

Institutional Program Review Report

2017-2018



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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.

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Institutional Program Review Report 2017-2018

Introduction:

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

The process incorporates major institutional plans and priorities into program evaluation. In 2017-2018, programs were evaluated based on the strategic initiatives of (1) Increase Access (2) Promote Student Success (3) Improve Communication, Culture & Climate (4) Maintain Leadership & Promote Professional Development (5) Effective Evaluation & Accountability (6) Provide Exceptional Facilities.

Committee Charge:

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

The purpose of Program Review is to:

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

Committee Membership:

Membership is comprised of at least three Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least three classified staff members as appointed by Classified Senate/CSEA, and one student.

Process:

SBVC’s Program Review process includes:

- an annual campus-wide needs assessment each fall
- an in-depth efficacy review of each program on a four-year cycle. All programs are required to update their Educational Master Plan (EMP) narrative each fall, based on annual data and new or emerging goals.
- CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Needs Assessment—Fall 2017

Important Dates:	
August 18	Committee Meeting—Needs Assessment Process & Forms
September 1	Committee Meeting—Review of Revised Needs Assessment Forms
September 5	EMPs Distributed to Department Chairs
September 15	Sub-Committee Meeting (Emergent Needs Process)
September 18	Needs Assessment Forms Distributed to Campus
September 25	Deadline for Submitting Additional Research Requests to Institutional Research Office
October 1	Probational Programs Submit Efficacy Update
October 2	EMP Narrative Due to Division Deans
October 6	Committee Meeting—Review of Probational Updates & Needs Assessment Workshop--9:30 to 11:00 a.m. (B-118)
October 20	Committee Meeting—Needs Assessment Workshop—9:30 to 11:00 a.m. (B-118)
October 23	Needs Assessment Requests Due at Noon with Division/Area Rankings
October 25	Needs Assessment Documents Posted for Committee Reviews
November 3	Committee Meeting: Needs Assessment Ranking
November 17	Committee Meeting: Needs Assessment Ranking
December 8	Committee Meeting: Efficacy Discussion

The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for Needs Assessment requests:

Instructions: A complete Needs request includes:

- (1) the specific form(s)
- (2)) a **current** EMP with updated narrative
- (3) Division/Area rankings (submitted by the Dean/Manager).

Requests that do not include all three components are considered incomplete and will not be reviewed.

Submission: Needs requests are due to the Program Review Committee no later than **NOON on Monday, Oct. 23**. E-mail your request(s) to: pferri@sbccd.cc.ca.us **Late requests will not be reviewed.**

Technology & Facility Requests:

If you are submitting a TECHNOLOGY needs request, you are required

to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting the request.

x. 8656 or rhrdlicka@sbccd.cc.ca.us.

If you are submitting a FACILITIES needs request, you are required to

meet with Robert Jenkins – Director, Facilities, Maintenance, & Operations - prior to submitting the request.

x. 8662 or rjenkins@sbccd.cc.ca.us.

Efficacy Rating: A recommendation of Continuation or Conditional on the most recent Efficacy Review is required in order to participate in Needs Assessment.

Updated EMP: EMP Narratives are due to the Division Deans by **October 2** for submission to the Research Office.

Application Requirements: Complete one application for each request.

- For instance, if you are requesting two admissions clerks, fill out two applications.
- For budget augmentation requests, do not request a lump sum that encompasses vastly different areas of need; complete separate applications here as well. Facilities requests are the exception; there can be up to three facilities requests per application.
- Complete separate requests for equipment; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.
- An interdivisional application should be submitted, along with the needs assessment applications, for projects that cross divisions and are NOT ranked within specific divisions—for example, the Distance Education Coordinator, Supplemental Instruction Across the Disciplines, facilities requests for classrooms to be used by multiple departments across divisions.
- Provide the page number(s) for Program Efficacy so that the committee can quickly locate more detailed information.

Application Format: Completed applications must be no longer than 2 pages, (single-spacing is fine) with 12 pt. Times New Roman font. If you wish to include charts, tables, or bulleted lists, then these must be included within the margin and page limits. Submit your file as a MICROSOFT WORD document.

Applications that do not meet these requirements will not be reviewed.

Required Data: The application should reference the department's most recent Program Efficacy and current EMP. Requests must be supported by data. It is worth noting that stronger requests typically incorporate data into more than one response on the application. Requests for additional data must be made to the research office no later than September 25. If you have any research questions, contact Christie Gabriel at

x. 8907 or cgabriel@sbccd.cc.ca.us

Assistance:

- Attend one of the workshops and work with a Program Review Committee member. The workshops will be held from 9:30-11:00 a.m. in B-118 on Friday, October 6 & Friday, October 20.
- Your representatives to the Program Review committee (or any committee member) can also assist you on an individual basis.
- Contact Paula Ferri-Milligan (x. 8244, pferri@sbccd.cc.ca.us) or Kay Weiss (x. 8535, kweiss@valleycollege.edu) if you have any questions or would like to make an appointment for assistance with your EMP or Needs requests.

The Program Review Committee strongly recommends that you either attend one of the workshops or meet with a team member.

Technology requests were forwarded to the Technology Committee, and facilities requests were forwarded to the Facilities and Safety Committee for ranking. The Program Review Committee reviewed the remaining requests and ranked all documents, taking into consideration the divisional rankings.

For projects that crossed divisions and were NOT ranked within specific divisions, project coordinators submitted an Interdivisional Needs Assessment application with the required needs assessment forms.

Copies of the Needs Assessment forms submitted for the 2017-2018 academic year can be viewed on the SBVC Program Review Committee webpage. Following are the needs results ranked by the Program Review Committee. Before the end of the fall 2017 semester, the priority lists were presented first to the Academic Senate and then distributed campus-wide.

BUDGET

	Request	Department	Cost (Ongoing)
1	Tutors/Professional Experts	SI's Across the Disciplines	\$155,520
2	Faculty Coordination (Reassigned Time for Writing Center Lead Instructor)	SI's Across the Disciplines	\$14,000
3	Adjunct Faculty Mentors	SI's Across the Disciplines	\$46,000
4	Baking Portion of Program	Culinary Arts	\$25,000 (one time only)
5	Instructional Laboratory Supplies	Biology	\$18,000
6	Supplies for Labs	Chemistry	\$15,000
7	Maintenance	Science	\$25,000
8	Establish Budget	Art Gallery	\$1,000
9	Professional Expert (Therapeutic Counseling Associates/Interns & Nurse Practitioner Salaries)	Student Health Services	\$140,000
10	Professional Expert (Accompanist)	Music	\$23,500
11	Support for New Anthropology 106 Lab	Anthropology	\$600
12	AVID Contract	RTVF/IEMA	\$500
13	Glassware	Chemistry	\$20,000 (one time only)
14	Tutors	English--Writing Center	\$10,000
15	Updating Curriculum & Manuals to Conform with Newest FAA Standards	Aeronautics	\$8,000
16	Student Travel to Conference	Psychology	\$3,000
17	Instructional Supplies	Automotive Collision	\$8,000
18	Site Visits & Immersive Outdoor Laboratory	Science	\$12,000
19	Support KCACTF & Theatre Arts Festival Participation	Theater Arts	\$10,000
20	Instructional Supplies	Geography-GIS & Geology-Oceanography	\$3,000
21	Instructional Supplies	Welding	\$10,000
22	General Budget	Office of Student Life	\$55,000
23	Student Projects & Equipment Support	Electricity-Electronics	\$10,000
24	Develop Lib 067 for Online Delivery & Support Additional Sections	Library Technology	\$13,400 (funding spread over 2 years only)
25	Science Journal Annual Subscription	Biology	\$1,810
26	Tooling for Machine Tool Boxes	Machinist Technology	\$12,000
27	Outreach & Marketing, Including Workshops	GIS-Geography	\$7,200
28	Repair Equipment	Welding	\$10,000
29	Conference Participation for Students	Geography-GIS & Geology-Oceanography	\$1,000
30	Student Outreach Events	Nursing-Psychiatric Technology	\$7,000
31	Tutors	GIS	\$4,000
32	Lease Off-Campus Class/Lab Spaces & Furnishings	Applied Technology	\$350,000
33	Accommodate Addition of Programs	Kinesiology-Athletics	\$150,000

EQUIPMENT

	Equipment	Department	Cost
1	Microscopes	Biology	\$115,000
2	Torque Certification Kit	Automotive Technology	\$58,000
3	30 Shimpo VC-Whisper Potter Wheels	Art	\$34,750
4	New Seating	Library and Learning Support Services	\$130,00 over 3 fiscal years
5	Magneto Tester, Digital Meters, Vid-Mar Cabinets, A65 Test Stand	Aeronautics	\$28,500
6	Gas Chromatographs	Chemistry	\$7,000
7	Portable Dance Mirrors	Theater Arts	\$1,500 + shipping
8	Electrocardiogram Machines	Biology	\$7,773
9	Augmented Reality Sandbox-Virtual, Interactive Topography and Geomorphology	Geography-GIS and Geology-Oceanography	\$8,000
10	Free Motion Heavy Commercial Dual Cable Cross	Kinesiology	\$5,500
11	Welding Machines	Welding	\$15,000
12	Glass Furnace	Art	\$30,000
13	IG-TIG Welders	Automotive Collision	\$12,000
14	Spectrophotometers	Biology	\$6,000
15	Soldner Professional Clay Mixer	Art	\$7,660
16	Precision Balances	Biology	\$1,800
17	Ultra Low Temp Freezer	Biology	\$11,000
18	Spirogram Machines	Biology	\$10,804
19	Micropipets	Biology	\$900
20	Machine Tool Accessories	Machinist Technology	\$15,000
21	Best-Rite Reversible Dry-Erase Board	Theater Arts	\$526
22	Spectrophotometers	Chemistry	\$25,000
23	Tire Mount and Balance Machines	Automotive Technology	\$22,000
24	Human Anatomy Models	Biology	\$10,000
25	Parts Cleaning Equipment	Automotive Technology	\$7,679
26	Mini Refrigerator	Biology	\$700
27	3 Reversible Mobile 6' X 4" Whiteboards	Chemistry	\$1,800
28	Meter Certification Kit EEDM525 SnapOn	Automotive Technology	\$8,000
29	Scan Tools & Diagnostic Equipment	Automotive Technology	\$26,000
30	Utility Vehicles (Electric Carts	Maintenance/Operations	\$37,975
31	Proximity Access Control System	Maintenance/Operations	\$22,260
32	Main Sewer Line Jetter	Maintenance/Operations	\$18,581
33	Zero Turn Riding Lawn Tractor	Maintenance/Operations	\$13,604
34	Portable Electric Arc Welder	Maintenance/Operations	\$1,349

CLASSIFIED & FACULTY

Classified		Faculty	
1	Secretary II—Arts & Humanities	1	Pharmacy Technology
2	Athletic Trainer—Kinesiology-Athletics	2	English (1)
3	Research Analyst—Research, Planning, & Institutional Effectiveness	3	Tutorial Center Coordinator—Student Success Center
4	Part-Time Anatomy & Physiology Lab Tech	4	Biology
5	Clerical Assistant—Student Health Services	5	Therapeutic Mental Health Clinician—Student Health Services
6	Secretary II—Campus Technology Resources	6	Art
7	Lab Assistant—Electricity-Electronics	7	Physics
8	Lab Technician (half-time to full-time)—Physics & Astronomy	8	Psychology (1)
9	Lab Assistant--Welding	9	Welding
10	Media Clerk--Library	10	DSPS Counselor
11	Media Specialist—RTVF/IEMA	11	Nursing—Skills Lab Coordinator
12	Lab Technician (half time)—Geography-GIS & Geology-Oceanography	12	Child Development (1)
13	Professional Accompanist--Music	13	Communication Studies
14	Accountant—Office of Development & Community Relations	14	Nursing—Medical-Surgical Mental Health
15	Lab Assistant—HVAC/R	15	American Sign Language
16	Resource Development Specialist—Office of Development & Community Relations	16	History
17	Lab Technician (half-time)—Chemistry	17	Chemistry (1)
18	Lab Technician (55% to full-time) --Art	18	Child Development (2)
19	Secretary II—Applied Technology	19	Aeronautics
20	Lab Assistant—Automotive Technology	20	Culinary Arts (1)
21	Lab Assistant—Automotive Collision	21	English (2)
22	Tool Room Specialist (part-time)—Applied Technology	22	Nursing—Medical-Surgical--Pediatrics
23	Lab Technician—Culinary Arts (1)	23	Chemistry (2)
24	Lab Technician—Culinary Arts (2)	24	Psychology (2)
		25	Nurse Practitioner (Shared with CHC)—Student Health Services
	The following requests were submitted late. They were not prioritized by the Committee:	26	English (3)
	Groundskeeper	27	Librarian
	Custodian	28	Culinary Arts (2)
	Communication Specialist—Marketing & Public Relations	29	Theater Arts
	Simulator Technician Support Specialist--Nursing	30	Psychology (3)
		31	Baseball Coach

FACILITIES

					SAFETY			PROGRAM IMPACT			
	Description	Dept.	Approx. Amt.	Urgent	Import.	Minor	Urgent	Import.	Minor	Comments	
1	Replacement of Lighting in HLS 134 & 135	Biology	\$2,000	X						Upgrade to high lumen LED lamps.	
2	Improve Current Deionized Water System for Biology	Biology	\$30,000		X			X			
3	Soundproof Walls in HLS 134 & 135	Biology	\$20,000				X				
4	Conversion of PS 146 into Full-Time Faculty Office	Geology/ Oceanography	\$10,000					X		Creation of two faculty work spaces within this room.	
5	Replacement of Lighting in the Gresham Art Gallery	Art	\$36,000						X	Conditional—Maintenance to replace non-functional lighting.	
	Creation of Workspace in PS 220	Geology/ Oceanography	\$-							Not prioritized. Operations will do this at no cost.	

TECHNOLOGY

Committee Rank	Dept. Rank	Requester	Dept.	Division	Amount Requested	Request
1		Melinda Fogle	Many	Interdivisional	\$ 34,449.85	Microphones in the Auditorium
2	1	Michael Torrez	Chemistry	Science	\$ 450.35	2 Department Licenses for Camtasia
3		Rick Hrdlicka	CTS	Admin Services	\$ 50,000.00	Install Electric Screens on 25 Classrooms
4		Michael Lysak	Physics	Science	\$ 70,000.00	New Planetarium Dome Projection System
5	2	J. Lemieux / M. Torrez	Chemistry	Science	\$ 8,000.00	3 Chemdraw Licenses
6		A. Jennings/S. Moore	Psychology	Social Science	\$ 6,000.00	Fund SPSS Software Purchase with Program Review Technology Funds Last Year
7	3	Carol Jones	Chemistry	Science	\$ 55,501.00	Modernize Classroom Technology in PS310, 312, 315, 316, & 318
8	4	Carol Jones	Chemistry	Science	\$ 23,039.44	Modernize Smart Classroom PS228
9		Diane Dusick	RTVF	Humanities	\$ 27,000.00	10 Macintosh Computers
10		Kimberly Jefferson	Reading	Humanities	\$ 63,917.00	3 Years Funding for Reading Plus Software Subscription.
11	5	Carol Jones	Chemistry	Science	\$ 6,150.00	Purchase 3 Surface Pros

College Council then voted to fund many of the requests, based on recommendations of the Budget Committee.

Efficacy—Spring 2018:

Important Dates	
January 19	Committee Meeting—Review Efficacy Process & Update Efficacy Forms
January 31	Committee Meeting Distribute Efficacy Forms to Campus Programs
February 23	Committee Meeting--Efficacy Workshop--9:30 to 11:00 a.m. (B-118)
March 2	Committee Meeting—Norming Session Efficacy Workshop--9:30 to 11:00 a.m. (B-118)
March 19	Programs Submit Efficacy Reports & 2017 Conditional/Probation Reports to Committee Co-Chairs by NOON
March 21	Efficacy Documents Available on Canvas for Committee Review
March 28	Teams Submit Reports to the Co-Chairs for Committee Review—posted on Canvas—Academic Advancement through EOPS/Care
March 28-30	Committee Reviews Efficacy Documents and Team Reports—Academic Advancement through EOPS/Care
March 30	Committee Meeting—(Review Academic Advancement through EOPS/Care
April 9	Teams Submit Reports to the Co-Chairs for Committee Review—posted on Canvas—First-Year Experience through Student Success Center/Tutoring
April 9-19	Committee Reviews Efficacy Documents and Team Reports—First Year Experience through Student Success Center/Tutoring
April 20	Committee Meeting—(Review First Year Experience through Student Success Center/Tutoring
April 27	Teams Submit Reports to the Co-Chairs for Committee Review—posted on Canvas—CTE Two-Year & Conditional/Probation Reports from Spring 2017
April 30-May 3	Committee Reviews Efficacy Documents and Team Reports—CTE Two-Year & Conditional/Probation Reports from Spring 2017
May 4	Committee Meeting—(Review CTE Two-Year Reports & Conditional Reports from Spring 2017

Method: Phase I--Research and Reporting

Full Efficacy Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **full efficacy reports:**

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 and to make informed decisions about budget and other campus priorities.

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

The purpose of Program Review is to:

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

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. 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 (February 23 and March 2).

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Monday, March 19, 2018**. ATTACH AS A MICROSOFT WORD DOCUMENT.

It is the writer's responsibility to be sure the Committee receives the forms on time.

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, the curriculum report (if applicable), and the SBVC demographic data. Below are additional links to data that may assist you in completing your document:

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

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:

<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:

<http://scorecard.cccco.edu/scorecard.aspx>

CTE Two-Year Mini Reviews: The Program Review Committee distributed forms, data, and procedures to department chairs and managers with the following instructions for **CTE Two-Year Mini Reviews**:

Send by e-mail to the Program Review Co-Chairs:

Paula Ferri-Milligan pferri@sbccd.cc.ca.us

Kay Weiss kweiss@valley.edu

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, two years following the most recent efficacy report).

This review is not designed to be comprehensive, but rather, it is expected to be a two-year **update** since the last full efficacy report. Specifically, this update should address the following seven program components:

1. Purpose
2. Demand
3. Quality
4. External Issues
5. Cost
6. Two-Year Plan
7. Deficiencies

Draft forms should be written early so that your review team can work with you at the small-group workshops (February 23 and March 2).

Instructions:

For each of the seven sections:

Mark the checkbox that best identifies where the program stands.

Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to

address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well. Scan the documents—with signatures.

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Kay Weiss at kweiss@valleycollege.edu) by **NOON on Monday, March 19, 2018**.

The purpose of this report is a mid-term update in order to comply with Title 5; therefore, the length should be *no more than five pages*. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous two years rather than a comprehensive analysis.

Phase II: Analysis, Interpretation, Ratings, and Recommendations

The co-chairs assigned each member of the Program Review Committee to a three-person team in order to review full and mini reports. Members were not assigned to their own divisions. Each team worked together to provide ratings and narrative comments on each of the areas, both the full and the mini reports, and submitted a team report to the full Program Review Committee for input. The narratives and the “meets” and “does not meet” ratings closely referenced the rubrics.

In addition to a “meets,” “does not meet,” or “exceeds” (“exceeds” rating was added back to the category evaluation this year) rating in each category, the team provided an overall rating for the program using the following definitions.

Note: Definitions were revised by the 2010-2011 Program Review Committee with subsequent changes identified in red below).

Committee Recommendations	Consequences	Next Report
Probation: Program submitted a document that did not withstand the minimum rigor of self-study required for accreditation scrutiny, or for programs that require the attention of appropriate Vice President to meet the needs of the institution.	Programs will be required to submit a Remediation Report. The Committee will evaluate the Remediation Report to determine if the program can participate in the next Needs Assessment cycle.	Full report in next Efficacy cycle. Once off probation, full efficacy report in four years.
Probation: No Documents Submitted	Programs will be required to submit a Show Cause Report explaining why Program Efficacy was not completed. The Committee will evaluate the Show Cause Report to determine if the program can participate in the next Needs Assessment cycle. Programs on probation for two consecutive years are at risk for Program Discontinuance.	Full report in next Efficacy cycle. Once off probation, full efficacy report in four years.
Conditional: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document's evidence of critical self-study in most areas. Information in one or two areas is insufficient an/or significantly out-of-date and program is given a year to address them.	Program which does not satisfy deficiencies with one year or does not submit the update will be placed on Probation.	Update report in one year. Next Efficacy in four years.
Continuation: Program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document's evidence of critical self-study.	None.	Next Efficacy in four years.

Review teams presented their oral and written responses to the full Program Review Committee. The full committee made recommendations, reached consensus, and voted on the overall rating. Team leaders made any necessary changes to the team report based on the committee's recommendations and resubmitted the revised report to the committee co-chairs for inclusion in this document.

Phase III: Distribution

Before the end of the spring 2018 semester the Efficacy Team Reports were distributed first to the individual departments/programs. The Efficacy results were then presented to the Academic Senate and then campus-wide through this report.

As the college continues to grow, the efficacy rotation document continues to be revised to reflect the needs of the campus. The following chart was revised on 9/20/18 to accommodate those needs.

The following programs had conditional or probation ratings in spring 2018 and will be reviewed again in spring 2019: Full Review: A&R, Cal Works (Probation), Child Development Center, Financial Aid (Probation), First Year Experience, Food Services, Inspection Technology, Machinist Technology, Outreach/Recruitment (Probation), Professional Development (Probation), Real Estate/Escrow, Student Life, Student Success Center/Tutoring CTE Two-Year Review: Architecture, Nursing, Pharmacy Tech			
SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022
Admin. of Justice	Aeronautics	Accounting	Academic Advancement
Architecture	Athletics	Automotive Technology	Admission/Records
Art	Campus Technology Services	Biology	Cal Works
Automotive Collision	Chemistry	Computer Information Technology	Child Development Center
Anthropology	Counseling	Corrections	Criminal Justice/ Police/Sheriff
Bookstore	Culinary Arts	Custodial	EOPS/Care
Business Administration	Dance	Economics	First Year Experience
Campus Business Office/ Mailroom/ Switchboard	Development and Community Relations	Electricity/Electronics	Food Services
Child Development/ Education	Dual/Concurrent Enrollment	English/ESL	Machinist Technology
Communication Studies (Speech)	DSPS	Human Services	Maintenance/Grounds
Computer Science	Financial Aid	Inspection Technology	Outreach
Diesel	Foods and Nutrition	Library Technology Program	Professional Development
Geography/GIS	Geology/Oceanography/ Env. Sci.	Psych Tech	Research & Planning
Grants Development & Management	History	Psychology	Student Health Services
Math	Library & Library Computer Lab	Real Estate	Student Life
Middle College High School Program	Marketing/PR	Puente	Student Success Center/Tutoring
Pharmacy Technology	Matriculation	RTVF	
Physical Education/Health	Modern Languages	STAR	
Refrigeration	Music	Tumaini	CTE 2-yr Review
Sociology	Nursing	Workforce Readiness	Aeronautics
Transfer Center	Philosophy/Religious Studies		Culinary Arts
Veterans	Physics/Astronomy/ Observatory		Nursing
Welding	Political Science	CTE 2-yr Review	Water Supply Technology
CTE 2-yr Review	Reading	Administration of Justice	
Accounting	Theatre Arts	Architecture	
Automotive Technology	Water Supply Technology	Automotive Collision	
Computer Info. Tech.	CTE 2-yr Review	Business Administration	
Corrections	Machinist Technology	Child Development/ Education	
Electricity/Electronics		Computer Science	
*Foods and Nutrition		Diesel	
Human Services		Geography/GIS	
Inspection Technology		Graphic Design	
Library Tech. Program		Pharmacy Technician	
Psych Tech		Refrigeration	
Real Estate		Welding	
RTVF			

*Campus Business Office/Mailroom/Switchboard was incorrectly placed on the 2018 efficacy review cycle and will be reviewed Spring 2019.

**Foods and Nutrition CTE Mini-Review was missed in the spring 2018 efficacy cycle and will be completed and reviewed in fall 2018.

Efficacy 2018 Results

Sixteen full and four mini reviews were scheduled in spring 2018. The programs that were reviewed and their ratings are listed below.

The subcommittee reports and the full efficacy documents that were submitted by the departments are included and the page number where they can be found in this report is referenced.

Full Reviews:

Department/Program	Rating
Academic Advancement	Conditional
Admissions & Records	Conditional
CalWorks	Probation (no report submitted)
Child Development Center	Conditional
Criminal Justice/Police/Sheriff	Continuation
EOPS/CARE	Continuation
First-Year Experience	Conditional
Food Services	Conditional
Machinist Technology	Conditional
Maintenance/Grounds	Continuation
Outreach	Probation
Professional Development	Probation
Research & Planning	Continuation
Student Health Services	Continuation
Student Life	Conditional
Student Success Center/Tutoring	Conditional

CTE Two-Year Mini Reviews:

Department/Program	Rating
Aeronautics	Continuation
Culinary Arts	Continuation
Nursing	Conditional
Water Supply Technology	Continuation

Conditional & Probationary Reports Spring 2016

During the spring 2017 Efficacy phase, ten programs received a rating of either conditional or probation. The Program Review Committee required those programs to resubmit a revised report in spring 2018, addressing areas where they received a “does not meet.” The committee provided feedback via email to those programs in order to assist in those revisions. For Program Review Committee discussion and voting on these departments/programs, see the May 4, 2018 meeting minutes that can be found on the SBVC Program Review webpage. Following are the programs, their initial ratings, and their revised ratings where applicable:

Department/Program	Spring 2017 Rating	Spring 2018 Rating
<i>Full Reviews:</i>		
Accounting	Conditional	Continuation
Inspection Technology	Conditional	Conditional
Puente	Conditional	Conditional
Real Estate	Conditional	Conditional
STAR	Conditional	Continuation
Tumaini	Conditional	Continuation
Financial Aid	Probation	Probation (no report submitted)
<i>CTE Two-Year Mini Reviews:</i>		
Architecture	Conditional	Conditional
Computer Science	Conditional	Continuation
Pharmacy Technology	Conditional	Conditional

Each of the conditional and probationary report writers were emailed with the committee feedback:

Full Efficacy Reviews—Committee Feedback:

<p>Accounting (moved from conditional to continuation)</p> <p>Committee Feedback:</p> <ul style="list-style-type: none"> • Productivity data was addressed. • Curriculum was updated and pending Curriculum Committee approval. • Accounting 010 was not pending, but it needs updating. • Discuss what is statistically relevant in student success and retention.
<p>Inspection Technology (remained at conditional)</p> <p>Committee Feedback:</p> <ul style="list-style-type: none"> • The remediation report did not address the does not meet categories adequately. The department will need to address those categories more thoroughly.

Puente (remained at conditional)

Committee Feedback:

- Student success and retention data needs to be analyzed and additional data needs to be included.
- Demographic data and productivity data needs to be vetted and analyzed.
- Student Learning Outcomes need to be addressed (bring in the English and Student Development data).
- The report needs to focus more on SBVC Puente rather than the national outlook.

Real Estate (remained at conditional)

Committee Feedback:

- Analyze demographic data more thoroughly.
- SLO/PLO data needs to be included and analyzed (accreditation issue).

STAR (moved from conditional to continuation)

Committee Feedback:

- Data needs to be provided for productivity.
- Data collection methodology is unclear. The committee suggests that the program continue to work with Research/Planning Office to solidify the data.

Tumaini (moved from conditional to continuation)

Committee Feedback:

- The committee noted that the report contained a more thorough analysis of data.

Financial Aid (remained at probation)

- No report was submitted.

CTE Two-Year Efficacy Reviews—Committee Feedback:

Architecture (remained at conditional)

Committee Feedback:

- Curriculum is not up to date.

Computer Science (moved from conditional to continuation)

Committee Feedback:

- The document addressed all of the previous does not meets.

Pharmacy Technology (remained at conditional)

Committee Feedback:

- The department needs to discuss SLO data. Also, the department needs to clarify the number of SLOs for its courses (appears to have only one SLO).
- Data needs to be analyzed.

Programs that remained on conditional or probational status will be required to submit an updated report in spring 2019.

Moving Forward

As the campus changes, Program Review continues to review its purpose and refine its focus based on the campus needs and climate. This year's Program Review Committee identified the following considerations as it moves into the 2018-2019 cycle:

Review of Emerging Needs Requests Outside of the Needs Assessment Cycle:

The committee developed a needs request process to accommodate emerging needs outside of the needs assessment cycle. These include grant opportunities and needs that, if not met, hinder the ability of existing programs to function effectively.

The process was tested during the spring semester with the submission of two proposals by Applied Technology and Student Health Services (requests can be found at the end of this report). Student Health Services submitted a grant application that was recommended by the committee, and Applied Technology submitted an application for a professional expert that was not recommended by the committee. The Emergent Needs Process will be presented to the entire campus in fall 2018.

Rationale for Addition to Process: The Program Review Committee is revising its process to include the review of emergent requests outside of the needs assessment cycle. Since the regular programmatic needs assessment of instructional and service area programs occurs only in the fall semester, the Program Review Committee has developed a process that will incorporate emergent needs throughout the year.

Link to Program Review Purpose: This process conforms to the Program Review purposes, which include: providing a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aiding in short-range planning and decision-making; improving performance, services, and programs; contributing to long-range planning; contributing information and recommendations to other college processes, as appropriate; serving as the campus' conduit for decision-making by forwarding information to appropriate committees.

Types of Requests:

- Grants
- Emergent needs to general budgets (not emergency)

Review of Requests:

- Program Review Committee/Program Review Sub-Committee

Timeline to Review Requests:

- Two-weeks for general requests
- Less than two-weeks for time sensitive requests (ex: grant application)

Process:

- Submit requests to Program Review Committee Co-Chairs
- When feasible, the Program Review Committee will review requests. For time-sensitive requests, a sub-committee will be called.
- Program Review Committee Co-Chair will report results to Academic Senate as informational items.
- Program Review Committee Chairs will report results to college President as recommendations.

Program Review Efficacy Process Survey:

At the end of spring 2018, a survey was sent to Program Review Committee members and to spring 2018 efficacy writers. The survey asked participants to rate the way that the efficacy process responded to the strategic initiatives. The committee will review the responses during the fall 2018 semester and consider whether this type of survey should be refined and permanently incorporated into the Program Review process for both the Needs Assessment Phase and the Efficacy Phase.

Full Efficacy Reviews & Program Review Committee Team Reports

Program Efficacy

2017 – 2018

Program Being Evaluated

Academic Advancement

Name of Division

Name of Person Preparing this Report

Celia Huston

Extension

x8574

Names of Department Members Consulted

Patti Quach, Ron Hastings

Names of Reviewers

Christie Gabriel, Joel Lamore, Debbie Orozco

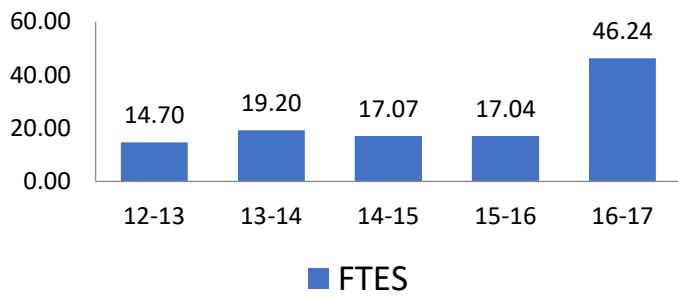
Work Flow	Date Submitted
Initial meeting with department	2/21/18
Meeting with Program Review Team	3/15/18 (via email)
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 19

Staffing

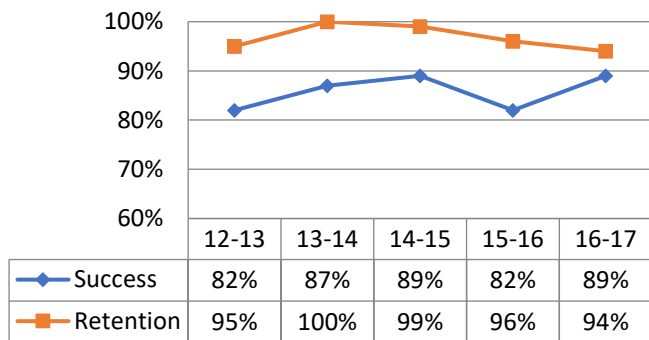
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty			3
Classified Staff			
Total			

Description: Academic Advancement courses are designed to support students by developing college skills, study skills, tutor training, and supervised tutoring, ACAD 001 is a required course for all students taking 9 or more units. ACAD 606 Supervised Tutoring is a new non-credit course that has had initial success



	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	396	526	467	486	420
FTEF	1.10	1.45	1.15	1.15	1.15
WSCH per FTEF	401	396	446	445	374



	12-13	13-14	14-15	15-16	16-17
Sections	18	21	16	16	16
% of online enrollment	17%	10%	19%	13%	13%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts.) (225 Words Max)
 The 16-17 data reflects the addition of ACAD 606 Supervised Tutoring. 32 of the FTES generated in 16-17 are from ACAD 606. ACAD 606 is not reflected in FTEF or WSCH per FTEF because ACAD 606 is based on positive attendance in the Student Success Center and assigned to faculty within the Center. This generates skewed data that shows an increase of 28 FTES, while having a decrease in duplicated enrollment, stable FTEF, and reduction in efficiency (WSCH per FTEF). Even though the data looks unusual, it is very encouraging to see the increase in FTES from ACAD606 which became active this past spring.

Success remains above 80% and Retention remains above 90%. The course offers no degrees or certificate.

Progress from Last Year's Action Plan: [Provide an update on the progress made from last year's Action Plan.] (225 Words Max)
 ACAD continues to assess and evaluate SLOs. ACAD continues to offer Middle College sections. ACAD 001 has been offered to FYE cohorts.

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) SLO assessment shows that faculty are satisfied with student achievement. Middle College student are well motivated, but learn better when exposed to more visual and hands-on material.

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's strategic goals.) (200 Words Max)

Develop more non-credit ACAD courses to support learning, the academic experience, and special populations.

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

Opportunities:

Increased interest in non-credit on campus has increased interest in developing new ACAD courses

Offering ACAD 001 at high schools for dual and/or concurrent enrollment

Challenges:

Offering sufficient sections of ACAD 001 continues to be a challenge
 Department has no full-time faculty

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Continue to collaborate with the Psychology department for a non-credit variation of ACAD 001 for Veterans. Explore offering a non-credit course for online learners.	Develop more non-credit courses	Faculty time	Spring 2019

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

	Does Not Meet	Meets	Exceeds
Demographics	The program <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 – 2014-15 to 2016-17 Academic Years		
Demographic Measure	Program: Academic Advancement	Campus-wide
Asian	5.7%	4.9%
African-American	15.8%	12.6%
Hispanic	64.2%	64.5%
Native American	0.7%	0.2%
Pacific Islander	0.5%	0.3%
White	11.9%	13.7%
Unknown	1.2%	0.4%
Female	56.2%	57.1%
Male	43.8%	42.9%
Disability	1.9%	6.0%
Age 19 or Less	15.0%	22.3%
Age 20 to 24	41.5%	36.0%
Age 25 to 29	19.6%	16.7%
Age 30 to 34	9.4%	8.8%
Age 35 to 39	4.9%	5.2%
Age 40 to 49	5.2%	6.5%
Age 50+	4.5%	4.4%

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.

The demographics for Academic Advancement closely mirror the campus demographics. In the ethnic demographics there is less than 3% variance between students served by the department and the campus population. There is up to a 5.5% variance in age groups served.

As noted in the College Catalog ACAD 001 is a required course for students wishing to graduate

Students who intend to graduate from San Bernardino Valley College are required to complete ACAD 001 during the first two semesters in which they are enrolled in nine (9) or more units

Therefore, it is not unexpected that the population served by Academic Advancement so close mirrors the college. The slight variances can be attributed to students who are exempt from taking ACAD 001.

Academic Advancement serves 4.1% fewer disabled students. Although the variance could be explained by the exemptions for ACAD 001, the addition of ACAD 606 Supervised Tutoring/Academic Instructional Support raises questions about the number of disabled students utilizing the Student Success Center and Tutoring. ACAD 606 is a newer course and student's utilizing the Student Success Center and Tutoring are not required to be registered in the course so the variance could simply be that disabled students are using the Student Success Center and Tutoring, but not registering in ACAD 606. The department will observe the demographics for disabled students to see if a trend emerges.

Pattern of Service:

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

ACAD 606 Supervised Tutoring/Academic Instructional Support is a non-credit course available to all students who utilize instructional support services and not offered at a specific day or time.

The Academic Advancement department schedules courses to meet the varying needs of full time, part time, and working students. Classes are offered in the mornings and evenings, on weekends, and in an online format. The majority of ACAD 001 courses fill and late start courses are scheduled if needed. The adjunct faculty member teaching the online sections is retiring at the end of the Spring 18 semester. The department will need find a current adjunct faculty or recruit new faculty to teach online sections in the Fall.

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	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

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

The success and retention rates of ACAD courses show that the department is effective. Success has above 80% and Retention in ACAD has above 90% since 2012-2013 which is higher than the campus averages shown in the Retention & Success Rates by Department & Year report that is located on the Office of Research, Planning, and Institutional Effectiveness website.

The Fall 2016 research brief from the Office of Research, Planning, and Institutional Effectiveness entitled *The Effects of Tutoring on Academic Performance* clearly indicated that students who receive tutoring and instructional support have greater success and retention rates. The research is based on SARS registration data, which was the only way to capture tutoring data prior to the development of ACAD 606. The ACAD department will ask that students enrolled in ACAD 606 Supervised Tutoring/Academic Instructional be added to this report.

The success and retention data and the research brief both support the department goal of developing more non-credit ACAD courses to support learning, the academic experience, and special populations. Offering ACAD 001 in a non-credit format could benefit students who are exempt from taking ACAD 001 as a required courses. Similarly, variations of ACAD 001, such as ACAD 602 College Success Strategies for Student Veterans and Families a non-credit course currently in development, could be developed.

The course offers no degrees or certificate.

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 Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.)

Student Learning Outcomes:

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 (e.g., faculty discussions, SLO revisions, assessments, etc.). 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.

**ACAD 001 Course Data 2016-2017
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	Through an analysis of learning styles, students will be able to identify resources and implement specific strategies for time management, stress management, reading, note taking, writing, and test taking.	325	302	92.92%

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
2	Students will be able to recognize and respond successfully to behavior expectations, class participation, attendance policies, and academic honesty; and be able to define students' rights and responsibilities at San Bernardino Valley College.	329	321	97.57%
3	Students will be able to successfully identify and utilize key educational support systems, such as the Library, Blackboard, Counseling, WebAdvisor, etc., and use the Internet to successfully communicate with faculty using their campus email account.	328	312	95.12%

9 Assessment Methods & Criteria

- Class presentations, assignments and final exam. Students must pass assessment assignments with an A, B or C grade.

2 Section(s)

- ACAD-001-50 for 2016FA
- ACAD-001-51 for 2016FA
- We hit the ground running and jump into the curricular structure on the first day of class. There are many methods of instruction that are assessed in the course. We read information presented in the text and form learning partnerships to discuss. We complete questionnaires to identify our learning styles, emotional intelligence and critical thinking scores. We identify short and long term goals. We complete daily writing prompts that align with the chapter we are covering for the class session. Additionally, we use a survey app and our mobile devices to vote on topics discussed in class. We create a vision board of our short term and long-term goals. We organize binders and submit. We also participate in a group project in which we research specific departments on campus and identify the pragmatic uses for Valley students.
(ACAD-001-02 for 2016FA)
- I assessed through student participation, quizzes, library orientation assignment, Learning Express assignment, in-class assignments, midterm, and final. My goal is for all students to receive a "B" or better.
(ACAD-001-01 for 2016FA)
- I assessed through student participation, quizzes, library orientation assignment, Learning Express assignment, in-class assignments, midterm, and final. My goal is for all students to receive a "B" or better.
(ACAD-001-04 for 2016FA)
- I assessed through student participation, quizzes, Library orientation assignment, Learning Express assignment, in-class assignments, midterm and final. My goal is for all students to receive a "B" or better.
(ACAD-001-06 for 2016FA)
- Discussions, writing assignments, presentations, quizzes, final exam, individual and group assignments. Students must pass assessment assignments with an A, B or C grade.

2 Section(s)

- ACAD-001-50 for 2017SP
- ACAD-001-51 for 2017SP
- We use small groups, class discussion input, the discussion forum on BlackBoard, quizzes, the binder project, a final group project as well as writing assignments to assess proficiency.
(ACAD-001-01 for 2017SP)
- I used PowerPoint, in-class participation, testing, and a final to assess the students.
(ACAD-001-02 for 2017SP)

- I used PowerPoint, tests, a final, discussions, and assignments to assess my students. (ACAD-001-04 for 2017SP)

7 Reflection(s)

- No comment at this time.

4 Section(s)

- ACAD-001-51 for 2016FA
- ACAD-001-50 for 2016FA
- ACAD-001-51 for 2017SP
- ACAD-001-50 for 2017SP
- This was an exceptional class of students! (ACAD-001-02 for 2016FA)
- Next semester I will concentrate more on my detailed PowerPoint presentation that I also place on Blackboard. I will include an additional Library orientation. I will also arrange for at least two guest speakers. My biggest challenge is persuading students to read the chapters. Next semester I will include chapter quizzes. I will also arrange individual appointments for students who are not performing successfully. (ACAD-001-01 for 2016FA)
- The next semester that I teach at the middle college I will concentrate more on my detailed PowerPoint presentation that I also place on Blackboard. I will include an additional Library orientation. I will also arrange for at least two guest speakers. The majority of the students at the Middle College are motivated to do well. They recognize the value of the information taught and are committed to learning the material and applying it to their other classes. (ACAD-001-04 for 2016FA)
- The majority of the students at the Middle College are motivated to do well. The students recognize the value of the information taught and are committed to learning the material and applying it to their other classes. Next semester I will concentrate more on my detailed PowerPoint presentation that I also place on Blackboard. I will include an additional Library orientation. I will also arrange for at least two guest speakers. I will arrange individual appointments for students who are not performing successfully. (ACAD-001-06 for 2016FA)
- This class size was small so it gave me more time per student to work before and after class with them. In the future I would like to spend more time in the computer lab with my students. (ACAD-001-02 for 2017SP)
- I need to allocate more time in the computer lab with my students. (ACAD-001-04 for 2017SP)

Sections of ACAD 001 are continuously being assessed. Data from 2016-2017 shows that greater than 92% of students are successfully achieving their SLOs. Faculty reflections demonstrate a desire to build on this success by making greater use of the online course shell, bringing in guest speakers, and increasing student time in the computer lab. At the Fall 2018 Adjunct orientation meeting the department faculty will discuss how these changes identified in 2016/2017 have enhanced student learning in 2017/2018 and how these learning strategies can be expanded to all sections.

ACAD 010, 606, 610 did not have SLOs loaded into the SLOCloud. The SLOs for these courses will be included in the next upload. That these courses are not traditionally scheduled courses with a set start date, end date, meeting time, or location will make it challenging to develop SLO assessment methodologies.

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 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Not Applicable

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

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program 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 program goals and achievements to the campus and to the community.

Academic Advancement communicates its program goals and achievements in using the Campus Catalog, Campus website, Educational Master Plan One-Sheet, and Program Efficacy to highlight the purpose of the program, the program's success, and the program's plans. The program's success is also highlighted by the success of its partnerships with First Year Experience and Middle College.

The department needs to communicate its program and goals beyond the internal campus methods listed above and market directly to students. This could be done in the future using flyers that highlight the content and success of ACAD 001 and listing available sections. The success data from the research brief *The Effects of Tutoring on Academic Performance* could be used to market ACAD 606 to students. This would be an excellent opportunity to market the course to underserved populations such as disabled students by placing flyer in the DSPS office.

Describe how your program seeks to enhance the culture and climate of the college.

Academic Advancement enhanced the culture and climate of the campus by helping students become more successful students. ACAD 001 define their career goals, and helping students gain the learning skills they need to reach those goals student the knowledge of the campus community and support services. ACAD 001 improves campus culture and climate by exposing students to the campus culture and climate. Students in ACAD 001 are exposed to the wide variety of student clubs on campus. Students completing ACAD 001 have detailed information on services and resources such as Student Health, Mental Health, financial assistance, and the food bank. These students will be more likely to utilize these services and share their experiences with other students.

ACAD 606 supports the campus culture and climate by providing a non-credit venue for the campus to receive apportionment for tutoring and instructional support services. The funding gained through the apportionment can be used to further enhance instructional support services for students. The

enhancement of tutoring and instructional support services will benefit the college's academic culture and climate through increasing student success and retention rates.

The recent statewide focus on non-credit supports department goal of developing more non-credit ACAD courses to support learning, the academic experience, and special populations.

Describe one or more external/internal partnerships.

Academic Advancement maintains partnerships with Middle College High School, and First Year Experience programs and offers one or more cohort sections of ACAD 001 for students in those programs. The department is participating in the development of the Dual/Concurrent Enrollment programs. ACAD 001 is one of the courses that could be offered to student Dual/Concurrent Enrollment on high school campuses.

Academic Advancement has partnered with the Psychology Department for the development of a non-credit course ACAD 602 College Success Strategies for Student Veterans and Families which is currently pending curriculum approval.

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

Academic Advancement actively support Middle College High School, First Year Experience programs, with cohort sections already scheduled for Fall 2018.

There is a resolution 17.01 SP18 Noncredit Instruction in Guided Pathways Efforts coming to the Academic Senate of California Community Colleges (ASCCC) in Spring 2018 that emphasis the importance of non-credit college preparation instruction. Additionally, Assembly Bill 1935 and Senate Bill 1009 Community College-Tutoring focus on expanding non-credit apportionment for basic skills tutoring to other disciplines. If the resolution/bills pass, there will be greater opportunity and support for the development of additional non-credit ACAD curriculum. At one time Academic Advancement offered non-credit tutoring courses that were discipline specific. The curriculum for these courses could be revised and submitted for approval if the ASCCC resolution, state-wide initiatives, and bills support such activity.

The Guided Pathways initiative is another opportunity for ACAD to create new internal partnerships with departments across campus. Guided Pathways is in its infancy on campus, the campus will submit the Guided Pathways Plan by March 30, 2018 and receive funding upon approval. The Academic Advancement department chair will be an active participant in Guided Pathways planning and envisions developing credit or non-credit courses such as "College Success Strategies for the Sciences" or "College Success Strategies for Liberal Arts" that focuses on pathways specific career planning, and pathway specific academic support resources. (The actual names of a course will be dependent on what pathways the college chooses to develop.).

It should be noted that initiatives such as Guided Pathways, or the development of discipline specific non-credit tutoring courses involves other instructional departments and campus services. Thus, creation of new credit or non-credit courses will be part of a greater campus wide conversation.

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.

Academic Advancement isn't a 'field' in the traditional sense. Adjunct faculty who teach Academic Advancement courses must meet minimum qualifications for any discipline taught on campus. The "field" of ACAD 001 is an in-depth knowledge of the campus, its instructional programs, student services, and campus information. ACAD faculty need to be current variety things such as parking regulations, the food bank, and mental health services as well as campus technology. Adjunct part-time faculty members participate in adjunct orientation days, flex day events, professional development training and to keep abreast of campus technology such as the SLO Cloud and Canvas, instructional innovations, and campus information. The Adjunct orientation days are particular useful for maintaining currency on campus information. The campus vice presidents update adjuncts on new campus services and changes/improvements to campus facilities. Adjunct orientation days include break out workshops on new software such as Starfish, overviews of services such as DSPS, and training on education software.

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

Academic Advancement courses are taught by adjunct faculty from a variety of disciplines. Faculty are members of professional organizations within their discipline and transfer teaching and learning skills from their discipline to Academic Advancement courses. For instance, one of the department's adjunct faculty is from the Reading Department. This faculty member participates in the Reading Department's SLO Symposiums and transfers the knowledge on SLO development and assessment gained in those symposiums to her ACAD 001 classes. The department chair participates in meetings and conferences within her discipline (Library Science) that have included workshops on assessment of library services that can be transferred to developing assessment methodologies for ACAD 606. Additionally, the department chair participates in a number of ASCCC institutes and plenary sessions that provide professional development on statewide initiatives.

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 department chair attends a number of conferences including Academic Senate Plenary Sessions, the Accreditation Institute, and the Curriculum Institute. In recent years, these conferences have focused on the development of non-credit courses for instructional support. The non-credit knowledge gained from these conferences were applied to the development of the ACAD 606 curriculum. Future plans include the attending the Career and Non-Credit Education Institute which has several sessions regarding how non-credit courses can interact with AB705, Guided Pathways, Strong Workforce, and Dual Enrollment. Knowledge gained from the institute could be applied to future non-credit ACAD courses, or in other disciplines across campus.

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.

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 Academic Advancement Program is to provide students with transferable skills and strategies that will enable them to achieve academic success.

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

The campus mission is 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.

The mission of the ACAD program is to provide students with skills which are not content based, but are applicable across the curricula to support their progress in their chosen field. In so doing, we support the college's mission by providing students with the tools to access and take advantage of the varied educational programs and services available to them.

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.

An analysis of the data provided in the Fall 2017 EMP showed a disproportional relationship between FTES, FTEF, and efficiency (WSCH per FTEF) from 2015/2016 to 2016/2017. The department contacted the Office of Research, Planning and Institutional Effectiveness to verify that the data was correct and seek a reasonable explanation for the discrepancies. The 2016/2017 data included data from the new ACAD 606 data, which is based on positive enrollment, in Academic Advancement data. ACAD 606 generated 28 FTES skewed data to decrease in duplicated enrollment, stable FTEF, and reduction in efficiency (WSCH per FTEF).

It is difficult to analyze the overall impact of ACAD 606 on productivity data on the Academic Advancement department with just one semester of data to work with. The Fall 2018 EMP will have three semesters of ACAD 606 data which will allow for better longitudinal analysis of ACAD 606's impact.

The reporting and analysis of productivity, success, and SLO data for non-credit academic support courses will have to be addressed in the near future as such courses are likely to increase. It will probably be necessary to separate data for traditional courses such as ACAD 001 from academic support courses such as ACAD 606 and MATH 610 in order to better analyze data.

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. (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.

ACAD 001, ACAD 010, and ACAD 610 have been launch for review by the curriculum committee. ACAD 010 is two years behind in the curriculum process. The course is affiliated with the Student Success Center and although the course is administratively scheduled by the Academic Advancement Department, the curriculum was developed by the faculty member coordinating Student Success Coordinator. The course got lost in the shuffle of Student Success leadership and department leadership changes with neither area following through with content review. The department chair will take lead on launching ACAD 010 (and all other ACAD courses) for content review and ensuring the course completes the process.

Academic Success and Learning Services				
Academic Advancement				
	Course	Status	Last Content Review	Next Review Date
	ACAD 001 Strategies for College Success	Active	04/04/2011	04/04/2017

	ACAD 010 Tutor Training	Active	05/11/2009	05/11/2015
	ACAD 606 Supervised Tutoring/Academic Instructional Support	Active	11/07/2016	11/07/2022
	ACAD 610 Tutor Training	Active	11/14/2011	11/14/2017
	ACAD 100 Strategies for College Success	Historical		
	ACAD 110 Tutor Training	Historical		
	ACAD 600AX4 Supervised Tutoring - Business & Economics	Historical		
	ACAD 600AX4 Supervised Tutoring - Applied Technology, Transportation & Culinary Arts	Historical		
	ACAD 600AX4 Supervised Tutoring - Applied Technology, Transportation & Culinary Arts	Historical		
	ACAD 600BX4 Supervised Tutoring - Criminal Justice	Historical		
	ACAD 600BX4 Supervised Tutoring - Health Sciences	Historical		
	ACAD 600BX4 Supervised Tutoring - Criminal Justice	Historical		
	ACAD 600CX4 Supervised Tutoring - Humanities	Historical		
	ACAD 600CX4 Supervised Tutoring - General Studies	Historical		
	ACAD 600CX4 Supervised Tutoring - General Studies	Historical		
	ACAD 600DX4 Supervised Tutoring - Learning Resources	Historical		
	ACAD 600DX4 Supervised Tutoring - Arts & Humanities	Historical		
	ACAD 600DX4 Supervised Tutoring - Arts & Humanities	Historical		
	ACAD 600EX4 Supervised Tutoring - Library and Learning Support Services	Historical		
	ACAD 600EX4 Supervised Tutoring - Library, Learning Resources & Communication Media	Historical		
	ACAD 600EX4 Supervised Tutoring - Physical Education	Historical		
	ACAD 600EX4 Supervised Tutoring - Library and Learning Support Services	Historical		
	ACAD 600FX4 Supervised Tutoring - Science	Historical		
	ACAD 600FX4 Supervised Tutoring - Mathematics, Business & Computer Technology	Historical		
	ACAD 600FX4 Supervised Tutoring - Mathematics, Business & Computer Technology	Historical		
	ACAD 600GX4 Supervised Tutoring - Social Science	Historical		
	ACAD 600GX4 Supervised Tutoring - Science and Health Science	Historical		
	ACAD 600GX4 Supervised Tutoring - Science and Health Science	Historical		
	ACAD 600HX4 Supervised Tutoring - Social Science, Human Development & Physical Education	Historical		
	ACAD 600HX4 Supervised Tutoring - Social Science, Human Development & Physical Education	Historical		
	ACAD 600HX4 Supervised Tutoring - Technical	Historical		
	ACAD 600IX4 Supervised Tutoring - General Studies	Historical		
	ACAD 600IX4 Supervised Tutoring - General Studies	Historical		
	ACAD 900 Employability Skills	Historical		
	ACAD 900 Employability Skills	Historical		
	ACAD 910X4 Voc Basic Skills Enhancement	Historical		
	ACAD 910X4 Voc Basic Skills Enhancement	Historical		

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
n/a		

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

n/a

Currency

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 accurate? 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?

The information in the college catalog is accurate.

Challenges:

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 and weaknesses in the program?

In addition to the challenges cited in the EMP summary, Academic Advancement has a new challenge. The faculty member who traditionally taught ACAD 010/ ACAD 610 has accepted an administrative assignment. The department will be seeking faculty for these courses. Additionally, ACAD 010 and ACAD 610 are similar in nature and the department needs to decide if both courses are necessary.

Academic Advancement is not a recognized discipline in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges 2018-2019*. The department reviewed the *Minimum Qualifications for Faculty and Administrators in California Community Colleges 2018-2019* and came to consensus that “Learning Assistance or Learning Skills Coordinators or Instructors and Tutoring Coordinators” seems to be the best fit for the courses in our department. The department has sent a memo to the Curriculum Committee requesting this change.

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
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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.
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Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

The classroom facilities are sufficient for the Academic Advancement Program. There is a dedicated classroom in the Library for all Academic Advancement and Library Technology Courses. The classroom has a smart technology for instructor use and tables and seating that can easily be arranged for group projects and presentations. The classroom could be utilized to offer additional Academic Advancement courses.

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.

It is clear that this program is using traditional and new approaches (e.g. social media and online course management systems). However, the incorporation of these approaches into planning is not as clear.

Response: This report incorporates future planning into the sections on Community, Culture, and Climate, Professional Development, and Challenges. Much of the planning is centered around the future of non-credit in the Academic Advancement department and future partnerships with programs such as Guided Pathways.

Program Efficacy Team Report (Instruction)

2017 – 2018

Name of Department: **Academic Advancement**

Efficacy Team: Christie Gabriel, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The report shows a program which is aware of some of its challenges and working to fix a few issues noted in the report: workload data, timely content review, the input of remaining courses into SLO Cloud, and replacing the full-time instructor. The program does demonstrate good success and retention for its courses. But the efficacy report is too often minimalist in discussions of data and program circumstances, and at times information that might provide context is not provided. There are serious gaps in data and/or analysis of instructional success (including SLOs) as well as inadequate discussion of facilities. Previous Does Not Meet is not addressed.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

The program tracks close to college demographics in all but one area: utilization by disabled students is lower than college population. The program isn’t sure at this point why that is, though they note that these students may be exempt or may not be registering for ACAD 606 and thus are not counted. They noted they will follow up to find reasons for the discrepancy. According to the program and the catalog, ACAD 001 is required for all students who intend to graduate, but it isn’t clear from the section count or duplicated head count whether this has been fully implemented or whether the program will be handling additional growth. The program notes that some students are exempt from ACAD 001 but should have provided catalog criteria for exemptions to provide context to readers.

Though pattern of service seems adequate, data to show that depend entirely on fill rates (which are healthy, and late start courses are opened when demand exceeds schedule course availability) Other measures, like wait lists, might be employed. Also the evaluation could be done on a finer level: what are fill rates between day, evening, weekend and online courses? The percentage of online courses has remained flat. Given challenge to offer sufficient courses to meet demand (and mandate), an increase in DE courses might be expected.

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

	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	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>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program's success and retention rates are good. However, as they note, much more data needs to be collected. Insuring that all ACAD 606 sections are captured in SARS and that success rates of students in their concurrent courses are also tracked. An analysis of the data which indicates progress on departmental goals, developing more non-credit ACAD courses, was not done. More discussion on this should have been included in this section.

SLO success rates and discussion are adequate; however, they are incomplete as there is data only for ACAD 001. Some courses don't yet have SLOs loaded into SLO Cloud, which was surprising given the college was to have all courses in the system some time ago. This means SLO data for these courses has not been collected to analyze. While the program explains that since these classes are not traditionally scheduled and this makes for challenges in SLO assessments, this does not fully explain why the SLOs have not been loaded into SLO Cloud. Since SLOs for those other courses are in no way discussed or analyzed, it raises the question whether SLOs are being assessed in those classes or if SLOs have even been developed. Though the program promises to remedy this, this needs to be a priority so that data can begin to be collected as soon as possible to support and validate program goals and efficacy.

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

	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:

Current program communication seems adequate, and the program notes ideas to increase communication to college and community using a variety of methods.

Climate and culture are adequately covered, with courses helping students connect to events, opportunities, clubs and other elements of the college experience. More specificity would have been helpful in concretely documenting this aspect.

Partnerships seems appropriate for this program, including Middle College, FYE, plus participation in Dual/Concurrent Enrollment opportunities and investigating opportunities in Guided Pathways. A partnership with the Psychology Department has resulted in a new non-credit course, ACAD 602 for veterans, which is currently pending curriculum approval.

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

	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:

The program notes that there is no “field” for this area, but that faculty must understand the college to help their students be successful. They note opportunities available to faculty, such as in-service day and flex activities and adjunct orientation as well as workshops developed through professional development or departments. Since the majority (and currently all) faculty in the program are adjuncts, a better sense of whether these faculty are actually participating in these would valuable.

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

	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:

The program's mission aligns with the college mission.

The program admits that productivity is difficult to assess at this time as the data sets available are not correct. The inclusion of ACAD 606 data, a positive attendance course, skewed the data. The program will work with Research Office to resolve the issue in future, possibly by separating traditional course (ACAD 001 and 010) from non-credit course data (ACAD 606).

One course was past due in content review (by two years). It is currently moving through Curriculum. The department explained administrative turnover and loss of full-time faculty member likely explains the course failing to be updated.

The programs information in the catalog is up to date.

The program discusses challenges such as loss of full-time faculty member and the overlap of two of its courses adequately. Some discussion of the challenge of meeting demand for course should have been covered here, though it is touched on elsewhere in the document.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

Though the program seems to have sufficient facilities for now (one dedicated classroom which is appropriately equipped with smart classroom tech and flexible arrangement of tables and seating), including capacity for additional sections (though exact capacity is not specified), there is minimal discussion or detailed support (how many sections in that classroom currently? how many more could be supported? etc.) In addition, assessment of facilities for DE courses is not covered. Since the program is likely to be experiencing substantial growth, the lack of detail on facilities capacity is a major concern.

VII: Previous Does Not Meets Categories

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

Efficacy Team Analysis and Feedback:

The program notes various areas where planning is discussed, but there is no detail or specific examples (as required by instructions), nor even clear pointers to specific points in report where those details might be found.

Program Efficacy

2017– 2018

Program Being Evaluated

Admissions & Records

Name of Division

Student Services

Name of Person Preparing this Report

April Dale-Carter

Extension

8922

Names of Department Members Consulted

Veada Benjamin, Sylvia Romo, Julie Ulloa, Raquel Villa

Name of Reviewers

Paula Ferri-Milligan, Carol Jones, Sandra Moore

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 19

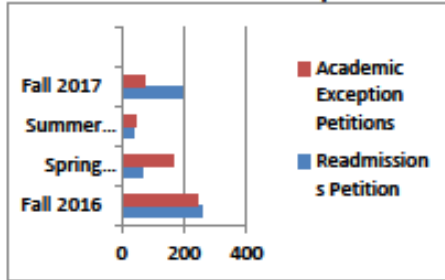
Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1		
Faculty			
Classified Staff	14		
Total	15		

Admissions & Records

Readmissions & Academic Exceptions Petitions



Description:

Admission to the College & Registration
 Auditing
 Residency determination
 Evaluation of prior credit
 Evaluation of graduation requirements
 Updates in Tess for Course Equivalency
 Maintenance of student academic records in perpetuity
 Processing of grade changes, incompletes
 Processing of add/drop
 Late Add petitions
 Veteran's Certification, Information, and Referral
 Online application, registration, and transcript request services
 Petitions for Academic Exception i.e. repeat a course, remove a grade, missed deadlines, etc.
 Eligibility determination of concurrently enrolled high school students
 Assistance with Foster Youth
 Acceptance of payment for enrollment and auxiliary fees.
 Adjudicating and processing petitions for academic exception
 Adjudicating and processing petitions for readmission
 Requests for background checks in accordance with FERPA
 Response to subpoenas in accordance with FERPA
 Welcome letters sent to every new applicant
 Welcome letters sent to returning students
 Drops for nonpayment
 Reinstatement of registration
 Communication with faculty and campus about important Admissions, Records, and Registration deadlines and processes

Assessment

Table 1: shows the number of petitions: readmissions & Academic Exceptions reviewed and processed within the last year
 Table 2: shows the number of late adds we process per term after the initial 2 week add period
 Table 3: shows the number of first time students enrolled for the 2016/17 year

Program Goals:

More staff professional development participation
 Improve and streamline the pre-requisite clearance process (will be met starting Spring 2018 with the Automated Prerequisite/Co-requisite drops). That will then be added to our Description.
 Improve technology services in A&R
 Increase customer service efficiency

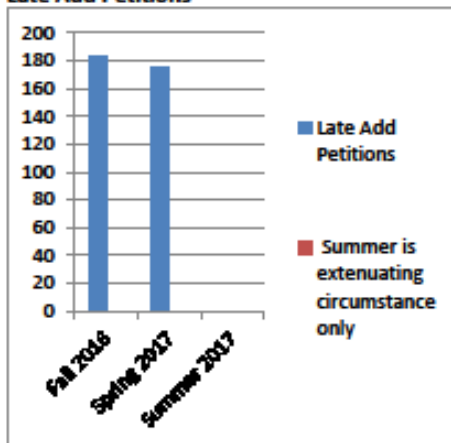
Challenges and Opportunities:

Staffing: funding issues and support are on-going challenges
 Physical conditions: carpet needs replacing and front Counter space too high is another challenge.
 Opportunities for innovation and partnership abound

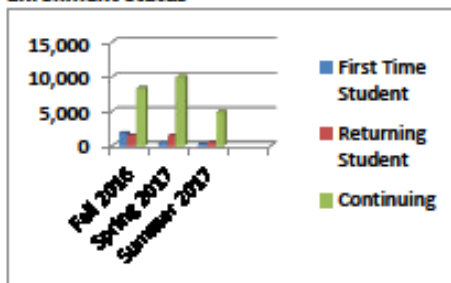
Action Plan:

Increase use of electronic communication with students
 Reduce the number of Late add petitions that are processed per term
 Hope to install A & R student services tracking system
 Track number of payments received over the counter.

Late Add Petitions



Enrollment Status



Summer is unavailable on Data Mart but information indicated 755 for first-time students. I don't know how accurate that is

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 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%
Female	57.5%

Male	42.5%
Disability	5.4%
Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

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.

The Admissions and Records internal demographic data doesn't differ from the campus populations. Our program is unique in that we serve all enrolled students (admissions and registration) as well as those that have left the college after graduation for transfer or employment (data is collected on the number of students that graduated in the 2016/17 academic year).

*** As you will note from our EMP attached we provide a number of services, however at this time we do not collect any other demographical data as it relates to the students served. Graduation data is the information we have that links demographics to a process or service.

Demographics- 2016/17 Graduates	
Asian	9.4%
African-American	11.8%
Hispanic	61.4%
Pacific Islander	0.2%
White	16.7%
Unknown	0.4%
Female	58.9%
Male	41.1%
Disability	2.5%
Age 19 or Less	3.2%

Age 20 to 24	34.0%
Age 25 to 29	23.5%
Age 30 to 34	12.7%
Age 35 to 39	10.2%
Age 40 to 49	9.1%
Age 50+	7.3%

Comparing the graduation data with the campuses data, there are some data sets that are almost identical within the African American, Hispanic, Pacific Islander, unknown, female, male, and age group 20 to 24. All other data points are very close in percentages which confirms the above statement that Admissions and Records serves all students and the data doesn't differ from the campuses data set.

Please keep in mind that applying for graduation is optional, although it is highly encouraged by our office, the Counseling department and the Transfer Center not all students that have completed a degree or certificate submit the proper paperwork to apply for graduation. Some students are looking for enrichment only.

Additionally, we will work with TESS to add demographic information to the current reports we have for services such as: priority registration, transcript request, readmission, concurrent enrollment and payments.

Pattern of Service:

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

The Admissions and Records Office is open Monday and Thursday 8:00 a.m. – 5:00 p.m. Tuesday and Wednesday; 8:00 a.m. – 7:00 p.m. and Friday 8:00am-2:00pm. During the first two weeks of the term extended hours are offered Monday-Thursday (8:00 a.m. – 7:00 p.m. and Saturday (9:00 a.m. – 1:00 p.m.) During the Summers when the campus closes on Fridays the office is open from 8:00 a.m. – 5:30 p.m. The hours listed are the hours streamlined across more than half of the Student Services offices on campus. The Tuesday and Wednesday evening hours allows us to services those students that have evening classes under the either the Monday/Wednesday course pattern or the Tuesday/Thursday course pattern.

Over the past few years we have moved a lot of our process online (admission application, transcript request, enrollment verifications and registration/payment), creating more access opportunity for current and potential students outside our normal business hours. We keep our webpage updated with changes in policy and deadlines and within the last year we have developed two admissions and records social media accounts (Facebook and Instagram) attempting to engage students with more popular means.

We coordinate with the three local feeder districts that consist of 16 high schools. San Bernardino City Unified School District (SBCUSD) has 10 high schools (Anderson, Middle College, San Gorgonio,

Arroyo, Pacific, Sierra, Cajon, San Andreas, Indian Springs and San Bernardino), Colton Joint Unified School District (CJUSD) has 3 high school (Bloomington, Colton, and Grand Terrace) and Rialto Unified School District (RUSD) has 3 high schools (Carter, Rialto and Eisenhower). We offer offsite admissions and registration workshops at any of the high schools that contact us requesting assistance. We utilize the offsite workshops as training opportunities for the high school staff. Our objective is to help the high school staff become comfortable with our online processes, with the goal for them to offer additional workshops on their own.

Our program also participates in the Big Bear super Saturday event twice a year. One staff member drives to Big Bear to help facilitate and support the application and registration workshops, while one staff member works in the office downloading the admissions application to provide instant welcome emails that list the student's id and login information. Lastly, we have participated in the Valley in the Community event where groups of administrator, faculty, staff and students go out in the community and promote SBVC.

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. 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).	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

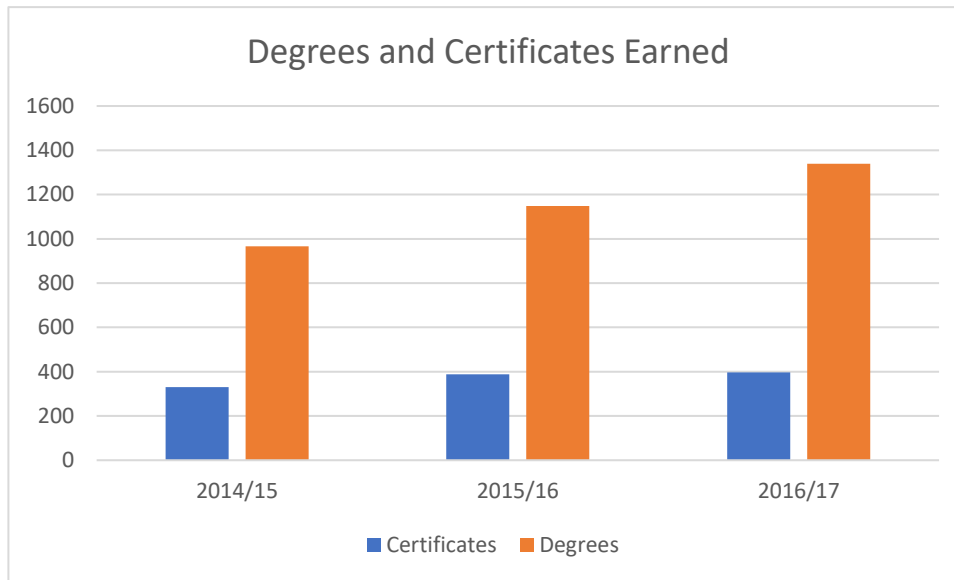
Student Success:

Explain how the services in the program promote student success.

