal to improve success and transfer rates. Some of this can be achieved through SLO (and PLO) revisions, curricular revisions, SI/tutorial support, learning cohorts/communities, and related efforts to encourage student success, transfer, and employment. This especially aligns with department goals, including: ongoing course and degree curriculum modification and adaptation to better meet transfer and employment demands, closer and more strategic coordination with departments that comprise the degree program, and enhanced degree awareness and marketing strategies (that could include visits to four-year transfer institutions and potential employers, as well as on-campus SI/tutorial support that incorporates STEM, MESA, and related programs).

Departmental/Program Goals:

First, the department will participate in curriculum modification that adapts to changing transfer institution and employment demands. Included within this goal are curriculum updates that capture individual course modifications on the SBVC Campus. For example, the Physics Department has recently launched new curriculum, and it will be captured within the Environmental Science degrees (AS and AS-T). Required Mathematics courses and English prerequisite courses have been revised (per AB 705) and these will also be incorporated within updated AS and AS-T degrees, as will the new introductory ENVT 100 course. Second, the department will request establishment of a budget within the Program Review Needs Assessment process. While the various programs that comprise this interdisciplinary degree already have established institutional budgets, it is not realistic to expect them to devote precious resources to the Environmental Science program. If approved, the budget would facilitate outreach and marketing efforts, student success workshops, and site visits to four-year transfer institutions and regional employers. Third, the department must increase awareness within the following populations: potential SBVC students (e.g. high school and community outreach efforts), resident SBVC students (e.g. workshops and brief in-class presentations that incorporate student organizations and on-campus SI/tutorial support), and SBVC faculty who teach within one of the many Environmental Science disciplines (e.g. Professional Development and in-class presentations). Dialogue with and incorporation into existing MESA, STEM, S-STEM, and related programs is crucial. Expansion of sections offering free OER textbooks, as well as alignment with guided pathways will continue.

Challenges & Opportunities:

In order to meet department goals, more human and fiscal capital must be obtained. The greatest challenges include lack of advertising and awareness, lack of a budget, and lack of devoted faculty able to promote the department, liaison with on- and off-campus Environment Science faculty, coordinate with potential area employers and internship sites, and procure institutional and grant funding. Perhaps an existing full-time faculty could receive release time in order to recruit and retain students. Specific activities could include Professional Development and in-class workshops and presentations for full- and part-time SBVC faculty, informational and student success workshops for potential and current SBVC students, and outreach to area high school faculty, counselors, and students. Inclusion within existing MESA, STEM, and S-STEM programs will provide opportunities for increased enrollment, success, retention, and degree attainment. In addition, students must be introduced to four-year transfer institutions and potential internship and employment sites. The greatest opportunities include a willing population of SBVC faculty and students to support the program, nearby four-year transfer institutions, area high schools that incorporate Environmental Science into the curriculum, and internship opportunities for Environmental Science degree graduates.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach and marketing efforts.	Increase FTES, enrollment, success, retention, transfer, and degree completion for Environmental Science students.	Institutional- and grant-supported budgets, as well as faculty release time.	End of the 2020-21 academic year (but these actions must be ongoing).
Curricular updates that meet transfer/career demands.		Incorporation into MESA, STEM, and S-STEM programs.	
Establishment of a department budget.	Increase OER sections.		
Release time for dedicated faculty.	Implement the guided pathways model to expedite degree completion.		
Successful grant funding implementation.			

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	The program provides an analysis of the	In addition to the meets criteria, the program's analysis and plan

	analysis regarding identified differences in the program's population compared to that of the general population.	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.	demonstrates a need for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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: Geology/Oceanography/Env. Science	Campus-wide
Asian	2.8%	3.2%
African-American	8.5%	12.3%
Filipiino	1.1%	1.3%
Hispanic	62.5%	63.7%
Multi-Ethnicity	7.8%	6.9%
Native American	0.1%	0.2%
Pacific Islander	0.4%	0.2%
White	16.0%	11.1%
Unknown	0.7%	0.9%
Female	60.8%	57.7%
Male	39.1%	42.0%
Disability	6.9%	4.4%
Age 19 or Less	5.3%	23.7%
Age 20 to 24	43.2%	32.9%
Age 25 to 29	24.1%	18.2%
Age 30 to 34	24.1%	9.7%
Age 35 to 39	11.8%	5.7%

Age 40 to 49	4.9%	6.0%
Age 50+	3.6%	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.

Geology-Oceanography and Environmental Science Demographic Patterns and Trends:

Since the previous program review efficacy process for the Geology-Oceanography and Environmental sciences a full-time faculty member has been added and is currently serving as department Co-Chair. This has allowed the program to address some of the previous disparities in program demographics and the campus as a whole. With in this roll, the program has been able to increase the total number of sections offered. Since 2016, the Geology and Oceanography sections have increased by approximately 60% allowing for greater access for SBVC students to enroll.

It should be noted that in general, within the Earth Sciences, under-represented groups have been a long-standing issue; more so in the geologic sciences. Referencing an article in the journal *Nature*, *Working No Progress on Diversity in 40 Years* (Bernard and Cooperdock, 2018):

“When we combine all three subdisciplines – ocean, atmosphere and earth sciences – and stratify by self-reported ethnicity, it becomes clear that the vast majority of PhDs (86% over all years and 85% in 2016 alone) were awarded to students who identify as non-Hispanic White people. Even more depressingly, over the 40 years covered by our data, the representation of students from underrepresented minorities (American Indian or Alaska Native, Black or African American, and Hispanic or Latino groups).”

Although the Geology-Oceanography Department and Environmental Science Degree demographic data generally reflects that of the campus as a whole, under-represented groups include Asian, African-American, Hispanic, Female, and Disabled. Unfortunately, these (all but Disabled) are the same groups that remain perennially under-represented within Earth Science degree programs and subsequent Earth Science and Environmental Science careers.

In terms of gender, these statistics have flipped since the previous efficacy review with females as somewhat over-represented (3.1 percent over-represented) and males somewhat under-represented (2.9 percent under-represented) within Geology and Oceanography, as compared to the overall campus population. This shift may be related to increased efforts within the geosciences and STEM as a whole to recruit for female students. To continue this increase in representation for both programs, we continue to recruit, maintain, transfer, and graduate a larger population of women. As part of an overall STEM (science, technology, engineering, and mathematics) outreach effort, Geology and Oceanography has joined other STEM programs on campus in the creation of grants, scholarships, tutoring and workshops, internships, career and transfer events and visits, field trips, guest speakers, and other events designed to attract women and other traditionally under-represented groups.

The average age for both programs is the same as the campus, however, the program is under-represented in the “19 or less” category (~18.4%). Anectodotally, this may be related to the reduction in earth science related classes at most California high schools. Thus, many Geology and Oceanography students are not science majors and may perceive other physical sciences courses such as Astronomy, Biology, Chemistry, and Physics

as beyond their comprehension. However, anecdotal evidence suggests that some Geology and Oceanography students develop a passion for the Earth and physical sciences, while some students continue to take subsequent Geology courses at SBVC and transfer institutions, and a few have completed undergraduate and graduate degrees within the Geological Sciences. In short, many geoscience students “discover” the major only after enrolling in one or more classes. Some of these students will officially change their major at this point, thereby skewing the age data away from younger student cohorts. As a means to recruit younger students, selected Oceanography sections have been offered on area high school campuses as part of the Concurrent Enrollment program.

Related to disabled students, we have seen an increase which has shifted our program from under to over-represented (2.5 percent over-represented) in the Geology-Oceanography Department and Environmental Science Degree. While historically the under-representation reflected the centrality of field work to both sciences, although speculative, some disabled students may assume that they are unable to participate in field work and site visits as a result of mobility issues. While it is true that some field sites are not amenable to students with mobility issues, we have developed field trips that are more accessible to disabled students. For example, when hiring a bus (department funds selected site visits), the instructor will request a bus equipped with a chair lift if one or more students requires this type of access. Instructors will also give special instructions to students who have varying mobility and other needs. This is true for the classroom, as well as the field. In short, Geology and Oceanography endeavor to be as accommodating as possible for students with a variety of disabilities and needs.

In terms of ethnic representation, it is important to reiterate that the data for the Geology-Oceanography Department and Environmental Science Degree reflect the larger disparities in the earth sciences across the country in general. In our efforts to remedy this we continue to partner with other STEM programs on the SBVC campus, including the Math, Engineering, and Science Achievement (MESA) program, as well as four-year transfer institutions. Currently we are awaiting approval on a National Science Foundation (NSF) *GeoPaths* Grant opportunity. Within this GeoPaths grant, SBVC is partnering with CSU San Bernardino, UC Riverside, and local high schools to not only develop geoscience pathways, but also undergraduate research opportunities. In addition, opportunities exist within the public and private realms, especially within the Geological and Environmental Sciences. For example, the departments endeavor to develop partnerships with the Association for Women Geoscientists (AWG), Geological Society of America (GSA), and National Association of Geoscience Teachers (NAGT), specifically in their aim to recruit and support underrepresented students via academic, transfer, and field research scholarships. The Geology Department and Oceanography Program and Environmental Science Degree endeavor to increase on- and off-campus partnerships. Specifically the department and program will coordinate more fully with the SBVC grant director, other departments within the Science and Mathematics Divisions, and four-year transfer institutions in order to recruit, transfer, and graduate larger numbers of traditionally under-represented populations. Overall, there is an increased need for STEM majors and graduates throughout the United States and California, regardless of ethnicity. The SBVC Geology-Oceanography Department and Environmental Science Degree have a role to play in addressing the current shortage of STEM students.

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 Geology-Oceanography and Environmental Science programs have been intimately involved in the Guided Pathways (GP) planning process. They are also part of the transfer (e.g. AS-T) degree program through which students transfer to a California State University campus with all lower-division coursework completed (e.g.

students transfer into the four-year university with junior-level status). Guided Pathways and transfer degrees thoroughly inform all pattern of service decisions so as to best serve students.

Geology- Oceanography Department:

During the fall and spring semesters, daytime courses are typically offered during the week, Monday through Thursday, from 9:30 am through 3:50 pm. Evening courses are typically offered during the week, Monday through Thursday, from 6:00 to 8:50 pm. At least once per academic year (fall or spring semester), special topic field courses are offered on a short-term (compressed calendar) basis on Friday evenings, including a multi-day weekend field trip to pertinent sites of geologic interest.

Over the last two years the department has increased its distance education offerings. Online courses in both geology and oceanography have increased to include at least two sections each semester. During fall 2019, the department offered an Oceanography section as an interactive television (ITV) format course. This distributed education (DE) course is simulcast from the SBVC Campus to students on the Big Bear and Lake Arrowhead Campuses.

Geology and/or Oceanography courses have consistently been offered during the summer semester since 2012 and continue currently. Geology and Oceanography courses are scheduled for the summer 2020 semester.

The following Geology and Oceanography courses have been offered during the 2016-17, 2017-18, 2018-19, 2019-20 (fall and spring semesters):

- 2016-17: GEOL 101, GEOL 111, GEOL 122, GEOL 222, GEOL 212, OCEAN 101, and OCEAN 111,
- 2017-18: GEOL 101, GEOL 111, GEOL 122, GEOL 222, GEOL 212, OCEAN 101, and OCEAN 111,
- 2018-19: GEOL 101, GEOL 111, GEOL 122, GEOL 222, GEOL 112, OCEAN 101, and OCEAN 111, and
- 2019-20: GEOL 101, GEOL 111, GEOL 122, GEOL 222, GEOL 112, OCEAN 101, and OCEAN 111.

The following Geology and Oceanography courses have been offered during the summer semesters from 2016 through 2019:

- 2016: OCEAN 101 and OCEAN 111,
- 2017: GEOL 101 and GEOL 111, OCEAN 101, and OCEAN 111,
- 2018: GEOL 101 and GEOL 111, OCEAN 101, and OCEAN 111, and
- 2019: GEOL 101, OCEAN 101, and OCEAN 111.

For the coming summer 2020 semester, the following courses will be offered: GEOL 101, OCEAN 101, and OCEAN 111.

Although a comprehensive suite of Geology and Oceanography courses are offered during the daytime, evening, and summer time frames, expanding the DE online and hybrid presence, as well as compressed calendar formats (for example, eight weeks) may allow the department to attract and recruit additional students, especially those identified as under-represented.

Environmental Science Degree:

Many of the individual courses that comprise the Environmental Science Degree are offered during a variety of daytime, evening, weekend, short-term, hybrid, and fully online formats. Some courses are offered during both fall and spring semesters, and a few are offered during the summer semester. Therefore, it is a relatively simple procedure for well prepared students – students who have assessed into or completed appropriate science and mathematics courses – to complete the Environmental Science Degree in a timely manner. Nonetheless, degree modification is an ongoing and evolving process in order to meet changing curriculum demands at the individual course level, as well as changes that have occurred at primary transfer destinations, including Cal State-San Bernardino and UC-Riverside. Beginning in the subsequent semesters, the introductory *ENVT 100: Introduction to Environmental Sciences* transferable lecture course has been added to the AS and AS-T Degree curriculum. In

related news, both Environmental AS and AS-T Degrees have been recently modified so as to best serve our transfer students.

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

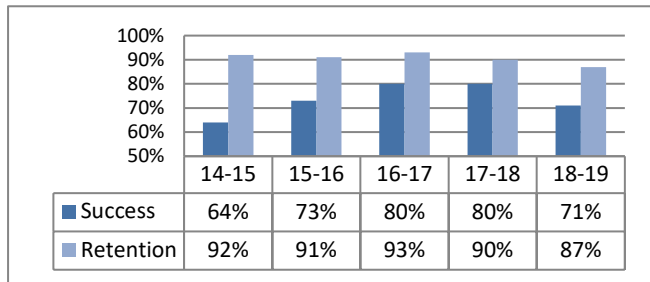
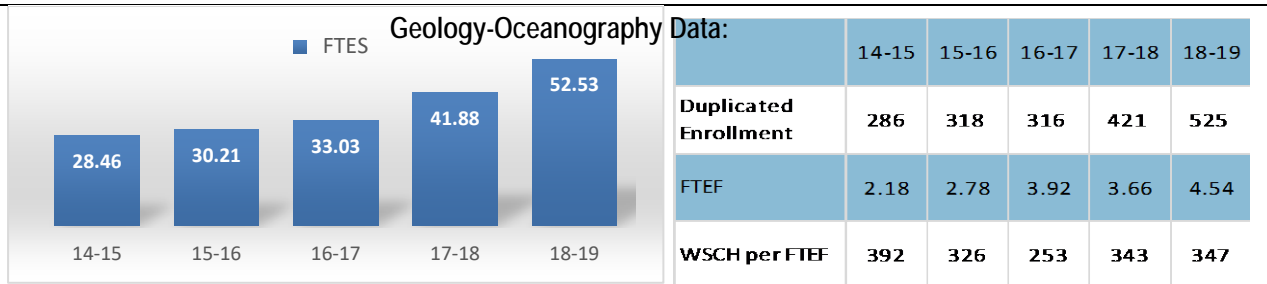
Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

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”)



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	286	318	316	421	525
FTEF	2.18	2.78	3.92	3.66	4.54
WSCH per FTEF	392	326	253	343	347
Sections	16	20	24	24	28
% of online enrollment	0%	5%	4%	13%	29%
Degrees awarded	0	0	0	0	
Certificates awarded	N/A	N/A	N/A	N/A	

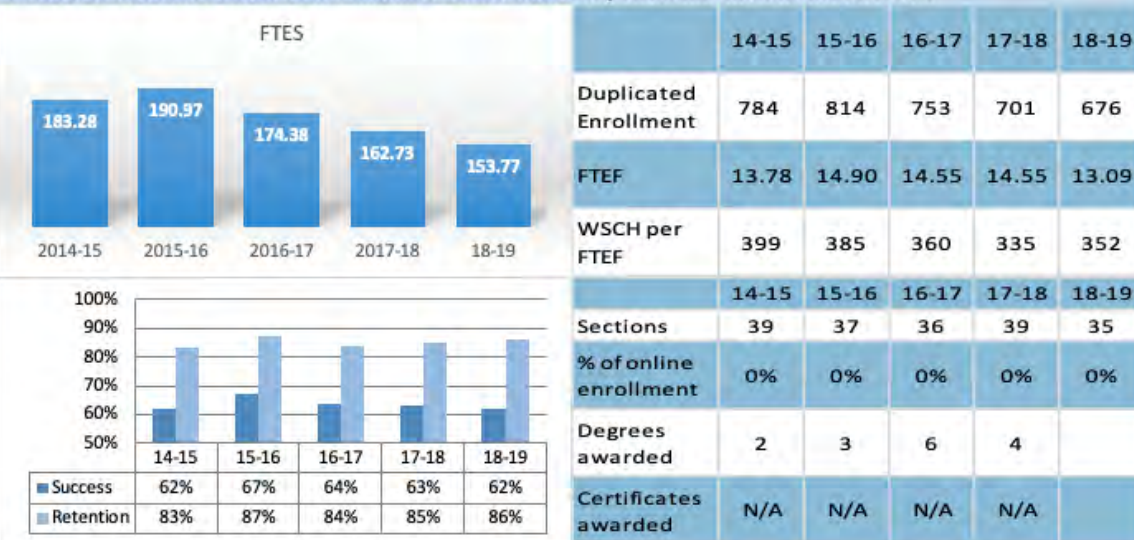
Assessment: FTES and duplicated enrollment have generally increased since 2014-15. In addition, efficiency has increased. These increases are likely attributed to an overall increase in the number of geology and oceanography sections offered, including face-to-face, hybrid, and online formats. Student success has dramatically increased since 2014-15, with a slight decrease last year. The decrease may be related to the increase in online sections offered, as these tend to have lower success rates. Retention has remained quite stable, at or above 90 percent since 2013-14, with a slight decline in 2018-19, again most likely related to increases in online course sections. In an effort to combat decreases in student success and retention, selected Geology and Oceanography sections have enlisted the assistance of a supplemental instructor (part of the campus-wide SI program).

Geology AS and AS-T degrees have not been awarded, however, curriculum has been updated to align with C-ID requirements and should allow students to earn degrees. Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees. Anecdotal evidence suggests that SBVC students are completing core Geology and Oceanography courses, such that they successfully transfer to four-year universities where they complete undergraduate and graduate degrees within the Earth Sciences. This absence of awarded AS and AS-T degrees will be addressed with the implementation of Guided Pathways at SBVC. This should facilitate greater numbers of Geology Degree majors.

Future course scheduling will take into account data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid distance education (DE) formats. In order to address success and retention gaps between online and face-to-face classes, Geology-Oceanography faculty are completing online training, as offered through the SBVC Distance Education program. Geology and oceanography laboratories are being scheduled to accommodate evening student demands. Guided Pathways implementation and block scheduling will better allow students to complete degrees in a timely manner and alleviate scheduling conflicts. Closer coordination with academic counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency.

Description:

Awareness of the issues of environmental quality is increasingly important in business, industry, and government. The growing human population and increasing consumption of resources are creating unprecedented pressures on our planetary life support systems. Environmental science majors need to complete an interdisciplinary set of core requirements that provide a basic understanding of the physical, biological, and social sciences and the relevance of these sciences to environmental processes and issues. In addition, the coursework will prepare students for related baccalaureate majors, including: biology, chemistry, engineering, geography (including emphasis in geographic information systems (GIS)), geology, mathematics, oceanography, and physics. For non-majors, the program's goal is to educate students to make better-informed choices about key environmental and health issues.



Assessment: The Environmental Science AS and AS-T degrees have been revised during the spring 2020 semester, in an effort to maintain currency with C-ID, CSU, and UC transfer updates and requirements. During the past academic year, a new C-ID-aligned ENVT 100: Introduction to Environmental Science course has been added to both AS and AS-T degrees. The revised Physics sequence – 202, 203, and 204 – replaced two higher unit courses, 200 and 201. This facilitated approval of the new AS-T degree and necessitated revision of the AS degree. Because both degrees are interdisciplinary in nature, they are comprised of core courses from a variety of science and math disciplines. *Therefore, the 2018-19 EMP document analyzes data from five core courses within the revised AS Degree: BIOL 205, BIOL 206, CHEM 150, CHEM 151, and MATH 250.* It is probable that only a small number of students enrolled within these courses are actively pursuing an Environmental Science AS degree. In future years, ENVT 100 and PHYSIC 202 will be added to the existing core courses to more precisely capture enrollment, FTES, and FTEF trends and allow resources to be more adequately directed toward students.

Realizing the imperfect nature of this analysis, it is nonetheless important to note that FTES and duplicated enrollment increased between 2014-15 and 2015-16. There has been a decline since 2015-16 that may be partially attributed to a significant curriculum revision within biology (e.g. BIOL 205, 206, and 207 replaced BIOL 201 and 202) and physics (e.g. PHYSIC 151 and 152 replaced PHYSIC 150A and 150B, and PHYSIC 202, 203, and 204 replaced PHYSIC 200 and 201). This could also reflect larger campus-wide trends where students may be prioritizing employment opportunities over academic opportunities.

While the number of awarded degrees has fluctuated, it is anticipated that they will increase with the 2020-21 implementation of the ENVT 100 course and AS-T degree, as well as guided pathways (GP)

sequencing. It is hoped that the curricular revisions, within the context of local, state, national, and global environmental awareness, will continue to propel this important program.

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.

Job market related to their majors or certificates: (resource: US Bureau of Labor Statistics):

Students with a degree in the geosciences are afforded an array of career opportunities. With “. . . employment of geoscientists expected to grow approximately 6% from 2018 to 2028 . . . The need for energy, environmental protection and responsible land and resource management is projected to spur demand for geoscientists.” (*US Bureau of Labor and Statistics*)

The 2018 median pay for geoscientists is approximately \$91,130 per year or \$43.81 per hour, and there were approximately 31,000 geoscientist job openings across the country.

Available career paths for those with AS, BS, and BA Degrees within the Geological Sciences may include (*source: Dickinson College Department of Geology: www.dickinson.edu/career/student/geology.html*):

- Environmental consultant,
- Petroleum geologist,
- Hydrogeologist,
- Engineering geologist,
- Hydrologic technician,
- Mineralogist,
- Chemist,
- Gemologist,
- Environmental worker,
- Laboratory manager,
- Education (preschool, elementary school, secondary education, and higher education),
- Museum researcher,
- Soil engineer,
- Insurance researcher, and
- Attorney (environmental law).

Standards in the field:

In accordance with the California Board for Geologists and Geophysicists: *Anyone who offers to practice or practices geology or geophysics for the public in California must be licensed as a geologist or geophysicist.*

Licensure rates:

Specific licensure rates for Geologists and Geophysicists are difficult to obtain. However, according to the American Geosciences Institute (AGI) for fiscal year 2017-18, there were 5,147 Professional Geologists (PG), 1,489 Certified Engineering Geologists (CEG), 931 Certified Hydrogeologists (CHG) and 154 Registered Geophysicists (RGP) within the State of California.

(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.

Course Map for Geology AS Degree:

	Geology AS Degree	Have an understanding of the significance of Plate Tectonics in the overall picture of geologic processes.	Appreciate the magnitude of geologic time in explaining how the earth has changed over the course of geologic history.	Be able to recognize important rock-forming minerals, both as mineral samples and as they appear in common rocks.	Be able to identify the 3 major rock types (Igneous, Sedimentary, and Metamorphic) in field exposures.	Be able to recognize major landform features and explain what geologic processes were involved in their formation.	Be prepared to transfer to an accredited 4-year degree granting institution and compete effectively against "native" students in the same field of study
CLASSES							
GEOL 101	X	X	X	X	X	X	X
GEOL 111	X	X	X	X	X	X	X
GEOL 112	X	X	X	X	X	X	X
CHEM 150/150H							X
CHEM151/151H							X
MATH 250							X
MATH 251							X
CHOOSE TWO COURSES							
GEOL 122	X	X	X	X	X	X	X
GEOL 170				X	X		
GEOL 201	X	X	X	X	X	X	X
GEOL 250	X	X	X	X	X	X	X
GEOL 251	X	X	X	X	X	X	X
GEOL 260	X	X				X	X
GEOL 270	X	X	X	X	X	X	X

Three-Year Course Summary SLO Reports for Geology and Oceanography Courses:

Three-year course summary SLO reports for Geology and Oceanography courses are provided and analyzed within this section. The three years summarized include 2018-19, 2017-18, and 2016-17.

Geology 101 Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will be able to understand and apply the scientific method to assess Earth systems and components (e.g. atmosphere, biosphere, hydrosphere, geosphere, etc.).	405	331	81.73%
2	Students will learn the major rock types through development of the major processes of the rock cycle and their occurrence in various geological environments.	419	347	82.82%
3	Students will demonstrate an understanding of the basic principles of plate tectonics and plate-boundary geological phenomena.	434	370	85.25%

Analysis:

In general, introductory GEOL 101 lecture students performed well on the three identified SLO assessments. Approximately 82 to 85 percent of students met the identified "good enough" threshold (e.g. faculty identified 70 to 75 percent achievement on the SLOs as meeting the threshold). While generally satisfied with the SLOs and assessment tools (e.g. series of assignment, quiz, and examination questions), faculty expressed concerns about the efficacy of the SLO questions and means to accurately assess student comprehension and achievement. Faculty sometimes identified mismatches between SLO and overall course performance.

Several faculty noted that more accurate and precise SLO evaluation tools should be developed in future semesters. Some faculty suggested that the SLOs should be rewritten to better reflect current curriculum, transfer, and career demands. In fact, the SLOs have been thoroughly revised during the most recent (spring 2020) curriculum modification:

- SLO 1: Identify and categorize elements of the geosphere, atmosphere, hydrosphere and biosphere within a diagram of the hydrologic cycle.
- SLO 2: Distinguish among the three major rock types within the context of the rock cycle.

Geology 111 Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Practically apply principles of the scientific method (e.g. making and recording observations and developing appropriate interpretations).	134	121	90.30%
2	Students will be able to identify common minerals using discernable physical properties.	140	110	78.57%
3	Students will be able to identify common igneous, sedimentary, and metamorphic rocks.	139	110	79.14%

Analysis:

In general, introductory GEOL 111 laboratory students performed well on the three identified SLO assessments. However, the data suggest that students performed quite well on SLO 1, while SLO 2 and 3 appear to have provided a challenge for some laboratory students. Approximately 79 to 90 percent of students met the identified “good enough” threshold (e.g. most faculty identified 75 percent achievement on the SLOs as meeting the threshold). While generally satisfied with the SLOs and assessment tools (e.g. series of lab exercise, quiz, and examination questions), faculty expressed concerns about the efficacy of the SLO questions and means to accurately assess student comprehension and achievement. Faculty sometimes identified mismatches between SLO and overall course performance. Several faculty noted that more accurate and precise SLO evaluation tools should be developed in future semesters and that the timing of the SLO assessment was not always reflective of (better) student comprehension on laboratory exercises, quizzes, and examinations. Some faculty suggested that the SLOs should be rewritten to better reflect current curriculum, transfer, and career demands. In fact, the SLOs have been thoroughly revised during the most recent (spring 2020) curriculum modification:

- SLO 1: Identify and categorize continental and oceanic geologic and geomorphic features on maps of varying scales and projections.
- SLO 2: Identify and categorize 20-30 of the most common minerals of the Earth using easily discernible physical properties of the minerals.
- SLO 3: Identify and categorize rock samples representative of some of the more common varieties of the three major rock types.
- SLO 4: Identify and categorize various geologic and geomorphic features on maps, given the appropriate coordinates (latitude and longitude, township and range, or some other system).

Geology 112: Historical Geology Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will apply the principles of "Uniformitarianism", "Superposition", and "Cross Cutting Relationships" to unravel the sequence of events in a variety of geologic scenarios.	21	20	95.24%
2	Students will be able to appreciate the vastness of geologic time and the role played by fossils in the development of the Geologic Time Scale. Students will be able to list the Eras in order from oldest to youngest and list all of the Geologic Periods in the proper sequence in each of the Eras.	21	19	90.48%
3	Students will be able to use the taxonomic system to organize important fossil groups.	19	18	94.74%
4	Students will demonstrate competence in the subject field by completing the course and attaining an overall 60% accuracy in all homework, out of class assignments, in-class work, quizzes and examinations over the course of the semester.	21	21	100.00%
5	Students will be able to describe the movement of the major lithospheric plates, and the apparent movement of the continents, over the past 250 million years.	9	8	88.89%

Analysis:

Bearing the relatively small sample sizes in mind, students assessed quite well on the five identified SLOs for this four-unit lecture-laboratory course. GEOL 112 is a major's-level course and, quite frankly, students ought to perform well on SLOs, in particular, and the overall course, in general. A variety of assignment, quiz, and examination questions have been used to assess SLOs. Faculty noted that, while student comprehension of subject material is solid, more emphasis should be placed on taxonomic analyses of fossils. As with other Geology course SLOs, some revision is needed (e.g. SLO 4 suggests that 60 percent comprehension meets the "good enough" threshold).

Geology 122: Environmental Geology Lecture Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will identify geologic problems associated with the uncontrolled urbanization of certain landscapes considered to be desirable by a large percentage of the population. Students will learn that certain geologic events, such as earthquakes, floods and landslides, may be uncommon in a historical context but are inevitable in a geologic context.	19	13	68.42%
2	Students will be able to appreciate the limitations of mineral resources. Students will be able to list major mineral resources, what countries provide these resources, and what these resources are used for in modern society.	32	22	68.75%
3	Students will be able to identify major energy resources and be able to distinguish between renewable resources and resources subject to depletion.	32	26	81.25%
4	Students will demonstrate an understanding of the geologic basis for the origin of renewable and nonrenewable resources, as well as pros and cons of using these resources.	32	26	81.25%
5	Students will demonstrate an understanding of how volcanic eruptions can produce hazards that can affect humans.	32	29	90.63%
6	Students will demonstrate competence in the subject field by completing the course and attaining an overall 60% accuracy in all homework, out of class assignments, in-class work, quizzes and examinations over the course of the semester.	35	31	88.57%

Analysis:

As with GEOL 112, the SLO sample size is rather small. Nonetheless, fewer students met the threshold for SLOs 1 and 2 (e.g. approximately 68 to 69 percent) when compared with SLOs 3 through 6 (e.g. approximately 81 to 91 percent). A variety of assignment, quiz, examination, and discussion "blogs" (for online sections) were used to assess the course SLOs. Faculty have suggested that, as written, the SLOs are somewhat difficult to assess, especially for online courses. Various remedies have been proposed, including creating more precise SLO assessment tools, as well as completely revising and rewriting the SLOs (e.g. the "60 % accuracy" notes in SLO 6 seems inappropriate).

Ocean 101: Elements of Oceanography Lecture Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will comprehend large-scale atmospheric and oceanic circulation patterns.	266	215	80.83%
2	Students will understand the temporal nature of ocean ecosystems and the interconnected nature of ocean life.	252	214	84.92%
3	Students will demonstrate competence in the subject field by completing the course and attaining an overall 70% accuracy in all homework, out of class assignments, in-class work, quizzes, and examinations over the course of the semester.	235	208	88.51%
4	Students will be able to understand and apply the scientific method to assess Earth systems and components (e.g. atmosphere, biosphere, hydrosphere, geosphere, etc.).	231	193	83.55%
5	Students will understand the formation and evolution of ocean basins.	130	115	88.46%

Analysis:

OCEAN 101 faculty have employed a variety of SLO assessment methods, including map-based and traditional assignments, quizzes, and examinations. In general, the percentage of students having met the stated course SLOs appears satisfactory (e.g. approximately 81 to 89 percent of students have met the five course SLOs with “good enough” thresholds ranging from 70 to 75 percent). Nonetheless, faculty have implemented changes in the manner in which they teach the course material. These changes are partially the result of student performance on SLO assessments. As with Geology courses, several SLOs would benefit from modifications (e.g. SLO 3 relies on overall course performance and does not truly reflect the intent of SLOs).

Ocean 111: Elements of Oceanography Laboratory Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Practically apply principles of the scientific method (e.g. making and recording observations and developing appropriate interpretations).	102	91	89.22%
2	Students will be able to characterize the ocean basins, sediments, water, and life.	102	91	89.22%

Analysis:

OCEAN 111 faculty used a variety of SLO assessment tools, including laboratory exercises, quizzes, examinations, and final class presentations. The percentage of students having met both SLOs appears to be satisfactory (e.g. approximately 89 percent of students met both SLOs). As with OCEAN 101, the OCEAN 111 SLOs have prompted some classroom changes. For example, selected instructors have implemented final class presentations as a more effective means to reinforce course material and concepts and more effectively assess SLOs. Some instructors have observed that improved SLO assessment instruments would more accurately and precisely measure SLOs, while other faculty have advocated for SLO revisions.

Overall, for all Geology and Oceanography courses, Supplemental Instruction (SI) and general tutorial support has improved student comprehension and SLO attainment. Increased advertisement for SI and tutorial support within the various Geology and Oceanography courses should further improve student success, retention, and SLO attainment. Guided Pathways could further improve comprehension of difficult course material and SLO attainment.

Course Map for Environmental Science AS and AS-T Degrees:

At present, the Environmental Science AS Degree is mapped to BIOL 205: Cell and Molecular Biology, BIOL 206: Organismal Biology, CHEM 150: General Chemistry I, CHEM 151: General Chemistry II, and MATH 250: Single Variable Calculus I. However, this will be updated so that both AS and AS-T Degrees are mapped to the following courses:

- BIOL 205: Cell and Molecular Biology
- CHEM 150: General Chemistry I
- CHEM 151: General Chemistry II
- ENVT 100: Introduction to Environmental Science
- MATH 250: Single Variable Calculus I
- PHYSIC 202: Physics I
- PHYSIC 203: Physics II

The updated course map is necessary to better capture Environmental Science Degree majors. At present, students enrolled in BIOL 205, BIOL 206, CHEM 150, CHEM 151, and MATH 250 are not necessarily majors. By adding the recently-approved ENVT 100 course, as well as PHYSIC 202 and 203, the course map and associated Program Learning Outcomes (PLOs) should much more accurately capture Environmental Science Degree majors. In addition, the Environmental Science Program will coordinate more closely with the Office of Research and Planning to, perhaps, select a student population who has declared Environmental Science as a major. By analyzing only Environmental Science Degree majors, a more accurate portrait can be made.

Three-Year Course Summary SLO Reports for Currently Mapped BIOL, CHEM, and MATH Courses:

Three-year course summary SLO reports for selected BIOL, CHEM, and MATH courses are provided and analyzed within this section. The three years summarized include 2018-19, 2017-18, and 2016-17.

BIOL 205: Cell and Molecular Biology Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	In a short-essay exam question, evaluate a claim or research to determine whether it has a basis in non-science, pseudoscience, or science.	230	113	49.13%
2	In a written scientific report for a metabolic experiment, introduce the testable hypothesis, articulate the procedures applied, report the appropriate statistical analyses, interpret the results, and discuss uncontrolled variables.	233	158	67.81%
3	From a primary scientific article identify a research question, and write a 2-4 page proposal in scientific format introducing research question, background information, and methodologies that test the study question.	243	201	82.72%

BIOL 206: Organismal Biology Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	In a short-essay test question, students will demonstrate their knowledge of organismal biology by relating key evolutionary characteristics of an organism (prokaryote, protist, animal or plant) to the environmental selection pressures encountered at the time of their evolution.	80	44	55.00%
2	Students will demonstrate their knowledge of organismal biodiversity by identifying a group of organisms (from lab or field collections) using a combination of taxonomic keys and anatomical observations and organizing them into an appropriate taxonomic classification scheme and reporting the results in a written report.	84	58	69.05%

CHEM 150: General Chemistry I Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met 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.	519	380	73.22%
2	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.	519	280	53.95%

CHEM 151: General Chemistry II Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	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.	320	144	45.00%
2	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.	312	127	40.71%

MATH 250: Single Variable Calculus I Course Summary Report:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate the ability to interpret and evaluate limits.	229	123	53.71%
2	Students will demonstrate the ability to differentiate functions and solve related applications.	228	137	60.09%
3	Students will demonstrate the ability to evaluate integrals using basic integration formulas and numerical methods to perform both definite and indefinite integration.	202	128	63.37%

Analysis:

In lieu of an SLO analysis for each course, a combined analysis is provided. In general, the percentage of students meeting each SLO is lower than for the Geology and Oceanography courses. The percentage of students meeting course SLOs ranges from approximately 41 percent to 73 percent. This is reflective of the lower overall success rates for Biology, Chemistry, and Mathematics students. These are relatively difficult courses, even for dedicated degree majors. Supplemental Instruction (SI) and tutorial support has long been available for some of these students. Guided Pathways could further improve comprehension of difficult course material and SLO attainment.

As with the Geology and Oceanography courses, a variety of assessment tools were utilized to address SLOs, including assignments, quizzes, examinations, and class presentations. In general, the “good enough” threshold ranged between 70 and 80 percent. In many cases, the SLO assessments resulted in faculty presenting course material in a different order, incorporating different teaching techniques, revising assignment, quiz, and examination questions, and modifying SLOs.

With the future additions of the introductory Environmental Science course and Physics courses, an improved “snapshot” of SLO performance (and student success and retention) for Environmental Science Degree majors will be provided.

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.

In analyzing the diaggregated SLO data for both the Oceanography and Geology sections relative to Day vs Evening and On-line vs In-Class course offering only minor differences in the number of students that met the targets was recognized.

The data for Day vs Eve for Geology sections is as follows:

Geology Day: Assessed = 449; Met Target = 344 (76.61% of students met target)

Geology Eve: Assessed = 169; Met Target = 147 (87.0% of students met target)

Analysis: The higher success rate for evening geology courses (approximately 10.39%) could relate to a few factors; 1) smaller sample size as fewer students were assessed, 2) typically smaller class sizes, and 3) evening geology sections are shorter termed, late-start sections which typically have slightly higher success rates. Taking this into consideration for future section offerings it may be advisable to increase the number of evening sections to see if the higher success rate is an artifact of fewer students being assessed or if this is related to separate factor.

The data for On-line vs In-Class for Geology sections is as follows:

Geology 101 On-line: Assessed = 889; Met Target = 749 (84.25% of students met target)

Geology 101 In-Class: Assessed = 543; Met Target = 439 (80.85% of students met target)

Analysis: Higher success rates in on-line vs in-class sections, approximately 3.4%, are minor. However, it may be related to sampling bias as retention rates in online sections tends to be lower leading to an inflation in the number of students that complete the course successfully.

The data for Day vs Eve for Oceanography sections is as follows:

Oceanography Day: Assessed = 969; Met Target = 819 (84.5% of students met target)

Oceanography Eve: Assessed = 255; Met Target = 230 (90.2% of students met target)

Analysis: There is a slight improvement in students that "met target" in evening sections vs day sections however there is a large difference in the number of students that take oceanography during the vs eve (~714

more students enrolled in day sections). This difference which also relates to smaller class sizes may add to the success rates.

The data for On-line vs In-Class for Geology sections is as follows:

Oceanography 101 On-line: Assessed = 328; Met Target = 241 (73.5% of students met target)

Oceanography 101 In-Class: Assessed = 1125; Met Target = 949 (84.4% of students met target)

Analysis: In oceanography sections there is a higher success rates for students in the in-class sections vs online (~11% higher success rates in-class vs on-line). This could be related to sample size as many more students take in-class sections vs on-line sections. Additional considerations may relate to infancy of offering on-line sections and establishing more consistent grading policies for online assignments.

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).

Program Learning Outcome Summary Report – Three-Year Report Ending in 2018-19 – Geology AS Degree:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Have an understanding of the significance of Plate Tectonics in the overall picture of geologic processes.	3838	3242	84.47%
2	Appreciate the magnitude of geologic time in explaining how the earth has changed over the course of geologic history.	3838	3242	84.47%
3	Be able to recognize important rock-forming minerals; both as mineral samples and as they appear in common rocks.	3838	3242	84.47%
4	Be able to identify the 3 major rock types (Igneous, Sedimentary, and Metamorphic) in field exposures.	1322	1146	86.69%
5	Be able to recognize major landform features and explain what geologic processes were involved in their formation.	1322	1146	86.69%
6	Be prepared to transfer to an accredited 4-year degree granting institution and compete effectively against 'native' students in the same field of study	1322	1146	86.69%

The most recent three-year PLO analysis of the Geology AS Degree indicates that approximately 83% of students have successfully met the six SLOs identified within the degree. While this is above the overall student success rate, it suggests that most students are engaging with primary learning objectives. In order to ensure future student success, tutorial/SI support must be adequately funded. Offering courses in a format and schedule that better accommodate student needs will enhance student access. This includes a diversity of courses in face-to-face and DE formats offered in a sequence that will better recruit, retain, and graduate Geology/Earth Science students in a timely manner. The actual course content, reflected within the course- and program-level SLOs, has been recently modified within the curriculum process. Regular curricular revisions will ensure that students are well prepared for transfer to four-year institutions, as well as careers within the Earth and Environmental Sciences. Budgets must be enhanced in order to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

Program SLO Summary Evaluation Form – Geology AS Degree

Division: **Science**

Program: **Geology AS Degree**

Semester Evaluated: **Spring 2020 – Using Three-Year Program Learning Outcome (PLO) Summary Report Ending in 2018-19**

Next Evaluation: **Spring 2021 (Using Three-Year PLO Summary Report Ending in 2019-20)**

<p>Program Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Have an understanding of the significance of Plate Tectonics in the overall picture of geologic processes. 2. Appreciate the magnitude of geologic time in explaining how the earth has changed over the course of geologic history. 3. Be able to recognize important rock-forming minerals; both as mineral samples and as they appear in common rocks. 4. Be able to identify the 3 major rock types (Igneous, Sedimentary, and Metamorphic) in field exposures. 5. Be able to recognize major landform features and explain what geologic processes were involved in their formation. 6. Be prepared to transfer to an accredited 4-year degree granting institution and compete effectively against 'native' students in the same field of study.
<p>Program SLO Assessment Methodology</p>	<p>All PLOs have been assessed through a series of quiz and exam questions in entry- through advanced-level Geology courses, in accordance with the course map. The quiz and exam questions covered a variety of abstract to concrete topics and concepts, including hands-on laboratory exercises.</p>
<p>Criteria – What is “good enough”? Rubric</p>	<p>For the most part, students needed to earn 70 to 75 percent or better in order to satisfy the “good enough” criteria.</p>
<p>What % of students met the criteria? Is this % satisfactory?</p>	<p>The three-year PLO summary reported percentages for each of the six identified PLOs is as follows (percentages are rounded to the nearest whole number):</p> <p>PLO 1: 84 percent of students met this PLO.</p> <p>PLO 2: 84 percent of students met this PLO.</p> <p>PLO 3: 84 percent of students met this PLO.</p> <p>PLO 4: 87 percent of students met this PLO.</p> <p>PLO 5: 87 percent of students met this PLO.</p> <p>PLO 6: 87 percent of students met this PLO.</p> <p>These percentages are considered satisfactory and exceed the overall student success rate, as reported in the 2018-19 EMP document (ranging from 71 to 80 percent during the past three academic years).</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>It appears that the vast majority of Geology students have a solid comprehension of basic geologic concepts such as Plate Tectonics, geologic time, basic mineral and rock categorization, and internal and external geomorphic processes. However, the identified PLOs provide only a broad overview of student learning and comprehension. Learning gaps</p>

	<p>most likely exist and persist between student comprehension of basic and more complex geologic concepts.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>Although a significant portion of coursework within Geology involves hands-on learning (e.g. field trips, rock and mineral specimen identification, etc.), perhaps more immersive learning strategies could benefit learning outcomes. For example, the department recently integrated a stream table and augmented reality sandbox into the curriculum for several classes. This instructional equipment presents students with hands-on learning of key, fundamental geomorphic processes and concepts. This has the potential to improve student learning outcomes.</p>
<p>Will you change evaluation and/or assessment method and/or criteria?</p>	<p>Several faculty have noted that more refined survey instruments are required to obtain more accurate and meaningful SLO and PLO assessments. In addition, faculty noted that survey instruments must be adapted for use in lecture, laboratory, face-to-face, and online courses.</p>
<p>Evidence of Dialogue (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p> <input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): Conclusion of each semester. </p> <p> <input checked="" type="checkbox"/> Department Meeting. Date(s): Conclusion of each semester. </p> <p> <input type="checkbox"/> Division Meetings. Date(s): </p> <p> <input checked="" type="checkbox"/> Campus Committees. Date(s): Spring 2020 Curriculum Committee Technical and Full Review meetings. (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) </p> <p> SLO Dialogue focused on: Within email communication, department meetings, and Curriculum Committee meetings, the ways in which SLOs and PLOs are mapped and assessed are regularly discussed. Specifically, email and department communication occurs at the end of each semester (e.g. fall and spring semesters). During the spring 2020 semester, selected Geology courses were modified, including course SLOs, within the curriculum process. Significant revisions to course- and program-level student learning outcomes have resulted from these meetings. </p>

<p>Will you rewrite the Program SLO?</p>	<p>Program-level SLOs will be rewritten. Not only will they adhere to action-oriented narrative guidelines, they will also be more easily measured and measurable. For example, PLOs may be rewritten accordingly:</p> <ol style="list-style-type: none"> 1. Recognize the significance of Plate Tectonics in the overall picture of geologic processes. 2. Illustrate how the earth has changed over the course of geologic time. 3. Categorize important rock-forming minerals; both as mineral samples and as they appear in common rocks. 4. Categorize the three major rock types (Igneous, Sedimentary, and Metamorphic) in the classroom and field exposures. 5. Classify major landform features and explain what geologic processes were involved in their formation. <p>The sixth PLO, "Be prepared to transfer to an accredited 4-year degree granting institution and compete effectively against 'native' students in the same field of study," will be eliminated. This PLO is exceedingly difficult to measure, especially as longitudinal student transfer data are lacking.</p>
<p>Response to program outcome evaluation and assessment?</p>	<p> <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services </p> <p>Full- and part-time faculty will continue to participate in Professional Development activities, on and off campus, in order to continue to improve face-to-face and online student learning. Curriculum has been recently updated (e.g. spring 2020 semester), and this shall continue in order to meet evolving student, transfer, and career demands. Additional funding is requested annually through the Program Review Needs Assessment process. In particular, instructional supplies, equipment, and field trips remain top priorities for increased, ongoing funding.</p>

As with the Geology course level SLOs, program level SLOs must adhere to a regular cycle of review, discussion, and possible modification. To date, only course level SLOs have been held to such scrutiny and subsequently modified. However, with the exception of program level SLO 6, the other SLOs are fairly simple and straightforward to assess when mapped to various course level SLOs. On the other hand, SLO 6 is difficult to assess. Appropriately measuring transfer preparedness is a difficult task.