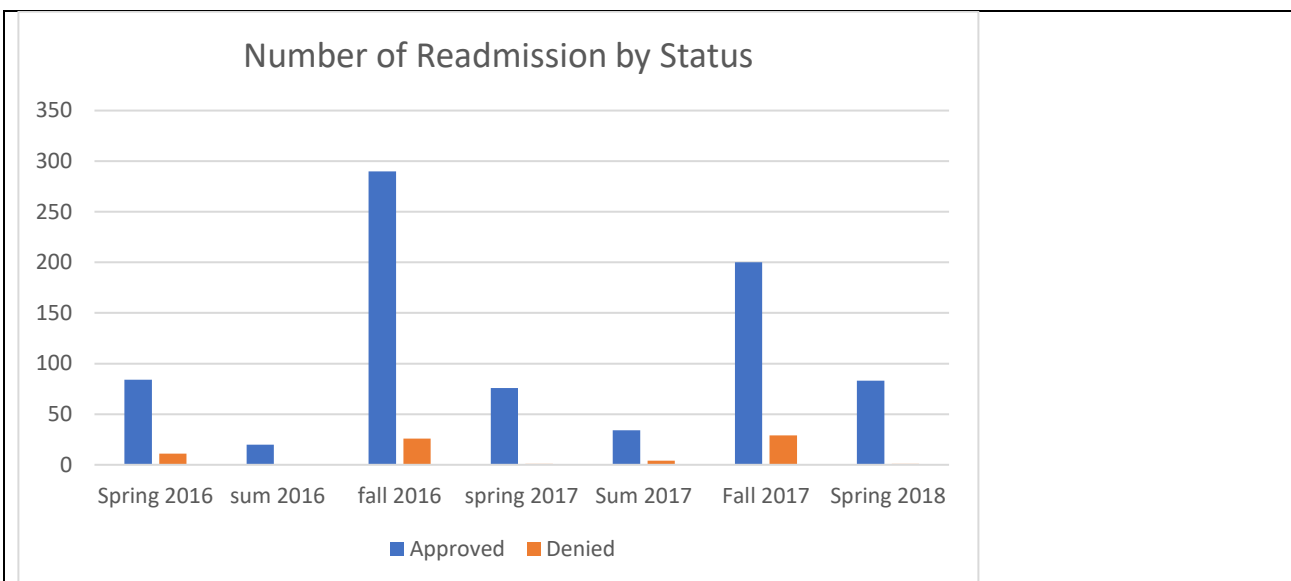
The Admissions and Records program provides a number of services that promotes student success including: facilitating registration workshops at local feeder high school, participating in the annual New Student Welcome day event, we maintain the degree audit system for Counselor's

program checks, we offer two free transcripts to all students, we help maintain the integrity of our online systems by providing trouble shooting to students and faculty through registration processes, we provide enrollment and degree verifications, our evaluators evaluate student's records for graduation and transfer requirements. We evaluate incoming transfer work and we have staff representation at the Financial Aid awareness fair, Senior day and other campus events that supports our students.

Below list two specific areas of service our program supports:



The student graduation applications are submitted to our office for evaluation of grad and transfer requirements. The chart above shows our commitment to student success we process thousands of graduation applications every semester to help promote our students to the next level in their career and/or educational journey.



This report reflects the number of Readmission petition (by status) that are submitted for a given term. Readmission is a petition process for students that have been dismissed from the college. The students must first meet with a Counselor to complete the workshops, then the student submits the petition to Admissions and Records for review and processing. The data reflects there are more students that return to college in the fall semester compared to spring and summer. The data also shows we support student success by given the students opportunities to return to college, after being dismissed. Students are allowed to return under a different guideline and unit restriction.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Program SAO Summary Evaluation Form

Division/Program: Admissions & Records Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016		Lead Evaluator: April Dale-Carter Participants: Veada Benjamin, Andrea Booker-Guantes, Melissa Carmell, Raquel Villa, Sylvia Romo, Julie Ulloa	
Service Area Outcome Statement		Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and the SBVC email account.	
Strategic Initiatives aligned with the SAO.		<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool		Admissions and Records Student Survey	

Criteria – What is “good enough”? Rubric	Rubric criteria are based on 85% criteria satisfaction rating.
What are the results of the assessment? Are the results satisfactory?	The overall ratings in the online add/drop process was 98% of students understand how to add/drop utilizing webadvisor. 47% of students said yes they know and understand how to order transcripts online. 90% of students surveyed have logged in to their SBVC student email account
Were trends evident in the outcomes? Are there gaps?	The noted trends show a significant increase in the number of students that utilize webadvisor compared to the number of students that are familiar with the online transcript. There is also a significant change in the number of students logging in and checking their SBVC email account. Yes, there are gaps. Students are more familiar since webadvisor is used more often for various processes including financial aid and educational plans. Transcript requests on the other hand normally occur during transfer or graduation.
What content, structure, strategies might improve outcomes?	Increase the rating in the areas of online transcripts and utilize the online fastpass appointment during peak times.
Will you change evaluation and/or assessment method and or criteria?	No.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input 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 & SAOs) SAO Dialogue focused on: Ensuring that are online process surveys and direct student contacts are meeting/exceeding the needs of our students.
Will you rewrite the SAOs	No.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success The results will be used to improve our student online programs.

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

The data for the SAO was collected by distributing surveys when students visited our office, we also asked students to complete the surveys at our table during resource fair events such as: Fanatical Aid Awareness fair and New Student Welcome day. Some programs helped by asking their students to complete a survey. The programs included: EOPS, Valley Bound and Tumaini

We unfortunately have not been consistent with collecting data or distributing student surveys. This is the only SAO data we currently have. We push through our processes daily and on a semester basis keeping up with new policy's and initiatives that we forget the importance of surveying students. We working with the Dean of Research to establish surveys by the fall 2018 term. Our goal is to collect data on an ongoing semester basis.

SAO Summary: Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and the SBVC email account.

The overall ratings in the online add/drop process was 98% of students understand how to add/drop utilizing webadvisor. 47% of students said yes they know and understand how to order transcripts online. 90% of students surveyed have logged in to their SBVC student email account

The noted trends show a significant increase in the number of students that utilize webadvisor compared to the number of students that are familiar with the online transcript. There is also a significant change in the number of students logging in and checking their SBVC email account.

Yes, there are gaps. Students are more familiar with webadvisor since webadvisor is used more often for various processes including financial aid and educational plans.

We believe the factor that contributed to the low (47%) percentage rate of those students familiar with ordering transcripts is due to the following:

- although we tried to capture a diverse audience with our survey, most of the students we surveyed were not at the point in their education journey to order transcripts. The population of students that are more than likely to order transcripts are those students transferring to other institutions or students that need to verify degree completion. We recognize this question should be addressed to a different population of students. Our goal is to survey the transcript question at the grad fairs.

We are attempting to resolve gaps, by communicating with the students more often. We understand sending emails isn't always the best approach. Therefore, we have created an A&R Facebook and Instagram page. We also keep our online webpage update with current forms, policies and deadlines.

We understand the importance of collecting data and we will resolve gaps by being more consistent in our collection of data by providing survey's more often in office and when we are out and about and different events. We must develop multiple surveys since our service area is large and doesn't focus on one specific group of students. We will work with the Dean of Research to create surveys that

will record optimum information to provide additional and/or improved services. Our goal is to collect data on an ongoing semester basis.

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 program goals and achievements to the campus and to the community.

Admissions and Records demonstrates our goals and achievements by communicating the information at our monthly Student Service and Instructional Joint Cabinet meetings, the bi-monthly Enrollment Management meetings, the monthly Matriculation committee and Manager’s meetings. In these meeting we are able to share with our colleagues any new changes in policies, processes or timelines. This gives us an opportunity to share information with other programs for them to take back to their respective areas. It also allows for feedback/input from other programs, to look at things from a different perspective and how it will impact the campus in a positive and/or negative way.

We meet with the High Schools from San Bernardino City School District, Rialto School District and Colton Joint Unified School District setting new goals and bench markets for the concurrent/dual enrollment programs. In light of the increase in the concurrent enrollment program, Admissions and Records has created a Concurrent/Dual Enrollment guide, that outlines what concurrent enrollment is, the concurrent enrollment steps and the requirements to participate in the program.

Our program communicates with the faculty regarding drop deadlines and grades submission deadlines, each semester a deadline reminder is sent to faculty regarding grades submission, census/drop deadlines and the late add petition deadlines.

Lastly, we communicate with the students after they submit an online admissions application. The student is sent a welcome email with their student id number, webadvisor username and student

email information. After the Scholastic Standards Committee review petitions for: (repeat courses, late drops or withdrawals, etc) we send emails to the student regarding the decision that was rendered. We communicate with high school students that apply to the concurrent enrollment program, we send emails and/or letters to the student letting them know their status. We also work with the marketing department to send emails to students that have applied but never attended and students enrolled in less than fulltime. Although we don't send the emails directly we run the reports of students for the marketing department.

Describe how your program seeks to enhance the culture and climate of the college.

We seek to enhance the culture of the climate by supporting on campus organizations and staff during fundraisers. When staff and organizations like Latino Faculty Staff and Administrator Association and Black Faculty and Staff Association sell items to raise funds for student scholarships our program always supports. The office also participates in the Friday yoga hour and the Health Services Stress Oasis to maintain morale and increase productivity.

We take our services outside of the office when we participate in campus events such as: New Student Welcome Day, High School Senior day, Welcome week and the Financial Aid Awareness Fair. It gives us an opportunity to be more visible on campus and get a feel of the students' needs and develop a rapport with the students in their environment.

We also enhance the culture by having most of our forms online to reduce the amount of foot traffic, it makes access forms a lot easier.

Describe one or more external/internal partnerships.

External Partnerships: We work with different external programs assisting with the application process, registration and enrollment verification services for: San Bernardino City School District, Rialto School District and Colton Joint Unified School District, Big Bear High School, Sheriff Academy, Amazon Corporation, County Housing Authority, etc.

Internal Partnerships: We work with internal program assisting with priority registration, registration process, applications, and residency services for Valley Bound, First Year Experience, Student Athletes, STAR program, DSPS, and Guardian Scholars. We partner with Marketing on different correspondence projects.

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

Our plan is to continue to participate in the campuses outreach and in-reach programs such as: New Student welcome day. Financial Aid awareness fair and Senior day. Fall 2017 the college begin offering courses at the SBCUSD, RUSD, and CJUSD high schools. We played a key role in the implementation of the program at the high schools. We participated in the informational summits offered both fall and spring term for the high school liaisons. These summits are held at SBVC and focused informing the high schools on the process and to discuss course offerings and answer any questions or discuss any challenges they may have experienced from the high school perspective.

In the fall we started with the following high schools and courses: Pacific High School- ASL109, Indian Springs High School- THART100, Arroyo Valley High School-ASL109, Eisenhower High School- BUSAD100, Carter High School- ART103, Rialto High School- SDEV102, Grand Terrace High School – SDEV103, Bloomington High School- ACAD 001, and Colton High School- SDEV103.

In the spring 2018 that number has increased to 11 high schools with some schools offering 2 courses. Cajon High School – ASL109, Pacific High School- SDEV103, San Bernardino High School- ART103, Arroyo Valley High School-HUMSV 181 and CULART 101, San Gorgonio High School- ASL 109, Eisenhower High School- OCEAN 101, Carter High School- RTVF100, Rialto High School- WST052, Grand Terrace High School -SDEV102, Bloomington High School- SDEV103, and Colton High School- CD105

Our office has to review the concurrent paperwork for each student enrolled and trouble shoot any issues related to application and registration for each high school. The goal is to increase these number to offer two courses at each school in the near future.

We are also working on the District’s initiative to increase the non-credit programs. Based on information provided at our last non-credit meetings there is a goal from the city and county schools to increase the non-credit program to 400 plus students by fall 2018. Currently, the campus is offering VOCED 600, 601, 602, 603 courses at San Andreas High School, Redlands Adult school, Fontana Adult school, and the Young Visionary group. We manually register each student in the courses for this non-credit program. Students will be transitioning from the non-credit courses into our work experience courses that will provide the students with internship opportunities.

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:

4. Discuss the ways that members of your department maintain currency in their field.

The Admissions and Records department members participate in a variety of professional development opportunities: The office closes one day in November so the entire office can participate in the annual A&R region 9/10 workshops, 3-4 team members attend the California Association of Community College Registrar and Admissions Officers conference annually, the 4 evaluators attend the annual region 9 evaluators meeting and College Source Conference, some members have attended the CSEA conferences and we keep up to date

through our A&R California Community College listserv. Lastly, as the manager I currently participate in the San Bernardino City Chamber of Commerce Leadership program and the 1st annual SBCCD leadership Academy.

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

California Association of Community College Registrar and Admissions Officers (CACCRAO), Black Faculty and Staff Association, Latino Faculty Staff and Administrator Association, CSEA, Classified Senate, Region 9, and Veteran organizations. BFSA and LFSAA helps build culture awareness and encourages the staff to connect and give back to our students and connect with students, staff and faculty in a more social and intimate way during end of year celebrations. We can grasp through these organizations the immediate impact on a student's life which is not always realized in our day to day routines. Participating in these organizations allows the staff to support student groups that are identified as low achieving by contributing ideas to increase their success rates.

The CSEA and Classified Senate encourages the staff to be involved, the staff will share the information discussed in meeting to encourage their fellow colleagues to connect and get involved. It's important for the employees to be in the know and have a sense of ownership in the development of their growth.

The CACCRAO and Region 9 workshops keeps our program updated on new regulatory changes that can impact how we do business and making sure we are meeting all legal mandates. This keeps our check and balances in order as a campus and district.

6. 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.

We collaborated with two other Colleges and presented at the Veteran Summit in 2015, we attend CACCRAO conference, Region 9 workshops, evaluators workshops. Attending the conferences keeps us updated on local and state policy and regulatory updates. It keeps our office and campus in compliance during our annual audits. The professional development opportunities encourage the office and gives us confidence in knowing we are maintaining the compliance guidelines and we develop a support system with other campuses. These activities give us insight on what our office is doing correct and what we need to improve. We make sure to make adjustments immediately if there is an area that needs improvement. I believe that is supported in meeting the annual audit requirements yearly.

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.

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?

Purpose: The Admissions and Records Office processes admissions applications, maintains student academic records, collects faculty attendance documents, processes transcript and

enrollment verification requests, residency reclassifications, IGETC and CSU certifications, assigns student ID, and processes graduation petitions.

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

The Admissions and Records Office (program) is a bridge by which potential students may enter to begin their walk through an array of specific programming and study.

We service students from many diverse areas of life. Our expertise in helping students navigate the many avenues in achieving their educational goals, life goals, competitiveness through workforce development, and/or their quality of life.

We are the record keepers, the first line of help, the listeners, the problem solvers and, are here for our students from the beginning all the way through the end. This is accomplished through the admissions process, troubleshooting registration and admission issues, maintaining student records, transcript request, enrollment verifications, readmission, late add petition, concurrent enrollment, reviewing petitions (repeating courses, missed deadlines, etc), residency determination and graduation evaluations to name a few.

Productivity:

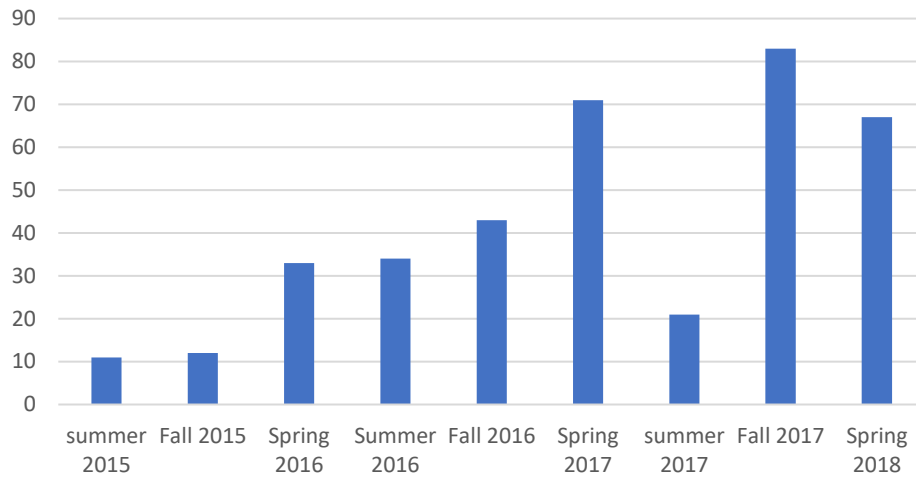
Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

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

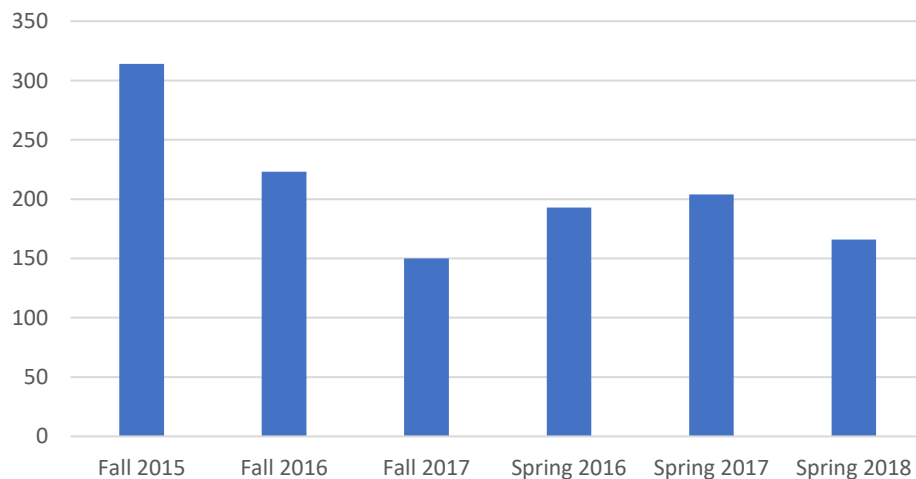
The below charts will show the sustainability and increase in certain processes within our program:

Concurrent Enrollment

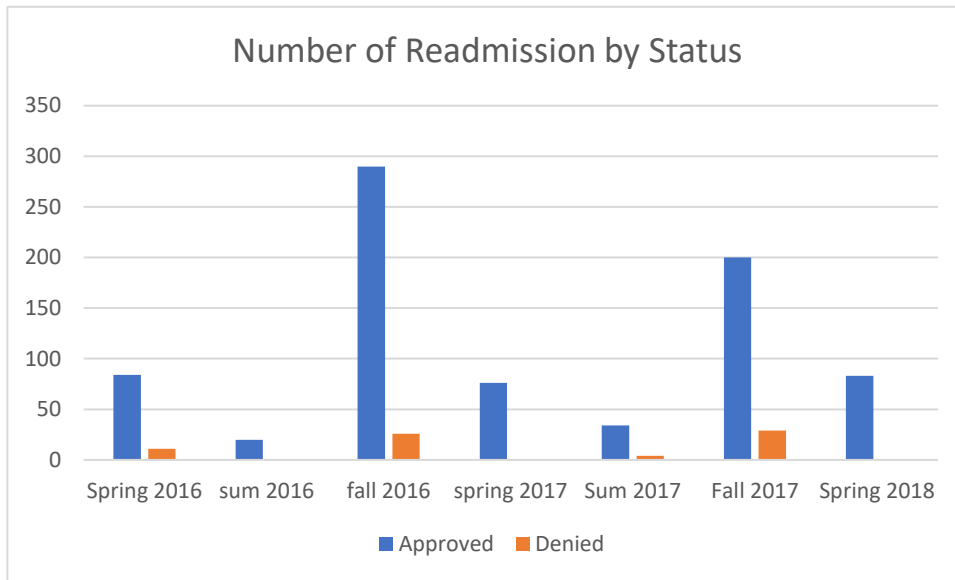


Concurrent enrollment has increased over the past 3 years. As high schools are becoming more familiar with the concurrent enrollment program the number of students attending has increased. The introduction of AB288 (Dual Enrollment) in 2016 has increased the high school awareness of the opportunities for students to enroll in college concurrently. You will notice in the 2016/17 and 2017/18 school year concurrent enrollment has grown (except for summer 2017, a smaller term compared to the primary terms) Overall you can see the growth. We believe there is a drop in spring 2018 term because the hasn't ended, so the data may not be complete. The drop is also consistent with the EMP data for enrollment status, enrollment for new students in spring is lower than fall term.

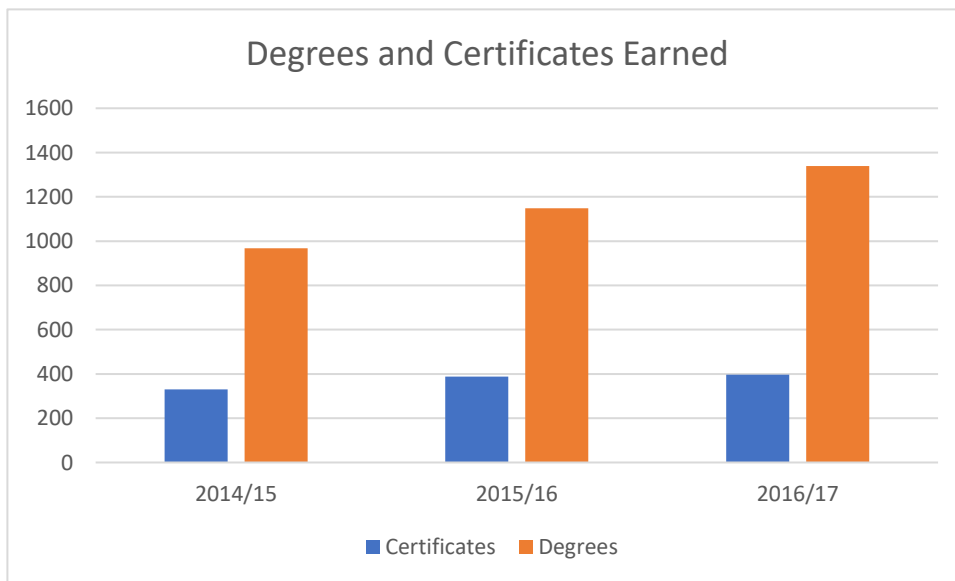
Late Add Petition submitted



The submission of late add petition has decreased over the past three years. This is a huge benchmark for our program as we have honed in on techniques of how to reduce the number of late add that are submitted. We encourage student to register on time and we send late add deadline reminders to the instructors, deans and division secretary to reinforce the deadline and in turn has reduced the number of late adds. More students are added during the add period.



This report reflects the number of Readmission petition (by status) that are submitted for a given term. Readmission is a petition process for students that have been dismissed from the college. The students must first meet with a Counselor to complete the workshops, then the student submits the petition to Admissions and Records for review and processing. The data reflects there are more students that return to college in the fall semester compared to spring and summer. That data is consistent with the overall enrollment status of returning students listed on the EMP above. More students return in the fall and the number begins to drop spring and summer terms.



This chart reflects the number of degrees and certificates earned in the past three years. Over the past three years the numbers have increased consistently, especially in the area of degrees. The increase can be contributed to more counseling interventions. Students are able to follow their educational plans and courses are being offered during the times the student needs the course to complete faster.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

Admissions and Records does not offer any workshops or presentations related to 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. (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.

CURRICUNET REPORT (If applicable):

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.

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 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 information listed in the catalog as it relates to the services provided by Admissions and Records is accurate. We review the catalog on an annual basis and submit changes and updates as necessary.

Challenges:

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 and weaknesses in the program?

Referencing our EMP summary and Program Plan, the following items have been ongoing areas of challenge.

Staffing Funding issues and Support: As new initiatives are implemented that impacts our program. We have noticed a need to increase staffing during peak times. The concurrent/Dual enrollment process has increased over the last two years. The offering of courses at high school campuses as well as the offering of non-credit courses has impacted us significantly. We are receiving on average 30-40 packets from each school or organization that have to be reviewed and vetted through. The concurrent enrollment paperwork we receive is sometimes incomplete (missing student id number, course option, or appropriate signatures) or the student has not completed the matriculation process (application, orientation, assessment). This is a challenge and delays our processes regardless of who we contact. If we reach out to the student directly or contact the high school liaison or district personnel to follow-up, it takes at least a week before all the steps are complete. This is usually during our peak registration time that requires me to pull staff from the front counter to assist with resolving this challenge.

Possible Solution: We have developed a Concurrent Enrollment Guide that outlines the steps, concurrent enrollment requirement and frequently asked questions. We are working on establishing hard deadlines for the submission of paperwork and completing the steps. We are working with the Dean of Academic Success and Learning Services to communicate these timelines to the high school and organizations in a timely manner.

Front Counter Working Conditions: There is a safety concern. The staff can take in thousands of dollars with in a one day period during peak times. There is usually no security present at the time or protective glass to prevent an individual from reaching over the counter and taking money out of the technician drawers. The safety risk to staff, students and the public is at a high level of concern.

There is also the challenge of moving up and down out of the front counter chairs. The team has complained about knee and back problems because of the counter height. The financial responsibility for workplace injuries has the potential to jeopardize the functioning to the public and college community.

Possible Solution: The District Ergonomic team has been out to our office to assess the front counter height and chairs. The district has replaced chairs and mats to accommodate the challenge with the height of the counter. We have also provided side tables next to the front chairs to hold the printers to reduce the running back and forth to the printer, but this continues to be an issue. Some staff will stand throughout the day to elevate the up and down out the chairs. There is not quick solution to this problem, we hope in the future the front counter can be remodeled and lowered.

To address the safety concerns we now require the staff to drop their funds more often during peak time to reduce the amount of money they have in their cash drawers at a given time. This as well is not an easy fix and will always be a concern until we are able to install protective glass.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

We are always trying to find ways to streamline process through technological resources. The evaluation webpage has been updated recently to facilitate the increase in Nursing student applicants who request transcript evaluations for prior colleges attended. We streamlined our deadline to coordinate with the Nursing application deadline, to ensure students have adequate time to request an evaluation before the Nursing Admissions deadline.

The online admissions application can be translated in Spanish. When a student hovers over a particular field the information translates to Spanish. This is a feature that's a part of the CCC apply system, we do not have the ability to adjust this feature.

Although transcripts are ordered online they are currently still processed in office. We receive a notification that transcripts are ready to be processed. We process the transcript request same day or within the next business day. We are looking to enhance this feature by partnering with Credential Solutions on their transcript send feature. This enhancement will allow transcripts to be processed on weekends and holidays. There will be no delay to the student.

Lastly, the structure and setup of our lobby is very confusing to the students. The lobby is a long rectangle shape with two doors (entrance and exit). We have 6 windows at the counter that runs the length of the lobby, with dividers that extend out so far out that it's impossible for anyone that seats at the far end of the counter to know when a student enters. When students enter, they tend to stand at the entrance and do not walk down the lobby. We have added signs directing the students to walk down, we had facilities install footprints on the floor to direct the students and they still do not walk down. We installed half dome safety mirrors as an attempt to help the staff know when someone is in the lobby but to no avail has any of these techniques worked to address the structure of the lobby.

This is an ongoing process, we have discussed with facilities, but at this time there are no immediate structure changes in the plans. However, we are currently exploring the Q-Less system. The queue management system allows customers to wait in a virtual line rather than a physical line. Upon joining the virtual line, customers receive an SMS text, as they approach the front of the line. The financial Aid

office is currently using the system and they have positive things to say. We have plans to install the new system in the fall 2018 term.

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.

Student success is recorded and archived in A/R. They are entrée to college. They have yet to strike upon the service area outcome to describe their commitment to student services. They do keep record of graduations, transfers, readmissions, course repeats and concurrent enrollment. They take care to instruct and guide each student on through complexity of navigating community college.

Response: We will work with the Dean of Research to address these concerns in the near future. The plan is to have a survey in place by fall 2018.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Admissions & Records

Efficacy Team: Paula Ferri-Milligan, Carol Jones, Sandra Moore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The Admissions & Records Office provides crucial services for students. The department shows a service pattern that meets the students' needs. The department makes communication a priority--with students, staff, the community, faculty, and administrators. The department impacts the culture and climate of the campus by supporting on campus organizations. The department promotes currency in their areas by ensuring that staff is able to participate in professional development activities. For example, the entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas. The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation.

The team has identified areas that the department needs to address:

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning.

The SAO data collection is out of date. The department states that it has "not been consistent with collecting data or distributing student surveys." The previous efficacy report stated that the department had "yet to strike upon the service area outcome to describe their commitment to student services." Although there are plans in place, the SAO issue is not resolved at this time. The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

The EMP was updated from the previous efficacy report; however, the update occurred on the previous form, so required EMP information was not addressed--progress from last year's action plan and SAOs/SLOs/PLOs. The EMP needs to be updated and submitted to Institutional Research and Planning.

Part I: Questions Related to Strategic Initiative: Increase Access

	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 department does not have a current tracking system for the students who are served, and uses graduation data to analyze against the campus demographics. The department reports graduation data to address demographics.

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

Pattern of Service: The department shows a service pattern that meets the needs of students. The department is open during the day--five days a week--and is open two evenings each week until 7:00--Tuesday and Wednesday--in order to accommodate evening students. The department offers additional hours during the first two weeks of classes--extending Monday through Thursday hours into the evening and opening on Saturday. During summer session when the campus is closed on Friday, the department remains open from 8-5:30. In addition, processes have been made available online for students (admission application, transcript request, enrollment verifications, and registration/payment), further accommodating student needs. The department also works closely with staff from local feeder high schools to offer offsite admissions and registration workshops.

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

	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. 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).	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> .

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Data/Analysis demonstrating achievement of instructional or service success: The department presents data regarding degrees and certificates earned, number of readmission by status, number of graduates, academic exception petitions, late add petitions, enrollment status (from EMP and included within the report). The department's narrative states the services that it offers, but it does not present an analysis of the data. An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning. For example, the department cites in its action plan that it wants to reduce the number of late add petitions that are processed per term. This can only be accomplished through an analysis of the factors that are contributing to the high number.

Services Area Outcomes and/or Student Learning Outcomes: The department identifies one SAO. Data is collected through student surveys although the department states that the collection of data through the surveys has not been consistent. The overall rating for the online add/drop process was 98% and 90% of students surveyed have logged on to their student email account. The department provides an analysis of the low (47%) rating of students who said that they know and understand how to order transcripts. It is planning to communicate with students about the processes more often through Facebook and Instagram.

The SAO data collection is out of date. The department states that it has "not been consistent with collecting data or distributing student surveys." The previous efficacy report stated that the department had "yet to strike upon the service area outcome to describe their commitment to student services." Although there are plans in place, the SAO issue is not resolved at this time.

The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

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

Climate

	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</u> <u>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: The department indicates the ways that it communicates with other college departments, area high schools, faculty, and current students. The department is represented at Student Service and Instructional Joint Cabinet meeting, among other campus meetings, and through those interactions, the department solicits feedback/input from other programs in order to identify its impact to the campus. It meets with high schools from San Bernardino, Rialto, and Colton school districts. It communicates admission and records process to faculty. And it communicates with current students through emails.

Culture & Climate: The department impacts the culture and climate of the campus by supporting on campus organizations and staff fundraisers--Latino Faculty and Staff. Administrator Association, Black Faculty and Staff--and participating in campus events--New Student Welcome Day, High School Senior Day, Welcome Back Week, etc. External and internal partnerships as cited--local unified school districts, Sheriff's Academy, Amazon, County Housing Authority, Valley Bound, First-Year Experience, Student Athletes, STAR, etc. The department plans to continue to participate in campus outreach and in-reach programs.

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

Development

	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:

The entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. Other professional organizations that were cited by the department include CACCRAO, Black Faculty and Staff

Association, Latino Faculty and Staff Association, Administrator Association, CSEA, Classified Senate, Veteran organizations. The department collaborated with two other colleges and presented at the Veteran Summit.

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

	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: The mission addresses the college mission by providing services to a diverse community of learners that assist in the preparation of students to achieve their educational goals.

Productivity: The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

Relevance, Currency, Articulation: The only area here that is applicable is currency. The department states that the catalog is accurate for Admissions & Records information. It reviews the catalog in order to make any necessary updates.

Challenges: The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The lack of staffing relates directly to the concurrent enrollment processes. The department is working on streamlining this process so staff is not pulled away from other duties in order to accommodate the concurrent enrollment students. The department also has a safety concern at the front counter--people reaching over the counter to take money and health problems of staff because of counter height. The department had the District Ergonomic team that has assisted with beginning to solve the health issues. The department is also requiring staff to “drop” money more often so that possible cash theft by the public is minimized. The security issue is important and should continue to be addressed in future plans/goals.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation. The department discusses the use of technology--the evaluation webpage being updated to facilitate the increase in Nursing student applicants. Although transcripts can be ordered online, they are still processed by hand in the office. The department is planning to partner with Credential solutions on their “transcript send feature.” The department is continuing to make changes to its lobby in the attempt to make it less “confusing” for students. Although there are no plans to make structural changes, the department is researching the Q-Less system that “allows customers to wait in a virtual line rather than a physical line.”

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The previous efficacy report stated that the department had “yet to strike upon the service area outcome to describe their commitment to student services.” The department is currently working with the Dean of Research and Planning to “address these concerns in the near future.” The department mentions that a survey will be in place by fall 2018. Although there are plans in place, the SAO issue is not resolved at this time.

CalWorks did not submit an efficacy document and was put on Probation.

Program Efficacy

2017– 2018

Program Being Evaluated

Child Development Center

Name of Division

Instruction

Name of Person Preparing this Report

Extension

Mark Merjil

8900

Names of Department Members Consulted

Sandy Karge / George Rojas

Name of Reviewers

Nori Sogomonian, Michael Mayne, Robert Jenkins

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 19

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	N/A	N/A
Faculty	N/A	N/A	N/A
Classified Staff	24	7	
Total	25	7	

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 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%
Female	57.5%

Male	42.5%
Disability	5.4%
Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

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.

The San Bernardino Valley College Child Development Center provides services to the community of San Bernardino as well as San Bernardino Valley College students. There is a significant representation of Hispanics/Latinos in the children and families served by the Child Development Center, as compared to the student body population of San Bernardino Valley College. The same is true, to a lesser extent, for African Americans, while Whites and Asians are significantly under-represented. According to findings by *The Desired Results for Children and Families Revised Parents Survey* submitted once each school year, a large majority of participating families are made up of either working parents, students, or both and are primarily of a Hispanic or Latino decent. According to *California's Cities, Towns and Counties (2017)*, of the estimated 209,924 population of San Bernardino, 125,994 (60%) is of Hispanic origin. Thus, the Hispanic-Latino population at the CDC reflects community and local neighborhood demographics rather than overall campus demographics. The ethnic distribution of participating families seems to represent the true community need, and no corrective action with regard to the over-representation and under-representation of various groups appears to be necessary.

It should be stated that EMP data is not available for this program. The above numbers and those elsewhere in this report, were taken from other sources or generated internally by the CDC.

Pattern of Service:

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

The San Bernardino Valley College Child Development Center provides childcare services to the community as well as SBVC students. Statistics compiled by the CDC indicate that 64% of enrolled children are being raised by

single mothers who are working, going to school, or a combination of both. These numbers appear to be essentially the same for families of all ethnicities. The Child Development Center is open Monday through Friday from 7:00 am – 4:00 pm, 224 days per year, while it is closed for all major holidays as well as for a week in Winter, a week in Spring and a week in the Summer. This schedule has been designed with the needs of working families, and follows the pattern of most other child-care centers in the state. Due to licensing capacity, 310 children are currently able to take advantage of CDC services, and a waiting list of over 500 children is updated on a monthly basis by office staff who determine ranking based on income qualifying and need. The schedule seems generally to fit the requirements of our client population. **The previous efficacy report (2013) stated a need for additional funding due to staffing shortages. It was also mentioned that a survey should be created in order to poll parents overall levels of service-pattern satisfaction. The Desired Results Developmental Profile Parent Survey (2017) has stated that 81% of parents are very satisfied with the hours of operation, 15% are satisfied and 4% are not satisfied with the current hours of operation.** The Child Development Center is fully staffed with the exception of a Clerical Assistant I, which is actively being recruited for and is in this year’s budget.

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	Program has not demonstrated 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. 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).	In addition to the meets criteria, the program 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.

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

The Child Development Center is SBVC's laboratory and observation school for students in our early childhood education program. This learning environment supports student success, in that participants in these programs are offered real world experiences, and attain a global perspective of child development services. The CDC also employs student workers, who participate in the program and assist the teacher in a variety of activities. These experiences benefit the student workers by preparing them to work in quality programs specifically designed for young children. In 2017/18, the CDC provided a learning environment for approximately 90 lab students and 75 student workers. We are an essential component of SBVC's educational mission. According to the Student Employee Evaluation (2017), 88% of student workers carry out assigned responsibilities, report to assigned areas on time and interact with children in an appropriate manner. 87% of student workers complete necessary duties with minimal direction, are self-directed and take the initiative. 100% of student workers evaluated agreed with assessment and felt that they were now capable of working in a real-world environment.

The CDC is also concerned with the progress shown by the children entrusted to our care. The Child Development Division of the California Department of Education has developed an accountability system – called the Desired Results Developmental Profile for Children and Families – to document the progress made by children in achieving stated goals, and to provide information to help practitioners improve their childcare services. The Child Development Center compiles the data required by this system, and quantifies the outcomes using an excel spreadsheet. The data is used to determine the developmental stages of each child, and assists staff in creating curriculum and lesson plans, which best meet the child's individual needs. This data is essential in order to provide children with the skills necessary to be successful in elementary school, the foundation of later education.

The previous efficacy report (2013) stated that there is insufficient information about how these goals are being met. The Child Development Center is tasked to provide the Child Development Division of the State Department of Education with a "Summary of Findings" inclusive of the meeting of program goals annually. A Program Self Evaluation is due June 1st of each fiscal year and includes a summary of the attainment of children's developmental goals, the ECERS and ITERS environmental rating scales, as well as the results of the Parent Survey.

According to the DRDP Group Data Summary 62% of Toddlers are "Exploring Early" in Language and Literacy Development Domain, which indicates that Toddlers are developing socially above the 50% benchmark in self-expression, self-comforting and impulse control. 26% of Toddlers are "Exploring Later" in Language and Literacy Development Domain, which is indicated by language comprehension, reciprocal communication and recognition of symbols.

The DRDP Group Data Summary for Preschool age children indicate that 37% are "Developing" in the Mathematical Domain which reveals that children 3-5 years of age are developing above the 50% benchmark in classification, measurement and patterning. 27% of children are at the "Building Middle" stage of the developmental levels, which indicate success in cognitive development as proven by the ability to distinguish between cause and effect, problem solving and memory and knowledge. 55% of English Language Development (ELD) students are at the developmental level of "Building" which demonstrates that 6 of the children Identified as speaking a language other than English are now assimilating symbol, letter, and print knowledge and are developing receptive language in English. These are satisfactory results according to the generally accepted standards required by the Child Development Division of the State Department of Education for subsidized programs.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

Since the Child Development Center is not an instructional program, no SLOs (or SAOs) had been identified for this program prior to the writing of this report. However, the CDC has now established the following SAOs:

SAO #1-Interactions between children and staff are warm and nurturing, and conducive to learning, as measured by the Desired Results Developmental Profile Parent Survey required by the Child Development Division of the California Department of Education.

SAO #2-The program is culturally diverse, celebrating the uniqueness of each child’s individuality while developing a strong sense of self-worth, as measured by the Early Childhood Environmental Rating Scale established by the Child Development Division of the California Department of Education.

SAO #3 -The program provides opportunities for students in the Child Development Department of SBVC to gain experience observing and working in a program specifically designed for young children, as measured by the number of SBVC students successfully completing lab courses and work experience at the Child Development Center.

It is believed that data gathered by the CDC on an ongoing basis will enable yearly assessment of these SAOs, which will be reported to the Division office.

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 program goals and achievements to the campus and to the Community.

According to California Code of Regulations, Title 5, Section 18279(3) An assessment of the program by staff and board members as evidenced by written documentation:

The Parent Advisory Committee President and Senior Teacher Sandy Karge met to review the ECERS of eight (8) classrooms previously assessed by the staff. The Parent Advisory Committee Vice President and I reviewed the ECERS and ITERS seven (7) classrooms based on the staff's initial assessment. This information is then compiled into a summary of findings and distributed to the staff. The College President, the Vice President of Instruction, and the Dean of Social Sciences is provided with the Child Development Center's program self-evaluation report as well as the programs summary of findings, contracts, staffing plans, updated parent and staff handbooks and anything else pertaining to the functions of the San Bernardino Valley College Child Development Center. The Program Self Evaluation inclusive of the goals, staffing plans, and assessment of the program for fiscal year 2017/2018 is annually submitted to the San Bernardino Community College Board of Trustees for their information, input, and feedback. Parents and or guardians receive a monthly newsletter outlining important dates, times, and events inclusive of school closures, menus, and important information.

Describe how your program seeks to enhance the culture and climate of the college.

The Child Development Center provides a "safe haven" for the students of Valley College. The CDC allows parents to seek an education while placing their children in an environment that is conducive to learning, By providing these services students are more apt to attend classes, be on time, and are more productive. The Child Development Center advertises annually by posting pertinent information on the SBVC marquee.

Describe one or more external/internal partnerships.

The Child Development Center currently collaborates with The Californian – Hawaiian-Elks club organization to provide auditory and visual screenings to children who are entering kindergarten. The Loma Linda school of dentistry provides dental screenings to children on site, free of charge. The Apple Dumpling Portraits Studio offers graduate portraits to the parents of children who will be going to kindergarten free of charge. Once a year the San Bernardino County Fire Department and Sheriff's Department makes a presentation on fire safety, and not talking to strangers. The Nursing Department in conjunction with the CDC staff sponsor the annual "Angel Tree" which provides Christmas presents to all the CDC children. The Valley College M.E.C.H.A. club also provides arts and craft activities to the Child Development Center periodically throughout the year. We also partnership with the Child Development Department of Valley College to provide services to observation and laboratory students from CD 205,198,105, and 111. These students are assigned to one of our Child Development Center teachers to help assist with questions, age appropriate activities, and interactions. In order to maintain and expand partnerships, I plan to utilize the many resources found at Valley College for example, to request a violinist from Valley College's music department to play for the children in the Child Development Center. The Center would also like to collaborate with the dance department in order to invite dancers to perform for the children as a way of exposing them to the various arts available at Valley College. This will help to enhance the children's exposure and introduce them to the diversity of the music and art programs available. Studies show that children who are exposed to a wide variety of experiences develop a sense of creative freedom are more apt to express them

themselves through kinesthetic movement which assists children to meeting a wide array of developmentally appropriate goals and objectives.

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

The Child Development Center has access to a web-page on the San Bernardino Valley College homepage however, has not begun utilizing it to disseminate information the parents and the community. The goal is to begin utilizing the summer of 2018.

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:

7. Discuss the ways that members of your department maintain currency in their field.

Staff is encouraged to continue their education in order to stay current with all new developmentally appropriate curriculum, themes, and research. The California Commission on Teacher Credentialing requires that all staff provide 105 hours of professional growth to renew permits every five years. The following are titles of the trainings and workshops staff have been encouraged to attend:

- Desired Results for Children and Families
- Adult/Child/Infant First Aid and CPR and AED
- The Inclusion Conference
- Getting to know you through Observation
- Learning Math with Curious George
- Relationship based Care Practices
- DRDP Portfolios
- Early Literacy
- Week of the Young Child

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

San Bernardino County Superintendent of Schools local planning council offers opportunities for staff to participate in local leadership conferences and trainings directly related to Child Development. The Child Care Resource Council also provides staff with opportunities to hone their skills by providing them with specialized workshops and technical assistance.

9. 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.

Teaching staff are provided with opportunities to attend training workshops and seminars on a regular basis. The staff are also members of various committees that provide the children and staff with extracurricular experiences that create high quality programs. The following are examples of the committees staff facilitate, lead, and direct:

- Harvest Festival
- Community Resource
- Angel Tree
- Winter Performance
- Dr. Seuss Literacy Week
- Family Day
- Promotional
- Memory/Yearbook
- Staff Enrichment

The program has been greatly enriched by staff who take what they have learned in various workshops and trainings and then use to lead other members of the team to produce events that are age and developmentally appropriate. This has impacted the program by building staff morale and creating a sense of pride as staff members watch the children experience their product from proposal to conclusion.

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 Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <u>provides</u> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses <u>have been articulated</u> or	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.

		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 San Bernardino Valley College Child Development Center’s mission is to serve as a model of excellence by providing high-quality child development experiences for children ages birth to five years old.

- We believe children learn most naturally and effectively when engaged in developmentally appropriate activities that are responsive to their interest and experiences.
- We believe that parents are children’s first teachers throughout the entire learning process. Therefore, we work to support parents in their efforts to guide children’s development.

We believe that teachers play an intentional role in both planned and unexpected learning opportunities by using their knowledge, judgment and expertise to organize experiences for children.

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

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

The Child Development Center provides high quality child-care to children of Valley College students and families. It is the policy of the center to take an anti-bias approach when developing curriculum. Every effort is made to offer culturally rich activities and experiences, which promote friendship, tolerance, and inclusivity.

We will provide children with experiences, which are meaningful, culturally appropriate and developmentally appropriate. It is important that children and families recognize, acknowledge, and celebrate their own culture and the cultures around them. However, it is vital that opportunities are provided in the classroom, and in parent meetings to expose parents and children to other cultures that are not represented locally.

It is the goal of the center to provide children opportunities that do not perpetuate ethnocentrism in young children, but develop a sense of pride in knowing that being different is what makes us special and unique.

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 San Bernardino Community College District administrates two Child Development Centers, one at Crafton Hills College and one at Valley College. San Bernardino Valley College CDC provides services to approx. 310 children 0 – 5years old in sixteen classrooms, twelve-months a year. The SBVC CDC currently employs 37 staff members and 75 student workers. The staffing levels of the program are mandated by the Child Development Division of the State Department of Education and California Care Licensing Title 22 <http://www.dss.cahwnet.gov/ord/entres/getinfo/pdf/ccc.pdf> which requires an adult-child ratio be maintained at all times. All categorically funded programs are required to maintain compliance which is outlined in the Funding Terms and Conditions <http://www.cde.ca.gov/fg/aa/cd/> these mandates are directly related to our apportionment. In regards to employee satisfaction and complaints, all issues are handled in an expedient manner by speaking promptly to the director of the program; the matters are discussed in an open, interactive fashion until all parties are satisfied.

The Child Development Center’s licensing capacity is currently 310 at any given time. The number of children currently enrolled is 295 with a waiting list of approx. 500 children. The Child Development Center provides one (1) morning state preschool programs and one (1) afternoon state preschool programs, which allows the program to meet its licensing requirements.

The previous efficacy report (2013) stated that a survey must be created to obtain feedback about the following:

- **Staffing Levels**
- **Compliance issues**
- **Complaints**
- **Employee Satisfaction**

A survey outlining these specific questions has been created and will be disseminated annually beginning July 2018. Furthermore, The Child Development Center measures productivity and satisfaction based on the feedback from the Desired Results Developmental Profile Parent Survey. This state-mandated assessment protocol is disseminated annually and is useful in providing feedback to the program, which is then used to gage satisfaction and productivity. The Early Childhood Environmental Rating Scale is performed annually in order to determine compliance in regards to appropriate and quality environments for young children.

According to the Desired Results Developmental Profile Parent Survey, 80% of parents surveyed were very satisfied, 17% were satisfied and 3% were not satisfied with the characteristics of the program. 100% of parents surveyed indicated that they felt their children were safe in the program and that they were happy. 82% of parents were very satisfied with receiving information regarding local resources, while 19% were not satisfied. The CDC is collecting brochures from the community and will be creating a community resource table where parents can easily locate information in the CDC office.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

The Child Development Center utilizes a Creative Curriculum based on theorist Jean Piaget’s theory that children should be “active learners” and “participants” in their learning. The teachers act as facilitators by assisting to guide children’s learning with minimal intrusion. The classroom is compartmentalized into “learning centers” with areas specifically designed to engage children’s interest; for example sand and water, blocks, creative art, science, library, manipulatives and dramatic play. These areas are designed to help develop a sense of responsibility, and create an environment where sharing and conflict resolution is desired and encouraged. The child development program offers an Infant/Toddler program that is distinguished from the preschool program by a set of foundational milestones. These milestones were designed to assess the developmental levels of infants/toddlers through on-going observational assessment. The four domains are **social/emotional, language development, cognitive development and perceptual and motor development** <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp> . The infant/toddler program was designed to provide this age group with opportunities to explore within a safe and loving environment, provide continuity of care by maintaining the same caregivers each day, and provide a predictable schedule and routine with the flexibility to make changes as needed. However, the preschool curriculum is also imbedded within a framework that is designed to close the gap between preschool and primary grade levels. These foundations include **social/emotional, language and literacy and mathematics**. These are the developmental domains that the Desired Results Developmental Profile are derived from and are the cornerstone of the mandated assessment protocol the state requires for all subsidized programs. **The previous efficacy report (2013) stated that the evaluators would like to see how the CDC is meeting the needs of the children at different developmental stages. The CDC assessment protocol; The Desired Results Developmental Profile is specifically designed by the State Department of Education to assess the developmental differences for children birth to three years old as well as for children three years old to five years old. The environmental rating scales are also differentiated according to the age group. The ECERS is the Early Childhood Environmental Rating Scale, which assesses the program for children three to five years old. The ITERS is the Infant/Toddler Environmental Rating Scale, which assesses the program for children birth to three years old.** It is recommended that the evaluators tour the Child Development Center in order to receive a well-rounded global perspective of the program inclusive of staff-child interactions, safety and security procedures, and need for state mandated adult-child ratios.

The Content Review Summary from Curriconet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (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

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

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 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?

N/A

Challenges:

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 and weaknesses in the program?

The Child Development Center currently provides services to approximately three-hundred children and families, thirty-seven staff members and 75 student workers. The CDC is currently administered by one director who has primary responsibility for the entire program with the assistance of a senior teacher, one secretary, and one clerical assistant. The senior teacher who acts as a liaison between the staff and the director is full-time in order to execute the program at a standard that far exceeds best practice. This would allow the program to continue to meet all state, federal, and local standards as well as all policies and procedures with the highest quality, and within full compliance of the law. The SBVC has consistently maintained all program contracts and utilizes all earned dollars and have executed them in a fashion that has sustained jobs for employees, and has added new furniture and materials to replace the old. The CDC is currently recruiting one clerical assistant I to begin in fiscal year 2018/19. Expansion of the program to provide additional services to children and families is not needed or possible at this time due to limitations in facility space. According to the Environmental Rating Scale Summary of Findings 83% of staff are not satisfied with staff meetings not being held on a regular basis. The CDC makes every effort to provide effective and consistent communication and feedback however, with the mandated adult-child ratios it is highly challenging to schedule monthly meetings. The CDC will utilize email and conference calls with staff to ensure that appropriate communication will continue however, monthly staff meetings scheduled during children's nap times will be the goal.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

<p>The Child Development Center is a modern facility located on campus, which offers 16 state of the art classrooms to children birth through five years of age. The Center is accessible to mothers who are nursing infants in between classes and offers an open door policy to all families who wish to stop by and visit their children. The Child Development Center provides children with listening centers where children use cassette recorders to listen to tapes while reading stories. The children also watch educational videos using DVD players and televisions.</p> <p>The CDC is well maintained by maintenance and operations and has a custodian that is assigned to the facility on a daily basis and who goes above and beyond the call of duty to ensure that the program is cleaned, sanitized, and free of all safety concerns.</p>
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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.

<p>All areas receiving a “does not meet” rating in the previous version of this document have been re-written. They are as follows:</p> <ol style="list-style-type: none"> (1) <u>Pattern of service.</u> A more thorough discussion of the demographic difference between the CDC service population and the SBVC student population has been provided. The CDC serves the community in general as well as SBVC students, which accounts for the over-representation of Hispanics/Latinos and African-Americans. (2) <u>Data demonstrating service success.</u> Extensive data has been provided concerning the success of lab students and student workers at the CDC, and the satisfactory developmental level attained by the children served at the Center.
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- (3) Productivity. The SBVC CDC has been compared to the (much smaller) Center at CHC, and productivity/satisfaction information has been included, gathered from the Desired Results Developmental Profile Parent Survey.
- (4) Relevance, currency, and articulation. CDC's Creative Curriculum is more thoroughly explained.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: **Child Development Center**

Efficacy Team: Nori Sogomonian, Michael Mayne, Robert Jenkins

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

While the CDC meets most requirements and is aligned with the college Mission, provides a safe and educational environment for students, staff, parents and children, the program review committee strongly urges the program to request EMP data from our office of Institutional Research & Planning and incorporate it into their Program Efficacy report. The CDC relies on state standards and internal evaluations to ensure a functioning, quality program for our immediate population which is helpful, however there is a need to align with the college process as well. It would be helpful for the committee to see how the program addresses challenges, goals and planning which are elements of the EMP report. Recommendations have been made in areas III and VI. Repetitive references to “the previous efficacy report (2013)” are unnecessary and it would be more helpful to emphasize plans and goals and provide detailed evaluations where requested.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

An argument is made and supported by the use of internal data that the CDC reflects and meets the “true community need” with respect to the largely Latino represented population. In an excel spreadsheet provided with CDC participant ethnicity, specific names are included. Names should be omitted in an effort to de-identify the data or eliminate the name column for future reports as it could be considered confidential information. The CDC operates from 7am to 4pm 224 days

a year and meets enrollment capacity. There is a large wait list of 500 which is updated monthly. The hours of operation and capacity enrollment are in alignment with CDC standards.

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

	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. 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).	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>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The CDC provides real world “lab” experiences for students in the early childhood education program. Student workers also participate in the CDC and gain professional experience. According to a student employee evaluation all 100% of the students felt the experience at the CDC increased their capability working in a childcare environment. The report indicates children in the center are making satisfactory progress per the Child Development Division of the State Department of Education standards. The report includes newly developed Service Area Outcomes and plans to evaluate on a yearly basis.

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

	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. 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:

An internal program evaluation is conducted and results are shared with relevant parties, however a wider audience may be served through regular and accessible communication with the college community. The communication listed in the report is limited and exclusive to upper administration. The committee inquired why the CDC does not promote or communicate via our SBVC campus website. There is mention of using the college marquee, however no specific details were provided about how people find out about CDC services and how they are communicating their information especially with students and within the department. The report does mention that the CDC takes part in numerous community partnerships that enhance the children’s experience.

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

	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:

Staff are meeting their 105 hours of professional growth requirement by attending numerous workshops. Staff also present and facilitate at some workshops.

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

	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 Oct. 1,</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 offerings that link to student/community needs and positions the program for growth.

	<u>2017 may result in an overall recommendation no higher than Conditional.</u>	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.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The mission links with the college mission. Parents are satisfied with the program. The report describes how participant needs are met, surveys parents and incorporates successful and proven strategies to enhance child development. The program is operating at capacity with a long waitlist of interested parents who want to enroll their children. While these internal data are helpful, the committee strongly urges that the department work with the office of Institutional Research and Planning to acquire and provide analysis of data for the program and include information regarding program challenges, plans and goals as part of the efficacy process.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

This area was addressed very generally. A description of the CDC facilities is provided but not an evaluation of the environment. Details of how the state-of-the-art classrooms are beneficial to participants would be helpful. There is mention of cassette recorders and tapes, however those are not considered state of the art and could be replaced with more updated technology. There is mention of the facilities being clean and hygienic, however no mention of an evaluation or evaluation evidence. Plans for replacing antiquated equipment (cassettes, recorders) with updated equipment (e.g., tablets) would be beneficial.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The author address 4 areas which previously received a “Does not Meet” rating and addressed each area in bold within the document and in summary at the conclusion of the document.

Program Efficacy

2017 – 2018

Program Being Evaluated

Criminal Justice/Police/Sheriff

Name of Division

Criminal Justice

Name of Person Preparing this Report

Doris Stuart

Extension

4431-8286

Names of Department Members Consulted

Jeffrey Klug, Amelia Gonzales

Names of Reviewers

Kathryn Weiss, Johnny Roberts, Todd Heibel, Alphonso Hernandez

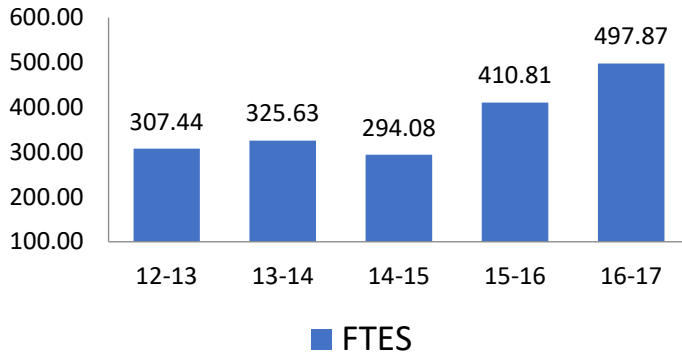
Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 19

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			160-180
Classified Staff	1		
Total	1	1	

CRIMINAL JUSTICE/POLICE SCIENCE — 2016-2017



Description: The Criminal Justice/Police Science Department offers law enforcement courses designed for entry level officers. Presently offering a fulltime (6-month academy), part time extended academy (12 months) and a three-step modulized academy (18 months). The curriculum is certified by the Commission on Peace Officer Standards and Training and upon successful completion, each student receives a certificate allowing him/her to be hired as a police officer, school police officer, or deputy sheriff anywhere in California.

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	961	1,070	859	1,225	1,481
FTEF	10.48	7.32	9.02	9.74	12.40
WSCH per FTEF	880	1335	978	1265	1204

Assessment:

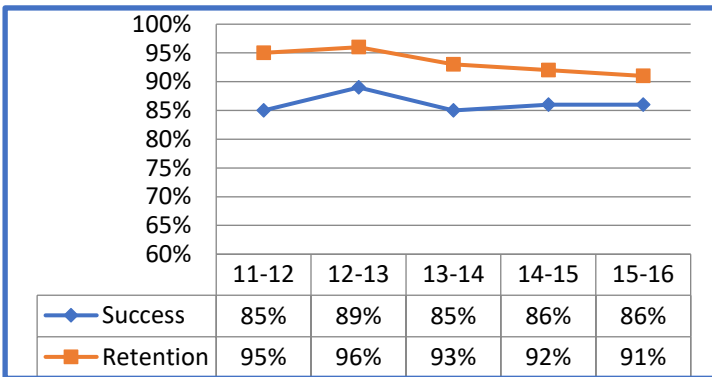
- Good enrollment growth since 12/13 (190.43)
- WSCH per FTEF above college goals.
- FTEF demonstrates need for additional faculty
- Student retention and success rates very high
- Certificates awarded continue to increase

Departmental/Program Goals:

- Continue providing quality law enforcement training with a greater emphasizes on ethics and character development
- Improve our partnership with San Bernardino County Sheriff's Academy by offering Advanced Officer classes
- Go through Content Review this school year and required efficacy examination in Criminal Justice/Police Science

Progress from Last Year's Action Plan:

- Completed the POST self-evaluation prior to October 2017 BCCR audit
- All academy instructors were recertified through AICP prior to December 31, 2016
- More than three staff meetings were held in the last year
- Received approval of our Substantive Change Proposal through Accrediting Commission for community and Junior Colleges (ACCJC)



	12-13	13-14	14-15	15-16	16-17
Sections	27	21	22	22	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	207	238	208	245	330

Challenges & Opportunities:

- Maintain the high rates of success and retention of students attending the fulltime basic academy as enrollment continues to increase
- Continue offering four intensive-format, three modulized, and one extended format basic law enforcement academies annually to meet the current high demand for police officers.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
<ul style="list-style-type: none"> Review and read code of ethics daily. Academy Director emphasizes accountability, ethics, character development during "Day One" of all three Police Academies 	<ul style="list-style-type: none"> Continue providing quality law enforcement training with a greater emphasis on ethics and character development 	Existing staff/resources	June 30, 2018
<ul style="list-style-type: none"> Develop curriculum for fifteen advance officer classes 	<ul style="list-style-type: none"> Improve our partnership with San Bernardino County Sheriff's Academy by offering Advanced Officer classes 	Existing staff/resources	June 30, 2018
<ul style="list-style-type: none"> Prepare calendar listing dates of content review training, committee meetings, completion of draft report, completion of final report and date of submission of report 	<ul style="list-style-type: none"> Go through Content Review this school year and required efficacy examination in Criminal Justice/Police Science 	Existing staff/resources	June 30, 2018

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.	<p>The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.</p>	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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Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographics – 2014-15 to 2016-17 Academic Years		
Demographic Measure	Program: Criminal Justice/Police Science	Campus -wide
Asian	4.1%	4.9%
African-American	8.0%	12.6%
Hispanic	48.5%	64.5%
Native American	0.9%	0.2%
Pacific Islander	0.3%	0.3%
White	37.4%	13.7%
Unknown	0.8%	0.4%
Female	15.8%	57.1%
Male	84.2%	42.9%
Disability	3.7%	6.0%
Age 19 or Less	0.0%	22.3%
Age 20 to 24	23.4%	36.0%
Age 25 to 29	50.6%	16.7%
Age 30 to 34	18.2%	8.8%
Age 35 to 39	4.7%	5.2%
Age 40 to 49	3.1%	6.5%
Age 50+	0.0%	4.4%

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.

The Criminal Justice/Police Science program population does not reflect the campus wide population. The percentages of males in the program are significantly higher than the percentages of males in the college population. Law enforcement continues to be a male dominated career. Several law enforcement agencies sponsor our police science trainees, which increases the male percentage in our program. In addition, this

statement is confirmed by the demographic information regarding females where there is more than a 40% difference between the college. In most ethnicity groups, there are great differences. There are more than twice as many Caucasians in Police Science/Criminal Justice as there are in the college population. POST Commission 2016 Report California Peace Officer Job Analysis reported increase and decrease percentages in our same areas. The differences in the populations are a major concern. Increasing the number of females, African-Americans, and Hispanics in the program has not been ignored. To attract more members of the underserved populations in the program, more female, African-American, and Hispanic instructors, facilitators, and tactical officers have been employed in the program. Recruiting and marketing material include action photos that reflect gender and ethnicity of the underrepresented populations. Recruiting begins early, we start introducing the law enforcement career in K-12 schools, College and Career Fairs. We attend 20 recruiting events a year and partner with Los Angeles Police Department with workshops and exams prior to entering the academy. The San Bernardino County Sheriff's Department brings awareness by having an Annual Women Warriors Event. Additionally, the Basic Course Consortium has a tri-annual meeting of POST Staff, Regular Basic course presenters for enhancing student recruiting strategies, methods, and communication between POST and College. Effective 2018 fall the Board of trustees approved SBVC curriculum of nineteen advance officer-training classes. This is additional student success and support once they become a sworn Peace Officer.

Pattern of Service:

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

Academy classes are offered 7 days a week, mornings, afternoons, and evenings. Over 2/3 of the classes expand the sites of instruction by holding sections of the classes at off-site locations. For example, students in the Basic Academy are escorted to the Museum of Tolerance, the San Bernardino County Morgue, San Bernardino County Superior Courts, the West Valley Detention Center, and Sheriff's Headquarters. Each semester there are classes offered that meet all day Saturday, 8:00 a.m. to 5:00 p.m. Additionally, some Emergency Vehicle Operations Center training is scheduled for Sundays to meet the needs of officers who work rotating shifts and are only available to take classes on weekends. The best example of how service provided by the department serves the community is the Extended Academy. The Academy format was designed to meet the needs of individuals who wish to pursue a career in law enforcement but need to continue working in some other occupation while receiving the training during hours off work. The Extended Academy provides an alternative to the 5 days a week intensive full-time Academy and meets two evenings a week from 5:30 p.m. to 10:30 p.m., and Saturdays from 8:00 a.m. to 5:00 p.m. for 52 weeks. Participation at Job Fairs and Career Day events has increased the number of applicants from underrepresented populations to the program. Academy staff that represents the diverse ethnic population the college serves will continue recruiting efforts.

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	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

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")

Our program's EMP reveals the continuation of student population increasing due to the demand in law enforcement. An enrollment growth of 190.43 since 2012-2013. Our Student success rate average for all five years is above 85 % and our retention rate average is above 90%. There is a little change from 2012 to 2014, but steadily increasing from previous 2012-2013 Program Efficacy. There is a much greater increase in numbers from 2015 to 2017. The California Labor Market Report provided by the California Employment and Development Department reveals a continuing demand for peace officers and related fields, currently over 68,700 and future projections of 73,700 positions, an increase by 5,000. The Criminal Justice Program and Police Academy is a certificated program. Students that successfully complete the Police Academy are issued a Peace Officer Standards and Training (POST certificate) that allows them to obtain employment as a peace officer, and students completing the Dispatch course receive a POST Dispatch certificate that allows them to obtain employment as a Public Safety Dispatcher anywhere in California. Most recently, our program was approved as a Career Technical Education Program. In addition to the POST certificate, students will receive new certificates of a Basic Peace Officer through San Bernardino Valley College. This will allow a pathway into law enforcement or continue with their studies to earn further degrees.

Years – POST Certificates issued
12-13 207

13-14	238
14-15	208
15-16	245
16-17	330

Our high success and retention rates are maintained by providing all students with information on available tutoring at San Bernardino Valley College to improve reading and writing skills. High Field Standards are set by Peace Officer Standards and Training (POST); students receiving certification meet requirement for job performance. The job outlook is bright, with 70K opening and the future projections topping 78K positions.

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.

Standards in the field are set by POST, Peace Officers Standards and Training. As the state's certifying agency under the direction of the Department of Justice, POST is prescriptive with its mandates for curricula content, delivery of training, training facilities, safety ratios, and security of its authored materials. The high standards of POST help to ensure individuals receiving a certificate in their name meet requirements for satisfactory knowledge and job performance. The California Labor Market Report provided by the California Employment and Development Department reveals a continuing demand for peace officers and related fields, currently over 68,700 and future projections of 73,700 positions. California Employment Development Office of Labor Market information, for the law enforcement occupation form 2008-2018, there is a 6.7% projected increase in the Riverside, San Bernardino, Ontario Metropolitan, Imperial Valley areas, which amounts to 390 new jobs in this occupational field with annual median salary of \$70,785 a year. The POST website lists many agencies advertising law enforcement positions from chief to police to dispatchers.

(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 Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.)

Course Summary Report

Year: 2017 - 2018 | Period: Last 3 Years
 Division: Criminal Justice (Police Academies) | Dept: POLICE | Course: POLICE-002

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	Students will demonstrate the ability to accurately read and write basic	422	422	100.00%
2	Students will demonstrate the ability to compare and contrast information regarding the	422	422	100.00%
3	Students will demonstrate the ability to accurately read and write new vocabulary	422	422	100.00%

5 Assessment Methods & Criteria

2 Reflection(s)

7 Section(s) Reporting

6 Section(s) Not Reporting

Aeron Zentner | Jesse Lawson | Modified by SBCCD

Course Summary Report

Year: 2017 - 2018 | Period: Last 3 Years
 Division: Criminal Justice (Police Academies) | Dept: POLICE | Course: POLICE-100

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	Students will demonstrate the ability to accurately read and write basic terminology when	334	334	100.00%
2	Students will demonstrate the ability to compare and contrast information regarding the	334	334	100.00%
3	Students will demonstrate the ability to accurately read and recognizing when a crime	334	334	100.00%

3 Assessment Methods & Criteria

No reflections submitted

5 Section(s) Reporting

8 Section(s) Not Reporting

Aeron Zentner | Jesse Lawson | Modified by SBCCD

Course Summary Report

Year 2017 - 2018 **Period** Last 3 Years
Division Criminal Justice (Police Academies) **Dept** POLICE **Course** POLICE-103

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	Students will demonstrate the ability to accurately read and write basic terminology when	334	334	100.00%
2	Students will demonstrate and apply the ability to identify and understand basic	334	334	100.00%
3	Students will demonstrate the ability to accurately read and recognizing differences	334	334	100.00%

3 Assessment Methods & Criteria

No reflections submitted

5 Section(s) Reporting

8 Section(s) Not Reporting

Aeron Zentner | Jesse Lawson | Modified by SBCCD

Course Summary Report

Year 2017 - 2018 **Period** Last 3 Years
Division Criminal Justice (Police Academies) **Dept** POLICE **Course** POLICE-102

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	Students will demonstrate the ability to accurately read and write basic terminology when	334	334	100.00%
2	Students will demonstrate and apply the ability to identify and understand key crime	334	334	100.00%
3	Students will demonstrate the ability to accurately read and recognizing differences	334	334	100.00%

3 Assessment Methods & Criteria

No reflections submitted

5 Section(s) Reporting

8 Section(s) Not Reporting

Aeron Zentner | Jesse Lawson | Modified by SBCCD

Course Summary Report

Year: 2017 - 2018 | Period: Last 3 Years
 Division: Criminal Justice (Police Academies) | Dept: CRMJUS | Course: CRMJUS-059

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	Students will demonstrate the ability to accurately read and write terms associated with law enforcement functions. Utilize context and or presented material and correctly identify, present or write definitions associated with the regular basic academy format.	18	18	100.00%
2	Students will demonstrate the ability to accurately identify relating facts in a clear concise manner, demonstrating techniques such as patrol procedures, gangs, traffic investigations and firearms training utilizing context and presented material and correctly identify, present or write definitions.	18	18	100.00%

- 1 Assessment Methods & Criteria
- 1 Reflection(s)
- 1 Section(s) Reporting
- All sections reporting

Course Summary Report

Year: 2017 - 2018 | Period: Last 3 Years
 Division: Criminal Justice (Police Academies) | Dept: CRMJUS | Course: CRMJUS-061

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	Students will demonstrate the ability to accurately read and write terms associated with	34	34	100.00%
2	Students will demonstrate the ability to accurately identify relating facts in a clear	34	34	100.00%

- No Assessment Methods & Criteria submitted
- 1 Reflection(s)
- 2 Section(s) Reporting
- All sections reporting

Student Learning Outcomes:

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 (e.g., faculty discussions, SLO revisions, assessments, etc.). 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.