As a department, we continue with regular semester SLO discussion with faculty and will include program level SLOs at the completion of Spring 2020 term, in addition to course level SLOs. It is likely that program level SLOs will be modified as a result of this discussion.

Currently, barriers to Geology AS and AS-T attainment are unknown. One factor could be the advising process received by students majoring in the geosciences. In Fall of 2019 it was brought to my attention that a few students that were registered as Geology AS-T majors had changed their degree to one that had fewer course requirements to facilitate graduating at an earlier date. This may improve with the implementation of program pathways.

Program Learning Outcome Summary Report – Three-Year Report Ending in 2018-19 – Environmental Science AS Degree:

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Master basic cellular, organismal, and environmental concepts and apply them to other scientific studies, voting decisions, personal habits, and lifestyle choices.			
2	Demonstrate proficiency in standard laboratory techniques commonly acquired in lower division coursework.	1694	950	56.08%
3	Apply the scientific method to evaluate empirical data and form reasonable conclusions.	1694	950	56.08%
4	N/A			

The three-year (2016-167through 2018-19), program-level analysis of three key course SLOs suggests that approximately 56 percent of students are successfully meeting the defined SLOs. This generally aligns with three-year SLO analyses from BIOL 205, BIOL 206, CHEM 150, CHEM 151, and MATH 250, but is well below that of PHYSIC 200 and 201. From the perspective of the Environmental Science program, these success rates should be increased and improved. While the degree is comprised of rather taxing and academically rigorous science and mathematics courses, it is nonetheless a realistic goal to improve success and transfer rates. Some of this can be achieved through SLO (and PLO) revisions, curricular revisions, SI/tutorial support, learning cohorts/communities, and related efforts to encourage student success, transfer, and employment. This especially aligns with department goals, including: ongoing course and degree curriculum modification and adaptation to better meet transfer and employment demands, closer and more strategic coordination with departments that comprise the degree program, and enhanced degree awareness and marketing strategies (that could include visits to four-year transfer institutions and potential employers, as well as on-campus SI/tutorial support that incorporates STEM, MESA, and related programs).

Program SLO Summary Evaluation Form – Environmental Science AS Degree

Division: **Science**

Program: **Environmental Science**

Semester Evaluated: **Spring 2020 – Using Three-Year Program Learning Outcome (PLO) Summary Report Ending in 2018-19**

Next Evaluation: **Spring 2021 (Using Three-Year PLO Summary Report Ending in 2019-20)**

Program Learning Outcome	<ol style="list-style-type: none"> 1. Master basic cellular, organismal, and environmental concepts and apply them to other scientific studies, voting decisions, personal habits, and lifestyle choices. 2. Demonstrate proficiency in standard laboratory techniques commonly acquired in lower division coursework. 3. Apply the scientific method to evaluate empirical data and form reasonable conclusions.
Program SLO Assessment Methodology	Only PLOs 2 and 3 have been assessed via mapping to CHEM 150 and CHEM 151 SLOs. Unfortunately, PLO 1 has not yet been assessed. It is ostensibly mapped to SLOs in BIOL 205. This gap will need to be addressed in future SLO-PLO mapping and PLO assessment.
Criteria – What is “good enough”? Rubric	For the most part, students needed to earn 80 percent or better in order to satisfy the “good enough” criteria.
What % of students met the criteria? Is this % satisfactory?	<p>The three-year PLO summary reported percentages for each of the three identified PLOs is as follows (percentages are rounded to the nearest whole number):</p> <p>PLO 1: No assessments have occurred to date.</p>

	<p>PLO 2: 56 percent of students met this PLO.</p> <p>PLO 3: 56 percent of students met this PLO.</p> <p>These percentages are not satisfactory and are lower than the overall student success rate, as reported in the 2018-19 EMP document (ranging from 62 to 67 percent during the past three academic years).</p>
<p>Were trends evident in the outcomes? Are there learning gaps?</p>	<p>There appear to be learning and success gaps in the acquisition of laboratory techniques, as well as evaluation of empirical (scientific) data. Unfortunately, PLO 1 has not yet been assessed. It could have shed some light on one of the central tenets of the Environmental Science Degree. That is to say, it is useful to know if Environmental Science students have a holistic understanding of the interdisciplinary nature of the degree program.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>As identified in some of the SLO-PLO reflections, a simple strategy for improvement could involve better alignment and scheduling of course material and subsequent SLO-PLO assessment. In other words, students could complete the SLO-PLO assessment shortly after learning a specific concept. In addition, SI and tutorial support always has the potential to improve outcomes.</p>
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>Several faculty have noted that more refined survey instruments are required to obtain more accurate and meaningful SLO and PLO assessments. In addition, faculty noted that survey instruments must be adapted for use in lecture, laboratory, face-to-face, and online courses.</p>
<p>Evidence of Dialogue (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): Ongoing each semester.</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input checked="" type="checkbox"/> Campus Committees. Date(s): Spring 2020 Curriculum Committee Technical and Full Review meetings. (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: The primary focus has been to significantly revise SLOs and PLOs, including the SLO-to-PLO mapping. In the most recent Environmental Science AS and AS-T Degree curricular modification, PLOs have been significantly revised.</p>

<p>Will you rewrite the Program SLO?</p>	<p>Program-Level SLOs (PLOs) have been rewritten for the Environmental Science AS and AS-T Degrees. The revised Environmental Science AS Degree PLOs appear below:</p> <ol style="list-style-type: none"> 1. Analyze the interaction between natural and social systems and subsequent impacts on sustainable development and environmental policies. 2. Synthesize the fundamentals of sociology, biology, chemistry, Earth sciences, mathematics, physics, and other social and natural sciences within a framework of human-environment interactions. 3. Critically interpret and assess environmental news and trends, including green technologies and career opportunities, national and international environmental policies, resource exploitation and conservation, global climate change, sustainable development, and human health. <p>The revised Environmental Science AS-T Degree PLOs appear below:</p> <ol style="list-style-type: none"> 1. Transfer to an accredited institution as a junior with a major in Environmental Studies/Sciences. 2. Analyze the interaction between natural and social systems and subsequent impacts on sustainable development and environmental policies. 3. Synthesize the fundamentals of sociology, biology, chemistry, Earth sciences, mathematics, physics, and other social and natural sciences within a framework of human-environment interactions. 4. Critically interpret and assess environmental news and trends, including green technologies and career opportunities, national and international environmental policies, resource exploitation and conservation, global climate change, sustainable development, and human health.
<p>Response to program outcome evaluation and assessment?</p>	<p> <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input checked="" type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services </p> <p>Full- and part-time faculty will continue to participate in Professional Development activities, on and off campus, in order to continue to improve face-to-face and online student learning. Curriculum has been recently updated (e.g. spring 2020 semester), and this shall continue in order to meet evolving student, transfer, and career demands. Additional funding is requested annually through the Program Review Needs Assessment process. In particular, instructional supplies, equipment, and field trips remain top priorities for increased, ongoing funding.</p>

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.).

Geology-Oceanography and the Strategic Initiative of Partnerships:

Geology-Oceanography and related (including the Geology-Oceanography faculty chair) faculty have been actively engaged within the following on- and off-campus partnerships:

- Faculty have served on the Interclub Council (ICC), as an advisor.
- Faculty have served as primary advisor for the SBVC Geology Club on campus, Inland Geological Society (IGS), and Gay-Straight Alliance (GSA) student clubs.
- Faculty have collaborated with the Science Division on the Environmental Sciences/Studies Degree program.
- Faculty have successfully participated in the “Science Learning Center” grant and continue to support efforts within the Student Success Center (primary SBVC tutoring center).
- Working with Cal State-San Bernardino and UC-Riverside Geology Departments.
- Working with the US Forest Service in regards to Environmental Studies and Mining Geology.
- Collaborating with private geological environmental consulting firms, including ESRI and Tetrattech, Inc.
- Working with various local and regional gem and mineral societies (e.g. “Gem-o-Rama” event in Searles Lake, “Victorville Gem and Mineral Show” in the High Desert, Southern California Friends of Mineralogy (SCFM), Geological Society of America (GSA), and other public and non-governmental organizations).

Departments that comprise the Environmental Science degree have been actively engaged for many semesters within STEM and MESA related activities, as well as a variety of campus “open house” and other outreach endeavors.

Future plans include:

- Increased collaboration with the SBVC Planetarium for special topics such as: Earth-Sun relations, seasonal differences in constellations, and extraterrestrial/planetary geology,

- Increased collaboration with the Student Success Center (tutoring center) grant and tutoring opportunities,
- Incorporation of Earth and Environmental Sciences into GIS Certificate Program (and, in turn, elements of GIS being increasingly incorporated into Geology-Oceanography and Environmental Science courses),
- Strengthened partnerships with Astronomy, Biology, Chemistry, Engineering, English, Environmental, Geography-GIS, Mathematics, Physics, and other courses outside of traditional Geology-Oceanography programs,
- Increasing the scope of grant development for student recruitment, retention, success, transfer, and internships within the Earth Sciences,
- Increasing the scope of partnerships with the US Geological Survey (USGS), California Geological Survey (CGS), and California Coastal Commission, and
- Creation of student internships at Cabrillo, Long Beach, and other regional aquariums.

Future plans include:

- Participation in STEM (science, technology, engineering, and mathematics) projects in order to attract greater numbers of elementary school, middle school, high school, and community college students from our local community into these important, 21st-century transfer and career opportunities. This is especially important for traditionally underrepresented student populations.
- Participation in campus and community dialogue about the unique geologic and environmental hazards, natural resources, and job and educational opportunities within Southern California.
- Creation of permanent “geological wonder” displays throughout the SBVC campus (beyond the new Physical Sciences Building and perhaps including the San Jacinto Fault that runs through the center of campus).
- Co-hosting (with the Career and Transfer Center) an Earth Sciences Career and Transfer Day event for SBVC students and members of the community.
- Co-hosting (with Geological Society of America, Southern California Friends of Mineralogy, local four-year institutions, US Geological Survey, Southern California Earthquake Consortium, and other public and private environmental consulting and mining organizations and companies) an “Ask a Geologist” lecture/panel series.

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.).

Geology-Oceanography and the Strategic Initiative of Campus Climate:

The Geology-Oceanography department, as well as departments that comprise the Environmental Science degree have contributed to and participated in the following:

- STEM and MESA student organizations, STEM grant planning, and related STEM activities (eg STEMAPALOOZA)
- Informative scientific displays (bulletin boards and display cabinets), demonstrating the breadth of the discipline, especially within the new Physical Sciences Building and via participation in sanctioned events like the Week of Welcome and Club Rush activities,
- Planning for and presentation at on-campus “Great Shakeout” annual earthquake presentation activities (shakeout.org),
- Primary advisor service for the Geology Club student organization (currently inactive, but can be resurrected),
- Concern for student safety, as reflected in annual Program Review Needs Assessment and Efficacy documents,
- Concern for the local and regional environment through Geology Club and course-related fieldtrips (e.g. Ocean Cleanup Day and instilling in students a comprehensive understanding of the finite supply of many of our natural resources, understanding of geological and environmental hazards throughout

Southern California, awareness of fuel and non-fuel resources within Southern California, and awareness of Geology-related job opportunities within Southern California),

- Planning and implementation of the new San Bernardino Valley College official website.
- Continued input into the operations of the Student Success Center (and related tutorial support services) via grant opportunities and recruitment of student tutors,
- Collaboration with campus Outreach and Student Services to attract a truly diverse student population,
- Inviting former SBVC Geology and Oceanography students who have successfully transferred to Cal State, University of California, and other four-year institutions (and who are working in an Earth Science field) to give guest lectures and workshops to current SBVC students, and
- Faculty adviser service for the Geology Club, AGS Club, GSA Club, and Interclub Council (ICC) student organizations.

Describe one or more external/internal partnerships.

A crucial external relationship is the partnership between SBVC and neighboring 4 year institutions (i.e. California State University San Bernardino , CSUSB and University of California Riverside, UCR). Full-time faculty member and Department Chair, Matthew Robles is a graduate of both institutions and continues strong communication. Currently SBVC is included in a multi-institution (including local high schools) NSF grant opportunity to increase the number of students in the geosciences. This opportunity involves creating geoscience pathways for students that carry them from local high schools to SBVC and on to CSUSB or UCR to complete their geology degrees. In addition, the grant provides summer research opportunities at all levels where students are able to engage with hands on exploration of geoscience techniques.

Another way the program is influencing the campus is by working with the facilities committee to develop a San Jacinto Fault interpretive walk for the campus. Our campus has been greatly influenced by the San Jacinto fault (a geologic feature). This feature and it's relation to the much discussed San Andreas fault is also a cause for concern for the local community. By developing an interpretive walk where students and the community can investigate the many aspects of the fault (i.e. historical events, change to campus appearance, fault facts etc.) we can educate students and the community and in the process possibly influence participation in the geosciences. This site will also serve as a working lab for our own students in the geosciences (Geology, Oceanography, Geography, GIS etc.). Additionally, as we partnering with CSUSB and UCR researchers from those institutions will be able to utilize and highlight our campus. Lastly, since the site will have picnic benches and seating it will serve as a place for students to gather and appreciate the campus.

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

As with many disciplines across the campus the Geology, Oceanography and Environmental Sciences programs are fully committed to implementing Guided Pathways. These efforts will overlap with the aforementioned partnerships. Specifically with the development of geo pathways that fit across institutions from high school to SBVC to 4-year institutions.

With respect to the San Jacinto Fault interepretive walk/working lab the department is working closely with facilities to complete the project by Fall 2020.

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 <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> 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.).

Geology-Oceanography and Environmental Science Departments:

Selected faculty within the combined departments maintain discipline-specific currency via in-person and remote (e.g. “webinar”) workshop and conference participation and attendance. These opportunities take the form of field trips (led by discipline- and area-specific experts), traditional poster, paper, and moderated discussion presentations, and online forums. In addition, faculty that attend conferences or other informational gatherings share information with the department at department meetings both at the start and end of each term.

Current full time and adjunct faculty are participating and completing the online certification program to maintain adherence to campus requirements towards online/distance education policies.

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

Geology-Oceanography Department:

Selected faculty belong to one of the nation’s largest professional geoscience organizations, the Geological Society of America (GSA). Specifically, some faculty attend annual meetings within the region that represents California, the Cordilleran Section. In past years, faculty invite students to attend and participate in sectional meetings. At these meetings, both faculty and students learn about the latest academic and career trends within the geosciences. Students have also made connections with potential four-year transfer universities and future employers.

Similarly, selected faculty belong to more regional professional organizations, including the Southern California Friends of Mineralogy. Faculty and students have participated in chapter meetings, as well as multi-day field trips. As with the GSA, faculty and students reinforce networks and connections with other community colleges, four-year universities, and public and private agency employers.

Environmental Science Program:

Because faculty derive from multiple disciplines and programs, they tend to belong to and participate in their own discipline-specific professional conferences. For example, selected Chemistry faculty belong to the American Chemical Society (ACS), selected Biology faculty belong to the American Institute of Biological Sciences and National Association of Biology Teachers, selected Physics faculty belong to the American Institute of Physics and American Association of Physics Teachers, and selected Mathematics faculty belong to the American Mathematical Society (AMS) and National Council of Teachers of Mathematics (NCTM). Selected Geology and Oceanography faculty belong to the professional organizations mentioned above.

For both Geology-Oceanography and Environmental Science Programs, the aforementioned lists are not exhaustive. For example, some faculty and students belong to professional societies that strive for greater representation and inclusiveness within their disciplines. There are numerous STEM-related professional organizations that highlight the importance and achievement of faculty and students of color, women, first-generation students, and other identifiers that are germane to our campus and community.

Each of these professional organizations assist students and faculty with common professional development topics, including maintaining currency in the discipline, classroom teaching pedagogy and methodology, developing student transfer “pipelines” into four-year universities, cultivating internship and associated networks with potential employers, and discipline-specific grant, research, and scholarship opportunities.

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.

Within the geosciences, the faculty co-chair, Matthew Robles, is the SBVC Campus representative within the *GeoPaths* program. This previously noted program is a collaboration among the UC, CSU, and California Community Colleges systems. Specifically, it involves close field and laboratory research coordination among UC-Riverside, CSU-San Bernardino, SBVC, and Chaffey College. In this immersive geosciences program, SBVC students join other UC, CSU, and community college students in multi-day field research.

In collaboration with Mt. San Antonio College (Mt. SAC), SBVC is on their Geotechnical Certificate advisory committee. Within this committee, SBVC geoscience faculty provide input on the development and implementation of Mt. SAC’s Geotechnical Certificate, while at the same time, incorporating elements of that certificate in “local” SBVC curricular development (so as to provide additional academic and career opportunities for Geology, Environmental Science, and STEM-focused students).

The Geology-Oceanography, Environmental Science, Biology, Physics, Architecture, Engineering, and other SBVC programs are currently partnering with the Southern California Earthquake Center (SCEC) in a multi-disciplinary, interpretive “earthquake walk” along the San Jacinto Fault on the SBVC Campus. This previously-discussed project will create a campus-as-classroom opportunity for faculty, staff, administrators, students, and members of the community. Borrowing from the various on-campus Biology interpretive walks, the earthquake walk will contain interpretive signage, seismometers (to detect fault movement), and engineering and architectural efforts to design earthquake-safe buildings.

All disciplines represented within the Geology-Oceanography and Environmental Science programs have a relationship with ESRI in Redlands. ESRI is the world leader in the production and implementation of Geographic Information Systems (GIS) software. In addition to offering GIS courses

within a GIS Certificate, the SBVC Campus regularly participates in annual ESRI “open house” events. SBVC students build positive associations and networks with GIS professionals at these events.

On the SBVC Campus, faculty within Geology-Oceanography and Environmental Science are active participants in myriad committees and Professional Development workshops and seminars. For example, faculty within these programs serve (sometimes in leadership roles) on the Program Review, Professional Development, Curriculum, Guided Pathways, Scholarship, Facilities and Safety, Accreditation, STEM-MESA, Academic Senate, and other integral committees.

All of these activities have increased the visibility of the programs. In particular, they are partially responsible for the increased student population within the Geology-Oceanography Program, and they will likely further contribute to programmatic growth in future semesters. Specifically, both programs have been active participants in the Guided Pathways scheduling process. This should further elevate the visibility and relevance of both programs.

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. <u>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.</u>	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.
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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 Geology-Oceanography and Environmental Science Departments provide quality education to students interested in fulfilling general education (GE) requirements in physical and environmental sciences, specifically mathematics, engineering, environmental studies/sciences, biology (paleontology and history of life), (geo)chemistry, and hydrology.

Specifically, the departments prepare students for careers in the fields of geology, oceanography, geographic information systems (GIS), education, cartography, surveying, civil engineering, petroleum exploration and delivery, hydrology and hydrogeology, environmental sciences, and other positions that demand knowledge and interpretation of internal and external geo-physical and environmental processes. In addition, Geology-Oceanography and Environmental Science courses allow students to make sense of the physical world around them. This increases their level of critical thinking and problem solving for a variety of applications, related to and disparate from geological and environmental processes.

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

The mission of the College is to provide quality education to a diverse community of learners, and prepare students for transfer to four-year universities and workforce entry. This is consistent with the purpose and mission of the Geology-Oceanography and Environmental Science Departments. The departments serve a diverse community of learners, as evidenced in its demographic data, although ongoing efforts seek to increase service to diverse populations. Students are simultaneously prepared for transfer, as well as the 21st-century job market. In addition, the departments adhere to the college vision statement by creating “informed, responsible, and active members of society” and value statement where “students become self-sufficient learners and contributing members of 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.

Analysis and Explanation of Productivity for Geology-Oceanography:



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

FTES and duplicated enrollment have generally increased since 2014-15. In addition, efficiency has increased, most likely attributed to an overall increase in the number of online course in both geology and oceanography sections offered and FTEF. Student success has dramatically increased since 2014-15, with a slight decrease last year (may be related to the increase in online sections offered). Retention has remained quite stable and at or above 90 percent since 2013-14 (decline in 2018/19 related to online course sections). Geology AS and AS-T degrees have not been awarded, however, curriculum has been updated to align with C-ID requirements and should allow students to earn degrees. Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees.

Future course scheduling will take into account data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid distance education (DE) formats. Geology and oceanography laboratories are being scheduled to accommodate evening student demands. Guided Pathways implementation and block scheduling will better allow students to complete degrees in a timely manner and alleviate scheduling conflicts. Closer coordination with counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency.

The department offers diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers. Future curricular development will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students. Relationships with neighboring higher institutions (i.e. CSUSB and UCR) have yielded student engagement opportunities and those efforts are ongoing.

In tandem with workforce and job market demands, student awareness of environmental, energy security, water supply and wastewater treatment, and supply and demand for fuel and non-fuel mineral resource concerns has increased. Increasingly, students are seeking answers to these questions. They realize that Geology and Oceanography can provide not only answers but also solid transfer (to four-year institutions) and career skills. High-demand careers will increasingly incorporate environmental sciences and engineering, to which Geology and Oceanography will contribute. The California, national, and global scenarios all point toward increasing demand on finite resources, including metallic and non-metallic ores, fuel and non-fuel resources, and clean water supplies. A background in Geology, Oceanography, Earth, and Environmental Sciences will greatly benefit students as they endeavor to transfer to four-year institutions and enter the 21st-century job market.

Program growth and further advertisement (to students) of the benefits of a Geology-Oceanography skill set have greatly improved with the addition of a full-time faculty member. This professional has had the freedom and time to devote toward enhancement of student recruitment, enrollment, retention, success, transfer rates, degree attainment, and job market/career tracking.

Analysis and Explanation of Productivity for Environmental Science:



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	784	814	753	701	676
FTEF	13.78	14.90	14.55	14.55	13.09
WSCH per FTEF	399	385	360	335	352

The revised AS degree was available to students beginning in the 2018-19 academic year. The new AS-T degree and introductory Environmental Science course (ENVT 100) will be available beginning in 2020-21. The revised Physics sequence – 202, 203, and 204 – replaced two higher unit courses, 200 and 201. This facilitated approval of the new AS-T degree and necessitate revision of the AS degree. Because both degrees are interdisciplinary in nature, they are comprised of core courses from a variety of science and math disciplines. Therefore, the 2018-18 EMP document analyzes data from five core courses within the revised AS Degree: BIOL 205, BIOL 206, CHEM 150/150H, CHEM 151/151H, and MATH 250. It is probable that only a small number of students enrolled within these courses are actively pursuing an Environmental Science AS degree. In future years, ENVT 100 and PHYSIC 202 will be added to the existing core courses to more precisely capture enrollment, FTES, and FTEF trends and allow resources to be more adequately directed toward students.

Realizing the imperfect nature of this analysis, it is nonetheless important to note that FTES and duplicated enrollment increased between 2014-15 and 2015-16. There has been a decline since 2015-16 that may be partially attributed to a significant curriculum revision within the biology (e.g. BIOL 205, 206, and 207 replaced BIOL 201 and 202) and physics (e.g. PHYSIC 151 and 152 replaced PHYSIC 150A and 150B, and PHYSIC 202, 203, and 204 replaced PHYSIC 200 and 201). This could also reflect larger campus-wide trends where students may be prioritizing employment opportunities over academic opportunities.

While the number of awarded degrees has fluctuated, it is anticipated that they will increase with the 2020-21 implementation of the ENVT 100 course and AS-T degree, as well as guided pathways (GP) sequencing. It is hoped that the curricular revisions, within the context of local, state, national, and global environmental awareness, will continue to propel this important program.

First, no progress has been made on procuring grant funding for a full- or part-time coordinator for this degree program. At present, a full-time faculty member is serving as faculty chair/coordinator. Second, there has been only nascent coordination with key stakeholders, including department faculty who teach within the interdisciplinary Environmental Science program, transfer institutions, STEM and MESA Programs (and related S-STEM grant, scholarship, and organizational support), and Student Success Center. Third, there has been significant progress on curricular revisions, including AS degree, AS-T degree, and introductory Environmental Science course. The revised AS degree is currently in place (although additional curricular revisions will be made), and the AS-T degree will be available for students in the 2020-21 academic year, as the Physics sequence has been thoroughly modified to fit within unit-limit criteria (e.g. all Physics courses now have a maximum of four units). The introductory Environmental Science course, ENVT 100: Introduction to Environmental Science, will be offered beginning in the 2020-21 academic year. It is anticipated that this will partially address some of the concerns and goals expressed within the action plan. In addition, this program will expand the number of open educational resource (OER) sections available to students, and is developing a guided pathways (GP) sequence of courses to align with institutional GP goals and mandates.

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.

Remedies for Out-of-Date Geology Curriculum:

The following Geology courses are out of date: GEOL 101, GEOL 111, GEOL 222, and GEOL 260. To this end, all courses have recently been approved within Curriculum Committee Technical and Full Review meetings, as of Monday, 9th March 2020. Please refer to the selected Curriculum Committee Minutes below:



Curriculum Committee and Curriculum Technical Review Agenda and Minutes

CURRICULUM COMMITTEE MEETING				
Date: Monday, March 9, 2020		Time: 2:00 p.m. – 4:00 p.m.		Location: HLS-231
Call to Order: 2:02 p.m.		Adjournment:		
<input type="checkbox"/> Dina Humble (Chair)	<input checked="" type="checkbox"/> Mary Copeland (Co-Chair)	<input type="checkbox"/> Anthony Ababat	<input type="checkbox"/> Kathryn Adams	<input checked="" type="checkbox"/> Vicente Alvarez
<input type="checkbox"/> Michael Assumma	<input checked="" type="checkbox"/> Davena Burns-Peters	<input type="checkbox"/> Melita Caldwell-Betties	<input type="checkbox"/> Breanna Curry	<input checked="" type="checkbox"/> Glenn Drewes
<input checked="" type="checkbox"/> Ginny Evans-Perry	<input type="checkbox"/> Magdalena Jacobo	<input type="checkbox"/> Mary Lawler	<input checked="" type="checkbox"/> Stephanie Lewis	<input type="checkbox"/> Sheri Lillard
<input checked="" type="checkbox"/> Craig Luke	<input type="checkbox"/> Yolanda Simental	<input checked="" type="checkbox"/> Tahirah Simpson	<input checked="" type="checkbox"/> Nori Sogomonian	<input checked="" type="checkbox"/> Bethany Tasaka
<input checked="" type="checkbox"/> Maria Valdez	<input checked="" type="checkbox"/> Janice Wilkins	<input type="checkbox"/> Margaret Worsley	<input checked="" type="checkbox"/> Kay Dee Yarbrough	
Guests:	<input type="checkbox"/> Student	Soha Sobhanian (BIOL)	Nori Sogomonian (SPAN)	Maria Valdez (PSYTCH)
	Mark Williams (ACR)	Matt Robles (GEOL/ENVT)	Janice Wilkins (SDEV)	



Curriculum Committee and Curriculum Technical Review Agenda and Minutes

COURSE MODIFICATIONS			
Course ID:	Originator:	Notes:	Result:
BIOL 260	Bastedo	Updated SLOs. 1 st : Craig Luke 2 nd : Glenn Drewes Motion Approved	Approved
GEOL 101	Heibel/Robles	1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
GEOL 111	Heibel/Robles	1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
GEOL 222	Heibel/Robles	Updated SLO. 1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
GEOL 260	Heibel/Robles	1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
SPAN 101H	Sogomonian	Updating departmental advisory. 1 st : Nori Sogomonian 2 nd : Bethany Tasaka Motion Approved	Approved

Environmental Science AS and AS-T Degree Modification:

Environmental Science AS and AS-T Degrees have been modified, with recent approval (Monday, 9th March 2020) from the Curriculum Committee. Please refer to the selected Curriculum Committee Minutes below:



CERTIFICATE AND DEGREE MODIFICATIONS

Program Title:	Program Type:	Originator:	Notes:	Result:
Environmental Science	Degree	Heibel/Robles	1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
Environmental Science	AS-T	Heibel/Robles	1 st : Glenn Drewes 2 nd : Craig Luke Motion Approved	Approved
Psychiatric Technology	Degree	Valdez	Adding requirements to enter the program as a part of the units for the degree. 1 st : Glenn Drewes 2 nd : Maria Valdez Motion Approved	Approved
Psychiatric Technology	Certificate	Valdez	Adding requirements to enter the program as a part of the units for the degree. 1 st : Glenn Drewes 2 nd : Maria Valdez Motion Approved	Approved
Nutrition & Dietetics	AS-T	Meyers	1 st : Glenn Drewes 2 nd : Maria Valdez Motion Approved	Approved

CURRICUNET REPORT:

Science			
Environmental Science			
Course	Status	Last Content Review	Next Review Date
ENVT 100 Introduction to Environmental Science	Active	05/13/2019	05/13/2025

Science			
Geology			
Course	Status	Last Content Review	Next Review Date
GEOL 101 Introduction to Physical Geology	Active	11/19/2012	11/19/2018
GEOL 111 Introduction to Physical Geology Laboratory	Active	12/10/2013	12/10/2019
GEOL 112 Historical Geology	Active	11/08/2016	11/08/2022
GEOL 122 Environmental Geology	Active	11/08/2016	11/08/2022
GEOL 170 Geological History of the Great Basin Province	Active	11/08/2016	11/08/2022
GEOL 201 Mineralogy	Active	11/08/2016	11/08/2022
GEOL 222 Independent Study in Geology	Active	12/03/2012	12/03/2018

GEOL 250 Geology of California	Active	11/08/2016	11/08/2022
GEOL 251 Geology of National Parks and Monuments	Active	11/08/2016	11/08/2022
GEOL 260 Introduction to Field Geology	Active	12/03/2012	12/03/2018
GEOL 270 Geology of the Eastern Sierra Nevada	Active	02/06/2017	02/06/2023

Science			
Oceanography			
Course	Status	Last Content Review	Next Review Date
OCEAN 101 Elements of Oceanography	Active	03/07/2016	03/07/2022
OCEAN 111 Elements of Oceanography Laboratory	Active	03/07/2016	03/07/2022

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> 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.

All core courses within Geology-Oceanography and Environmental Science degrees transfer as major preparation and elective credit to CSU and UC campuses.
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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.

Ongoing curricular revisions, as well as implementation of Guided Pathways, will necessitate revisions to the college catalog. While all information is currently accurate, revisions must occur in the future (e.g. 2021-22 catalog). This will accommodate curricular modifications that occurred during the spring 2020 semester.
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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).

Geology courses that have not been offered in several semesters include GEOL 201: Mineralogy and GEOL 260: Field Geology. These courses will be offered during the coming academic year (2020-21), as they will accommodate the needs and demands of Geology AS and AS-T Degree majors. The department has purchased instructional supplies and equipment in order to facilitate these courses.

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.

Geology-Oceanography Program:

The Geology-Oceanography Department goals align with college strategic directions and goals, including 1) increasing student access, 2) promoting student success, 3) improving communication, culture, and climate, and 6) providing exceptional facilities. The first goal includes improving student lab space in order to develop student research opportunities for Geology AS/AS-T degree students. This has the potential to increase the department's visibility and recruit majors, especially from STEM students and is currently on-track for completion. The second goal is tied closely to development of Guided Pathway degree map implementation and collaborate with local professional organizations like the Inland Geological Society (IGS), and others in order to increase student participation in local scientific conferences related to the discipline. Ancillary benefits include increasing the number of geology majors, as well as transfer, scholarship, and employment opportunities. The third goal is to enhance the stature and visibility of the department. This can be achieved through various means, including collaborating with counseling and marketing personnel, developing honors-level and non-credit courses, creating research and scholarship opportunities, enhancing budgets for expanded field and tutorial opportunities, and leveraging STEM, Geology, and other student clubs and organizations.

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

Environmental Science Program:

First, the department will participate in curriculum modification that adapts to changing transfer institution and employment demands. Included within this goal are curriculum updates that capture individual course modifications on the SBVC Campus. For example, the Physics Department has recently launched new curriculum, and it will be captured within the Environmental Science degrees (AS and AS-T). Required Mathematics courses and English prerequisite courses have been revised (per AB 705) and these will also be incorporated within updated AS and AS-T degrees, as will the new introductory ENVT 100 course. Second, the department will request establishment of a budget within the Program Review Needs Assessment process. While the various programs that comprise this interdisciplinary degree already have established institutional budgets, it is not realistic to expect them to devote precious resources to the Environmental Science program. If approved, the budget would facilitate outreach and marketing efforts, student success workshops, and site visits to four-year transfer institutions and regional employers. Third, the department must increase awareness within the following populations: potential SBVC students (e.g. high school and community outreach efforts), resident SBVC students (e.g. workshops and brief in-class presentations that incorporate student organizations and on-campus SI/tutorial support), and SBVC faculty who teach within one of the many Environmental Science disciplines (e.g. Professional Development and in-class presentations). Dialogue with and incorporation into existing MESA, STEM, S-STEM, and related programs is crucial. Expansion of sections offering free OER textbooks, as well as alignment with guided pathways will continue.

In order to meet department goals, more human and fiscal capital must be obtained. The greatest challenges include lack of advertising and awareness, lack of a budget, and lack of devoted faculty able to promote the department, liaison with on- and off-campus Environment Science faculty, coordinate with potential area employers and internship sites, and procure institutional and grant funding. Perhaps an existing full-time faculty could receive release time in order to recruit and retain students. Specific activities could include Professional Development and in-class workshops and presentations for full- and part-time SBVC faculty, informational and student success workshops for potential and current SBVC students, and outreach to area high school faculty, counselors, and students. Inclusion within existing MESA, STEM, and S-STEM programs will provide opportunities for increased enrollment, success, retention, and degree attainment. In addition, students must be introduced to four-year transfer institutions and potential internship and employment sites. The greatest opportunities include a willing population of SBVC faculty and students to support the program, nearby four-year transfer institutions, area high schools that incorporate Environmental Science into the curriculum, and internship opportunities for Environmental Science degree graduates.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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 majority of face-to-face, on-campus Geology and Oceanography classes occur within the Physical Sciences (PS) Building room 219. Because the Environmental Science program is interdisciplinary in nature, the various Biology, Chemistry, Mathematics, Physics, and other STEM- and non-STEM-related courses typically occur in specifically designed lecture and laboratory classrooms (e.g. within the HLS and PS Buildings) across campus. It should be noted that nearly all programs have advocated for classroom and laboratory improvements and modifications via Program Review Needs Assessment process.

Within the geosciences, there is access to some equipment within the PS 219 classroom, adjacent PS 220 storage room, and first-floor storage rooms. As for other Environmental Science-related classes, there is access to equipment within the HLS, PS, and other buildings across campus.

Requested maintenance for classroom and laboratory facilities, instructional supplies, and equipment is generally routed through the Program Review Needs Assessment process, specifically the "Facilities Request," "Budget Request," and "Equipment Request" documents. However, other requests, including emergency requests, are typically addressed on a case-by-case basis in collaboration with faculty, academic deans, staff, and Administrative Services.

Most technology-related requests are routed through the Program Review Needs Assessment process, specifically the "Technology Request" document.

The PS Building was completed during the summer 2011 semester. Since that time, significant revisions and modifications have occurred with respect to the first- and second-floor Geology-Oceanography field and lab storage rooms. The full-time Geology-Oceanography faculty has relocated from the Health Life Sciences (HLS) Building to the first floor of the PS Building. This has created an atmosphere of closer cooperation with Science Division colleagues.

Both HLS and PS Buildings have undergone renovations ranging from minor (e.g. replacing flooring, furnishings, and window treatment) to major (e.g. conversion of storage to office space, HVAC/ventilation upgrades, conversion of classrooms and laboratories to more efficient uses).

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).

Perhaps the most pressing issues impacting the Geology-Oceanography and Environmental Science programs are the relative dearth of faculty office space and student laboratory/research space and equipment. Unfortunately, when the HLS, PS, and other building across campus were constructed, they did not account for growth in faculty, staff, and students. There is only a finite amount of physical space, and all departments have been creative in the allocation and redesign of these office, research, storage, lecture, and laboratory spaces. Nonetheless, there are ongoing and future needs to redesign and reorient spaces to accommodate growth and associated technological

changes. This must include additional square footage and this should be an integral component of the college's master planning documents.

For example office space for full-time faculty is doubling as storage space for division supply overflow (i.e. water, boxes etc.) As the space is utilized for student engagement as well this set up is not ideal. Construction of a more definite storage room within this space would optimize storage and make the space more student friendly. This will also allow for more room for student lead research projects in the adjacent lab space.

Lastly, PS220, the room connecting Geography and Geology/Oceanography is in need of attention. Per our last program review needs assessment this space was approved for a redesign to include dedicated adjunct faculty space and student lab space. This space will include room for two new student centered equipment, the augmented reality sandbox and stream table. Some progress has been made but more attention is needed. In coordination with facilities we will be working to make more progress on this space during the summer of 2020.

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

Spring 2020

Name of Department: Geology/Oceanography/Environmental Science Department

Efficacy Team: Jose Recinos, Kay Dee Yarbrough, and Maria Lopez

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation:

This Efficacy report warrants a “continuation” recommendation. The Geology/ Oceanography/ Environmental Science Department is commended for a comprehensive Efficacy document that effectively analyzes its EMP report and its SLOs results. Secondly, the department continues to enhance its offerings as the AS-T in Environmental Science comes to fruition in 2020-2021. The document incorporates goals and challenges into its planning, and hopefully, the department will soon find more space to conduct research, lectures, and office hours. Again, this is a robust document that demonstrates the value of planning, research, and a comprehensive analysis.

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	The program provides evidence that the pattern of	In addition to the meets criteria, the program demonstrates that the

	<u>related to the needs of students.</u>	service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	<u>pattern of service needs to be extended.</u>
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:
Demographics:
The document analyzes the demographic composition of the Geology/Oceanography/Env. Sci. dept. emphasizing the low-enrollment numbers of students age 19 or less (5.3%) in the department vs. 23.7% campus-wide. The document writers feel that this discrepancy occurs because there has been a reduction of courses in Geology/Oceanography/Env. Sci. at the high school level; thus, incoming SBVC students might feel overwhelmed by classes in the aforementioned fields. Selected Oceanography classes are being offered at local high schools to recruit students into the department. Another discrepancy, emphasized in the document, is the ethnic composition of Geology/Oceanography/Env. Sci. degree recipients skewing towards White students. This difference is also prevalent at the national level as noted in the document. All other discrepancies in demographics were analyzed.

Pattern of Service:
Since the last efficacy report, the department has expanded its pattern of scheduling and course delivery options by increasing their class offerings by 60% due to the addition of another FT instructor. A student can complete an AS or an AS-T with a combination of hybrid/regular classes. In addition, during Fall 2019, Oceanography offered an interactive television (ITV) format course through Distributed Education to the Big Bear and Lake Arrowhead satellite campuses. The document addresses distinctive areas of the Strategic Direction and Goals for both demographics and Patterns of Service.

Feedback:
More strategies need to be implemented to increase the enrollment of ethnic minorities and younger students into the Geology/Oceanography/Env. Sci. department. Perhaps some Geology and/or Environmental Science classes could be offered at the high school level to attract more age 19 (or less) students into the program.

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
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Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The document addresses the EMP reports in two sections: Geology/Oceanography and Environmental Sciences. In the first section, the efficient rate of retention and success shows consistency in retention percentages from 92% in 14-15 to 87% in 18-19 while their success rate increased from 64% to 71% in the same time period. Because the success rate decreased from 80% (17-18) to 71% (18-19), the document suggests that it's probably due to an increased offering of online classes where students tend to have lower success rates. The second analysis focuses on the EMP report for Environmental Sciences where the success rate has remained steady at 62% in the five-year cycle (14-15 to 18-19) while the retention rate has gone up from 83% (14-15) to 86% (18-19). The document addresses the low success rate by emphasizing the difficulty of some core courses needed for the AS and the AS-T degree in Environmental Science: two Biology courses (205/206), two Chemistry courses (150/151) and Math 250 plus three Physics courses (202/203/204). The AS and the AS-T degrees in Env. Sci. have been recently revised to maintain currency with C-ID, CSU and UC transfer requirements.

Service Area Outcomes and Student Learning Outcomes:

The Geology/Oceanography section has fully evaluated the SLO cycle, and its analysis shows that a consistent percentile of the enrolled students has successfully met the course SLOs (above the 80% range). Nonetheless, some faculty in the program have concerns about the discrepancy with overall success rates (71% in 18-19) and SLOs proficiency rates (above the 80% range). One suggestion consists of rewriting the SLOs of core courses in Geology/Oceanography to better reflect current curriculum, transfer, and career demands. The document emphasizes that SLOs have been recently revised during the Spring 2020 curriculum modification. As for Environmental Science, SLOs proficiency rates ranged from 49% in SLO #1 for Biology 205: Cell and Molecular Biology to 82% in SLO #3 for the same course. The SLOs success rates for Chemistry and Math courses required for the AS degree in Env. Sci. also showed a discernible discrepancy ranging from 45% in SLO #1 for Chemistry 151 to 63% in SLO #3 for Math 250. The document notes that these courses are relatively difficult even for dedicated degree majors. SI and tutoring services are readily available to these students. The document writers believe that perhaps Guided Pathways will facilitate comprehension and improve the SLOs proficiency rates.

Disaggregated data:

The document analyzes disaggregated data for Geology and Oceanography comparing day vs. evening classes, and online vs. face to face courses. For Geology day classes, the proficiency rate was 10% less than evening Geology courses. Possible reasons cited include smaller class samples for evening courses, lower enrolled classes, and short-term evening classes. Comparatively, online classes had an 84% proficiency rate v. 81% for face to face courses. The writers feel that online classes tend to have lower retention rates but higher success rates. Nonetheless, it must be noted that in the EMP analysis above, the document suggested that online students tend to have lower success rates. In this section, however, the document suggests that face to face courses have higher retention rates but lower success. For Oceanography, the results contradict this conclusion: 74% proficiency rate for online courses vs. 85% for face to face classes. Possible reasons include the recent addition of online courses and the lack of consistent grading policies for online classes.

Feedback:

As the revised SLOs are evaluated for future course offerings, the proficiency data might align better with student success rates. Furthermore, once the additions of the Introductory course in Environmental Science and the three Physics courses are evaluated, hopefully, success rates for SLOs in the AS degree in Env. Sci. will improve. Although the disaggregated data was analyzed, more consistent deductions might be necessary.

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	In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that

		college and community.	<u>demonstrates</u> the need for additional resources.
Culture & Climate	The program <u>does not identify</u> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> its impact on culture and climate. Program <u>addresses</u> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <u>demonstrates</u> the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication - Meets: The Geology/Oceanography Program robustly communicates with a diversity of campus instructional and non-instructional programs. This includes faculty participation in Interclub Council (ICC), faculty advisor to the Geology Club on campus, membership in the Inland Geological Society (IGS), and Gay-Straight Alliance (GSA) student clubs. In addition, Geology/Oceanography faculty have worked with the Science Division on the Environmental Sciences/Studies Degree program as well as in the “Science Learning Center” grant and work with the Student Success Center, especially the tutoring center. Additionally, the faculty continue to work with CSU, San Bernardino and UC Riverside Geology departments respectively. The program keeps constant and open communication with the college, the community, and surrounding institutions of higher learning. The Environmental Science program participates continuously in STEM and MESA activities and holds “Open House” for interested students. Future plans include collaboration with SBVC’s planetarium, more participation in the Student Success Center, partnerships with the Astronomy, Biology, and Chemistry departments as well as working in grant development and participating more actively with the US Geological Survey (USGS).

Culture and Climate - Meets: Besides working with the groups mentioned above, the Geology/Oceanography/Env. Sci. department has contributed and participated in STEM and MESA student organizations, STEM grant planning, and related STEM activities (e.g. STEMAPALOOZA), informative scientific displays, participation in Week of Welcome and Club Rush activities, planning and presentation at campus “Great Shakeout”, and its faculty have served as Primary advisors for the Geology Club organization.

The department **easily meets** *Part III: Improve Communication, Culture, and Climate*. 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 <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development - Meets: The Geology/Oceanography/Env. Sci. dept. amply demonstrates how its members maintain currency in their field, keep membership in relevant professional organizations (Geological Society of America and Southern California Friends of Mineralogy), and engage in professional growth. The diversity of professional organization membership and how it meaningfully contributes to SBVC is well articulated. Furthermore, the department faculty participate constantly in face to face and online (webinars) workshops to stay current in their discipline. In addition, each discipline within the department conducts pertinent field trips and leads discussions and presentations in person or via online forums about the issues facing its corresponding area.