All course Student Learning Outcomes (SLOs) are assessed each semester they are taught. The course SLOs and SLO assessments are developed and/or revised in faculty discussions and noted on the Program SLO Summary evaluation form that is submitted to the Vice President of Instruction every fall and spring. The course SLOs are tied to the Peace Officer Standards and Training (POST) certificate core competencies; each course SLO is related to one of the certificate core competencies and reflect core attainment by students successfully meeting or exceeding the SLO standards developed by each department for each course. The first three-year cycle has been completed and the Criminal Justice/Police Academy course SLOs have been assessed at the program level. The Police Academy Coordinator and Director work closely with faculty to ensure the SLOs for Police Academy sections of courses and programs can be compared to other similar college programs. The program assessment has not required any other additional changes. In discussions with program faculty 2016 fall meeting, and meeting with Interim Vice President of Instruction it was determined that several SLO questions had to be updated to ensure there were questions for each SLO and all the questions were current with POST Learning Domain Workbooks, Vehicle Code and Penal Code sections. In fall 2016, the Academy Director reviewed for content and accuracy. There was no conflict with existing laws and regulations. In classes where SLO's have been assessed, CRMJUS 059, CRMJUS-061, POLICE-002, POLICE-100, POLICE-101, POLICE-102, and POLICE-103; the results show that 100% of the students taking the test met the criteria.

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 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

Students are currently awarded a certificate from California Commission on Peace Officer Standards Training. The standards for training and the objectives for each course are established by the Commission on Peace Officer Standards and Training (POST), who is responsible for the creation of the testing processes and Learning Domain Workbooks. All questions for each SLO were current with POST Learning Domain Workbooks, Vehicle Code and Penal Code sections. Effective fall 2018 San Bernardino Valley College Curriculum Committee approved Basic Peace Officer and Modular Basic Peace Officer as a Career Technical Education Certificate. In fall 2016, the Academy Director reviewed for content and accuracy. Our current level outcomes are at our 100%. Since we were recently approved as a Career Technical Education (CTE) program we will revisit the current data that is being evaluated and make any changes to our SLOs if necessary.

Program SLOs

1. Apply to any law enforcement agency in the State of California as Police Officer or Deputy Sheriff.
2. Apply knowledge and skills required in completing Field Training Program (FTO).
3. Chose to further their education by completing the requirements for an Administration of Justice Degree.
4. Demonstrate the ability to identify and understand key crime prevention techniques.
5. Understand the importance of community partnerships, overall prevention, and collaborative problem solving to reduce crime, to improve the quality of life.
6. Analyze the relationships between the law enforcement, courts, and corrections.
7. Demonstrate the ability to accurately read and recognize circumstances under which search and seizures can be conducted.

8. Recognize and respect the complexities of cultural diversity and have the skills necessary for identifying and responding to California changing communities.

The first three program SLOs are tied to the mission of our program and specifically provide our students with the necessary tools to succeed in a law enforcement career. The remaining five SLOs mirror the course student learning outcomes.

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 program goals and achievements to the campus and to the community.

We have developed a strong relationship with outside agencies, such as San Bernardino Unified School District Police, San Bernardino Sheriff's Department, Patton Police Department, San Manuel Department. We come together during Advisory Committee Meetings to share our program goals and achievements. We routinely interact and collaborate with our law enforcement partners including POST to insure our programs remain relevant. Our internal communications consist of attending campus events such as SBVC's Senior Day Resource Fair. We coordinate with Outreach and Relations with School in presenting Police Academy presentations. All our Police Academy events are posted on the campus master calendar. We are in contact with Marketing and Public Relations regarding all our events and graduation ceremonies. Our Police Academy trainees also get involved by visiting the Child Development Center to distribute toys during the holidays. Our program continues to improve communication, commitment, and service to our campus community by formal recruitment presentations and invite potential employers to visit our Police Academy.

Describe how your program seeks to enhance the culture and climate of the college.

Enhancing the culture and climate of the college begins with our students, staff, administrators, outside agencies and community. We continue to enhance the culture by providing good quality of educational support, technology, staff development, and professional development training for our faculty. We are constantly improving our communication with our campus and community regarding our services and programs. We continue enhancing the college's culture and climate by staying connected with our internal and external partnerships. The continuation of Advisory Committee Meetings brings extensive knowledge and advisement to our program. Our existing advisory committee is made up of local law enforcement, executive representatives of State, County, and City Agencies. This close relationship with public safety industry professional will enhance opportunities for learning and working in the law enforcement field. These professionals communicate their concerns in the areas of student success, community partnerships, campus facilities, and resources. Having these partnerships has enable us to use their patrol vehicles and equipment without any cost to the college. A portion of our training is conducted at nearby San Bernardino County Sheriff's Academy and at Crafton College Emergency Training Center. All our Police Academy instructors are full-time Police Officers for state and local law enforcement agencies. These agencies are the same ones that hire our academy graduates. Most recently, our Substantive Change was approved by Accrediting Commission for Community and Junior College for the purpose of providing financial aid to those students enrolled in our programs. It is proposal like these that overall enhances the college culture and climate. Effective fall 2018 San Bernardino Valley College Curriculum Committee approved Basic Peace Officer and Modular Basic Peace Officer as a Career Technical Education Certificate. We anticipate that the new certificate in conjunction with the POST certificate will increase enrollments by offering students a new career pathway more closely related to the law enforcement profession. Lastly, a very positive and simple contact in person or via telephone with our future students, campus community and outside agencies enhances San Bernardino Valley College.

Describe one or more external/internal partnerships.

Los Angeles Police Department, San Bernardino County Sheriff's Emergency Vehicle Operation Center, , San Bernardino Regional Emergency Training Center and Range, San Bernardino City Unified School District, Campus Police Department, Colton Police Department, Patton Police Department, Commission on Peace Officer Standards and Training

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

We continue to implement these initiatives by following our Program and San Bernardino Valley College's Mission. The continuation to work with our external and internal partners to reach our program goals. Also working towards creating new external/internal partnerships. Increasing the culture and climate of the college by networking in person and through social media.

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:

10. Discuss the ways that members of your department maintain currency in their field.

All faculty are hired under the same faculty teaching Police Academy classes are held to standards as other faculty. Minimum qualifications must be met. Police Academy instructors must first attend the POST certified instructor class Academy Instructor Certification Course (AICC) to remain employed. Additionally our instructors are sworn Peace Officers and attend perishable skills throughout the year. Each law enforcement officer must complete twenty-four hours of training. A portion of the training must cover perishable skills (Emergency Vehicle Operations Driver Training, Firearms, Handcuffing, First Aid/CPR and Defensive Tactics). Lastly, the academy director and secretary employees and are required to take district professional development classes. The classes are taken online and are self-paced. They include first aid, occupational safety etc.

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

San Bernardino Valley College Extended Academy Director and Coordinator are active members of the California Academy Directors Association (CADA). They represent the forty-four police academies in California. They meet three times a year at the Peace Officer Standards and Training (POST) Consortiums. During each CADA meeting the members discuss how new laws and regulations affect the training of police officers in California. Guest speakers are invited to speak on various training topics.

San Bernardino Valley College Extended Academy Director has been an active member of the San Bernardino Unified School District Safe School Task Force for the last four years. The Task Force meets quarterly and analyzes policies, procedures and technology that can enhance school safety and prevent school place acts of violence. Each meeting a guest speaker presents innovative ideas to improve safety at our local schools. Topics include Restorative Justice, Importance of Prioritization, and monitoring Social Media.

The Academy Director attends San Bernardino Unified School District Health and Wellness Safety Collective Impact Collaborative. Again, guest speakers are invited to each meeting to discuss improving the lives of students within the San Bernardino School District. Many of these innovative ideas can be utilized within the Police Academy curriculum.

12. 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.

SBVC's office of Professional and Organizational Development is committed in providing and supporting activities designed to enhance the job-related performance of all staff in order to effectively meet the needs of students. All instructors at POST Academies must be attend the POST Academy Instructor Certificate Program. The class is 40 hours in length and requires recertification every three years. Recertification consists of eight hours of instructor development training and proof the instructor taught twenty-four hours of class related to law enforcement. The regulations require Continuing Professional Training (CPT). Each two-year period each law enforcement officer must complete twenty-four hours of training. A portion of the training must cover perishable skills (Driving, Firearms and Defensive Tactics).

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.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

Our mission statement for Police Academy/Criminal Justice

It is the goal of this program to provide an academic environment that stimulates the learning process and creates an atmosphere of structured discipline to provide our student with the necessary tools to succeed in a law enforcement career.

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

Our mission statement is related to the college's mission by setting our academic goals and improving learning by providing students with the necessary tools to succeed in the workforce by obtaining their POST Certificate. The Police Academy program new State Chancellor's Office certificate of achievement does not alter or supplant the mission of the college: those offerings are a way of advancing SBVC's mission by increasing the number of diverse learners attending the college. Our present Extended Police Academy class consists of 59% Hispanic, 18% Caucasian and 16% African American. 18% of the class are females. Law Enforcement is a male dominate career but our 18% above the state average of the other police academies of 15%.

Productivity:

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

FTEs has grown from a low of 307.44 in 2012-2013, to a high of 497.87 in 2016-2017. This is a result of the increase of hiring by all local Police and Sheriff's Departments. It is demonstrated by 497.87 FTEs in 2016-2017 school year, which is clearly consistent with the EMP Summary enrollment data. In the same time frame, the WSCH increased from 880 in 2012-2013 to a high of 1204 in 2016-2017. The most recent WSCH is 1204, 679 more than the State Chancellor's recommendation of 525. The WSCH is so high because POST has allowed classes to swell to as many as 90 students to accommodate the large increase in hiring. FTEF is consistent over the last three years and varies from 0.72 to 3.16 each school year. The FTEF has increase over the past years and is a result of 2011 POST audit that recommended higher staff to student ratio for manipulative skills (firearms, driving, and defensive tactics). The program continues to be remarkably effective. The secretary as a full time employee and Interim Director as a part time spend a significant amount of non-instructional time doing scheduling, planning, SLOs, SLO assessment, curriculum review, content review, program, instructor evaluations and certificate review.

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. (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.

Police Academies and Criminal Justice has twenty-eight classes in CurricUNET. All existing classes were updated in 2017 utilizing the current Peace Officer Standards and Training (POST) Training Specifications and workbooks. In addition, they were compared to current California laws and regulations. Nineteen new classes were created and approved by the curriculum committee and San Bernardino Community College Board. The new classes have been sent to the State Chancellor's Office for approval. Criminal Justice 058 was replaced with two courses Police 070 Firearms and Police 071 Arrest and Control, Board approved January 18, 2018 to be effective fall 2018. On March 6, 2018, Criminal Justice 058 course was deleted from CurricUNET.

Social Sciences, Human Development & Physical Education				
Criminal Justice/Police Science				
	Course	Status	Last Content Review	Next Review Date
	POLICE 002 Basic Law Enforcement Academy	Active	05/01/2017	05/01/2023
	POLICE 050 Bicycle Patrol	Active	12/05/2017	12/05/2023
	POLICE 051 Bicycle Patrol - Instructor	Active	12/05/2017	12/05/2023
	CRMJUS 058 Penal Code 832	Active	04/15/2008	04/15/2014
	CRMJUS 059 Reserve Level I Officer	Active	05/01/2017	05/01/2023
	CRMJUS 060 Reserve Level II Officer	Active	05/01/2017	05/01/2023
	POLICE 060 Traffic Collision Investigation - Basic	Active	12/05/2017	12/05/2023
	POLICE 061 Traffic Collision Investigation - Intermediate	Active	12/05/2017	12/05/2023
	CRMJUS 061 Reserve Level III Officer	Active	05/01/2017	05/01/2023
	POLICE 062 Traffic Collision Investigation - Advanced	Active	12/05/2017	12/05/2023
	POLICE 063 Traffic Collision Investigation - Reconstruction	Active	12/05/2017	12/05/2023
	POLICE 064 Traffic Collision Investigation - Motor Vehicle Inspection	Active	12/05/2017	12/05/2023
	POLICE 065 Driving Under the Influence (DUI)	Active	12/05/2017	12/05/2023
	CRMJUS 070 Basic Dispatcher's Course	Active	05/01/2017	05/01/2023
	POLICE 070 Firearms	Active	12/05/2017	12/05/2023
	POLICE 071 Arrest and Control	Active	12/05/2017	12/05/2023
	POLICE 072 Crisis Intervention and Negotiation	Active	12/05/2017	12/05/2023
	POLICE 073 Child Abuse Investigation	Active	12/05/2017	12/05/2023
	POLICE 074 Gang Awareness	Active	12/05/2017	12/05/2023
	POLICE 076 Homicide Investigation	Active	12/05/2017	12/05/2023
	POLICE 077 Crime Scene Investigation	Active	12/05/2017	12/05/2023
	POLICE 078 Crime Scene and Forensic Photography	Active	12/05/2017	12/05/2023
	POLICE 090 Field Training Officer	Active	12/05/2017	12/05/2023
	POLICE 091 Field Training Officer - Update	Active	12/05/2017	12/05/2023
	POLICE 092 Police Supervision	Active	12/05/2017	12/05/2023
	POLICE 100 Criminal Law	Active	05/01/2017	05/01/2023
	POLICE 101 Procedure and Evidence	Active	05/01/2017	05/01/2023
	POLICE 102 Community Policing	Active	05/01/2017	05/01/2023
	POLICE 103 Introduction to Criminal Investigation	Active	05/01/2017	05/01/2023
	POLICE 002 Basic Law Enforcement Academy	Historical		
	POLICE 002 Basic Law Enforcement Academy	Historical		
	POLICE 002 Basic Law Enforcement Academy	Historical		

	POLICE 002 Basic Law Enforcement Academy	Historical		
	POLICE 003X20 Use of Force - FACC	Historical		
	POLICE 004x20 Use of Force - Decision Making Less	Historical		
	POLICE 005X20 Use of Force-Tactical Communication and Chemical Agents	Historical		
	CRMJUS 009 Tactical Communication	Historical		
	CRMJUS 009 Tactical Communication	Historical		
	POLICE 010 Interview and Interrogation	Historical		
	CRMJUS 015 Campus Security	Historical		
	CRMJUS 015 Campus Security	Historical		
	POLICE 015 Basic Mounted Patrol	Historical		
	CRMJUS 016 School Police Officer	Historical		
	CRMJUS 016 School Police Officer	Historical		
	POLICE 016 Mounted Search and Rescue	Historical		
	POLICE 017 Mounted Patrol Update	Historical		
	POLICE 017 Mounted Patrol Update	Historical		
	CRMJUS 018 Community Oriented Policing	Historical		
	POLICE 018 Building Entries and Searches	Historical		
	POLICE 020 Gang Awareness	Historical		
	CRMJUS 020 Workplace Violence	Historical		
	POLICE 021 Adv Gang Awareness, Update	Historical		
	POLICE 025 Clandestine Laboratory Safety	Historical		
	CRMJUS 025 Pub Sfty Intrnshp Acad Mod 1A	Historical		
	CRMJUS 026 Pub Sfty Intrnshp Acad Mod 1B	Historical		
	CRMJUS 027 Pub Sfty Intrnshp Acad Mod 2A	Historical		
	POLICE 027 Passive Alchl Scrng Devce Trng	Historical		
	CRMJUS 028 Pub Sfty Intrnshp Acad Mod 2B	Historical		
	POLICE 028 Breathalyzer Training	Historical		
	POLICE 029 Driving While Intoxicated	Historical		
	POLICE 030 Performance Appraisals	Historical		
	POLICE 030 Performance Appraisals	Historical		
	CRMJUS 031 Pub Sfty Intrnshp Acad Mod 4A	Historical		
	CRMJUS 032 Pub Sfty Intrnshp Acad Mod 4B	Historical		
	POLICE 036 Survival Spanish for Law Enforcement	Historical		
	CRMJUS 036 Basic Investigative Tracking	Historical		
	POLICE 036 Survival Spanish for Law Enforcement	Historical		
	POLICE 039 Dive Rescue	Historical		
	CRMJUS 040 Citizns Orntatn Law Enfrc Fnc	Historical		
	POLICE 040 Basic Bicycle Police Course	Historical		

	CRMJUS 041 Basic Crime Prevention	Historical		
	POLICE 041 Bicycle Patrol Instructor Crse	Historical		
	CRMJUS 042 Business Academy	Historical		
	CRMJUS 043 Railroad Crossing	Historical		
	CRMJUS 044 Resrv & Volntr Coordntr's Trng	Historical		
	CRMJUS 046 Citizens on Patrol	Historical		
	POLICE 046 Basic Police Rifle Marksmnshp	Historical		
	POLICE 047 Firearms Instructor Course	Historical		
	POLICE 050 Narcotics	Historical		
	POLICE 051 Recog Narcotic Traffickers	Historical		
	POLICE 053 Dealing with Informants	Historical		
	POLICE 054 Subject Contacts	Historical		
	POLICE 055 MDT,VDT,CAD Computer Oper	Historical		
	CRMJUS 055 Preparation for Police Academy	Historical		
	POLICE 057 Basic Law Enf. Report Writing	Historical		
	POLICE 058 Report Writing & Ctrm Surval	Historical		
	CRMJUS 059 Basic Law Enforcement Academy- Level I of the Modular Format	Historical		
	CRMJUS 059 Reserve Level I Officer	Historical		
	CRMJUS 059 Reserve Level I Officer	Historical		
	POLICE 059 Search Warrants	Historical		
	CRMJUS 059 Reserve Level I Officer	Historical		
	CRMJUS 060 Reserve Level II Officer	Historical		
	CRMJUS 060 Reserve Level II Officer	Historical		
	CRMJUS 061 Reserve Level III	Historical		
	CRMJUS 061 Reserve Level III	Historical		
	CRMJUS 061 Reserve Level III Officer	Historical		
	POLICE 063 Arrest and Control	Historical		
	POLICE 064 ID,Collect and Preserve Evid	Historical		
	POLICE 065 Civil Liabilities	Historical		
	CRMJUS 065 SignLanguage for EmgPersonnel	Historical		
	POLICE 066 Preliminary Investigation	Historical		
	CRMJUS 066 Instructor Development	Historical		
	CRMJUS 068 Law Enforcement Response To The Mentally Ill	Historical		
	CRMJUS 069 Lifetim Fitnss&Copng w/Stress	Historical		
	POLICE 069 Traffic Reconstruction Investigation	Historical		
	POLICE 070 Vehicle Stops	Historical		
	CRMJUS 070 Basic Dispatcher's Course	Historical		
	CRMJUS 071 Dispatchrs&Critical Incidents	Historical		
	POLICE 072 Basic Traff Collision Investg	Historical		
	CRMJUS 072X20 Civil Update for Dispatchers	Historical		

	POLICE 073 Inter Traffic Collsn Invstgtn	Historical		
	CRMJUS 073 Disaster Prepar for Dispatchrs	Historical		
	POLICE 074 Adv Traffic Collision Investg	Historical		
	CRMJUS 074 X 1 Legal Update for Dispatchers	Historical		
	POLICE 075 Hostage Situations	Historical		
	CRMJUS 075 Criticl Incident for Dispatchr	Historical		
	CRMJUS 076 Stress Mngtmnt for Dispatchers	Historical		
	POLICE 077 Tactical Planning for Patrol	Historical		
	POLICE 078 Officer Safety/ Field Tactics	Historical		
	POLICE 079 Weaponless Defense Inst Course	Historical		
	POLICE 080 Field Training Officer	Historical		
	POLICE 081 Plain Clothes Officer Survival	Historical		
	POLICE 082 Problem-Oriented Policing	Historical		
	POLICE 084 Police Supervision	Historical		
	POLICE 085 Advanced Police Supervision	Historical		
	CRMJUS 086 Introduction to Crime Scene Investigation	Historical		
	CRMJUS 086 Introduction to Crime Scene Investigation	Historical		
	POLICE 086 Domestic Violence	Historical		
	POLICE 087 Child Abuse	Historical		
	CRMJUS 087 Intermediate Crime Scene Investigation	Historical		
	CRMJUS 087 Intermediate Crime Scene Investigation	Historical		
	POLICE 088 Hate and Bias Crimes	Historical		
	CRMJUS 088 Advanced Crime Scene Investigation	Historical		
	CRMJUS 088 Advanced Crime Scene Investigation	Historical		
	CRMJUS 089 Forensic Photography	Historical		
	CRMJUS 089 Forensic Photography	Historical		
	POLICE 090 Terrorism:Curnt Threat&Rspns	Historical		
	CRMJUS 090 Bloodstain Pattern Analysis	Historical		
	CRMJUS 090 Bloodstain Pattern Analysis	Historical		
	POLICE 091 Terrorism: Bombs and Bombings	Historical		
	POLICE 092 High Tech Crimes	Historical		
	POLICE 093 Racial Profiling	Historical		
	POLICE 093 Racial Profiling	Historical		
	POLICE 095 Jail Operations	Historical		
	POLICE 098 Crime Scene Investigation	Historical		
	POLICE 100 Criminal Law	Historical		
	POLICE 100 Criminal Law	Historical		

	POLICE 100 Criminal Law	Historical		
	POLICE 100 Criminal Law	Historical		
	POLICE 101 Procedure and Evidence	Historical		
	POLICE 101 Procedure and Evidence	Historical		
	POLICE 101 Procedure and Evidence	Historical		
	POLICE 101 Procedure and Evidence	Historical		
	POLICE 102 Community Policing	Historical		
	POLICE 102 Community Policing	Historical		
	POLICE 102 Community Policing	Historical		
	POLICE 102 Community Policing	Historical		
	POLICE 103 Intro to Criminal Invstigation	Historical		
	POLICE 103 Introduction to Criminal Investigation	Historical		
	POLICE 103 Introduction to Criminal Investigation	Historical		
	POLICE 103 Introduction to Criminal Investigation	Historical		
	POLICE 996 Sel Studies in Police Science	Historical		
	POLICE 997 Sel Studies in Police Science	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
POLICE-100	YES	NO
POLICE-101	YES	NO
POLICE-102	YES	NO
POLICE-103	YES	NO

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

Criminal Justice/Police Academies have no plans to articulate or transfer to the UC system. Our program is a vocational program similar to Automotive Technology, Computer Information, Corrections, Heating Ventilation, Air Conditioning and Refrigeration. In addition, other Community College based Police Academy classes do not transfer to the UC system such as (Fullerton College, Golden West College and Riverside Community College).

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 accurate? 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?

The information in the 2017 – 2018 college catalog is inaccurate. Criminal Justice 058 was replaced with two courses Police 070 - Firearms and Police 071- Arrest and Control Board approved January 18, 2018 to be effective fall 2018. On March 6, 2018, Criminal Justice 058 course was deleted from CurricUNET.

Challenges:

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 and weaknesses in the program?

Our future challenges consist of the nineteen Advance Officer courses. These courses are partnered with San Bernardino County Sheriff's Department. We have not offered these courses since 1990s, so we have unknown challenges ahead. These courses will be held off-site and monitored by San Bernardino Sheriff's instructors. Our department will strive to increase San Bernardino Valley College's Strategic Initiatives.

- Increase access
- Promote Student Success
- Improve Communication, Culture and Climate
- Maintain Leadership and Promote Professional Development
- Effective Evaluation and Accountability
- Provide Exceptional Facilities

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

Our facility was most recently evaluated during our Peace Officer Standards and Training, 2017 Basic Course Certification Review. Initially our facility was completed in August 2010. The building is composed of steel, making it earthquake resistant. Additionally, a "parade field" was constructed outside the academy classroom of a rubberized material, commonly found on sporting tracks allowing for climate control in extreme weather to minimize student injuries on drills. A safety policy was developed by the Academy Director to follow POST guidelines for student safety in certified Police Science and Criminal Justice courses. San Bernardino Community College District contracts with San Bernardino County Sheriff's Department to utilize their academy and gas house to conduct the chemical agents training, Emergency Vehicle Operations Center and Firearms. All chemical agents and firearms are secured in the Sheriff's Department Armory. Only police personnel assigned to training are authorized to enter the location. The surrounding areas are patrolled by Sheriff's Department personnel. Facility safety is important to the educational environment. Physical training instructors are full-time Police Officers and currently First Aid certified through their Police Department. AED and First Aid kits are available in our classroom. In regards to technology, in 2015 forty new computers were purchased. The Academy was enhanced by the EDI upgrade in our system, so there is no distraction during critical test taking. All the audiovisual equipment is kept inside the new Crestron Media Center that includes dell desktop computer, JVC DVD and VHS player, Wolf Vision Overhead Projector and display videos and PowerPoint presentations.

VII: Previous Does Not Meets Categories

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

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

In our previous spring 2013 Program Efficacy Report we did not meet the following:

Data demonstrating achievement of instructional or service success did not meet. There was a drop in student population and agencies were not hiring. Since then the latest Employment Development report from the State of California indicates a demand for Police and Sheriff's Patrol Officers' statewide estimated employment within the Inland Empire area growth of 11.1%.

Student Learning Outcomes and/or Student Achievement Outcomes did not meet. Some of our classes had SLO's assessed and other have been developed but not assessed. The Director prior to his retirement received additional SLO training and all our SLO's are now being assessed and submitted electronically through the SLO Cloud.

Productivity did not meet. Our document stated position that productivity cannot be measured due to the unique nature of the program has outsourced nature. This deficiency was resolved my measuring and analyzing productivity based on EMP data.

Trends did not meet. Our document did not provide any particular program reaction to trend, specifically, how their planning is impacted. Since then, we have utilized the State of California Employment Development Department to project the demand of police officers.

Weaknesses and challenges were not met. Our program lacked readiness part of applicants for the physical rigors of training and lack the reading/writing skills necessary to cope with law enforcement reports. Since then we recommend that all students place in the minimum of English 015 and Reading 015 to prepare for report writing. Students are provided with a list of all spelling tests given during the academy, study guidelines for improving report writing and copy of the police academy report-writing manual. Additionally we provide students with Writing Center hours and contact information.

Program Efficacy Team Report (Instruction)

2017 – 2018

Name of Department: Criminal Justice-Police-Sheriff

Efficacy Team: Kay Weiss, Todd Heibel, Johnny Roberts

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Criminal Justice/Police/Sheriff Program has provided a solid, thorough efficacy document that demonstrates laudable increases in productivity and certificate completion. During this period of increase, success and retention rates remain respectably high. There are ongoing efforts to increase student access and diversity, as demonstrated within several sections of the efficacy document. Perhaps the only element lacking within this otherwise exceptional document is explicit, concrete planning for program expansion. Although this program is somewhat unique in that it requires sworn peace officers as faculty, perhaps it could elaborate how planned budget and staffing increases (including faculty increases) will be orchestrated via formalized collegiate processes, including Program Review Needs Assessment and various granting agencies.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

The department recognizes variances in demographics and has worked to recruit female as well as African-American and Hispanic students to the program through advertising, recruitment/career events, hiring diverse staff/faculty, partnerships with POST and other entities. Implicitly addressed within this section is the program's over-representation of the 25-29 and 30-34 age cohorts. This is addressed via outreach within K-

12 classrooms within the region (ostensibly to attract younger recruits within the 20-24 age cohort). It would be interesting to compare current program demographic data with past efficacy demographic data.

The program offers classes in a variety of formats that meet the needs of the students. This includes daytime, evening and weekend offerings. Additionally, programs are offered in full-time as well as part-time patterns. It may not be feasible due to strict policies, regulations, and laws, but is it possible to offer selected courses, where appropriate, in an online or hybrid format?

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

	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	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>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Enrollment has grown exponentially, due to demand in law-enforcement professions. Through partnerships with local law-enforcement agencies, graduates are employed during or immediately following completion. Success rates of 85% and completion rates of 90% are commendable. Certificates issued have increased substantially. These positive data could be leveraged within future Needs Assessment and/or grant documents to justify budget, staff, and faculty increases.

The SLOs for all courses have been assessed regularly and data is presented. The program notes that they have engaged in dialogue and made adjustments to SLOs to ensure compliance with POST standards. Program level outcomes are identified and the department notes that they are achieving 100% achievement of the programmatic outcomes. The committee has some concern regarding this achievement and encourages the department to review whether the PLOs are measurable and appropriate. Although not technically required, the actual course mapping to program (diagram) and program level outcome document (with narrative) may enhance this section.

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

	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 program has participated in campus events including Senior Day. They coordinate with the Outreach Department for recruitment activity. Trainees have partnered with the Child Development Center. Additionally, the department is in regular communication with hiring agencies.

The program recognizes the critical need for the students and graduates to represent the program well. In order to achieve this, the program faculty participate in regular professional development, and take seriously their obligation to train the students well. The program maintains effective communications with internal and external stakeholders.

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

	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:

All members of the faculty meet minimum qualifications, as well as being sworn peace officers. They are required to participate in regular professional development to maintain certification. They participate on a task force, which meets quarterly to analyze policies, procedures and technology to improve school safety. All instructors complete a 40-hour POST certificate program. And re-certify every 3 years (8 hour re-certification program.) All officers complete 24 hours of training every 2 years. There is a linkage between faculty professional development and classroom curriculum. While the program has enumerated the relationship between professional development and its impact within the classroom, demonstration of future growth is less clear.

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

	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:

The program has a mission statement, which supports the mission of the college. Of special note is the Extended Police Academy that serves to increase diversity of the overall program, thereby satisfying a key element of the college mission. Productivity is exceptional, more than double the “525 goal.” The FTEF data presented within the narrative do not appear to reflect that within the EMP document. Nonetheless, it is clear that productivity remains on a strongly positive trajectory.

Curriculum is current with one notable exception (CRMJUS 058 Penal Code 832), which should have been updated in 2014. The department indicates that this course has been replaced with two other courses, and that effective January, the late curriculum has been deleted from the catalog. Courses above 100 articulate with CSU but not with UC. The department indicates no plans to create articulation agreements with the UC system. as a vocational program, which does not transfer in this manner.

The department notes challenges with offering several courses offsite, which have not recently been offered. They indicate they will monitor the situation.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

The program makes use of campus and off-campus locations. The facilities meet requirements for POST certification. Computer acquisition in 2015 facilitates ongoing (mandated) student examinations. It would be interesting to determine whether these computers were purchased with college or grant funding (e.g. via Program Review and College Council processes).

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program has addressed its previous “does not meet” areas. It has submitted and had accepted a “substantive change” document, providing opportunities for students to apply for and receive financial aid. They have identified trends, weaknesses and challenges and developed potential solutions for these issues.

Program Efficacy

2017– 2018

Program Being Evaluated

EOPS/CARE

Name of Division

STUDENT EQUITY AND SUCCESS

Name of Person Preparing this Report

MARIA DEL CARMEN RODRIGUEZ

Extension

X8592

Names of Department Members Consulted

ROSEMARY CHAVEZ, TREESA SABATO, KATHERINE FONSECA, MARIBEL CISNEROS

Name of Reviewers

ANNA TOLSTOVA PATTI WALL STACY MEYERS

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 19

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	1	3
Classified Staff	4*		
Total	7	1	3

**Currently, Dean of Student Equity and Success is serving as Director for EOPS/CARE until a Director is hired. There are three Senior Student Services Technicians and one is working as an Interim until the position is posted.*

Description:

Cooperative Agencies Resources for Education (CARE) is a sub-program to EOPS and encourages the men and women participating in the program to believe that they and their children are important, that they are capable, and with proper support, they can break the cycle of welfare dependency and become self-sufficient. This is a state-funded program in which it assists EOPS students who are single parents on Transitional Assistance for Needy Families (TANF) and receiving Cash Aid with a child under the age of 14. Students must be EOPS eligible and single head of household.

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC-CARE unduplicated students	62	58	47	47	34

Gender %	12-13	13-14	14-15	15-16	16-17
Female	59	55	46	46	32
Male	3	3	1	1	1
Unknown	N/A	N/A	N/A	N/A	N/A

Ethnicity %	12-13	13-14	14-15	15-16	16-17
African-American	15	16	14	16	10
American Indian/Alaskan	N/A	N/A	N/A	1	1
Asian	N/A	N/A	N/A	1	1
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic	40	37	24	21	17
Multi-Ethnicity	N/A	2	2	2	1
Pacific Islander	N/A	N/A	N/A	N/A	N/A
Unknown	1	N/A	NA	1	N/A
White	5	3	7	5	3

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

- Our CARE population is comparable to participation within our Region 9 area
- The majority of participants are females
- We have only served a small number of male students in the program within the five years indicated
- As one can see on the ethnicity table, the majority and current participation are Hispanics, blacks and whites

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

- To enhance our working partnerships with Financial Aid and CalWORKs departments and share lists of students who may be receiving TANF services
- Recruit at student classrooms to enhance students' aware-ness of program and how they can benefit from resources and become successful
- The current participants in the CARE program mirror our community. We have gained more students that indicate White as their ethnicity. We have had difficulty-recruiting students into the program.
- The participation has declined from 12-13 to present. It has become a difficulty to all school in the region maintain students in the program. We have made presentations to various classes and groups and do not get the response needed. We believe the reason is because of requirements needed to continue in program.

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 not completed SAO's for CARE students only. We however, have developed surveys for students who participate in the mini-CARE Conference each semester. This is an opportunity for CARE participants to converse, share and assist each other with their academic journey. The workshops entail the following topics: TANF requirements; HOPE, Financial Stability; Maintaining a Healthy Mind and Soul; Priorities and Time for Oneself. Students who participate in the conference share so much and have learned how to help each other be successful.

For spring 2018, we will complete a SAO targeted for CARE students only.

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's [strategic goals](#).) (200 Words Max) Program Goals:

- Increase retention and persistence, transfer rates to four-year institutions
- Furthermore, increase awareness of the importance of obtaining an Associate degree and continue to a four-year university. Increase resources available to the students such as childcare services, workshops to include county policies and TANF updates
- Offer educational support services as they acquire the education, training, and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency

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

- One of the challenges we face is recruitment to the program. It has been consistent throughout the years; however, we believe more students qualify for the program and will benefit from the program resources
- Students are interested in the program at the beginning of the semester but follow-through is lacking and needs improvement
- Students have difficulty obtaining TANF forms from county to sign in a timely manner
- Enhance our participation with not only community, but also our local high schools and the county

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Create a recruitment plan to increase participation in the CARE program	Goal 1	Opportunity to go into classrooms	June 2018
Evaluate program goals and mission	Goal 2	Surveys, feedback	June 2018

Description:

EOPS is a state-funded program designed to encourage the enrollment, retention and transfer of students challenged by language, social, economic, and educational disadvantages. Program also facilitates the successful completion of their goals and objectives in college. Students are eligible on the following factors: a) income level; b) maintain full-time status; c) less than 70-degree applicable units; d) have California residency and e) be educationally disadvantaged.

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC Unduplicated Students	600	744	784	823	892

Gender %	12-13	13-14	14-15	15-16	16-17
Female	405	498	521	613	613
Male	195	246	263	279	273
Unknown	0	0	0	0	5

Ethnicity %	12-13	13-14	14-15	15-16	16-17
African-American	109	112	111	104	130
American Indian/Alaskan	4	3	3	3	6
Asian	23	27	28	36	44
Filipino	2	2	1	3	0
Hispanic	358	495	540	589	608
Multi-Ethnicity	20	23	24	20	23
Pacific Islander	4	4	5	4	0

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

- EOPS participation would be much higher when more recruitment and follow-up are provided by department.
- Our black and white population has decreased.
- Unfortunately, we still have participants not indicate ethnicity. A survey will be created to include ethnicity to better track the ethnicity of our students.
- Our Hispanic population mirrors our community and has increased each year and our Asian population has increased slightly.

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

- Enhance our partnerships with different departments to provide more access to students. The department incorporated workshops and announcements through Blackboard and many students are taking advantage of this opportunity.
- In the future, more services will be accessible to our student population.
- Recruit students in general and advertise our program to increase our ethnicity participation and recruit more male participants.
- Our participation has increased in the program. As you can see, we have gone from 600 in 12 -13 to 892 in 16-17.
- Our male population has increased however; there was a decrease in 16-17.
- There have been increases in all ethnicities therefore our efforts to increase diversity has increased.

Unknown	3	2	1	1	1
White	77	76	71	63	75

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)

Students have completed SAO's surveys regarding service provided to them. Surveys were very positive and the staff continues to provide exceptional service to students.

Students submitted surveys indicating that with counselors' assistance, they will follow their educational plan. We need to work more collaboratively with instruction to figure out which classes offered at certain semesters. Many students do follow education plan because they have the Priority A registration.

We have not completed a SAO recently, however will complete one for spring 2018 and be back on track.

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's [strategic goals](#).) (200 Words Max) Program Goals:

- Increase retention and persistence, transfer rates to four-year institutions.
- Furthermore, increase awareness of the importance of obtaining an Associate Degree and continue to a four-year university.
- Facilitate the successful completion of goals and objectives in college.
- Our goal is to provide services, which are over and beyond and in addition to those provided to the general college population.
- Continue to recruit more students especially males and Afro-American and white populations.

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

- Students not maintaining 12 units per semester
- Students' grade point average is falling below the standard average 2.0 grade point average per semester.
- Implement workshops in time-management; stress management; learning styles and note-taking workshops
- Many students want to be in the program however they do not comply with processes.
- Create an EOPS Student Handbook so every student (new and continuing understand the process and requirements to remain in the program.

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Create an EOPS Student Handbook	Goal 1	Time and funding for print shop	June 2018
Develop a system where EOPS can refer students not to withdraw from classes	Goal 2	Collaboration with instruction, networking and students	December 2018
Develop a more comprehensive communication tool for students to understand requirements and mission of program	Goal 3	Time and feedback from staff	December 2018

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

Demographics – 2014-15 to 2016-17 Academic Years		
Demographic Measure	Program: EOPS	Campus-wide
Asian	4.1%	4.9%
African-American	18.2%	12.6%
Hispanic	67.8%	64.5%
Native American	0.9%	0.2%
Pacific Islander	0.4%	0.3%
White	7.8%	13.7%
Unknown	0.8%	0.4%
Female	67.5%	57.1%
Male	32.5%	42.9%
Age 19 or Less	5.2%	22.3%
Age 20 to 24	51.7%	36.0%
Age 25 to 29	16.5%	16.7%
Age 30 to 34	7.9%	8.8%
Age 35 to 39	5.7%	5.2%
Age 40 to 49	7.2%	6.5%
Age 50+	5.8%	4.4%

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.

As we look at the tables provided, EOPS is comparable to the campus population in many areas. Our top population and exceeds campus population are Hispanics and Afro-American students. As shown we have approximately 6% more Afro-American students than general population and approximately 3% Hispanics. Our lowest group compared to campus with approximately 6% would be the White population. Our recruitment has improved; compared to 2013 we had a 12% difference in servicing White population. EOPS continues to promote program to all students. The program is in average with other ethnicities and age groups. Our age group of under 19 is low by 16.8%; many students from high school are taking advantage of concurrent enrollment, which makes them ineligible for program. First year students are taking advantage of the programs such as First Year Experience (FYE) or the Valley-Bound Commitment program, which also makes them eligible for program. We have seen an increase in our re-entry students which is indicated in table program serves 18.7% of students from ages 30 – 50+. Our Hispanic population mirrors our community demographics; therefore, this is why the program has a 67% participation of Hispanic students.

Overall, we believe that EOPS/CARE targets all ethnicities and the two areas in which need to be addressed are the White population and male students. The department needs to extend recruitment services into the classroom and community by advertising the program to these targeted populations. One area would be to target the athletes, faculty members who work with male students. The department has collaboratively worked with the Outreach Coordinator to provide EOPS/CARE information to local high schools; churches and community organizations.

The department has worked with the Marketing Department and Jason Brady to send out emails to students when it is application period. Numbers have exceeded when students read their emails and come to the office to apply. The department will be creative and work with Student Life to promote the program to club organizations and Student Government.

Pattern of Service:

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

The department hours are as follows:

Monday & Thursdays	8:00 a.m. - 5:00 p.m.
Fridays	8:00 a.m. – 4:30 p.m.
Tuesdays & Wednesdays	8:00 a.m. – 7:00 p.m.

The department assessed hours and realized that department needed to open on Saturdays. Therefore, department opens two Saturdays per month each semester. Weekend students and others who are not able to come during our weekly hours are able to meet their counseling appointments on Saturdays. In having our office open until 7:00 p.m. we are able to serve our evening and working students. Students are able to meet with counselors one week prior to start of classes and one week after. Staff provides

announcements and workshops through Canvas. More than 95% of students in program use this technology to access communication about upcoming events, workshops and other important dates.

Students set up appointments with counselors between 8:00 – 4:30 (M, TH and F) and 8:30 – 6:30 p.m. (T, W) and 9:00 a.m. – 12:30 p.m. on Saturdays. Counselors will meet with students without an appointment on a walk-in basis as their schedule permits. Students are aware of their responsibilities; therefore our busiest days are Tuesdays, Wednesdays and Saturdays. During peak times, i.e. registration, midterm, finals week and open application period every day is busy from 8:00 to closing.

Front desk staff – answer students’ questions, set appointments via email, phone call, or canvas. Students receive correspondence at their homes with information with important deadlines, announcements and/or questionnaires.

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. 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).	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

EOPS is a program designed to enable low income, educationally disadvantaged students affected by language, social and economic handicaps to achieve a college education. The program has continuously provided guidance, motivation, support services and resources to help students complete their educational goals, including vocational certificates, associate degrees and transfer to four-year institutions. Services are specifically designed to offer educational support services to address the specific needs of at-risk students, including but not limited to:

- A) Priority A Registration – students in the program have priority registration, which allows students to enroll and complete courses in a timely manner and transfer to a university.
- B) Individualized counseling and support – each student is required to meet with an EOPS/CARE counselor three times a semester. Counselors work with students to develop a concise and a multi-term education plan to complete their educational endeavors.
- C) Academic progress monitoring – students are required to submit a progress report with instructor/professor signatures indicating their progress in each class per term. If a student is not achieving C grades or better; not attending class or not participating in classes, counselors refer students to appropriate supportive services to successfully complete classes and education goal.
- D) EOPS/CARE Textbook Service Program – program provides vouchers to participants in each term so their required textbooks are available to them in time for the first class meeting.

CARE is a sub-program within EOPS and it is designed to assist single parent, head of household students acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventually self-efficiency.

Both EOPS and CARE participants are offered these resources to help them strengthen their retention, persistence, graduation and transfer rates such as:

- a) Parking permit provided each term
- b) Supplemental counseling and advisement from counselors
- c) Laptop computer loan services
- d) Personal development workshops
- e) Fee waivers to universities

By providing the aforementioned services, it allows students to concentrate in their academic and complete their educational endeavors in a timely manner.

In 2011-12 – 40 EOPS/CARE participants graduated and earned their Associate of Arts/Science Degrees and transferred

EOPS/CARE	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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Graduated	40	55	65	75	80	120
Transferred	40	52	63	75	76	97

Students are graduating and transferring to four-year institutions. Students who are not transferring have earned their certificates and/or completed the Police Academy therefore going to workforce.

Our goal in EOPS/CARE is to increase the percentage of students pass their basic skills courses and increase resources to minimize financial worries.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Division/Program: EOPS/CARE Semester Evaluated: Spring 2015 Next Evaluation: spring 2016	Lead Evaluator: Maria Del Carmen Rodriguez Participants: Rosemary, Tamala, Treesa, Rosita, JoAlice, Maribel, Keenan
Service Area Outcome Statement	1. <i>Students will have improved/developed a skill as a result of being part of the EOPS/CARE program</i>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student Surveys
Criteria – What is “good enough”? Rubric	The department believes that receiving 95% of surveys with positive remarks is good enough for department. It would be great to receive 100% of positive remarks; however, there will be room for improvement and enhancement of services provided to students.
What are the results of the assessment? Are the results satisfactory?	The department handed out 100 surveys and we received 94 surveys of which the results were as follows: 30 males, 57 females and 6 did not indicate their gender 90% indicated they have developed or improved a skill since being part of the EOPS program. Skills included: time management; study skills; organizational skills and how to communicate with a counselor and have an effective counseling session .
Were trends evident in the outcomes? Are there gaps?	Students provided positive comments regarding services and staff. They did provide additional feedback in services they would like to see in the future such as: printing services, meal vouchers

What content, structure, strategies might improve outcomes?	In order to continue with our services and providing our students with the utmost of delivery of services, must continue looking at trends and creative ways to provide more services to students. The department will also continue to motivate the staff to go “above and beyond and in addition to” our students.
Will you change evaluation and/or assessment method and or criteria?	No change planned at this time. Spring 2015 was the second semester our students submitted the surveys. We will continue to assess and enhance the program through the feedback provided.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> X Department Meeting. Date(s): January, February, March 2015 SAO Dialogue focused on: Met as a group to discuss the results of the surveys and how can the department continue providing a positive environment for our students.
Will you rewrite the SAOs	NO

Program SAO Summary Evaluation Form

Division/Program: EOPS/CARE Semester Evaluated: Spring 2015 Next Evaluation: spring 2016	Lead Evaluator: Maria Del Carmen Rodriguez Participants: Rosemary, Tamala, Treesa, Rosita, JoAlice, Maribel, Keenan
Service Area Outcome Statement	1. <i>Students will follow their educational plan and understand the importance of How it affects their academic success.</i>
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Student Surveys
Criteria – What is “good enough”? Rubric	The department believes that receiving 95% of surveys with positive remarks is good enough for department. It would be great to receive 100% of positive remarks; however, there will be room for improvement and enhancement of services provided to students.

<p>What are the results of the assessment? Are the results satisfactory?</p>	<p>The department handed out 100 surveys and we received 94 surveys of which the results were as follows:</p> <p>30 males, 57 females and 6 did not indicate their gender 97% indicated two reasons they should follow their educational plan. Comments included to verify that appropriate courses are taken for major and general education and make the transfer process seamless. 3% did not answer the question.</p>
<p>Were trends evident in the outcomes? Are there gaps?</p>	<p>Students provided positive comments regarding services and staff. Students are more apt to following their educational plans when counselor explains courses needed to complete and inputs on web advisor for students to view.</p>
<p>What content, structure, strategies might improve outcomes?</p>	<p>In order to continue with our services and providing our students with the utmost of delivery of services, must continue looking at trends and creative ways to provide more services to students. The department will also continue to motivate the staff to go "above and beyond and in addition to" our students.</p>
<p>Will you change evaluation and/or assessment method and or criteria?</p>	<p>No change planned at this time. Spring 2015 was the second semester our students submitted the surveys. We will continue to assess and enhance the program through the feedback provided.</p>
<p>Evidence of Dialogue (Attach representative samples of evidence)</p>	<p><i>Check any that apply</i> X Department Meeting. Date(s): January, February, March 2015</p> <p>SAO Dialogue focused on: Met as a group to discuss the results of the surveys and how can the department continue providing a positive environment for our students.</p>
<p>Will you rewrite the SAOs</p>	<p>NO</p>

<p>Response to program outcome evaluation and assessment? How were/are results used for program improvement.</p>	<p><input type="checkbox"/> Professional Development x Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Continue to work with counselors' to be abreast of all changes in general education, major and transfer requirements.</p>
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Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

EOPS/CARE program continuously assesses SAO's and enhances services to meet students' needs. Attached are the SAO's completed by program participants. Please note that we have not assessed for two years, due to change in staff and time constraints. However, spring 2018 we are conducting surveys for both staff and students. We do assess our EOPS/CARE orientations by providing a pre-survey and post-survey for students in attendance. Many students are referred to our office to apply for program without even knowing the program's mission and/or requirements.

SAO #1 – Core Competency – Information Competency: Critical and Creative Thinking:

Outcome: EOPS participants will learn and understand the primary function of EOPS

Opportunity – students will participate in mandatory orientation and meet with counselor

Assessment Tool – Orientation will provide pre and post surveys completed by students.

We held five orientations prior to accepting students. The following tables include the results of the surveys

Group 1

Amount questions missed	Pre-Test	Post Test
0-3	20	45
4-8	35	15
9 – 12	7	2
TOTAL	62	62

Group 2

Amount questions missed	Pre-Test	Post Test
0-3	34	52
4-8	25	10
9 – 12	8	5
TOTAL	67	67

Group 3

Amount questions missed	Pre-Test	Post Test
0-3	47	56
4-8	22	10
9 – 12	7	0
TOTAL	76	76

Group 4

Amount questions missed	Pre-Test	Post Test
0-3	10	27
4-8	9	0
9 – 12	8	0
TOTAL	27	27

Group 5

Amount questions missed	Pre-Test	Post Test
0-3	24	35
4-8	12	5
9 – 12	4	0
TOTAL	40	40

As one can note, the smaller the groups, students did much better after the orientation. Furthermore, the information provided at orientation clarified mission and objectives of program.

Goal to foster a learning college – EOPS participants learn how to work toward their objective such as completing the requirements for a certificate, associate degree or transfer. Students complete this by meeting with counselors on a monthly basis and developing or modifying their education plan. Students work collaborative with counselors to follow their education plan as best they can.

Objective: Student will be able to read and understand their education plan and enroll in appropriate courses while utilizing the college catalog and schedule of classes.

Opportunity: Students will participate in counseling appointments on a monthly basis to discuss progress.

Tool: Counselors will encourage students to register during Priority A Registration and for classes on their education plan. Education plans are inputted in student's web advisor accounts.

- a) Students have access to their web advisor accounts and view their education plans as many times they choose to
- b) Students meet with counselors to discuss academic progress
- c) In one session dates of registration are discussed in the session
- d) Priority A registration will allow students to select their courses prior to the general student population
- e) Counselors continue to meet with students to verify that they are in the correct courses and have 12 units

There are approximately 800 students in program and approximately 350 students register for classes during Priority A registration. We have found that students do not register on time because they do not have the funds. To be considered and eligible for the program students must have a zero (0) balance on their registration statement. We have been creative in developing a Registration Campaign so more students do register during their registration dates.

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 program goals and achievements to the campus and to the community.

Staff members recruit at high schools, and classroom presentations on campus are provided to faculty members who allow us into their classes. Counselors have promoted the program within their Student Development courses, presented at their committee meetings and have been asked to present at different sites; community centers, high schools, middle schools and parent meetings. Achievements are provided in our mid-year reports and final reports to Vice President's office and State Chancellor's Office. At our Annual Evening of Achievement Banquet, we share the students' and programs successes where Board of Trustees, Administration, Faculty, Students and Community members attend the event. There is always room for improvement and enhance our communication efforts to all on campus. We have updated information on our webpage www.valleycollege.edu/eops where current criteria for program and application process. The staff worked with print shop to create two large banners to place in two common areas for students to see "EOPS is Accepting Applications" Emails are sent to all students registered for classes letting them know that EOPS is accepting applications.

Describe how your program seeks to enhance the culture and climate of the college

EOPS staff maintains a great working relationship with many departments on campus. We have created an ambiance where students can come into our office and feel welcome. The department participates in workshops, presentations and special events provided by college and/or departments. We encourage our students to participate in events on campus and within the community. Staff believes in our EOPS/CARE motto: "over and above and in addition to" and promote this to each student, faculty and/or staff member that enters the office. About three years ago, our counselor and senior student services technician created the opportunity for students to

select a faculty member who made a difference in their academic journey. Students will nominate and committee selected the winners. The winners are recognized at our annual banquet. Faculty members feel a sense of community as they are recognized alongside the students. Another recognition, is celebrating a department or two or individuals who helped out EOPS/CARE throughout the year. Administrative Services, Cafeteria, Bookstore, Admissions and Records, Counseling, Financial Aid, District are some of the recipients. We believe that the EOPS/CARE program promotes a sense of community and solidarity within the campus and embrace diversity.

Describe one or more external/internal partnerships.

EOPS/CARE program works closely with the following entities which include on-campus and off-campus, but not limited to the following:

- a) SBVC Instruction – students are required to submit a progress report on a semester basis. Instructors have become more familiar with the form that needs their signature. Instructors/Professors have become more involved in alerting the counselors when there is a student that needs more direction and/or follow-up. We are looking at implementing and using STARFISH and eliminating the paper form.
- b) Student Success Center- as students meet with counselors and discuss they are having difficulty in classes, counselors direct them to the center for additional assistance. Math instructors have collaborated with the EOPS program to provide workshops for our students to understand and grasp the subject.
- c) Transfer and Career Center – counselor’s direct students to the center to use the career assessment tools to better understand or gain information about careers and job outlooks. They also visit the center to meet with representatives from the four-year universities.
- d) California State University, San Bernardino – EOP Program – students are referred to the EOPS program at CSUSB and directed to meet with their staff. The Admissions Counselor from CSUSB EOP program has also facilitated a workshop each fall to inform the students about deadlines and services they offer at the university level.
- e) San Bernardino City Unified School District – Colton Unified School District – Rialto Unified School District – SBVC EOPS program provides informational sessions for students and parents within these school districts. Presentations have been given to special targeted populations such as DELAC (District English Learners Advisory Committee), Superintendents, Special Education Teachers regarding the program and requirements.
- f) Bookstore – each semester the two departments EOPS and the Bookstore work collaboratively to streamline the distribution of book vouchers and verify that students are purchasing the correct books.

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

The program will meet to discuss the following and enhance not only the program but as professionals within their area of expertise.

- 1) Increase access – it is all of our responsibility to promote the program and provide access to all students who meet eligibility criteria. Continue to work with our partnerships at the high schools and community. Develop a form of communication to distribute to all on campus faculty, staff and students.
- 2) Promote Student Success – continue to motivate our students in accomplishing their goals. EOPS has a great retention rate and students who are earning their associate of arts degrees are transferring and graduating with their Bachelor of Arts/Science Degrees. Encourage our students to not withdraw from classes just because they feel they are successful. We will create a Don't Withdraw from a class campaign in the fall semester.
- 3) Improve Communication, Culture and Climate – continue to work on providing exception customer service to all.
- 4) Maintain leadership and promote professional development – work with staff to join organizations that will benefit them and our institution. Staff members will be cognizant of their responsibilities in participating in campus committees and participate actively and positively.
- 5) Effective evaluation and accountability – need to confirm that department will survey student participants about services that they receive through our program.

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

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

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

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

Professional Development:

13. Discuss the ways that members of your department maintain currency in their field.

EOPS/CARE staff keep current in the field of Title 5, any changes in EOPS/CARE guidelines, and any new initiatives by attending trainings, meetings and annual conferences led by State Chancellor's Office. The majority of our staff are part of the EOPS/CARE Advisory

Committee; the committee meets with the intention to discuss any new legislative policies, changes that will affect our students and discussion about how our students are doing academically.

Counselors attend conferences sponsored by University of California and California State University to gain up-to-date information regarding admission requirements, changes in programs and services offered to students.

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

The National Association of Professional Women (NAPW), National Association of Student Personnel Administrators (NASPA) are two of the professional organizations the staff in EOPS/CARE belong and participate. Director will work with staff to research organizations that will benefit the staff and our students. Organizations and committees should correlate with our mission and promote student success. Every staff member is part of the California Community College EOPS Association through State Chancellors' Office.

15. 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.

Members of the EOPS/CARE program have presented at various venues:

- a) Treesa Sabato – Counselor and Career Center Technicians Conference
- b) Keenan Giles – Umoja Conference, Tumaini Events, Black Excellence Summit, facilitates workshops during Black History Month on campus, presents at high schools and middle schools
- c) Maribel Cisneros – presents to CARE students, facilitates workshops for parents, and facilitates workshops for EOPS students. She is SBVC's representative for CARE program during Region 9 meetings and conferences.
- d) Marina Serna has presented to Upward Bound programs across Inland Empire and classroom presentations regarding EOPS program
- e) Director co-presented at the Annual EOPS Conference - Best Practices of an EOPS/CARE Advisory Committee, presented to Parents from Inland Empire, Keynote speaker at Migrant Parent Conference. Co-Conducted EOPS Region 9 Director meetings.

All members have the opportunity to attend conferences and workshops to gain knowledge about new initiatives, up to date information and provide information to students. The opportunity to be part of conferences, trainings and/or workshops it has enhanced the department in providing pertinent information to all students, staff and community regarding not only the program, but SBVC information. More students learn about the program through friends, family and staff. We have worked much more with faculty on campus to talk about the programs' mission.

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.

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?

EOPS/CARE mission is to encourage the enrollment, retention and transfer of students disadvantaged by language, social, economic and education. Provide services that are over, above and in addition, to those provided to the general college population.

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

SBVC's mission is to maintain a culture of improvement and a commitment to provide high quality education, innovative instruction and services to a diverse community learners. To prepare students to transfer and earn degrees and certificates. EOPS mission mirrors SBVC, both encourage education and attainment of degrees to all 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

EOPS/CARE defines and measures satisfaction and productivity by means of satisfaction surveys from students and success rates of students in program.

EOPS/CARE hired a full-time Director in January of 2015 and two full-time tenure track counselors in 2016. We currently have three adjunct counselors, a full-time Secretary II and three Senior Student Services Technicians to serve approximately 900 students throughout the year. In comparison with Chaffey Community College, they have a faculty-coordinator, four full-time counselors, two adjunct counselors, three program assistants and one administrative assistant.

They are comparable to SBVC in number of students in program. The tables below show the number of students and by gender served by both SBVC and Chaffey.

	Chaffey	Percentage	SBVC	Percentage
2014-2015				
Total Population	26,251	100%	17,145	100%
CARE Students	79	0.30%	47	0.27%
EOPS Students	835	3.18%	784	4.57%
CARE Males	0	0%	1	1%
CARE Females	79	100%	46	99%
EOPS Males	222	26%	263	34%
EOPS Females	582	71%	521	66%
Unknown	31	3%	0	0%

	Chaffey	Percentage	SBVC	Percentage
2015-2016				
Total Population	28,469	100%	17,465	100%
CARE Students	77	0.27	47	0.27%

EOPS Students	929	3.26%	822	4.71%
CARE Males	1	1%	1	2%
CARE Females	76	99%	46	98%
EOPS Males	229	25%	242	30%
EOPS Females	676	72%	580	70%
Unknown	24	3%	0	0%

2016-2017	Chaffey	Percentage	SBVC	Percentage
Total Population	29,387	100%	17,835	100%
CARE Students	75	0.27	35	0.2%
EOPS Students	900	3%	861	4.83%
CARE Males	1	1%	0	0
CARE Females	74	99%	35	100%
EOPS Males	215	24%	275	32%
EOPS Females	658	73	585	67
Unknown	27	3%	1	1%

As one can see, Chaffey and SBVC are comparable to student participants. There is an influx of student participants especially in the CARE program. SBVC has increased the male student population with the three years. Chaffey has served less male students than SBVC. SBVC CARE program serves less students than Chaffey. SBVC has tried many recruitment efforts to increase the number of students for CARE program. SBVC's unknown population has decreased which was high in previous years.

Participants are required to complete the following requirements each semester and if students do not comply they are subject to dismissal for the following semester

- a) Maintain 12 units per semester
- b) Earn a grade point average (semester) of a 2.0 or higher
- c) Complete three counseling appointments (per semester)
- d) Seventy (70) degree applicable unit limit
- e) One workshop per semester

The department responds to student requests in a timely manner. Students who miss their appointments are contacted to reschedule the appointment. If a student shows up after missing their appointment, if available, they can see a counselor at time of visit. This is one of the reasons the department has opened two Saturdays each month for students to complete their appointments. When there are complaints and/or concerns brought to the department's attention, we tend to take appropriate steps to clear the complaint in a timely manner.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

EOPS/CARE does not offer classes for students in program. However, students are encouraged to attend presentations sponsored by on campus organizations and departments. Students in program are required to complete workshops throughout the semester. EOPS/CARE staff create and facilitate workshops such as Time Management; Money Management; How to be an A

Student; Healthy Lifestyles. There is also a How to Be Successful Workshop for students who did not comply with the requirements. This workshop is to provide the students the opportunity to learn why it is important to comply with requirements in a timely manner. If they complete the workshop (in person), they are reinstated into the program. Opportunities are also available for them to participate in tours of universities; conferences such as A2Mend; HACU and HBCU. Many of our students are not able to visit campuses due to transportation, financial resources; this provides them with an outlet to see what is available to them. The intent of providing workshops is to create another resource for the students to obtain and learn techniques to better enhance their skills of becoming a successful student. As students participate in workshops, they learn techniques and skills to use not only at SBVC, but in their everyday life. Students are able to complete their workshop requirement through CANVAS. This will allow our working students to complete this requirement. 95% of EOPS students complete the workshop online. The department has not eliminated the in class workshops, especially when several students still enjoy the opportunity to listen to someone and have the opportunity to ask questions.

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. (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.

Not applicable

CURRICUNET REPORT (If applicable):

Articulation and Transfer

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

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

NOT APPLICABLE

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 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 information written in the 2017-2018 SBVC Catalog is accurate. It describes our program and provides contact information. It includes location of office.

Challenges:

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 and weaknesses in the program?

EOPS participation would be much higher when department provides additional recruitment and follow-up. Student participation has increased throughout a three-year span. It was our efforts in providing 3 application periods. Our application opens as follows:

October for spring semester acceptance and April, June and August for fall semester. There are three opportunities for fall because of providing priority A registration to as many who apply. High school graduates apply in June and August. **Challenge for future** – registration has changed for SBVC. Summer and Fall will be open simultaneously, which creates a rush for students to apply in March and participate in Priority A registration. Priority A registration for Summer and Fall begins April 16th. Fall recruitment is our largest group because we lose students due to graduation and transferring to other schools.

Enhance our partnerships with different departments to provide more access to students. EOPS has been working diligently with departments on campus. We work with bookstore to provide book vouchers to students; Campus Business Office for parking permits; Reading classes – we have presented at their classes and distributed applications; Student Development courses have done the same as Reading classes.

Our goal was to develop an EOPS/CARE student handbook and have not, however would complete this by end of summer 2018, ready for the new class of fall 2018.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

The EOPS/CARE office is located in the Administration/Student Services building room 202. The program offers book loans and we just were given shelves to hold all these books, however the dimensions of our office does not make it conducive for our front office. We can only have four students at a time due to no waiting room. We sometimes have students waiting outside until students leave the front office. This a problem at beginning of semester when students are coming in to process their book

vouchers, set appointments and schedule orientation dates. However, even with the small space, the staff goes over and above to provide the utmost service to our students.

Staff has learned how to use Canvas to communicate with students. They use it to provide feedback to students; facilitate workshops and maintain status of each student. The department also loans out laptops to students in need, however budget does not allow department to purchase additional laptops. The department only has four laptops to provide students. With the limited number of laptops, it is difficult to provide many students with this service. EOPS/CARE counselors provide information to our students and much of information is via websites. the following websites are used: www.assist.org; www.careerzone.org; www.careercafe.org; to name a few. One of our Senior Student Services Technician offered and facilitated a workshop on how to use Blackboard (now Canvas). She saw the frustration in students who were not familiar with technology and facilitated this workshop to help the students. Not only did she show them how to use Canvas, but how to maneuver in web advisor. Our counselors have used different styles of PowerPoint for orientations, workshops and classrooms to retain students' attention and motivation.

EOPS/CARE program maintains a safe and secure environment for all who come into the office. Our signage has improved; we created a large banner to place outside our area so it will be more visible. The program has become resourceful as budget constraints have occurred.

VII: Previous Does Not Meets Categories

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

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

All does not meet sections were addressed at the last report submitted. Committee approved the report.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: **EOPS/CARE**

Efficacy Team: S. Meyer, A. Tolstova, P. Wall

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program provides a clear discussion and analysis of its demographic data. The program provides guidance, services and resources to support students' success, and has developed and is regularly assessing its SAOs. The department should analyze how the results of the surveys impact its success. The program communicates to the college and to the community. Counselors promote the program at different sites; and the department actively participates in workshops and special events provided by college or departments. The program has a clear and appropriate mission which aligns with the college mission. The program identifies what it needs to accomplish and improve in the future. Overall, the program is doing well in serving our diverse student population.

Part I: Questions Related to Strategic Initiative: Increase Access

	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 provides a clear discussion and an analysis of the demographic data, which are comparable to the campus population in many areas. The program also reviews the variances and discusses the plans/activities to retain the underserved populations.

Pattern of Service: The program discusses the complex pattern of service in detail, and seems appropriate and sensitive to the student needs. The department offers services Monday through Fridays, and also opens two Saturdays per month each semester. There is information on both office hours and alternative delivery methods. The department is responsive to student input and feedback.

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

	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	Program has not demonstrated 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. 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).	In addition to the meets criteria, the program 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 .

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

Efficacy Team Analysis and Feedback: The program provides guidance, services and resources to support students' success. The program however does not provide an analysis, which indicates the drop on the departmental goal to increase the percentage of students who are transferring. According to the data in the table on page 11, 97 students out of 120 were transferred in 2016-2017, which is only 81%. It was 95% in 2015 - 2016 and 100% in 2014-2015.

SAO: The program has developed and is regularly assessing its SAOs. The SAO data are used to improve the program. The program includes their SAO's results from the SAO Data Report, but does not provide an analysis of the data in the Program Efficacy Report. The program includes some results of their surveys.

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

Climate

	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:

The program communicates to the college and to the community. Counselors promote the program at different sites; and the department actively participates in workshops and special events provided by college or departments. The program identifies what it needs to accomplish and improve in the future.

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

Development

	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:

All members of the department attend conferences, training and/or workshops to gain knowledge about new initiatives, up to date information.

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

	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:

The program has a clear and appropriate mission which aligns with the college mission.

The program provides data and the data analysis that the program is productive at an acceptable level.

The department recognizes challenges, such as providing more access to students. The program will complete an EOPS/CARE handbook for the new class of fall 2018. Finally, the program addresses the problems due to the registration changes.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

The program provides an evaluation of the facilities. The program has the limitations of space and the limited number of laptops to meet the needs of the students. The program offers and facilitates workshops on how to use Canvas.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

All does not meet sections were addressed and approved at the last report.

Program Efficacy

2017– 2018

Program Being Evaluated

First-Year Experience

Name of Division

Student Equity & Success

Name of Person Preparing this Report

Extension

Sharaf Williams	8988
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Names of Department Members Consulted

Carmen Rodriguez, Oscar Rodriguez, Heather Johnson
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Name of Reviewers

Abena Wahab, Kathryn Weiss, Todd Heibel

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 19

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	1	3	1
Classified Staff	4		
Total	6	3	1

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 – 2015-16 to 2016-17 Academic Years		
Demographic Measure	Program: First Year Experience	Campus-wide*
Asian	3.6%	4.9%
African-American	17.9%	12.6%
Hispanic	69.8%	64.5%
Native American	0.4%	0.2%
Pacific Islander	0.1%	0.3%
White	7.0%	13.7%
Unknown	1.2%	0.4%

Female	59.0%	57.1%
Male	41.0%	42.9%
Age 19 or Less	13.8%	22.3%
Age 20 to 24	63.6%	36.0%
Age 25 to 29	9.2%	16.7%
Age 30 to 34	4.5%	8.8%
Age 35 to 39	3.2%	5.2%
Age 40 to 49	3.2%	6.5%
Age 50+	2.5%	4.4%

*2014-15 to 2016-17

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.

After reviewing the data, it appears that FYE serves a higher percentage of Latino and African-American students as compared to the population of the campus as a whole. When it comes to Asian students, we are slightly lower than the campus population and with White students we are significantly lower than the campus population. The number of women and men in FYE are in alignment with the number of women and men are on campus as a whole. Students ages 20-24 are 63.6% of the students that participate in FYE, followed by 13.8% of students ages 19 or younger. Due to the nature of the program being a cohort and one of the requirements being where you place on the assessment test rule out many older students that may have attended college at some point or those that have tested at a higher level.

With this being the first year that FYE is being evaluated and the program being only 3 years old a targeted strategy to outreach specifically for FYE students has not been perfected. Possible strategies moving forward would be, working with Research to identify the first year students along with their placement scores and then reaching out to them to share with them the opportunity of FYE. Another possible strategy is working with Outreach to provide detailed information about the FYE program to the feeder high schools as Valley Bound and other programs are being promoted

Moving forward it is imperative that we internally collect data. The strategy will be to have one person collect all of the data on a spreadsheet over each semester and once the year is complete provide that to Research so that we can compare demographics, grades and persistence to those that were in their first year and did not participate in a specialized program.

Pattern of Service:

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

All of our students are full time, first year students, with this in mind our hours of operation are Monday –Thursday 8:00am-5:00pm and Friday 8:00am-4:30pm. Our students are able to come in and schedule appointments with a counselor any day of the week. In addition, the classes that they are taking area between the hours of 8:00am and 2:00pm, Monday-Thursday. The instructors also have hours during those times as well.

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. 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).	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

The First Year Experience program provides a dedicated professional staff that will provide all students that are enrolled in our program the support that they need to reach their academic goals. In addition, all students

in any of the programs will receive books and supplies, 3 counseling sessions per semester, participating in learning communities, a variety of workshops, community service and field trips.

By providing an FYE cohort model which allows for students to get the basic skills courses that they need, while being a part of a learning community, thus allowing the students to take classes with the same group of students and the same instructors. Providing them with a built-in support system that they would not have had otherwise. All of the students are assigned to a counselor that is designated only to the cohort and who also has formed a relationship with the instructors. This is imperative to the success of the students in the program, because if they are struggling it is able to be addressed immediately.

FYE is a very intentional program that begins with the summer bridge, by having the students on the campus prior to having classes and providing them with educational workshops and team building activities. This is key, because research shows that students that test below college level in Math and English are more likely to drop out of college. With that information, it is the goal of the FYE program to provide additional supports and staff contacts with the students, so they are more likely to ask for help when they find themselves struggling in class or dealing with personal issues. With this early intervention we are then able to provide them the support that they need for them to make an informed decision about how they should proceed with their education. This would include whether or not they should withdraw from a class as opposed to failing, teaching them how to best communicate with their instructors and how to take advantage of the Student Success Center and the Writing Center. If the student is able to take advantage of all of these resources this increases their chances of succeeding.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

The current SAOs for the First Year Experience Program are as follows:

Student Area Outcome #1: Students participating in the Summer Bridge component of the First Year Experience Program will be able to increase their knowledge and understanding of academic and vocation programs and student services.

Student Area Outcome #2: Students participating in the First Year Experience Program will develop tools (steps to success) to assist students in navigating their first semester at Valley College.

Student Area Outcome #3: Students who complete the First Year Experience Program will have a deeper understanding of the steps needed to transfer to a four-year institution by following the IEGTC and earn an AA/AS/vocational certificate as a result of participating in the program.

As the students are in cohorts and take classes together, these are the SLOs for the classes that they are taking:

English 914:

- Students will compose complete sentences and that demonstrate their knowledge of correct grammar and sentence variety.
- Students will write descriptive, narrative, and expository paragraphs with topic sentences and sufficient detail.

- Students will write a short, multi-paragraph essay that responds to a text.