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
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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. <u>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.</u>	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.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission/Statement of Purpose - Meets: The Geology/Oceanography/Env. Sci. dept. has a mission/statement of purpose that clearly integrates with that of the college by servicing a diverse set of learners and by preparing them to transfer to four-year institutions to become productive members of our society.

Productivity –Meets: For Geology/Oceanography, the document measures productivity using the EMP data. When comparing FTEs and duplicated enrollment, the department has seen tremendous growth from 28.5 to 52.5 in FTEs and duplicated enrollment of 286 to 525 probably due to an increased offering of online classes in both Geology and Oceanography and the addition of another full-time faculty. In Environmental Sciences, FTEs and duplicated enrollment decreased slightly perhaps due to the revised AS-T degree in Env. Sci. Some classes were replaced (Physics 200/201 by Physics 202/203/204) to conform to curriculum requirements. As such, both the AS and the AS-T degrees in Environmental Science required five core courses from a variety of science and math disciplines. All those classes are difficult enough that enrollment suffered, and FTEs dropped, albeit slightly.

Relevance, Currency, and Articulation – Meets: All courses are current in Curricunet and have been articulated with CSU and UC campuses and as such, they are transferable as degree requirements. The AS-T in Environmental Science has been approved for 20-21, and its curriculum has been updated to align with C-ID requirements.

Challenges – Meets: Some of the challenges noted include a general lack of understanding of the future geology job market and the geologic sciences by AS majors in the field who are often discouraged from completing their degree. The department plans a “Fault Walk” along the San Jacinto Fault at SBVC to highlight earthquake community awareness. Within the Environmental Science Program, the biggest challenges are the lack of a budget, the scarceness of advertising, and the need for more devoted faculty to promote the AS-T degree, procure grant funds, and internships for its AS-T majors. All these challenges are incorporated into the document but need a more specific plan of action to address its needs.

Feedback:

The department states that they have had zero progress in procuring grant funding for a full-time or part-time coordinator for their Environmental Science AS-T degree. However, there are no plans laid out for how they plan on applying for these grants and/or how a coordinator will help with the productivity of the program. Also, the department notes the “lack of motivated faculty able to promote the department, liaison with on- and off-campus Environmental Science faculty...” and then goes on to say the program needs a “willing population of SBVC faculty and students to support the program”. From what was noted, do those statements imply that the department faculty are not in support of this program?

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 <u>does not provide an evaluation</u> that addresses the sustainability of the	Program <u>provides an evaluation</u> of the physical environment for its programs and	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

	physical environment for its programs.	<u>presents evidence</u> to support the evaluation.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:
Facilities – Meets: The department notes that most Geology/Oceanography courses take place in the Physical Sciences (PS) building, and its full-time faculty relocated from the Health Life Sciences (HLS) building. Nonetheless, and due to its interdisciplinary AS-T degree in Environment Science, some other courses are taken in the HLS building and across campus where Biology, Chemistry and Math classes are offered. Classroom shortage and laboratory improvements are continuously addressed in the Program Review Needs Assessment process. Overall, there is a clear need for more space as the PS and the HLS building contractors didn't account for future growth in faculty, staff, and student needs for laboratory, office, research, and lecture space. *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:
No previous Does not meet.

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

History

Name of Division

Social Sciences, Human Development and Physical Education

Name of Person Preparing this Report

Colleen Calderon

Extension

Names of Department Members Consulted

Edward Gomez
Jeffrey Demsky
Michael Rounds (adjunct faculty for Honors)

Names of Reviewers

Michael Mayne, Joanna Oxendine, Miguel Ortiz

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

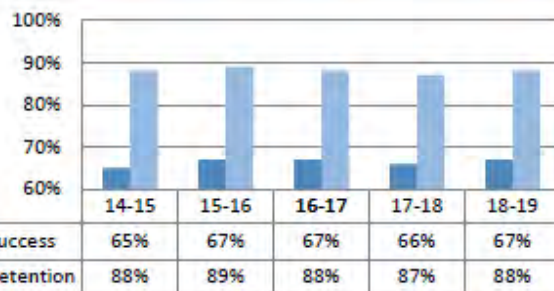
Staffing

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			
Faculty	3		
Classified Staff		15	
Total			

Description:

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



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	3,335	3,435	3,289	3,520	3,620
FTEF	17.40	18.60	19.60	22.60	22.80
WSCH per FTEF	574	553	501	466	472
	14-15	15-16	16-17	17-18	18-19
Sections	94	100	107	124	123
% of online enrollment	39%	41%	44%	46%	51%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

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

Progress from Last Year's Action Plan:

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

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

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

Departmental/Program Goals:

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

Challenges & Opportunities:

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

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
1. Work within Needs Assessment to ask for another full time position	1	N/A	October 20 2019 for the submission of Needs Assessment
2. Create Canvas Shell for History Department	2	N/A	May 1, 2020
3. Increase training for online instructors	3	Possible conference attendance funding	Ongoing
4. Researching the creation of an Ethnic Studies department	4	Possible conference attendance funding	May 1, 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 <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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: History	Campus-wide
Asian	2.8%	3.2%
African-American	14.0%	12.3%
Filipiino	1.2%	1.3%
Hispanic	61.3%	63.7%
Multi-Ethnicity	8.2%	6.9%
Native American	0.3%	0.2%
Pacific Islander	0.3%	0.2%
White	11.0%	11.1%
Unknown	0.9%	0.9%

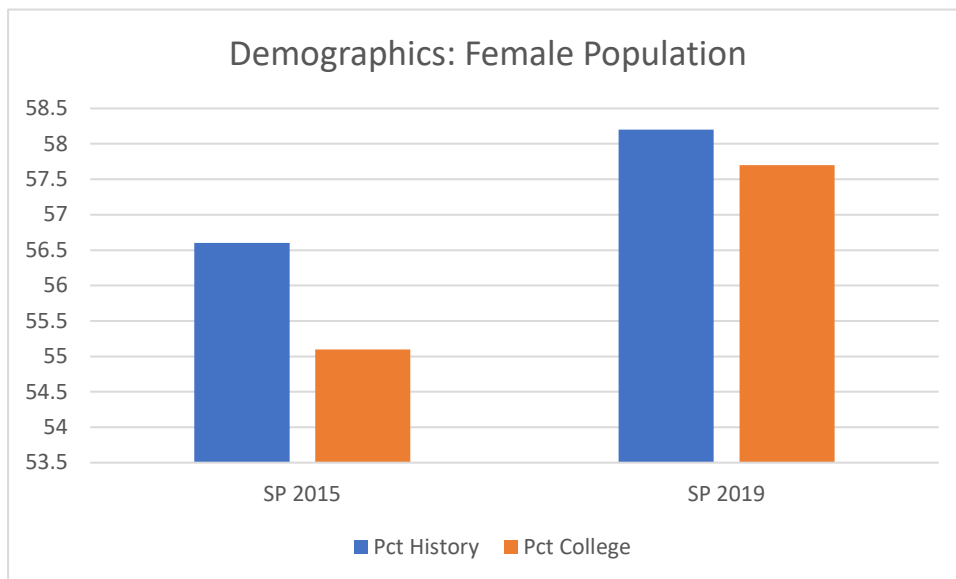
Female	58.2%	57.7%
Male	41.6%	42.0%
Disability	5.1%	4.4%
Age 19 or Less	7.9%	23.7%
Age 20 to 24	49.3%	32.9%
Age 25 to 29	20.8%	18.2%
Age 30 to 34	10.0%	9.7%
Age 35 to 39	4.8%	5.7%
Age 40 to 49	4.6%	6.0%
Age 50+	2.7%	3.9%

Demographics:

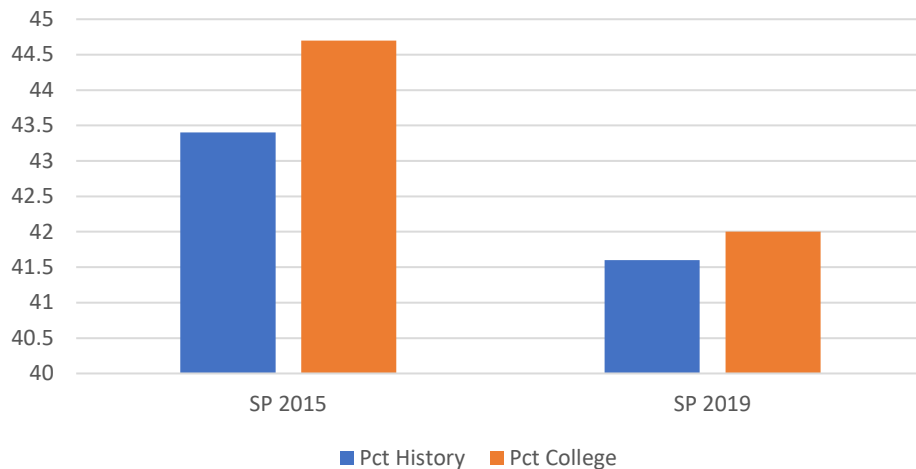
Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

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

In comparing the History Department demographic data, it appears that we are fairly in line with college demographics. In terms of the demographics regarding sex identification, the History Department serves a population that is 58.2% female and 41.6% male. This parallels the college, which has increased the population of female students from 55.1% in 2014/2015 to 57.7% in 2018/2019, with a decrease in male population from 44.7% in 2014/2015 to 42% in 2018/2019. Therefore, we continue to follow the overall trends established by the college community. See graphs below:

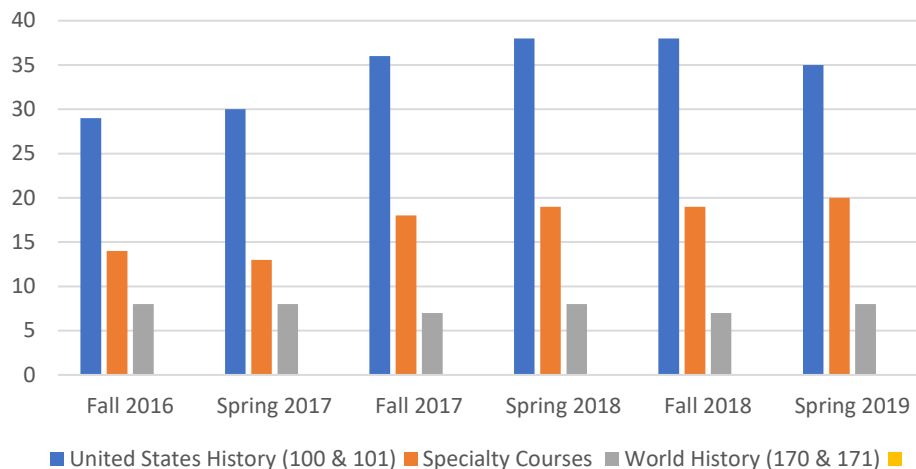


Demographics: Male Population



In terms of serving various ethnic and racial groups, we either model the college demographics, outperform it (African American students), or slightly under-perform it (Hispanic students) as exhibited in the chart below.

Demographic Changes SP 2015 to SP 2019



Racial and Ethnic Demographics are charted above, where we compare the History Department to the College statistics, including both the 2015 and the 2019 data.

We continue to outperform the college in serving African American students, 14% to the college average of 12.3%. We have increased our courses offerings of African American history by scheduling six courses each semester (three for History 138, three for History 139). Also, we continue to participate in the Tumaini Program, which supports the learning experience for African American students. Each Spring, Tumaini students and our history department faculty member went on a tour of Historical Black Colleges and Universities (HBCU) to introduce students to new transfer options. As we are launching our History AA-T, a program like Tumaini can be integral in introducing students to the field of history, as well as emphasizing the importance of transferring and continuing a student’s college education.

We are also encouraged by our increase in serving both white and Hispanic populations. In our last Program Review (2016), we were under-serving these populations by about 3% each (see chart). As of Spring 2019 in comparison to the college demographics, we are on par with serving white students (11 %), and have reduced the gap by 2% (61.3% history department, 63.7% college). We have taken action to address under-serving our Hispanic population. Since that time, we have increased a diversity of our offerings. For example, we increased

the number of sections of Chicano History. In 2015, we were only offering one section of that course. By Fall 2019, we had expanded our offerings of Chicano History to four sections. In our current semester (Spring 2020), we are offering six sections of Chicano History. There is no other community college in California that offers that number of Chicano History—and we are proud to serve our population by doing so. These courses are some of the first to fill each semester, so we know the demand is there. These courses are also feeders to supporting the MEChA club.

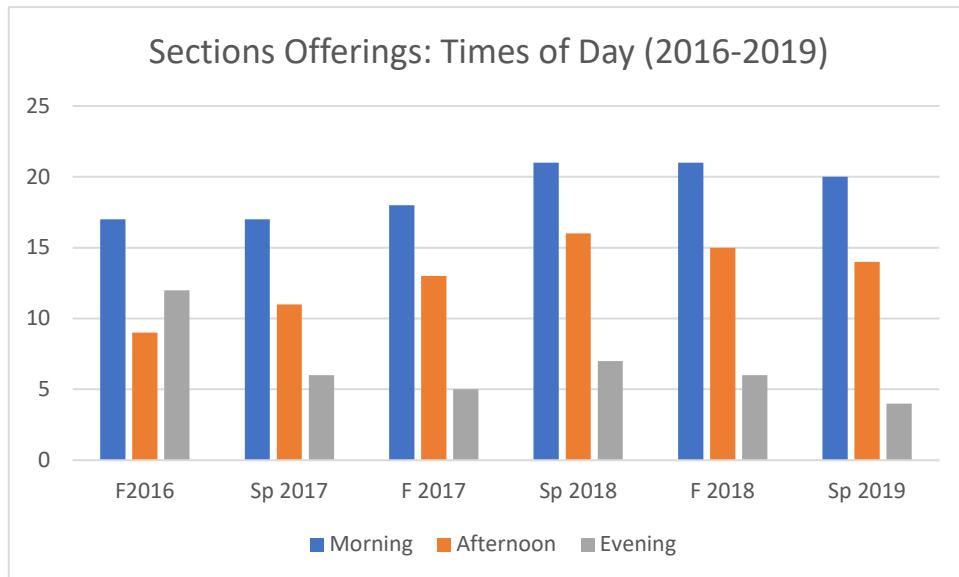
Pattern of Service:

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 History Department serves our diverse student population by offering transfer level courses, that articulate to area public and private colleges and universities. We offer the following courses: History 100 and 101 (US Survey courses), History 100H and History 101H (Honors sections of the survey courses), History 170 and 171 (World History survey courses), as well as a variety of specialty courses. These other courses include: History 107 (United States and North American Indians), History 137 (Racial and Ethnic Groups in US History), History 138 and 139 (African American History survey courses), History 140 (Chicano History), History 145 (California History), and History 150 (Introduction to Latin American History).

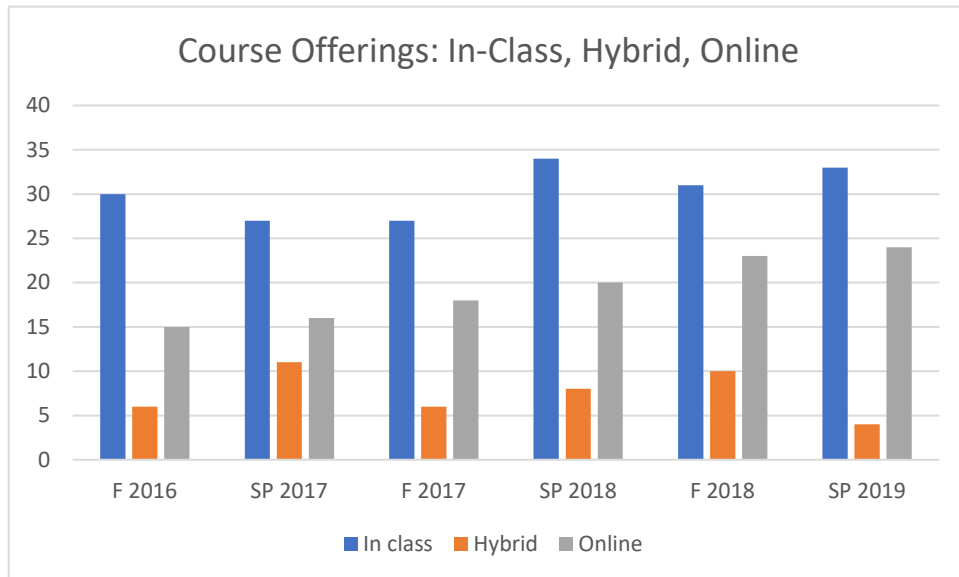
In the Fall 2019 semester, we added History 107H (United States and North American Indians-Honors), History 140H (Chicano History Honors), and 145H (California History Honors). This semester, we have launched History 170H (World History to 1500 Honors), History 171H (World History 1500-Present Honors), History 141 (Asian American History), and History 185 (Women in the United States History).

In order to best serve the needs of our diverse population, we have a variety of modes and schedule options. In terms of offering courses in the classroom, we schedule sections morning sections (7:00 am to 12:15pm), afternoon sections (12:00-6:00pm), and evening sections (6:00-9:00pm). This information is shown in the chart below:

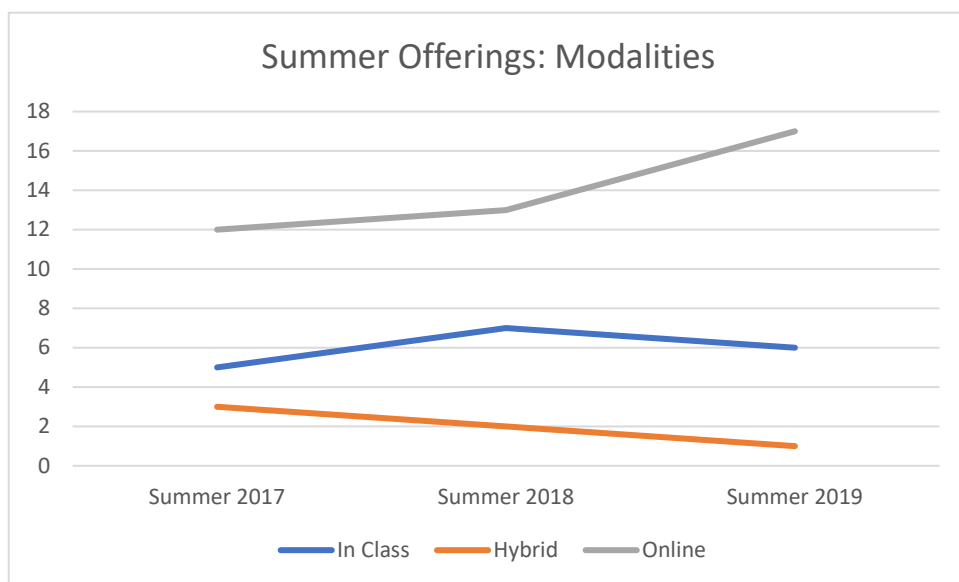


From Fall 2016 to Spring 2019, we dramatically decreased our evening sections in favor of additional morning and afternoon sections. The main reason for this change was that our enrollment numbers in full term evening classes were decreasing, and our retention numbers for full term classes were below our average. As the demand was not there, and success rates were unimpressive, it did not have a negative impact on our population to make those changes. The evening offerings we have currently provide for two full term classes, and two late start hybrid classes.

In addition to offering classes at different times of day, we offer courses through the following modalities: in-classroom, hybrid, and online sections. As indicated in the chart below, the department has steadily increased its online courses from Fall 2016 to Spring 2019. The offerings for mixed success for hybrid classes, depending on the time the class meetings are, and whether it is a late start course. We will continue to monitor the hybrid enrollment and success by disaggregating the data further by analyzing this through disaggregating our SLO data.

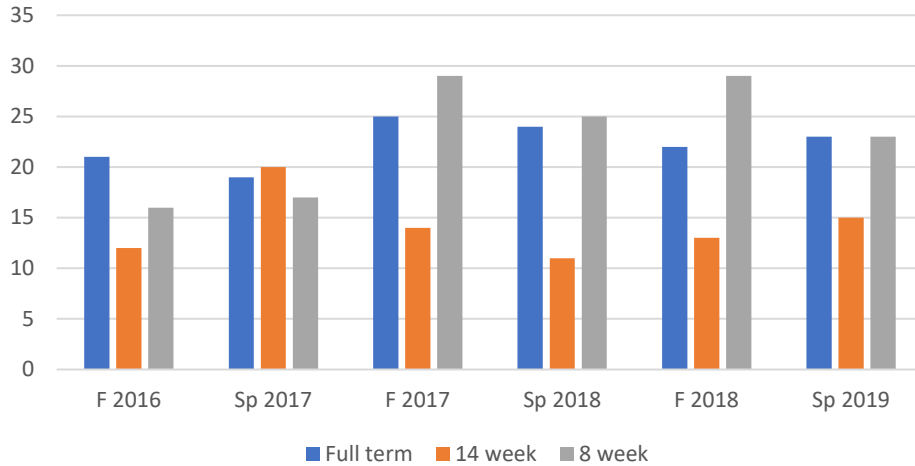


As exhibited in the graph below, in the Summer offerings, we have dramatically shifted towards online classes as our evening and hybrid class enrollments fell off. This change of offerings in the summer is critical for students who want to complete their general education units for graduation and transfer, or for students who want to get ahead by completing a course over the summer. Additionally, we offered three sections of California history in the Summer 2019 to meet the needs to CSU students studying to become teachers. California history is a required course for future teachers at all CSU campuses.



Our department has also made a big commitment to offering courses through different terms of length, with full term, 14 week, and 8 week classes. What is most notable in the course offerings in terms of length of time is that we have moved towards more 8 week online classes, and more 14 week classes in the classroom. This is exhibited in the graph below.

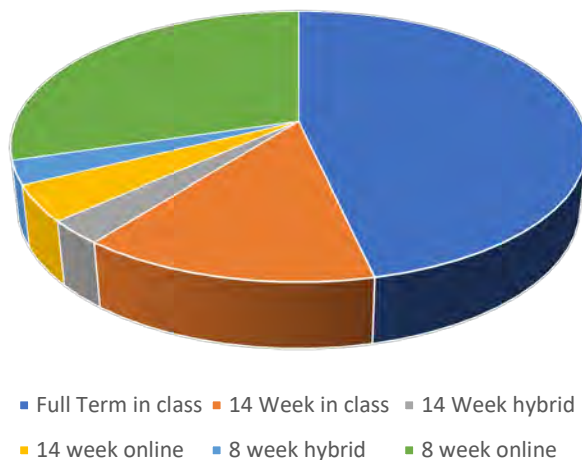
Length of Class: Full Term, 14-Week, 8-Week



In breaking down the section offerings in both term length and modality, the most sections are offered full term, and in the classroom. The second largest number of sections are offered in an 8 week, online format. While we have received data regarding positive indicators for enrollment in these two most popular offerings, we have also had discussions among department faculty who agree that these two formats are best for student success. We will further analyze such success by disaggregating SLO data.

The future does provide both some interesting challenges and opportunities regarding scheduling classes. In terms of our future offerings regarding times of day, term length, and modality, we are interested in seeing the impact that AB 705 and Guided Pathways will have on our program. The mandate of AB 705 may lead to decreased section offerings, in order to provide more sections to Math and English. Additionally, while Guided Pathways allow students to see a pre-arranged schedule of their classes, it is unclear the impact that this will have on specialty courses. Most recently, we have made drastic cuts to our Spring 2020 (seven sections) and Summer 2020 sections (14 sections) to accommodate for our unfunded FTEs issue. This information is shown in the graph below.

SP 2019: Term Length & Modality: Sections



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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

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”)

In the past two years, the History Department has rebounded and seen tremendous growth. In 2018-2019, our FTES total was 358.67, growing from 327.17 in 2016-2017. Our Success rates have been stable at 67%, and our retention rates are stable at 88%, with a slight bump of 1% in each category from 2017-2018. Our Summer FTES are not included in these numbers. In the Summer 2019 sessions, we generated an additional 49 FTES. The program we have is healthy, and can continue to grow both in our United States history survey classes, and our specialty classes. These diverse offerings allow students a selection of courses for which they can use to meet Social and Behavioral Science requirements, Humanities requirements, United States history requirements (for all CSU campuses), and course requirements for the History AA-T.

We have made some recent changes that may impact student success and FTES over the next few years. Since the passage and implementation of AB 705, we have changed our Departmental Advisory to include English 101. We are eager to see what impact this change will have on student success. Our current History honors courses have an English 101 pre-requisite, as do the proposed new honors courses, History 170 H and History 171 H.

While our AA-T History Major was launched in Fall 2015, it was apparently never submitted to the state by our Instruction Office. This temporarily derailed us, while our C-IDs for two courses also changed in the meantime. Therefore, we have no data for the program, as the program never officially began. As of Fall 2019, our AA-T History Major has been sent to the state and we are hopeful to begin developing a program to support students who want to graduate and transfer as history majors.

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.

According to the United States Department of Labor, “Employment and Wages Report, May 2018”, there are 3040 individuals listed as “historians.” Their positions include employment by local, state, or federal government positions, scientific research firms, non-profit organizations, civic and social services, consulting firms, legal firms, museums, and colleges/universities. In the past year and nationwide, there has been a 4.8% rise in the employment of historians. The mean annual wage of \$66,380 shows an increase in salary of 2.1% from 2017. The top 10% earn an average of \$110,000. In California, there are 250 historians, who earn an average of \$88,770.

These are encouraging numbers, as this is a growth occupation. This further justifies our establishment of a transfer level History Major, and the creation of a Guided Pathway for the History major.

The following information comes from the United States Department of Labor, “Occupational Employment and Wages, May 2018” website:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
3,040	4.8 %	\$31.91	\$66,380	2.4 %

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Federal Executive Branch (OES Designation)	670	0.03	\$47.23	\$98,230
Local Government, excluding schools and hospitals (OES Designation)	650	0.01	\$20.07	\$41,740
State Government, excluding schools and hospitals (OES Designation)	500	0.02	\$25.69	\$53,440
Scientific Research and Development Services	250	0.04	\$31.03	\$64,540
Architectural, Engineering, and Related Services	190	0.01	\$35.17	\$73,150

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Museums, Historical Sites, and Similar Institutions	120	0.07	\$26.15	\$54,400
Other Personal Services	170	0.05	\$28.45	\$59,180
Scientific Research and Development Services	250	0.04	\$31.03	\$64,540
Federal Executive Branch (OES Designation)	670	0.03	\$47.23	\$98,230
State Government, excluding schools and hospitals (OES Designation)	500	0.02	\$25.69	\$53,440

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Federal Executive Branch (OES Designation)	670	0.03	\$47.23	\$98,230

<u>Management, Scientific, and Technical Consulting Services</u>	100	0.01	\$36.61	\$76,150
<u>Architectural, Engineering, and Related Services</u>	190	0.01	\$35.17	\$73,150
<u>Other Professional, Scientific, and Technical Services</u>	(8)	(8)	\$33.91	\$70,540
<u>Scientific Research and Development Services</u>	250	0.04	\$31.03	\$64,540

(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 history department faculty, and specifically adjunct faculty who teach the majority of our sections, meet each semester to review our SLO data, and discuss possible changes in process and implementation. This occurs during our meetings before the semester. These are the following dates of the meetings:

August 12, 2016
 January 12, 2017
 August 10, 2017
 January 11, 2018
 August 9, 2019
 January 12, 2019

We have overwhelmingly agreed that the SLOs created for each course, were appropriate in evaluating the success of our students. We created three basic SLOs that were edited for each specific course content. The faculty are pleased that the SLOs allow them to use different methods in which they can evaluate the knowledge, comprehension, and synthesis of course information by each student.

While we have debated the idea of having a set evaluation tool for each class, there has been a strong consensus that by creating such an assessment tool, we will impede a faculty member's academic freedom. Additionally, each course is taught differently by our faculty. While the course content is the same, the

assignments, textbooks, primary documents, and multi-media are different for each class. Additionally, by having a diverse group of faculty (ethnic, racial, age, and gender), we each come to presenting history from a different lens. These are strengths of our department that we do not want to weaken by presenting a sanctioned evaluation tool for each section of each class.

The following chart shows the number of students assessing and meeting the standards established in our three SLOs. This information has been separated into semesters.

Course	SLO #1 # Assess	SLO #1 # Met SLO	SLO #1 % Met SLO	SLO #2 # Assess	SLO #2 # Met SLO	SLO #2 % Met SLO	SLO #3 # Assess	SLO #3 # Met SLO	SLO #3 % Met SLO
FALL 2016									
Hist 100	345	298	86.3%	360	314	87.2%	325	293	90.1%
Hist 100H	5	5	100%	5	5	100%	5	5	100%
Hist 101	233	213	91.4%	231	204	88.3%	227	205	90.3%
Hist 101H	Not reported								
Hist 107	Not reported								
Hist 137	93	63	67.7%	93	63	67.7%	93	63	67.7%
Hist 138	65	47	72.3%	49	42	85.7%	27	21	77.7%
Hist 139	29	25	86.2%	19	17	89.4%	19	17	89.4%
Hist 140	Not reported								
Hist 145	37	35	94.5%	36	34	94.4%	36	30	83.3%
Hist 150	Course not offered								
Hist 170	101	85	84.1%	95	72	75.7%	97	78	80.4%
Hist 171	66	61	92.4%	59	57	96.6%	61	58	95%
Hist 176	Course not yet CSU/US articulated. Did not offer								

Course	SLO #1 # Assess	SLO #1 # Met SLO	SLO #1 % Met SLO	SLO #2 # Assess	SLO #2 # Met SLO	SLO #2 % Met SLO	SLO #3 # Assess	SLO #3 # Met SLO	SLO #3 % Met SLO
SPRING 2017									
Hist	223	175	78.4%	228	201	88.1%	222	201	90.5%

100									
Hist 100H	Not reported								
Hist 101	296	255	86.1%	278	247	88.8%	287	253	88.1%
Hist 101H	5	4	80%	5	4	80%	5	4	80%
Hist 107	Course not offered								
Hist 137	101	99	98%	101	99	98%	101	99	98%
Hist 138	42	34	81%	25	22	88%	38	30	79%
Hist 139	59	50	84.7%	36	30	83.3%	52	40	77%
Hist 140	Not reported								
Hist 145	52	48	92.3%	52	48	92.3%	52	48	92.3%
Hist 150	Not reported								
Hist 170	86	69	80.2%	85	66	77.6%	87	63	72.4%
Hist 171	23	21	91.3%	23	21	91.3%	23	21	91.3%
Hist 176	Course not yet CSU/US articulated. Did not offer								

Course	SLO #1 # Assess	SLO #1 # Met SLO	SLO #1 % Met SLO	SLO #2 # Assess	SLO #2 # Met SLO	SLO #2 % Met SLO	SLO #3 # Assess	SLO #3 # Met SLO	SLO #3 % Met SLO
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FALL 2017

Hist 100	235	195	83%	235	197	83.8%	235	190	80.8%
Hist 100H	Not reported								
Hist 101	192	156	81.2%	192	154	80.2%	192	155	80.7%
Hist 101H	Not reported								
Hist 107	Not reported								
Hist 137	122	104	85.2%	122	104	85.2%	122	104	85.2%
Hist 138	38	36	94.7%	33	30	91%	33	30	91%
Hist	47	40	85.1%	46	41	89%	46	41	89%

139									
Hist 140	31	28	90.3%	31	28	90.3%	31	28	90.3%
Hist 145	53	43	81.1%	53	43	81.1%	53	43	81.1%
Hist 150	Course not offered								
Hist 170	Not reported								
Hist 171	Not reported								
Hist 176	Not reported								
SPRING 2018									
Hist 100	308	268	87%	308	264	85.7%	308	262	85%
Hist 100H	Not reported								
Hist 101	239	194	81.1%	239	194	81.1%	239	194	81.1%
Hist 101H	Not reported								
Hist 107	Course not offered								
Hist 137	119	98	82.3%	119	98	82.3%	119	98	82.3%
Hist 138	40	30	75%	40	30	75%	40	30	75%
Hist 139	55	46	83.6%	55	42	73.3%	55	42	73.3%
Hist 140	20	20	100%	20	20	100%	20	20	100%
Hist 145	71	61	86%	71	61	86%	71	61	86%
Hist 150	Not reported								
Hist 170	49	43	87.7%	49	43	87.7%	49	43	87.7%
Hist 171	61	49	80.3%	61	49	80.3%	61	49	80.3%
Hist 176	Course not offered								

Course	SLO #1 # Assess	SLO #1 # Met SLO	SLO #1 % Met SLO	SLO #2 # Assess	SLO #2 # Met SLO	SLO #2 % Met SLO	SLO #3 # Assess	SLO #3 # Met SLO	SLO #3 % Met SLO
FALL 2018									
Hist 100	440	369	83.8%	435	365	84%	431	362	84%
Hist 100H	2	2	100%	2	2	100%	2	2	100%
Hist 101	221	194	87.7%	218	192	88%	201	177	88%
Hist 101H	Not reported								
Hist 107	Not reported								
Hist 137	96	89	92.7%	94	89	94.6%	94	88	93.6%
Hist 138	38	34	89.4%	38	34	89.4%	38	34	89.4%
Hist 139	54	52	96.3%	54	52	96.3%	54	52	96.3%
Hist 140	Not reported								
Hist 145	24	22	91.6%	24	22	91.6%	24	22	91.6%
Hist 150	Course not offered								
Hist 170	Not reported								
Hist 171	57	51	89.4%	53	48	90.5%	52	48	92.3%
Hist 176	Not reported								
Course	SLO #1 # Assess	SLO #1 # Met SLO	SLO #1 % Met SLO	SLO #2 # Assess	SLO #2 # Met SLO	SLO #2 % Met SLO	SLO #3 # Assess	SLO #3 # Met SLO	SLO #3 % Met SLO
SPRING 2019									
Hist 100	183	159	87%	183	155	84.7%	183	154	84.1%
Hist 100H	Not reported								
Hist 101	151	126	83.4%	151	123	81.4%	151	121	80.1%

Hist 101H	Not reported								
Hist 107	Not reported								
Hist 137	169	152	90%	169	152	90%	169	152	90%
Hist 138	44	39	88.6%	44	39	88.6%	44	39	88.6%
Hist 139	45	38	84.4%	45	38	83.3%	45	32	71.1%
Hist 140	Not reported								
Hist 145	62	62	100%	62	62	100%	62	62	100%
Hist 150	Course not offered								
Hist 170	33	30	91%	33	31	94%	33	31	94%
Hist 171	52	48	78.8%	52	48	78.8%	52	48	78.8%
Hist 176	Course not offered								

The chart shows overall a level of student success in the sections that reported. The area of improvement falls upon individual faculty members to be more consistent in reporting their SLO data.

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.

Individual faculty determined what assessment tool to use for their SLO student evaluation. The following assessment tools that were used include: short writing assignments, essays, and term papers. Some faculty members use a single tool for evaluating student success, others use multiple assignments.

For the following disaggregation, we used the statistics from ONE of our three Student Learning Outcomes. We selected the third SLO which requires students to use critical thinking skills by comparing the experiences of various populations in that course’s subject content and time period. For example, History 137 SLO #3 states: “Applying the specific knowledge of specific course material, students will be able to compare and contrast the experiences of various racial and ethnic groups demonstrating an understanding of a broader, cohesive perspective of United States history.”

We have disaggregated data based on the following:

1. Times the sections are offered: mornings (7:00am to 12:15pm), afternoons (12:00-6:00pm) and evenings (6:00-8:50pm)
2. Weeks (length) of course duration: full term classes, 14 week classes, 8 week classes
3. Modalities: in-class, hybrid, online
4. Weeks and modalities (example: 14 week hybrid, 14 week online...etc)
5. United States History (History 100 and 101), World History (History 170 and 171), and specialty classes

We specifically chose these areas to disaggregate so that we could get a better understanding of how successful our students are regarding course term length, modality, and in the courses themselves. We selected to disaggregate United States history and World history because those courses are required for our major. We would also like to look at the success levels to consider if we should add pre-requisites to increase our success levels. The data from this disaggregation would have been used to justify further changes to our course offerings and how we schedule these courses (time period and modalities).

The following chart illustrates our data in this disaggregation process.

Fall 2016	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	205	181	88.2%
Afternoon Sections	188	172	91.4%
Evening Sections	226	204	90.2%
Full Term Sections	230	210	91.3%
14 week In-Class Sections	137	123	89.7%
14 week hybrid Sections	21* (1 section reporting)	19	90.4%
14 week online Sections	26* (1 section reporting)	22	84.6%
8 week hybrid Sections	115	82	71.3%
8 week online sections	299	259	86.6%
History 100 and 101	552	492	89.1%

Sections			
History 170 and 171 Sections	158	136	86%
Specialty Course Sections	175	131	74.8%
Spring 2017			
	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	219	185	84.4%
Afternoon Sections	159	133	83.6%
Evening Sections	93	89	95.6%
Full Term Sections	269	227	84.3%
14 week In-Class Sections	134	115	85.8%
14 week hybrid Sections	127	108	85%
14 week online Sections	71	61	86%
8 week hybrid Sections	124	119	96%
8 week online sections	294	262	89%
History 100 and 101 Sections	513	458	89.2%
History 170 and 171 Sections	110	84	76.3%
Specialty Course Sections	243	217	89.3%
Fall 2017			
	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	119* Small pool reported	91*	76.4%
Afternoon Sections	82	67	81.7%
Evening Sections	46* Only 2 reported	39*	84.7%
Full Term Sections	188*	146*	77.6%
14 week In-Class Sections	56*	51*	91%
14 week hybrid Sections	34* 2 Low enrolled sects	22*	64.7%
14 week online	26*	20*	77%

Sections	Only 1 sect reported		
8 week hybrid Sections	114	99	86.8%
8 week online sections	212	178	84%
History 100 and 101 Sections	427	345	80.7%
History 170 and 171 Sections	No sections reported		
Specialty Course Sections	228	193	84.6%

Spring 2018	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	157* Low reporting	122	77.7%
Afternoon Sections	173	150	86.7%
Evening Sections	95	80	84.2%
Full Term Sections	189* Low reporting	152*	80.4%
14 week In-Class Sections	117	103	88%
14 week hybrid Sections	None offered		
14 week online Sections	66* 2 of 4 sect reported	58*	87.8%
8 week hybrid Sections	151	131	86.7%
8 week online sections	305	255	83.6%
History 100 and 101 Sections	547	456	83.3%
History 170 and 171 Sections	110	92	83.6%
Specialty Course Sections	237	204	86%

Fall 2018	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	190* Under reporting	152	80%
Afternoon Sections	238	216	90.7%
Evening Sections	60* Under reporting (1/2)	57	95%
Full Term	168*	131	78%

Sections	Under reporting		
14 week In-Class Sections	147	137	93.1%
14 week hybrid Sections	None offered		
14 week online Sections	70	52	74.2%
8 week hybrid Sections	130	151	86%
8 week online sections	277	251	90.6%
History 100 and 101 Sections	634	541	85.3%
History 170 and 171 Sections	52* Under reporting	48*	92.3%
Specialty Course Sections	172*	162*	94.1%

Spring 2019	Number of Students Assessed (SLO #3)	Number of Students Met SLO #3 Standard	Percentage of Students Met SLO #3 Standard
Morning Sections	199* Under reporting	163*	82%
Afternoon Sections	181	154	85%
Evening Sections	None reported		
Full Term Sections	213* Under reporting	174	81.6%
14 week In-Class Sections	92* Under reporting	84	91.3%
14 week hybrid Sections	44	37	84%
14 week online Sections	72	55	76.3%
8 week hybrid Sections	57	50	87.7%
8 week online sections	254	225	88.5%
History 100 and 101 Sections	344	275	80%
History 170 and 171 Sections	85	72	84.7%
Specialty Course Sections	276	246	89.1%

After disaggregating this data, it is hard to come up with any specific conclusions because our data reporting was under-represented. It would be hard to justify changing our schedule and offerings, and/or adding course pre-requisites when there are no clear patterns. Even if patterns appear, if the data was not

representative of the pool of courses offered, then the data itself would be skewed. What is clear to us at this point is that we have to do a better job as a department (and as individual faculty) to report our course SLO data each semester.

The other observation that was made is that we have low numbers that assess in these sections. An average of 21 students per section assessed. However, at census, most of these classes were over 30 students. The data that we would also like to receive is individual section retention and success numbers. If we had that data, and consistent SLO reporting, we could make decisions that would best serve our students regarding our course offerings. This added data would also open the door to best practices among our faculty, and in sharing successful teaching strategies and techniques.

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).

As earlier stated, our AA-T was originally approved by the Curriculum Committee in 2016. However, the degree was never submitted to the state by our Instruction Office. When we were informed of this error, we immediately went to renew this process. In Fall 2019, our AA-T was approved by Curriculum, and has been since sent to the state.

In the meantime, our department is currently drafting and establishing our History AA-T PLOs, as follows:

1. Describe and explain a key historical events or processes in the area and during the period under study
2. Construct an argument about the past by using and synthesizing different kinds of evidence from a variety of historical sources
3. Evaluate historical processes that shape individuals and communities, drawing on detailed knowledge about the critical themes of history in the area under study

We will finalize this draft and we will begin the process of PLO mapping once the degree is available to students.

In addition to this, I have included our History: Guided Pathway established for our History AA-T:

History AA-T: Guided Pathway

Freshman Year (Year 1):

Semester 1	Semester 2	Summer
Major Requirement: History 100	Major Requirement: History 101	IGETC Area 4 Requirement CSU: Constitution and American Institutions Requirement: Politics 100

Major Requirement and IGETC Area 3B Requirement: Select One from the following: History 137, 138, 140	Major Requirement and IGETC Area 4 Requirement: Select One from the following: History 107, 139, 150, 176	IGETC Area 3A Requirement: Select One from the following: Art 100, 102, 102H, 105, 107, 108 Music 106, 107
IGETC Area 1A Requirement: English 101 or 101H	IGETC Area 1B: Select ONE from the following: English 102 or English 102H or Philosophy 102 or 10H	
IGETC Area 2 Requirement: Math 102 or Math 108	IGETC Area 5A: Geog 110	
	IGETC Area 5 (LAB): Geog 111	
Total Units: 14	Total Units: 14	Total Units 6

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 History Department communicates with our community in a variety of ways. We have a page on our San Bernardino Valley College website, with links to faculty and to an email mechanism allowing for the faculty chair to correspond with students interested in a history major, or history courses in general. The information on this page is being updated and developed further working in collaboration with the website admin. The department is committed to adding information regarding the History AA-T, and the Guided Pathway for History majors. Having access to this information will allow for us to build a community of learners within our department.

Additionally, the History Department sponsors the History Club. This club provides for students to explore the various opportunities in the field of history. Students participate in events such as museum field trips, and in guest speaker luncheons and forums (curators, archivists, professors). The History Club also sponsors film festivals, such as the Indigenous Peoples Film Festival, the Rock Music through History Film Festival, and Black History month Film Festival. The History Club also sponsors and promotes participation in the History Honors Mini-Conference in both the Fall and Spring semesters. These events are used in two ways: first, to allow our honors students to present their findings from their original, historical research, and second, to promote participation in both the History Club and in our Honors Program.

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 History Department sponsors a host of events that enhances our diverse culture and promotes the break down of cultural, ethnic, and racial barriers in our community. The department hosts Indigenous Peoples Day which celebrates all indigenous peoples (internationally) and educates people about their culture and their traditions. During the month of October, there is Indigenous Peoples Film Festival, when each week a different film is presented highlighting historical oppression of indigenous people and the legacy of colonialism. There is an annual Cesar Chavez Memorial Event, which includes a dinner, film festival, and music to celebrate the culture of Latin American people. This event is open to the community, and celebrates the struggles of our local immigrant population. Additionally, we sponsor the annual Police Brutality Awareness event on campus. This event includes speakers from groups such as NAACP, Black Lives Matter, as well as representatives from our local police departments. The history department promotes participation in the Annual Dia de los Muertos event. The department also sponsors the Chicano Speaker Series, which is a three-month series that brings speakers from the community to discuss issues critically important to our student population. Students themselves pick the issues, and department faculty find speakers to best address the concerns of the students in these presentations. These topics have included: the history of social justice, women in history, immigration rights and legislation, environmental degradation, and police actions in our community.

Describe one or more external/internal partnerships.

The history department is externally partnered with HTCC, the Honors Transfer Council of California. This statewide organization highlights the research completed by our history honors students. Each year, our history honors students present their historical research, which has led to our students receiving thousands of dollars in scholarships. Some of our past history honors students are now history majors, attending University of California-Berkeley, UCLA, University of California-Riverside, Cal Poly Pomona, Cal State Los Angeles, as well as Claremont Graduate School.

Internally, we are partnered with the Anthropology department. These two departments have collaborated to create a vibrant atmosphere promoting social science majors through the bi-annual Honors Mini-Conference. This has led to a growing cross-disciplinary connection with these two departments that now includes field trips, speaking presentations, and film presentations/analysis.

Additionally, the History Department would like to develop an Ethnic Studies program with the hopes of offering an AA degree in Ethnic Studies. We are also looking into the possibility that we could create a Social Justice: Ethnic Studies program in place. One example of this is the program is the Social Justice: Ethnic Studies AA-T developed by Laney College.

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

The History department is working with the Honors Program to grow the Honors Mini-Conference, in order to create a Social Science Week for original research presentations. Additionally, as we have grown our History Honors courses to include History 107H (United States and the North American Indian), History 140H (Chicano History), History 145H (California History), History 170H (World History to 1500), and History 171H (World History 1500-Present), we anticipate greater participation in college and statewide events. This will help promote our AA-T, as well as increase opportunities for our students in terms of transfer and scholarships.