English 015:

- Students will compose clear and effective sentences within the context of paragraph and essays, relatively free of major grammatical, spelling, and punctuation errors.
- Students will compose coherent and unified expository essays that sufficiently support a thesis statement.
- Students will accurately identify main ideas and supporting evidence in written texts and infer meaning from those texts

English 101:

- Students will write college-level essays with a well-supported and clearly defined thesis demonstrating focus, employ various rhetorical modes, and make writing decisions based on audience.
- Students will read college-level prose for main ideas, support, style, and tone.
- Students will write a research paper, correctly documenting sources in MLA format.

Reading 950:

- Students will demonstrate the ability to apply vocabulary and word attack strategies to determine pronunciation of English words and correctly reading words aloud.
- Students will demonstrate literal, inferential/critical reading ability of material written in at the 8th grade level, based on Fry's Readability Scale by locating factual information, unstated main ideas, and drawing logical conclusions as presented in readings and correctly answering related comprehension questions.

Politics 100:

- Demonstrate an understanding of the constitutional structure of the United States government, by identifying and distinguishing the various different functions of the legislative, executive, and judicial branches, and their associated bureaucratic and regulatory agencies, as assessed by examinations and written reports.
- Demonstrate an understanding of the constitutional structure of the California state government, by identifying and distinguishing the various distinctive functions of the legislative, executive, and judicial branches of the state, along with associated bureaucratic and regulatory agencies, as well as local governments, as assessed by examinations and written essays and reports.
- Demonstrate an ability to participate in the American political system by means of political party affiliation, lobbying, voting, and other sorts of political activism, as assessed by examinations and written essays and reports.

Math 090:

Students will demonstrate their ability to identify the base and exponent of an exponential expression and to simplify exponential expressions by correctly applying the definition and properties of exponents to exercises which require such properties.

- Students will demonstrate their ability to solve real world problems employing linear models in one variable by applying the properties of equality, the order of operations, and their ability to translate English phrases into mathematical symbols to formulate and solve representative equations.

Student Development 102:

- Students will be able to conduct a job search.
- Students will demonstrate self-knowledge with regards to their interest, values and aptitudes.
- Students will understand the transfer process and will be able to differentiate among IGETC, CSU GE Breadth, and Associate Degree Requirement.

Student Development 103:

- The student will demonstrate the ability to compose a functional resume and cover letter and post on appropriate websites.
- Students will identify and design key tasks and strategies to obtain life goals and career choices in increments of one year, five years, and ten-year plans.

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 program goals and achievements to the campus and to the community.

Currently we share information about the programming and the achievements of the programs on campus, by providing this information in manager’s, student services meetings and department chair meetings.

In the community we have not to my knowledge shared any information, however moving forward we are planning to get on the agenda of the board and at the board meetings at least once a year to share the progress of the program. In addition, we will share the goals and achievements with the feeder high schools, to share with them how the program works and the success rates are for the students.

It is important that the feeder schools are able to have access and information regarding the FYE programs that we offer at Valley. This is an invaluable tool that can be used in outreach efforts to draw in students that may have not been interested in pursuing post-secondary education otherwise.

As we continue to grow the program, we will research other potential arenas where it would be appropriate to share the successes of the program.

Describe how your program seeks to enhance the culture and climate of the college.

FYE will breed a culture of connection, by working with our students to connect with the college, by joining clubs and having them connect with faculty and staff. As they do this they will feel more a part of the college and be open to the different experiences on campus. It is important that the students are able to see the campus as their campus and that there are seamless connections throughout the services offered. So, in FYE we never send a student to another department, we will escort them to where they need to be and introduce them to the department that would be able to assist them. By doing this the student doesn't feel shuffled around and will remember that extra step that we took to ensure that they are taken care of.

FYE students will focus on a climate of completion. This can be accomplished by the students having access to priority registration and specialized counselors that will sit with them and not only assist them in developing an educational plan, but actually meet with them several times throughout that first year to ensure that they are successful in the courses selected, along with the major selected.

Describe one or more external/internal partnerships.

We currently have partnerships with San Bernardino City Unified School District, Colton Joint Unified School District and Rialto Unified School District. Having relationships and a presence in the schools has allowed us to reach thousands of students yearly and provide them with information regarding the resources, services and opportunities that they will access to if they are a student at SBVC. These partnerships have proven to be invaluable as we recruit students for FYE programs, many of the contacts that we have within the schools are very familiar with our programs and how they benefit incoming students.

We currently work with Admissions and Records and Financial Aid. We are looking to expand our partnerships with both departments, by having representatives from those departments visit the high schools during recruitment for FYE. This will allow for the students to have a comprehensive experience before they even step foot as a student on Valley's campus.

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

Moving forward we want to make sure that we are reaching out to the high schools in the fall, as that is when students are beginning to apply to college to share with them the benefits of the FYE program. In addition, having the support from Admissions and Records and Financial Aid as we are out in the high schools would be very beneficial.

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:

16. Discuss the ways that members of your department maintain currency in their field.

Several of the staff attended the following conferences:

- Institute on First Year Student Success in the Community College – 2015 Columbia, SC
- 23rd National Conference on Students in Transition- 2016 New Orleans, LA
- National FYE Conference- 2017 Atlanta, GA
- National Summer Institute on Learning Communities- 2017 Olympia, WA

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

With the department being so new, we do not currently have this. However, this year the counselors, coordinators and the new director will research what organizations would be the best fit for each member of the FYE team.

18. 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.

With the department and the director being new there has not been a plan to in to place that would address this. However, moving forward the team will work together to ensure that individual along with group opportunities are created in an effort expand the knowledge base of the team and grow the department.

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.

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 FYE program offers all incoming students the support that they need to not only complete the first year of college, but to create an educational plan that they will need to successfully meet their academic goals. FYE will provide workshops, dedicated counselors, community service opportunities, Student Development courses and intentionally connecting students to resources on

and off of campus to promote well rounded students. This is the first step in the process to prepare students from the Inland Empire to successfully transfer to a four-year university or graduate with an AA/AS.

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

The purpose of FYE is to provide first year students the tools that they need to maneuver Valley College and to successfully complete and transfer to a four-year university. We also expose our students to the opportunities that having a college degree will provide to them, so that they are able to create the life that they would like to have and reach the goals that they have set for themselves.

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

We currently do not have the benchmarks in place. The plan is to research other FYE programs at community colleges and research what benchmarks they have set and what steps they are taking to get there. We will then be able to start the process of creating our own benchmarks of excellence and start to get the data to support that.

Relevance and Currency, Articulation of Curriculum:

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. (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.

ENGL 914 Basic Writing Active 10/29/2012 10/29/2018
ENGL 015 Preparation for College Writing Active 04/15/2013 04/15/2019
ENGL 101 Freshman Composition Active 10/30/2012 10/30/2018
READ 950 Reading Skills II Active 11/06/2017 11/06/2023
POLIT 100 American Politics Active 12/08/2014 12/08/2020

MATH 090 Elementary Algebra Active 11/04/2013 11/04/2019
 SDEV 102 Pathways for College and Life Success Active 09/25/2017 09/25/2023
 SDEV 103 Career Exploration and Life Planning Active 09/25/2017 09/25/2023

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

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 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 information in the college catalog is accurate and up to date.

Challenges:

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 and weaknesses in the program?

Currently we do not have an EMP. We were unable to get the data needed from research in enough time to add it to the evaluation, however if we are given more time we will be able to provide this.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

This is a huge area of concern for the FYE department. We are currently located in the lower level of the Liberal Arts building. All of our offices are separated, as this used to be faculty offices. When students enter the area, there is no main reception area, therefore there is no one there to greet them. As a result of this many students wander from office to office looking for the person that they would like to speak to. For first year students this can cause quite a bit of confusion. We also have no place for our students to gather, as new students many of them would naturally gravitate towards the program that they are a part of, but there is no space for them to do that. The fact that the faculty and staff are all sitting in separate offices, in separate parts of the building is also reflective of how the department feels disjointed because of the space.

Having a welcoming space where students can congregate is key for our students to be successful.

VII: Previous Does Not Meets Categories

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

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

This is the first efficacy report for this department

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: **First Year Experience**

Efficacy Team: Abena Wahab, Kay Weiss, Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program is relatively new and the director is in her first year at SBVC (as an aside, the director was also responsible for the Outreach Program Efficacy report). It will take time to get all structures in place. However, it is important that goals and benchmarks be set so that students and the campus know the expectations. Furthermore, it is important to specifically define what the FYE program does, including summaries of each FYE cohort. The EMP document was missing and it would likely have addressed some of the concerns expressed within individual section summaries. Data, however limited, should be analyzed fully to best determine how to move the program forward in a meaningful way. Recruitment strategies should be targeted and meaningful. Student Success data should be compared to general population data. The author is commended for participating in a Program Review Efficacy workshop, and is encouraged to participate in an ongoing basis. It is anticipated that future efficacy documents will address current concerns.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

No EMP is attached. Demographic data is presented with only basic analysis. No information is provided regarding why differences from general population exist (targeted populations?) The author notes that outreach strategies have not yet been "perfected." General ideas are included, but no plan. Of note, the largest population of students is the 20-24 age range (substantially greater percentage than the campus) Is this a

targeted group? Assessment is mentioned. Data regarding assessment broken down by age may help with analysis. The program recommends a close relationship with the Office of Research and Planning as a means to better identify and recruit FYE cohorts. However, much of these data could and should be incorporated within a future EMP document.

The writer indicates that “all students are full-time, first year students” who take their classes between 8 and 5 M-TH. While it may make sense to target these hours for this population, it is possible that we could have full-time evening students, also? Is there a plan to include this population as the program grows? This “Pattern of Service” section would also benefit from a future, comprehensive EMP document.

Recommendations: Incorporate an EMP document into future efficacy documents. This will help to focus the discussion narrative in many sections of the efficacy document.

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

	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. 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).	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> .

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

Efficacy Team Analysis and Feedback:

The program is new. The services described are best practices, per research regarding student success. The document would be much stronger if some of references for this research were presented. Again, this is a clarion call for an EMP document to which the FYE program could refer. A succinct definition of the program, including summaries of cohorts, would greatly benefit this section.

SLOs for the courses and SAOs for the program are presented, however, no data is presented regarding achievement of these outcomes. The list of individual course SLOs provides a program-level map of sorts, and the SAOs provide insight into what the program actually does. In fact, this could be more explicitly presented and nuanced within this and previous sections. Nonetheless, it is hoped that longitudinal data from the SLO Cloud will be incorporated within this section in future Efficacy documents.

Recommendations: Incorporation of EMP goals and strategies for implementation would guide more detailed, informed responses. Data collection to support assessment and progress on SAOs will greatly enhance

future efficacy documents. Where appropriate, data from the SLO Cloud could be used to supplement discussion of SLO assessment and progress on future efficacy documents.

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

Climate

	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. 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:

No data is presented regarding communication, although ideas for future communications are listed.

Culture and Climate goals for students in the program are identified. Impact is not addressed, perhaps because of the newness of the program. Again, citing research that supports the development of this fledgling program may be helpful.

Partnerships with feeder high schools are in progress. This requires internal partnerships with a variety of campus offices including A&R, Outreach, Counseling, etc.

Recommendations: Examples of communication with campus and community must be incorporated into future efficacy documents. The FYE program hosts semi-regular meetings with faculty and counselors, and has recently taken steps to liaison with the Zero Textbook Cost and Open Educational Resources programs on campus. Internal partnerships like these should be included within future efficacy documents.

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

Development

	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: Faculty and staff have participated in a number of conferences and other training opportunities regarding the building and implementation of an FYE program. This development has required cross-discipline collaboration, facilitated by the FYE team. This process is not discussed in the document, and should be included.

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

	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.

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

Efficacy Team Analysis and Feedback:

The program has a mission which supports the mission of the college. Again, because of the newness of the program, neither data nor benchmarks are provided. Several classes have taken place under the FYE umbrella. It seems that some success data should be available for those students who have participated to date.

The program needs to establish goals and plans to reach those goals in a variety of areas.

The program states that it did not have a current EMP. It is expected that this be completed on an annual basis. Inclusion of an EMP, with associated discussion and analysis, will greatly enhance this section within future Efficacy documents.

Recommendations: As with previous sections, goals and plans as they relate to productivity and challenges are typically outlined within an EMP document. Inclusion of an EMP document would inform and structure the narrative for this section.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

The author states that the facility is not appropriate for the service being provided. Offices are disjointed and there are no gathering spaces for students. The FYE program is strongly encouraged to participate in future Needs Assessment cycles so that they may request budgetary items, personnel, and facilities to better meet student and program needs.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

This is the first time that this program has completed and submitted an Efficacy document.

Program Efficacy

2017– 2018

Program Being Evaluated

Food Services

Name of Division

Food Services

Name of Person Preparing this Report

Erik Morden

Extension

8671

Names of Department Members Consulted

Valerie Alex Schiel, Rebecca Dean

Name of Reviewers

Joel Lamore, Carol Jones, Kenny Melancon

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 19

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty			
Classified Staff	5	1	
Total	6	1	

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2017

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 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%

Female	57.5%
Male	42.5%
Disability	5.4%
Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

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.

Customers tend to gravitate towards menu items of familiarity. Our Menu offers a wide variety of Classic Mexican and American menu options reflected in our campus demographics. We often test new ethnic and culturally emblematic items on our daily specials menu. In addition, our catering menu allows us customize events with cuisines from around the globe.

We appeal to all genders and ages by offering a wide variety of options. It is important to have choices that accommodate different taste and appetites. We offer fresh salads, whole fruit, and organic teas, but we also offer burgers, potato chips, and soda pop. It is also important to have choices that fit any budget. Our menu has both cost and quality conscious items presented under the same over-arching attribute of value. We strive to ensure that there is something for all taste, appetites, and budgets.

Our daily sales records show that we serve over 800 patrons per day during the semester season. Through casual observation, one would notice a diverse customer population similar to that of our campus demographic data. We would like to have internal data that is more formal. However, students are served in a very busy and fast-paced environment, which makes an inquiry in ethnicity or gender difficult to administer reliably.

We have an online Cafeteria Service Quality Survey on our website that allows students to rate our service. We will look into adding an inquiry into ethnicity and gender on this survey if possible. 81% of participants gave The Cafeteria an overall rating of "fair" or better. Unfortunately, lack of participation creates errors in reliability. Only 27 customers have participated in the past two years. We will look into advertising the survey to increase the sample population.

Our catering data shows a pattern of us collaborating with programs and clubs that promote diversity. We also keep records of the vouchers we collect from programs such as EOPS, FYE, STAR, Etc that assist and promote a diverse student population.

Pattern of Service:

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

We currently offer four food options on campus; The Cafeteria, the Snack bar, Vending Selections, and Catering Services for students, faculty, staff and the community. The Cafeteria, located in the Campus Center, serves made to order breakfast, lunch dinner; and a variety of hot meals, deli sandwiches, beverages, and bakery items. The Snack bar located at the Physical Science building provides a selection of sandwiches, salads, snacks, hot and cold beverages. There are a variety of vending machines stocked with snacks, coffee, soft drinks and water available from coin/debit operated to machines at various locations on campus. The hours of operation are posted online. Services are limited during the academic breaks. Since the Campus Center Cafeteria is not centrally located, having the Snack bar at the north end of campus is imperative. Multiple locations make food purchases more possible for students who have physical limitations or time restrains. Staff and students can utilize the convenience of phone-in ordering. Catering services accommodate the needs of the campus by providing quality, cost effective food service in an appealing and caring environment. Groups visiting the campus (field trips, meetings, etc.) are welcome to patronize our facilities.

We provide a variety of nutritious, high-quality foods that is readily available on campus in convenient locations and with convenient hours. Typically, patrons must come to the Cafeteria or Snack Bar to purchase food. The Snack Bar is a walk-up serving station. The Cafeteria combines walk-up, phone-in, and special orders. The Cafeteria provides numerous food and beverage choices each week. The menu changes daily so there is always something to appeal to every faculty, staff, and student. The Snack Bar is located in the Physical Science building for those on the north end of campus. Catering services are provided through the department for faculty/staff meetings and for student and campus events. The food service department provides ice carts for clubs whenever they have events on campus at no cost to the students. Our primary goal is to provide the best services at the best prices. The hours of operations are posted near each entrance of the facility.

The Cafeteria hours are 7:00am to 7:00pm Monday -Thursday and Friday 7:00am to 2:00pm with overlapping scheduling during peak hours. The Snack Bar is available Monday - Thursday 9:00am to 3:00pm. Vending machines offering Snacks, Coffee, Soft Drinks and Water are available around campus 24- hours daily. Catering services are scheduled as needed. Phone ordering is available for pick-up for customers to expedite time in the Cafeteria. We have POS system at two stations in the Cafeteria to allow for increased volume of people and decrease time standing in line. There are no weekend services unless scheduled for a catering function.

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	Program <u>has not demonstrated</u> that it is continuously assessing	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and	In addition to the meets criteria, the program <u>demonstrates that it has</u>

	<p>Service Area Outcomes (SAOs)</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.</p>	<p>is continuously assessing <u>all</u> Service Area Outcomes (SAOs)</p>	<p><u>fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u></p>
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NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

Food Services primarily provide food and beverages in an open and welcoming environment for students, faculty and staff. Nutritious hot and cold options for breakfast, lunch and dinner are available, as well as many healthy snack items and beverages. We offer convenient hours of operation for the student who may have morning and evening classes. Vending Services are throughout the campus, 24-hours daily. The Cafeteria is an integral part of the educational experience of a student. The Cafeteria is a place for students to communicate and relax before or after class and is the premier location for social gatherings outside the classroom. A high-quality diet in a convenient manner, at reasonable cost, provides students the opportunity to meet and dine with other SBVC students or those in the community. Certain groups spend a good deal of time in the cafeteria on a regular basis. There are many regular customers among students and staff. Staff and students use the area for study sessions and club meetings while having meals. The Snack Bar location provides quick, easy access for patrons with time restraints on the north end of the campus. Overall students, faculty, and staff do not need to leave campus for meals. We accept food vouchers for those students needing assistance with meals. We also support student learning when we hire and train SBVC Federal Student Aide Workers in the skills needed to gain employment.

INSERT SAO SUMMARY REPORTS (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program’s last efficacy report. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

The last assessment of SAO was in 2011-2012. The assessment was derived from the Program Review Process and the Campus Climate Survey. The assessment found that we consistently received an ‘A’ grade from the Health Department. Survey results for quality, value, and service showed a range from 62% -82% satisfaction. The Food Service Department received review status of “Continuation”, the highest status achievable. Our SOA response in 2011-2012 findings was to continue to ensure outstanding customer service at a reasonable cost. Also, to examine expanding retail outlets and hours of operations.

Our previous SOA assessment has influenced our goals as we continue to equate food safety and sanitation as a critical marker of success. We have an ‘A’ grade from the Health department and work diligently to continue that.

Our most recent survey results show that 81% of participants gave The Cafeteria an overall rating of “fair” or better. This proves that we are operating under a measure of consistency. We strive for outstanding customer service while keeping cost reasonable. We want to give students the best dining experience possible while

keeping in mind that many students are of limited financial means. In the years since the last SOA we succeeded in expanding to our Snack Bar. Our goal now is to expand the services offered in the Snack bar so more students utilize it.

Our surveys often contain request and constructive criticism on how we can improve our operations. We will continue to take negative feedback seriously, and strive to make improvements when feasible. Although we aim for the highest rate of satisfaction possible, we understand that finite resources make it impossible to please everyone. For example, some survey participants desire longer hours of operation, while others want quicker service. Both of these issues would require hiring more staff, which is not always feasible. Longer hours would likely stretch our staff thin during peak hours, which in turn may cause slower service. Finding the right balance of services to appease the greater body of students is critical to maximize equity and fairness.

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 program goals and achievements to the campus and to the community.

The most prominent way we communicate our goals and achievements is through our website. Our website is updated with our most current Cafeteria and Catering menu offerings, hours of operations, and notices to customers. Another way is through campus-wide emails informing students and staff of specials and changes in operation. Lastly, by representing the Food Service program at many committee meeting and events throughout campus. By being present at events and meetings, we are able to verbally communicate goals and achievements and receive feedback. These meetings include Valley 360, Commencement Committee, Managers Meetings, FoodIE and WinterFest, just to name a few.

Describe how your program seeks to enhance culture and climate of the college.

By offering a wide array of cultural offerings in our cafeteria and catering, we able to enhance the experience for customers of various backgrounds. Also, by offering a place where students can gather, socialize, and eat creates a community bond that would not be fostered if they left campus to eat elsewhere. The Cafeteria dining hall has a unique climate that would not be seen on campus otherwise.

There are many programs, clubs, and associations here on campus that aim to foster diversity and inclusiveness beyond the conventional classroom environment. They host events throughout the year. One way to draw students to events is to offer refreshments or food. Having an in-house catering service makes it much easier and possible to achieve that. We work to provide menu choices that fit the cultural theme of the event. Being versatile is key. We aim to provide a substantive catering option even when the need is great and budget is thin.

Describe one or more external/internal partnerships.

One best partnerships is the FYE program. The FYE program funded a Food Services Voucher program that provides \$10 vouchers to students in a variety of meaningful programs on campus. Some Vouchers are given to students in need. Some are offered to encourage student success. In turn, we get a boost in sales and new customers. Many will become regular paying customers after using the voucher for the first time. Voucher programs are a win-win partnership for both the FYE program and us.

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

Communication wise, we are working with the SBVC Marketing department on improving our website and our presence on Social Media. Having a presence on Social Media is important, however, it is imperative that we partner with the greater SBVC Social Media efforts to ensure that our message is consistent with the campus-wide message. As technology advances, our plan is to ensure that we are making the most of the tools available to communicate information to the students.

Community wise, there is a promising new idea that has come to our attention via the OIS/MIS faculty Department. It is similar to our current voucher program, but involves the creation of a "coin" currency that can be redeemed at our Food Service establishments. Student earn coins by participating in activities that promote academic success. We will continue to monitor this exciting program as it develops. Meanwhile, we plan to continue to collaborate with traditional voucher programs as they become available.

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:

19. Discuss the ways that members of your department maintain currency in their field.

Food Service has continuous training for staff/students. Training emphasizes Food Safety and Sanitation while keeping up with the ever-changing regulations and health codes. All of our staff are required to have an updated Food Handlers card. They must pass an exam proving that they are up to date with the latest safety and sanitation trends. Many of our staff have a ServeSafe Managers Certification, which includes a far more comprehensive training than the Food Handlers card. We also, work with our District safety experts to ensure that we are up to date on the latest safety practices. Many vendors visit the Cafeteria to provide training and samples of the latest trends in foodservice. All the staff is encouraged to participate.

We also continue to provide excellence service, respect, integrity accountability and most of all teamwork. We provide prompt courteous efficient service, in an attractive clean environment, that contributes to a positive academic performance.

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

We are considering a membership in The National Association of College & University Food Services NACUFS if our budget allows. Their website has lots of resources and advice for professional development. This includes 'best practices' standards and guidelines from the Council for the Advancement of Standards in Higher Education. It covers best practice guidance in areas such as management operations, facilities, ethics, and diversity.

In addition to seeking growth through Food Service professional organizations, we also take it upon ourselves to reach out to other food service professionals in the area including Riverside Community College and Victor Valley College to share ideas and expertise. Vendors such as US Foods host conventions and seminars that offer advice and insight on the latest trends. We always make an effort to attend when such events are nearby.

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

There is a Food Facility Industry Roundtable hosted by The County Department of Public Health that I will be attending in April 2018. Attending such community events is helpful in sharing ideas with peers in the industry. If budget allows, there is a National Association of College & University Food Services, NACUFS, regional conference that we will make an effort to attend.

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

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

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

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

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The San Bernardino Valley College Food Services is a hospitality organization dedicated to providing the SBVC community and guest with high quality foods and services in a variety of settings. We are readily available on campus in convenient locations and consistent convenient hours.

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

We directly support the SBVC community by providing quality food services; our menu is designed with a diverse community in mind, something for everyone. We assure production of the highest quality within budget and provide a variety of nutrient rich food presented in a tasty, appetizing manner. Our Catered food draws students to events designed to foster student success.

Studies show that Food Service leading factor in student success and retention. (Trutna 2011) Students who stay on campus are more likely to take full advantage of all the resources and services offered. A well-utilized cafeteria is key to ensuring that students do not just leave directly after class and instead immerse themselves in the campus community.

<http://ijournalccc.com/articles/content/improving-student-retention-role-cafeteria>

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

Food Service measures productivity and customer satisfaction through surveys. Surveys are placed in the dining area or patrons may go online. We compare past survey results with current to ensure that we are consistent. Our most recent survey results show that 81% of participants gave The Cafeteria an overall rating of "fair" or better. Many complaints on surveys are anonymous and broad in context. We take all these complaints seriously when we consider strategic ways to improve our operation. Management is on-site and available to respond to complaints in real time. Many disputes are resolved by listening to grievances and making a sincere effort to right situation. If a pattern of similar complaints is observed, it may be an indication of a systematic problem that will require making strategic improvements to our operation.

The Food Services Department is in compliance with the State and Federal Regulations. Our department has received the grade "A" for the Inspection Summary Report from the Health department for the past 5 years. Additional staffing is needed to provide adequate and sufficient service to our campus. We will continue to improve the quality of food and services by utilizing new trends and initiatives to better serve and retain customers.

In addition, the National Association of College & University Food Services NACUFS offers 'best practices' standards and guidelines from the Council for the Advancement of Standards in Higher Education. It covers best practice guidance in thirteen areas such as management operations, facilities, ethics, and diversity. We use these best practices as a benchmark for excellence.

<https://www.nacufs.org/resources-best-practices/cas-standards/>

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 accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

Not Applicable

Challenges:

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 and weaknesses in the program?

Due to thin budget margins, new expenditures must be immediately offset by increased revenue. Qualitative survey data has shown that students desire better choices, faster service, and longer hours. Meeting these needs have cost that may require raising prices beyond what many students are able to pay. Thankfully, making modest and incremental improvements can increase revenues without significant investments in capital or staff. Cloud technologies have led to cheaper and more powerful POS systems. Procuring a new POS system that integrates all revenue streams into one back office would provide better insight and analysis of sales data. This data will make it easier to decide what items to include in our menu. There is untapped potential to increase sales and student utilization of our Snack bar by accepting credit cards and selling hot/prepared food. More students utilizing the Snack Bar may take some of the load off the cafeteria. This may result in faster service and shorter wait times. Incremental changes, such as these, are realistically achievable; and allow us to address the concerns students with use of existing resources.

We have a proven mode of operations that is consistent and steeped in tradition. Unfortunately, it is also rigid and risk adverse. An "If it ain't broke why fix it" mentality is not conducive to change. Tradition and consistency is our biggest asset. When well executed, our current model of operations has a high probability of success. However, complacency can be dangerous. Surveys have shown that some students desire change. Rather than face the risk that come with bold changes in operations, we favor keeping the bulk of our proven services intact. We us weekly/daily specials to pilot new menu items. If the item is successful, we consider making it a fixture on our regular menu. We are looking into digital menu displays that will allow us to make changes to the menu easier and quicker.

We share our facility with The Culinary Arts program. Our departments often compete for the same Food Service dollar. Creating unique marketing opportunities that allows both programs to thrive takes awareness and understanding from both departments as well as the public at large. We try to emphasize attributes such as good price, speedy service, freshness, and tastiness; but we try not to compete with the culinary art department in terms of being as creative or gourmet. Communicating these objectives to the public is important so that customer expectations are aligned with our intentioned markets.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

We are in the process of updating our POS system. Currently the snack bar POS is not the same as the system in our Cafeteria. We want to have a unified system that allows all sales from all Food Service facilities to sync. Doing so will allow us to identify sales trends easier. The Snack bar also does not accept credit cards at this time. We anticipate that adding credit card capabilities would increase our sales two fold. We are also want to add digital menu displays in the cafeteria. Doing so will allow us to make changes to the menu without costly materials.

We are currently reviewing competing options to remodel the Cafeteria. Options range in cost from the tens of thousands to several million dollars. Realistically, we expect a fresh paint job, a rearrangement of food and beverage stations, better displays and signage, and a resurfacing of the service counter to occur. Hopefully, these improvements will be complete over the next two years.

We work with Facilities to ensure that our lights, A/C, and equipment are set to automatically shut off when not in use. Because we are a facility that offers food to go, we always look for ways to procure paper products that are environmentally friendly. We opt for Biodegradable and Recyclable goods whenever economically feasible.

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.

Department received “meets” for all categories on its 2013/14 Program Review Efficacy.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: **FOOD SERVICES**

Efficacy Team: Carol Jones, Kenny Melancon, Joel Lamore

Overall Recommendation:

Continuation

Conditional

Probation

Rationale for Overall Recommendation:

Food Services is a program that serves our campus well, maintaining a wide set of service hours and offering a selection of healthy, economical and culturally diverse foods. They received an A grade from the Department of Public Health. The staff gets appropriate training and certifications in food handling and safety, and the program maintains relationships with other similar operations in the area. However, the program is not gathering or assessing key information that would enable them to be a self-aware program capable of continuous improvement; and in some areas, such as SAOs, the program is seriously deficient.

Part I: Questions Related to Strategic Initiative: Increase Access

	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: Since in principle the program serves the entire campus, their raw demographic data equals the college's. They don't seem to have a way to document the demographics of those that actually use their services. While we appreciate that gathering such data might be challenging, some ways could be designed to do that. The program has an online survey, but it is essentially useless as only 27 students in 2 years have used it. The program needs to find ways to both capture their actual users' demographics as well as other measures of customer satisfaction. The program seems conscious of offering a variety of culturally diverse foods, as well as a variety of foods that would serve different tastes, dietary and other needs, which is certainly a form of outreach to our diverse student body.

Pattern of Service: The program sustains an adequate pattern of service. The cafeteria is open 7am to 7pm Monday through Thursday, with reduced hours on Fridays. The Snack Bar provides additional coverage on the other side of campus, especially during peak hours. The program also caters meetings and events. There are

also vending machines, making beverages and snacks available in virtually every building. However, as noted before, there is a lack of data gathering that would confirm that these service patterns are serving needs or where expansion or contraction of services might improve service or efficiency. While the pattern of service seems reasonable, there is no real data to “provide evidence that the pattern of service or instruction meets student needs”.

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

	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. 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).	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> .

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

Efficacy Team Analysis and Feedback:

Service Success: While we believe that the program is probably meeting its service success benchmarks, there is little evidence to prove this or analyze. The earning of the A grade from the Department of Public Health is the one piece of hard data. As noted above, the online survey on customer satisfaction is inadequate. The EMP is deficient in a number of ways that doesn't help the program measure its success. The EMP notes N/A for progress on program goals. They do have goals going forward, however. A lot of the data on the EMP is not relevant to the program. They need to work with Research to develop data that can help them understand and track their program. There is some discussion of balancing hours of service with faster service, though the lack of data does not give the support for this evaluation.

SAOs: This is perhaps the biggest deficiency of the program's report, as the rubric notes, “Program has not demonstrated that it is continuously assessing Service Area Outcomes.” It is unclear if the program understands SAOs. They seem to have only two SAOs, one of which is broadly stated and is essentially their mission statement. As evidence they met that SAO, they note the last efficacy review gave them continuation as evidence they met the SAO, which suggests the SAOs “good enough” is getting continuation on program efficacy (this seems circular). The other SAO is customer satisfaction as measured by the Campus Self-Study (though elsewhere it is called the Campus Climate Survey); this SAO is a bit clearer and the assessment better connected. In addition, neither SAO has been assessed since the last program efficacy, and there are no stated plans to assess them. They also note that the health department rating is a SAO assessment, though this is in no way stated to be an assessment method in the SAOs. The program needs to seek guidance on understanding SAOs and perhaps creating multiple and more specific SAOs reflecting

the different aspects of their operations and set up appropriate assessments to gather the data and set a schedule to routinely analyze that data.

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

Climate

	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. 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: The program is communicating with the college and community through emails, their website, and plans to use Facebook. They also attend campus-wide committees and meetings to keep the campus updated. A bit more evidence and discussion would be helpful: are these communications effective? Are there other methods that might be considered?

Culture and Climate: The contribution to the campus culture and climate is a strong point, though it is not well elaborated. The diverse menu and service at numerous events and meetings shows involvement and impact with all aspects of the campus, and more could have been said about this. Feeding people at events and meetings makes many of these events viable, enjoyable and popular. The program essentially is in a partnership with every department, program, club, etc. that they cater for.

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

Development

	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:

The Food Services staff and manager maintain their currency in various ways. A number of trainings and conferences are noted as well as certifications. To strengthen this, they are considering a membership in The National Association of College & University Food Services, which would give them access to information and

resources to keep up with current trends and practices. They also reach out to RCC and VVC food service operations to stay current with similar regional services.

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

	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/Statement of Purpose: The program mission aligns well with the college mission.

Productivity: Aside from the A health rating, and reference to the inadequate survey, there is no information about productivity. The form itself suggests many items that might be analyzed that would be relevant to this program: adequacy of staffing levels, response time of service, response to complaints, etc. Comparisons with other similar college food service programs might be useful. Elsewhere in the document they note that professional organizations and other food service operations at other regional colleges have best practices. What are some of those and how are they measuring up? While the status quo seems to basically meet student needs, there is no hard evidence of that, and no way for the program to improve and innovate without appropriate data collection and analysis.

Currency: While N/A is marked for currency, the program does in fact have information in the catalog. That information must be reviewed to insure currency.

Challenges: There are some sharp observations in this area about the inertia that makes change and updating difficult, but there are also gaps in information and analysis. The lack of a POS system (a point noted in the last efficacy review 4 years ago) is described and the advantages of one detailed, but a plan for obtaining such a system are absent. There is also some discussion about competing for food service dollars with Culinary Arts program. More data collection and analysis would be needed to really do the planning to obtain new equipment (like the POS system) or address these challenges.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

There is discussion of need for a POS system as well as a remodel of the cafeteria. The inability to accept credit (and presumably debit) cards at the Snack bar is noted – this would seem to hamper sales as well as limit access for some students. Food Services should provide some statistics on the impact of this lack of ability to accept electronic payment as well as a statement of the percentage of credit card sales that occur in the cafeteria. No evaluation of other equipment (which is likely quite important to this program) is provided. The physical locations of this program are also important: seating, location, kitchen/serving areas, accessibility, etc.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program did not have any Does Not Meets in previous efficacy cycle.

Program Efficacy

2017 – 2018

Program Being Evaluated

Machinist Technology

Name of Division

Applied Technology, Transportation & Culinary Arts

Name of Person Preparing this Report

Joshua Milligan/ Miguel Ortiz

Extension

8503

Names of Department Members Consulted

Miguel Ortiz

Names of Reviewers

Sandra Moore, Christie Gabriel, Patti Wall

Work Flow	Date Submitted
Initial meeting with department	2/27/18
Meeting with Program Review Team	3/2/18
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 19

Staffing

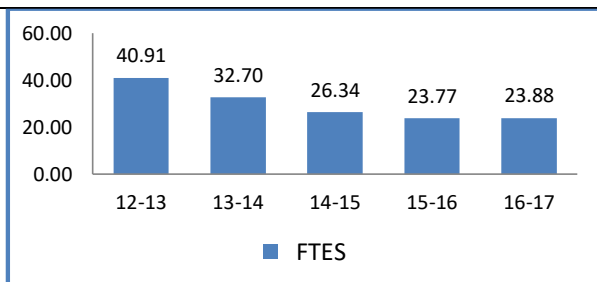
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty	1		4
Classified Staff			
Total	1		4

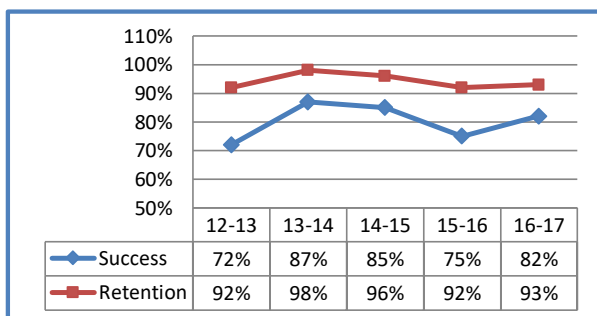
MACHINIST TECHNOLOGY — 2016-2017

Description: (Provide an updated overview of your program/area.)

The Machinist Technology program is designed to train first-time students and to re-train those employed in several fields of the machine trades industry. Curriculum includes: Conventional Machining, Computer Numerical Control (CNC), Computer-Aided Drafting (CAD), Computer-Aided Manufacturing (CAM), Tool & Die, Metrology, Inspection, and Print Reading. The program offers an A.S. degree and certificates in Machinist Technology. The program offers students the opportunity to obtain National Industry Metal Skills (NIMS) credentials accredited by the American National Standards Institute (ANSI).



	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	220	190	141	133	139
FTEF	3.08	3.10	3.10	2.26	3.38
WSCH per FTEF	399	316	255	316	212



	12-13	13-14	14-15	15-16	16-17
Sections	17	16	17	15	15
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	4	3	0	0
Certificates awarded	21	3	9	6	4

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

- The FTES dropped drastically from the 12-13 year to the 15-16 year. 16-17 shows a very slight improvement over 15-16 but the FTES is still low. It appears that the program is beginning to stabilize but action is necessary to ensure improvements.
- The enrollment has followed a similar trend as the FTES. One possible reason cited by the faculty in the program is issues with unreasonable prerequisites. And lack of curriculum updates.
- WSCH per FTEF decreased from the 15-16 year to 16-17 year because of increased course sections and low enrollments in each section.
- Retention has remained almost constant and very high. The success has varied a little more than the retention and shows a bit of instability most likely caused by the need for equipment repairs/updates, curriculum improvements and industry partnerships.

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

- Advanced manufacturing curriculum has been submitted
- The program applied for SWP funding and was denied but will continue to apply for funds
- Full time faculty internships did help keep faculty knowledge up to date but did not draw incumbent workers into the program as effectively as planned.
- A high school Dual enrollment partnership has been established
- Career and technical education outreach events have been a focus but have not increased student enrollment as anticipated.

MACHINIST TECHNOLOGY — 2016-2017

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 PLOs for the Machinist Technology program focus on skills required by the industry. As an example, one of the PLOs states "Properly use hand grind cutting tools in machine tool cutting operations". Percentage of students who met the PLOs range from 78.57% to 93.33%.

These show a fairly high percentage of students who have met the PLOs based on the curriculum we offer. The feedback received by our industry advisories has shown us that we need to more rigorously assess these PLOs. To do this, we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required certifications. This will in turn require additional faculty, lab support, equipment, Supplies, etc. . .

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's [strategic goals](#).) (200 Words Max)

1. Work with the United States department of labor to form an apprenticeship program that will increase access to employment
2. Join/become a member of the manufacturing association
3. Increase Marketing and outreach
4. Develop and improve curriculum (mechanical drafting, machine tool integrator, robotics, quality control technician, etc. . .)
5. Partner with the industry to strengthen the Machinist Technology advisory committee
6. Purchase/upgrade equipment
7. Certify machine trades staff with NIMS to improve access to professional development
8. Establish and maintain partnerships with community organizations including high schools
9. Continue to apply for SWP funds
10. Increase enrollment

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

- Low enrollment
- Conventional machines require maintenance and accessories.
- The program only has six operational computer numerical control (CNC) machine tools.
- The Machinist Technology program was able to purchase 2 brand new CNC machines with a grant.
- The program has up to date software.
- The program does not have the most up to date five axis machines.
- Opportunities for networking and building partnerships with the industry.
- Lack of funding for additional purchases and improvements to equipment
- Limited Marketing and outreach support

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Form an apprentice program	1	Management support	10/15/17
Increase enrollment by improving marketing and outreach	3/9	Marketing and outreach support	This needs to be ongoing
Submit Curriculum improvements	4	Faculty time	October 2018
Plan an advisory meeting	5	Faculty time and funding	November 2017/April 2018
Purchase Equipment	6	Funding	July 2018

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 – 2014-15 to 2016-17 Academic Years		
Demographic Measure	Program: Machinist Technology	Campus-wide
Asian	5.6%	4.9%
African-American	6.4%	12.6%
Hispanic	51.5%	64.5%
Native American	0.2%	0.2%
Pacific Islander	0.5%	0.3%
White	35.1%	13.7%
Unknown	0.7%	0.4%
Female	3.3%	57.1%
Male	96.7%	42.9%
Disability	4.9%	6.0%
Age 19 or Less	4.4%	22.3%
Age 20 to 24	14.9%	36.0%

Age 25 to 29	22.3%	16.7%
Age 30 to 34	18.5%	8.8%
Age 35 to 39	3.6%	5.2%
Age 40 to 49	21.3%	6.5%
Age 50+	15.0%	4.4%

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.

The program population does not reflect the college’s population in the female enrollments which, campus wide, is a larger population than the male students. This trade has been historically dominated by white males. Currently, white males are the second largest population in our program. Without better connections to local high schools, industry, and publicity for the program the female population will probably remain the same. We would like to reach out to high school campuses, STEM programs, female organizations, female mentors, and marketing resources to attract female students and a more diverse population into the program. Attracting the underserved population students will prove to be difficult as many of them look down on a blue-collar jobs like machine trades. Faculty are also not compensated to do marketing and the program receives very little support in that area. We will however continue to try to work with marketing and outreach to try and continually improve the program in this area and encourage faculty to engage with local organizations in a way that will reflect a positive outlook on the program and blue-collar jobs.

The program also struggles in the percentage of African American, Hispanic, and younger students. This is an indicator of the importance of increased quality outreach and partnerships especially with local high schools. The faculty plan to continue to advocate and participate in outreach and marketing. The target audience is female, African American, Hispanic, and younger students. The full-time faculty has told me repeatedly that almost all of his students are entrepreneurs and have or plan have their own businesses. This explains the higher percentage of older students and white males. The plan is to participate in outreach to high school students which would expose the program to a more diverse and younger population and build a clear pathway for students who are looking to work for manufacturing companies.

Pattern of Service:

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

The SBVC machine trades program serves a community of blue-collar workers. Classes are offered in the evening after 5:00 p.m. or Saturday. This supports the success of our students in that it provides them an opportunity to be able to work during the day and attend courses during the evenings or weekend. This schedule also provides students the ability to find jobs during the day in the industry while simultaneously completing certificates and degrees. Additionally, we have begun offering all levels of conventional machining to allow our students to complete their certifications in a short time. The program also offers courses off-site to high school students. This provides them with a chance to be exposed to manufacturing as well as an opportunity to complete certification while concurrently enrolled in high

school. We are also exploring the option of adding morning and afternoon classes to increase the program's accessibility to a more diverse population.

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	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>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

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

The success and retention for the Machine Trades program for the last 5 years shows some fluctuation with the success ranging from 72% up to 87% and the retention ranging from 92% up to 98%. These numbers were the highest during the 2013/2014 year with success at 87% and Retention at 98%. This corresponds to a drop in the enrollment and productivity (WSCH per FTEF). Students receive more instructor time when the enrollment is down so increased success and retention could be expected. During these years there was also no fulltime instructor which added to the instability of the program and as the enrollment continued to drop for the 2014/2015 and 2015/2016 years it seems like the students took notice of the instability and the success and retention also took a hit.

The program hired a full-time instructor which resulted in the success and retention going back up for the 2016/2017 year. This indicates that the full-time instructor is helping the program to stabilize and also seems to indicate that the needs of the students are better met when the program has at least one full time faculty.

The number of degrees and certificates awarded show a downward trend verifying the instability of a program with no full-time faculty. Now that the program has a full-time faculty it is expected that the number of completions (certificates and degrees) will start on an upward trend. This however could take a year or two to show in the data. To make sure that the success of the students is being met, the faculty plan to work with the industry to make sure that the curriculum is up to date and still a viable option for today's students.

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 California Employment Development Department EDD (www.labormarketinfo.edd.ca.gov and www.bls.gov) The median wage in 2016 for machinist was \$41,700 annually, or \$20.50 hourly. The projected job growth shows the great need for the program. A 20.7 percent growth in job openings are projected between years 2014-2022, these numbers do not include CNC programmers and operators. In addition, the Sector Profile Report from November 2017, prepared by the Center of Excellence, shows that there is a demand for the Machine Trades program. For the job descriptions of "Computer Numerically Controlled Machine Tool Programmers, metal and plastic", there is a reported projected total of 89 openings for the years 2016-2019. The job description of "Machinists" show a projected total of 1,218 openings for the same years and "Computer-Controlled Machine Tool Operators Metal and Plastic" reports 511 openings. This shows the total projected openings for students graduating from machining programs to be 1,818 over the next 3 years. For the year 2015/2016 there were only 16 awards given in the region to meet the demand of the 606 average annual openings. The total average annual enrollments for the last 6 years in the region was only 150. There is clearly a demand for the program and this region is not training enough students to fill the available positions.

Standards in the field Standards of acceptance are stated in the Manufacturing standards on American national standards institute (ANSI)
American Society of Mechanical Engineers (ASME)
American Society for Testing and Materials (ASTM)
National Industrial Metal Skills (NIMS)

www.labormarketinfo.edd.ca.gov

Typical jobs requirements as stated in referenced Website: Set up and operate a variety of machine tools to produce precision parts and instruments. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures. All the above requirements are covered in our curriculum.

Colleges with similar program: The Machinist technology program here at SBVC is one of the only

community colleges in 60 miles that offers conventional machining and soon five axis Computer Numerical Control (CNC) advanced manufacturing the program also offers certificates and degrees in other areas of manufacturing like Computer Aided Drafting (CAD) and Computer Aided Manufacturing (CAM)
 Norco community college in Norco, CA 20 miles away offers a certificate and an associate degree in computer numerical control Computer Numerical Control (CNC).

(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 Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.)

Student Learning Outcomes:

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 (e.g., faculty discussions, SLO revisions, assessments, etc.). 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.

SBCCD - Document Library					
Location: [doclib.sbccd.org] / SBVC / Instruction / SLO / 1. Applied_Technology_and_Transportation / MACH /					Refresh
File	Size	Date	Time	File Type	
Previous Directory				..	
Basic Machine Operator Certificate.doc	28.5k	Thu, May 02, 2013	02:52:20 PM	File	
Basic Operation CNC Certificate.doc	28k	Thu, May 02, 2013	02:52:23 PM	File	
MACH 010.doc	30.5k	Thu, Mar 08, 2012	11:15:54 AM	File	
MACH 021.doc	23.5k	Thu, Jan 10, 2008	12:44:55 PM	File	
MACH 022.doc	23.5k	Thu, Jan 10, 2008	12:44:57 PM	File	
MACH 061.doc	24k	Thu, Jan 10, 2008	12:44:45 PM	File	
MACH 070.doc	31.5k	Thu, Jan 10, 2008	12:45:21 PM	File	
MACH 071.doc	30.5k	Thu, Jan 10, 2008	12:45:09 PM	File	
MACH 072.doc	24k	Thu, Jan 10, 2008	12:45:00 PM	File	
MACH 073.doc	24.5k	Thu, Jan 10, 2008	12:45:02 PM	File	
MACH 074.doc	24k	Thu, Jan 10, 2008	12:45:04 PM	File	
MACH 075.doc	28k	Thu, Jan 10, 2008	12:43:40 PM	File	
MACH 120.doc	36k	Thu, Jan 10, 2008	12:44:52 PM	File	
MACH 123.doc	23.5k	Thu, Jan 10, 2008	12:45:07 PM	File	
MACH 124.doc	23.5k	Thu, Jan 10, 2008	12:44:42 PM	File	
MACH 129.doc	46k	Thu, Jan 10, 2008	12:45:18 PM	File	
MACH 160.doc	23.5k	Thu, Jan 10, 2008	12:44:50 PM	File	
Machine Technology Certificate.doc	28k	Thu, May 02, 2013	02:52:17 PM	File	

The List above shows the courses that have SLOs on file with the office of Instruction. SLO Evaluations are ongoing by each course, each semester, and each section. The SLOs for each course are in the process of being updated along with the curriculum. These updates will be submitted after the next advisory board meeting. The goal is to have an ongoing conversation about curriculum and SLOs with our advisory board to ensure that the program is first up to date with the industry and second that the program is using the SLOs to accurately assess the success of the students.

Please see an example of the available data for several of the courses below. We have had success rates for students who have met the SLOs for the last 3 years ranging from 80% up to 100%. This shows an acceptable number of students who met the SLOs. This data will be used to collaborate with the industry in regard to updated requirements and rigor of the curriculum to evaluate the program. This will in turn provide the necessary information for appropriate curriculum and SLO updates.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate lathe safety procedures and complete a lathe safety exam identifying OSHA safety standards for a lathe operation.	36	30	83.33%
2	Students will demonstrate the process of indicating a machine head to the table with an accuracy of .0005.	36	30	83.33%

3 Assessment Methods & Criteria

- Manufacture assigned parts to specifications, pass quizzes, midterm, final, and assignments with cumulative points of 70% or better (MACH-021-01 for 2016SP)
- Manufacture parts to all specified tolerances, quizzes, midterm, and final with a cumulative grade of 70% or better. (MACH-021-01 for 2017SP)
- Final, midterm, quizzes, and projects to total cumulative of 70% or better (MACH-021-01 for 2017FA)

3 Reflection(s)

- Students spend large amount of time make parts within tolerance. Part tolerances should be loosened for entry level. (MACH-021-01 for 2016SP)
- Additional part drawings needed for a more rigorous course New drawings needed to accommodate reuse of material to reduce material waste (MACH-021-01 for 2017SP)
- Additional project should be added to give students more of a challenge, some stated that if more projects were required they would have participated further because of the added pressure (MACH-021-01 for 2017FA)

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate turning a 1/2-20 UNF-2A thread in a lathe with 95% accuracy.	19	18	94.74%
2	Students will demonstrate the process of squaring a block in a milling machine	19	18	94.74%

3 Assessment Methods & Criteria

- Assessment is performance based. Students apply course content to running machines. Parts produced are measured for accuracy measured for accuracy. Results are recorded on an industry standard inspection report. (MACH-022-01 for 2015FA)
- Make required parts, take quizzes, midterm and final to equal a cumulative score of 70% or better (MACH-022-01 for 2016FA)
- Final, midterm, quizzes, and projects to total cumulative of 70% or better (MACH-022-01 for 2017FA)

2 Reflection(s)

- I will make recommendations for changes in content, assessment, and SLO's. (MACH-022-01 for 2015FA)

- Additional project should be added to give students more of a challenge, some stated that if more projects were required they would have participated further because of the added pressure (MACH-022-01 for 2017FA)

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 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

See below for the SLO/PLO data for the Machine Technology Certificate. The percentage of students meeting the SLO requirements of this certificate range from 88.54% - 97.06%. This indicates that the curriculum supports the specified competencies and learning outcomes. This also indicates that our students are passing the requirements of the curriculum and are at a competent skill level for the industry.

These Program Learning Outcomes will be actively discussed among our Faculty and with our industry advisory board. The plan is to use this data and the input from the industry to ensure that the industry needs and the needs of the students are being met. As the curriculum is being updated, the data from the SLOs/PLOs will be used to measure the success of the students against industry requirement for job placement. This will provide a clear path for any possible updates/improvements to both the curriculum and SLOs.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Properly use hand grind cutting tools in machine tool cutting operations	245	231	94.29%
2	Set up a lathe to cut an external thread	245	231	94.29%
3	Demonstrate metrology utilizing precision measuring tools including steel rule, calipers, micrometer, surface plate, height gage, test indicators, etc.	192	170	88.54%
4	Calculate angles for work set-up	472	431	91.31%
5	Set up and operate a rapid indexing head	140	126	90.00%
6	Set part in surface grinder and grind a compound angle	68	66	97.06%
7	N/A			

22 Assessment Methods & Criteria

- A comprehensive test was given. 70% was "Good Enough" (TECALC-087-50 for 2015FA)
- Assessment is performance based. Students apply course content to running machines. Parts produced are measured for accuracy measured for accuracy. Results are recorded on an industry standard inspection report.

2 Section(s)

- Students performed written examinations based on course content, handouts, and industry standards (i.e. Machinist’s Handbook). (MACH-120-01 for 2015FA)

- Final exam supporting course objectives and both listed outcomes below. a 70% is required (TECALC-087-01 for 2015FA)
- Final and class projects to total 70 percent or better Student is able to interpret part features and dimension sizes in various views and sheet information (MACH-090-01 for 2015FA)
- A comprehensive written test of approximately 70 problems with a passing score of 70% (TECALC-087-50 for 2016SP)
- Score 70% or better on a comprehensive Final exam that directly assess students mathematical knowledge as well as problem solving skills needed for them to succeed in their technical course of study. The questions are all directly related to the technical fields of study and are direct applications type of questions. (TECALC-087-01 for 2016SP)
- Students tested on final to include eleven cumulative chapters on subjects ranging from orthographic view positions, to feature sizes, and drawing sheet information with a grade of 70% or better (MACH-090-01 for 2016SP)
- Manufacture assigned parts to specifications, pass quizzes, midterm, final, and assignments with cumulative points of 70% or better

2 Section(s)

- Students should be able to read the orthographic and/or isometric views of a mechanical manufacturing print. As part of the interpretation the students will be able to read the geometric symbols and dimensions as applied to the part(s) on the print. Additionally, the student will be able to gather information from the title block to determine the print number, name of the part, reference prints, materials, who designed the part, who drew it, and when the print was drawn. (MACH-090-01 for 2016FA)
- A comprehensive 2 part final (one part with calculator and one without) (TECALC-087-50 for 2016FA)
- 70% comprehensive final on all topics covered (TECALC-087-01 for 2016FA)
- Make required parts, take quizzes, midterm and final to equal a cumulative score of 70% or better

2 Section(s)

- Students should pass the written final exam with a score of 70% or better. (TECALC-087-50 for 2017SP)
- Attaining 70% or better on the Final exam (TECALC-087-01 for 2017SP)
- Manufacture parts to all specified tolerances, quizzes, midterm, and final with a cumulative grade of 70% or better. (MACH-021-01 for 2017SP)
- Weekly quizzes, midterm, and final with a cumulative grade of 70% or better. (MACH-120-01 for 2017SP)
- Manufacture parts to all specified tolerances, quizzes, midterm, and final with a cumulative grade of 70% or better. (MACH-123-01 for 2017SP)
- My methods used for assessment were quizzes related to the material. When the material covered sketching different orthographic views then the quiz was about sketching by hand different orthographic views. To get the highest score, all the different types of lines (for example; solid lines, dashed lines and center points) had to be included. They would lose points based on how many they forgot to included. If they had the correct orthographic view and had more than half of the correct line types then it was enough to pass, anything less than this and they would not receive a passing grade for that particular quiz problem. (MACH-090-01 for 2017FA)
- A comprehensive, problem-solving test must be passed with a minimum score of 70% correct. (TECALC-087-50 for 2017FA)
- 70% or better on Final exam questions that Directly relate to Each of the Current SLO's (TECALC-087-01 for 2017FA)

- Final, midterm, quizzes, and projects to total cumulative of 70% or better

2 Section(s)

23 Reflection(s)

- I continued the same approach of in-class assignments as well as homework. Next semester, I will try to better assess student performance early so they will be able to work on their weaknesses. (TECALC-087-50 for 2015FA)
- I will make recommendations for changes in content, assessment, and SLO's.

3 Section(s)

- students continue to have diverse math background from really weak to very good comprehension. It continues to be a challenge to bring the weaker students up to par with the requirements. More practice and practice problems are assigned and emphasized with the math challenged students. (TECALC-087-01 for 2015FA)
- Class requires computer aided software to show part features, visualization and drawing creation (MACH-090-01 for 2015FA)
- I don't do many powerpoint slides (except for the measurement devices chapter). I think I will start including more. I also will include early quizzes to motivate students to be on time. (TECALC-087-50 for 2016SP)
- Teaching this class is always a challenge in that we must bring different students with a variety of mathematical levels to an even playing field as to have them utilize this knowledge directly to their technical trades. I have used very methodical and procedural techniques to help students apply their learned skills and to foster their critical thinking skills. I have seen steady improvements in student success rates. (TECALC-087-01 for 2016SP)
- Class requires: Feature based Computer Aided Drafting (CAD) for visualization of part features, view creation, positioning and purpose. Hand Drawing, to be able to sketch and write dimensions for manufacturing simple parts (MACH-090-01 for 2016SP)
- Part drawings driven by National Institute for Metalworking Skills (NIMS) certification does not provide fit and function due to parts being designed individually instead of assemblies. New assembly projects need to be incorporated to provide fit, function, and how Geometric Dimensioning and Tolerancing is applied to part fabrication. (MACH-123-01 for 2016SP)
- Students spend large amount of time make parts within tolerance. Part tolerances should be loosened for entry level. (MACH-021-01 for 2016SP)
- The students did well in learning the SLOs. They were able to speed up their learning by actually generating prints on Solidworks from supplied part models. The course does need to improve on the metrology side. I had to bring in my own examples that I either generated on my own or used from other textbooks that I used as an undergraduate student. To help improve this I plan on familiarizing myself more with the tools and technologies the school has in the shops for measurement and apply them to my lectures. (MACH-090-01 for 2016FA)
- This was the best class I had for a while. For the first time students actually met together outside of class to study. I didn't try anything different for this class. I want to start including some tool training and testing for next semester, as well as include measuring on tests and the final. I will also do a comprehensive survey (of the first part of the final) on day one. (TECALC-087-50 for 2016FA)
- The teaching methodology along with the current exercises that i am using seem to work well. I will continue to refine and chose more problems to accurately measure student knowledge and understanding. (TECALC-087-01 for 2016FA)
- NIMS text needs to be added (MACH-124-01 for 2016FA)

- There were no new approaches this semester. The class performed about the same as previous semesters. Students who didn't do well in high school math struggled the most. A few students did well despite struggling with homework, which suggests to me possible cheating. Next semester, I intend to assigned different tests to every other student so reduce chances of copying others work. (TECALC-087-50 for 2017SP)
- This is a math preparatory course to help students succeed in their CTE program. The problem remains that we are getting students with very weak mathematical background and some with a fair background, therefore it remains a challenge to create a balance to bring all students up to par and to succeed with their mathematical skills. I have been focusing more on the analysis and problem solving side of the mathematics being taught because thats what the students will deal with when they are out in the field. I am constantly searching for new innovative problems that I can present to students for them to solve and I believe that that is the way we will make the best impact on student success. (TECALC-087-01 for 2017SP)
- Additional part drawings needed for a more rigorous course New drawings needed to accommodate reuse of material to reduce material waste (MACH-021-01 for 2017SP)
- More student team work needed to complete more chapters as not enough time is given to complete all chapters in the manual (MACH-120-01 for 2017SP)
- Additional part drawings needed for a more rigorous course New drawings needed to accommodate reuse of material to reduce material waste (MACH-123-01 for 2017SP)
- A new strategy that I tried was to have students build orthographic views with dimensions and geometric symbols on computers. Seeing a busy print reading at first can seem overwhelming and may look cluttered but with this strategy they can see it form a drafter's point of view and will be able to explain the information needed for manufacturing a part. There were two students who dropped the class, the first one dropped it on the first week and I did not get to see his strengths or weaknesses, the second dropped the class about the 8th week into the semester, it was his first semester and he was learning the material slower than his peers. I suggested to him other material he could go over, for example, Solidworks which he was also taking at the time. Also, find youtube videos where they are building 3D parts and 2D drawings where he could get used to seeing and imagine 3D objects in his head. He dropped the class before I could see if the extra material had helped. (MACH-090-01 for 2017FA)
- For the next semester, I will try to implement more online, CANVAS, activities or at least information storage. (TECALC-087-50 for 2017FA)
- This Class continues to be a challenge because the level of students enrolled is vastly different since it has no prerequisites and I have had students who have had some recent mathematics courses including Algebra and some that have not had math for 20 years or more. Therefore, I keep enhancing the Structure of the course to make them learn the important concepts that they will actually apply towards their technical field. This course should really introduce the concepts as well as help students apply the concepts to solve real life technical problems that they will encounter out in the field. The techniques utilized in teaching the course must enforce the applicability of the concepts the concepts. I have introduced actual mathematical concepts that are utilized in for instance the GPS system and how it calculated our coordinates on earth. These are the kinds of materials that help the students become more interested and help foster their life-long problem-solving skills and keep them engaged. (TECALC-087-01 for 2017FA)
- Additional project should be added to give students more of a challenge, some stated that if more projects were required, they would have participated further because of the added pressure (MACH-021-01 for 2017FA)
- Additional project should be added to give students more of a challenge, some stated that if more projects were required, they would have participated further because of the added pressure (MACH-022-01 for 2017FA)

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 program goals and achievements to the campus and to the community.

Currently, the only path to communicate program goals has been through the educational master plan (EMP). More efforts need to be made to effectively communicate the program goals and achievements to the campus and community. The program will target advisory meetings, advertising, and marketing to more effectively communicate the program goals. Recently the program has been awarded funding, acquired two new CNC machine tools, and won 1st place in state championship precision machine tool competition. However, without experience in advertising and support from marketing, bringing to light the program's achievements has proven to be difficult.

Describe how your program seeks to enhance the culture and climate of the college.

The program offers a quality education to a diverse community of learners and strives to enhance the individual experiences by providing a robust up-to-date curriculum, new equipment, and legacy machine tools training. Continuous improvements in equipment, curriculum and professional development for faculty will be used to achieve best practices in the SBVC Machine program. A vital part of that is by enhancing the collaboration between the faculty, industry, local community and the SBVC campus. This will allow the exploration of what the program can offer to the campus and the local community. Our classrooms are used to simultaneously design, manufacture, and inspect to industry standards which gives the students a feel for real-world working environments. This ensures that students learn how to maintain safe working conditions and are prepared for employment upon graduation. The program is also pursuing positive conversations focused on strengths, partnerships, and what the program can offer to the campus and the local community.

Describe one or more external/internal partnerships.

Our faculty have and continue to establish relationships and connections with the industry. The college is working with California Steel Industries, Rialto alternative education, and the San Bernardino work investment board.

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

The program will be reaching out to manufacturing facilities for advisory input as well as the opportunity for job shadowing, internships, and apprenticeships. The program has hired new part time faculty that can teach course offerings for Non-Credit, concurrent enrollment, and credit courses. The program will also participate in the newly formed apprenticeships program.

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

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

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

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

Professional Development:

22. Discuss the ways that members of your department maintain currency in their field.

All faculty maintain currency by working in the industry and accomplish professional development through the reading of journals, participation in projects with industry, and shadowing or working closely with other coworkers and trainers.

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

Currently three of the four instructors are national industrial metal skills certified (NIMS). NIMS sets industry skills standards, certifies individual skills against the standards, accredits training programs that meet NIMS quality requirements, and promotes innovative solutions, such as competency-based apprenticeship, to connect credentialed and work-ready individuals with employers.
One instructor is a member of the Association for Iron and Steel Technology (AIS)

24. 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 regularly attend any and all manufacturing events in the inland empire and Los Angeles area as well as attend all relevant professional development activities and actively network with industry. Because the program has acquired a variety of equipment, faculty will also have the opportunity to attend classes being taught at five different machine tool vendors for training to enhance professional growth. This will, in turn, result in an enhanced educational experience for the students.

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.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

San Bernardino Valley College Machine Trades program offers a quality applied degree and certificate education and training program to a diverse community of learners.

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

The SBVC Machine trades program offers students a quality education with the knowledge and skills needed to succeed in machine trades manufacturing upon graduation. This also helps to foster economic growth and global competitiveness as well as improve quality of life by providing an in demand skill set to any student willing to learn.

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.

The Machine trades program has been showing an overall decrease in enrollment which has also negatively impacted the productivity of the program. The enrollment has however appeared to have stabilized for the 16/17 year. For the 15/16 and 16/17 years the sections were reduced to 15 because of the low enrollment which resulted in an improved productivity measure or WSCH per FTEF for the 15/16 year but still resulted in a significant drop for the 16/17 year. The enrollment was almost the same for both years with the program offering the same number of sections. Since not all of the machine courses have the same unit count, this means that some of those sections offered during the 16/17 year had a higher unit count compared with the 15/16 year. Several factors are possible contributors into the low productivity measure. Much of the curriculum is out of date and there is a lack of industry involvement/partnership with the program.

The curriculum is pending the revised SLOs/PLOs and advisory meeting. These will be done before the fall deadline for curriculum. The updated curriculum will then be offered starting fall 2019. This along with strengthened industry partnerships should result in the enrollment going up and productivity increase in turn.

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. (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 majority of the Machine Trades courses are late for content review: MACH 021, MACH 022, MACH 061, MACH 070, MACH 071, MACH 073, MACH 120, MACH 123, MACH 124, MACH 129, MACH 160

The Curriculum was launched last fall, but the SLOs/PLOs were not finished and there has not been an advisory board meeting. As soon as the advisory meeting is held, the curriculum will move forward with updates and content review. At this point, it is too late for the updates to appear in the fall 2018 catalog which means that the updated machine trades curriculum can be expected in the fall 2019 catalog.

Applied Technology, Transportation & Culinary Arts
Machine Technology

	Course	Status	Last Content Review	Next Review Date
	MACH 021 Machine Shop I	Active	02/07/2011	02/07/2017
	MACH 022 Machine Shop II	Active	02/07/2011	02/07/2017
	MACH 061 Jig and Fixture Machining	Active	12/06/2010	12/06/2016
	MACH 070 Computer Numerical Control Machining I	Active	12/06/2010	12/06/2016
	MACH 071 Computer Numerical Control Machining II	Active	12/06/2010	12/06/2016
	MACH 072 Computer Aided Design and Manufacturing I	Active	04/25/2016	04/25/2022
	MACH 073 Computer Aided Design and Manufacturing II	Active	02/28/2011	02/28/2017
	MACH 074 Set-up and Operation of CNC Machines	Active	02/02/2015	02/02/2021
	MACH 075 Introduction to Computer Aided Design/SolidWorks	Active	02/02/2015	02/02/2021
	MACH 090 Mechanical Print Reading, Geometric Dimensioning and Tolerancing	Active	02/02/2015	02/02/2021
	MACH 120 Machine Shop Theory	Active	02/07/2011	02/07/2017
	MACH 123 Machine Shop III	Active	02/07/2011	02/07/2017
	MACH 124 Machine Shop IV	Active	02/07/2011	02/07/2017
	MACH 129 Manufacturing Processes	Active	03/21/2011	03/21/2017
	MACH 160 Tool and Die	Active	02/28/2011	02/28/2017
	MACH 010x2 Test Review for National Industry Metal Skills (NIMS) Certification	Historical		
	MACH 010x2 Test Review for National Industry Metal Skills (NIMS) Certification	Historical		
	MACH 021B Machine Shop I	Historical		
	MACH 022B Machine Shop II	Historical		
	MACH 061B Jig and Fixture Making	Historical		
	MACH 062X2 Introduction to Mold Making	Historical		
	MACH 062X2 Introduction to Mold Making	Historical		
	MACH 070B Computer Numerical Control Machining I	Historical		
	MACH 071B Computer Numerical Control Machining II	Historical		
	MACH 072 Computer Aided Design and Manufacturing I	Historical		
	MACH 072B Computer Aided Design/Computer Aided Manufacturing I	Historical		

	MACH 073B Computer Aided Design/Computer Aided Manufacturing II	Historical		
	MACH 074 Set-up and Operation of CNC Machines	Historical		
	MACH 074B Set-up and Operation of Various Machine Controls	Historical		
	MACH 075 Introduction to Computer Aided Design/SolidWorks	Historical		
	MACH 075X2 Introduction to Computer Aided Drafting Technologies	Historical		
	MACH 090 Mechanical Print Reading, Geometric Dimensioning and Tolerancing	Historical		
	MACH 090B Engineering Blueprint Reading, Geometric Dimensioning, and Tolerancing	Historical		
	MACH 091A Rigging Systems and Techniques	Historical		
	MACH 091A Rigging Systems and Techniques	Historical		
	MACH 092A Fluid Power Systems I	Historical		
	MACH 092A Fluid Power Systems I	Historical		
	MACH 093A Fluid Power Systems II	Historical		
	MACH 093A Fluid Power Systems II	Historical		
	MACH 094A Fluid Pump Systems	Historical		
	MACH 094A Fluid Pump Systems	Historical		
	MACH 095A Piping Systems	Historical		
	MACH 095A Piping Systems	Historical		
	MACH 096A Central Lubrication	Historical		
	MACH 096A Central Lubrication	Historical		
	MACH 097A Mechanical Systems	Historical		
	MACH 097A Mechanical Systems	Historical		
	MACH 098 Machinist Technology Work Experience	Historical		
	MACH 098 Machinist Technology Work Experience	Historical		
	MACH 120B Machine Shop Theory	Historical		
	MACH 123A Machine Shop III	Historical		
	MACH 124A Machine Shop IV	Historical		
	MACH 129B Manufacturing Processes	Historical		
	MACH 160A Tool & Die	Historical		

Articulation and Transfer

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

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

N/A

Currency

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 accurate? 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?

The catalog information is accurate.

Challenges:

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 and weaknesses in the program?

Some of the most vital weaknesses and trends for the program can be found in the EMP under “Challenges and Opportunities”. Several of these include: “Low enrollment”, “Conventional machines require maintenance and accessories”, “The Machinist Technology program was able to purchase 2 brand new CNC machines with a grant”, and “Limited Marketing and outreach support”.

How these are addressed in the planning for the program can be seen in the EMP under “Departmental/Program Goals”. The most concerning weakness and trend in the program is enrollment. The duplicated enrollment shows 220 for the 12/13 year and a drop to 133 for the 15/16 year with only a very slight increase for the 16/17 year. The program is trying to address this with several of the program goals: #3 Increase Marketing and outreach, #8 Establish and maintain partnerships with community organizations including high schools, and #10 Increase enrollment.

There have also been some positive trends. One of these is the increased availability of funds for CTE programs. Because of this, the Machine Trades program was able to purchase several new machines.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

The Applied Technology building is home to the Machine Trades program the building is old and there are constant problems with the heating and air conditioning. Men’s bathroom odors seep into the lecture room.