The Guided Pathway will also create opportunities for us to promote our AA-T, as well as build relationships with our local public and private colleges and universities.

We will be working to get the Ethnic Studies AA and Social Justice: Ethnic Studies AA-T program through the curriculum and articulation process.

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 <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> 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.).

One of our faculty members has presented papers at the following Conferences:

- War Memories, Commemoration, Re-enactment, and Writings of War in the English-speaking World Conference, University of Le Mans, France

- International Symposium on War Memories in the English-Speaking World (19th -21st Century),” Royal Military College of Canada, Ontario, Canada
- Words that Kill Conference, American University of Paris, France,
- 35th Conference on the Holocaust and Genocide, Millersville University, Pennsylvania
- War Memories, Commemoration, Re-enactment, and Writings of War in the English-speaking World Conference, Université Paris Diderot 7, France

Another faculty has presented historical research on pedagogical understandings of history at the CTA Human Rights and Diversity Conference. This same topic was presented at the Community College Association Conferences (annually).

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

Our faculty maintain currency by participating in a variety of organizations and events. One faculty is an Executive Board Member of the Western Jewish Studies Association, as well as a member of Scientific Committee on War Memories, Commemoration, Re-enactment, and Writings of War in the English-speaking World Conference. Additionally, another member of our faculty is the statewide chair for the Community College Association Faculty Equity and Diversity Committee. Several members of our department are members of the Organization of American Historians, and the Journal of American History organization.

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.

When the transition to Canvas occurred, all History faculty attended workshops and training sessions specifically designed for teaching this discipline in online and hybrid formats. The department has created an Online Course Checklist, with both requirements for online classes and resources for online faculty. History faculty have since completed level 1 training for online teaching. One faculty member has completed the Peer Online Course Review training. Additionally, one faculty completed a year of participation in life coaching techniques to increase the retention, course completion, graduation and transfer for community college students.

Professional development, especially in the area of online training, is critical to our success in teaching both hybrid and online classes. It is our goal for all online faculty to have completed at least the level one training in the next 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	The program has a mission/statement of purpose, and it	

	clearly link with the institutional mission.	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. <u>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.</u>	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 San Bernardino Valley College History Department offers transfer level courses that articulate to public and private colleges and universities nationwide. These courses are designed to improve students' writing and critical thinking skills, as well as encourage members of our diverse student population to become active participants in history in the making.

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

The San Bernardino Valley College Mission Statement ensures that we provide students with "quality education and services to our diverse community of learners." Our department meets the goal of this statement with transfer level courses, specialty courses to inspire students to be lifetime learners, and coursework that sharpens students' skill levels and prepares them to graduate and transfer. Additionally, our department's AA-T in History

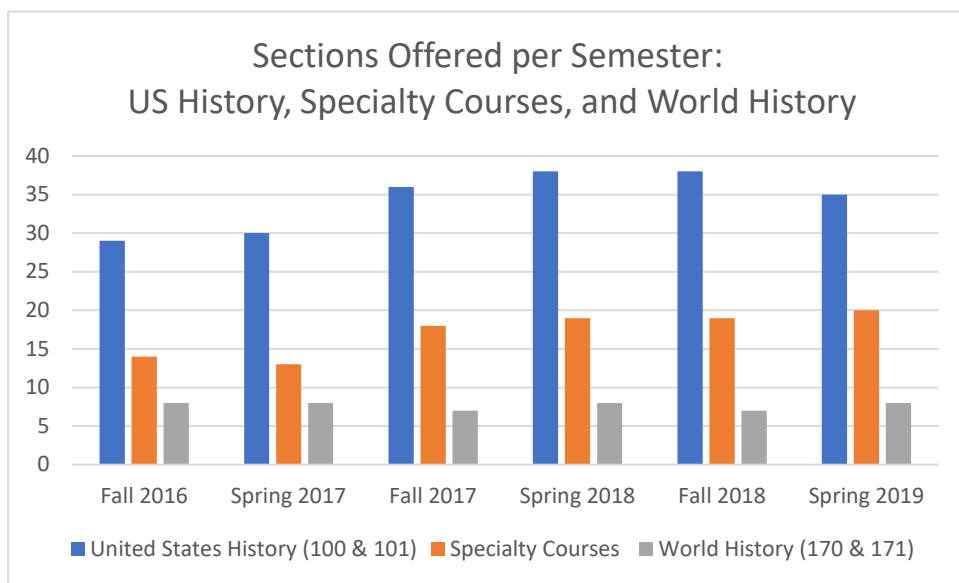
ensures a next generation of history majors to serve our community, our state, and our nation. Our department faculty are club advisors for MEChA, the History Club, and the Student California Teacher's Association (SCTA). They organize presentations and rallies, such as Annual Cesar Chavez Memorial Dinner, Indigenous Peoples Day, Honors History Mini-Conference, Dia de los Muertos Day, and Police Brutality Awareness Day. Our faculty also present original research at conferences nationwide and internationally, such as the 34th Conference on the Holocaust and Genocide (Pennsylvania), Western Jewish Studies Association Annual Conference (Oregon and British Columbia), Film and History Conference (Wisconsin), War Memories: Commemoration, Re-enactment, and Writing of War (University of Rennes, France). These presentations provide our students with inspiration for their own original research and best represent the values and mission of our college.

Productivity:

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

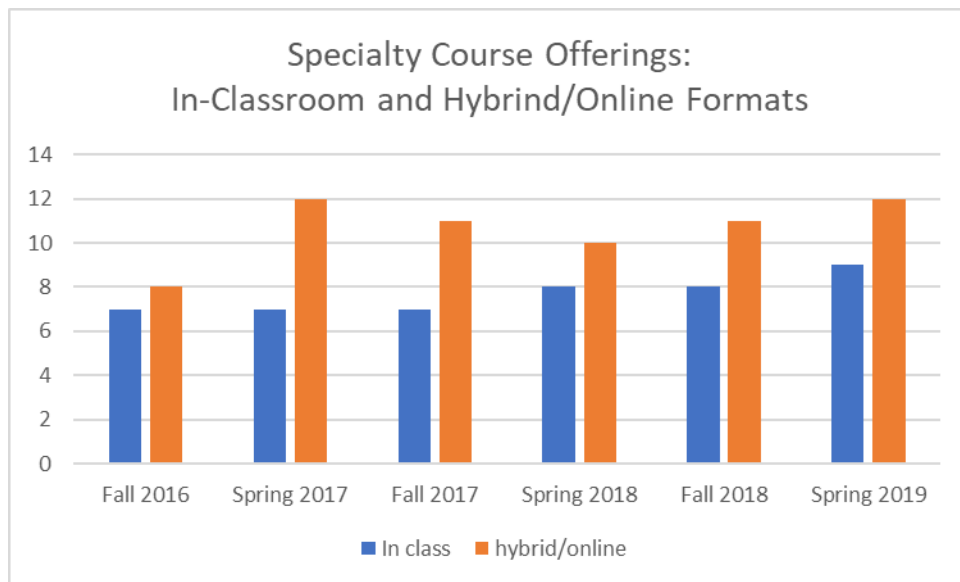
We have seen an increase in our FTES in the past year from 351.17 in 2017-2018 to 358.67 in 2018-2019. This increase comes with an increase in section offerings. After a dramatic drop in WSCH per FTEF in 2017-2018 of 466 due to the decreased room capacity, we rebounded with 472 in 2018-2019. This was accomplished by increasing the number of online sections, which are capped at 40, in contrast with our in the classroom offerings, which are capped at 35. We remain well below our WSCH/FTEF level of 574 in 2014—2015, but without adequate room availability (with higher seat capacities), it is unlikely that the level will not be duplicated again. Having stated that, still, we remain higher than many departments on campus. I would add more detailed data in comparison of our department to others in our division or college average, but that data was not provided for us. In the future, that would be useful data to receive from the Office of Research.

In analyzing how we increased sections from Fall 2016 to Spring 2019, we have provided the table below, which differentiates the sections into three categories: United States history (History 100 and 101), specialty courses (History 107, History 137, History 138, History 139, History 140, History 145, and History 176), and World history (History 170 and History 171). The three categories were created to show our section offerings that are required for the AA-T (both history courses in United States History, and both courses in World history), and our specialty courses.



In analyzing the above data, we have increased our offerings in United States history and specialty courses. Our United States history courses meet the United States history requirement for all California State Universities. Additionally, we have created new articulation agreements with the CSUs so that three specialty courses also meet the United States history requirement: History 137, History 139, and History 140. Therefore, we have

increased those section offerings since Fall 2016 as well. Those three courses have seen the greatest increase in our specialty courses, due to demand and in consideration of the new articulation agreement. For example, we increased our Chicano History (History 140) from one section in Fall 2016 to four sections in Spring 2019. In addition, the California History course also increased from two sections to four sections in Spring 2019. The California History course was articulated in Fall 2016 to meet the requirement for teaching credentials in California. Notably, many of these specialty courses were added in an online format, as the chart below illustrates.



The classes that are most in demand continue to be our Chicano History (History 140) our Racial and Ethnic Minorities in United States history (History 137), regardless of the time or modality that the section is offered. Online sections for our specialty courses are incredibly popular, and are the first to fill. The sections that fill within the first week of enrollment include the specialty courses offered in the first 8 weeks of the semester. According to instructor feedback, students in the first 8 week sections are more successful than students who enroll in the late start classes. However, we would like to receive more data (regarding retention, success rates, and SLO disaggregation) to see if in the first 8 week sections, students are more successful.

Since Fall 2016, few sections have canceled due to low enrollment. In 2018-2019, two evening classes and one day class (History 150) were canceled. We have reduced the number of evening classes due to low enrollment numbers. We have also shifted evening classes to only offering two sections that are full term, in-class, and two sections that are late start hybrid classes. It appears that our traditional evening students are deciding that it best fits their lifestyle to take shorter term hybrid and online classes instead of attending once a week, full terms classes. Again, we would like to see data on retention and success rates per section (and not as a department) to make better scheduling decisions that reflect the term length, and modalities in which students are most successful.

The greatest increase to our FTEs is not illustrated in the data provided by the Office of Research, despite numerous conversations with them about this topic. We would like to see Summer enrollment data included in our EMPs. This data would reflect the true number of FTEs generated by this department. For example, between Summer Session 3 of 2018 and Summer Session 1 of 2019, we offered 21 sections and generated 49 FTEs. This data

In the interstice, we are currently facing the problem of unfunded FTEs. We have had to cut seven sections in the Spring 2020 and fourteen sections were cut in Summer 2020. These mandated cuts will have a major impact on our future data.

In terms of retention and success, we have increased our success rates from 65% in 2014-2015 to 67% in 2018-2019. At the same time, we have been consistent in our retention rates at 88%. These numbers are comparable to the statistics of other departments that offer general education Social Science courses. Our success rates for

our honors courses are higher in comparison to our other courses, but those sections only include two to five students, and those students have to meet a pre-requisite to get into the class.

The can justify that our department is successful in serving our students using the following statistics: our SLO assessment average of 83%, our retention rates of 88%, and our success rates of 67%. Additionally, we offer a variety of classes that meet the needs of students, whether their goal for taking the class is meeting general education requirements (Humanities or Social Science), the United States history requirement at CSUs, the courses needed for a History AA-T, or simply general interest.

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 of the History department’s curriculum was updated in the Fall 2019 semester. This update occurred because of the changes brought on by AB 705. As our department advisory was previously asking students to take English 015, our new department advisory for our courses asks students to consider taking English 101 before enrolling in our classes. The exception to this is our History honors courses, which all have a pre-requisite of English 101.

Additionally, in Fall 2019, we added the following courses: History 107H (United States and North American Indians-Honors), History 140H (Chicano History-Honors), and History 145H (California History-Honors). We are excited by the opportunity to grow the college’s Honors Program, while increasing our participants in the History Honors Mini-Conference, and the statewide competition for Honors students. These courses provide students with the opportunity to do independent research based on the standards set nationally by historians. We expect these classes to help feed students into our History AA-T program.

We also had the History AA-T program go through the curriculum process again, because it was never submitted by our Instruction Office. It has now been submitted to the State Chancellor’s Office.

Lastly, this Spring 2020 semester, we have launched History 170H (World History to 1500-Honors), History 171H (World History 1500-Present-Honors), History 141 (Asian American History), and History 185 (Women in United States History). These courses will be added to our History AA-T major, and will also help us to develop a Social Justice: Ethnic Studies AA-T in the upcoming year.

All of these changes provide us with more opportunities to serve our diverse population by offering courses that meet their interest needs, that articulate to four-year universities, that can be used for a History AA-T major and/or upcoming Social Justice: Ethnic Studies AA-T major, and that can be used for the Social Science and Humanities general education requirements for a SBVC AA degree.

CURRICUNET REPORT:

Social Sciences, Human Development & Physical Education			
History			
Course	Status	Last Content Review	Next Review Date
HIST 100 United States History to 1877	Active	11/25/2019	11/25/2025

HIST 100H United States History to 1877 - Honors	Active	11/25/2019	11/25/2025
HIST 101 United States History: 1865 to Present	Active	11/25/2019	11/25/2025
HIST 101H United States History: 1865 to Present - Honors	Active	11/25/2019	11/25/2025
HIST 107 Native American History	Active	11/25/2019	11/25/2025
HIST 107H Native American History - Honors	Active	11/25/2019	11/25/2025
HIST 137 Racial and Ethnic Groups in United States History	Active	11/25/2019	11/25/2025
HIST 138 African-American History to 1877	Active	11/25/2019	11/25/2025
HIST 139 African-American History 1877 to Present	Active	11/25/2019	11/25/2025
HIST 140 Chicano History	Active	11/25/2019	11/25/2025
HIST 140H Chicano History - Honors	Active	11/25/2019	11/25/2025
HIST 145 History of California	Active	11/25/2019	11/25/2025
HIST 145H History of California - Honors	Active	11/25/2019	11/25/2025
HIST 150 Introduction to Latin American History	Active	11/25/2019	11/25/2025
HIST 170 World History to 1500	Active	11/25/2019	11/25/2025
HIST 171 World History Since 1500	Active	11/25/2019	11/25/2025
HIST 176 Comparative History of Genocide and War Crimes	Active	11/25/2019	11/25/2025

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.

All courses articulate, with the exception of the new courses that we put in this SPRING 2020 semester, History 141, History 185, History 170H, History 171H (they do NOT appear on this list above).
These courses were created AFTER the time period in established in this document.

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.

The information in the 2019-2020 is accurate according to the curriculum that had passed before its publication.

The department's description, location, contact number, history department description, and faculty chair are accurate.

In terms of the areas where history courses meet requirements for an AA and AS from SBVC, those courses are up to date. In terms of the areas where history course meet requirements for CSU transfer certification and IGETC certification, those courses accurately reflect our articulation agreements with both CSU and UC institutions.

One note: The new information regarding Department Advisory, which changed from English 015 to English 101, will appear in the upcoming catalog. As this was an advisory and not a pre-requisite this has not had an impact on our student's ability to be successful in our courses.

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.

Some strengths of our department include our ability to continue to build and diversity our program. Some of our strong points include:

1. The diversity of courses offered (subject matter, time, length, and modalities offered)
2. The upcoming offering of a History AA-T
3. The development of a Social Justice: Ethnic Studies AA-T
4. The development of an Ethnic Studies AA degree
5. Our partnerships with Tumaini, Middle College High School, MEChA, the Honors Program and the History Club
6. Our professional development and leadership in online education with mandatory online mentoring for adjunct faculty teaching online
7. Our creation and development of a History Department Canvas Shell—available to department faculty in Fall 2020 to enhance our department's teaching community
8. Our increased participation in online training (Level 1 and POOCR training)

The challenges we face include the low number of full time faculty for our department. We currently have three full time faculty. We offer enough sections to have TWELVE full time faculty. The need for another full time faculty is increased as we grow our department, and push to create a second degree in Ethnic Studies.

An example of our growing need is seen in how while we have developed courses in Women in United States history and Asian American history, none of the full time faculty are specialists in those fields. Additionally, with the growth of our specialty courses, we have pulled two full time faculty back from teaching United States history courses so that they could teach Chicano history, California history, African American history, and Racial and Ethnic Minorities in United States history sections. These sections now exceed the number of sections possible for these faculty to teach. Another full time faculty member has increased their commitment in teaching our World History courses, in order to support the department. This ends up leading to more United States history courses that are cannot be taught by full time faculty. We are simply stretched too thin.

We would like to hire TWO positions (which would still only result in five full time faculty teaching the load for 12 full time faculty). Each of these positions would require a faculty member who can teach United States history and some specialty area (California history, African American history, Women in United States history, Asian-American history).

While we await a time when the San Bernardino Community College District prioritizes the need to spend money on hiring full time faculty, we will do our best to offer courses and build programs to serve our diverse population of learners.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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

In terms of classrooms, we have earlier noted that there limits to the classrooms available. AB705 will only increase the challenges of getting classrooms during “prime time,” which are morning time slots. As our department has

been pushed into classrooms that only accommodate 35 students, we have seen lower WSCH/FTEF numbers. We are working with limited options for classrooms

The DVD players in several of the classrooms that we use are no longer functional. We have simply moved on to using the computers for our multi-media presentations.

We have had some issues with providing desk space for disabled students in our classrooms. When we have asked for additional tables, we have rarely been provided additional desks. When we report this to DSPS they refer us back to maintenance. Not providing disabled students with the necessary accommodations is a violation of federal law. This is not taken seriously on this campus.

There appears to be better maintenance with Canvas, in contrast to Blackboard IT. We have fewer complaints from students regarding issues and in regarding their experience with the Help desk.

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).

In terms of classrooms, we are hopeful that the new scheduling tool may lead to the availability of larger capacity classrooms. This is a larger, systemic issue that the college must address in the future.

We will continue to try to work with supporting departments to have the needs of our students met. We need a streamlined procedure to ensure a sufficient number of desks for our disabled students in all classrooms.

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: **History**

Efficacy Team: Michael C. Mayne, Miguel Ortiz, Joanne Oxendine

Overall Recommendation: **CONTINUATION**

Continuation Conditional Probation

Rationale for Overall Recommendation:

The History department wrote an exemplary report replete with data and analysis of that data. The report was thorough in addressing every category and significant detail was given to how the disaggregation of the data from years past was used to institute changes which have improved the department in arguably every category chronicled in this report. Although lacking full-time faculty, the department maintains an undeniable ability to impact the culture and community of the campus with its programs addressing sensitive yet culturally relevant topics. Providing programs which involve the community and highlight influential speakers and subjects germane to our everyday lives, enhances the mission of the college both across campus and to our community.

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

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The History department is functioning at an exemplary level with respect to their demographic and pattern of service. The department mirrors that of the college with respect to every ethnic category and with respect to gender (< 3% variation). The only notable variation was in age below 24 years old which was not addressed. This remarkable feat of mirroring the college population was not accidental as when the data was disaggregated, the department moved with intentionality to delete certain offerings during key time frames to increase enrollment in other classes and offered specific courses aimed at certain ethnicities to stimulate interest and increase enrollment. The data validates their astuteness. The department exhibits increase in arguably every category: enrollment, FTEF, WSCH, sections and % of online enrollment. This report goes so far as to include summer statistics not included in the EMP but acquired to show a pattern of growth and efficacy. The data and its assessment demonstrate the need for additional full-time faculty.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>

	connection to area services is missing or incomplete .		
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 History department provides an analysis of the data gathered and explains how the data was used to plan for departmental changes over the 4-year period. The success of those changes has been documented here and elsewhere in the document. An insightful description of how the data was separated and evaluated was shown with respect to time of offering (morning, afternoon, evening), term (18week, 14-week, 8 week) and modality (face to face, online, hybrid). The data was analyzed with no noteworthy differences. Of note, the department did not try to force the data to reveal something that was not evident, but admitted no noteworthy differences. The department would have benefited by adding their actual departmental goals here and SLOs for comparative purposes.

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 History department demonstrates an awareness of the need to serve a diverse population with intentionality and purpose by providing programs that are designed for the history students, college students and broader community. The department unapologetically intentionally addresses controversial issues affecting our students and the community in general, from police brutality to “Black Lives Matter” and more. Students are purposefully queried to address current concerns. These programs provide outlets and dialog for the campus and community to voice, plan and collaborate with influential community leaders regarding issues that drive culture and climate of our society. The History department also sponsors the History Club which hosts many campus events too numerous to mention here. The department collaborates internally with the Anthropology department and externally with the Honors Transfer Council of California and California State University system to name a few. The department repeatedly addresses the need for more full-time faculty to grow the program in areas which data shows were areas of concern and have been variances from the campus norms.

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 History department attends workshops aimed at professional development both on campus and off campus. On campus, the department was purposeful in training for ALL history faculty in the area of online and hybrid formats. This training has enhanced the department’s ability to offer and improve their online and hybrid course offerings. Off campus, some members of the history faculty have presented at conferences internationally and for the CTA Human Rights and Diversity Conference and continue to present annually. Unbelievable how the department could have foreseen and prepared for the current pandemic, but they were posed to succeed in the Spring of 2020.

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
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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. <u>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.</u>	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 department’s mission is accurately aligned to the mission of the college. The program has shown an increase in productivity with increase in enrollment, and success while maintain respectable retention rates (88%). Of note is that many of the changes implemented were in direct response to analyzing the EMP data and making calculated changes to achieve purposeful goals. The courses are current and evidence of articulation with the CSU and UC institutions was provided. New course were created and launched this Spring (2020) and department has reinstated the process to get accreditation for the History AA-T major. Plans for expansion include a AA-T degree in Social Justice: Ethnic Studies in the upcoming year. The most significant challenge articulated is the need for 2 more full-time faculty. Currently, 3 full-time faculty carry the load where numbers define 12 should be. This document repeatedly shows not only the need for the faculty but inability of the department to grow and meet the rising need of specialty classes and courses relevant to campus and community at large.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: Classroom accommodations for students is a consistent problem across the campus and is the major issue with the History department. Poor facilities for disabled students and poor quality of the equipment in the classrooms has caused faculty to use alternate methods of modality to the chosen methods previously used. As a solution, online modalities have offered some relief but classrooms space and efficiency is a necessity. This would include classrooms that facilitate more than 35 students especially during “peak” morning times intervals.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No previously does not meet.