There is a wall that separates the computer lab from the lecture room from the machine lab that impedes the use of all equipment during the manufacturing cycle that affects the productivity student’s projects

As far as sustainability, there is a sever lack of maintenance for the specialized equipment required for the machine trades program. This is unsustainable because the lack of maintenance often results in expensive repairs or the need to replace machines which the program cannot afford the program would be better off with the lab tech to do these types of repairs.

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.

“Does Not Meet” information below is drawn from the spring 2016 two-year review:

The program states that there is high demand, though data discussed shows clear, but far more modest demand. There is no discussion of actual demand for courses, fill rates, etc. Though the program mentions local industry sending students for conventional machine training, this is a too vague to provide real information on demand.

Response: The Sector Profile Report from November 2017, prepared by the Center of Excellence, shows that there is a demand for the Machine Trades program. For the job descriptions of “Computer Numerically Controlled Machine Tool Programmers, metal and plastic”, there is a

reported projected total of 89 openings for the years 2016-2019. The job description of "Machinists" shows a projected total of 1,218 openings for the same years and "Computer-Controlled Machine Tool Operators Metal and Plastic" reports 511 openings. This shows the total projected openings for students graduating from machining programs to be 1,818 over the next 3 years. For the year 2015/2016 there were only 16 awards given in the region to meet the demand of the 606 average annual openings. The total average annual enrollments for the last 6 years in the region was only 150. There is clearly a demand for the program and this region is not training enough students to fill the available positions.

Program Efficacy Team Report (Instruction)

2017 – 2018

Name of Department: **Machinist Technology**

Efficacy Team: Sandra Moore, Christie Gabriel, Patti Wall

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The overall recommendation is conditional.

The Machinist Technology program trains students new to the occupation and re-trains those employed in the machine trades industry. The program offers certificates, degrees, and the opportunity to obtain national certification. The program has suffered from a lack of full-time faculty for several years. Enrollments have been low, but are beginning to stabilize with the hiring of a full-time faculty person in 16-17. It is understandable that the lack of full-time faculty has led to out of date curriculum and the need to revise SLOs/PLOs according to industry standards. The program does anticipate submitting all out of date curriculum and having revised SLOs/PLOs in fall 2018. The program offers labor market data to support the need for the program. The program does need to increase communication with the campus and community. The program also needs to discuss what type of facilities it requires as it clearly indicates that the existing facility is problematic. For previous does not meets, the program does address labor market data but still needs to address fill rates and actual demand for the courses.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

EMP: The EMP is complete and reflects the most recent data on the program. The EMP data does reflect some of the challenges the program is having including low enrollment and lack of up-to-date equipment.

Demographics: The program provides an analysis of why certain populations (e.g., females, African Americans, Hispanics, and younger students) do not match the campus demographics. Some conclusions such as “blue collar trades being looked down on” by the underserved population should be investigated by the program to determine if this is reality. Other interpretations and plans/activities that might address the demographic discrepancies such as outreach to high schools, more publicity, etc. seem to be reasonable explanations and potential remedies for the demographic discrepancies. The program might want to work with counseling or the Office of Institutional Research to obtain data on student views of the program.

Pattern of Service: The program offers courses based on the needs of the students in the program. As most of these students already have jobs, offerings are usually in the evening or on Saturday. Courses are offered off-site to high school students and the program is exploring offering more courses in mornings and afternoons to increase diversity. The Office of Institutional Research could provide enrollment data trends to aid with the future discussions of more varied course times being offered.

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

	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	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>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Promote Student Success: The program provides an analysis of the EMP data along with supplemental data supporting the need for the program. The lack of a full-time instructor was viewed as a major contributor to the decline in enrollment in the program as well as the decline in degrees and certificates. The program expects that now that there is a

full-time instructor, the enrollment as well as the number of degrees and certificates will increase. The program provides supplemental data on the job market for machine trades that support the need for the program. There is a lot of projected growth for the machine trades and not many colleges in the area that provide instruction in this field.

SLOs/PLOs: The program has demonstrated that it has evaluated SLOs within the past few years. Assessment of PLOs is based on input from the program’s advisory board. Although the curriculum and SLOs need to be updated, a thorough discussion as to why and plans to implement this have been discussed in detail. The curriculum for the program is still being updated, which means the program will need to revise SLOs and create PLOs. Given that the full-time faculty person was recently hired and there was no full-time faculty for several years, it is understandable that PLOs have not been developed. The program is aware of this issue and has plans to meet with the advisory board to develop SLOs/PLOs that meet industry needs.

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

	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: The program acknowledges that it does need to work on increasing communication with the campus and community. The program describes how it will begin to increase communication with the campus and community. The program indicates that it needs marketing support to enhance communication. The program might also consider reaching out to counseling to create more awareness in the student population.

Culture and Climate: The program identifies and describes how it impacts culture and climate. The program also briefly discusses how its’ planning involves external partnerships with entities such as California Steel Industries, Rialto alternative education, etc.

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

	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: The program identifies current avenues for professional development such as faculty working in the industry and reading journals. Most of the program’s faculty have national certification in metal skills

and are part of an organization that will help with development of external partnerships that could lead to student employment. Faculty regularly attend all local manufacturing events and professional development activities in the industry.

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

	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/Purpose: The program has a mission/statement of purpose, and it links clearly with the institutional mission.

Productivity: The program gives an analysis of the data which indicate a period of decline in productivity (low-enrollment) over the past few years but a slow move toward stability given the issues with lack of a full-time instructor. The reason for the low productivity measure in 16-17 is an increased FTEF with no change in enrollment. No degrees have been achieved for the past two years. Neither of these topics are touched on.

Relevance and Currency: Most of the curriculum is out of date. The program expects to have all out of date courses submitted to the Curriculum Committee in Fall 2018. This impacts SLOs and PLOs as well. The catalog information is accurate.

Challenges: The program does address how it plans to address weaknesses and trends such as low enrollment and equipment issues. Departmental/Program goals include increasing marketing and outreach, establishing and maintaining partnerships with community organizations which should help increase enrollment. The program has taken advantage of the trend of more funding for CTE programs to obtain new machines which will help students apply what they have learned. The program still needs more up to date equipment.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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: The program evaluates the physical environment for the program and discusses the negative impact the current facility has on the program. Different elements leading to the unsustainable environment are discussed; however, qualitative evidence, such as the age of the building and maintenance schedules, is not presented to support the evaluation. The program needs to discuss what type of physical environment is required to sustain the program.

VII: Previous Does Not Meets Categories

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

Efficacy Team Analysis and Feedback:

Previous Does Not Meets: The program does address some of the previous does not meet comments from the 2016 mini-review. Labor Market data is presented to demonstrate demand for the program. Fill rates and actual demand for courses need to be addressed. The program presents data on the demand for the program in the region. There is some discussion of enrollment figures in the EMP and the Student Success area, but demand for the program at the college level should also be addressed, as it was mentioned in the Team Report for spring 2016.

Program Efficacy

2017– 2018

Program Being Evaluated

Maintenance/Grounds

Name of Division

Maintenance and Grounds

Name of Person Preparing this Report

Robert Jenkins

Extension

8662

Names of Department Members Consulted

Maintenance: Gino Vargas, Jorge Vivar, Kris Schafer, Kevin Grishow, Adam Angulo, 2 vacancies.
 Grounds: Ron Gordin, Caesar Rojas, Jose Alvarez, 1 vacancy, 1 sub-ground's caretaker.

Name of Reviewers

Leonard Lopez, Kathryn Weiss, Judith Joshua

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 19

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	2	0	0
Faculty	0	0	0
Classified Staff	10	0	2
Total	12	0	2

Description: (Provide an updated overview of your program/area.)(225 Words Max)

The mission of the Maintenance and Grounds Department is to provide a safe, functional environment that is in good repair and aesthetically pleasing for all students, staff, and faculty. They are the prime movers where a clean, safe, comfortable, and maintained educational environment is concerned. This department repairs and maintains facility systems and responds to work orders submitted online.

The Maintenance crew's regular schedule is Monday – Friday 7:00am to 3:30pm. They receive printed work orders every morning as the first step in planning their day. They respond to a wide variety of work order requests throughout the campus, from quick, simple repairs to more complex projects taking several days or more. The department also receives work orders requiring multiple trades to complete.

The Grounds Department's regular schedule is Monday – Friday 6:00am to 2:30pm. Work order requests are handed out at the beginning of each shift, dictating priorities for the day. The Department maintains the campus grounds, including daily trash and litter collection, maintenance of grass, shrubbery, and trees, irrigation control and maintenance, as well as assistance to the Athletics Department in maintaining competition-level sports fields. The campus is divided by zones and assigned to each staff member for complete accountability, whether mowing, trash pickup, trimming, irrigation maintenance. Each grounds person now has approx. 15 acres of landscaping and parking to take care of.

Student Headcount	12-13	13-14	14-15	15-16	16-17
Unduplicated Enrollment	15,441	16,080	17,044	17,276	17,755
Day Class Enrollment*	17,509	18,519	19,047	18,669	18,601
Evening Class Enrollment**	4,930	4,654	4,778	4,741	4,746

Source:

http://datamart.cccco.edu/Students/Day_Evening_Status.aspx

*Student is enrolled in day and may also be enrolled in evening classes

**Student is only enrolled in evening classes

Employee Count	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Administrators	17	15	17	20	19
Classified Staff	218	199	193	204	208
Adjunct Faculty	336	344	386	408	385
Tenured Faculty	148	146	147	148	176

http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

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

The first chart, Student Headcount, indicates an increase in Unduplicated Enrollment from 2012-13 through 2016-17 of 2,314 students: an increase of 14%. Faculty, staff, and administration combined has declined 12% for the same period: doing more with less.

The Campus Climate Survey results indicate that even though student enrollment continues to climb, the overall approval rating of the buildings and grounds continues to be significantly positive. This is due to the dedicated efforts of everyone in the department.

The Maintenance crew currently has seven FTE, with the carpenter and electrician's positions currently vacant. The Grounds crew has five FTE and one open position. The Maintenance Department filled two vacant positions in early 2016: a plumber and an HVAC technician. In addition, locksmith training was provided to another maintenance technician, minimizing the need for outside vendors in each of these trades.

Work orders submitted have increased 62% in the same time period, from 2013 to today. Work orders completed by outside vendors and contractors has been reduced to nearly zero. The significant increase in work orders from 2014 to 2015 was due to the hiring of a new supervisor, who was able to encourage and enforce the campus faculty and staff to fill out work requests through the work order system.

Percentage of Students Satisfied with Campus Climate Survey Measure	13-14	14-15	15-16
Appearance of campus landscaping	85.0%	77.9%	83.8%
Parking availability	N/A	33.2%	44.2%
New building appearance/functionality	90.1%	80.3%	83.5%
Adequate places to study on campus	N/A	76.5%	85.4%

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

Action Plan: from Grounds 2015 EMP

1. The Maintenance and Grounds Department will continue to assess ways to improve the quality of service provided to the campus.
2. The department will continue to support efforts to reduce water usage throughout the campus.

Action Plan update Maintenance /Grounds 2018

With the combination of Maintenance and Grounds this year on the same form, allows the department to update the progress of both departments as a whole.

The Maintenance and Grounds Department has continued to assess ways to improve the quality of service provided to the campus by attending various trainings relative to their specific trade. In 2017, the Grounds crew attended the Pesticide Application Professional Association (PAPA) convention and training. This training focused on proper use of environmentally safe pesticides for the campus.

The locksmith received training to improve the security of the campus by receiving industry updates beneficial to protecting the campus. The Plummer and HVAC technician completed a 4-month training for their respective fields.

The department holds in-house, monthly safety training for all maintenance, grounds and custodial staff.

Maintenance and Grounds staff play an important role in assisting with the semi-annual earthquake and evacuation drills. They serve as evacuation site coordinators, monitoring and reporting the success from each evacuation site.

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)

New SAOs Maintenance and Grounds

SAO 1: Maintenance and Grounds will complete work orders in a reasonable period, once all vacant positions are filled, to ensure that maintenance and grounds support student learning.

Assessment Method: Completed work order surveys.

Criteria: 90% of survey respondents will indicate that they are satisfied or very satisfied with the work order response time for facilities and grounds. Our new work order system will allow a link to be inserted into the work order system. This gives the user the opportunity to provide valuable feedback on the performance of the department. The department is currently developing the questions for the survey.

SAO 2: Campus constituencies will be satisfied by the work completed by the maintenance, grounds departments, and satisfied that facilities and grounds support student learning.

Assessment Method: Completed work order surveys; Campus Climate Surveys

Criteria: 90% of survey respondents will indicate that they are satisfied or very satisfied with facilities and grounds.

FACILITIES					
Campus Climate Surveys		2012-2013	2013-2014	2014-2015	2015-2016
Admin		76%	73%	N/A	N/A
Classified		69%	66%	N/A	N/A
Faculty		49%	54%	69%	N/A
Students		84%	87%	86%	84%

Maintenance and Grounds

GROUND					
Campus Climate Surveys		2012-2013	2013-2014	2014-2015	2015-2016
Admin		75%	81%	N/A	N/A
Classified		69%	67%	N/A	N/A
Faculty		49%	55%	73%	N/A
Students		83%	85%	77%	84%

Campus climate surveys from 2012-2016 indicate constituent satisfaction ranging from 49%-87%. These numbers were understandable while the campus was undergoing construction. Now that construction is complete, the Maintenance and Grounds Department expects constituent satisfaction to increase to 90% or more and remain stable from year to year.

PLANNING

In order to achieve 90%+ satisfaction on campus surveys, the department must expand. Construction on the sports complex and adjacent landscaping is completed. There is now more area to maintain with the same number of staff as we had before construction.

To increase satisfaction among students, faculty and staff, the department is requesting two additional grounds members to be hired within the upcoming year, decreasing the workload on existing employees.

The challenge for reaching these goals is to hire quality personnel with the necessary experience in a timely manner. The department continues to collaborate with the campus by hiring students to work part-time with crewmembers. Students receive a small income to help offset college costs and the department gets an occasional helping hand with the workload.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section) (200 Words Max)

1. Maintain campus grounds for functionality and aesthetics.

2. Develop staff training opportunities and improve overall department efficiency.
3. Improve efficiencies by purchasing new equipment as funding allows.
4. Support efforts to reduce water usage while maintaining the campus appearance.
5. Bring 1 more grounds staff onto the facility team to meet the growth of the college.

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

Challenges, Maintenance: Another member of the maintenance crew retired this past December, and we have yet to fill the vacancy left from the passing of our electrician the previous April. Vacant positions have made it difficult to respond to work order requests calling for specific skills. This directly affects the level of customer service provided by the department.

Opportunities: Identifying and installing low-voltage protection for lighting, elevator, and other controls will minimize disruptions to class time while improving services to students. It will also significantly reduce the cost of replacement for those controls that are damaged by electrical disruptions.

Challenges, Grounds: A crew of five grounds men to cover the entire campus is not sufficient. An additional grounds person will go a long way towards improving and maintaining our campus grounds. At the same time, an additional person will reduce the demand on the remaining crew, especially during vacations and sick leave.

Opportunities: As we gradually move towards transforming lawns to drought-tolerant landscaping, the labor intensive need for mowing, edging, and blowing off sidewalks decreases, along with the need for water. The new landscape area next to the new gym serves as a model for the kind of appearance our campus can become.

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Installing low-voltage protection for lighting, elevator, and other controls.	Minimize disruptions to the campus and protect equipment.	Determine appropriate protection for equipment, obtain quotes for budget.	12/31/2018
Develop staff training opportunities and improve overall department efficiency.	Identify programs and other training opportunities that benefit staff and campus.	Board Approval to attend	12/31/2018
Support efforts to reduce water usage while maintaining the campus appearance.	Installing regulated-efficient watering controllers around the campus.	Identify and purchase new equipment after board approval	6/30/2020

Add 1 additional staff to meet the growth of the college.	Hire 1 additional staff in the maintenance and grounds department; specifically for the grounds crew.	Board Approval	6/30/2019
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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 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%
Female	57.5%
Male	42.5%
Disability	5.4%

Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

Student Headcount	12-13	13-14	14-15	15-16	16-17
Unduplicated Enrollment	15,441	16,080	17,044	17,276	17,755
Day Class Enrollment*	17,509	18,519	19,047	18,669	18,601
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Administrators	17	15	17	20	19
Classified Staff	218	199	193	204	208
Adjunct Faculty	336	344	386	408	385
Tenured Faculty	148	146	147	148	176

[aspx](#)

*Student is enrolled in day and may also be enrolled in evening classes

**Student is only enrolled in evening classes

Percentage of Students Satisfied with Campus Climate Survey Measure	13-14	14-15	15-16
Appearance of campus landscaping	85.0%	77.9%	83.8%
Parking availability	N/A	33.2%	44.2%
New building appearance/functionality	90.1%	80.3%	83.5%
Adequate places to study on campus	N/A	76.5%	85.4%

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.

Demographics

The Maintenance and Grounds Department serve the entire campus. Ethnicity, age, and gender do not factor in to the daily responsibilities. While the department does monitor the growth of the college population, scheduling work orders stay on top of maintaining the facilities within the college.

The Maintenance and Grounds Department reflects use of the college facilities and grounds by recognizing the College's student population in the area of ethnicity. The data is very comparable to the student population, with the biggest difference being 78.3 percent (Hispanic, White) and the smallest at .2 percent (Native American).

In the area of gender between the Populations of students in the College, the difference is larger, 57.5 percent more females and 42.5 percent less male is campus population. This difference gives the maintenance and grounds department a better understanding of higher volume of areas to maintain and support the population of this college.

Analysis of the first chart, Student Headcount, indicates an increase in Unduplicated Enrollment, from 2012-13 through 2016-17, of 2,314 students: an increase of 14% over that period. The student headcount provides the reader understanding of the impact on building usage and landscape needs. With the increase of students from 12-13 to 16-17, maintenance crews are maintaining the campus to an acceptable level.

Student Headcount	12-13	13-14	14-15	15-16	16-17
Unduplicated Enrollment	15,441	16,080	17,044	17,276	17,755
Day Class Enrollment**	17,509	18,519	19,047	18,669	18,601

Evening Class Enrollment**	4,930	4,654	4,778	4,741	4,746
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The second, Employee Count, charts the steady rise in Adjunct and Faculty with a corresponding decrease in Classified staff, including the Maintenance and Grounds Department. Increases in teaching personnel equate to increases in classroom usage, utility usage, trash, and overall wear and tear on all facilities. From 2012 to 2016 the campus hired 49 additional adjunct faculty and 28 additional tenured, amounting to 77 additional teaching positions to handle the additional 2,314 students on our campus.

Employee Count	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Administrators	17	15	17	20	19
Classified Staff	218	199	193	204	208
Adjunct Faculty	336	344	386	408	385
Tenured Faculty	148	146	147	148	176

The third chart, Percentage of Students Satisfied with Campus Climate Survey Measure indicates that even though student enrollment continues to climb, the overall approval rating of the buildings and grounds continues to be significantly positive. This is due to the dedicated efforts of everyone in the department.

Percentage of Students Satisfied with Campus Climate Survey Measure	13-14	14-15	15-16
Appearance of campus landscaping	85.0%	77.9%	83.8%
Parking availability	N/A	33.2%	44.2%
New building appearance/functionality	90.1%	80.3%	83.5%
Adequate places to study on campus	N/A	76.5%	85.4%

Pattern of Service:

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

The Maintenance crew’s regular schedule is Monday – Friday 7:00am to 3:30pm. They receive printed work orders every morning as the first step in planning out their day. They respond to a wide variety of work order requests through-out the campus, from quick, simple repairs to more complex projects taking several days or more. The department also receives work orders requiring multiple trades to complete.

The Maintenance crew has seven full time staff, with the electrician’s and carpenter’s position currently vacant. The Maintenance department filled two vacant positions in early 2016: a plumber and an HVAC technician. In addition, locksmith training was provided to another maintenance technician, minimizing the need for outside vendors in each of these trades.

The Grounds Department’s regular schedule is Monday – Friday 6:00am to 2:30pm. Any work order requests are handed out at the beginning of each shift, dictating priorities for the day. They maintain the campus grounds, including daily trash and litter collection, maintenance of grass, shrubbery, and trees, irrigation control and maintenance, as well as assistance to the Athletics Department in maintaining competition-level sports fields. The campus is divided by zones and assigned to each staff member for complete accountability, whether mowing, trash pickup, trimming, or irrigation maintenance. Each grounds person now has approx. 15 acres of landscaping and parking to take care of.

The Grounds crew has five full time staff with one vacant position being filled with a 2 sub-ground caretaker.

Below is the volume of work-orders submitted each year and completed

YEAR	TOTAL W.O.	COMPLETED	% COMPLETE
2013	1615	1591	98.5
2014	1443	1351	93.6
2015	2462	2450	99.5
2016	2597	2522	97.0
2017	2295	1977	86.3

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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) 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)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

NOTE: Do NOT include the summaries of the outcomes in this document.

Data/Analysis demonstrating achievement of instructional or service success

Explain how the services in the program promote student success.

Student Success

The Maintenance and Grounds Department promotes student success by maintaining a campus that is esthetically pleasing, functional, and safe. Specifically, the Maintenance department is responsible for ensuring that buildings function as they are designed to do. This means:

- all lights come on and operate when needed,
- electrical systems operate as intended,
- the heating and air conditioning operate properly and as needed,
- access to buildings and classrooms (doors, automatic operators, elevators, stairways) function as intended,
- walls and flooring are in good repair,

The Maintenance and Grounds department is responsible for 88 acres of campus, divided up into 5 areas of approx. 17.6 acres per grounds caretaker. Please review the attached chart:

Specifically, they are responsible for:

- picking up all trash on campus, outside
- maintaining shrubs, trees, and other plants
- mowing campus lawns, including The Glade
- irrigation
 - a. insuring the correct amount of water for the right plant
 - b. reducing overall consumption
 - c. maintaining pipes, valves, heads
 - d. other small, special projects
- supporting athletic programs
 - a. striping fields
 - b. mowing, edging
 - c. fertilizing

Both departments work with Campus Police to help maintain a safe campus for all. Maintenance and Grounds crews are all over the campus every day and assist with monitoring the campus.

Intuitively (and studies show that), buildings and grounds that are well maintained create a positive learning environment for both students and teachers.

Service Area Outcomes

INSERT SAO SUMMARY REPORTS (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

San Bernardino Valley College SAO Summary Report Form
FA2011/SP2012

Assessed

Administrative Services

Service Area: Grounds

Student Learning Outcome	Campus Self-Study Survey
Assessment Method	Campus Self-Study Survey is submitted to faculty, staff, students and administrators. Questions 2a, 4e, & 51 of the 2011-2012 surveys address campus buildings, lighting and safety.
Criteria What is "good enough"? Rubric	70% or better
Did the service area meet the criteria in the rubric?	No
Are trends evident? Are there service gaps?	Constant construction tears up the grounds
What recommendations were made by the Service Area	Continue to work around construction
Will you change how you assess Student Success and Productivity	No

Did service area outcomes improve?	Insufficient data an evaluation to answer
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San Bernardino Valley College SAO Summary Report Form
FA2010/SP2011

Assessed

Administrative Services
SP 2012

Conditional Update

Service Area: Maintenance

Student Learning Outcome	Campus Self-Study Survey
Assessment Method	Campus Self-Study Survey is submitted to faculty, staff, students and administrators. Questions 2b, 4a,4e, 4g 44,45,48,& 50 of the 2011-2012 surveys address campus buildings, lighting and safety.
Criteria What is "good enough"? Rubric	70% or better appearance/working condition of buildings 90% or better for lighting or safety concerns
Did the service area meet the criteria in the rubric?	No
Are trends evident? Are there service gaps?	There are not enough maintenance workers to do the work.
What recommendations were made by the Service Area	Hire more maintenance staff
Will you change how you assess Student Success and Productivity	No
Did service area outcomes improve?	Insufficient data an evaluation to answer

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program's last efficacy report. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

No SAO's were completed for the Maintenance and Grounds department since 2012 (see attached). No processes were in place, nor were requests made to obtain data, which could be used for SAO's. As a default, campus surveys asking about the level of service being provided by maintenance and grounds were only developed and used as part of an over-all need for data to comply with various academic reports. The report below is the latest 2013 – 14 Campus Climate Survey for Classified Staff.

New SAOs Maintenance and Grounds

SAO 1: Maintenance and Grounds will complete work orders in a reasonable time frame to ensure that facilities and grounds support student learning.

Assessment Method: Completed work order surveys.

Criteria: 90% of survey respondents will indicate that they are satisfied or very satisfied with the work order response time for facilities and grounds.

SAO 2: Campus constituencies will be satisfied by the work completed by the maintenance and grounds departments and satisfied that facilities and grounds support student learning.

Assessment Method: Completed work order surveys; Campus Climate Surveys

Criteria: 90% of survey respondents will indicate that they are satisfied or very satisfied with facilities and grounds.

FACILITIES				
Campus Climate Surveys	2012-2013	2013-2014	2014-2015	2015-2016
Admin	76%	73%	N/A	N/A
Classified	69%	66%	N/A	N/A
Faculty	49%	54%	69%	N/A
Students	84%	87%	86%	84%

Maintenance and Grounds

GROUNDS				
Campus Climate Surveys	2012-2013	2013-2014	2014-2015	2015-2016
Admin	75%	81%	N/A	N/A
Classified	69%	67%	N/A	N/A
Faculty	49%	55%	73%	N/A
Students	83%	85%	77%	84%

Campus climate surveys from 2012-2016 indicate constituent satisfaction ranging from 49%-87%. These numbers were understandable while the campus was undergoing construction. Now that construction is

complete, the maintenance and grounds departments expect constituent satisfaction to increase to 90% or more and remain stable from year to year.

Plan to increase satisfaction in order to achieve 90%+ satisfaction: the department must expand to keep up with completed construction; as construction is completed, there will be more area to maintain with existing staff.

To increase satisfaction, the department is requesting 1 more employee to be hired within the upcoming year. The construction is completed, which has now allowed/forced/obliged the maintenance Grounds Department's area of responsibilities to increase, placing more work load on existing employees.

The challenge for reaching these goals are: as employees are closer to retirement, trying to hire personnel with equal experience within a timely manner is a task. An incentive to hiring qualified staff, the department is looking into a possible relationship with the education department at SBVC to offer a program that gives a free education or tuition reimbursement program to employees, which will give him/her a distinct advantage. This program allows Maintenance and Grounds to hire more highly motivated and skilled people than the college might otherwise have.

Funding of these positions will have to be approved through the Program Review request process, which is the same process for the entire college.

Also, the department can look into sharing training costs with other organizations on a collaborative basis, e.g., training may be sponsored by several neighboring school districts or jointly by the school facilities department and the public works department in the same community.

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's [strategic goals](#).) (200 Words Max)

1. Maintain campus grounds for functionality and aesthetics.
2. Develop staff training opportunities and improve overall department efficiency.
3. Improve efficiencies by purchasing new smog efficient equipment as funding allows.
4. Support efforts to reduce water usage while maintaining the campus appearance.
5. Bring 1 more staff onto the facility to meet the growth of the college.

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

1. Annual grounds maintenance budgets have improved to fund essential supplies and equipment.
2. Fiscal support has offset escalating costs of grounds supplies, but the challenge to adequately fund the department remains.
3. The number of grounds men needed to adequately maintain the appearance of the campus increases with rising unduplicated student enrollment and additional landscaping from the new sports complex.

Physical Resources

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
29. The District's resource allocation process effectively supports college programs and services.	5 (9%)	20 (38%)	11 (21%)	1 (2%)	16 (30%)
30. The exterior lighting of the college is adequate and kept in working order.	7 (13%)	25 (46%)	11 (20%)	2 (4%)	9 (17%)
31. The college systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	4 (7%)	23 (43%)	9 (17%)	1 (2%)	17 (31%)
32. The grounds are pleasing and adequately maintained despite the impact of construction.	9 (17%)	27 (50%)	9 (17%)	7 (13%)	2 (4%)
33. I am satisfied with the availability of parking on campus despite the impact of construction.	3 (6%)	12 (22%)	17 (31%)	19 (35%)	3 (6%)
34. Budget information is accessible to all SBVC staff.	3 (6%)	21 (39%)	7 (13%)	6 (11%)	17 (31%)
35. The SBVC budget reflects college priorities and planning goals.	2 (4%)	14 (26%)	11 (20%)	3 (6%)	24 (44%)
36. The budget process is a direct result of program review and/or planning activities.	2 (4%)	18 (34%)	6 (11%)	4 (8%)	23 (43%)
37. I feel safe on campus.	8 (15%)	30 (57%)	7 (13%)	3 (6%)	5 (9%)
38. The restrooms in my building are well maintained.	6 (11%)	25 (46%)	10 (19%)	9 (17%)	4 (7%)
39. The exterior features of the campus buildings are well maintained.	5 (9%)	30 (57%)	9 (17%)	5 (9%)	4 (8%)
40. The interior of the classrooms and offices are well maintained.	5 (9%)	28 (52%)	7 (13%)	5 (9%)	9 (17%)

The work order system that was being used, Maintenance Connection, was not a user-friendly program and it was not supported by the District IT department, nor our campus IT department. In fact the only staff that were comfortable using the program were the maintenance and grounds department at Crafton Hills.

Recently, after much research and discussion, Valley College switched software programs. We no longer use Maintenance Connection for our work order system. Instead we use a new system – OPRA (Order Processing and Requisition Accelerator). This software was chosen, among other reasons, because it has the ability to link survey questions to each work order. If one chooses, he or she can click on the link and answer a few questions about the work order that was completed. This data can be tabulated, providing information on the outcomes of our services.

The survey portion of this system is being developed now and will be used for the next two year review.

As information is updated from the last Efficacy report in 2014 calendar year.

In 2015, the department completed 99.5% of the 2462 work order requests.

In 2016, the department completed 97.0% of the 2597 work orders received.

In 2017, the department completed 86.3% of the 2295 work orders received. The decrease of completion of work orders was attributed to the loss of 2 employees in the department.

Approx. 10% of all work orders received are completed by contractors and other vendors who have the skills and expertise to complete them. These include requests to resolve plumbing, HVAC, and complex locksmith issues. The work order software is not being fully utilized at this time.

YEAR	TOTAL W.O.	COMPLETED	% COMPLETE
2014	1443	1351	93.6
2015	2462	2450	99.5
2016	2597	2522	97.0
2017	2295	1977	86.3

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 program goals and achievements to the campus and to the community.

The program communicates its goals and achievements to the campus and community by showing the everyday functions, operations and the highly visible image of the college, that everyone is in proud to be a part of in this community. The maintenance and operations is the continuous process of service provision required to maintain a facility and its campus over the course of its useful life.

Describe how your program seeks to enhance culture and climate of the college.

From the strategic master plan, #3, for the college: IMPROVE COMMUNICATION, CULTURE + CLIMATE

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

Supporting Actions:

1. Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)
2. Promote budgetary transparency
3. Disseminate college committee meeting minutes and all plans online
4. Build community recognition and networks by capitalizing on the College's community roots

5. Expand and enhance local business and community awareness of the College

Where possible, the Maintenance and Grounds Department use local businesses, vendors and contractors to help complete the many work orders received. They purchase supplies and materials for various repair projects. When necessary and possible, a local vendor or contractor is used to complete work that is beyond the abilities of the department staff.

6. Establish a College historical archive that is accessible online
7. Build a stronger relationship with the SBVC foundation

8. Ensure exceptional customer service in all campus offices

Now that we have a new work order system, our next step is to create a survey for submitters to complete. This will provide valuable feedback for the departments to understand where improvements can be made. The accumulation of responses will serve as the data base for reporting SAO's in the department

9. Work with the District to streamline and expedite campus hiring practices

10. Improve campus morale

Timely completion of work orders, including feedback from our customers, will contribute to improved campus morale. This pre-supposes the department vacancies will be filled. One has taken almost a year. The impact on well-manicured landscaping cannot be over emphasized. Not only does this offer an excellent first impression to those students and their parents who visit the campus for the first time, it will also intuitively improve the morale of faculty and staff walk across the campus. The following article serves to validate this point:

According to Washington State University (WSU) News, Phillip S. Waite, assistant professor in the Department of Horticulture and Landscape Architecture, says that campus landscaping has a profound impact on campus choice. An on-line article, dated November 29, 2017 in "Total Landscape Care" by Beth Hyatt stated, in part:

"In the first 10 minutes, they see a parking lot, pathways, buildings and grounds, and then their decision is made," Waite told WSU News. "The notion does not rise to the threshold of awareness, but it's there."

According to USA Home Remodeling, about 62 percent of students say their school choice was based on appearance alone. Other students may not even realize they've made their choice based on their surroundings, but Waite says that landscapes are a medium of communication that's always sending a message.

"Having a nice looking campus communicates to students that we care about them and value them as customers," Waite told WSU News. "The traditional college campus has grass and trees, but what was once good enough, no longer is."

But the question is raised, why does appearance matter so much to students today? WSU News states that the interests of the students reflect several culture-wide trends, such as increased attention on design, experimental economy and consumer marketing.

Studies performed at the University of Michigan have shown that when students are surrounded by engaging landscapes, it actually helps their mental health and scholastic performance.

Fredrick Law Olmstead, a landscape designer, once said, "The enjoyment of scenery employs the mind without fatigue and yet exercises it; tranquilizes it and yet enlivens it."

Describe one or more external/internal partnerships.

Partnerships: The M&O department currently has a partnership with an outside vendor to assist with the heavy maintenance work required for our central plant maintaining the chillers, cooling tower and pump.

Shepard Bros. – Central Plant Water Treatment, Chill Water Treatment, Boiler Hot Water Loop Treatment

Time & Alarm – Fire Alarm Monitoring

Kone – Elevator Service & Maintenance

ACCS – Energy Management System Service & Maintenance

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

The Grounds and Maintenance Department will continue to assess ways to improve the quality of service provided to the campus.

The department will continue to support efforts to reduce water usage throughout the 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:

25. Discuss the ways that members of your department maintain currency in their field.

The new M&O program being used to generate work orders and reports is a cloud-based program. This program requires training of all the classified staff and management for professional development.

Trade publications provide information on industry trends like landscaping publications, which provide information on tree trimming /tree care along with new technology on EPA smog efficient mowers and other equipment that are environmentally friendly.

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

The Director is member of CCFC (Community College Facility Coalition). This coalition provides leadership in legislative advocacy and delivers critical information, education, and training on facilities issues for community college districts and their business partners to enhance student learning.

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

Monthly safety training by district staff. Because safety is a basic concern for all, we are committed to having a safe campus. Only on a safe campus will learning truly occur in a meaningful way.

Earthquake drills and evacuation building drills. Because earthquakes may come at any time, practice Drop, Cover and Hold drills outside, in your play areas and in various parts of your facility.

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

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

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

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

Mission and Purpose:

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

What is the mission statement or purpose of the program?

“The mission of the Maintenance and Grounds department is to provide a safe, functional environment that is in good repair and aesthetically pleasing for all students, staff, and faculty.”

They are the prime movers where a clean, safe, comfortable, and maintained educational environment is concerned. This department repairs and maintains facility systems and responds to work orders submitted online.

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

Maintaining a “culture of continuous improvement” should be reflected in the appearance and function of our campus buildings and landscaping. Having a nice looking campus communicates to students that we care about them and value them as customers. We, as a department, are continuously trying to improve the

buildings and landscaping within our budgets and manpower. All safety-related work orders are given priority. If the request is beyond the abilities of the department to complete, than a qualified contractor is hired to assist with the completion of the work order. The goal is always to keep the campus in good repair and aesthetically pleasing – within approved budgets.

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

<u>YEAR</u>	<u>TOTAL W.O.</u>	<u>COMPLETED</u>	<u>% COMPLETE</u>
2013	1615	1591	98.5
2014	1443	1351	93.6
2015	2462	2450	99.5
2016	2597	2522	97.0
2017	2295	1977	86.3

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 accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

N/A - The information in the college catalog is not relevant to our department.

Challenges:

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 and weaknesses in the program?

Challenges & Opportunities:

1. Annual grounds maintenance budgets have improved to fund essential supplies and equipment.
2. Fiscal support has offset escalating costs of grounds supplies, but the challenge to adequately fund the department remains.
3. The number of grounds men needed to adequately maintain the appearance of the campus has increased with rising student enrollment and additional landscaping from the new sports complex.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

evaluation of the facilities and their impact on the educational environment

A major priority for the District is sustainability. While the State has lifted the drought emergency status, requiring a 25% reduction in water usage, the practice of water conservation remains on our campus.

The new sports complex, which includes a new gym, bleachers, concession stand and other buildings, was completed last year. Approx. six acres of the project has been re-designed to a drought tolerant landscape. Trees, bushes, and other shrubbery were selected with drip irrigation direct to each plant. Mulch was used to cover the areas in between the plants instead of grass. This approach to landscaping has resulted in significant savings in both water usage and labor to maintain the area. The department will continue to monitor the campus' water usage by tracking and documenting water district billing.

A second focus, under sustainability, is reducing our usage of electricity. Under Prop 39 the campus has replaced all exterior lights on campus with low-wattage LED lights. The labs in the Health, Life & Science building (HLS) had very poor lighting, due to both the type of fixture and type of fluorescent tubes used. New fixtures were installed with LED lighting in the labs and adjoining prep areas. The amount of light on the lab tables was measured at 35-40 foot candles (before) to 160-180 foot candles (after) – and at a fraction of the electrical usage. The savings to the campus is and will be significant.

These and other efforts to reduce costs and be more responsible for the resources we are given are part of the larger scope of work: total cost of ownership.

SBVC plans and evaluates the use of its physical resources for effectiveness, and has long-range plans to meet improvement goals that consider total cost of ownership. This is accomplished by the various committees and facilities user groups. Funding the program, however, has been impeded by the economy—not being able to sell all of the bonds authorized by the voters for construction, and not being able to implement short-term goals due to severely reduced revenues from the state.

Many critical components were not put into place until the Measure M bond program was well underway, such as total cost of ownership evaluations, commissioning, SBVC standards, and the sustainability program.

The board approved a districtwide sustainability policy and plan in January of 2012 that addresses, among other factors, a minimum of a Silver rating in the LEED (Leadership in Energy and Environmental Design) sustainable building rating system. The Business Building achieved a Silver rating. The Physical science and Auditorium are also certified.

The installation of sustainable landscape is a key component of the LEED Silver rating. Accordingly, new construction will embrace low-water, drought-tolerant landscape designs and installation.

The Business building landscape was modified from a grass design during construction. The project is following guiding principles developed by the design team: drought tolerant/low water, low maintenance, diversity in plant life—local species, attractive to birds and local wildlife, attractive to the campus and local community, interactive/interpretive for the campus and local community, provide for outdoor classroom activities, provide water features and art. The Biology and Art Departments were folded into the design team to recreate the landscape design for this project, which will result in significantly reduced water usage and fewer labor and equipment hours per acre as compared with a grass installation. It has brought some “country” and solace into this very urban community college campus for all to enjoy, as well as enhanced the educational program by providing outdoor lab and teaching/learning areas.

The pond, located next to the gym, is another success story due to the efforts of the biology department and the design team. A variety of plant and animal life thrive today and instructive signage is in place to assist with teaching.

All of the grass around the Administration Building was removed and replaced with draught-tolerant plants. Mulch covers a drip irrigation system leading to each new plant. Other locations around the campus have also received a transformation – replacing landscaping which requires a high volume of water with draught-tolerant vegetation. Figures are unavailable at this time on the extent of the savings; however, simply replacing the standard sprinkler heads with a low-flow drip system automatically provides a water savings.

Technology:

Automation controls are in place, all on backbone of cable and fiber optics managed by technology:

1. Temperature controls are automated throughout the campus, as a function of the central plant.
A software program allows the user to monitor and adjust temperatures throughout the campus. As problems arise (alarm signals), trouble-shooting is minimized and all is documented within the system for reference.
2. Old work order system (Maintenance Connection) was replaced with OPRA (new work order system.
Both CHC and SBVC had this program that tracks, monitors, and documents work orders in several ways. SBVC M&O staff needed additional training to take advantage of the features offered. The system by which everyone on campus submits requests for maintenance and grounds work is through our current system, Maintenance Connection. This software program is housed on one of the district servers. It required an employee of the District to maintain it, to act as the Administrator, and to assist other employees with system deficiencies. It limited the number of users to four at any given time, to process work orders or run reports. The user pathways were cumbersome and took additional steps (versus other work order systems) to create, modify, or remove maintenance tasks such as scheduled preventative maintenance work orders. But it was relatively inexpensive. Maintenance Connection can only be accessed from inside the SBVC firewall, which prevents someone from submitting a work order while off of the network. The department determined that the cost of the program does not outweigh the limitations and has selected a new work order system – OPRA (Order Processing and Requisition Accelerator).

OPRA is a cloud-based system that is maintained off site - on someone else's server. It uses a user name and password protocol. When someone logs in, their profile is already attached to the work order, so they don't have to type it in each time they submit a work order. There is no limit to the number of users that can log in at one time. It can be accessed from anywhere at any time. Background information such as hourly rates, material costs, and shift hours, are easy to access and/or modify by those

authorized. Running a data report can be completed with 2-3 clicks of a mouse. Creating repeating work orders for inspections or preventative maintenance can be done from the actual work order when filling it in. The cost is more, but you are not using an employee to maintain it, freeing them to perform other tasks.

3. Campus lighting now programed through our energy management system.

Software allows lighting to be timed as needed for optimum usage. Large areas of the campus can be timed to come on as needed.

4. Architectural drawings, notes, sketches.

CAD drawings, pdf, and other forms of electronic drawings speed the conversation and decision making, not just for new construction, but long-term maintenance needs as well. All as-built drawings are now in a state-managed (and funded) program called Fusion. This allows easy access to nearly all of the information necessary to maintain buildings, in a format that allows easy accessibility. And important documents are already backed up for safe keeping.

The integration of technology throughout the daily operations of the campus improves efficiency, reduces labor cost, and automatically documents trends, which can shed light on potential problems.

VII: Previous Does Not Meets Categories

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

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

There are no previous does not meets at this time

Program Efficacy Team Report (Administrative Services)

2017 – 2018

Name of Department: Maintenance and Grounds

Efficacy Team: L. Lopez, J. Joshua, K. Weiss

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Committee found that the Department exceeded the criteria under the measures of Access and Facilities, and that it successfully met the criteria for all other measures.

After years without SAO's, the Department has worked to reset after the lapse. The Committee recognizes the difficulty presented by the historical lack of fulsome data, and commends the Department for its renewed and successful efforts at efficiency.

Part I: Questions Related to Strategic Initiative: Increase Access

	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> the 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: There are no identified differences in the program’s population compared to that of the general population, so no analysis or interpretation is required. The Department properly recognizes that “Ethnicity, age, and gender do not factor in to the daily responsibilities.” Therefore, this Report will not discuss the “underserved population” in those terms. Instead, “underserved population” includes any current or prospective students who would benefit from the Department’s mission “to provide a safe, functional environment that is in good repair and aesthetically pleasing.” In this regard, the program does discuss plans and activities that are in place to assist these students. For example, the Department has retrained employees to expand skill sets, has hired new employees to fill retirement vacancies, and plans to hire another Ground Crew employee in 2019.

The Department exceeds the relevant criteria because its analysis and plan demonstrate a need for increased resources.

Pattern of Service: The program provides evidence that the pattern of service meets student needs. As the Department recognizes that “even though student enrollment continues to climb, the overall approval rating of the buildings and grounds continues to be significantly positive.” While the reported approval ratings of 83.5% and 83.8% are below the Department’s post-construction goal of 90%, this is reasonable explained by the ongoing issues of staffing and new construction. The committee agrees that the reported approval ratings are “significantly positive” and this positive result is “due to the dedicated efforts of everyone in the department.” We thank our colleges for their efforts. As discussed in regard to demographics, the Department discusses the plans or activities that are in place to meet the broad range of student needs.

The Department exceeds the relevant criteria. The department has provided data reflecting a drop in work order completions over the past few years, with a substantial drop of 11% from 2016-2017. Issues of growing responsibility as a result of campus-wide growth (students and facilities) coupled with declining staff (multiple vacant positions) prohibits expansion of services, though this appears to be a need.

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

	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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) 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)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Data/Analysis: The Development provides an analysis of the data which indicates progress on departmental goals. For example, the Department reports that it filled two vacant positions in early 2016: a plumber and an HVAC technician. It also

reports that “locksmith training was provided to another maintenance technician, minimizing the need for outside vendors in each of these trades.”

Service Area Outcomes: As explained by the Department, it has not had SAO’s since 2012. The Department has developed and used campus surveys asking about the level of service being provided by maintenance and grounds. Through these surveys, the Department reports constituent satisfaction ranging from 49%-87%. It analysis of these results makes a reasonable connection to recently completed construction and ongoing issues with staffing.

The Department now has SAO’s, Goals and Challenges, and these are included in the evaluation. The Department seeks to increase efficacy by a minimum of 3 percentage points (i.e., 87% to 90%). The committee commends the Department for its conscientious choice of a new software system that allows for data collection through integrated survey questions. In addition, the Department’s plan, pending Board approval, to offer its employees free education or tuition reimbursement at Valley will directly contribute to student success and encourage greater staff diversity, enhancing the sense of community and shared culture on campus.

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

	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:

Communication: The work of the Department is, itself, a highly visible means of communicating a culture and climate. For this reason, the Department combined its discussion of “Communication” and “Culture and Climate.”

As reported, “The impact on well-manicured landscaping cannot be over emphasized. Not only does this offer an excellent first impression to those students and their parents who visit the campus for the first time, it will also intuitively improve the morale of faculty and staff walk across the campus.” As discussed under “Service Area Outcomes,” the Department has introduced a new software system to collect and process faculty and staff concerns with the appearance of the campus. The Department also coordinates with local businesses, vendors and contractors to help complete work orders, and this effort also serves to communicate the Department’s goals to the wider community.

Culture and Climate: As noted above, the Department identified and described its impact on culture and climate, and addresses how this impacts planning. On the issue of planning, the Department reports that “Timely completion of work orders, including feedback from our customers, will contribute to improved campus morale” and it has introduced a new software program with these specific goals in mind.

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

Development

	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: The Department identifies various avenues for professional development. It reports that its Director is a member of The Community College Facility Coalition in order to increase access to “critical information, education, and training on facilities issues.” In addition, Grounds Crew employees attended the Pesticide Application Professional Association (PAPA) convention and training last year, and employees in HVAC, Plumbing, and Locksmithing also completed training programs. These efforts are in addition to in-house safety training conducted each month on issues for all maintenance, grounds and custodial staff.

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission: The Department announces that its mission is “to provide a safe, functional environment that is in good repair and aesthetically pleasing for all students, staff, and faculty.” This mission is tied to the College mission at the point of its stated

dedication to a “culture of continuous improvement,” which, per the Department, “should be reflected in the appearance and function of our campus buildings and landscaping.

Productivity: The Department provided an historical list of work requests made and completed. The list shows a decrease in both requests and in the percentage of completion. The Department clearly explains that the decreased completion rate was caused by the issues with staffing and construction previously mentioned. However, the department does not clearly account for the decrease in work requests which peaked in 2016 at 2597 and dropped in 2017 to 2295. It is possible that the switch to a new software program is implicated here, but there is no confirmation of this. The Committee recommends a specific analysis and explanation.

Currency: The Department is not affected by usual “currency” concerns, but is affected by other related concerns. For example, currency with professional standards and legal requirement. The Committee recommends that the Department consider the "currency" of relevant catalog information,

Challenges: The Department continues to face a staffing shortage. As reported but the Department, this challenge negatively affects all efficiency criteria.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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: The Department’s evaluation of the physical environment focused on the goal of sustainability, specifically in adapting facilities to reduce water and electric resources. This adaptation includes the use of technology which, as the Department concludes “improves efficiency, reduces labor cost, and automatically documents trends, which can shed light on potential problems.”

The Department presented abundant evidence to support its evaluation of its physical environment, and has developed a plan to redesign the grounds, replace tools, and utilize technology in order to facilitate program growth.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

N/A

Program Efficacy

2017– 2018

Program Being Evaluated

Outreach

Name of Division

Outreach

Name of Person Preparing this Report

Sharaf Williams

Extension

8988

Names of Department Members Consulted

Cindy Huerta

Name of Reviewers

Todd Heibel, Paula Ferri-Milligan, David Smith

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 19

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	1		
Total	1		

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 Census Data/2016-17 Campus Data		
Demographic Measure	Program: Outreach	Campus-wide
Asian	4.5%	5.0%
African-American	10.9%	12.3%
Hispanic	61.3%	65.2%
Native American/Pacific Islander	0.5%	0.4%
White	20.4%	13.1%
Unknown	2.4%	0.4%
Female	49.2%	57.5%

Male	50.8%	42.5%
Disability	11.0%	5.4%
Age 19 or Less	8.6%*	22.0%
Age 20 to 24	9.2%	35.2%
Age 25 to 29	14.9%	17.5%
Age 30 to 34		9.5%
Age 35 to 39	12.1%**	5.5%
Age 40 to 49		6.3%
Age 50+	18%***	4.2%

*15-19, **35-44, ***55-84

Research and Planning pulled the Outreach population from the 2016 U.S. Census Fact Finder data by compiling counts from the following cities: Redlands, San Bernardino, Colton, and Rialto, where the majority of outreach has been done according to Cindy Huerta; this is the best that can be done for now. Research and Planning is looking at ways to come up with a better tracking system for Outreach in the future.

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.

Outreach's internal demographic data is overall lower for all populations listed, except: Native American/ Pacific Islander, White, male, disabled, 30-34, 35-39, 40-49, and 50+.

Pattern of Service:

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

The Outreach Coordinator is available Monday-Friday from 8am-5pm. As requested by community members, organizations, and as the need arises, weekends and evenings are also scheduled for large events, presentations, resource fairs, etc. Additionally, the Outreach department staffs an information booth at the Inland Center with Student Ambassadors as available 7 days a week.

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	Program has not demonstrated 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. 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).	In addition to the meets criteria, the program 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.

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

Outreach promotes student success by providing information on steps to enroll, and connecting prospective and first time students to Student Support Services at SBVC. The Outreach Coordinator also leads application workshops at off-site locations such as local feeder high schools.

INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

With there being no previous SAOs, we have a strategy to start creating measurable SAO's. Our first step has been to start collecting data on how many people we have stopping past our tables at events to ask for information about Valley. After we collect the data we will research what events or locations are garnering the most interest and which ones are not. We would like to put a plan in place to ensure that Valley has a strong and positive presence in the community. This is something that we will continue to work on moving forward.

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 program goals and achievements to the campus and to the community.

The Outreach Coordinator oversees the Outreach Committee which consists of key outreach people on campus such as: Financial Aid, Admissions & Records, CTE, DSPS, Transfer Center, SSSP Coordinators and Counseling. The Outreach Committee meets once a month to share information on upcoming outreach activities and events in each of our departments, as well as updates within the departments. The Outreach Coordinator also maintains an online Outreach Calendar which can be found at www.valleycollege.edu/outreach which lists upcoming events, tours, presentations, etc. and is available to the public.

The Outreach Coordinator communicates with the community by maintaining a visible profile at community meetings such as parent meetings, school board meetings, and working with non-profit organizations.

Describe how your program seeks to enhance the culture and climate of the college.

The Outreach Coordinator takes an active role in several committees which include: the Outreach Committee, Enrollment Management, Student Services Council and HSI.

Describe one or more external/internal partnerships.

The Outreach Department works closely with Marketing to develop new materials for Outreach, maintain the Outreach Facebook page, and keep up to date with upcoming changes and events for both. Outreach works closely with Assessment for off-site testing at high schools. For example, SBVC recently started its off-site Concurrent Enrollment Program. Outreach and Assessment work closely to get the students through our matriculation process. Outreach works with Admissions & Records to facilitate the application process. Outreach also worked closely with A&R for Concurrent Enrollment to facilitate the application process. We work with CTE to disseminate information on Technical programs which continue to be some of the most

popular programs on campus. Additionally, Outreach has formed strong relationships with Counselors and Administrators at SBCUSD, CJUSD, RUSD, and with non-profit organizations.

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

Outreach plans to continue working closely with these Departments to facilitate access to the institution for all populations.

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:

28. Discuss the ways that members of your department maintain currency in their field.

The Outreach Coordinator maintains currency in the higher education field by attending conferences to share information and learn from other professionals. For example, the Outreach Coordinator attended the National FYE Conference, A2MEND, Ruffallo Noel Levitz conference on enrollment and recruitment, and HACU.

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

NA

30. 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.

The Ruffallo Noel Levitz conference was specific to enrollment and recruitment, and among the many takeaways from this conference was the need for a CRM. After returning from this conference, Outreach has been speaking with different CRM companies to identify a system that will suit the department's needs. We are currently in discussion about the possibility of purchasing a CRM.

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.

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 purpose of the department is to be the face of Valley in the community. By committing to be a part of a diverse group of events and sharing the degree and certificate programs with learners from all walks of life. Outreach connects with K-12 schools in San Bernardino and the surrounding school districts, by attending and presenting at their schools and events in addition to opening our campus to them to expose them to the many

events that we have on campus. Outreach at Valley wants the community to know that the school is inclusive and a vehicle for all to begin their path to improve their own quality of life.

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

Outreach is a key connection between the college and the community. Therefore, we want to share as much information about Valley to the community as possible, because working in the community we know how impactful the education and services that Valley provides will have on the not only individuals, but the community at large.

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

We will be researching and creating benchmarks in the next 6 months, as there are none at this time.

Relevance and Currency, Articulation of Curriculum:

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 Curriconet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (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

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

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 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?

N/A
List where I am getting my information. Not academic currency, get it from different departments.

Challenges:

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 and weaknesses in the program?

We do not have a current EMP and once we have one we will share that with the committee.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

As part of FYE, the Outreach Department is housed in the courtyard of the Liberal Arts Building. This building is in need of many updates. For example, we do not have a shared space that the students can use to build community with each other, study, access a computer lab, etc. Our space is made up of several small office areas, with no potential of shared space for the students. The building also lacks heating and air conditioning, which is not ideal when working with students during period of extreme cold and heat.

VII: Previous Does Not Meets Categories

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

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

There was no previous program efficacy report that we were aware of or had access to.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Outreach

Efficacy Team: Paula Ferri-Milligan, David Smith, and Todd Heibel

Overall Recommendation: Probation

Continuation Conditional Probation

Rationale for Overall Recommendation:

A “probationary” recommendation is assigned because the document is missing EMP and SAO data and necessary data analysis, and the exceedingly brief responses within each of the narrative sections largely failed to capture and analyze data. It is clear that the Outreach Department plays a vital role within the campus and community. It is also clear that the department must craft a more detailed, coherent efficacy document in order to demonstrate its current functioning and future planning. The coordinator (and author of this report) has served in the position for only a few months, and the Program Review Committee looks forward to submission of the Probationary Efficacy report in the 2018-19 academic year.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

US Census data are the only data utilized within the demographic narrative. While these data can certainly contribute to this section, additional data and data analysis are required. For example, the Outreach Department could incorporate internal campus survey data, as well as data from Financial Aid, Counseling, Admissions and Records, and other on-campus sources in order to construct a more coherent demographics narrative. The demographics data are not analyzed and there is no discussion of plans and activities to address disparities.

While the pattern of service narrative is adequate, it would be helpful to see a more detailed list of outreach events and venues. In addition, outreach via social media platforms would enhance the narrative. There is no discussion of plans and activities to expand outreach endeavors.

Recommendations: Coordinate with the Office of Research and Planning in order to craft a more comprehensive “demographics” report. Include EMP data to guide and inform this section.

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

	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. 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).	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> .

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The missing EMP document hinders this section, as the Outreach Department has no means to reflect upon department goals. Instead, the narrative is more of a draft mission statement rather than the intended data analysis to support department goals. Inclusion of the EMP document and subsequent data analysis will greatly benefit future Efficacy documents. At present, it is unknown if the Outreach Department is achieving its goals.

The department states that SAOs have not yet been developed and that they are currently drafting them. It is curious as to why this has not yet occurred. The Outreach Department has a sufficiently long history such that SAOs should have been created and assessed. It is imperative that the department develop SAOs and begin assessment immediately.

Recommendations: Include EMP and SAO data to adequately address progress on departmental goals and SAO assessment and revision.

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

Climate

	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:

It is clear that the Outreach Department communicates and coordinates with an array of campus and community stakeholders. However, there are no data collected and analyzed to demonstrate that communication has occurred. Additional examples of communication with the larger community would augment the narrative.

Discussion of how the department intersects with campus culture and climate is minimal. Perhaps a more vigorous discussion of how the department impacts campus demographics and seeks under-represented and otherwise disenfranchised populations could be included within future efficacy documents.

Recommendations: Include data demonstrating communication with college and community. This would also assist departmental impacts upon campus culture and climate. The department should have a catalogue presence and should also update their web presence.

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

Development

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department enumerates conference attendance, although definition of acronyms would be helpful (e.g. A2MEND). It is striking that no professional organization affiliation is provided, especially as the coordinator

participates in several professional conferences. Within the discussion of future plans and opportunities, CRM is not defined.

Recommendations: Define acronyms in future documents. Include professional organization affiliation (if applicable) in future documents.

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

	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:

The department has a purpose that relates to the college mission. There is no EMP document on which to reflect and no productivity data to analyze. The department states that benchmarks are currently being drafted. At the very least, these benchmarks should be identified. As with productivity data, the lack of an EMP document prevents discussion about weaknesses, challenges, and impacts upon departmental planning.

Recommendations: Coordinate with the Office of Research and Planning to craft a comprehensive EMP document. Incorporate portions of the EMP document within this and other sections of the efficacy narrative. The Outreach Department should have a catalogue presence and should also modify their website.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

It is clear that the Outreach Department is located in substandard facilities. Issues with the current location are adequately detailed. The department is encouraged to participate in the Program Review Needs Assessment process where issues with budget, personnel, and facilities can be addressed and possibly ameliorated.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Outreach Department appears to be accurate in that previous “does not meet” categories were not provided within the Program Review Efficacy form. Archival research indicates that the Outreach Department was placed on probation at the conclusion of the spring 2014 Program Review Efficacy process. The department submitted an update in fall 2014 and was granted “continuation.”

Recommendation: The Program Review Committee will share the fall 2014 probationary update and team report with the current Outreach Department coordinator.

Program Efficacy

2017– 2018

Program Being Evaluated

Professional Development

Name of Division

Research, Planning, and Institutional Effectiveness

Name of Person Preparing this Report

Rania Hamdy

Extension

x 8623

Names of Department Members Consulted

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Name of Reviewers

Debbie Orozco, Kenny Melancon, 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 19

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	1		
Classified Staff			
Total			

EMP 2016-2017 (Professional Development)

Description: (Provide an updated overview of your program/area.)(225 Words Max)

The role and overview of the department and the committee is stated in our mission and vision statements:

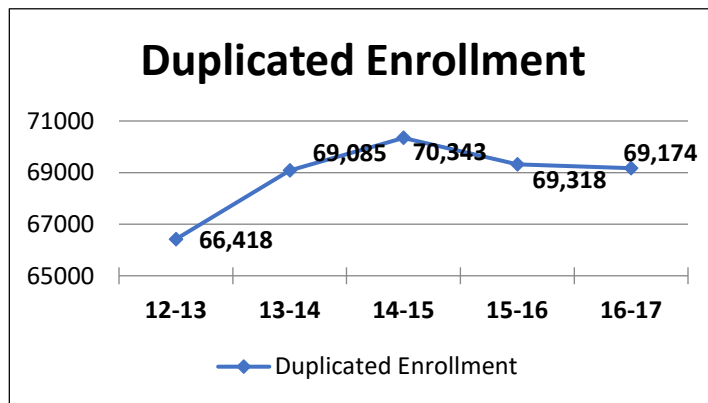
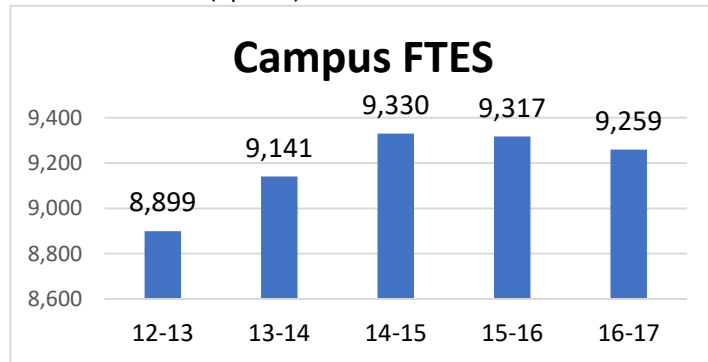
Mission

The Professional Development Committee provides resources and leadership that actively engage all members of San Bernardino Valley College (SBVC) in continuous personal and professional growth.

Vision

The Professional Development Committee will prepare and promote opportunities to improve knowledge, instruction, performance and services that support the success of SBVC's diverse community of learners for a changing educational environment.

Tables and Charts (up to 4)



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

Over the past few years the data shows that professional development has increased the number of workshops offered to employees. Even though the number of employees has stayed relatively consistent, professional development has worked on targeting the needs of the campus through increased learning opportunities.

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

The goal of professional development continues to be creating workshops, events and activities that meet the learning needs of our employee population. This is an ongoing goal that takes into account the changes and challenges employees meet with learning new software, understanding campus and state-wide initiatives, and meeting their own personal and professional goals.

Employee Count	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Administrators	17	15	17	20	19
Classified Staff	218	199	193	204	208
Adjunct Faculty	336	344	386	408	385
Tenured Faculty	148	146	147	148	176
Campus Events	2014-15	2015-16	2016-17		
Workshops	55	98	122		
Great Teachers Retreat	1	1	1		
Flex Day	4	4	4		
Classified Connection					

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)

Facilitate of employee training on a wide variety of topics

Foster leadership skills

Track faculty flex hours

Our current SAO's were written 6 years ago, and even though they still apply to what we work towards accomplishing in professional development, it is time to assess each SAO. They will be evaluated by the professional development committee at our end of the year retreat to check for accuracy and relevance.

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's [strategic goals](#).) (200 Words Max)

Professional development is directly linked to goal 4 in our strategic initiatives – the goal clearly states that we value a culture of professional development on our campus. The professional development department fosters that culture and provides learning opportunities for all employees

Department Goals:

- Increase attendance at professional and organizational development events
- inspire faculty and staff to learn and share new skills and techniques
- collaborate with other community college professional development programs
- feature new resources to employees
- highlight program participants and facilitators
- encourage management support and promotion of professional development program to employees

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

In the quickly evolving world of professional development it is both a challenge and opportunity to keep up with current trends and have a holistic understanding of what various employee groups need training on, and also what they don't realize they could benefit from learning. The more we know about employee needs and campus needs through gathering information from surveys, talking to different groups and staying aware of campus initiatives the better we serve our employee population and strengthen their ability to better serve our students.

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
-end of the year survey on professional development needs -conduct workshops on the new PLN (professional learning network)	Increase participation Awareness of new resources	Create survey and analyze feedback PLN group has agreed to do a webinar training	May 2018 May 2018

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 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%
Female	57.5%

Male	42.5%
Disability	5.4%
Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

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.

Professional development has met this area. Professional Development has a plan of action and has built a relationship with new HR leadership, we will work with HR to obtain the most recent EEO Data related to employee demographics and will be mindful of the data when creating future workshops.

Pattern of Service:

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

Professional Development has met this area, we offer technology related workshops once a week, and we schedule two duplicate sessions, where one session is earlier in the day and the other is in the late afternoon. We also promote online learning resources to employees such as: Lynda.com, @One, iTunesU and other options. During Flex days, we build a full day of workshops that meet the needs of the campus. During Classified Connection Week, high need sessions are duplicated during the course of the week to allow for those offices that cannot shutdown a chance to attend at variable times. We've also surveyed adjunct faculty multiple times to find out when would be the most optimal time for must adjunct faculty to attend adjunct orientation.

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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) 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)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

NOTE: Do NOT include the summaries of the outcomes in this document.

Defined or rewritten SAO (s) 2010-2011	Facilitate of employee training on a wide variety of topics Foster leadership skills Track faculty flex hours
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Student Success:

Explain how the services in the program promote student success.

Professional Development has met this area. We offer trainings that help all employees do their jobs better. In the past two years, we have ramped up our Canvas trainings which in turn has helped faculty become more fluent in using this piece of technology and gives them the ability to use Canvas more proficiently to the benefit of our students. Professional Development also brings in speakers on opening day to discuss topics relevant to our campus- Most recently we've brought in speakers to discuss guided pathways, cultural competency and alumni sharing their experiences at SBVC. The Spring 2018 Opening Day event where alumni shared how SBVC helped them succeed was very impactful, it helped highlight how each of us in a large or small way can impact students in a positive or negative way—and how those interactions directly contribute to their success.

Service Area Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program’s last efficacy report. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

Professional Development has met this area. The professional development committee uses Flex Tracker to track all full-time faculty’s flex obligation. The guidelines from the State Chancellor’s office are clearly provided within Flex Tracker. At the end of each academic year a report is signed by the Professional Development Coordinator, VPI and District Business Officer certifying that all full-time faculty have met their flex obligation. In relation to fostering leadership; Professional Development has recently partnered with HR to offer workshops to Classified Professionals during Connection Week that discuss how to advance within the district. In relation to facilitating trainings on a wide variety of topics- Professional Development sends out periodic surveys to collect feedback on training needs, we also collect information from meetings on topics and trends. After gathering feedback from professional development program coordinators at other colleges, the committee will reevaluate our SAO’s and compare our SAO’s with those of comparable programs throughout the state.

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 program goals and achievements to the campus and to the community.

Professional Development met this area. The professional development department sends out regular communication to all employees on campus promoting the workshops available throughout each week. We also create all on campus flex day programming which is communicated several times leading up to the event. Recently, professional development has partnered with the office of instruction to create workshops during

adjunct orientation based on feedback that we received from our adjunct faculty. For Classified Connection Week, professional development works with an Ad Hoc group to develop the schedule and in conjunction with SBVC managers, we communicate the benefits of attending workshops throughout the week. There is no shortage of communication coming from our area, and in each piece of communication we strive to highlight the importance of developing professionally and personally. In particular with our Fitness Friday series, we focused on highlighting the mind and body connection. We emphasized that low impact activity and stress relief will aid in our employees' productivity and happiness.

Describe how your program seeks to enhance culture and climate of the college.

Professional Development has met this area. In recent years, professional development has become increasingly involved with planning opening day- this is one of the few times where all full-time employees are in one space. We have worked closely with the office of the president and the marketing department to create positive, relevant programming. The programming most recently has focused more on our strengths as a college, and on our student success stories. This has allowed us an opportunity to make employees feel good about what they do. In 2017 professional development planned and executed a series of 3 workshops on "Strategic Planning and Cultural Competency" the underlying purpose of these workshops was to bring a variety of employees together (President, VPI's, Deans, Department Chairs, Faculty, Classified) to connect on the shared goal of improving our strategic planning process. The event allowed for rich dialogue and new connections. Through Fitness Fridays, we have been able to create a positive community of faculty and classified coming together to de-stress, which contributes to a healthy climate.

Describe one or more external/internal partnerships.

Professional development has met this area. Through our annual Great Teachers Seminar, we have partnered with several area colleges to promote our event to their faculty. This has been monumental, bringing in faculty from other colleges has allowed our faculty to hear different perspectives and to have a broader understanding how things work at other campuses.

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

Professional Development will continue to strengthen our current offerings, we will enhance our relationship with surrounding colleges, and we will continue to come up with innovative workshops to offer throughout the year.

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:

31. Discuss the ways that members of your department maintain currency in their field.

Professional Development has met area. The Professional Development Coordinator is a current member of 4CSD- this is the statewide professional development organization. This particular group is very active on email and they hold a very informative annual conference. The coordinator attends this conference, and throughout the year she reaches out to 4CSD board members with questions or new ideas. The coordinator also participates in professional development related webcasts, meets with other professional development coordinator's and reads newsletters, articles and books related to the field.

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

Professional Development has met this area. We are a member of 4CSD- this is the statewide professional development organization.

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

Professional development has met this area. The professional development coordinator attends the annual 4CSD conference, IEPI workshops and campus workshops put on by the department. Ongoing professional development is crucial in this role, it is vital to stay on top of emerging trends and also equally as important, learn from colleges around the state about how they manage their department. The goal is to continue engaging in these activities and become more connected with other practitioners in the area.

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.

Currency	The program <u>does not show</u> evidence of currency.	The program <u>provides evidence</u> that it maintains currency within the published documents.	In addition to the meets criteria, the program <u>provides</u> support for future planning.
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?

Mission

The Professional Development Committee provides resources and leadership that actively engage all members of San Bernardino Valley College (SBVC) in continuous personal and professional growth.

Vision

The Professional Development Committee will prepare and promote opportunities to improve knowledge, instruction, performance and services that support the success of SBVC’s diverse community of learners for a changing educational environment.

Updated 5/6/13 - by vote of the committee.

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

Professional Development has met this area. Our mission statement reflects the mission statement of the college by stating that we will provide continues learning opportunities. Our faculty and staff, just like our students are a community of diverse learners. We recognize that and use various methods to support SBVC employees in their learning and growth.

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

Professional development has met this area. Since 2014 the professional development has created and managed upward of 275 workshops/events that have addressed the needs of all employee groups. After large events, we often conduct surveys-these are a few examples from past survey results:

Great Teachers 2017

Overall, how would you rate the Seminar?

ANSWER CHOICES-	RESPONSES-
- Excellent	44.12% 15
- Very good	47.06% 16
- Fairly good	8.82% 3
- Mildly good	0.00% 0
- Not good at all	0.00% 0
TOTAL	34

SI Training 2016

Overall, how would you rate this session?

ANSWER CHOICES	RESPONSES
- Excellent	50.00% 4
- Very good	37.50% 3
- Fairly good	0.00% 0
- Mildly good	0.00% 0
- Not good at all	12.50% 1
TOTAL	8

Adjunct Orientation Breakout Sessions 2015

Overall, how would you rate this session?