Program Efficacy 2019– 2020

Program Being Evaluated

Library and Library Computer Lab

Name of Division

Academic Success and Learning Services

Name of Person Preparing this Report

Ron Hastings

Extension

8542

Names of Department Members Consulted

Angie Gideon, Patti Wall, Ginny Evans-Perry, Tim Nguyen, Ernest Guillen, Tim Hosford, Claudia Herrera

Name of Reviewers

Wallace Johnson, Paula Ferri-Milligan, Joel Lamore, Jennifer Albizures

Work Flow	Date Submitted
Initial meeting with department	Feb 21, 2020
Meeting with Program Review Team	March 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	2		
Faculty	4		3
Classified Staff	8		
Total	14		3

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

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	Library	Campus
Asian	4.2%	3.2%
African-American	16.2%	12.3%
Filipino	1.2%	1.3%
Hispanic	66.3%	63.7%
Native American	0.6%	0.2%
Pacific Islander	0.4%	0.2%
White	10.2%	11.1%
Unknown	0.9%	0.9%
Female	58.4%	57.7%
Male	41.6%	42.0%
Disability	0.01%	4.4%
Age 19 or Less	7.1%	23.7%

Age 20 to 24	42.4%	32.9%
Age 25 to 29	23.5%	18.2%
Age 30 to 34	10.7%	9.7%
Age 35 to 39	5.7%	5.7%
Age 40 to 49	5.5%	6.0%
Age 50+	5.1%	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 demographic breakdown of library users generally reflects that of the student population at large, however the library offers open access to all registered students, and demographics are therefore not applicable as a specific measure of accessibility. Also, it is important to note that the library can only capture demographic data for students who use specific services and resources (circulation transactions, computer logins, workshop attendance, etc.) and cannot comprehensively collect data for everyone entering the building. The idea of “carding” visitors at the door and/or the reference desk has been considered and judged to be too onerous a barrier to assisting students.

Although this is purely speculative, it is reasonable to assume that the one category of library users that differs significantly from the campus-wide percentage - “Age 19 or Less” - can be attributed to those (concurrently enrolled high school) students relying primarily on their own school libraries. Library faculty and staff have discussed how we might test that hypothesis, but cannot devise a simple means to survey students who don’t visit.

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.

When classes are in session, the Library is open 63.5 hours per week: Mon-Thu 7:30 AM – 8:00 PM, Fri 7:30 AM – 5:00 PM, Sat 10:00 AM – 2:00 PM

Soon after our previous efficacy study - and in response to student feedback collected in our annual survey – the library began opening 30 minutes earlier on weekdays, at 7:30 AM instead of 8:00. Also, at the request of ASG we extended evening hours of operation to 10:00 PM during the weeks prior to and during final exams.

Full- and part-time faculty regularly present orientations to online databases and other library resources on “Flex Days” and several of these orientations have been and/or will be offered online via Zoom teleconferencing. Examples include workshops on: Persuasive Speech, Physiology, Psych Tech, Nursing, Spanish and the History of the Citrus Industry.

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 <u>all</u> 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")

2015-16 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	67%	70%	88%	92%	2.02	2.37
Used Library Book(s)		74%		93%		2.53
Used Textbook(s)		68%		90%		2.25
Attended Workshop(s)		72%		93%		2.34
Used <i>Learning Express</i>		71%		91%		2.30

2016-17 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	68%	70%	89%	90%	2.15	2.67
Used Library Book(s)		73%		92%		2.77
Used Textbook(s)		71%		91%		2.70
Attended Workshop(s)		73%		94%		2.68
Used <i>Learning Express</i>		68%		91%		2.56

2017-18 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	65%	74%	84%	91%	2.65	2.60
Used Library Book(s)		68%		90%		
Used Textbook(s)		69%		91%		
Attended Workshop(s)		73%		94%		
Used <i>Learning Express</i>		71%		90%		

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

As consistently revealed in annual data analysis, library services and resources demonstrate a measurable positive impact on student success rates (Pass Rate, Retention and GPA). Students who use library resources and services succeed at significantly higher rates than those who do not. In fact, margins between users and non-users have generally increased over the past few years.

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.

N/A

(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.**

Program SAO Summary Evaluation Form

Division/Program: Library & Computer Lab Semester Evaluated: Spring 2019 Next Evaluation: Spring 2020	Lead Evaluator: Ron Hastings Participants: Library faculty and staff, campus community
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Service Area Outcome Statement	1. SBVC Library services and resources will demonstrate a measurable positive impact on student success rates. 2. A minimum of 80% of library users will be satisfied with Library services and resources.
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Strategic Initiatives aligned with the SAO.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
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SAO Assessment Tool	1. Data analysis to measure student success rates of library users versus campus averages 2. SBVC Library Services Survey
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Criteria – What is “good enough”? Rubric	1. SBVC students who use Library services and/or resources will succeed (as measured by pass rate, retention, and term GPA) at higher-than-average rates. 2. A minimum of 80% of respondents will agree or strongly agree with the statements below.
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What are the results of the assessment? Are the results satisfactory?	The percentage of Survey respondents (143) reported below agreed or strongly agreed with the corresponding statements. Results are more than satisfactory. <ul style="list-style-type: none"> I feel welcome in the library, and comfortable asking staff for help. – 98% Library services and resources are sufficient to meet my needs as a student and a member of the community. – 89% Library hours of operation are sufficient and match my schedule well. – 86% The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study. – 84% As a result of my visit I have a better understanding of how to conduct my own research. – 86% The resources and/or assistance I received during my visit will help me earn a better grade. – 93% 																																							
	The table below reflects the success rates of students who used library resources and services, compared to the student population at large. Results are satisfactory. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">2018-19 Success Rates of All Students vs. Library Users</th> </tr> <tr> <th rowspan="2">Service/Resource</th> <th colspan="2">Pass Rate</th> <th colspan="2">Retention</th> <th colspan="2">GPA</th> </tr> <tr> <th>Campus</th> <th>Users</th> <th>Campus</th> <th>Users</th> <th>Campus</th> <th>Users</th> </tr> </thead> <tbody> <tr> <td>Used Computer Lab</td> <td rowspan="5">67%</td> <td>74%</td> <td rowspan="5">85%</td> <td>91%</td> <td rowspan="5">2.43</td> <td rowspan="5">2.57</td> </tr> <tr> <td>Used Library Book(s)</td> <td>78%</td> <td>93%</td> </tr> <tr> <td>Used Textbook(s)</td> <td>76%</td> <td>92%</td> </tr> <tr> <td>Attended Workshop(s)</td> <td>77%</td> <td>95%</td> </tr> <tr> <td>Used <i>Learning Express</i></td> <td>76%</td> <td>92%</td> </tr> </tbody> </table>	2018-19 Success Rates of All Students vs. Library Users							Service/Resource	Pass Rate		Retention		GPA		Campus	Users	Campus	Users	Campus	Users	Used Computer Lab	67%	74%	85%	91%	2.43	2.57	Used Library Book(s)	78%	93%	Used Textbook(s)	76%	92%	Attended Workshop(s)	77%	95%	Used <i>Learning Express</i>	76%	92%
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Were trends evident in the outcomes? Are there gaps?	Students have an overwhelmingly positive opinion of the Library, and those who take advantage of its services and resources succeed at higher-than-average rates.
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What content, structure, strategies might improve outcomes?	In user surveys, students most frequently mention noise levels and HVAC issues (too cold on the 1 st floor).
--	---

Will you change evaluation and/or assessment method and or criteria?	Survey questions will be periodically revisited to assure that we are asking the most pertinent and revealing questions, to accurately measure critical resources and services.
---	---

Evidence of Dialogue (Attach representative samples of evidence)	Check any that apply <input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Jul 8 2019 <input checked="" type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SLO Dialogue focused on: data collection and assessment
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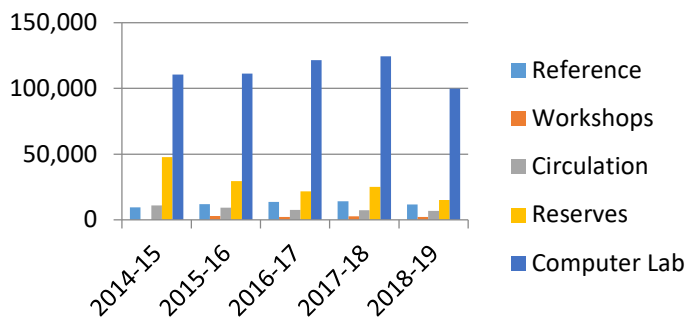
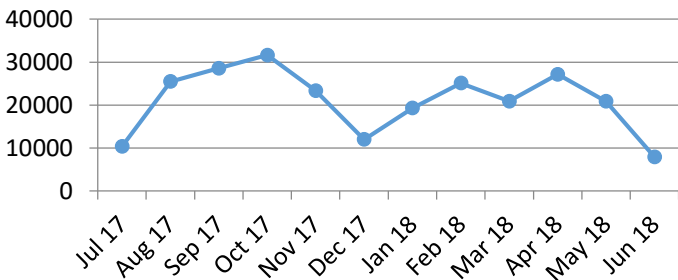
Will you rewrite the SAOs	Not at this time
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Response to program outcome evaluation and assessment? How were/are results used for program improvement.	In response to student complaints regarding noise levels, two new quiet study areas were created on the 2 nd floor, and are now heavily used. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success
--	--

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

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

2018-19 Gate Counts



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 2015 the Library revised its Service Area Outcomes, to better employ quantitative measures of student success and to disaggregate "user satisfaction". Specifically, the library now aims at the following outcomes:

1. Library services and resources will demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA). Students who utilize library resources and services will succeed at higher rates than those who do not.
2. A minimum of 80% of library users will express satisfaction with services and resources by agreeing or strongly agreeing with the following statements:
 - I feel welcome in the library, and comfortable asking staff for help.
 - Library services and resources are sufficient to meet my needs as a student and a member of the community.
 - Library hours of operation are sufficient and match my schedule well.
 - The library environment (noise level, temperature, lighting, furnishings, etc.) is conducive to study.
 - As a result of my visit I have a better understanding of how to conduct my own research.
 - The resources and/or assistance I received during my visit will help me earn a better grade.

The library continuously assesses Service Area Outcomes. Circulation and lab usage is recorded throughout the school year. Data is submitted to the office of Research, Planning & Institutional Effectiveness in the summer, yielding the analysis reflected in the tables on the previous page. The library also collects surveys responses throughout the year, to measure user satisfaction, as reflected in the summary below from our most recent SAO and EMP reports. These responses exceed our stated minimum goal of 80% positive, and have every year since the survey was introduced in 2015.

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

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

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.

As stated in response to Part I the demographic breakdown of library users generally reflects that of the student population at large, but since the library offers open access to all registered students, demographics are not generally useful as a specific measure of accessibility. However, further “drilling down” into our user satisfaction survey might be possible by cross tabulating Likert Scale responses with student demographics (Student ID’s are requested but optional) as well as recording days and times of visits. This would allow us to answer questions such as “Are female students more or less satisfied with library services and resources than male students?” or “Do evening and weekend students feel that hours of operation meet their needs?” This would obviously require more complex data analysis, but the user information can and will be easily collected up front.

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).

N/A – The library does not offer a degree or certificate.

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	The program identifies and describes its	In addition to the meets criteria, the program provides data or research that

	plans are not supported by the data and information provided.	impact on culture and climate. Program addresses how this impacts planning.	demonstrates the need for additional resources.
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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 library's most recent annual SAO and EMP reports are posted on our website, and student success rates are presented as compelling evidence to new students during orientation sessions at the start of each year. Over the past five years the library has welcomed an annual average of 275,781 visitors. That number does not include students and members of the community who attend regularly-scheduled events in the Library Viewing Room (e.g. free AL&D movie screenings). Library faculty (full- and part-time) communicate and collaborate with faculty campus-wide, to promote library resources and services, and to conduct general and course-specific bibliographic instruction throughout the year.

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 library building, particularly the Viewing Room, is continually used to host events for both students and the community. Rotating seasonal and topical displays are designed to engage students and pique interest in current events. Library faculty and staff, perhaps more than those of any department on campus, participate in start-of-year activities such as "welcome tables", etc.

Describe one or more external/internal partnerships.

Library faculty continuously solicit collection development recommendations from discipline faculty across campus and the Library Technology degree and certificate program is advised by a committee comprised of librarians and paraprofessionals from local libraries of various types (public and academic).

One of the library's strongest on-campus partnerships is with the Veteran's Center. Several vets serve every semester as student workers at the circulation desks, and a faculty librarian serves as liaison to the Veterans Club.

Discussions are underway to position a librarian in the Tutoring Center.

In collaboration with DE coordinators and other faculty, librarians are central to the identification, curation and promulgation of open educational resources.

Library faculty and staff continue to communicate, collaborate and share "best practices" with CCC colleagues to fully implement Alma/Primo.

Based on the principle of "embedded librarianship" faculty librarians liaise with curricular (academic departments) and co-curricular entities (e.g. Tutoring Center) campus-wide.

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

The library will continue to nurture these partnerships and seek new opportunities to collaborate with colleagues and constituents both on- and off-campus.

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.).

Library faculty and staff regularly attend conferences and workshops sponsored by professional organizations such as ALA, CLA and CSLA, as well as statewide consortia and vendor-sponsored meetings and workshops. Many classified staff are actively engaged members of campus-, district- and state-wide governance and advisory committees.

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

Collectively, library faculty and staff serve in the following capacities and/or on the following committees:

Arts, Lectures & Diversity; Black Faculty & Staff; CA Emerging Technology Fund liaison; Classified Funding Oversight; Classified Senate; CSEA Communications Officer; CSEA Political Action coord; EEO; Enrollment Management; Faculty Senate; HIS Task Force; Latino Faculty, Staff & Administrators Assn; LGBTQ+ Safe Spaces; My Valley Partner; OER Task Force; SoCal AQMD Steering Cmte; Technology Cmte; Veteran’s Club

Library faculty and staff are actively encouraged - and accommodated - to identify and seek opportunities to expand their professional activities and contributions outside the library walls.

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.

As stated above, library faculty and staff regularly attend conferences and workshops sponsored by professional organizations such as ALA, CLA, CSLA and other statewide consortia and vendor-sponsored meetings and workshops (recently, Open Educational Resources, Zero Textbook Cost and Guided Pathways workshops) As listed above, many classified staff are actively engaged members of campus-, district- and state-wide governance and advisory committees. Two classified staff member are pursuing higher degrees, with accommodations to work schedules.

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. <u>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.</u>	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 Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors.”

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

The library supports the college’s mission to “provide high-quality education, innovative instruction, and services to a diverse community of learners ... [and] to prepare students for transfer to four-year universities, [or] to enter the workforce by earning applied degrees and certificates” by providing learning resources and instructing students in their use.

The library houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction.

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

2015-16 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	67%	70%	88%	92%	2.02	2.37
Used Library Book(s)		74%		93%		2.53
Used Textbook(s)		68%		90%		2.25
Attended Workshop(s)		72%		93%		2.34
Used <i>Learning Express</i>		71%		91%		2.30

2016-17 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	68%	70%	89%	90%	2.15	2.67
Used Library Book(s)		73%		92%		2.77
Used Textbook(s)		71%		91%		2.70
Attended Workshop(s)		73%		94%		2.68
Used <i>Learning Express</i>		68%		91%		2.56

2017-18 Success Rates of All Students vs. Library Users						
Service/Resource	Pass Rate		Retention		GPA	
	Campus	Users	Campus	Users	Campus	Users
Used Computer Lab	65%	74%	84%	91%	2.65	2.60
Used Library Book(s)		68%		90%		
Used Textbook(s)		69%		91%		
Attended Workshop(s)		73%		94%		
Used <i>Learning Express</i>		71%		90%		

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

The library measures its “productivity” against our stated Service Area Outcomes, which represent the most meaningful metrics of the library’s contributions to student success. And, as revealed in the last four years of data (above) library services and resources demonstrate a measureable positive impact on student success rates (Pass Rate, Retention and GPA). Students who use library resources and services succeed at significantly higher rates than those who do not, and margins between users and non-users have generally widened over the past few years.

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

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

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.

Yes, and it is reviewed each semester.

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).

N/A

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.

N/A

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, and it is reviewed each semester.

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 library successfully completed the migration to the new system-wide Alma/Primo library services platform in January 2020. Individual features and modules will be implemented and introduced over the next year.

While online database subscription costs continue to rise, lottery funding for acquisitions remains static, resulting in the need to shift funds from print acquisitions (books and periodicals) to online access. This has been manageable for the past few years, but will become unsustainable in the near future, and increased funding must be secured if access and acquisitions are to continue at current levels.

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 <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> 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 40,000 square foot library building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction.

The building includes one general purpose classroom, one computer classroom, and the Library View Room (lecture hall). All are heavily used.

In 2019 the entire 2nd floor and all of the 1st floor offices were re-carpeted, and upholstered furniture was replaced throughout the building. Also, two new “quiet study” areas were created on the 2nd floor, by condensing sections of the collection and removing or relocating several ranges of shelving.

During peak periods it is not unusual to see nearly every seat in the library occupied. If/as enrollment grows, the library will need to grow with it. Long range plans for replacement of the Liberal Arts building offer intriguing opportunities for expansion, if the new building physically adjoins the library.

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 library roof is scheduled for complete replacement this summer. Leaks during the rainy months have been a problem almost since the building opened. Minimal disruption is expected.

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: Library/Library Computer Lab

Efficacy Team: Wallace Johnson, Joel Lamore, Paula Ferri-Milligan

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The Library/Library Computer Lab has received a rating of *conditional* by the efficacy review team. The SBVC Library and Library Computer Lab is vital to the success and academic preparation of all students at the College. It is a complex organization that combines elements of instruction and learning support, student services, and information technology in a single operational unit of the College. There are three sections in the efficacy report submitted by the leadership, faculty and staff of the Library/Library Computer Lab where the efficacy review team has identified significant weaknesses in the analysis and organizational reflection contained in the report. These include the following: Lack of thorough analysis of discrepancies in the demographic data in Part I of the report, lack of any discussion of inter-campus communication in Part III of the report, and a superficial discussion of productivity and an incomplete identification of challenges in Part V of the report. Finally, the report includes no specific discussion of the computer lab, even though this service is a major component of the library facility.

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 <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics (does not meet): The demographic data is presented in a clear and easily understandable way. There is limited analysis provided through comparison to college-wide demographic data however this analysis is incomplete. Some limitations are noted in the report in the collection of demographic data in that not all library services have the technical means to collect data.

The authors of report state that in response to student surveys since the last efficacy report, hours of service were increased by one half per day. Also highlighted in this section are a wide range of presentations of library services that are provided through a variety of modalities to serve students.

There is a serious discrepancy between the college population of disabled students using the library. (Library: 0.01% versus college-wide: 4.4%.) This should be addressed in the report.

Pattern of Service (meets): There is no discussion of tracking or measures of peak hour usage versus lower hours of library usage and how this can be tied to planning or staffing and other patterns of service. There is no mention of their online presence.

The authors of the report note that there is a large discrepancy in library usage among an increasingly significant age cohort (<19 years of age) at SBVC (Library : 7.1% versus Campus: 23.7%) but there is only a hypothesized attempt to analyze this discrepancy. This should be addressed more fully given the presence of Middle College High School students and the large increase in recent high school graduates on campus through the Promise Grant initiative.

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

Demographics: The efficacy team recommends that a more thorough analysis of discrepancies among sub-populations of students (disabled students and the < 19 age cohort) be included this section of the report.

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 <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> 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 <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program <u>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.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program <u>has not demonstrated</u> that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program <u>has demonstrated</u> 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 <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Service Area Outcomes (meets): Two service area outcomes (SAOs) are analyzed in this section of the report: 1) Library services and resources will continue to demonstrate a measurable positive impact on student success rates (pass rate, retention and GPA). 2) A minimum of 80% of library users will continue to be satisfied with

library services and resources, and satisfaction levels surrounding hours of operation and library environment will increase by at least 3%

For SAO 1- Four-years of descriptive statistics are presented in the report to demonstrate higher pass rates, retention rates and grade point averages for students who utilize library services.

For SAO 2- Based on data presented from the SBVC Library Services Survey, the SBVC Library exceeds its target of 80 percent student satisfaction. Evidence is presented that the Library staff have responded to student complaints of noise by adding quiet study areas that are widely utilized by students.

Disaggregated Data: (meets) While there is no disaggregation in the appropriate area, previous charts do disaggregated data by services. This data could have been utilized in this section of the report. The writers of the report so suggest some ideas for future SAO data collection that could be disaggregated.

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 (does not meet): The Library Survey results, and overall library usage are presented as data of communication. This section is incomplete. There is virtually no discussion of communication in the Efficacy Report. A more specific list of events and activities should be provided as evidence of meeting this strategic initiative. Some of the activities in Section 1 of the Efficacy Report could have been included in this section.

Culture/climate (does not meet): Descriptions of multiple usage by various campus groups is discussed in this section. As are rotating seasonal and topical subject matter displays.

Partnerships (meets): A partnership with the Veterans Resource Center is provided as an example of intercampus cooperation and partnership as is usage of library facilities by various other constituency groups on campus.

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

Communication- A more thorough and specific discussion of communication through events and activities hosted by the SBVC Library/Library Computer Lab and a discussion as to how these events are communicated throughout the College should be included in this section of the report.

Culture and Climate: A more detailed discussion as to how the SBVC Library/Library Computer has an impact on culture and climate at the College should be included in this section.

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 authors of the report list professional organizations that classified professionals and library faculty belong to, but there is an overall lack of specificity in this section of the report. To a reader unfamiliar with library science there is no way to identify what the professional organizations listed in section are as only acronyms are used to identify these organizations in the text of the report. There is no mention of professional development activities or professional memberships having an impact on the program.

There is a discussion of service on a wide range of campus committees by library staff, faculty, and leadership but there is not a discussion as to how this service qualifies as professional development.

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. <u>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.</u>	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:

Mission statement (meets): While the mission statement of the Library/Library Computer is included in the report, the mission statement is oddly phrased and should be revised for the sake of clarity.

Productivity (does not meet): The authors of the report only utilize one measure of productivity- the satisfaction survey. The authors of the report should use other suggested measures including response times to requests for service and response time to address complaints.

Challenges (does not meet): The Library/Library Computer Lab report lists the transition to the new system-wide Alma/Primo library services platform as a recent challenge. There is no doubt the transition to a new information system is difficult, however there are major college-wide initiatives like open education resource initiatives, Guided Pathways, AB 705, and the Promise Grant that will undoubtedly have an impact on library services for students. None of these college-wide initiatives are identified, discussed or analyzed in this section of the report.

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

Productivity- Other suggested measures of productivity like response times for requests of service or to resolve complaints should be discussed and analyzed.

Challenges- Other challenges including college-wide initiatives like the Promise grant, Guided Pathways, and acceleration of students through Basic Skills education (AB705) and responses to these challenges should be discussed and analyzed in the report.

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Facilities (meets): The Library/Library Computer Lab report presents some narrative regarding capacity during peak hours of usage, an inventory of library holdings and computer stations, square footage, and recent improvements in carpeting, and furniture. There are also plans for new roof for the library building. While this section is useful and descriptive, there is little or no evidence presented of long range strategic planning linked to the facility's needs.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: N/A