ANSWER CHOICES	RESPONSES
- Excellent	52.63% 10
- Very good	5.26% 1
- Fairly good	36.84% 7
- Mildly good	0.00% 0

-	5.26%
Not good at all	1
TOTAL	19

Since our last efficacy report in 2014, the professional development coordinator has received two campus awards where all employee groups have an opportunity to nominate a candidate, once nominations have been received the entire campus votes and awards are handed out at our annual “Spotlighting our Success” event. In 2016 Rania Hamdy received the “Innovator of the Year Award” and in 2016 she received the “Excellence Award”. Being nominated and receiving those awards in two consecutive years is evidence that SBVC employees recognize the productivity of professional development and the dedication of the program coordinator.

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 accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

This area is not applicable to professional development

Challenges:

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 and weaknesses in the program?

Our planning takes into account new technology available to faculty and staff. Since our campus is now using Canvas we have ramped up trainings on this LMS and will continue to do so, we also have plans to create increased awareness about the new PLN (professional learning network) which offers all employees access to Lynda.com, Skill Soft, and many other resources. We also recognize that as more faculty become aware of the OEI (online education exchange) it is our responsibility to partner with the coordinator from that area and facilitate workshops. It is a challenge and an opportunity each year to get feedback on employees’ learning needs, and anticipate what the campus will need to know in the short and long term.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

Professional Development meets this area. We recently worked with our technology services department to update all of the computers in our professional development computer lab and to install the latest software. At the same time, technology services also updated our projector and screen. This update has allowed us to have faster machines, a brighter and more functional projector and current software that we can train employees on. This has had a positive impact on our educational environment.

VII: Previous Does Not Meets Categories

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

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

The department received all “Meets” on the 2013-14 Program Review efficacy report.

Program Efficacy Team Report (Administrative Services)

2017 – 2018

Name of Department: Professional Development

Efficacy Team: Kenny Melancon, Debbie Orozco, Paula Ferri-Milligan

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

Professional Development provides the campus with resources and opportunities for employees to gain both professional and personal enrichment, and its global impact and influence on the campus clearly shows the department's importance within the campus community. However, the department does not adequately address areas within the document that would show its impact.

The department does not explain how data was used to achieve quality results nor how the workshops it offers relate to the specific needs of the campus population. Data that is reported on the EMP is not analyzed. The department needs to clearly evaluate, analyze, and link back to the EMP throughout the document. The narrative for SAOs is minimal and is not connected to data, and it is not demonstrated that the department has fully evaluated the SAOs.

The department includes survey data from the 2017 Great Teachers Seminar, SI Training in 2016, and the Adjunct Orientation Breakout session in 2015. Although the productivity can be measure through the participant responses, the data is limited to one activity each year, and it does not represent an inclusive look at participant responses for other workshops that are attended. Also, there is not discussion of how many participants attend each workshop. This would be important information for planning purposes.

The department website is out of date and the style is inconsistent with the other college websites.

The department does not provide an analysis of its physical space.

Part I: Questions Related to Strategic Initiative: Increase Access

	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.	<p>The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.</p>	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>	<p>The <u>program provides</u> evidence that the pattern of service or instruction meets student needs.</p> <p>The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.</p>	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 department states that it “has a plan of action and has built a relationship with new HR leadership” and that it will “work with HR to obtain the most recent EEO data related to employee demographics and will be mindful of the data when creating future workshops.” But the department does not explain how the data was used to achieve quality results nor how the workshops would relate to campus population.

There is no analysis of data that is reported. The data that is posted on the EMP is not interpreted--it states the number of workshops and the number of employees in each category--administrative, classified, adjunct faculty, tenured faculty--but there is no mention of which employee category attends the workshops or how many participants there are for each workshop. The effectiveness of professional development relies on a thorough analysis of the demographics that participate in the professional development activities, so the inclusion of workshop attendance and the way that reflects the employee demographics is needed.

Pattern of Service:

Professional Development states that it has technology- related workshops once a week. The department does cover the use of online resources. The scheduled Flex days and Classified days are full of workshop schedules. Outstanding coverage.

The department needs to clearly evaluate, analyze and link back to the EMP. For example, the adjunct faculty indicates a drop in fall 2016, and an increase in tenured faculty in 2016, but neither of the findings are analyzed/discussed in the report. Also, the employee data is general and does not link to participation in workshops. The department states that it has surveyed adjunct faculty to address optimal times for workshops. But it does not discuss a survey for the other employee groups.

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

	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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) 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)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

Does Not Meet Meets Exceeds

Data Analysis: The program states that it offers “trainings that help all employees do their jobs better,” and it seems to cover many patterns; however, it is unclear if the provided patterns meet the populations’ needs.

The discussion is limited to a narrative of the types of workshops that are presented for employees. But there is not

an analysis of data and no discussion of the way that the department impacts student success.

Service Area Outcomes:

Department provides a conversation of using flex tracker for full-time faculty but does not address how it tracks adjunct faculty hours. Is there data that would relate to referencing Departmental goals?

The report also lacks detailed analysis of outcomes/findings. Numbers on employee count and campus events are good, but could it be possible to see the amount of attendance of each group to evaluate a level of success? There seems to be more of a focus on irrelevant information in this section (e.g. discussion regarding productivity and campus).

One of the SAOs addresses fostering leadership skills. How does the department track this? It states that it has “recently partnered with HR to offer workshops to Classified Professionals, but there is not any discussion of past performance in this area.

The narrative for SAOs is minimal and is not connected to data, and it is not demonstrated that the department has fully evaluated the SAOs.

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

	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

Communication:

The department clearly communicates workshop offerings to campus employees. The department website is out of date and the style is inconsistent with the other college websites.

Culture & Climate:

The department addresses how it collaborates with areas on campus to improve culture and climate. It states that it has created partnerships with other colleges through the Great Teachers Seminar. It does not proved a specific plan for future activities.

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

Development

	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

The department attends 4CSD conferences, IEPI workshops, and campus workshops. The constant changing of technology and education pathways keeps the department connected with other practitioners in the area.

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

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

Does Not Meet Meets Exceeds

Mission Statement:

The program has a mission/statement of purpose, and it links clearly with the institutional mission. The statement reflects the continuous personal and professional growth of the college.

Productivity:

The department includes survey data from the 2017 Great Teachers Seminar, SI Training in 2016, and the Adjunct Orientation Breakout session in 2015. Although the productivity can be measure through the participant responses, the data is limited to one activity each year, and it does not represent an inclusive look at participant responses for

other workshops that are attended. Also, there is not discussion of how many participants attend each workshop that is offered over the year. This would be important information for planning purposes.

Currency: n/a

Challenges:

The department sites technology training as a challenge. It plans to increase awareness about the new PLN (professional learning network) and the OEI (online education exchange).

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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

The department recently worked with the technology department to update all the computers in its computer lab, which in turn has had a positive impact on our educational environment.

The department does not provide an analysis of its physical space.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department received all “meets” on the 2013-14 Program Review efficacy report.

Program Efficacy

2017– 2018

Program Being Evaluated

Research, Planning, and Institutional Effectiveness

Name of Division

President's Office

Name of Person Preparing this Report

Christie Gabriel-Millette and Dr. James Smith

Extension

8907/8600

Names of Department Members Consulted

same

Name of Reviewers

Michael Mayne, Anna Tolstova, Nori Sogomonian

Work Flow	Date Submitted
Initial meeting with department	N/A
Meeting with Program Review Team	N/A
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 19

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number short-term, temporary, hourly
Managers	1		
Faculty	0		
Classified Staff	2*		
Total	3		2

*One staff member (administrative secretary) is staffing 3 departments (RPIE, G&D, Instruction)

Research, Planning, & Institutional Effectiveness — 2016-2017

Description:

Research, Planning, & Institutional Effectiveness (RPIE) serves both campus and community constituents by creating detailed data reports that support campus planning, grants, and continuous program improvement and provides the community with basic data about SBVC. Reports assess and track student performance, assessment placement, enrollment, graduation and transfer, demographic, workforce, and economic data. RPIE assists with developing methods, measures, and databases to assess, evaluate, and implement new programs. RPIE also supports SLO data collection, tracking, and analysis. It provides data to all student service departments and campus committees, including the program review committee. RPIE supports the District by gathering requested data and administering surveys for District-level planning and evaluation. It maintains webpages with tables, graphs, dashboards, maps, summary reports, gainful employment information, and other college planning documents to communicate information to the campus and surrounding community. RPIE is also responsible for local, state, and federal, mandated reporting of campus data.

SBVC Employee Count	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Classified Staff	218	199	193	204	208
Faculty (FT & Adjuncts)	484	490	533	556	564
Administrators	17	15	17	20	19

RPIE Employees	12-13	13-14	14-15	15-16	16-17
Classified Employees*	2	2	2	4	4
Researchers	1	1	1	2	3
PT - Temporary/Student Workers	1	3	2	1	1
Volunteers	N/A	1	2	0	0

*Includes Researchers

Department Service	12-13	13-14	14-15	15-16	16-17
Number of departments/programs served	58	58	58	58	64
Number of focus groups held	13	3	5	7	1
Number of IRB requests	4	6	5	6	5
Number of partnerships	4	4	4	6	7

Research Requests	12-13	13-14	14-15	15-16	16-17
Research requests using online RR Form	31	55	91	70	174
Research requests without RR Form (via email/phone)	38	6	8	15	16
Percentage of requests completed within 10 working days	65%	97%	86%	94%	89%

Course/Student Count	12-13	13-14	14-15	15-16	16-17
Sections	2,329	2,510	2,844	2,958	3,094
Students Served	15,441	16,079	17,044	17,276	17,755

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

The SBVC population has increased since last year for both employees and students, as have the amount of course sections offered. Additional state mandates such as the creation of an integrated plan between Basic Skills Initiative, Student Equity, and the Student Success and Support Program have also contributed to a greater workload for RPIE. To close student achievement gaps, new support programs such as First Year Experience have also been expanding. Grant proposals are also ongoing. These all, of course, require RPIE's data support. The number of research requests RPIE received in 2016-17 was nearly 150% greater than in 2015-16. Despite this huge increase, RPIE staff have managed to complete 89% of these within a 10-day period with the help of one additional full-time research assistant who was hired in summer 2016 and a part-time graduate student who advanced from project assistant I to a PA III with more higher-order duties. Despite the additional staffing, these data make it clear that the staff in RPIE are still extremely busy just maintaining basic data needs and continue to be in reaction mode. Extra time for campus/community focus groups, presentations, and exploratory research that serves the interests of the campus, local, and research community has not been available.

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

The research assistant position was filled in summer 2016; however this person, as well as the PA III, left SBVC summer 2017. These positions are currently vacant.

A RPIE budget has still not been created.

Research briefs, papers, presentations, and forums have not been something RPIE has been able to do with the increased basic workload. The Research Analyst has increased her interaction with the campus via committee attendance, but increased departmental visibility is still needed to maintain a data-informed, decision-making culture.

Partnerships between IR and off-campus organizations have remained steady. In 2016-17, RPIE established one additional partnership with New Hawk Research in San Bernardino.

The RPIE webpage has been maintained and updated through 2015-16, but time to create new Tableau/Informer dashboards and maps has been minimal.

Campus Climate Survey return rates remain steady. A future implementation of a new survey tool, Qualtrics, is in the works and is anticipated to increase survey response rates.

Research, Planning, & Institutional Effectiveness — 2016-2017

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 volume of data support through research requests, report generation, RPIE webpage updates, and survey dissemination has been maintained but not expanded.
Campus community focus groups have not been conducted due to an increased departmental workload along with decreased staff members.

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's [strategic goals](#).) (200 Words Max)

To promote student access, success, effective evaluation and accountability and campus communication, RPIE is in need of additional staff members (SI 1,2,3,4,5,6). A full-time research assistant began working in summer 2016, but this person left in summer 2017, so this position is now vacant, as is that of the project assistant III who was with the department on a part-time basis for three years before leaving to fill a full-time position at another community college in summer 2017.

A short-term, part-time project assistant I began working on October 16, 2017, but training is required, so the research analyst must perform work (queries/data pulls) before handing it off to the assistant with additional explanation.

The addition of a research analyst instead of more PT/temporary PAs would reduce individual workload and increase productivity.

Increased RPIE visibility and positive campus and community impact through focus groups, presentations, and research papers demonstrate the importance of data-informed decision making within SBVC. More staff is needed to maintain the productivity, visibility, and innovation of RPIE.

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

Maintaining minimum government and institutional requirements through data support continues to be a challenge with low numbers of permanent staff members. Short-term works and students have been helpful, to a point. They require quite a bit of training and only stay employed for a short time, sometimes only one semester. The time spent training temporary employees could be better spent training permanent staff members.

Operating a department that is involved with every constituency on the campus continues to be difficult without an institutional budget.

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Show need through the program review needs request process.	Increase RPIE staff by hiring another research assistant and adding an additional full-time research analyst.	Program review and administrative support	Spring 2018
Conduct focus groups, share presentations with committees, and disseminate research briefs throughout the campus.	Increase RPIE transparency to convey the importance of institutional research and data-informed decision making.	Additional RPIE staff members and institutional support	Fall 2018
Create and share reports/presentations utilizing survey data to show the importance of campus input in the operations and policies of SBVC. Increase survey-taking interest with better survey software, Qualtrics.	Improve survey return rates.	Additional RPIE staff members and institutional support	Fall 2018

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.	<p>The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.</p>	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>	<p>The <u>program provides</u> evidence that the pattern of service or instruction meets student needs.</p> <p>The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.</p>	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.

Table 1. Employee Unduplicated Headcounts

Employee Count	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Administrators	17	15	17	20	19
Classified Staff	218	199	193	204	208
Adjunct Faculty	336	344	386	408	388
Tenured Faculty	148	146	147	148	176
Total Employees	719	704	743	780	788

Table 2. Total Employee Count Over Time

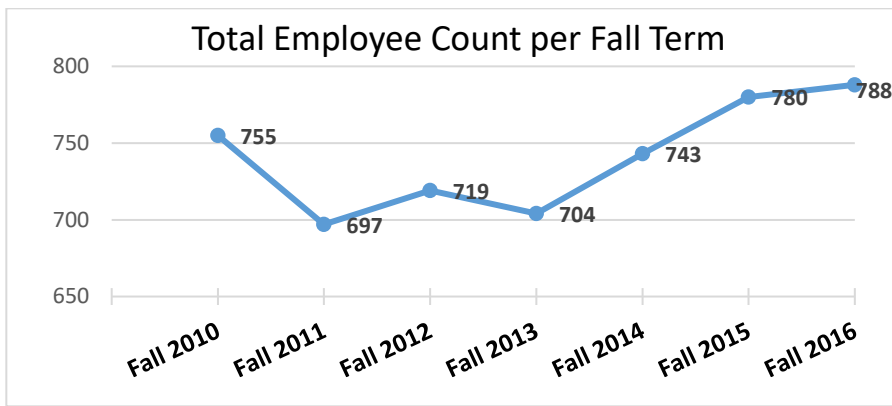


Table 3. Student Demographics

Demographics – 2016 Census Data/2016-17 Campus Data	
Demographic Measure	Campus-wide
Asian	5.0%
African-American	12.3%
Hispanic	65.2%
Native American	0.2%
Pacific Islander	0.2%
White	13.1%
Unknown	0.4%
Female	57.5%
Male	42.5%
Disability	5.4%
Age 19 or Less	22.0%
Age 20 to 24	35.2%
Age 25 to 29	17.5%
Age 30 to 34	9.5%
Age 35 to 39	5.5%
Age 40 to 49	6.3%
Age 50+	4.2%

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.

This department serves the entire campus population, both employees and students (tables 1-3 and EMP). The data shows an increase in both student (15%) and employee count (10%) over the past five years. In addition to mandatory data reporting for various institutions and government organizations, RPIE completes research requests for anyone who completes the department's [research request form](#) on the website. The number of these requests has increased over 450% over the past five years (EMP).

To increase educational access to the diverse populations within the local communities, improved student support programs are being developed and implemented; RPIE provides the data needed to create and maintain these programs.

RPIE provides research services to support the submission of all campus grant proposals that seek funding for recruitment and retention. This year, reaching a diverse group of students, the proposals include Zero-textbook cost, NSF-STEM, Guided Pathways, Aspen Award Proposal, Minority Serving Institution Partnership (MSIP), and S-STEM Partnership grant with CSUSB. Next year, with the hiring of a new Director of Grants & Development, the campus expects to submit a larger number of proposals that support outreach and retention, thereby increasing the demands for research and evaluation.

Pattern of Service:

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

RPIE serves the entire SBVC campus, SBCCD, and surrounding community 12 months per year. Official hours of operation are 8:00am – 5:00pm, Monday through Friday, although [research requests](#) can be made via the department website 24/7.

Department services include data collection, analysis, interpretation, and recommendations to aid in the planning and decision-making process within various programs and campus/district plans and reports such as the Strategic Plan, Educational Master Plan, Enrollment Management Plan, and Program Review.

The department supports Distance Education through regular evaluation of course offerings.

RPIE creates the majority of campus-wide surveys such as the Campus Climate Survey, Student Retention Survey, and Open Education Resource (OER) Surveys.

The department must satisfy annual state and federal government reporting requirements such as those from Integrated Postsecondary Education Data System (IPEDS), Gainful Employment, National Postsecondary Student Aid Study (NPSAS), and Economic Modeling Specialist International (EMSI).

To improve educational access to the diverse populations within college communities, an increase in state mandates have necessitated the creation and implementation of new student support programs, and RPIE is an integral part of this process, from data collection, interpretation, and recommendations during the program design process to program evaluation throughout the life of the program. The addition of each new program requires increased data support on a continual basis. Between 2012-13 and 2015-16, RPIE supported 58 programs. This increased 10% in 2016-17 to 64 programs (EMP).

RPIE provides the data for campus and district grant proposals, six this year (mentioned in the demographics section), as well as evaluation data for existing grant-funded programs such as, EOP&S, Valley Bound Commitment, Strong Workforce, Concurrent/Dual enrollment, Non-credit Workforce Readiness, Adult Education Block Grant, Puente, Tumaini, STAR, etc.

RPIE's data and assistance requests and requirements continue to grow while the department has not. There were two researchers (Classified Staff) for the first time in 2016-17, but this number is back down to one until a qualified person can be hired. Despite the lack of ample staffing, the department works hard to provide unwavering service to all campus constituencies.

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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) 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)	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

As mentioned in the Pattern of Service section, RPIE plays an integral role in campus-wide planning and evaluation at all levels; every level impacts student success:

Accreditation – RPIE gathered and presented all campus-wide demographic and student performance data and created service area maps for the 2014 Institutional Self Evaluation. Because the accreditation process is interwoven with the duties of the department, a RPIE staff member was also on the team for Standard IV: Leadership and Governance.

Assessment (Accuplacer) test validation - The department has an ongoing working relationship with the Office of Counseling and Matriculation to validate tests by conducting reliability studies, disproportionate impact studies, and cut-score analyses. Assessment test validation involves administering Placement and

Prerequisite Surveys (over the last three semesters more 4,000 surveys per semester have been submitted in math, English, and reading courses), and conducting a correlational analysis of placement test scores and course grades. This process will be changing in 2018 to comply with CCCCO's AB705 requiring assessment measures that include high school performance. A multiple measures practice is currently being developed to assess future students into the highest level of math and English in which they are likely to succeed. This is being done to minimize unnecessary remedial course placement that may delay or deter students' educational progress.

Educational Master Plan (EMP) – Every fall term, Educational Master Plan Data Summaries are created and distributed to all academic departments, allowing them to make data-informed planning decisions. This department assists student services departments in the creation of metrics unique to their department and collect the appropriate reporting data for their EMPs. These EMPs are included in the Institutional Program Review. Prior to 2016, RPIE compiled these Data Summaries along with other campus-wide, local labor market, and SBVC service-area data to develop an SBVC Educational Master Plan every five years. In 2016, the district hired outside consultants to create [this document](#).

Grant Support - RPIE provides research services to support the submission of all campus grant proposals that seek funding for outreach, recruitment, and retention. This year, the proposals include Zero-textbook cost, NSF-STEM, Guided Pathways, Aspen Award Proposal, Minority Serving Institution Partnership (MSIP), S-STEM Partnership grant with CSUSB. Ongoing evaluation of all grant-funded programs such as STAR and EOP&S is also required. With the recent hiring of a new Director of Grants Development, the campus expects to submit a larger number of proposals that support outreach, retention, completion, and transfer. This office can expect the demand for research and evaluation to increase proportionally.

Integrated Plan (SSSP/SE/BSI) College Executive Summary – In 2017, the Chancellor's Office requested integration of the Basic Skills Initiative (BSI), Student Equity Program (SE) and Student Success and Support Program (SSSP). This department provided much of the data needed to create this document.

Institutional Program Review - RPIE supports the Program Review Committee by providing campus-wide demographic, program-level, and requested labor market data for every department and program during their Program Review Efficacy and Needs Assessment cycles (bi-annually).

IRB - All proposals for campus research must first reviewed by RPIE. These requests are required when requesting access to secondary student or staff data or to collect primary survey data at SBVC. The campus does not have an official Institutional Review Board (IRB) to safeguard the ethnical rights of students and faculty who participate in research studies, so RPIE serves that function.

Program Evaluation – Data are provided to programs as needed to measure performance for formative and summative evaluation purposes. The formative data (typically survey and interview data) are used by program administrators to refine and improve services; the summative data (typically student success measures) are used for formal evaluation reports that are submitted to funding agencies for continued funding

Evidence of this reporting activity can be found in the reports section of the department website.

Strategic Planning – Strategic planning goals are re-evaluated in five-year cycles. RPIE has always provided data to define campus initiatives, benchmarks, and targets to measure progress toward the strategic objectives. The most recent SBVC Strategic Plan – 2014-2019 can be found on the [department website](#).

In 2016-17, SBVC faculty, managers, and staff, including members of RPIE, met with outside consultants from Elevate and RP Group to condense our currently lengthy strategic initiatives. This process has been put on hold for the time being but will resume in time to prepare the next Strategic Plan for 2020-2026.

Student Tracking – Tracking individual-level student data such as demographics, course performance measures, term to term persistence, completion rates, and financial aid awards is done as needed (usually through research requests). Entrinsik Informer, an online database, is continuously being updated with more

data tables and revised fields. The department's senior research analyst creates reports from these tables to piece together the requested student data to provide a more granular look at student performance.

Survey Development and Administration – This department designs most of the campus-wide surveys requested by various departments. These have included surveys for OER faculty and students, student retention, student health services, administrative services, etc. RPIE also designs and oversees the annual Campus Climate Survey used to gather faculty, manager, staff, and student opinions about SBVC. These data are used in various documents such as EMPs and accreditation documentation.

INSERT SAO SUMMARY REPORTS (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program's last efficacy report. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

SAO-1 To provide accurate information to campus planners (e.g. College Council, external consultants, Budget Committee, Instructional Cabinet) Reports to these committees are completed on request.

SAO-2 Timely completion of mandatory state and federal reports RPIE has never been sanctioned for a late report.

SAO-3 To respond to all campus research requests within an appropriate time dependent on request type (prioritization) Typically, this will be 10 working days. RPIE has been timely in the majority of the internal research requests 90% of the time since our last Efficacy (EMP)

SAO-4 To maintain an updated website with current data all measures relevant to strategic goals and objectives The department website has been current (within one year of most current data).

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 program goals and achievements to the campus and to the community.

RPIE department members are represented on nearly every campus committee, where best-practice research and data topics can be shared and questions and answers can be discussed to assist with data-informed decision making:

Committee	Member of ORP staff represented
Accreditation and Student Learning Outcomes	Yes
Budget Committee (District)	Yes
College Council	Yes
Curriculum Committee	No
Department Chairs	No, but occasional presentations are made
Enrollment Management Committee	Yes
Facilities and Safety Committee	No
Managers group	Yes
Professional Development Committee	Yes
Program Review Committee	Yes
Student Equity/SSSP Committee	Yes
Technology Committee	No
Academic Senate	No, but attendance is regular
Classified Senate	Yes

RPIE hosts an annual Campus & Community Meeting where campus and community members have an opportunity to participate in discussions on partnerships and pathways to student success (the announcement is posted on the [department website](#)).

The [department website](#) also provides updated student performance, demographic, distance education, enrollment, graduation and transfer data, presentations, and survey results.

Describe how your program seeks to enhance culture and climate of the college.

By regular participation in research conferences/workshops and consumption of recent institutional research articles; best practices, new methodologies, and data-pulling/visualization tools are discovered, enabling RPIE to stay current in the field and share pertinent findings with the campus.

More committee presentations should be conducted to share new information with the campus and engage everyone in data-informed student success planning. Focus groups would also be helpful in gathering employee input. Campus Climate Survey summaries disseminated to the campus community would show the importance of employee feedback and how it can influence decision making.

Good communication and timely responses to research requests should show the importance of all data concerns. This has been a recent challenge by the loss of two researchers and the department Dean serving as Interim VPI in 2017. Improvement is anticipated with the Dean's return and current recruitment for a new Research Assistant. An experienced Research Analyst (ranked #2 on the 2017 Classified Employee Needs Request) would be a welcomed asset to the department also.

Describe one or more external/internal partnerships.

RPIE has an ongoing relationship with the offices at local K-12s and 4-year colleges. We work with the Colton Unified, Rialto unified, and San Bernardino City Schools to coordinate concurrent enrollment classes and student pathways. We work with California State University San Bernardino and the University of California, Riverside on research tracking STEM students, strategies to support transfer students in general, as well as accept students from their institutions as research interns in our office.

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

Access: the RPIE plans to continue to work with:

- The enrollment management committee to increase enrollment through the analysis of trends.
- The concurrent enrollment committee to expand access to high school students who want access to college-level courses.

Student Success: the RPIE plans to continue to work with:

- SSSP committee to provide data on the student success score card and track other campus measures like graduation and transfer rates.
-

Communication, Culture, Climate

- To improve communication and solidarity within the campus, Campus Climate Survey Summaries will be created and disseminated to the campus annually, showing the importance of employee feedback and how it can influence decision making. More frequent presentations will be made regarding campus data and current research related to current campus discussions and program design/evaluation.

Evaluation and Accountability

- To continue work with the Grants Development office to evaluate all funded programs
- To continue work with the Accreditation Committee to complete the necessary evaluation reports
- To evaluate enrollment, fill-rate, FTES trends for enrollment management and budget planning.
- Evaluate student equity data
- Evaluate IRB requests
- Provide EMPs to the Program Review Committee for campus programs
- Conduct Campus Climate Surveys to evaluate campus services and the overall climate

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:

34. Discuss the ways that members of your department maintain currency in their field.

Regular participation in research conferences/workshops and consumption of recent institutional research articles; learning best practices, new methodologies, and data-pulling/visualization tools will keep the department current in the Institutional Research field. The senior research analyst attends monthly IR workshops (CAMP) that are hosted by various community college IR departments. This is a great opportunity to share campus culture experiences and IR practices. Researchers from various community colleges also reach out to each other through several Listservs.

Recently, SBVC and Crafton Hills researchers were trained in Tableau. This was a crash course, but a lot was accomplished and several dashboards were created as a result. Additional Tableau training is planned for the near future.

The district, by recommendation from SBCCD researchers, just purchased Qualtrics software. This powerful tool will enable easier survey creation, dissemination, and analysis. SNAP will still be available for paper surveys, but Qualtrics will be used for the majority of electronic surveys in the future.

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

Staff members hold memberships in the following associations and professional groups:

- The American Evaluation Association (AEA) is a national association that provides an informational platform and training in all areas of qualitative and quantitative evaluation techniques.
- The Research and Planning Group (RP Group) and is a statewide research organization that provides training and bi-annual conferences with valuable research papers on the latest IR trends.
- The CAMP Research Group is comprised of local community college researchers and meets monthly at different colleges to discuss current IR practices.
- The Association of Institutional Researchers (AIR) offers webinars and training seminars for staff members.
- The California Association for Institutional Research (CAIR) holds annual conferences and professional development workshops aimed at expanding researchers' skill sets and share trends in the field of IR.

In addition to professional organizations the ORPIE staff take short-term courses and training:

RPIE Staff attend District research training meetings to gain skills in software for querying data (Informer), presenting data (Tableau), and analyzing data (SPSS)

Several staff members hold memberships with Fred Pryor Skill-Path and attend training throughout the year in the areas ranging from database management to customer service.

Staff members attend conferences and training sessions for strategic planning with Cambrian Group

Staff members are encouraged to take full advantage of the campus subscription to Lynda.com for training in a variety of areas.

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

Regular participation in research conferences/workshops and consumption of recent institutional research articles; learning best practices, new methodologies, and data-pulling/visualization tools will keep the department current in the Institutional Research field. The RP Group Conference held every April is a fantastic informational and networking event attended by hundreds of institutional researchers from California. The senior research analyst attends monthly IR workshops that are hosted by various community college IR departments. This is a great opportunity to share campus culture experiences and new IR practices. Researchers from various community colleges also reach out to each other through several Listservs.

There has been one additional Informer database training in 2015 for all SBCCD researchers. This helped to expand our usage of Informer, the district's main database query tool.

Crafton researchers invited SBVC researchers for a day of SPSS training in 2016.

SBVC IR Dean invited Crafton researchers for a morning of R training in 2016.

Recently, SBVC and Crafton Hills researchers were trained in Tableau. This was a crash course, but a lot was accomplished and several dashboards were created as a result. Additional Tableau training is planned for the near future.

All of these trainings and conference/workshop attendance are essential to improve data-pulling/analyzing skills and stay current in institutional research and education trends, particularly with regard to the state Chancellor's office.

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links	

		clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and is positioning itself for growth.
Currency	The program does not show evidence of currency.	The program provides evidence that it maintains currency within the published documents.	In addition to the meets criteria, the program provides support for future planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The mission of Research, Planning and Institutional Effectiveness is to provide leadership for continuous improvement of academic achievement and institutional excellence by coordinating the college's planning and accreditation processes, offering opportunity and support for the professional development of employees, assisting members of the college community with program evaluation, and providing data to support decision-making.

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

The mission of the Office of Research Planning and Institutional Effective was designed for the purpose of supporting the mission of campus in the areas of providing quality education and services. RPIE provides evidence to identify obstacles to achieving the goals and objectives; it provides data to document progress toward and achievement of objectives.

RPIE provides fundamental, essential institutional research for the college and the district by submitting mandatory district, state, and federal reports and providing the primary and secondary data for accreditation and planning.

Primary data are often qualitative and collected through surveys, interviews, and focus groups. Examples are campus climate surveys, campus-level accreditation self-study surveys, district-level program review surveys, and numerous program level point-of-contact surveys conducted with students who enroll in selected classes and participate specific programs. These surveys ask students whether they believe they were placed in the proper level of a course after taking the assessment test, or whether they think they have been helped by a particular service or program.

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—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

i Staffing levels—The Office of Research, Planning and Institutional Effectiveness staffing is below most comparison colleges (per IPEDS comparison tool). We have three positions: one full-time dean, one full-time senior research analyst, and a vacancy for research assistant. CHC, has a campus half our size with a dean, vacancy for senior research analyst, and research analyst. RPIE received a high ranking (second on the Classified Needs List) for an additional research analyst when the budget permits.

ii. Compliance with state, local, and federal reporting (SBVC has never been sanctioned for not completing a mandated report on time)

- Average time to respond to requests for service – The average response time is two weeks, depending on the request. Some projects may be completed in lesser time, but others take much longer. Long projects must be scheduled and prioritized so that they do not create a logjam of other projects and requests.
- Average time to respond to complaints—Complaints are responded to and addressed immediately.
- Results of user satisfaction surveys; the department is currently working on a satisfaction survey that will be automatically e-mailed with results of research requests.
- Results of employee satisfaction/staff morale surveys—Employee morale is evaluated annually within the Campus Climate Surveys.
- Additional identified benchmarks of excellence for the department and department standing relative to these benchmarks of excellence—Completion of mandated reports in a timely manner and oversight of compliance within other department, such as reporting requirements of Gainful Employment and Perkins. The culmination of this is Accreditation

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 accurate? If the information is inaccurate, how does the program plan to remedy the discrepancy?

N/A

Challenges:

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 and weaknesses in the program?

Adequate staffing continues to be the primary challenge.

- Recruiting and retaining qualified staff members
- Limited institutional budget to hire and maintain staff
- Last year, the division dean assumed the duties of Vice-President of Instruction that exacerbated the staff shortage in the department.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

N/A

VII: Previous Does Not Meets Categories

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

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

RPiE had no previous Does Not Meets in the 2013-2014 Review.

Program Efficacy Team Report (Administrative Services)

2017 – 2018

Name of Department: **Research/Planning**

Efficacy Team: M. Mayne, A. Tolstova, N. Sogomonian

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The vibrant program of the Research, Planning & Institutional Effectiveness (RPIE) describes a multifaceted program which provides accurate obligatory information to the campus including research requests, reports to state and federal agencies, and keeps our campus website up to date. This program supports the mission of the college as outlined in its mission statement, however it is facing a few major challenges including its budget and personnel needs to carry out the overwhelming responsibilities facing the program. Also, of note, the division dean had assumed the duties of the VPI which created more hindrances. Nonetheless, a well-written report except for exemptions.

No response was written with respect to currency. The department needs to address all areas of the document.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

RPIE provides data replicating campus demographics (since they service the entire campus) and a thorough description regarding the pattern of service ranging from direct personal contacts to indirect contact (online, telephone and emails).

The department offers services Monday through Friday, from 8 am to 5 pm. The program provides data collection for the campus (such as the Strategic Plan, EMP, Enrollment Management Plan), grant support and research services as well as evaluations for the existing grant-funded programs, such as EOP&S, Adult Education Block Grant, Strong Workforce, etc.

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

RPIE provides services, resources, and data collections to support all academic departments and students' success for the entire campus. A detailed list and description of examples was included summarized as follow; the program provides the campus-wide demographic data, EMP, Program Evaluation, and Student Tracking. The department also designs and implements most of the campus-wide surveys and works closely with Counseling and Student Services.

SAOs were included chronicling how the program provides accurate information to campus planners, completes state and federal reports on time, responds to campus research requests, and keeps our website up to date.

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

	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:

RPIE is the major conduit of information flow across the campus and community. The program directs campus and community meetings, maintains the website, participates on almost every campus committee, and consistently shares new information with the campus. The department also attends research conferences and workshops. The department describes its plans and projects while stating its limitations due to personnel.

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

Development

	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:

Members of the program regularly attend conferences, and workshops including a Tableau training workshop and collaborate with other community college IR programs to gain knowledge and share campus culture experiences. Staff members hold memberships in associations and professional groups, such as the American Evaluation Association, the California Association for Institutional Research, the Research and Planning Group, and more.

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

	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 is positioning itself for growth.
Currency	The program <u>does not show</u> evidence of currency.	The program <u>provides evidence</u> that it maintains currency within the published documents.	In addition to the meets criteria, the program <u>provides</u> support for future planning.
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.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

RPIE has a mission statement which supports the mission of the college. The program is extremely productive as evidenced by the multiplicity of reports presented to this committee using data gather and collated by the program. It also listed several challenges including budget and the need for additional personnel to keep up with the ever-growing demand of information and workload. Also, aforementioned was the dean assuming the responsibilities of the VPI which effected the program. Notably missing, however from this section was a response to currency. Although embedded throughout the document about how the RPIE continually provides current data to each program, department, campus committee, campus community, keeping the website up to date and relevant, no response was written with respect to currency.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

Again, no comment was included for facilities. A description of the physical environment where data collection is tabulated and coordinated should have been included. Somewhere meetings are held, reports are formulated and RPIE is organized. Does the environment support the needs of the program? Is there a need for improvement to facilities or are the facilities being underutilized? Mention should be made here with respect to all the aforesaid.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

RPIE had no DNM in last report. Of note, forms have changed and RPIE is no longer under Instructional Efficacy form. Only weakness in the report are the new areas added to the new form.

Program Efficacy

2017– 2018

Program Being Evaluated

Student Health Services

Name of Division

Student Health Services/Student Equity and Success

Name of Person Preparing this Report

Extension

Elaine Akers ext. 8273

Names of Department Members Consulted

Laura Estrada, Helen Newsom, Faye Cairns, Andrew Loera, Shelley Daub

Name of Reviewers

Timothy Hosford, Anna Tolstova, Johnny Roberts

Work Flow

Date Submitted

Initial meeting with department

Various week 2/20 – 3/2

Meeting with Program Review Team

March 2, 2018

Report submitted to Program Review co-chair(s) & Dean

by NOON on March 19

Staffing

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

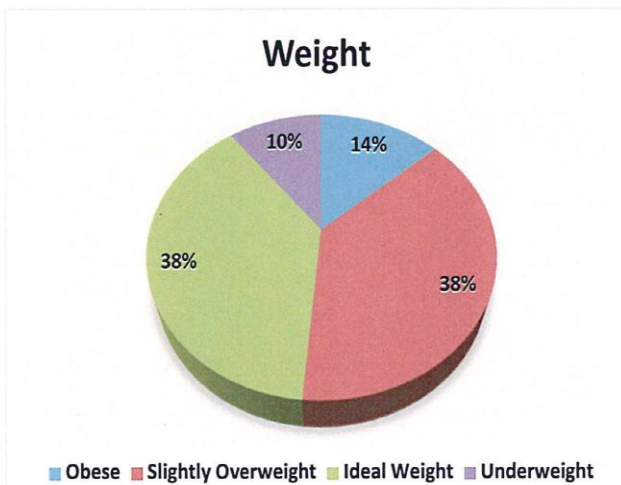
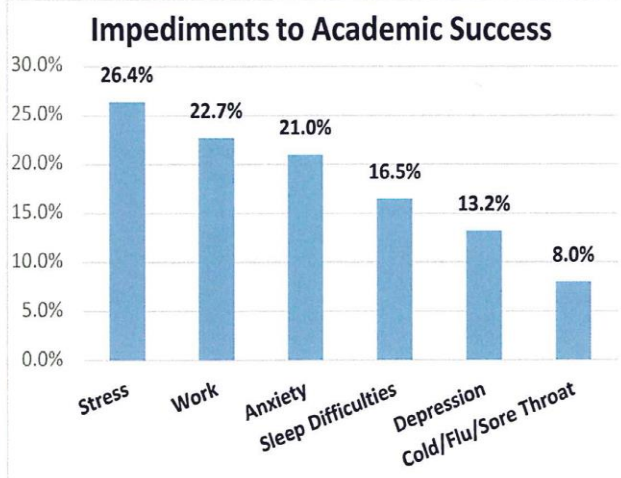
Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			2 independent contractors
Faculty	2	0	5 professional experts
Classified Staff	1	1	
Total	3	3	7

- Independent Contractors are licensed mental health clinicians who provide clinical supervision to post masters counseling associates. They also provide direct psychotherapy to students..
- Professional Experts include 4 post master counseling associates and 1 advance practice nurse practitioner, RN/NP
- Student Health does not have a manager. Planning and coordination is provided by a non-instructional faculty coordinator

Student Health Services— 2017- 2018

Description:

Student Health Services at SBVC keeps our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist students in achieving optimal health by providing mental health, physical health, strengths development, and wellness oriented health education services.



Healthy Lifestyle Summary	Percent
Eat 5+ servings of vegetables or fruits/daily	3.1%
Do Cardio 3+ times/week for 30+ min.	33.9%
Do Strength training 3+ times/week	24.7%
Desire Nutritional Info. from Campus	54.7%
Desire Physical Activity Info. from Campus	50.4%
Desire Stress Reduction Info. from Campus	58.3%
Desire Sleep Difficulty Info. from Campus	53.0%
Desire Depression/Anxiety Info. from Campus	52.9%

The American College Health Association; National College Health Assessment II was administered during Spring semester 2016 and revealed the most prevalent Physical and Mental Health issues at SBVC. A representative sample of SBVC students completed the survey. Some of the most prevalent findings are displayed in figures 1, 2, and 3.

Assessment: Four of the top five impediments to academic success identified by students are mental health related issues. Students also indicated a desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties. Issues with weight and healthy lifestyle were also prevalent in the data. More than half of students surveyed were overweight or obese based on self-report of height and weight. Stress, lack of exercise, poor sleep, and low intake of fruits and vegetables are all risk factors for overweight and obesity. Again more than half of students indicated a desire for information on nutrition and physical activity from the campus. Sustained stress, lack of sleep, poor nutrition, and lack of exercise also weakened the immune system leaving students at greater risk for colds, flu, and sore throat. These trends will guide our programming and goals for this year. Our focus will be on stress management, early identification and treatment for anxiety and depression, improved fruit and vegetable intake, and increased physical activity. Sexually transmitted infections are on the rise in our surrounding community. Gonorrhea rates have doubled and syphilis rates have tripled since 2011. Youth aged 15-24 years account for 59% of all new STDs reported in the county in 2016.

Progress from Last Year's Action Plan:

- Sustained activities such as Strengths, Kognito, and Health Fairs which include mental health activities, begun in 2012 to encourage a campus climate of caring, early identification, and referral for suicide prevention and reduction of stigma are ongoing offerings.
- Individual Gallup strengths coaching services are available.
- Strengths based student success offerings to support student success, equity, and reduce mental health risk were expanded. *Strengths development interventions are offered in a number of student development courses and faculty are invited to learn this intervention and weave it into their course curriculum & advising.*
- "Stress Solutions-Student Sessions" to assist student in managing stress and begin to learn self-compassion and care started FA2016. *This program was very successful with 466 students participated in 1:1 stress solutions sessions out on campus last fall 2016 and 300-400 more participated in spring 17. Peer mentors were also trained in providing this experience to peers with supervision.*
- Key staff positions to enhanced student success and access to services. (FT Nurse Practitioner, Mental Health Therapist, increase of part time Clerical Assistant to FT) were initiated/requested.
- "PHQ-4" early identification screening, of students visiting SHS, for symptoms of depression and anxiety continue. We also *participate and provide services for the BIT Behavioral Intervention Team for early ID and assistance of at risk students.*

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

	Does Not Meet	Meets	Exceeds
Demographics	The program <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 Census Data/2016-17 Campus Data		
Demographic Measure	Program: Student Health Services	Campus- wide
Asian	5.17	5.0%
African-American	16.78	12.3%
Hispanic	61.59	65.2%
Native American	3.26	0.2%
Pacific Islander	.65	0.2%
White	11.26	13.1%
Unknown	1.29	0.4%

Female	66	57.5%
Male	34	42.5%
Disability	N.A.	5.4%
Age 19 or Less	14	22.0%
Age 20 to 24	39	35.2%
Age 25 to 29	20	17.5%
Age 30 to 34	9	9.5%
Age 35 to 39	7	5.5%
Age 40 to 49	5	6.3%
Age 50+	6	4.2%

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.

SHS demographic measures for race closely mirror the demographics for the campus. African-American students are slightly over represented, > by 4.5%, in our demographics compared to the campus. Slightly under-represented groups include Hispanics by <3.65%, and White by <1.84%. For gender our female students are over represented by >8.5% and males under represented by <8.5%. We do not have disability data available. For age groupings the largest variance was for the age 19 or less group who were under-represented by a variance of 8%.

In regards to improving utilization and access for our Hispanic students we make an effort to be visible and present at events and in Student Development classes in the student equity and success programs. Examples include Dreamers, Veterans, Valley Bound, Foster Youth, First Year Experience, Tumaini, and Puente. We will also reach out to the MECHA club and make sure we return to the other areas every semester as reminders. We partner with Valley Bound coordinators to involve their students in volunteer opportunities in Student Health to promote and staff events. This gives them a connection with our department and allows them to become more comfortable with our staff. The over-representation of African-American Students in our area is a reflection of the great job our staff do in providing culturally relevant care to these students.

We have found historically that female students are over-represented and male-students are under-represented in utilization of services for our department. We have two male mental health counselors and one of our males provides StrengthsQuest interventions for personal growth. I think that this trend is also reflective of utilization patterns in the community at large and not unique to our setting. Males in general are not high utilizers of health care and tend to wait until health issues occur to seek services. We do find that male students visit our clinic quite regularly for issues related to sexually transmitted infections.

In the literature females are greater consumers of health care than men and have a slightly higher incidence of mental health issues overall. Females also have health care needs related to reproductive health that bring them to our clinic such as birth control and related health concerns that males do not have. One of the drivers of greater numbers of women seeking care is the need for accessible and low cost/free birth control to support planning for pregnancy. In view of the literature and differing health needs between genders this may be an acceptable variance. We will continue to market our services to all students and to make sure male students are aware of services that might be of greater interest to them. When making classroom presentations we highlight the services provided to men specifically so they are aware we have services tailored to their specific needs.

Pattern of Service:

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

Student Health Services (SHS) office is open Monday through Friday when the campus is open and classes are in session. Our hours are Monday through Thursday 8:00am to 4:30pm and Friday 8:00am to 2:00pm. Clinical staff are not available for clinic services on days when classes are not in session.

Our front office staff strive to provide a welcoming connection to our clinic. SHS strive to answer all phone calls with a staff person. It is rare that a call goes to voice mail when the office is open. When students check in at our office for any encounter they are screened for depression and anxiety. We know our student are high risk due to our National College Health Assessment (NCHA-II) Data and that these conditions interfere with their academic performance and completion. If the right questions are not asked high risk students can come and go without their mental health need being identified and addressed. As they are checked in we also make sure we have a consent for services on file for each student we see.

The Registered Nurse (RN) is available to see students on a drop in basis when the office is open for assessment, screening, referrals, immunizations, lab tests, first aid, crisis support, and health instruction. **Nurse Practitioners (NP)**, advanced practice nurses who provide medical treatment services; are available by appointment 20 hours per week, for medical assessment and treatment of acute medical issues appropriate for this level of service. These services may include physical exams including necessary lab work and procedures, reproductive health treatment including birth control, treatment of Sexually Transmitted Infections, and health prevention instruction. NPs see patients on a drop in basis as their schedule allows.

Mental Health services are provided by a combination of licensed clinicians, trainees, and post masters associate counseling staff. They provide therapeutic counseling and crisis support services Monday through Friday. Mental Health counselors see patients by appointment for 50 minute, 1:1 sessions for crisis intervention and counseling and in addition provide interventions via small group process. They will also see student in crisis on a drop-in basis as their schedule allows. If a mental health counselor is not available RN staff step in to provide crisis screening and support. Although we generally see only registered student through this service we will see significant others along with the student in cases where relationship counseling would be most effective with those involved engaged and when the student requests this. Counselors will also provide support to staff and faculty who are dealing with a stressful student situation and need perspective and suggestions for best practices in working with a particular student.

Education and prevention services are provided to students by RNs, coordinator, and counseling associates in the classroom setting, out on the campus during campus calls, and through events such as health fairs and workshops. The “Student Health 101” on line magazine and health handbook is available to student 24 hours a day 7 days a week via the WEB site, internet, and e-mail. This magazine is e-mailed to all registered students monthly via their campus e-mail. Kognito, “AT RISK” avatar training is also available 24 hours a day 7 days a week via the WEB site to train faculty, staff and students in early identification and referral of individuals at risk secondary to mental health issues and to dispel stigma surrounding these types of issues. The 24/7 Crisis Text Line is available for support with any crisis by texting: Courage to 741741. WEB resources are available to provide information to students 24 hours a day. Students after hours utilize their private medical providers and community services in addition to the WEB resources. We do not provide 24 hour services since we are not primary health care providers and we do not treat chronic health conditions or provide emergency services. After hours there is a recorded phone message instructing students to go to the emergency room if they have an emergency, informing them of our hours, and to leave a message if their need can wait until the next business day.

To **evaluate the best use** of our limited personnel and financial resources we have done periodic studies of student utilization patterns of services and build our hours around highly utilized periods. Our budget can only support three full time positions at this time which limits how much flexibility we can offer in open hours. We use a large number of part time staff to build additional services to meet needs identified by our NCHA data and observed trends on our campus. For safety reasons we need to staff with at least two staff members in the clinic when it is open. We have currently expended our reserve funds so are in a position where any growth or expansion will come through more efficient use of our current resources. During the current budget-planning cycle we may need to make some difficult decisions about trimming services and hours since our reserves are gone and our base budget cannot keep up with increasing costs. We focus our services on the most prevalent needs and the needs that require our professional skill set and cannot be provided by others on campus.

We are aware of drug, alcohol, other substance abuse, risk for various cancers, other high risk behaviors that impact our students. We address these on an individual basis as the need arises with individual students. Although we would like to provide more targeted education and intervention for some of these needs our limited staffing make this difficult. The NCHA data for our campus guide us in selecting where to invest our resources. We do incorporate education and vendors into our health fairs to address some of these issues, support the campus events that address them, provide Student Health 101 magazine and WEB information which include content for these needs, and refer to community partners who specialize in providing these services. The human services department and our partners in student clubs also provide focused events or services such as AA meetings to address some of these needs.

Student Health offers three types of services as described below:

Note: All our services are **free** to registered students who have paid the health fee. Supplemental fees are charged to students for lab work, prescription medication, TB tests, and immunizations. Title V is very specific about how student health fees can be spent and we follow those guidelines.

Physical Health Services provided by the RN and NP, respond to first aid needs; acute medical issues; screening for common medical issues such as hypertension, diabetes, sexually transmitted infections; assessment of medical issues/questions, referral as appropriate, communicable disease screening (primarily TB), and immunizations. Since our last program review, we have implemented a Family Pact, (part of Title X and Medical), service that allows us to provide reproductive health services to most men and women on the campus who meet the program criteria free of charge. This service was added because our lab and pharmacy supplemental fees were reaching a level that made this service inaccessible to our students. These services are provided by the RN and NP under the oversight and

direction of the M.D. medical director. The RN or NP also makes classroom presentation on these issues by invitation.

Mental Health Services are offered for acute crisis intervention, aid in adjustments to the educational setting, and development of student skills to cope with common issues such as stress, anxiety, depression, sleep disorders, relationship issues, and substance abuse issues to name a few. These services are provided by 1 Licensed Clinical Social Worker (LCSW), 1 licensed Marriage and Family Therapist (LMFT), counseling trainees as space allows, and three post masters counseling associates. The post master associates were added prior to our last program review to meet increased demand for services. Trainees and associates are supervised by the licensed LCSW and LMFT. Our mental health services have filled up very quickly the last two semesters. We have a waiting list of 30 students throughout the last half of Fall semester 2017 with students being added as soon as we were able to incorporate some into our schedule. We also had an influx of student in crisis especially in October on a daily basis, many of whom were having varying levels of suicidal ideation. When a therapist is not available these crisis are handled by the RN. We bring in the San Bernardino County Department of Behavioral Health (SBCDBH) Crisis intervention team to aid with assessments when a student is suicidal and potentially needing hospitalization. We also provide students with self-care resources and referrals to community providers and the suicide phone and text lines so they have resources to draw on 24/7. We also have an MOU with Redlands Christian Counseling Center to provide imbedded counseling in the Veterans Center through the SBCDBH so veterans have the option of receiving services there or in our clinic, whichever is most comfortable for them.

Health Promotion/Educational Services are provided to reduce risk factors for common mental and physical health issues. These interventions are provided through 1:1 student interactions, campus events such as health fairs and workshops, campus calls in which the RN/counseling trainees/nursing students go out on campus to provide health screening/education. We also utilize our Web based newsletter, <http://readsh101.com/sbccd.html>, "Student Health 101" to promote health on common topics. Some of these topics for health promotion include stress, anxiety, depression, hypertension, diabetes, back pain, sleep issues, hand washing, financial planning, nutrition, exercise, and allergies. So far this year 3,488 unique visits to Student Health 101 magazine have been recorded which is an engagement rate of 27%. Currently we also have interactive avatar training, <http://ccc.kognito.com/>, available on line to educate the campus community on early identification and referral of individuals at risk for mental health issues and suicide. Kognito includes three modules; one for at risk students in general, one for veterans on campus, and one for our LGBTQ students (these are our highest risk populations). 60 students have completed at least one of these modules during this academic year. We will start to promote this opportunity to students again since this level of engagement shows a probable lack of awareness. Another area of education to students and development of faculty is Gallup Strengths based education to help student develop an understanding of their unique strengths and as a result build their self-efficacy. We have found this to be supportive of student success and protective against certain mental health issues. We have adopted the Columbia Suicide Severity Rating Scale (C-SSRS) as our assessment tool for students at risk for suicide. We are educating faculty, staff, and students in the use of the community/school version of this tool which helps evaluate risk and guide appropriate intervention. Our campus is also located in the middle of an area where incidence of syphilis and gonorrhea have sharply increased recently. We are partnering with our county agencies in targeted education and prevention related to this elevated need.

Campus Involvement on committees, at meetings, and 1:1 are also utilized to keep faculty, staff, and management current on mental health, physical health, and communicable disease issues that are currently impacting the campus community.

Our department has been represented in campus groups including accreditation, facility and safety, program review, academic senate, grant development, accreditation preparation work groups and

student services council. We have taken a lead in getting a campus Behavioral Intervention Team (BIT) started and continue to be actively involved.

These department services support the mission of the campus community by keeping students healthy so they can pursue their personal and educational goals and helping to limit the spread of communicable disease on the campus. Preventative services help to decrease the risk of acute illness/issues developing and interfering with students' academic success and current lives as well as preparing them to have the physical and emotional vitality needed to enjoy the accomplishment they achieve, now and in their future lives.

We are very involved on the Behavioral Intervention Team, BIT, which provides early identification and intervention to support students at risk of mental health and behavioral issues in addition to other concerns. The goal is support and development to help those students to succeed. This team also sees trends in behaviors, serious threats/assaults, and repeated complaints that help identify potential threats to the campus. The BIT recommends interventions to protect individuals and the campus community. Members of the District Police Department also participate on the BIT.

Office hours are planned around the most highly utilized times and while classes are in session to provide maximum services as well as functioning with in a limited budget. Time studies are done periodically to evaluate utilization and patterns of use of student health services. These studies consistently show the highest use to be between 9:00am and 2:00pm Monday through Thursday when classes are in session. Outside of those hours, clinic use is very light with 0 – 3 students coming in. Friday utilization has picked up slightly during the last year but is still significantly lower than the rest of the week. Most Friday visits are for mental health services and immunization/titers/TB tests needed by students in special programs. Historically 10 years ago evening hours and occasional Saturday hours were staffed and during these times many shifts no-one came in and on a “busy” evening or Saturday we might have 3 students and those might be just asking directions. This was not a good use of student health fee moneys and our budget was significantly in the red while this was the practice. Since we have adjusted our hours, we have been able to stay within budget and be fiscally sound. Student Health 101, Kognito, and the Web site have been developed to direct students to appropriate resources when the office is closed.

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	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u>	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service</u>

Learning Outcomes	(SAOs) and/or Student Learning Outcomes (SLOs) 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.	Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	<u>Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
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NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

Student Health Services at SBVC keeps our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education

We help student stay in class, complete their work, and persist in college by addressing acute physical health issues and providing mental health counseling, free right here on campus. We know that concerns about physical problems, worries about unplanned pregnancy or sexually transmitted infection, pain, stress, anxiety, depression, and sleep problems are some of the distractions and deterrents to student success. These are all issues we can assist with and many more. Students can generally be seen the same day for triage and treatment and make appointments for ongoing care with in the same week. Our wait times are very minimal. Students are needs are addressed quickly, efficiently, and then they can get back to academic work. The only exception is individual mental health counseling fills up by mid semester and then we have a wait list. In this case we make referrals to community partners, their private provider network, and county resources. Last semester we had a waiting list of 30 students through mid-October until the end of the semester. We are at capacity for out counseling services both because we do not have any more space for additional counselors and because our budget does not provide any additional funding for this service. We have asked for campus or district general fund support for a full-time mental health counselor during the last two program review cycles and annually 3 times during the fall needs assessment process. We plan to develop a tiered, step wise approach, to offering these service that may also help meet this un-met need. We need the staffing and release time to commit to developing these changes.

We have an MOU with Premier Dental Services to provide dental screening, education, and basic oral care maintenance services on campus. We know that pain related to dental issues are often a major factor interfering with student ability to focus on academic achievement. This is a new service just introduced this academic year.

Poorly developed self-concept and low self-efficacy can also be major obstacles to having the grit and confidence needed for academic success and goal completion. Students need to be able to bounce back from setbacks and failures to succeed. We offer the Gallup Strengths based approach to student development to help our students with these issues and to help prevent mental health issues from developing. We have certified strengths coaches and locally trained individuals who provide individual strengths coaching, classroom workshops, small group strengths development, and focused workshops on leadership and team building. Students find this intervention very helpful in supporting their academic journey.

Educational events and interventions are also provided to directly build skills that will keep students engaged in academic and successful in their goal attainment. These include stress solutions skill building, health fairs

where a wide range of skills are taught (sleep, nutrition, stress management, exercise, birth control, safety, diabetes, weight management, hypertension, etc.) and screenings completed, special events like Lemonade discussion and International women's day events, Gallup Strengths events, and so on. These all contribute to a positive campus climate, healthier students, and prevention of issues that often interfere with academic and personal success.

Program SAO Summary Evaluation Form

Division/Program: Student Health Services/Student Services Semester Evaluated: Spring 2017 Next Evaluation: Fall 2017	Lead Evaluator: Elaine and Andee Participants: Andee, Faye, Jessica, Helen, Dennis, Andrew, Chelsea, Cadisha
Service Area Outcome Statement	1. Students who visit a clinician in the office will be satisfied that they received help with their problem or need; that they received high quality service; and had a professional/supportive interaction with the clinician and office staff. (SI- 1,3&5)
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability
SAO Assessment Tool	Client satisfaction survey's
Criteria – What is “good enough”? Rubric	Providers rated as 25% Good and 75% Best Ratings. 100% Indicate that they would use our services again.
What are the results of the assessment? Are the results satisfactory?	19 surveys- 5 male; 12 female: 100% rated their visit good or the best: in helping with their problem and meeting their need; and satisfied with the care received. Service and quality of care rated 1 OK, 2 Good, and 14 the Best. 100% would use Student Health Services again. Clinical staff was described as: Friendly 16; Respectful 15; Helpful, Informative, & Thorough 14; Sensitive 12; Careful, Competent, Courteous 10.
Were trends evident in the outcomes? Are there gaps?	Overall students are satisfied with the care they received. Seven students made comments and all the comments were very positive and about Psychological counseling services and one about nursing services.
What content, structure, strategies might improve outcomes?	In order to sustain good outcomes, we will keep our mission to support students so they can succeed as our focus on a daily basis. We will also continue to develop and build on our strengths and keep morale of the team up by appreciating individual accomplishments and the value of each person's contribution to the satisfaction of our customers.

Will you change evaluation and/or assessment method and or criteria?	No change planned at this time. This SAO was measured Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, spring and fall 2016, fall 2017, and current Spring 2017. All nine assessments yielded similar results and supported the assertion that students are satisfied with the services received in the Student Health Services Department.
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> X <input type="checkbox"/> E-mail Discussion with X <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): May 2017 X 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: Sharing the results of our satisfaction surveys with the department. If any we were to receive a so, so rating we would evaluate if specific correction are needed.
Will you rewrite the SAOs	NO
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input checked="" type="checkbox"/> Program Planning /Student Success Continue staff development and team building that enables us to provide excellent service to our students and support their success.

Division/Program: Student Services-Student Health Services Semester Evaluated: Fall 2013 – Spring 2014 Next Evaluation: Fall 2014 – Spring 2015	Lead Evaluator: Elaine Akers Participants: Elaine, Andee, Helen, Dennis, Faith, Nicoleta, Chelsea, Cadisha, Faye, Brenda,
Service Area Outcome Statement	2. Increase Student Access to Mental Health treatment and prevention services (SI-1&2)
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input type="checkbox"/> Effective Evaluation and Accountability

SAO Assessment Tool	Evaluation length of time until first Counseling appointment. Standard is within four weeks. Prevention and Educational groups offered. Individual counseling services are also offered.
Criteria – What is “good enough”? Rubric	“Good enough” is four weeks and we excel. We see students for appointments within one week most of the time.
What are the results of the assessment? Are the results satisfactory?	<p>Students are seen within one week of requesting a counseling appointment at this time in most cases.</p> <p>1. Individual counseling appointments= 537 2016-2017 projected as of May 8,2017. 2. Ongoing MOU with Christian Counseling has improved access for veterans. 3. Events this year included two health fairs with mental health offerings, 2 lemonade events to stimulate discussion about relationships, and Find your north star to support women on our campus 5. Kognito At Risk Training is still available on line to train the campus in cultural competence and crisis support. 6. Campus Calls in person intervention out on campus for stress solutions- 466 individual stress solution session in high risk areas and 266 addition stress solutions sessions where Lucas functional data was gathered. 7. PH-Q Screening for all students signing in who choose to complete it. 10. Strength Based Personal development- Eight classroom presentations with 20 unique sessions provided. Thirty One Individual coaching session were also provided Spring 2017</p> <p>Yes, the results are satisfactory.</p>
Were trends evident in the outcomes? Are there gaps?	<p>Sustained stress is the prevailing impediment increasing student risk for depression and anxiety or other mental health issues. Counselors feel a sense of student empowerment as they progress through counseling care.</p> <p>Yes, there are gaps. When referrals are made we do not know if students follow through or what the outcome is. When at risk students are identified on campus faculty and staff are still unsure how to access care for the students. We often have difficulty getting back to clients because they do not have an accurate or active phone number so they may not get scheduled or re-scheduled due to our lack of ability to contact them.</p> <p>The campus is in the beginning stages of beginning a Behavioral Intervention Team to identify at risk students and provide appropriate services early.</p>
What content, structure, strategies might improve outcomes?	We need to become more technology savvy. A “Tech Guru” who could tweet, text and keep up the webpage would be a great asset and tremendous help. In person presentations at division and department meetings might also help. Two have been made this semester.
Will you change evaluation and/or assessment method and or criteria?	Criteria are standardized to the American College Health Association and the National College Depression Partnership. No, we will not change the methods of evaluation/assessment at this time.
Evidence of Dialogue	<i>Check any that apply</i>

(Attach representative samples of evidence)	<input type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): Daily D epartment Meeting. Date(s): D ivision Meetings. Date(s): <input checked="" type="checkbox"/> Campus Committees. Date(s): Behavioral Intervention Team 1-2 times a month this semester <u>Awareness Events:</u> Find your north star event to celebrate National Women's Day and support women on campus March 8 th .
Will you rewrite the SAOs	Next academic year with will change the focus to more specifically measure effectiveness of stress management strategies we provide to students with a pre and post SUDS assessment. This SAO was also evaluated spring 2013 with the finding that some students had to wait 4 weeks for counseling appointments late in spring semester. Staffing was adjusted and our current response time is 1-2 weeks.
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success We will continue to monitor for trends and best practices through the following: The Jed Foundation has emerged as the leader in protecting the emotional health of America's 20 million college students http://www.jedfoundation.org ; Community partner San Bernardino County Behavioral Health Department www.sbcounty.gov/dbh ; California Community Colleges Student Mental Health Program, Center for Applied Research Solutions (CARS) www.cars-rp.org . The National College Depression Partnership www.ncdp.nyu.edu/ ; The American College Health Association www.acha.org/ A new resource recently introduced it the Crisis Text Line which is being widely implemented. Text "Hello" or COURAGE" to 741741, This service assists with general crisis or suicide.

Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

In regard to our SAOs: <ul style="list-style-type: none"> Students who visit a clinician in the office will be satisfied that they received help with their problem or need; that they received high quality service; and had a professional/supportive interaction with the clinician and office staff. We have had very favorable feedback from our <i>student satisfaction surveys</i>
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over the past two program review cycles. We plan to retire that SAO for now and are going to do a new one with before and after measures. Our new SAO will focus on Student units of distress (SUDs) at the beginning and end of an interaction with one of our providers/clinicians. We would expect distress to improve as a result of the care they receive from us except in situations where a medication or treatment might need time to take effect. Students were surveyed during 1 or 2 weeks mid-semester each semester to gauge how our services were perceived. In addition to this favorable feed-back it is rare that I receive complaints from students. Primarily students express how grateful they are for the services and how much they have been helped. We hope to get meaningful data from this new SUDs tool and are beginning implementation this semester.

- *Increase student access to mental health treatment and prevention services* has consistently improve over the last 6 years with increased access to mental health clinicians, more training and education related to prevention and intervention, more efficient and effective identification and intervention for suicidal ideation, depression, and anxiety, and the strengths development interventions we provide. This will be an ongoing SAO as there are still un-met needs. We plan to develop a tiered approach to treatment to make our approach to services more targeted to specific student needs and hopefully reduce our wait list. We will continue to work toward getting a full-time mental health counselor and supervisor for counseling associates. We did get a job description approved this year. We also have an MOU which we put into place with Christian Counseling Services to provide imbedded mental health counseling to our veterans in the veterans' center where they are more comfortable. They are also welcome to come to Student Health Services. The 24hr crisis text line is our newest resource to provide accessible services to students for mental health issues.
- Every three years we have a reoccurring SAO to collect self-reported data on the actual needs of our student population using the *National College Health Assessment (NCHA)*. We will be due to repeat this assessment again next spring. We have done this survey 4 time since I started as coordinator; 2006,2009,2013,2016. We chose this tool because of it excellent reliability, validity, and consistency. It is the best tool available for evaluating college student health needs. The 2016 spring report is available on the research and planning web site @ http://www.achaacha.org/docs/NCHAII_FALL_2016_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf. The data from this survey has guided us in setting priorities for our services to students. This is also a rich source of information for our entire campus to draw on. We do it every three years because of the expense both financially and in lost instructional time to the campus. We do in classroom paper and pencil surveys because this ensures that we get a representative sample and a good survey response. Our students generally take 30-45 minutes to complete the survey. We also do this timing because it coincides with the state-wide pooled data sampling schedule so we can be part of a large statewide sample doing the survey and get those results as well. This will be an ongoing SAO for our department. The top 10 academic impediments this last survey in 2016 were: Stress 26.4%; Work 22.7%; Anxiety 21%; Sleep Difficulties 16.5%; Depression 13.2%; Cold/Flu/Sore Throat 8%; Finances & Internet use/computer games tied at 7.3%; Concern for troubled friend or family member 6%; Death of a Family member or friend 5.8%. Four of the top five issues were mental health related issues. Six of the top ten were mental health related issues. This is just a small sample of the data that drive our emphasis on mental health issues in our services. This is also one of the reasons that we screen for depression and anxiety every time a student signs in for a clinical visit.

Note: The actual SAO summaries submitted are above. I just included some of the highlights in this narrative.

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 program goals and achievements to the campus and to the community.

The program review process.

Reports to Student Services Leadership

Monthly Planning Agendas and Up-date to the Dean or VP

Presentations to various groups such as flex day workshops, strengths workshops, and through participation on campus committees. Presentations to Academic Senate.

Visibility on campus through Health Fairs, Campus Calls, Classroom presentations, 1:1 interactions.

WEB page presence with information and services.

Describe how your program seeks to enhance the culture and climate of the college.

Providing support and collegial consultation to other faculty and staff who desire to incorporate the Gallup Strengths based approach into their work with students.

Campus events that help to eliminate stigma about mental health issues and asking for help

Stress Solutions Oasis, mindfulness, event for faculty and staff to promote relaxations and calm.

Valuing and partnering with others on campus to support our students including custodial and maintenance staff as well as faculty, managers, and clerical staff.

Providing a presence at the events of other department to show support and provide services to students such as Welcome Day events and fair, Club Rush, Career Day, Bridge Program, Dreamers Resource Fair, Transfer and Career Fair, Foster Youth Self Compassion workshop, Blood Drives, and many more.

Provide our own Health Fair for the campus each semester to educate on health, safety and prevention issues. (Usually 300-500 in active attendance)

Provide a welcoming and appealing facility and service within our department.

Answering phone calls as they come in rather than having them go to voice mail.

Dennis Harris, LMFT, has regularly hosted the Stress Solutions Oasis events for the campus 20+ times. This event is focused on practicing mindfulness, stress management, and re-focusing attention away from stressful stimuli. This is a big commitment for the department and Dennis as each individual event involves extensive planning by the classified staff, Dennis providing 4+hours of his clinical time to the event, and significant expense in supplies, refreshments, and staff salaries.

Describe one or more external/internal partnerships.

We partner with First Year Experience and Valley Bound Experience to provide strengths based development, success tips during the Bridge Program in summer, and providing mentoring and volunteer experiences for the Valley Bound Students.

We partner with the Psychiatric Technician and Nursing Programs to provide services to prepare their students for clinical sight experiences and meet the physical, immunization, and TB requirement for participation. We also partner with them to provide experience for their students doing community health education during our health fairs and campus calls. This also benefits the whole campus by multiplying our ability to provide these services.

We are providing leadership and participating in the Behavioral Intervention Team which is a benefit to the entire campus. Providing assessment, services, and intervention for students of concern on our campus.

We partner with the Veterans Center to provide mental health support and referral services to this group.

We partner with San Bernardino Department of Behavioral Health to provide imbedded counseling services to veterans in the Veterans Center through and MOU with Christian Counseling Services.

We partner with San Bernardino Department of Public Health to report any reportable communicable diseases such as certain sexually transmitted infections, assist with control of Tuberculosis in our area, and educate students on prevention of sexually transmitted infections to help reduce the sharp increase in our area of congenital syphilis and gonorrhea.

We partner with California State University San Bernardino to provide clinical experience for their counseling trainees in therapeutic counseling, volunteer experience for psychology students in providing strengths based development services, and collaborating on community events.

MOU with Smile Premier to provide free dental screening and teeth cleaning to our student on campus once a month beginning September 2017. (Laura and Elaine)

The Middle College High School for Strengths based education, suicide awareness, and stress management.

Collaboration with Campus Police regarding shared concerns such as suicidal students, sexual assaults, and housing and food insecure students.

Additional outside partnerships include:

Christian Counseling Service	Student Health Services (Elaine)
San Bernardino County Public Health Department	Student Health Services (Laura)
San Bernardino County Department of Behavioral Health	Student Health Services (Elaine)
American Red Cross	Student Health Services (Laura)
Life Stream of San Bernardino County	Student Health Services (Elaine)

Loma Linda Department of Preventative Medicine	Student Health Services (Elaine)
Fox Occupational Medical Center	Student Health Services (Andee)
Pyramed electronic medical records	Student Health Services (Andee & Elaine)
Student Health 101 on line magazine, College Health Services LLC	Student Health Services (Andee & Elaine)
Inland Behavioral and Health Services	Student Health Services (Andee and Elaine)
Progressive Ob/Gyn Medical Group- Dr. G. Small M.D.	Student Health Services (Andee and Elaine)

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

We would like to formalize more of our community partnerships with organizations such as the San Bernardino Department of Behavioral Health Clubhouse on Mill Street, The County Crisis Walk In Clinic, Inland Behavioral Health Clinic, and the County Community Crisis Response Team. We want to maintain the many partnerships we already have and strengthen them. We are just beginning a partnership with San Francisco State University regarding effective birth control education for young women. Another possible new collaboration might be with University of Redlands as a clinical site for their Clinical Counseling Program.

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

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

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

	Does Not Meet	Meets	Exceeds
Professional Development	The program <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:

37. Discuss the ways that members of your department maintain currency in their field.

Health Services Association of California community Colleges Annual Conference Attendance; Gallup Strengths on line workshops and in person certification courses; Azusa Pacific Certification in Strengths based Higher Education; Many on line webinars and TED talks; Annual certification updates with the San Bernardino Department of Public Health Immunization branch; Flex Day Activities; Active Shooter Training; Supervision weekly for all trainees and associate counseling staff; Campus Based Mental Health Grant activities and strategizing forums; Student Mental Health Services Program workshops and flyers; Monthly Pharmacy newsletter with current trends in medication; Collaboration with other professionals in the field; Frequent visits to key WEB sites such as the Center for Disease Control, Public Health, Welltopia, JED foundation, Bedsider.org, and many others. RNs complete CEU requirements every year to maintain their licensure. One of our weaknesses because we have mostly part time staff who come and go and do not work on Fridays is having formal meetings.

The coordinator meets with staff individually and in small groups often informally to communicate changes and up-dates. This creates a lot of healthy dialogue but it would be nice if we could meet as a team. The coordinator has a true open-door policy for just in time problem solving and collaboration.

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

American College Health Association (Department); current practices, legislative up-dates, professional journal and professional conferences and educational materials and events.

Health Services Association of California Community Colleges (Department); current practices, legislative up-dates, and professional conferences and educational materials and events.

California Association of Marriage and Family Therapists (individual department member); current practices, professional journal, legislative up-dates, and professional conferences and educational materials and events.

39. 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.

Note: Student Health Services Staff regularly engage in dialogue and informal education about multiple topics related to our work with student. We maintain a climate of open dialogue and curiosity about how best to meet the needs of our students and campus community. If you walk through our clinic you would hear this going on very consistently.

The full-time staff have all attended active shooter training and VAWA training. Some of our part time staff have also had this training sometimes other places and we have an internal emergency response plan that we review and discuss periodically.

What follows is a sample of some of the documented educational events that have gone on but it is by no means inclusive.

Laura Estrada (Interim College Nurse): C-SSRS (Suicide Severity Rating Scale) Training Aug 2017
Immunization up-date California Department of Health, Feb 2018; Attending Sexual Health Educator Training, March 13, 2018; CPR/AED Certified. Co-Authored a Chapter for the Book "The Health Professions Educator, "Creating a Faculty and Student Mentoring Program" in 2017. Researched and developed new consent form, C-SSRS tools, community resource lists for use with our students Fall 2017. Currently working on a walking flyer and map to support our objective to get student moving with Scott Thayer. Also using a program called Activity + Eating for Adults in our campus calls program.

Andee Alsip, College Nurse: attended the Health Services Association of California Community Colleges Conference (HAS, CCC) and meeting annually and the Fall Southern HSA-CCC meeting 3 times. She educated herself via TED talks and on WEB sites regarding Neurological up-dates, Self-Compassion, Immunizations, Re-productive health, Suicide, and multiple other pertinent topics.

Elaine Akers RN, DNP, Coordinator: Azusa Pacific University- Directed the final year of Three-Year Mental Health Grant during 2014-2015 academic year which included educational events such as Threat Assessment Training. Strength Certification for Educators completed, April 2014. Azusa Pacific- Thriving Conference attended, October 2014. Gallup Certified Strength Coach, March-Sept 2016 following 5 days of training/testing/and successful documented coaching sessions. NaBITA-

SIVRA35 Threat Assessment Training Feb. 2015. HAS-CCC Conferences and meetings attended; Feb 2013, Feb 2015, Feb 2017 (Each of these conferences include 15 units of continuing education on topics related to student health services). Clinical Supervision Training at University of Redlands, Feb 2017. C-SSRS (Suicide Severity Rating Scale) Training Aug 2017. Habits of Stress Resilient People, Sept 2017. Coordinated the American College Health Association- National College Health Assessment Survey on SBVC campus spring 2016 and Data analysis Fall 2017. Sample of workshop presentation done include:

- Sept 2015 presentation of research findings regarding Strengths Small groups decreasing risk for anxiety and depression and improving Hope and Self-esteem.
- Strengths Based Leadership for Associated Student Government: August 2016, October 2016, and December 2016.
- Strengths Based Leadership for Welcome Center Student Workers/Ambassadors. October 2016
- Presentation to the Psychiatric Technician Faculty Association Jan 2017
- Presentation to Psychiatric Technician SBVC Students on Prevalent Mental Health Issues Jan 2017.
- Suicide Awareness Training for Middle College High School Student Development Class Nov 2017

Cadisha Gravesande, Counseling Associate: Completed Masters in Clinical Counseling/Psychology from California State University California in June 2015. Receives ongoing training weekly as part of Clinical Supervision for her counseling work here at SBVC August 2014 through present March 2018. Provided the Lemonade film showing and discussion twice in 2016. Facilitates the Her Story Women's Group Therapy. Provided Volunteer Strengths Development interns with training in effective interpersonal skills.

Chelsea Lamb, Counseling Associate: Receives weekly training as part of her clinical supervision here at SBVC August 2013 through the present March 2018. Facilitated the first International Women's Day Event for our campus Spring 2017. Has a regular radio talk show at California State University on Relationships 2015-2018. Teaches Psychology courses at California State University San Bernardino in General, Abnormal, and Developmental Psychology- ongoing. Is actively involved in ongoing research regarding the characteristics of successful intimate relationships, best practices in enhancing personal wellbeing and effectively imparting this knowledge to others. Provided Volunteer Strengths Development interns with training in effective interpersonal skills

Andrew Loera, Counseling Associate and Gallup Certified Strengths Coach; Started with us as a volunteer strengths intern, spent 3 semesters as a mental health counseling trainee once he started graduate school and is now a post-master counseling associate with us. He became Gallup certified strengths coach in spring 2016. He completed Azusa Pacific University Strengths Certification in Higher Education in Fall 2017. He completed his master degree in clinical counseling at Call Baptist University December 2017 after 1.5 years of continuous full-time study. Provides multiple workshops on campus in Student Development courses on campus each general made up of 3 class sessions every year providing 50+ workshops, 10++ small groups, and individual strengths coaching sessions. Co-ordinated the American College Health Association- National College Health Assessment (NCHA) survey on SBVC campus Spring 2016. Co-Lead Strengths Based Leadership for Associated Student government august 2016, October 2016, and December 2016. Provided Strengths based leadership for Welcome Center Student Workers/Ambassadors October 2016 and First Year Experience Ambassadors Fall 2018. Supervised and coordinated the work of volunteer Strengths Interns and mentored them in interpersonal and group presentation skills after Kindra left in 2015-2016.

Helen Newsom, RN Nurse Practitioner: C-SSRS suicide training Sept 2017; HAS-CCC conference and annual meeting Feb 2016; Cervical Cancer Screening and Diagnostic Follow-up April 2016;

Primary Medicines Advances West Annual Conference April 2016 which included multiple topics in the best practice management of a variety of medical ailments.

Shelley Daub LCSW (Licensed Clinical Social Worker) and Dennis Harris LMFT (Licensed Marriage and Family Therapist) are independent contractors and do education on their own. They have both completed the C-SSRS suicide rating scale training on-line.

Dennis Harris, LMFT, has regularly hosted the Stress Solutions Oasis events for the campus 20+ times. This event is focused on practicing mindfulness, stress management, and re-focusing attention away from stressful stimuli. This is a big commitment for the department and Dennis as each individual event involves extensive planning by the classified staff, Dennis providing 4+hours of his clinical time to the event, and significant expense in supplies, refreshments, and staff salaries.

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.

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?

Description:

Student Health Services at SBVC keeps our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist students in achieving optimal health by providing mental health, physical health, strengths development, and wellness oriented health education and services.

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

Our mission supports the mission of the college by helping students obtain and maintain the physical and mental vitality and health they need to effectively participate in the high quality innovative instruction and community activities provided by the SBVC campus. These activities are the vehicles that enhance student health and wellbeing, supporting their engagement in education, and thereby enabling student to accomplish their goals. Those goals include transfer to four-year institutions, enter the workforce with applied degrees and certificates, leading successful personal lives, and enjoy quality of life.

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

- Student Health Centers across the state have varying configurations depending on the whim of the governing boards. Some colleges do not have student health services at all. Our basic configuration of services is comparable to similar campuses but the Coordinator is usually a Director reporting to the Vice President of Student Services rather than a non-instructional faculty reporting to a Dean.

Most Student Health Centers either have or are moving toward a minimum of FT Director, FT RN College Nurse, FT Licensed Mental Health provider, and a FT Secretary as a minimum. We do not have a FT Mental Health provider. Title V mainly addresses the type of services you are allowed to provide with a student health fee, the minimum qualifications for the Director, and guidelines on how money can and cannot be spent. We are careful to stay in compliance with these laws and regulations.

- We always respond to requests for services immediately. RN encounters are same day, Nurse Practitioner encounters are generally same day or same week. Sometimes an appointment at a later time is made, In the past two years we have had wait lists for counseling services especially toward the end of the semester. We are usually able to offer an opening within 4-6 weeks even when we are backlogged but it is not always at a time workable for the student. If they request services during the last 4 weeks of the semester, we may not be able to offer them appointments until the next semester. We always give students alternative referrals if we are unable to accommodate them that are close to the campus or where they live. For comparison with community counseling services the wait time for SBCDBH is 8-10 weeks and with private insurance the average is about 4 weeks.
- We receive very few complaints. I can remember about 4-5 in the 13 years I have been here. We usually respond when the complaint is presented unless the coordinator is out of the office.
- See our SAO data for user satisfaction. Satisfaction surveys, patient return patterns, informal feedback, and word of mouth reports we receive are positive with an occasional complaint usually from faculty whose expectations are not met in some way. We adjust our practices if the complaint seems reasonable, if it is not we explain our policy, rationale, why we cannot accommodate them.
- During this evaluation period I would say our employee/ staff morale is good over all. Part time and temporary staff would be happier if they had permanent positions and benefits. We have not done a formal survey so that could be a goal for next evaluation period. My trainees, interns/associates stay with us for years beyond their initial year of employment because they value the experience and the supportive environment.
- Some Statistics regarding utilization of our services during 2016-2017: Total number of clinical nursing and medical visit **2,783**; Unduplicated head count 1,458 (=/-11% of student body); Total number of mental health counseling, 50-minute visits, 831 with unduplicated head count of 167 (=/- 2% student body). Average number of visits per student seen in mental health counseling was 4.9, which show a good return rate and engagement in therapy. Total number of people served with Strengths Development Services was **423**. Total number of individual contacts during health promotion events was =/- **3,326**. These included things like health fair encounters, stress solutions sessions, campus calls, Lemonade and International Women's Day events, and so on. Total Student Contacts tracked with all services was **7,363** (Note this number includes student duplication and we

use +/- for events because of how our students come and go). If the electronic encounters with 3,548 students so far this year as a representative number was added our contacts would increase to **10,911**. For events such as health fairs we estimate based on giveaways handed out, BP/blood sugar/BMI numbers, other screening numbers, and students who actually sign-in for the event. The large number of contacts made outside the office demonstrate why it is important to go where the students are when staffing allows because they will not always come to you.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

Non-Instructional Department- 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. (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.

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 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 the information is accurate. It would be nice to have more space so we could provide a little more detail about our services.

Challenges:

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 and weaknesses in the program?

Inactivity and poor nutrition: We are currently developing ways to address the physical inactivity and poor eating habits of our student population identified in the National College Health Assessment Data in Spring 2016. (59% of our campus population are overweight or obese; only 39% meet the recommended activity criteria; only 20% eat 3-5 servings of fruits and vegetable daily). We are working on a flyer that includes a **campus walking map** with various routes student can utilize to get in their steps each day. Nutrition will also be included in the flyer. We will continue to use the "**Activity & Eating for Adults**" program we have been using for campus calls, interventions at health fairs, and individual coaching for increased physical activity and health weight. We would also like to collaborate more with health instructors and Athletic staff to provide a consistent message to our student population regarding this important health need.

Mental Health Issues: As we have reiterated throughout this document mental health issues are a prominent impediment to success for our students. We will continue and build our current services. The challenge of a wait list for counseling is a weakness we want to improve. We will be developing a **tiered or step-wise** approach to counseling which may help and will guide students toward ways they can begin to help themselves. The challenge of no **full-time mental health counselor** continues. The campus needs a consistent presence of a licensed mental health professional to provide leadership to this service for students, consult with faculty and staff when needed, support the needs of the Behavioral Intervention Team and help with Threat Assessment when the need arises, provide clinical supervision to trainees and associates, and supplement the clinical services provided to students. We will continue to advocate for this position. Our funding is not able to support the benefit portion of this salary at this time we would need funding from another source to make this hire possible. We are consistently using the C-**SSRS rating scale** to evaluate suicide risk in our high-risk students. We would like to have others on campus use the same tool such as campus police, administrators, academic counselors, BIT team members, and others who support troubled student. We also want to work on building our **community partnerships** for mental health so we have better communication, ability to do a warm hand off, and can provide continuity of care when students shift between services.

Additional full-time staff we need in the future include a Full-time Clerical Assistant. Due to the complexity of our department needs, the heavy flow of work, and the challenge of doing business with our district processes we need full time support for the front desk so the secretary can dedicate herself to the more complicated and complex functions. Right now she spends a lot of time making sure our bills get paid so we can continue our services. We also need a full time Nurse Practitioner shared between the colleges. Our nurse practitioner is an advanced practice nurse and provides a very valuable service to our students and it is hard to keep them without benefits and a secure position. This is another professional that the campus would benefit from having as a consistent presence and resource.

We have been providing the Strengths Based Student Development approach to students through multiple methods since 2010. We have expended our grant funds and prior year funding reserves so are at a point where we are going to have to contract some of those services. We would like to see others on the campus take up this approach and help it to persist in our campus community. Student Success and Equity are currently helping to fund the codes which is great since we largely use them for those student populations. A Strengths Based Campus climate would be a very positive culture change for this campus if it took hold. Our department has invested a lot of effort in that direction and have seen students and staff benefit greatly. We are looking for

some internal partners to work with us on this. Two human services faculty, one child development, two middle college high school, and two science faculty have incorporated it into their curriculums to varying degrees. This has been very encouraging. Since this service is not as directly related to our mission as our other services that only we can provide it would be the first place we may need to cut back since we no longer have reserve funds to draw on. We have already had to cut back our offering of Stress Solutions Oasis for this reason.

Refer to our Needs assessment for Fall 2017 for more details on the three positions we requested and the budget augmentation that was also requested.

Anecdotally, we often hear that students which had known about our services sooner or that they don't know about them at all. We are always looking for ways to increase awareness. So plan that will be implemented when we are able include preparing attractive posters to place in visible areas such as Student Life, Admissions and Records, Financial Aid, Welcome Center, Cafeteria, Library, and Student Success Center advertising our services for students. We would like to develop some short video public service announcements on a number of topics that let students know about our services and ways they can advocate and care for themselves to be used on the WEB site and in classroom or club presentations. We will continue to send e-mails to all registered students, place information in Student Health 101, do word of mouth and classroom presentations/invitations, and be visible on campus whenever we can.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

Our facilities are very welcoming to students and in fairly good repair. It is a challenge to get our windows cleaned and sometimes the floors are marginal especially behind doors and under furniture. We could benefit from additional counseling space, a private work room where our secretary could get uninterrupted project time, and easy access to a small conference room that could accommodate 10 people and have smart classroom capabilities. Overall we are very happy with our facilities and they meet most of our needs well, however the limited counseling space limits how we offer that services and does not allow for a use of trainee staff at this time. Currently our space is maximized and does limit our ability to reach additional students with services that require expanded facility 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 received all “meets” on its 2013/14 Program Review Efficacy Report.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Student Health Services

Efficacy Team: Timothy Hosford, Anna Tolstova, Johnny Roberts

Overall Recommendation: Continuation Conditional Probation

Rationale for Overall Recommendation: The Efficacy Report shows the program to be productively meeting the needs of its students. The program overall demonstrates a keen understanding of their mission and how it supports the Institutional mission. What discrepancies exist in demographics (over-representation of African-American and female students) are noted and addressed, with the exception of disabled students, for which there is no data. Student health is supported by the department in a holistic fashion: Physical and mental health services are supported by promotional and awareness services to communicate effectively with the student body. The department describes plans and efforts to be visible and present at student equity events such as those held by Tumaini, Puente, FYE, etc. as well as clubs like MECHA. On top of this, the department has developed a robust network of partners both internal and external in support of its mission. Services are offered Monday through Friday, corresponding with peak hours. Online, Text, and phone resources are available during off hours.

SAOs are being evaluated and data collection forms an important part of the programs process. However, the sample size of the student satisfaction survey is a concern. The team recommends that when the new SAO is implemented and new data collection begins, the program strive to ensure a large enough sample to meaningfully extrapolate from. The program also participates in the National College Health Assessment, from which it generates much of its planning. The program also addresses challenges in the form of poor student health and ever-increasing demand for Mental Health services, for which it is seeking funding for a full-time Mental Health Counselor. Expansion of services in this area may also require increased facilities, however no plans are being made at the time of this report.

Part I: Questions Related to Strategic Initiative: Increase Access

	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 department provides a clear discussion and analysis of its demographic data. Discrepancies (over-representation of African-American and female students) are noted and addressed. The greater number of African-American students is explained as a result of excellent outreach and culturally relevant care, but no evidence is provided for this explanation. Other factors (availability of care outside the college, representation among athletic programs, etc.) are not examined.

The discrepancy amongst female students is better addressed, noting the higher need by female students for care related to birth control and reproductive health. Additionally, male cultural attitudes tend toward not seeking care until injury or illness are severe. The higher usage of health services by women is reflective of broader trends in healthcare.

The department describes efforts and plans to be visible and present at student equity events such as those held by Tumaini, Puente, FYE, etc. in addition to clubs like MECHA.

The lack of data for disabled students is a conspicuous gap which is noted but not addressed. Variances in age group were not addressed, although these fall among predictable lines: less usage amongst the youngest students, more amongst the ‘family planning’ age.

Pattern of Service: The department offers services Monday through Friday, with no Saturday hours. No services are offered on days that class is not in session. The department conducts periodic studies evaluating the best use of limited resources, and maintains hours corresponding with the highest student traffic, which the document states is from 9AM to 2PM Monday through Thursday. It may be helpful to have an average number of students utilizing Health Services per week (or month, or semester). There are online, Text Message, and phone resources available during off hours, including a newsletter.

There is a robust array of services available to SBVC students, described as Physical, Mental, and Promotional. Services are free to registered students who have paid the health fee, with select fees for prescription medication, TB tests and immunizations. Of particular note is the high (and increasing) demand for mental health services, with waiting lists of 30 students. Partnerships with the San Bernardino Department of Behavioral Health and the Redlands Christian Counseling Center address crisis situations (suicidal students or hospitalization) and Veterans counseling. The department is proactive on the front of mental health by screening every student who comes in for depression and anxiety.

The report discusses a desire to expand mental health services and targeted intervention, but currently there is a lack of resources. Additional staff would be needed.

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

	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	Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the	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).	In addition to the meets criteria, the program 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.

	<p>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>		
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback: The program collects multiple streams of data and uses them in planning.

Data/Analysis: The program acquired data through a student satisfaction survey. However, the sample size is 19 surveys over a 2-week period. When juxtaposed with the number of student interactions in a semester (~7400, given in Part V), this does not seem like enough to provide a solid basis for extrapolation. The team recommends that when new methodologies are adopted (as described below), that the program strive to increase the sample size in order to strengthen the data.

The program also participates in the National College Health Assessment, which provides data on broader health trends. Needs of the student population are gauged using the NCHA every three years. The next survey is due in Spring 2019, according to the document. This assessment is part of a statewide pool of data. There is no mention of the size of the survey, only that it is a 'representative sample'. The makeup of this sample would also be useful data. A web address is included for the 2016 survey, however at the time of this report that address is inoperative. This data is heavily referenced in planning.

Service Area Outcomes: The program shows a diligent attention to SAOs and is improving them.

SAO1: Students who visit a clinician in the office will be satisfied that they received help with their problem or need; that they received high quality service; and had a professional/supportive interaction with the clinician and office staff. The department plans to retire this SAO and develop a new one, with new methodology for data collection focused on 'units of distress' to capture the degree of improvement over the course of an interaction. Survey period of 1 or 2 weeks seems short, which corresponds to the small sample size. A longer survey period and greater sample size would provide a better snapshot. The new SAO and data collection will be rolled out this semester (Spring 2018).

SAO2: Increase Student Access to Mental Health treatment and prevention services. Mental health services are in high demand, and they have expanded in recent years. Evaluation of this SAO is based on the length of time until the first appointment. Four weeks is considered acceptable, and the program asserts that most appointments are within one week of request. The report describes plans to improve their approach to better service un-met needs, including a tiered treatment structure and additional mental health counselors and supervisors.

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

Climate

	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</u> <u>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: The department lists, but does not describe, several avenues through which it communicates with the college and community. Some of these are mundane (Planning Agenda updates to Dean and VP, Reports to Student Services) while others are more direct interactions with the student body and community (Health Fair, Classroom visits, workshops).

The list would be enhanced by descriptions of what is meant to be communicated during these latter events and how the department does so.

Culture and Climate: the department lists several goals, including incorporating Gallup Strengths, eliminating stigma surrounding mental health and asking for help. The department participates in various campus-wide events such as Welcome Day, Club Rush, and Resource Fairs. Attendance numbers for the Health Fairs put on by the department are estimated at 300-500 students and staff. The report also highlights the Stress Solution Oasis event for staff and students.

The program also lists the extensive partnerships that the Health Services Department engages in, both internal (FYE and Valley Bound, PsyTech and Nursing, BIT and Veterans Center) and external (San Bernardino Department of Public Health, Christian Counseling Services, CSUSB). Overall this seems to present a durable network of services and resources.

Future efforts seem to be directed towards strengthening and formalizing these partnerships, but no concrete plans are presented at this time. Possible new collaborations to pursue are mentioned with San Francisco State and University of Redlands, with SBVC serving as a site for their Clinical Counseling Programs.

In general, the SHS program shows solid interactions with the campus and particularly robust partnerships to support both SBVC and the community in its mission. In the future concrete examples of how much activity results from these partnerships would be a useful data point.

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

Development

	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: In addition to necessary licensure maintenance and SBDPH certification, the department lists numerous conferences, workshops, and site visits that staff and access to. Challenges arise due to the fact that staff are stretched thin to cover working hours, thus there is no workable time for formal team meetings.

Despite this hurdle, there is a substantial list of Professional Development activities that members of the department have attended and even participated in producing.

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

	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 Statement: The department has a clear and developed mission statement, and links it to the institutional mission statement.

Productivity: The document responds bullet-by-bullet to the form's data examples. The program complies with state laws and regulations, but the precise nature of similar programs at other institutions varies depending on the governing boards. Lack of a FT Mental Health provider is a concern for the program, which it is actively working to address.

Physical health service requests are generally met same day or same week. However, counseling services often have a 4-6-week backlog, indicating a significant unmet demand for this particular service. The document compares this wait time to that of the SBCDBH (8-10 weeks) and private practice (4 weeks), suggesting that this backlog is a systemic issue in the county, and not a particular weakness of the program itself.

The only incidence of complaints is anecdotal. There is no indication of a formal complaint process, and no statistical data thereby. User satisfaction surveys, as indicated in the SAO, show high marks. However as mentioned before, the sample size and polling period is very small.

There is no formal evaluation of employee morale within the program, though anecdotally it seems well. A more formal process for this data is mentioned as a possible goal.

Statistics provided include a total of 2,783 medical visits during the 16/17 year, with 1,458 individuals (estimated at about 11% of the student body). Mental health counseling visits are at 831, by 167 individuals (2% of student body).

Outreach and Strengths Development programs is at 3,749, for a total of 7,363 physical student interactions across all services. The program demonstrates awareness that a large percentage of contacts occur outside the office, indicating the importance of outreach and events.

Currency: The program considers the information in the Catalog to be accurate, though desires more space to highlight its services in detail.

Challenges: The program addresses important challenges, the first of which is poor health trends amongst the student body. Specifically, obesity due to poor nutrition and inactivity. To address this, the program describes measures such as a campus walking map and nutritional flyer, as well as collaboration with health instructors and athletic staff.

The document also reiterates the programs struggles to meet the increasing demand for mental health counseling. The program is seeking a full-time mental health counselor, the funding for which does not now exist. They also wish to have campus police, administrators, counselors, BIT members, and others utilize the C-SSRS rating scale to assist in evaluating suicide risk in students.

The lack of a full-time clerical assistant results in challenges with interacting with district and keeping abreast of the necessary processes. Additionally, some services funded previously by grants may need to contract due to those funds being expended.

Overall, the department shows a nuanced and frank awareness of the hurdles they face. There is evidence of planning for ways to tackle these challenges.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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: The program expresses contentment with the space they have: it is in good repair and generally cleaned. Available facilities seem to meet most of the current needs of the program, with the exception of counseling space. However, any expansion of services will likely need additional space, but there does not seem to be any plan in place to obtain it.

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department received all “meets” on its 2013/14 Program Review Efficacy Report.

Program Efficacy

2017– 2018

Program Being Evaluated

Student Life

Name of Division

Student Services

Name of Person Preparing this Report

Dr. Raymond Carlos

Extension

X8253

Names of Department Members Consulted

Justine Plemons and Tristan Hilpert

Name of Reviewers

Robert Jenkins, Nori Sogomonian, David Smith

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 19

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	0	0
Faculty	0	0	0
Classified Staff	2	0	0
Total	3	0	0

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2017

Please note that The Office of Research, Planning and Institutional Effectiveness was not able to find or provide an EMP for this term. Please see attached email. The Office of Student Life has attempted collected data on its own to provide evidence of effectiveness. Please see attached form.

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 – 2014-15 to 2016-17 Academic Years		
Demographic Measure	Program: Student Life	Campus-wide
Asian	5.3%	4.9%
African-American	26.4%	12.6%
Hispanic	55.3%	64.5%
Native American	0.8%	0.2%

Pacific Islander	0.7%	0.3%
White	10.1%	13.7%
Unknown	1.4%	0.4%
Female	54.2%	57.1%
Male	45.8%	42.9%
Age 19 or Less	3.2%	22.3%
Age 20 to 24	45.5%	36.0%
Age 25 to 29	22.0%	16.7%
Age 30 to 34	8.2%	8.8%
Age 35 to 39	5.6%	5.2%
Age 40 to 49	6.8%	6.5%
Age 50+	8.7%	4.4%

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.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience which complements the academic curriculum. We provide programs and services to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of our global society. Student engagement is increased through implementation of campus wide programs which provides opportunities to develop and enhance characteristics of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, and resources to meet the mission of the college. Specifically, the office supports and advises the following entities:

- **Associated Student Government (ASG):** student group comprised of elected student leaders that represent the student population.
- **The Inter Club Council (ICC):** student group comprised of representatives from each of the clubs that work to promote collaborative vents and activities.
- **Clubs:** the Office of Student Life oversees and supports current clubs and assists students in navigating through the process of creating new clubs. We offer support and training to faculty club advisors on matters relating to student travel, budget management, and spending.
- **Student Employment:** the Office of Student Life employs between 11-15 employees per year.
- **Cyber Lounge:** the Cyber lounge is located within the Campus Center that allows prospective and current students access to computers without a Student ID. We also collaborate with departments on campus and allow for workshops to be held in this location such as Financial Aid and the Foundation.
- **Information Booths:** The office oversees the two information booths on campus and staffs them with student workers to give directions and answer questions to visitors.

- **Student ID:** The office oversees the student ID card process. The office prints over 5,500 annual which includes specialized cards for the college's tech programs. These card also give students access to the Oni Trans Go Smart program.
- **Student Conduct:** We are responsible for ensuring that students are afforded their procedural due process rights through the student conduct and grievance processes.
- **Behavioral Intervention Team (BIT):** the office plays a critical role in the Behavioral Intervention Team since its inception.
- **Committees:** our office is responsible for the diversity budget within the Arts Lectures & Diversity committee and responsible for the annual commencement ceremony.

Although the Office of Student Life oversees the entire student body through oversight of the ASG elected leaders, the student conduct and grievance process, clubs and organizations, we have been fortunate to be collect our own data we believe is pertinent to the effectiveness of access.

The data above in the Demographic Section reflects a small portion of our program. The data illustrates the usage in the Cyber Lounge:

Cyber Lounge: The Office of Student Life oversees the Cyber Lounge located in the Campus Center. This area gives students an opportunity to use these computers for coursework or recreational purposes. This lounge is one of the few areas on campus where a potential student can access a computer without a student ID. This gives the individual the opportunity to apply for college and participate in mandatory college business such as financial aid application and orientation. The Office of Student Life uses SARS to track usage of the Cyber Lounge. The data indicates that the Cyber Lounge is being used effectively by the majority of our population. Our largest deficiency is in our 19 and younger age group. We will continue to monitor reasons for this gap; however we believe that this gap does not significantly impact the mission of the college or our program.

Below you will find language that describes the data we have collected:

Omnitrans: The Office of Student Life, under the voting process with the Associated student Government, has partnered with the Omnitrans Go Smart program to offer each student a discounted bus pass per term. Attached please find documents that assess the usage of the partnership. Since 2014, there has been a decline of ridership from 4,333 (end of spring 2014) to 3,541 (end of spring 2016) and trips have declined from 677,239 (trips end of spring 2014) to 464,519 (trips end of spring 2016). Demographic data on this program has not been collected. The Office of Student Life will work with Omnitrans and District IT to see if demographic data could be pulled and assessed.

Conduct: The Office of Student Life receives a number of student conduct incident reports each semester. While the office also assists students in the grievance process and conducts Title IX investigations, the student conduct process is routinely utilized. There were 38 in 2014-2015, and 49 in 2015-2016 which represents a 22 percent increase. In 2016-2017, data analyzed was only done for the fall semester. However, the fall 2017 semester produced 40 incidents which is already 82 percent of the total incidents of the year before. This indicates a trend of increased student conduct cases. Data collected and assessed from 2014 through fall 2016 with the Office of Research, Planning and Institutional Effectiveness indicates an equity gap between age, ethnicity, and year of students. Although the data received is still raw and has not been assessed, the data does provide a holistic view on the student conduct process. The majority of student conduct reports are focused on male first year students of color under the age of 26 years. Our office does exceedingly well in having contact with male students of color through the conduct process with over 54 African American students being reported to our office. However, this information highlights the inequity of reports that come in which may be worrisome on an institutional level.

Student ID: The Office of Student Life produces identification cards for students. These cards serve not only as identification, but also as their Omnitrans bus pass and gives them access to services on campus. In other words, these identification cards assist in a student's access to our college. The Office of Student Life produced 5,592 cards in the 2016-2017 academic year. Of those cards printed, 2,574 were for males, while 2,910 cards were printed for females.

Clubs: The Office of Student Life maintains consistent communication with clubs regarding on-campus events, policy changes, and participation in off-campus events. We encourage students to form and join clubs that are linked with their career goals. San Bernardino Valley College aims to “prepare students for transfer to four year universities to enter the workforce...”, the Office of Student Life aims to do the same. Supporting students outside of the classroom increases their success academically and personally. We have invested in a roster management system in order to measure engagement through club participation, but we are not able to send data to research for data analysis because of incomplete rosters.

ICC/ASG: The Office of Student Life serves as the direct advisor to the Inter Club Council (ICC) and the Associated Student Government (ASG). The Inter Club Council varies in size depending on the number of active clubs per semester; however, the council is typically comprised of 25-45 members. The Associated Student Government has evolved in size with their new Constitution. Currently ASG is now comprised of 25 elected members including the student trustee. Demographic data on those student leaders has not been collected because of the small number of members in previous years; the small data size could potentially identify students. However, with the increased membership sizes, the Office of Student Life does have a plan to collect demographic data on leaders starting in the fall 2018 once elections and appointments are completed. We are hopeful that this data could identify gaps in student engagement through clubs.

Pattern of Service:

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

Our unit has varying hours to accommodate the needs of students. The Associated Student Government Office, Cyber Lounge, Student Lounge, and Office of Student Life are open: Monday, Tuesday, and Thursdays from 8am-5pm, Wednesday from 8am-7pm, and Friday, 8am-2pm. Additionally, the Associated Student Government Office is open to student leaders on Saturdays to ensure flexibility for extracurricular activities around their academic schedules. The Office of Student Life maintains a rotating schedule of student staff throughout the week in two Information Booths in order to provide additional opportunities to deliver campus information or directions to internal and external stakeholders. Finally, the Cyber Lounge and Student Lounge may be reserved by other departments to provide space and events throughout the academic year.

The Office of Student Life has also invested in the software ChapterSpot, an online roster management and communication tool for our student leaders to utilize when away from campus. This ensures that our clubs have uninterrupted communication opportunities beyond the traditional hours of campus. Additionally, the Office of Student Life is fully operational with Maxient software which allows the office to provide students with their procedural due process rights beyond traditional office hours and it allows for a more efficient conduct process when an allegation of conduct is received.

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	Program <u>has not demonstrated</u> that it is	Program <u>has demonstrated</u> that it has fully evaluated	In addition to the meets criteria, the program

and/or Student Learning Outcomes	continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) 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 .	within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	<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>
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NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

Explain how the services in the program promote student success.

San Bernardino Valley College provides an environment of inclusiveness and provides a “learning lab” for students to explore and experiment with their education. The Office of Student life encourages our clubs to actively engage with projects that enhance the campus culture. We support and encourage our clubs to participate in philanthropic activities, community engagement, and social justice advocacy projects. To promote a sense of unity, the Office of Student Life, invites our clubs to participate in campus wide events, which include different departments, divisions, and outside vendors. Research indicates that as students become more engaged on campus through clubs and organizations, their opportunity for success in their academic endeavors also increase. Furthermore, the Office of Student Life believes in the philosophy that students who are found responsible in violating the student code of conduct are students who are disengaged with the college and community. Therefore, the Office of Student Life takes a holistic approach in educating and empowering students to make better choices through educational sanctions. These sanctions, and the philosophy behind it, is rooted in research that proves student success in relation to re-engagement of the community.

SEE ATTACHED. Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valleycollege.edu if you need assistance.)

Service Area Outcomes/Student Learning Outcomes:

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

The Office of Student Life continuously assess their Service Learning Outcomes through multiple evaluation measures. Our SAOs are not made in a vacuum. We ask our largest stakeholders (students) for feedback before creation. Once created we measure their effectiveness and target of completion by the following:

1. **Monthly staff meetings:** Although OSL only has a professional staff of three that works in a small area, we discuss pressing items in an informal matter weekly. However, our office will meet monthly to discuss any obstacles that may be impeding our SAOs. These obstacles are then brought forth in other committee meetings or doing one-on-one supervisor meetings.

2. **Technology Investment:** The Office of Student Life has recently advised the Associated Student Government to invest in a new software to assist us in assessing our outcomes. ChapterSpot was purchased to ensure we have an accurate roster of students involved in clubs and student government. While the software meets our needs, we have yet to be able to assess our student leader population because our organizations have not been consistent in updating their roster. OSL is further developing a plan to encourage participation and if need be, to restrict resources without a current roster on file.
3. **Outreach:** The Office of Student Life routinely works with other departments on campus to ensure we are meeting the needs of students. In every large-scale student project, a representative of OSL has played a significant part. Examples include, shower access for homeless students, all gender restrooms, and the food pantry. Weekly, our office has significant contact with Student Health Services, Campus Police, and Disabled Student Programs and Services. These contacts have allowed OSL to be proactive in responding to student needs.
4. **Surveys and Interview:** On occasion, the Office of Student Life sends out surveys to our faculty advisors asking for their feedback. Most of their concerns are in regards to funding and expenditure processes. We continue to advocate for our faculty advisors through participatory governance/collegial consultation committees and through managers meetings when discussing processes and hurdles. Additionally, we conduct informal interviews with new and outgoing student leaders to evaluate their experiences and to gather any gaps in our program.
5. **Metrics:** Our office has been working on creating metrics that helps identify an “impactful club.” These clubs will have met the standard that the office has deemed to be one that engages students in a positive way. Metrics may include community services hours, GPA, demographic data, events, and others. These metrics have been slow to create and we are not in a position to report or assess on them.

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 program goals and achievements to the campus and to the community.

The Office of Student Life utilizes the partnership with the Associated Student Government and the Inter Club Council to communicate goals and achievements. The Inter Club Council sets goals at the beginning of every fall semester. The club goals are aimed to support the goals and mission of the college. However, considering the Inter Club Council has a high turnover rate, it is challenging to communicate the goals to the campus and community. Therefore, depending on the dynamic of the group, successfully executing the goals varies from year to year. The Associated Student Government is quite similar. However, their use of Social Media is exceptional when relaying goals, activities and events, and resources to their stakeholders. The Office of Student Life advises and supports both the ICC and ASG in these endeavors.

The Office of Student Life also plays an integral part in the Arts Lectures & Diversity committee as it oversees the Diversity portion of the budget. We have been serving as a support system when working with one of the co-chairs in promoting the events and speakers. Finally, we collaborate with Marketing to promote commencement information and successes. The Office of Student Life has not provided information on student conduct to the community, but we have begun to discuss opportunities to share information to faculty and administration. Our office will also ensure that our students understand their rights through our district policies and procedures.

Describe how your program seeks to enhance the culture and climate of the college.

San Bernardino Valley College provides an environment of inclusiveness and provides a “learning lab” for students to explore and experiment with their education. The Office of Student life encourages our clubs to actively engage with projects that enhance the campus culture. We support and encourage our clubs to participate in philanthropic activities, community engagement, and social justice advocacy projects. In addition, to promote a sense of unity, the Office of Student Life, invites our clubs to participate in campus wide events, which include different departments, divisions, and outside vendors. For example, clubs such as MECHA and Human Services use funding from the Arts Lectures & Diversity committee to create and implement events for the campus community.

Additionally, the Office of Student Life advises the Associated Student Government to meet the needs of their peers by providing regular activities throughout the year. These activities include Week of Welcome, resource fairs, Green Week, Wolverine Day, Student Appreciation Day, game tournaments, and other activities that promote the social climate on campus and provide an opportunity to learn of valuable resources.

Describe one or more external/internal partnerships.

Currently, the Office of Student Life has continued partnerships with faculty advisors. Relationships with our faculty ensures our students feel engaged. Our faculty advisors provide an academic education and a “real world” life skills. In addition, the Inter Club Council and the Office of Student life partner with Urbita Elementary, a local elementary in the community. The inclusion of local elementary schools ensures early exposure to higher education and positive roles models for our community. Continued partnership with local constituents ensure further service learning and engagement opportunities.

The Office of Student Life has also partnered with DSP&S, SHS and Campus Police to form the Behavioral Intervention Team in order to proactively assess, support and evaluate students in crisis. This relationship has proved invaluable in the short time of existence, seeing over 25 students who may have otherwise not been identified as needing additional support.

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

In addition to our annual events, the Office of Student Life would like to increase faculty engagement. Including, but not limited, advisor roundtables, appreciation luncheons, monthly newsletters, and workshops. To further engage our student leaders, annual retreats and conferences with the Inter Club council would be beneficial. Annual events would cover goal setting, running effective meetings, event planning, budgeting, and team building activities. Hosting retreats prior to the semester allows Inter Club Council to plan a productive and well thought out year.

Annual training on Title IX, Student Conduct, and Behavioral Intervention Team is needed and being planned; however, limited resources do cause barriers to complete these goals. Finally, we work with ASG to continually assess which conferences will be more impactful to the community.

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.

The Office of Student Life is proud to note that the three current professional staff (Director, Student Activities and Campus Center Specialist, and Sub Secretary II) together have two Master's Degree and one Doctorate Degree. Additionally, the Office of Student life has a combined 26 years of higher education professional experience. We stay current in our field of work through a variety of means.

1. **Formal workshops:** The Office of Student Life takes the opportunities to attend professional development opportunities that both enlighten and strengthen current practices. Staff have attended the following workshops and conferences:
 - a. The annual Association of Student Conduct Administration (ASCA) conference and regional drive-ins
 - b. Title IX training and advocacy through ATIXA and ASAP
 - c. General Assemblies through the Student Senate of the California Community Colleges
 - d. the American Student Association of Community Colleges (ASAC)
 - e. the American Student Government Association (ASGA)
 - f. Hispanic Association of Colleges and Universities (HACU)
 - g. Skills Path
 - h. Ruffalo Noel Levitz national conference
 - i. and local events that have professional development aspects to the agenda.

2. **Research:** The Office of Student Life is supportive of increased formal education. Two staff members have received a Master's Degree, and one a Doctorate Degree while working in the office. Each program has given staff a better perspective and skill set to enhance the office.
3. **Networking/Relationships:** Each of the above conference and educational programs have given staff the ability to forge strong partnerships in other areas of higher education. These relationships have assisted us in learning innovative and effective practices elsewhere that can be utilized at SBVC.

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

Professional Organizations that the department belongs to are as follows:

1. Association of Student Conduct Administration (ASCA) including serving on the Research Committee
2. Association of California Community College Administrators (ACCA)
3. California Community Colleges Student Affairs Association (CCCSAA)
4. American Student Government Association (ASGA)- for ASG
5. American Student Association of Community Colleges (ASAC)- for ASG

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.

The Office of Student Life engages in professional growth in multiple ways. First, our staff continuously attends conferences with students. Although many of these conferences do not have a professional or advisor track tied to them, the networking that occurs with professions within our field have been invaluable to the innovative practices we have created in this office. Second, our office takes advantage of associations that hold regional day events that have minimal costs. During these sessions we take advantage of the knowledge available and further networking opportunities within the region. We do not rely only on other community colleges but believe we can take effective practices from other disciplines (non-profit, corporate, and private sectors) and implement them in our office. Finally, we continue to read research articles and legislative updates that may impact our program through the Association of California Community College Administrators legislative update emails, research articles on leadership, engagement, and organizational change.

We currently have plans to take students to a student government trip where we will be networking with other advisors on the east coast. We are striving to also create a regional dynamic of student conduct officers and Title IX investigators within the Inland Empire to better develop effective practices and to better acclimate ourselves with colleagues. These meetings will be essential for the betterment of our students and for continuity reasons between colleges that support the region.

The professional development opportunities that we have taken advantage of has allowed the Office of Student Life to implement a variety of changes. First, we streamlined our Title IX reporting processes and policies within the District by implementing training we received. We continue to look at obstacles that may deter students from reporting. Second, we have seen the positive impact that Maxient software (used for student conduct, Title IX, and grievances) can have on an institution and we urged our District to push the implementation of the software. We were fortunate to work closely and effectively to have the system running in fall of 2017. Third, we have invested in software to assist us in tracking our student leaders through roster management based off of conferences that showcased how important this can be for internal evaluation. Finally, we continue to take

advantage of professional opportunities that impact the collegial consultation committees we serve on. This has directly resulted in a subcommittee on retention and persistence in the Student Enrollment and Equity committee.

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.

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 Office of Student Life is to create an inclusive and supportive environment for students to learn, grow, and thrive in their academic, professional and personal goals.

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

The Office of Student Life believes that learning also occurs outside of the classroom. We strive to appreciate and incorporate Adult Learning Theory in our trainings and advising techniques. This allows us to champion the diverse thoughts in an inclusive manner. Additionally, the Office of Student Life maintains consistent communication with clubs regarding on-campus event, policy changes, and participation in outside events. We encourage students to form and join clubs that are linked to their career goals. San Bernardino Valley College aims to “prepare students for transfer to four year universities to enter the workforce...” the Office of Student Life aims to do the same. Supporting students outside of the classroom increases their success academically and personally.

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 productivity section for the Office of Student Life may be the most challenging for us. The job descriptions for both the Student Activities and Campus Center Specialist and the Director of Student Life are similar to roles within the Dean level department, specifically when referencing Title IX and Student Conduct. The staffing for areas focused solely on student life (organization, student government, inter club council) are sufficient, but the challenges come from the additional responsibilities of the office. Through our professional development, we have been fortunate enough to change procedures that may not have been aligned with state, local, and federal regulations. These include the procedures for student conduct, Title IX, and spending habits of previous student leadership boards.

This past year, our office started using the Maxient software to track student complaints, conduct, and Title IX situations. The software has the ability to provide reports on response time and outcomes. However, because we uploaded the data into Maxient from previous years, the current data is not valid. Our expectations is to have an annual report created and shared with key stakeholders in our college. Additionally, our office takes pride in training and developing student leaders in how to handle delicate and sometimes sensitive situations at the front counter. This has led to minimal complaints to our office from students as professional staff has only had to intervene less than a dozen times throughout the year. A majority of those complaints were due to individuals not being able to receive a free bus pass because they

were not enrolled students. Those complaints are often solved with a conversation with Student Activities and Campus Center Specialist and the Director of Student Life.

Finally, we have sent out surveys to faculty advisors asking for their feedback on how our office can support them. Responses were focused mostly on financial support and challenges relating to travel procedures and board memos that at times inhibit the activities of our clubs.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

The Office of Student Life holds workshops throughout semester. Workshops includes, but not limited to, information about fundraising, Robert’s Rules of Order, the Brown Act, campus policies, and event planning. The workshops are held in a group setting; however, the Office of Student Life is available to conduct the workshops individually or in a small group setting.

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. (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.

Not Applicable

CURRICUNET REPORT (If applicable):

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.

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 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?

Not Applicable

Challenges:

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 and weaknesses in the program?

The Office of Student Life is continually in the program planning and implementation process to meet its mission and to deliver student-centered events, while also meeting the demands of internal and external stakeholders. Student Life staff schedule event planning on a weekly, monthly, semester, and annual basis. This creates the need for staff to continually be managing multiple projects at once and creating safeguards to ensure planning and implementation is effective, accurate, and timely. The Office of Student Life has measures in place to ensure delivery of services; however, there is often a challenge to meet expectations with other units due to process, procedural, and paperwork challenges. The Office has often found that limited documents exist as to fully define how to complete a variety of tasks including, but not limited to: budgetary items, purchase orders and requisitions, student and faculty travel, and unit updates. Additionally, when an error does occur, there is often limited documentation, explanation, or time to rectify the situation.

For example, The Inter Club Council faces a unique set of challenges each year. The challenge is twofold, student leaders graduate or drop out frequently, while some of our student leaders tend to pursue their educational goals throughout multiple years. Therefore, there can be a lack of fresh ideas, innovation, and motivation. When students leave the organization, the Office of Student Life is not notified. In addition, some of our faculty advisors are not actively involved. They are often advisors on paper only. Therefore, it's difficult to engage faculty members. Communication with faculty members is also challenging, due to their primary academic obligations. Two-way communication is limited when it comes to matters of the club. Finally, processes and procedures regarding club paperwork is challenging. There is not a written process regarding student travel, board memos, and purchasing which makes our student's ability to complete these tasks more challenging. In addition, when new policies and procedures are implemented, we are not informed. The lack of information can be frustrating to the Office of Student Life and equally as frustrating to our students and advisors.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

The Office of Student Life has access and oversees six main areas of the campus. 1) The Office of Student Life, 2) The Cyber Lounge located in the Campus Center, 3) the Campus Center Conference Room, 4) The ASG Offices, and 5) the Information Booths, 6) the Student Lounge in the Campus Center

Furniture is needed in both the Student Lounge and Conference Room in the Campus Center. The Associated Student Government has voting privileges to decide how to spend funds from the Campus Center Fee and is looking at utilizing funds next year for furniture. There has been an ongoing conversation about making the Student Conference Room into a "Smart Conference Room" that can be used for meetings and seminars while utilizing modern communication and technology tools.

The ASG Offices are in need of new computers and desks for the increased number of elected student leaders. They are currently in the process of working with our Technology Department to order more computers.

The Office of Student Life, along with ASG, has recently purchased new student ID software and a new printer. These new student identification cards are modern looking and the machine will replace the old one that broke down frequently. Additionally, our office has worked with Professional Development and the District to ensure that all employee cards are given from the District at their costs, rather than using student funds. This has also created a more efficient process as we only focus on student identifications.

One surprising area is the number of requests from students who need to use a Fax Machine. We are currently communicating with our Technology services to allow students to use our fax machine for sending out information. Most requests come from students who need to send information in order for them to start or continue their educational endeavors at SBVC.

The Office of Student Life continuously assesses tools that can enhance the effectiveness of the program. We have focused on the implementation of ChapterSpot for clubs and organizations and Maxient for grievances, conduct and Title IX.

VII: Previous Does Not Meets Categories

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

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

No Deficiencies were pointed out in response to the last submission

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Student Life

Efficacy Team: Robert Jenkins, Nori Sogomonian, David Smith

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The committee found that the Department has and is making real progress in “creating a campus environment that integrates the learning experience which complements the academic curriculum.” The report references many efforts by the 3-person team but does not satisfactorily explain the results of their efforts. There is a separate pdf containing many charts, graphs and other documentation which, we suspect, supports the efforts mentioned in the report. However, there is no language referencing a particular chart to a specific section of the report.

We believe there should be more in-depth details of their plans: how are they going to address the challenges they have brought up. The report needs a clear understanding between the data provided, how it supports the mission and objectives of the program, and how they will address some of the deficiencies in the demographic data.

Part I: Questions Related to Strategic Initiative: Increase Access

	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:

Providing data vs. analysis of the data are two different things. While the attachment lists SAOs and other relevant data, the analysis in the narrative is limited. Also, SBVC is an HSI (Hispanic Serving Institution) and there is no mention or plans to

address the deficiency shown in the campus demographics (65.5%) versus the Student Life program (55.3%). There is no mention of plans to

increase Hispanic student participation in Student Life Programs. Their services are skewed toward our younger populations. Where SL's own figures come from is not clear; they also do not discuss or break down where substantial disparities occur.

There is a good listing of the institutions they serve. However, under "Cyber Lounge", it would be helpful to the committee if acronyms like SARS were spelled out at least in the first usage. They say, "We encourage students to form and join clubs" without specifically explaining how they do this.

The hours of operation are listed and seem to be adequate. Anecdotally, it does appear that information booths are often left unattended frequently throughout the week. It is encouraging that SL is using ChapterSpot software, a roster management tool for its student leaders. Their being fully operational with Maxient is another plus. They note that Omnitrans data hasn't been collected: why?

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

	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. 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).	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> .

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

Efficacy Team Analysis and Feedback:

The report wisely points out that student violating conduct codes are generally disengaged with the college and community; this is a solid philosophy from which to operate. SAOs are continuously assessed and evaluated through multiple measures. Campus organizations haven't been consistent in updating rosters through ChapterSpot. So: what is SL doing to improve the level of participation?

Some good examples are given of ways OSL collaborates on student projects, e.g. shower access for the homeless, all-gender restrooms, food pantry. OSL sends out surveys to faculty advisors soliciting their feedback. They are "slowly" (?) developing metrics (community service hours, GPA, demographic data, etc.) that identify which clubs on campus are having a strong impact.

There seems to be more description than analysis. The pdf document has excellent data, graphics and charts; however, the reader cannot easily discern how each graph or chart is explaining which specific point is being made. The analysis for each one graph/chart should easily support or defend the progress being made in SL, if they were next to each other with some instructive language.

Address what you are doing to improve level of participation.

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

Climate

	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. 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:

An impressive list of culture/climate examples are provided: Week of Welcome, Resource Fairs, Green Week, Wolverine Day, Student Appreciation Day, game tournaments, etc. What was the impact on these events? How successful were they? Was there any feedback, identifying what went right and what improvements might be needed? How did these events help SL in accomplishing their operational goals?

Their partnership with Urbita Elementary is offered, but no details about what the partnership is about. Future plans include more faculty engagement with advisor roundtables, appreciation luncheons, newsletters, workshops. They cite limited resources as a hindrance to annual Title IX, student conduct, and BIT (Behavioral Intervention Team) training. What is the plan to succeed with limited funds?

Overall, they have begun to discuss plans regarding student conduct, but no action has been taken.

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

Development

	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: The three-person team has strong credentials/degrees, some of which have been earned while serving here on the campus. There is an impressive list of workshops and conferences. They keep updated

through journals and the study of legislative updates. An east coast student government trip is planned. Title IX reporting processes have been streamlined. The Maxient software system got fully operational by Fall 2017.

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

	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:

OSL concedes that productivity is their challenge. Staffing is sufficient for student life concerns but not for all the extras that land on the office. Student conduct, Title IX, and a former spending pattern procedure have all been updated through professional development activities. Unfortunately, current data gleaned through Maxient isn't valid. They are aiming for an annual report to stakeholders.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

SL complains about the reality that many faculty club advisors are “on paper only.” However, they do not outline any steps being planned to remedy this.

VII: Previous Does Not Meets Categories

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

Efficacy Team Analysis and Feedback:

Program Efficacy

2017– 2018

Program Being Evaluated

Student Success Center/STEM

Name of Division

Academic Success & Learning Services

Name of Person Preparing this Report

Extension

Ms. Daniele Smith x8651, Ms. Abena Wahab x8941, and Patty Quach x8996

Names of Department Members Consulted

Pedro Gonzalez, Trang Willis, and Andrea Caldera

Name of Reviewers

Stacy Meyers, Sandra Moore, 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 19

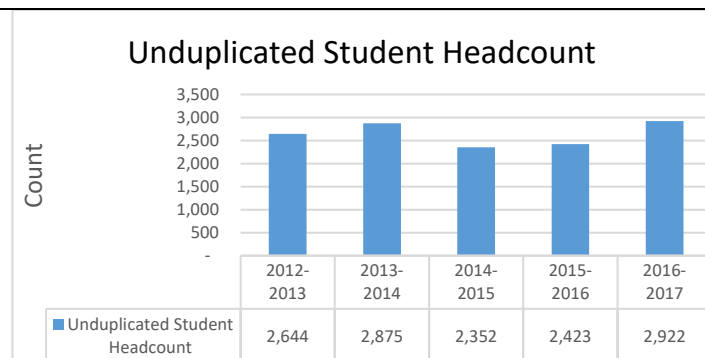
Staffing

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 Dean		
Faculty	2 full-time tenure counselors		3 Adjuncts
Classified Staff	1 Secretary (substitute)		54 Professional Experts 3 Work-Study Students
Total	4	0	60

Student Success Center 2016-2017

Description: The Student Success Center provides tutorial support to students enrolled in Mathematics, Chemistry, Biology, Humanities, and Social Sciences courses. Workshops, group and individual tutoring, resource checkouts (i.e. laptops, calculators, textbooks, science study kits), are all available to students that utilize the center. Additionally, the Student Success Center provides STEM specific resources and activities that are supported by two STEM Counselors and other Student Success support staff. STEM students receive academic support from counselors that specialize in STEM outreach and that assist students in educational planning and goal achievement. We believe that success is attainable for all of our student body. The Student Success Center is committed to enlisting, engaging, empowering and encouraging every student that we service.



Ethnicity	13-14	14-15	15-16	16-17
Asian	8%	8%	5%	7%
Black	17%	18%	14%	14%
Hispanic	61%	62%	64%	64%
White	12%	11%	10%	10%
Gender	13-14	14-15	15-16	16-17
Female	61%	63%	62%	57%
Male	39%	37%	38%	43%

Success Center Student Contact Hours	
2016-2017	34,566
2015-2016	33,335
2014-2015	32,291
2013-2014	42,902
2012-2013	46,218

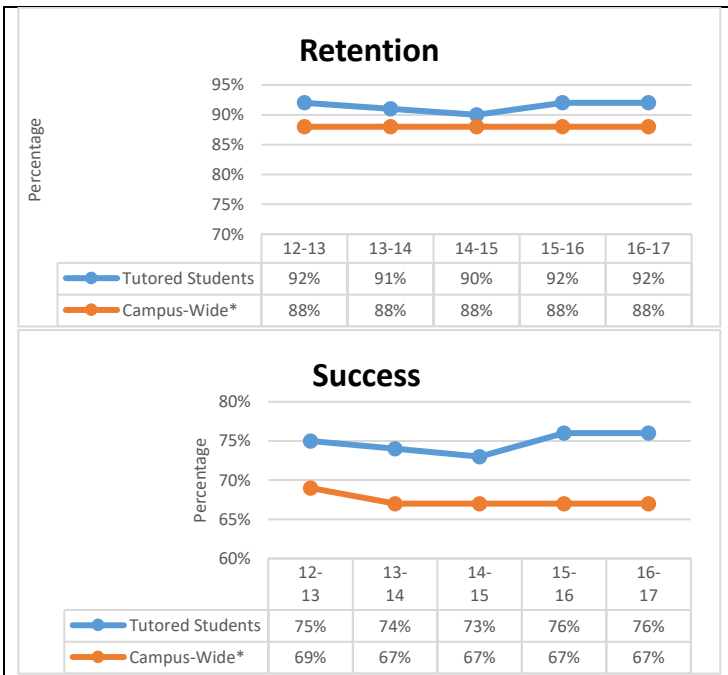
Assessment: From the 2012-13 to the 2016-17 school years, the Student Success Center (SSC) experienced a 10.5% increase in unduplicated student headcount, increasing from 2644 students to 2922 students. In 2013-2014, when the SSC was funded by the HSI Pass-Go Stem grant, the SSC serviced 2875. Presently, the Student Success Center, now operating on reduced general funds, serviced 2922 with approximately 42 tutors (SI's, mentors) during the 2016-2017 school year. Tutorial support has decreased from 167 tutors in 2015-16, to 45 tutors in 2016-17. While the SSC is presently understaffed, efforts are being made to replace vacant positions, update job descriptions, and hire new staff to accommodate the center's growing needs and population.

The Student Success Center services a diverse group of students. Overall services with regards to ethnicity has been relatively stable, although Asian, Black and White student usage has decreased slightly, on average 2%, over the 2013-14 to 2016-17 reporting period. Hispanic usage, however, has increased slightly by 2% during the same time frame. Research further reveals that, for the 2013-14 to 2016-17 reporting period, females experienced a 4% SSC usage decrease, while their male counterparts experienced a 4% SSC usage increase.

The Success Center Student Contact Hours (SCSCH) are robust. Despite experiencing a 25.2% decrease in contact hours (46,218 to 34,566) from 2012-13 to 2016-17, which can be attributed to the stabilization of outreach activities and reduced support personnel post grant funding, the SSC has experienced a steady increase in student contact hours for the past 2 years (2014-15 to 2015-16, 3.2% and 2015-16 to 2016-17, 3.7% respectively). Presently as of the writing of this document, the SSC has accumulated over 16,000 student contact hours.

Students that are serviced by the Student Success Center experience greater retention and success as compared to students that do not utilize the service. Recent research from 2012-13 to 2016-17 academic years reveal that on average, SSC tutored students experience a 74.8% success rate, as compared to a 67.4% campus-wide success rate. Average student retention rates for both groups are 91.4% and 88%, respectively.

Departmental Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan – see [SMART](#) guidelines). Tie goals to the college's [strategic goals](#).



- Increase generation of FTES through positive attendance to stabilize funding for the SSC
- Employ a Director and Tutorial Center Coordinator
- Increase the number of unduplicated student headcount in the SSC
- Increase student success rates
- Maintain and update SSC digital resources
- Continue to create opportunities for our targeted populations to interact with one another, connect with faculty members, and access academic support services.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, SLOs and/or PLOs has influenced your goals.)

To my knowledge, Service Area Outcomes (SAO's) have not yet been established for the Student Success Center.

Progress from Last Year's Action Plan: [Provide an update on the progress made from last action plan.]

To my knowledge, there was no action plan from last year.

Challenges & Opportunities: [Challenges & Opportunities should be reflected in the action plan.]

- The Tutorial (Center) Coordinator position is unfilled
- The SSC Director position is unfilled
- Providing academic support with limited staffing and reduced funding since 2015-2016 has been difficult for existing staff
- As the center continues to move toward positive attendance goals for funding opportunities, the SSC should continue to seek increased financial resources for SI's, tutors, support staff, textbooks and supplies.

Action Plan: [Describe your top priorities reflected in the department goals and provide specific steps to reach these goals.]

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

<ul style="list-style-type: none"> - Increase professional development for tutors, staff & faculty - Work through the collegial processes - Provide adequate staffing - Provide increased resources (i.e. textbooks, tutors) - Web training for secretary - Provide field trip experiences in various content areas 	FTES generation	\$30K	Continuous
	Staffing (Dir., TSC)	\$165K	Fall 2109 Continuous
	UndStuHeadcount	\$30K	Fall 2018
	Student Success	\$5K	Fall 2018 Spring 2018
	Digital updates Student Engagement		

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.	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 broader 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 – 2014-15 to 2016-17 Academic Years			
Demographic Measure	Program: Student Success Center/Tutoring	Campus-wide	Difference
Asian	7.0%	4.9%	2.1%

African-American	17.5%	12.6%	4.9%
Hispanic	62.3%	64.5%	-2.2%
Native American	0.7%	0.2%	0.5%
Pacific Islander	0.5%	0.3%	0.2%
White	11.0%	13.7%	-2.7%
Unknown	1.0%	0.4%	0.6%
Female	59.8%	57.1%	2.7%
Male	40.2%	42.9%	-2.7%
Age 19 or Less	5.3%	22.3%	-17.0%
Age 20 to 24	39.8%	36.0%	3.8%
Age 25 to 29	23.2%	16.7%	6.5%
Age 30 to 34	11.7%	8.8%	2.9%
Age 35 to 39	6.7%	5.2%	1.5%
Age 40 to 49	7.2%	6.5%	0.7%
Age 50+	6.1%	4.4%	1.7%

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.

Although there are slight differences in the demographics of students who access the Student Success Center compared to the campus-wide population, overall, the population the SSC serves closely mirrors the campus-wide population. The data indicates some statistics worth noting. The SSC serves nearly 5% more African Americans compared to the campus-wide population. This may be attributed to an increase effort to hire African-American tutors and the partnerships with the Tumaini Program, which targets students who are interested in learning about African-American history, literature, and culture.

There are two age groups with noteworthy substantial differences. Seventeen percent of students age 19 years or younger do not access the SSC compared to the campus-wide population. Possible reasons for this is that this population comprises of new students who may not be aware of the services or may not feel they need the services. The SSC will evaluate strategies to increase access for students in this population. One such strategy is to develop a partnership with the First Year Experience Program, whose population is new first-year students, who are generally 19 years or younger. On the other hand, 6.5% of students age 25 – 29 accessed the SSC compared to the campus-wide population. This trend can be attributed to returning students, who more likely to seek out resources.

Pattern of Service:

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

Hours of Operation

The San Bernardino Valley College Student Success Center (SSC) is located in the Physical Science building, room 121. Tutorial support is offered in the following disciplines: Mathematics, Chemistry, Biology, Physics, Computer Science, Computer Information Technology, Spanish, and Economics. The SSC Hours of operation are Monday through Thursday 9:00 am to 7:00 pm, Fridays and Saturdays 9:00 am to 3:00 pm. During the last two weeks of each semester, the hours for the SSC are extended to meet student needs, in preparation of finals. The extended hours for the two weeks are Monday through Thursday 9:00 am to 8:00 pm, Fridays and Saturdays, 9:00 am to 3:00pm.

Resources Available to Students

The Student Success Center provides many instructional services and resources, which not only include tutorial support and a positive study environment, but also a location for students to network with their fellow classmates and faculty. The SSC offers numerous resources that are available for students to check out. These resources include textbooks, laptops, calculators, anatomy models, and study supplies. The Student Success Center can accommodate approximately 261 students and is comprised of 5 areas: Mathematics Zone, Chemistry Zone, Biology Zone, a Computer Lab, and private rooms used for mentoring, workshops, and quiet study. During operating hours, tutorial support is offered for all levels of Mathematics, Chemistry, Biology, Physics, and other STEM related disciplines. The SSC also provides tutorial support for the Huddle and study jams hosted by student services.

The SSC was funded by the HSI STEM PASS GO grant, which was awarded in during the 2011-2012 academic year (five-year grant). The STEM PASS GO grant was funded by Title III of the U.S. Department of Education, designed to service students and support institutional efforts at San Bernardino Valley College in collaboration with California State University, San Bernardino. The goal was to increase the number of Hispanic and/or low-income students obtaining degrees in the STEM fields at San Bernardino Valley College and transfer into the 4-year institutions in STEM disciplines at California State University, San Bernardino. As of September 30, 2016, the Student Success Center was no longer operating on grant funds, and the grant objectives were met.

The SSC begin to transition from the grant objectives to institutional objectives in fall 2016. The transition included realignment of positions, creation and implementation of budget, and proposal of new program directives. In the transition, key positions at the Student Success Center became vacant: HSI STEM PASS GO Program Director, Program Secretary, and Department Dean. Positions that remained were: Tutorial Coordinator, Veterans Resource Specialist, Supplemental Instruction (SI) Coordinator, and Supplemental Instruction Faculty Evaluator. At the height of the grant, the SSC employed 120 tutors and SI Leaders. By Fall 2016, a majority of those tutors and SI Leaders had been released from their contracts due to a reduction of budget funds. The total number of tutors and supplemental instructors decreased to approximately 40 with an increase over the next year to 52 total. Grant objectives had outlined the need for Supplemental Instruction (SI) and budget constraints caused a shift from traditional SI sessions to a newly adapted form of mentor sessions. Mentor sessions differed from SI as tutors were no longer allocated hours to participate in classroom instruction. Mentor sessions were closely mirrored to workshops while still maintaining collaboration with faculty members to ensure workshop lesson plans aligned with class syllabus. With the continued shift from SI to mentor workshops, the positions of SI Coordinator and SI Faculty Evaluator were also phased out by spring 2017.

Programs under Student Success Center

The **STEM Program** is housed under the Student Success Center. The program is designed to assist low income and other traditionally underrepresented students and prepare them to pursue careers in various STEM fields. San Bernardino Valley College STEM Program helps reserve seats for some math classes; provides STEM exclusive accelerated cohort classes; provides access to the STEM Book Library, which houses math or science books; motivates peer to peer relationships through workshops, mentoring, and tutoring; delivers hands-on experiences through special STEM events/workshops/career path planning; student educational plans; goal setting; and dedicated STEM counseling.

The **ALEKS Math lab** is located in PS-131, a room adjacent to the SSC for students enrolled in Math-601, Independent Lab for Fundamental Mathematical Skills. It is open Monday through Thursday, 9 am to 7 pm and Friday, 9 am to 3 pm. It is staffed with two math faculty, who are instructors of records for the Math-601 course, and tutors. Students enrolled in this course utilize the lab to complete the course at their own pace. The ALEKS Math Lab offers students an assessment of their strengths and weaknesses in mathematics, one-on-one tutoring in mathematics, and guidance from STEM counselors.

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. 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 Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.	In addition to the meets criteria, the program <u>demonstrates that it has fully implemented Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>

NOTE: Do NOT include the summaries of the outcomes in this document.

Student Success:

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

The Student Success Center/STEM offers the following resources and services:

- Math accelerated cohort classes
- Access to the STEM Book Library for Math or Science books in the SSC
- Mentors and Workshops
- Special STEM events and workshops
- STEM Counseling
- Student Educational Plans
- Degree evaluation
- Transfer and Career exploration
- Mid-term and Final exam pizza parties
- Personalized one-to-one Math & Science tutoring
- MESA (Mentoring in Science and Math)
- S-STEM scholarship to CSUSB
- Summer Bridge Program
- TED Professor Talks (have lunch with a professor)
- Field Trips
- Veterans events

Based on the previous 2016-2017 EMP, students who access the Student Success Center have an increase in success rates with an average of 74.8% compared to 67.4% for students who did not access the SSC. Additionally, students who access the SSC have an increase in retention rates with an average of 91.4% compared to 88% for students who did not access the SSC.

Supplemental Data:

SAO	Method of Assessment	Assessment Benchmark	Improvement (How results will be used for planning and program evaluation)	Proposed Timeline for Implementation of Evaluation Method
SAO 1 Students who access the Student Success Center (SSC) will be satisfied with the facilities, services, and resources.	Students will complete a satisfaction survey.	90% of those surveyed will indicate that they were satisfied with the facilities, services, and resources.	Survey results will be used to improve facilities, services and resources.	Every spring semester
SAO 2 Students who access the SSC will demonstrate an increase in Retention rates.	Data report from the Research Department comparing retention rates of students who access the SSC compared to students who did not.	Increase retention rates for students who access the SSC by 2%, when compared to students campus wide.	Data collected on retention rates from the Research Department will be used for planning purposes, analyzation of best practices, and used to maximize resources.	Every spring semester

<p>SAO 3</p> <p>Students who access the SSC will demonstrate an increase in Success rates.</p>	<p>Data report from the Research Department comparing success rates of students who access the SSC compared to students who did not.</p>	<p>Increase success rates for students who access the SSC by 2%, when compared to students campus wide.</p>	<p>Data collected on success rates from the Research Department will be used for planning purposes, analyzation of best practices, and used to maximize resources.</p>	<p>Every spring semester</p>
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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—There is no additional information.

(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 Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.)

Student Learning Outcomes:

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 (e.g., faculty discussions, SLO revisions, assessments, etc.). 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.

Program Level Outcomes:

Data is limited at this time because the SAO's are newly developed (see new SAOs in the table below). However, data from Research and Development on retention and success rates have been used to determine how funds are allocated to provide better supportive services for students utilizing the center and its resources. Currently, SAO's are being used to create next year's action plan and there are plans to assess this next year.

As of fall 2017, the SSC enrolled students in ACAD-606. SLOs were not assessed for this course, but there are plans to assess it next year.

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 4-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 program goals and achievements to the campus and to the community.

The Student Success Center expands and enhances community awareness of the Center by utilizing various tactics in marketing and recruiting. Flyers for the SSC have been created to promote the benefits of the Center. Flyers were also translated in Spanish to reach a wider audience. Several times per month, the SSC/STEM program place information tables throughout various locations on campus to promote access to tutoring at the Student Success Center and expand services through STEM. Contests are held increase awareness by providing program information. Prizes for the contests include marketing supply giveaways; prize baskets that are made of school supplies; and study sessions in which lunch is provided. The SSC also holds an end of semester contest in which students are entered into a raffle. Students are encouraged to log hours in the SSC during a period of two weeks. For each hour spent in the SSC, the student is awarded one raffle ticket to enter the drawing. The winner of the drawing is awarded a 2-hour private tutoring session with lunch provided.

In the Fall of 2016, the San Bernardino Valley College Athletics Department established a study hall for their student athletics called The **HUDDLE**. The SSC collaborated with the newly established HUDDLE to provide mathematics tutors for student athletics. During the academic year of 2016-2017, 4,920 hours were logged in. As of March 1, 2018, hours logged at the Huddle has already reached 3,981.

The **STEM program** is designed to empower traditionally underrepresented and other students to become future STEM leaders. The goal is to promote a sense of community within the campus by updating information on our STEM website including STEM applications; Math cohort petitions; STEM benefits; and STEM counseling appointments. Flyers have also been created to highlight the benefit of the STEM program. The program also increased community involvement in student’s STEM success through outreach by providing middle school girls (Girl Scouts) with information and activities related to Computer Science in

collaboration with the Computer Science department. Other community events include STEM Family Night, STEMAPALOOZA, Men and Women in Math and Science, Veterans Day Event, and Summer of Learning at Valley (SOLV). High school outreach events have been held, which included over 800 high school students in attendance and community events including 1,475 elementary and middle school students have also been implemented. These community events have been strong components of the STEM program. STEM Counselors and Student Success Center Personnel continue to increase community awareness of STEM educational and career opportunities through these events. The STEM PASS GO program also built the bridge between San Bernardino Valley College (SBVC) STEM students to excel as STEM majors at California State University, San Bernardino. Both the faculty at SBVC and CSUSB agreed to five STEM articulation agreements in the areas of Biology, Chemistry, Computer Science, Mathematics, and Physics. A Transfer Admissions Guarantee (TAG) with CSUSB guaranteed transfer admission to CSUSB for all STEM students who earned a minimum GPA, completed required courses, and have an adequate number of units to transfer.

The **ALEKS Math Lab** has been advertised through the San Bernardino Valley College website. This recognition has increased the number of students interested in enrolling in this non-credit course. The ALEKS Counselor/Coordinator counsels, mentors, coaches, advises, and completes Ed Plans for non-traditional and traditional students in areas of fundamental operations of arithmetic, pre-algebra, elementary algebra, and intermediate algebra. Prospective and current students have been eager to complete the sequences of remedial mathematics courses to develop proficiency in college level transferable math courses. Other departments at SBVC have played an essential role in recruiting students into the program. The Counseling Center directs students to enroll into Math 601 non-credit course. Students who are encouraged to seek assistance in the ALEKS Math lab are those who have met their limit on the number of attempts for remedial math courses; students with disability; and adult learners. The CalWORKS program at SBVC has also been a huge contributing factor with recruiting students into the ALEKS Math Lab. A majority of the students receiving assistance through the County CalWORKS, have been enrolled in the Math 601 non-credit course. This course has provided flexibility in balancing job opportunities and home responsibilities.

Describe how your program seeks to enhance culture and climate of the college.

One of the biggest benefits of Student Success Center/STEM is the Outreach connection for culturally diverse families in the community. This is a continued effort to serve the low-income community of San Bernardino. Outreach is primarily due to the emphasis of connecting the student body with the community and building the solidarity and engagement between the college and the people in the local area. Events such as STEMAPALOOZA, STEM Family Night, and Professor TED Talks are opportunities that are likely contributed to the increase in awareness of the college and the resources the college has to offer. There has been an increase awareness of STEM educational and career opportunities and access to learning and academic support. The staff of the SSC/STEM has made it a priority to provide these learning support services to improve student access, achievement, and advancement in STEM and tutoring opportunities. Professor TED talks are short, informative, and eye-opening talks given by our very own SBVC professors in STEM fields addressing challenges in life. The very first Professor TED Talk will be held on March 30, 2018 by Professor David Smith of the Mathematics Department. Professor Smith will open up about the angst of saying yes and how all of us wrestle with our shared temptation to compromise and settle for life's easy escapes. The Professor TED Talk were added as workshops to help students, professors, and staff explore important topics in higher education; extreme value and important human connection; enhance face-to-

face student/faculty interaction; and reshape the college campus experience. All these outreach resources and support are geared towards helping students set academic goals, achieve them, and make informed decisions about their academic future.

Describe one or more external/internal partnerships.

During the implementation and development of the STEM PASS GO program, San Bernardino Valley College and California State University, San Bernardino (CSUSB) aimed to increase the number of low income students obtaining degrees in STEM fields and develop transfer and articulation agreements between the two institutions. Although the grant has ended, the partnership between institutions has strengthened. The partnership has continued to help articulate STEM pathways for transfer by providing support services at the SSC and STEM counseling to best meet transfer student's needs. This connection has strengthened the bridge for SBVC STEM students to succeed as STEM majors at California State University, San Bernardino. The purpose is to increase the number of students majoring in STEM and enhance the quality of support services offered at the SSC.

SSC/STEM partners with the Science Division on the S-STEM Grant. The SSC/STEM supports this grant through application selection, recruitment, counseling, and assist in locating mentors. This five year grant has also built a bridge between CSUSB and San Bernardino Valley College. One of the grant's component is the availability of 20 scholarships for students. The S-STEM scholarships is funded by the National Science Foundation for students at Cal State. Nineteen non-medical STEM majors from Valley College who plan to attend CSUSB will be chosen to become recipients of this scholarship. This scholarship will support financial, curricular, and co-curricular support to students. Ten scholarships will be awarded to students 1 year out to transfer to CSUSB; nine scholarships will be awarded to students 2 years out to transfer to CSUSB. All students must have a 2.8 G.P.A.; meet the guidelines for financial aid; and complete or enroll in specific Chemistry, Biology, Physics, and Math sequences. Award recipients will meet regularly with faculty mentors in their major, participate in cohort classes during their first year at CSUSB, and have access to peer mentoring, workshops, and research opportunities.

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

The SSC/STEM program plans to initiate strategies that continue to meet the needs of the students and coordinate interaction between STEM counselors at SBVC and CSUSB. Strategies include seeking out communication to the community and recruitment of students into the STEM program. Plans to update the STEM website regarding STEM orientation, workshops, STEM events, and STEM scholarships are being addressed. Information regarding the SSC/STEM will be announced on the SBVC home page in order to bridge the gap between the students and the community. Furthermore, continued efforts to translate information in Spanish due to the high Hispanic population in the community will be essential. Currently, the STEM program has 189 STEM students. The plan is to promote more STEM events and activities in the Student Success Center, where students from other disciplines utilize the tutoring and mentoring services.

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:

4. Discuss the ways that members of your department maintain currency in their field.

Although the Student Success Center has experienced a high turnover rate, it has been a priority for the center to effectively maintain a positive educational environment. The SSC's top priorities are to maintain a positive educational environment and to empower students with learning strategies. The Dean, STEM Counselors, and Professional Expert staff meet weekly to collaborate and to plan for the Student Success Center, Aleks Lab, and STEM Program.

Additionally, tutors and mentors (formally Supplemental Instruction Leaders) have monthly training sessions. Some of the training topics include:

- Campus Safety
- DSPS (compliance and how to work with students with disabilities)
- Verbal & Nonverbal Communication (Microaggressions)
- Soft Skills (Time management/Organization)
- Sexual Harassment
- Mock Tutoring
- Strengths Finder
- Myers - Briggs (Learning Styles)

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

Currently, the department staff do not belong to any organization.

6. 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 the professional development impacted/expanded the program.

The two STEM Counselors plan/renew membership to the following associations: American College Counseling Association, American Psychological Association, and NASPA Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators). Professional development will increase the capacity to generate extensive knowledge regarding equity, access, and inclusion; build partnerships to collaborate with other professional in the field; generate strategies for policies that address barriers to student success; allow for communication and exchange of ideas and best practices amongst STEM counselors and other counselors from other institutions; and gain extensive psychological knowledge of the student as a whole.

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.	In addition to the meets criteria, the program is productive at an acceptable level and provides plans to increase productivity that is positioning the program 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 course 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 Student Success Center is to help students succeed at San Bernardino Valley College by providing academic support and tutoring in multiple subjects. We take special care to empower students with learning strategies and skills needed to become independent learners on the path towards academic success.

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

As demonstrated in the data mentioned earlier, the Student Success Center offers services and resources that support a diverse community of learners by providing learning strategies and skills needed “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.

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.

Success Center Usage	Unduplicated Students	Total Hours
Summer 2015	216	1426
Fall 2015	1377	1246
Spring 2016	1480	16496
2015 - 2016 Total	3073	19168
Summer 2016	321	1886
Fall 2016	1405	18495
Spring 2017	1941	30404
2016 - 2017 Total	3667	50785
Summer 2017	513	1854
Fall 2017	1854	35352

Spring 2018* (as of 3/1/2018)	1394	11456
2017 - 2018 Total	3761	48662

The SSC tracks usage data using SARS log-in software. Students who access the SSC must sign-in on the log-in computer when they enter and sign out when they leave. Based on the data (see table above), there is a steady increase in the number of students the SSC serves. There is approximately a 20% increase in the number of unduplicated students the SSC serves each year. As expected with the increase in the number of students, there will be an increase in usage hours as well. However, the usage hours far exceeds the increase in students. From 2016 – 2017, SSC logged in 50,785 usage hours or 96.7 FTES compared to 19,168 hours or 36.5 FTES in 2015 – 2016, which is a 165% increase and an additional 60.2 FTES. For 2017 – 2018, as of March 1, 2018, the SSC has logged in a total 48,662 hours. At this rate, the SSC is forecasting to log approximately 70,000 hours total by the end of this academic year. This is approximately 50,000 hours compared to the 2015 – 2016 year, which is a 265% increase.

The increase in usage and attendance may be attributed to an increased effort to promote the SSC. The SSC was funded through a grant, which ended in Sept. 2016. With the conclusion of the grant, the SSC now relied on the college’s general funds and is able to collect apportionment. In March 2017, the SSC began collecting apportionment for student contact hours. With increased efforts focused on marketing and outreach, the SSC worked with STEM faculty, STEM counselors, and Divisions to develop programs and establish partnerships that would utilize the SSC, which includes the STEM (Science, Technology, Engineering and Mathematics) Program and the ALEKS Math Lab Program. Student contact hours are collected through drop-in tutoring, scheduled tutoring appointments, facilitated workshops, and group tutoring.

The SSC will continue their efforts to promote the services and to develop partnerships with campus and community programs and entities. However, the SSC is restricted in how much it can grow due to the limitation in space and funding. Additional space and funding is needed if the SSC continues to grow at this rate.

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. (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.

Students who access the SSC is enrolled in ACAD-606, *Supervised Tutoring/Academic Instructional Support*, and a non-credit course to collect Positive Attendance apportionment. This curriculum is current.

CURRICUNET REPORT (If applicable):

Articulation and Transfer

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

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

N/A

Currency

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 accurate? Which courses are no longer being 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 information for ACAD-606 on the catalog is accurate.

Challenges:

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 and weaknesses in the program?

EMP Summary Challenges:

- The Tutorial (Center) Coordinator position is unfilled
- The SSC Director position is unfilled
- Providing academic support with limited staffing and reduced funding since 2015-2016 has been difficult for existing staff
- As the center continues to move toward positive attendance goals for funding opportunities, the SSC should continue to seek increased financial resources for SI's, tutors, support staff, textbooks and supplies.

One of the biggest challenges for the SSC is the reduction in funding and staff. The SSC went from one full-time Director, one full-time classified Tutorial Coordinator, one full-time classified Secretary I, two full-time counselors, four Professional Experts, and over 100 tutors and office assistants to two full-time counselors, one Sec I sub, two Professional Experts, and approximately 50 tutors and office assistants. Even though the two full-time counselors remain, they are responsible for STEM activities and STEM counseling. Though they have been helpful in ensuring the Center maintain its operations, this reduction has negatively impacted the services the Center is able to provide. Without full-time staff dedicated to the Center, it is unable to have any long-term plans or goals. It also lacks the continuity in personnel to ensure that any plans are carried out or followed through with current plans and goals. Additionally, this reduction in staff and funding also

resulted in the elimination of Supplemental Instruction sessions and special sub programs such as tutoring for Veterans.

There are plans to fill some of the vacancies. Currently, there are plans to fill the classified Tutorial Coordinator's position.

EMP Summary Goals:

- Increase generation of FTES through positive attendance to stabilize funding for the SSC
- Employ a Director and Tutorial Center Coordinator
- Increase the number of unduplicated student headcount in the SSC
- Increase student success rates
- Maintain and update SSC digital resources
- Continue to create opportunities for our targeted populations to interact with one another, connect with faculty members, and access academic support services.

EMP Summary Goals	Outcome	Goal Met? Rationale
Increase generation of FTES through positive attendance to stabilize funding for the SSC	In 2015 – 2016, the SSC generated 35.5 FTES. In 2016 – 2017, the SSC generated 96.7 FTES. This is a 165% increase.	Yes. We will continue this goal
Employ a Director and Tutorial Center Coordinator	A Director and Tutorial Center Coordinator have not be hired.	No. With the change in leadership objectives, and funding, there has been a change in the direction of these two positions. We will continue to assess the needs of the Center to determine staffing needs.
Increase the number of unduplicated student headcount in the SSC	In 2015 – 2016, the SSC had 3,073 unduplicated headcount. In 2016 – 2017, the SSC had 3,667 unduplicated headcount. This is a 19% increase.	Yes. We will continue this goal
Increase student success rates	In 2016 – 2017, on average the success rates of students who accessed the SSC was 72.3% compare to 68.8% of students who did not. This is a 3.5% increase.	Yes. Though there is an increase in success rate, we will continue this goal and to evaluate other strategies to explore ways to increase this rate.
Maintain and update SSC digital resources	Items purchased through the STEM grant: laptops & two big screen TVs.	Though equipment was purchased using grant funds, there is currently no funds to update these resources. We will continue this goal and explore other means of achieving this.

Continue to create opportunities for our targeted populations to interact with one another, connect with faculty members, and access academic support services.	Offered TED Professor Talks to engage faculty and students; provide math cohorts academic support, counseling, and peer mentors.	Yes. We will continue to explore ways to continue this goal.
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New Challenges

- Staffing
 - The classified Tutorial Coordinator position is unfilled
 - The faculty Success Center Coordinator position is unfilled
 - Faculty coverage to satisfy requirement for apportionment collection
 - The reduction in tutors due to a reduction in funding
- Budget
 - The budget reduction has caused a reduction in staffing, resources, activities, and services for the SSC.
 - Although there is budget allotted to the SSC and the STEM Program for supplies, there is no budget to support a robust STEM Program.
- Facilities
 - With the increase in access and usage, the space is inadequate to support the demand.

New Goals

- Increase access and usage
 - Develop partnerships with faculty, other campus programs, and departments.
 - Explore strategies to promote and market the SSC
 - Expand discipline offerings
 - Offer online tutoring
- Adequately staff the SSC
 - Hire classified Tutorial Coordinator
 - Hire faculty Success Center Coordinator
 - Staff the Center with faculty every hour the Center is open to fulfill apportionment collection requirement.
 - Recruit federal work study students as office assistants to help with the log-in computer and resource check-out area.
- Augment budget
 - Explore ways to augment budget—grants, categorical funds, streamline processes, etc.
- Provide tutor training certification
 - Apply for CRLA tutor training certification, Levels 1 and 2
- 90% of students who access the SSC will be satisfied with the facilities, services, and resources (SAO 1).
 - Administer a survey during spring semester to assess and use results to improve as needed.
- Increase success rates of students who access the SSC by 2% compared to students campus wide (SAO 2).
 - Request data from the Research Department and use results for planning.

- Increase retention rates of students who access the SSC by 2% compared to students campus wide (SAO 3).
 - Request data from the Research Department and use results for planning.

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:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facility (including technology needs).

The Student Success Center welcomes SBVC students to use our facility for purposes compatible with the colleges’ mission and vision. The SSC works hard to support our students’ academic needs. The Student Success Center also strives to ensure that people with disabilities have equal access by providing accommodations for qualified people with disabilities. Accommodation are a necessary part of meeting the requirements of the ADA, such as decal stickers on some chairs, lower desks, and an open space are available for educational use. The goal is equal access; every student who needs to use the SSC should be able to do so comfortably and efficiently. The SSC has the following policies:

- Requires students to have their I.D. card
- Sign-in and out into the SSC
- No food or drinks permitted
- Childcare is not provided
- Ensure students have access to services
- Late appointments will be cancelled and available for reschedule
-

Information on the SSC, proper signage regarding room occupancy, math and science tutor and mentor schedules, and workshops are posted throughout the SSC for visual needs. Furthermore, various resources are obtainable at the SSC to support student success outside the classroom.

Many of the resources utilized in the SSC today were purchased with the STEM Pass-Go grant. Those resources included: laptops, anatomy models, calculators, books, and study supplies. Many of these resources are used daily and have incurred moderate wear and tear. The resources currently housed in the SSC will withstand the remainder of this academic year and possibly one more year but will need to be replaced soon after that. The SSC currently has 25 laptops that are checked out to student for use in the SSC. Laptops are a high-demand, which are used frequently in the SSC. There are not enough laptops to provide to students. All of

the laptops are checked by noon on a daily basis. Many of our students lack the resources to purchase laptops and internet access; therefore, students use the laptops to complete electronic-based homework. The anatomy models available in the SSC are checked out daily by students enrolled in biology courses. The model includes the brain, the heart, 1 leg muscle, 1 arm muscle, 2 complete spinal cords, 4 skulls, 4 axial vertebrae, 4 upper extremities, and 4 lower extremities. The SSC also provides 20 scientific calculators and 10 graphing calculators that are available for check out. Students are allowed to reserve books from our book library as long as they are currently enrolled at San Bernardino Valley College. Books are available in the following subjects: Chemistry, Biology, Physics, Mathematics, Economics, Spanish, and Computer Information Technology. Books may be reserved for the length of time the student remains in the SSC. The books are outdated, and while different departments provide books, the demand far exceeds the supply. Study supplies such as highlighters, pens/pencils, scissors, tape, staplers, hole-puncher, and index cards are also available. Students must present a valid Valley College I.D. card to utilize these resources, which are free of cost.

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 following addresses the areas in the recent Program Efficacy document (Spring 2013) that received "Does Not Meet":

Demographics: Addressed in Part I under *Demographics*. The demographics were analyzed and an explanation was offered for the variances in the data.

Patterns of Service: Addressed in Part I under *Patterns of Service*. Hours of operation on based on past student access data and how classes are scheduled. Although there is not a survey to access if the students' needs were met, there is plan to conduct one next term.

Student Success: Addressed in Part II under *Student Success*. The student success data were analyzed indicating that students who access the SSC have an increase in success and retention rates.

Student Learning Outcomes and/or Student Achievement Outcomes: Addressed in Part II under *Student Learning Outcomes and/or Student Achievement Outcomes*. SAOS have been developed.

Relevance, Currency, Articulation: Addressed in Part V under *Relevance, Currency, and Articulation*. This is not applicable most areas.

Trends and Accomplishments: These sections are no longer on this template. However, these were addressed in Part I under *Demographics and Patterns of Services*; Part III under *Communication, Culture, and Climate*; and Part V under *Productivity*. These areas address how the major trends impact the SSC's student access and usage. Additionally, these areas explain how the trends impacts future planning.

Weaknesses and Challenges: Addressed in Part V under *Challenges*. Previous challenges were analyzed and used to connect with future planning. Trends and weaknesses were identified in the program.

Technology, Partnerships, and Campus Climate: Addressed in Part III under *Communication, Culture, and Climate* and *External/Internal Partnerships* and Part VI under *Facilities*. The strengths of the program was addressed and external/internal partnerships were discussed.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Student Success Center/Tutoring

Efficacy Team: Sandra Moore, Paula Ferri-Milligan, Stacy Meyers

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

The program provides important services to students. The Student Success Center is open Monday-Saturday, and it offers both day and evening services during the week. It provides extended hours at the end of the semester for final exam preparation. It identifies activities and collaborations within the STEM areas, with some collaborations--Huddle Study Hall, middle school contact, Computer Science Department, CalWorks--and it keeps its website current. The program identifies current avenues for professional development.

Following are areas that need to be addressed:

Data analysis is limited. In addition, SAO/SLO data is important to assess to provide guidance for future planning. Considering the length of time that the program has been in existence on campus, assessing these should be a priority.

An evaluation of existing facilities is not mentioned. Considering the growth that the program has indicated, this evaluation should be a priority.

There are issues with the website that need to be addressed—such as the “schedule by subjects” and “workshop schedule” not having active links.

The document’s focus is on STEM-related disciplines and supplemental instruction in those areas. The program states that there are plans to fill the Classified Tutorial Coordinator’s position, which traditionally provided oversight to general tutoring for various departments across campus. There is not evaluation of student needs for that type of tutoring assistance in the document. An evaluation of the need for general tutoring services might be appropriate since general tutoring was last provided by the Student Success Center. Although there are other academic support services-- content tutoring in specialized programs (STAR, EOPS, etc.), Supplemental Instruction Across the Disciplines--these services are for specialized populations and do not address the needs of the general student population, so the need for general tutoring services to accommodate disciplines across the campus needs to be addressed.

Part I: Questions Related to Strategic Initiative: Increase Access

	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>
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The program demographics closely reflect the college-wide demographics with a few exceptions. Hispanic, white, and male populations are slightly lower (2.2%, 2.7%, 2.7% respectively) than the college-wide demographics. The program does discuss the more significant difference of the age 19 or less population--with the campus average at 22.3% and the program average at 5.3%. The program provides a possible explanation that "new students...may not be aware of the services or may not feel they need the services." It will "evaluate strategies to increase access for students in the population," and it gives possible plans of action that include partnering with the First Year Experience Program.

Surveying students in the STEM courses might be a first step to identifying this population's needs, and it would give them a broader view of those needs in order to begin recruiting from that population.

Pattern of Service: The Student Success Center is open Monday-Saturday, and it offers both day and evening services during the week. It provides extended hours at the end of the semester for final exam preparation.

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

	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. 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).	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>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Data/Analysis: Data analysis is limited. Although the narrative states that it is evaluating 2016-17 EMP data, the data listed in this section is from prior years that are listed on the EMP. The retention rates over the five years that are reported on the EMP show a relatively consistent retention rate (90+%). The success rate

has also remained fairly constant through the five-year period (73+%). Student contact hours is high but have decreased over the past five years, which the department attributes to “the stabilization of outreach activities and reduced support personnel post grant funding.” Unduplicated headcount is addressed in the Productivity section of this report.

Service Area Outcomes: SAO data is reported as limited because they are “newly developed.” The department states that SAOs are “being used to create next year’s action plan and there are plans to assess this next year.” ACAD 606 SLOs have not been assessed.

SAO/SLO data is important to assess to provide guidance for future planning. Considering the length of time that the program has been in existence on campus, assessing these should be a priority.

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

Climate

	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. 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: The program addresses various marketing and recruiting techniques. It identifies activities and collaborations within the STEM areas, with some collaborations--Huddle Study Hall, middle school contact, Computer Science Department, CalWorks--and states that it keeps its website current.

There are issues with the website that need to be addressed—such as the “schedule by subjects” and “workshop schedule” not having active links.

Culture & Climate: The department addresses its continuing external partnership with California State University, San Bernardino.

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

Development

	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:

The program sites weekly meetings with Center staff to collaborate and plan and provide monthly training sessions for tutors and mentors. Department staff does not belong to any organizations. It is unclear whether STEM Counselors are members of the organizations listed since it is stated as they “plan/renew” their membership. Professional development plans are not specific. The program does identify current avenues for professional development.

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

	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 and Purpose: The department provides a mission statement.

Productivity: Productivity is addressed related to headcount.

Relevance, Currency, Articulation: ACAD 606 is the non-credit course used to collect Positive Attendance apportionment. The course is current. The program addresses the course accuracy in the catalog but does not address other areas that the Success Center is updated.

Challenges: The program identifies a list of challenges that include filling permanent positions, maintaining academic support in relation to a reduced budget. It states that there are plans to fill the classified Tutorial Coordinator's position. It provides a summary of its goals, the outcome, and a rationale for meeting or not meeting those goals. *There is not a plan for meeting unmet goals other than exploring ways to meet them.*

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	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:

The program addresses its policies for the Center's space. It also lists the resources that are available to students--including ADA accommodations, laptops, anatomy models, calculators, textbooks, etc.

An evaluation of existing facilities is not mentioned. Considering the growth that the program has indicated, this evaluation should be a priority.

VII: Previous Does Not Meets Categories

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

Below are the areas that were addressed in the spring 2013 efficacy report that are still addressed on the existing efficacy reporting form and the rating for each. It appears that the program has met all of the previous does not meets except for SAOs. Although there has been turnover and staffing changes that contribute to this, it is a significant issue that needs to be addressed.

Efficacy Team Analysis and Feedback:

Demographics: Meets

Patterns of Service: Meets

Student Success: Meets

SAOs/SLOs: Does not meet

Relevance, Currency, Articulation: Meets

Challenges: Meets

Partnerships: Meets

Challenges: Meets

CTE Two-Year Mini- Reviews & Team Reports

Date: 3/7/2018

College: San Bernardino Valley College

Program: AERONAUTICS

1. CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW		
Purpose of this Program		
No Changes in Purpose in the Last Two Years	Minor Changes in Purpose in the Last Two Years	Significantly Changed Purpose In the Last Two Years
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(Provide update since last full efficacy review; examples include description, mission, target population, etc.)		
<p>The Aeronautics Department at SBVC offers a 2 year training programs leading to certifications in either Airframe maintenance technician or Powerplant maintenance Technician, or both included in the Aviation Maintenance Technician Certification. These programs are designed to develop the skills and knowledge necessary for students to pass the FAA test and become FAA certified technicians. The program is FAA approved, audited, and inspected to meet the requirement of FAR Part 147. The purpose of this program does not change in curriculum or methods of instruction unless the FAA has issued a rule making change to FAR Part 147 which mandates the study areas, depth of instruction, and time requirement for each instructional unit. In addition, two additional certifications have been developed and are going to be offered in our Department: Flight Operations Certificate and Flight Operations and Management A.S. Degree. This Degree is for students who are interested in a career as a commercial pilot either in general aviation, the airlines, or in the area of aviation management while the Flight Operations Certificate prepares students for employment or transfer to other colleges, and includes Federal Aviation Administration approved curricula in basic ground school, advanced ground school, and instrument ground school.</p> <p>Our mission is to give a diverse group of students the knowledge and skills necessary to successfully gain employment in the aviation technology industry, be successful at numerous levels of employment, including commercial, corporate, or general aviation and maintenance, and provide them the foundation necessary to continue to learn and progress in their field of endeavor.</p> <p>In most areas the Aeronautics Department student population reflects the college's diversity. One of the main differences is in gender percentage. The Aeronautics program lends itself mainly to males <i>due to</i> the pervasive view of the <i>general population</i> that aviation is a male oriented career. The Aeronautics program has for the past year used a success story board with pictures of recently graduated students that have gained employment. We focus on the female success stories when talking to high schools who tour our program. As well, we add the industries need for female mechanics. We qualify this information from our advisory meetings.</p>		
2. Demand for this Program		
Low Demand	Adequate Demand for our Students	High Demand
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)		
<p><i>According to the Bureau of Labor Statistics (BLS), job prospects through 2030 will be best for technicians who hold an Airframe and Powerplant (A&P) certificate and keep up with technical advances in aircraft electronics and composite materials. The BLS states many older aircraft</i></p>		

mechanics are expected to retire between 2010 and 2024, allowing management and entry-level positions to open up for new mechanics.

Per the aviation Technician Education Council (ATEC) February newsletter for February 2018, they stated anticipated job growth for A&P certificated mechanics and Avionics technicians as tracked by BLS jumped from 1% to 5%.

In addition, aerospace giant Boeing issued a report, which predicts that as global economies grow and tens of thousands of new commercial jetliners are produced, the demand for pilots and educated technicians will also grow exponentially. The company anticipates more than 400,000 pilots and 600,000 airline maintenance technicians will be needed by 2031. In addition, the FAA has issued a letter that indicates the need for added marketing to students in the K-12 demographic to prevent any industry short fall of technicians that could impact out national air transportation system. In addition, our advisory members input, SkyWest Airlines, Unical Corp., Pulsar Aviation, United Parcel Service (UPS) Federal Express(FED EX), General Atomics, Northrop Grumman and Boeing have all indicated a strong demand for AMT's and they are continuously seeking to hire our graduates that obtain their FAA Certificates and participating in an internship programs for our students.

Finally, the Aeronautics department added a General Aeronautics evening class this semester and with little to no advertising the course was filled. The Aero department will be adding additional AMT courses in the fall and we anticipate them to be very successful. In addition, our aviation partners were the ones who asked for evening classes at our advisory meetings and they are assisting us in attracting students to the evening program.

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Analyzing EMP data shows an increase in FTES, up 7.5% from the previous year. In addition, student success rate has also increased dramatically by 9% up to 92% which is a great indicator since our programs success rate is measured by our program graduates successfully completing the rigorous testing and obtaining their FAA Airframe and Powerplant Certifications. In fact, The FAA monitors student test results for FAA certification and indicated that SBVC students are performing at a rate at which 85% of the students are passing at a level higher than the national average, a testament to the quality of our program.

In so far as percent of students who meet SLO, it is on average higher than 90% across all Aero courses over the past 3 years.

In addition, we have as of January 2017, hired a full time faculty that has greatly contributed to establishing strong partnerships with the likes of SkyWest Airlines, United Parcel Service (UPS Airline Division) General Atomics, Ontario and San Bernardino International Airports Operations, New Tech Aviation Services, Certified Aviation Services (CAS), Space X, Unical Corp, Northrop Grumman and Boeing. These companies are actively talking to our students as they go through the program and hiring them upon graduation of program.

Furthermore, the aeronautics department has established an apprentice program with SkyWest Airlines to create an employment pathway for our students to work in their maintenance facilities. As well we have partnered with a new private firm World Wide Wings that operates out of San Bernardino International Airport as a private and commercial pilot school to provide their students with pilot ground school courses as well as instrument flight certification. We have developed a new Aviation Management and Operations A.S degree and Certificate program which we will begin to offer in the coming fall, for students who want employment as pilots and/or flight operations and management.

Finally, the new equipment the Aero department has acquired adds quality to the program by updating and replacing 20 to 40-year-old equipment and mockups used in the labs. The new equipment and mock ups add quality of instruction to the program as requested by our advisory committee, while still keeping within FAA requirements and standards.

4. External Issues

Not Consistent with
External Issues

Complies with External Issues

Benefits From and Contributes
to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The FAA is currently in the comment period for proposed changes to Federal Aviation Regulations (FAR) 147. The outcome of the new regulations are to modernize and re-organize current Aviation Maintenance schools (AMT). The last change was 1992.

The aviation Industry is requiring new and improved skills in troubleshooting, maintenance, electronics, avionics and composite repairs for the new aircraft coming on line to include drones and rockets.

Additionally, since composites and advanced structural material technology has revolutionized the airframe industry, the Aeronautics department is currently purchasing Hot Bond equipment used in composite repairs and manufacturing. The Aero department has a Nano composite course, which will be offered in the summer of 2018, pending composite material purchase.

As well, the department is gathering industry professionals and leaders in Drone technology to join us in an advisory committee to look into the feasibility of offering Drone courses. To include coupling current Aeronautics courses with electronics courses to produce additional certificates for new and upcoming aerospace technologies.

5. Cost of this Program

Expenditures
Exceed Income

Income Covers
Expenditures

Income Exceeds
Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

There has been a steady improvement in our FTES as well as FTEF since the last full efficacy review with a steady improvement in the success and retention numbers of our students. Our retention rates have climbed to an impressive rate of 92% and our success rate has also climbed by 11% to 82%. Our FTEF number remains at 5.98 which points out the need for additional full time instructor, in addition to the programs only full time instructor who has been teaching for just over a year now. However, it is very encouraging to note, that beginning this semester, and for the first time ever, the department has offered an afternoon curriculum that mirrored our traditional daytime program and these classes had filled to above capacity thus increasing our enrollment by more than one hundred percent in the beginning courses. This is a very positive sign of program demand. Also, The department chair in conjunction with the Dean and the new Full time instructor have been able to acquire additional grant funding which enabled us to obtain four state of the art trainers to begin to bring us up to industry standards as well as FAA training requirements: Avionics trainer (AV22), Cockpit Instrumentation Trainer (AS76), Anti- Skid Brake System (AL37), Hydraulic system Trainer (H37) at a cost exceeding \$87,000. We have also acquired a new RED BIRD flight simulator to support our new courses in the Airport operations and management programs that have been added. Two more simulators will be required to support this new program

The Dept. continues to seek grant funding from, the FAA, Unical Aviation, Boeing and the like, that will support and augment the recently acquired materials to teach a composites technology course and will need to purchase a Hot Bond machine which would help in the use, repair, and manufacturing of Nano-Composites in a wide variety of industries including Aerospace, automotive, leisure, and power generation (wind turbine). These grant monies greatly support the general fund monies by allowing the dept. to purchase much needed replacement of outdated, worn, or damaged instructional equipment. We are actively looking for donations from SkyWest Airlines, United Parcel Service (UPS) Airline Division and Unical. These companies have told us they are willing to donate material as well as components to the program. We are currently in progress of developing a wish list of items we need for the program.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The Aeronautics program is currently anticipating the new changes to FAR 147 as it relates to modernizing and reorganizing current curriculum changes and is beginning work towards a draft for what will be required for the program to be in regulatory compliance with the FAA. With just one full time faculty the regulatory changes would create additional work load on dept., to include current workload required to be within FAA compliance.

Part of the two-year plan includes hiring an additional fulltime instructor to support the additional AMT courses in the evening and the new courses in Operations and Management. Additional instructor required as well to support the additional FAA regulatory compliance brought on by the additional classes and upcoming propose changes to the FAR 147.

Additionally, the Aeronautics department will be working to gain additional funds from, the FAA, Unical Aviation, Boeing and the like to bring our current equipment up to industry standards as requested by our advisory meetings. This would help the department to begin to get in line with industry requirements for their new systems.

Outreach will also be part of the two-year plan in order to attract new students to the program. One of our major priorities is to outreach to potential female students to the program, who are highly sought after by the industry, as per our advisory meetings. So we may be in a better position for future trends in employment for the aviation industry. ATEC news letter dated December 19, 2017 wrote about the lack of students in AMT programs. Of 170 FAA certified AMT schools they have a current enrollment of 1800, this schools have the capacity for 3400. The aeronautics program will conduct outreach to fill this gap for our program.

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

“Does Not Meet” as identified by the Committee after reviewing the 2016 conditional report:

Productivity: Remains at does not meet. There is still a steady decline of full-time enrollments; the program started this decline before the loss of the full-time faculty. Lack of outreach could be a factor. It is critical for the program's success to reverse this trend.

The department has initiated an evening program starting this Spring 2018 semester in addition to our daytime program and the enrollment numbers have been spectacular. The classes filled to above capacity thus achieving a notable increase in enrollment, about 100% increase in our beginning starting classes. The morning program had 18 enrollees while the evening program had 24. This is also attributed to the excellent outreach efforts that have been instituted to bring in current industry employees from our advisory partnership companies so that they can obtain their A&P certifications. In fact, an aggressive outreach campaign has been instituted by our Full time Faculty with the support of our existing part time faculty and they have been able to secure a career pathway for many of the employees of major industry players like Unical and Sky West to send their employees to attain their A&P licenses through our program and, as a result, our enrollments have just started to increase dramatically. It is also important to note that prior to offering the afternoon program, our morning program beginning courses were capped at 25 students due to limited lab equipment to student ratios. And therefore, by looking at the most current EMP data, which only reflected the morning program enrollments, the WSCH/FTEF numbers have both improved steadily from the previous year from an FTEF of 5.84 to 5.98 and for the WSCH per FETF from 319 to 349. However, the reason for this modest increase, particularly in the WSCH ratio, remains the fact that due to the lab intensive curriculum that is mandated by the FAA and the work station and equipment available to deliver a quality curriculum mandates that the class size be reduced and thus pushing down the WSCH number. However, we are predicting that this ratio will slightly improve after the new enrollment statistics are counted. In addition to all the above, our new partnership with Worldwide Wings and the development and introduction of our new certificates and degrees are surely going to increase our enrollment bottom line and further improving both statistical numbers discussed above.

Career Education Program Two-Year Review

Team Efficacy Report Spring 2018

Name of Department: Aeronautics

Efficacy Team: Joel Lamore, Carol Jones

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Aeronautics program is recovering after loss of its full-time faculty member some years ago and other challenges. A new full-time faculty member has been hired. The program is adding new course sections, new certificates and degree while watching and preparing for upcoming changes in FAA rules and industry changes. They maintain many partnerships that keep them connected to the industry. Their partners also help supply equipment and students. While WSCH and enrollments are still low, the indicators show growth. The program's success as measured by success, retention and SLO data is good.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Response:

The program has a clear mission that aligns with the college, as well as the FAA, which sets the terms of the program. They have added two certificates and one degree. They are aware of the gender imbalance in their program and field, but have implemented outreach efforts to recruit female students.

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Response:

The program demonstrates clear demand for the program nationally through national statistics and locally through input from their advisory committee made up of local aviation employers. They also show student demand: a new evening class filled. Aviator partners are helping attract students into evening classes, which is in their aviator partner's interests and should lead to additional demand. Some discussion of competition with other educational institutions in the area for students might have been useful.

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Response:

The quality of program seems high: good SLO data, students passing national certification test at higher than national average, and demand from employers for graduates. The new equipment is

important to maintaining this quality. There is a little confusion between the success and retention numbers (the retention numbers are discussed as the success numbers). However, both measures are up, demonstrating the program is maintaining good retention and success, and improving on those measures. The FTES data is out of place here, though.

4. **External Issues:** Meets Does Not Meet

Efficacy Team Response:

The program seems very aware of FAA changes down the road as well as changing industry demands. Technological changes are also clearly addressed, including the new equipment and training, but also an effort to get into drone tech as unmanned aircraft are becoming more common and important. New certificates may be offered in the future for Aerospace Technology that will include Aeronautics with Electronics coursework, but these are still in the initial discussion phase with their advisory committee.

5. **Cost of this Program:** Meets Does Not Meet

Efficacy Team Response:

The program's FTES is 5.98, and with only one full-time faculty member currently, there is need for additional faculty. WSCH is well below the college goal number, but the program partially explains this with class and lab caps that limit class size. Enrollment is up, but the EMP numbers do not show the full growth due to the new evening sections, which began after the EMP numbers were gathered. The program will need to work to assure continued growth.

The program seems successful in getting newer equipment and simulators as well as pursuing grants and other monies.

6. **Two-Year Plan:** Meets Does Not Meet

Efficacy Team Response:

Plan includes fairly concrete steps to adding another FT faculty, meeting new regulations from FAA, getting new/updated equipment and recruitment of students, including female students.

7. **Progress on Previous Does Not Meets:** Meets Does Not Meet

Efficacy Team Response:

The previous DNM was regarding productivity. The decrease in enrollment seems to be reversing, with new classes opened and filled. In addition, their recruitment seems back on track, with a range of partnerships with some aviation firms to get their employees into the program to complete training. As noted above, the program seems to be rebounding from loss of FT faculty and other issues a few years back, but will need to steadily continue this growth while maintaining their quality.

DATE: March 19, 2018

COLLEGE: San Bernardino Valley College

Program: Culinary Arts

1. Purpose of this Program
CARRER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

No Changes in Purpose in the Last Two Years Minor Changes in Purpose in the Last Two Years Significantly Changed Purpose In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The culinary arts department has expanded over the past two years. The mission remains the same. To give the students quality education and skills needed to attain a position within the Hospitality industry at or above livable wage or to transfer to a four-year college and continue their education. Since the last report the culinary department has added two full time faculty and two additional lab technicians in order to help train the students. The department has also added a baking program, purchased a food truck and opened a coffee shop featuring Starbucks coffee. The expanded programs have increased FTE for the department.

The target population here in San Bernardino is special populations as well as predominantly Hispanic. All target populations are depressed and in need of training in order to find employment.

The department has been granted Small Workforce Grant funding for rounds 1 and 2. These funds have made it possible for the department to expand course offerings and grow in FTES.

2. Demand for this Program

Low Demand Adequate Demand for our Students High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

TOP6 - Program Title	2012-	2013-14	2014-	2015-	Latest 3Yr
± 130600 - Nutrition, Foods, and Culinary Arts		5	18	9	11
± 130630 - Culinary Arts	275	332	287	97	33(1
± 130710 - Restaurant and Food Services and Management		47	32	54	41
Grand Total	275	384	337	160	385

Demand

soc Code	Occupational Title	Typical Entrv Level Education	2015-18 Change	% Change 2015-18	Openings (New + Replace-	Annual Openings	10 % Hourly Earnings	Median Hourly Earnings

							ment s)				
11-9051	Food Service Managers	HS diploma or equivalent	4,687	5,010	323	6.9%	620	207	\$10.81	\$19.36	
19-1012	Food Scientists and Technologists	Bachelor's degree	138	146	8	5.7%	24	8	\$13.56	\$28.48	
35-1011	Chefs and Head Cooks	HS diploma or equivalent	1,574	1,703	130	8.3%	205	68	\$10.21	\$21.79	
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	HS diploma or equivalent	9,434	10,242	808	8.6%	1,693	564	\$9.48	\$14.46	
35-2011	Cooks, Fast Food	No formal educational credential	13,776	13,681	(94)	(0.7%)	1,213	404	\$9.05	\$9.26	
35-2012	Cooks, Institution and Cafeteria	No formal educational credential	2,685	2,991	306	11.4%	540	180	\$9.26	\$14.62	
35-2013	Cooks, Private Household	Postsecondary nondegree award	0	0	0	n/a	0	0	n/a	n/a	

35-2014	Cooks, Restaurant	No formal educational credential	11,748	12,632	885	7.5%	1,857	619	\$9.29	\$12.15
35-2015	Cooks, Short Order	No formal educational credential	1,763	1,825	62	3.5%	207	69	\$9.33	\$11.56
35-2019	Cooks, All Other	No formal educational credential	52	61	9	16.9%	14	5	\$9.68	\$18.75
35-2021	Food Preparation Workers	No formal educational credential	10,813	11,512	699	6.5%	1,638	546	\$9.16	\$10.16
35-3021	Combined Food Preparation and Serving Workers, including Fast Food	No formal educational credential	36,938	40,383	3,445	9.3%	7,233	2,411	\$9.12	\$10.34
35-3031	Waiters and Waitresses	No formal educational credential	22,086	23,109	1,023	4.6%	4,333	1,444	\$9.28	\$10.49
35-3041	Food Servers - Nonrestaurant	No formal educational credential	1,317	1,502	185	14.1%	292	97	\$9.22	\$11.98

35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	No formal educational credential	5,258	5,528	270	5.1%	1,083	361	\$9.25	\$9.95
35-9021	Dishwashers	No formal educational credential	7,603	7,743	140	1.8%	1,191	397	\$9.25	\$9.72
35-9099	Food Preparation and Serving Related Workers, All Other	No formal educational credential	848	901	53	6.3%	185	62	\$9.14	\$10.58
51-3022	Meat, Poultry, and Fish Cutters and Trimmers	No formal educational credential	651	682	30	4.6%	72	24	\$9.58	\$11.76
51-3023	Slaughterers and Meat Packers	No formal educational credential	200	204	4	2.2%	22	7	\$9.43	\$11.00
51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	No formal educational credential	174	189	14	8.3%	26	9	\$9.86	\$13.22

	e Operat ors and Tender s									
51- 309 2	Food Batchm akers	HS diploma or equival ent	1278	1,35 3	76	5.9 %	162	54	\$9.3 3	\$13. 05
51- 309 3	Food Cookin g Machin Operat ors and Tender s	HS diploma or equival e ent	201	217	16	8.2 %	30	10	\$9.3 0	\$11. 16
51- 309 9	Food Process . ing Worker s,All Other	No formal educati onal credent ial	678	716	38	5.6 %	82	27	\$9.6 1	\$11. 63
Gra nd Tot al			133, 900	142, 331	8,4 30	6.3 %	22,7 20	7,57 3	\$9.2 9	\$11. 28

Gap Analysis

A gap exists between supply and demand within the Culinary Arts discipline. According to the Centers of Excellence supply and demand tools, there are 22,720 total openings (New + Replacements) within the Culinary Arts industry and only an average of 385 certificates and degrees (community college and other postsecondary) earned each year through current programs. The average overall starting wage within the industry (from dishwasher to manager) is \$11.00 over the last three years. After completing a certificate and/or degree program, the expectation is to start above entry level learning a higher living wage.

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The culinary department has all student outcomes updated and in use and working well for the students. All reports are up to date regarding SLO's and PLO's. The department is working on the development of a Hospitality program. The program is in the process of going to the regional consortium for approval.

The department works directly with the American Culinary Federation. All Chefs employed at the college are members of this organization and attend monthly meetings throughout the organization. Chef Zardkoohi is on the certification committee for Southern California. To have affiliation with this group is good for the students because this is where they go for jobs within the industry as well as certification in order to move up through the ranks within the industry.

The department is articulated with surrounding high schools and colleges. The students coming into the program are able to come in and graduate with their certificates earlier due to articulation. The students can then transfer to a 4-year college and enter the workforce with a better education which means better money.

The culinary department is working with several grants this and next fiscal year. The department was awarded the small work force grant and Perkins Grant funding. Because of these grants the department is able to purchase the needed equipment to run the baking and culinary program. The department has been able to expand the program by use of the Den coffee shop and the food truck that will be delivered this August.

The department is very diverse from the students taking the courses to what types of foods are prepared in the courses, and the culture that the food service industry brings. Our students are immersed in culture from the time they walk into the program until the time they graduate.

Equipment purchased from the grant includes, an oven for the baking program, a Food Truck for the Culinary Program, small wares, new carts, bins, and transit carts for the programs. Also, the program was able to hire two additional full-time instructors and two additional full-time lab technicians with grant funding.

I am attaching the core indicators for the program.

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

Grand Total							
		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
02	ARCHITECTURE AND RELATED TECHNOLOGIES	100.00	100.00	100.00		26.00	33.33
05	BUSINESS AND MANAGEMENT	86.46	87.16	90.23	82.41	42.86	43.30
06	MEDIA AND COMMUNICATIONS	96.15	100.00	96.15	60.00	26.92	39.13
07	INFORMATION TECHNOLOGY	92.00	86.27	94.67	69.23	43.33	24.07
08	EDUCATION	83.33	91.67	96.67	66.67	16.67	15.38
09	ENGINEERING AND INDUSTRIAL TECHNOLOGIES	94.61	74.36	90.42	81.62	6.47	5.84
10	FINE AND APPLIED ARTS	89.19	94.29	94.59	70.00	40.54	37.14
12	HEALTH	94.83	98.59	87.10	93.00	24.14	23.84
13	FAMILY AND CONSUMER SCIENCES	93.86	90.26	93.82	87.14	10.50	7.59
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	93.78	90.30	93.62	85.48	4.22	2.22
1306	NUTRITION, FOODS, AND CULINARY ARTS	97.50	81.82	100.00	100.00	70.00	80.00
1307	HOSPITALITY	90.00	100.00	93.33	100.00		
16	LIBRARY SCIENCE	80.95	100.00	90.00	100.00	19.05	11.11
21	PUBLIC AND PROTECTIVE SERVICES	87.97	90.45	94.65	76.04	56.70	66.13
22	SOCIAL SCIENCES	75.00	100.00	100.00	66.67		
30	COMMERCIAL SERVICES	50.00	100.00	100.00		50.00	0.00

Performance Rate Less Than Goal is Shaded

Total Count is 10 or Greater

Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 86.30% Performance Goal - (2014- 2015)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 90.65% Performance Goal - (2014- 2015)
 Core 3 - Persistence in Higher Education: 86.31% Performance Goal - (2014- 2015)
 Core 4 - Employment: 68.60% Performance Goal - (2014- 2015)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 22.63% Participation & 26.55% Completion - (2014- 2015)
 Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

Version 1.0
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4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

The Culinary Department is working with WIOA and the Regional Consortium to try and partner with other colleges on projects. The hope is that the projects expand the culinary program we currently hold at the Valley College. The department is working with area high schools to hold some of the introductory courses at the high schools to get students interested in taking courses at Valley College.

The department works with Perkins V in order to offset some of the costs of our program.

5. Cost of this Program

Expenditures Exceed Income

Income Covers Expenditures

Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

The Culinary Department covers costs except for labor with sales from the Sunroom and Den. The department also caters which enhances the revenues for the department. Eventually the department will be able to pay for labor but that will be in the distant future. However as Culinary is a class and not a business (the department is running 3 businesses within the classes in order to

cover costs of the program) the college should pay for the cost of instructors and lab technicians. The cost of 2 full time instructors and 2 full time lab assistance are currently being paid from the SWP grant however this cannot continue in order to avoid supplanting. The department is hoping that the 4 positions become institutionalized within the next 2 fiscal years.

The reason the department chair checked the second box and not the third or fourth box is because the labor is not being covered by cost. All 4000, 5000, 6000 budget lines are paid for by income from the program. All 1000, 2000, 3000 are paid for by the college or grants currently and hopefully will remain the responsibility of the college for foreseeable future.

6. Two-Year Plan

Need Significant Changes And/or Increased Resources to Continue	On Track for Next Two Years	Significant Growth Anticipated
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The department chair and Facilities are recommending that Culinary and Baking have their own building. The current building is much too small for what the department does. The full-time faculties do not have offices, there is nowhere to count money or counsel students on a one to one basis. The class rooms are too small and do not allow baking classes to run while culinary classes run. The baking and culinary classes are not subject to change due to space issues. The same equipment and space is needed for both disciplines. Storage is not adequate. Both programs have equipment stored in a container in the Diesel area. Students and staff have to run back and forth weekly and sometimes daily to retrieve equipment needed for lab classes. The department cannot increase FTES without more space.

The food truck will be delivered to campus in August. This will allow the senior students the opportunity to work in a small business environment. The department is using the truck to increase interest in the culinary programs offered here on campus. Foodtrucks are becoming a huge source of income within the food service industry. Restaurants are profiting \$.03 cents on the dollar while food trucks are profiting \$.50 on the dollar. They are versatile and the trucks can travel with the proper permits from county to county or state to state. If the food truck is well received the department will add another truck over the next two years.

The Den has also enhanced the program this past year. Students have the opportunity to run a small business. Customer service is the objective in the Den. In the future we would like to enhance the Den to include more space and give the students place to study and relax between classes. That would include some expansion or relocation to a different place on campus. Starbucks has revolutionized the coffee industry. Future trends will be to have coffee makers in each household that will create the drinks people now have to travel to purchase. With the training we are providing our students they will be ahead of the curve.

The department is planning on offering a Hospitality degree and certificates within the next two years. Hospitality in regard to Hotels, retail and food service will bring additional FTES to the college. The faculty is working with the Regional Consortium to get the courses, certificates and degrees approved. The department would like the Hospitality program to be offered on campus but also online.

7. Progress on Previous Does Not Meets

No Progress	On Track for Next Two Years	Significant Progress
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

Program Efficacy Report Spring 2016 Name of Department: Culinary Arts Efficacy Team: Wallace Johnson (Lead), Diane Dusick, and Christie Gabriel-Millette Overall Recommendation (include rationale): Conditional Overall Recommendation: The program is currently meeting the needs of the institution as demonstrated by the responses to the questions and the document's evidence of critical self study in most areas. Information in a few areas is insufficient and/or incorrectly analyzed. The program should update the report in one year's time. The department needs to address the does not meet categories and submit a revised report to the Program Review Committee by October 14, 2016, that gives direction to the program and improves program viability as it moves forward. If the report does not adequately address the does not meet categories, the department will receive probational status. "Does Not Meet" categories that were identified in the program's last full efficacy review were moved to "Meets" after reviewing the conditional report.

Career Education Program Two-Year Review

Team Efficacy Report Spring 2018

Name of Department: Culinary Arts

Efficacy Team: Christie Gabriel, Judith Joshua

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Culinary Arts Department has been moving forward with its partnerships, adding a baking program and re-opening The Den coffee shop, significantly expanding the program's impact on campus culture. The department will also add a food truck this summer, which has the potential to extend the program's reach into the community. It has plans for even more award options in Hospitality in the near future. Five Meets and two Does Not Meets were given. The Does Not Meets were due to a lack of data and analysis; however, the committee believes that there is sufficient evidence to award a Continuation status to this department.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Response: The department's mission remains the same, but resources to reach these goals have expanded with the hiring of two full-time faculty and lab technicians.

A baking program, food truck, and coffee shop featuring Starbucks coffee are three new additions to Culinary Arts. These additions have been made possible by the Strong Workforce Grant funding, but there is no mention of the sustainability of these new additions in the absence of the grant funding.

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Response: Culinary Arts shows an adequate demand within many different positions, but the Centers of Excellence Data referred to is not provided. There is no analysis of the 2015-16 drop in student enrollment in Culinary Arts. The gap analysis mentions an average of 385 certificates and degrees being earned from current community college programs, but the data source is not mentioned and does not match the CCCCO's Data Mart:

		Annual 2016-2017
State of California Total		1,721
	Associate of Science (A.S.) degree Total	297
	Culinary Arts-130630	259
	Restaurant and Food Services and Management-130710	38
	Associate of Arts (A.A.) degree Total	140
	Culinary Arts-130630	90
	Restaurant and Food Services and Management-130710	50
	Certificate requiring 30 to < 60 semester units Total	635

	Culinary Arts-130630	548
	Restaurant and Food Services and Management-130710	87
	Certificate requiring 18 to < 30 semester units Total	234
	Culinary Arts-130630	192
	Restaurant and Food Services and Management-130710	42
	Certificate requiring 12 to < 18 units Total	113
	Culinary Arts-130630	103
	Restaurant and Food Services and Management-130710	10
	Noncredit award requiring from 960+ hours Total	20
	Culinary Arts-130630	20
	Noncredit award requiring from 480 to < 960 hours Total	38
	Culinary Arts-130630	38
	Noncredit award requiring from 288 to < 480 hours Total	81
	Culinary Arts-130630	81
	Noncredit award requiring from 192 to < 288 hours Total	36
	Culinary Arts-130630	36
	Noncredit award requiring from 96 to < 144 hours Total	127
	Culinary Arts-130630	127

The expectation of earning a higher living wage after completing a certificate/degree is undocumented. This data is available in the [Chancellor's Office System Wage Tracker](#). More data and analysis would be helpful.

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Response: The progress of the Culinary Arts program, faculty qualifications, and current grants allowing for the purchase of new equipment are described in detail. Partnerships with the local high schools provide a more expedited path toward certificate and award completion. The drop in degrees and certificates awarded from 2015-16 to 2016-17 is not discussed. The Perkins IV Core Indicators are shown, but it would have been helpful to only show the indicators for the given program, Family and Consumer Sciences, and discuss the meaning of the score received for each indicator in comparison to the performance goals shown beneath the table.

The first four core indicators exceeded the performance goal. Core 5 did not meet the performance goal.

There is no discussion about the large drop in success and retention from 2015-16 to 2016-17, -19%, -9%, respectively. This should be included in this section. Additionally, a customer survey for the Den and Sunroom would provide qualitative data regarding service performance within the program.

4. External Issues: Meets Does Not Meet

Efficacy Team Response: The Culinary Arts Department is working with WIOA and the Regional Consortium to increase partnerships with high schools and other colleges. It also works with Perkins to assist in program funding.

5. Cost of this Program: Meets Does Not Meet

Efficacy Team Response: The types of program costs incurred and method of funding are discussed. At present, grants funds cover labor costs of the program, but unless these are institutionalized, there may not be enough funding to continue the program in its full capacity. Actual costs/profits of each program within culinary arts, such as running the Den and Sunroom, rather than references to them via budget lines, would provide a better picture of the program's cost and revenue and future funding situation.

6. Two-Year Plan: Meets Does Not Meet

Efficacy Team Response: Culinary Arts reports that it is on track for the next two years. As discussed previously, much of its funding is dependent on grants. When do these grants run out? What are the specific plans for institutionalization?

Space appears to be the biggest obstacle of growth and efficiency at this time, but it will not become a major problem until the new Hospitality program launches, said to begin within the next two years. Does this mean that within the next two years there will not be enough space? It appears this will be a problem within the next two years, but the department reports that it is on track. Perhaps the second rather than third box should be checked to reflect this.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

Efficacy Team Response: The previous Does Not Meets areas in the spring 2016 efficacy were modified in fall 2016 to earn a rating of Meets.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

DATE: March 19, 2018

COLLEGE: San Bernardino Valley College

PROGRAM: Nursing

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The mission of the Nursing Program is to provide quality instructional programs to prepare a diverse group of students to work in the community as Registered Nurse. The nursing department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Students are accepted into the program biannually, either as a first- semester nursing student or through the Licensed Vocational Nurse (LVN) bridge course. Graduates of the program are eligible to take the national licensing exam (NCLEX-RN) in order to become licensed as a Registered Nurse in the state of California.

The purpose of the program is to:

- Prepares students to have quality knowledge and skills to succeed in the healthcare professions
- Increases the number of healthcare workers in the workforce
- Promotes the quality of life and health in the Inland Empire.

This nursing program serves the diverse population, enabling many students to continue with their education and provide for a better future. The statistics below support our diverse population.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

Program meets the standards of and is accredited by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN). ACEN accreditation is a voluntary, yet a specialized accreditation for pre-licensure nursing programs. Participating in the ACEN accreditation process awards nursing programs the opportunity to validate its commitment to providing a quality nursing program. The accreditation process assures that awarded programs meet expected standards of educational quality specific to nursing education. The program is well regarded in the community, proud of high graduation rate and the BRN licensing Exam passing rate. The current hospitals partners are Community of San Bernardino, St. Bernardine's Medical center, as well as Arrowhead Medical center

- FTES numbers have been sustained at more than 220 for the past two academic years due to continuation of the Enrollment & Growth Grant. Among

many opportunities, this Grant allows for the program to admit more students into the program than in previous academic years.

- The NCLEX licensing examination (NCLEX-RN) year to date pass rate for 2016-2017 period is 78.67.

The 2016-2017 pass rate is consistent with the 2015-2016 pass rate of 78.57%, however, the 4th quarter pass rate of 55% was a major outlier which had a negative and critical impact on the overall pass rate for the 2016-2017 period. The pass rate for 2016-2017 prior to the 4th- quarter results was averaging 86.9%.

Graduates testing during the 4th quarter tested 4-6 months post completion of the program. This appears consistent with research, which suggests that success rates begin to decline for graduates testing more than 3 months post-graduation.

	pt Quaiier		2 nd Quarter		3rd Quarter		4th Quarter	
	75%		100%		85.11%		55%	

3. Quality of this Program

Needs Significant Improvement

Meets Student Needs

Highest Quality

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

- Faculty are referencing available evidenced-based care resources and utilizing such guiding principles as a way to direct their teachings.
- Faculty are incorporating NCLEX-style questions into their exams. Select-all-that-apply questions are being introduced in 1st semester and carried out throughout. 70% faculty have shifted their exams to timed computerized exams instead of the traditional paper exams.
- Faculty have attended workshops/seminars to learn various teaching strategies. Faculty are incorporating/trialing different teaching modalities to help students build/retain knowledge.
- Professionally, the faculty team is advancing. We now currently have team members recognized in the following roles:
 - Assistant
 - Director/Department
 - Chair
 - Clinical Placement Coordinator
 - Certified Nurse Educator (CNE)
 - Geriatric Specialist
- Curriculum has been revised, submitted to Curricunet and the BRN with the request to be approved for implementation as of fall 2018. Has been approved by Curricunet. still waiting to hear from the BRN

Partnerships have grown with the Inland Coalition of Healthcare Professionals. This awards the program relationships with high schools in order to provide opportunities for nursing outreach events.

New Simulation (skills Lab) will be ready by Fall 2018

SAOs/SLOs/PLOs: Faculty collect and evaluate SLOs every semester.

Findings are then discussed and trends identified. Ideas for revisions, restructuring and re-evaluation are discussed at the Annual End of Program Review. A 3-year review of the SLOs was also completed at the end of Spring 2016. The next 3-year review will reflect Fall 2016- Spring 2019.

- As part of the curriculum revision, the PLOs and course SLOs were evaluated and revised accordingly in order to provide clear and measurable outcomes. Courses have already begun to use these new SLOs. These new SLOs will be evaluated every semester and then collectively as part of the new 3-year review due in 2019. The new PLOs will be implemented with the new curriculum.
 - In 2013, the End of Program Review was implemented. Faculty meet at the end of the spring term to discuss various components of the curriculum. Faculty provide insight and data related to their course, course outcomes, student performance, student needs, etc. The Director uses the Program Evaluation Tool to help assess and review the nursing program.
 - Program/Department Goals are discussed and evaluated in order to identify trends, challenges and opportunities for growth and improvement.

4. External Issues

Not Consistent with External Issues

Complies with External Issues

Benefits From and Contributes to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

With the financial help of Perkins and Health Workforce Initiative (HWI) the new Nursing Simulation (skills Lab) will be built and ready to use by fall 2017. With the Enrollment and Growth Grant 2015-2016 we have increased the number of students accepted into the program to 54-57 in spring 2016 from 40 each semester (EMP, 2015-2016). With the increase in the number of students accepted in the program sufficient faculty are needed.

5. Cost of this Program

Expenditures Exceed Income

Income Covers Expenditures

Income Exceeds Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Program meets the standards of and is accredited by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN)

-FTES increased because 54-57 students now admitted due to Enrollment & Growth Grant 2015-2016 (35% of class are LYN)

-NCLEX licensing exam year to date pass rate for 2015-2016 is 78.57%

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

- Develop evidence-based skills in writing and revising NCLEX-style test items
 - Curricular innovations to help students build skills and knowledge
 - Identify professional development opportunities to improve faculty exposure to advancing practice
 - Initiation of New Curriculum Fall 2018
 - Work with community to build clear pathways from high school to RN to BSN. (Azusa Pacific University, as well as California State University San Marcos) have been affiliated with our program to ease the process and cost will take place when our nursing program graduates pursue a bachelor in Nursing Science (BSN) in the future. This affiliation will make it doable and affordable for students interested in getting BSN degrees to do so
- See Action plan attached page 10

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

-Old Curriculum has been revised and approved by program review committee, already in curriculum. Pending BRN approval. Anticipation of initiation of New curriculum is Fall 2018.

- Language used writing the report has been clarified and edited, no use of unclear acronyms

- SLOs wasn't included in the document last time, Added to this report already

Career Education Program Two-Year Review

Team Efficacy Report Spring 2018

Name of Department: **Nursing**

Efficacy Team: Paula Ferri-Milligan, Robert Jenkins, Patti Wall

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Since its last full efficacy report, the program has made continuous progress with its SLOs and with updating its curriculum to reflect current standards within the profession. The program states that it is well-regarded in the community and that it partners with various hospitals and medical centers, but it does not provide any data for support. There is no specific labor market data—whether locally or nationally—to show the demand for the program. Advisory committee connections are not mentioned. The only external issue that it cites is the need for faculty with the increased number of students. Because of the changes with the BRN and the curriculum, the Perkins and Health Workforce Initiative, a more thorough analysis of external factors and the impact on the program is warranted. Concrete plans are not presented that would incorporate growth that is predicted by the department.

1. Purpose of this Program: Meets Does Not Meet

Efficacy Team Response:

The program's mission aligns with the college mission. The program identifies its mission as "to provide quality instructional programs to prepare a diverse group of students to work in the community as Registered Nurses." The program also states that it prepares its students with the knowledge and skills of the profession, increases the number of healthcare workers, and promotes quality of life and health in the surrounding area.

The program offers an Associate of Science degree. Graduates of the program are eligible to take the national licensing exam, which leads to becoming licensed as a Registered Nurse in California.

2. Demand for this Program: Meets Does Not Meet

Efficacy Team Response:

The program cites FTES as being sustained for the past two academic years due to the Enrollment and Growth Grant. The program discussion focuses on the quality of the program—Accreditation Commission for Education in Nursing (ACEN) process and the pass rate for the NCLEX licensing exam. The program states that it is well-regarded in the community and that it partners with various hospitals and medical centers, but it does not provide any data for support.

There is no specific labor market data—whether locally or nationally—to show the demand for the program. Advisory committee connections are not mentioned. Considering the fairly recent changes to the bachelor degree requirement for Nurses, an examination of the impact of that to the SBVC Nursing Program and the way SBVC's program will relate to other area colleges is warranted. In the "Quality of Program" section, it does make reference to the curriculum being revised and submitted to Curricunet and to the BRN—the program is waiting to hear from the BRN.

3. Quality of this Program: Meets Does Not Meet

Efficacy Team Response:

The program cites curriculum changes, such as faculty referencing evidence-based care resources to improve teaching and incorporating NCLEX-style questions into exams. The faculty has attended professional development activities. Curriculum was revised and submitted to Curricunet and the BRN.

PLOs and SLOs were evaluated and revised. Faculty collects and evaluates SLOs every semester. The department states the ideas for revisions, restructuring and re-evaluation are discussed. It will implement the new PLOs with the new curriculum.

In the "Demand for Program" section, student success data was addressed. The program cites the Accreditation Commission for Education in Nursing as ensuring the quality of the program.

The program also cites the NCLEX licensing exam pass rates to show the quality of the program. The discussion of the drop in the fourth quarter is unclear. It states that the 55% pass rate was a "major outlier" that "had a negative and critical impact on the overall pass rate for the 2016-17 period. It does address the longer period of time that graduates tested after their exit from the program, but does not examine the significant drop further.

The department's student success rating is consistently above 90%, and its retention rate is consistently at or above 98%. 92 degrees were awarded in 2016-17—a marked increase over previous years.

4. External Issues: Meets Does Not Meet

Efficacy Team Response:

The program mentions the Perkins and Health Workforce Initiative as providing funding for the Nursing Simulation Lab. The dates in the report conflict about its completion (2017 or 2018). It also states that the Enrollment and Growth Grant has allowed the program to increase the number of students that are accepted into the program.

The only external issue that it cites is the need for faculty with the increased number of students.

Because of the changes with the BRN and the curriculum, the Perkins and Health Workforce Initiative, a more thorough analysis of external factors and the impact on the program is warranted.

5. Cost of this Program: Meets Does Not Meet

Efficacy Team Response:

The program has increased the number of students to 54-57 in spring 2016 from the previous limit of 40 each semester. This is due to the Enrollment and Growth Grant, and the program received funding for the Nursing Simulation Lab from Perkins and the Health Workforce Initiative.

6. Two-Year Plan: Meets Does Not Meet

Efficacy Team Response:

The department has general plans that incorporate growth: exploring funding for professional growth opportunities, continuing to work with Grant and Workforce Initiative for completion of the Nursing Simulation Lab, working to fill

vacant positions, continuing to explore teaching innovations to help students, and working with the community to build clear pathways for students from high school to RN to BSN.

Concrete plans are not presented that would incorporate growth that is predicted by the department.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

Efficacy Team Response:

The previous full efficacy report received does not meet in SLOs, productivity, and relevance/currency; therefore, the program was given a conditional rating. A remediation report was reviewed by the committee the following spring. At that time, it was determined that the three categories were adequately addressed, and the committee moved them to meets. The program rating was changed to continuation.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Program: Water Supply Technology

DATE: March 19, 2018

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

Minor Changes in Purpose
in the Last Two Years

Significantly Changed Purpose
In the Last Two Years

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The Water Supply Technology (WST) Program has 32 approved courses, with six core disciplines: water distribution, water treatment, wastewater collection, wastewater treatment, water use efficiency and cross-connection controls/backflow prevention. The WST Program is designed to serve students who are employed or interested in employment in the water industry. To continue, the program also offers a very flexible certificate which allows students to focus on a specific technical area within the discipline (i.e. water, wastewater, and conservation). On the other hand, the A.S. Degree in Water Technology degree and Water Supply Technology certificate may be used to fulfill one year of operator experience required for industry certification. As referenced by the State Water Resources Control Board (SWRCB); a relevant degree earned at an accredited academic institution may be substituted as follows:

An Associate Degree or Certificate in Water or Wastewater Technology that includes at least 15 units of physical, chemical, or biological science may be used to fulfill one year of operator experience.

The WST Program also has an active and growing internship program, non-paid work assignments that primarily provide orientation and general exposure to the workplace. Upon program completion of the program students should possess the requisite professional skills that will help them attain industry certification and locate permanent jobs with regional and state employers. The participating water agencies are as follows: San Bernardino Water Reclamation Facility, Cucamonga Water District, City of Loma Linda, and West Valley Water District.

The WST Program has also been approached by the California Water Environment Association (CWEA) to assist in the creation of a new industry-recognized certificate and/or credentialing programs for Environmental Regulatory Compliance

Inspectors. Recent regulatory changes by the certifying entity to the knowledge, skills, and abilities (KSA's) of the occupation requires additional subject matter content and instructional hours. Curriculum design is underway to convert continuing education hours to a credit course that will be part of a certificate or degree program.

Increased effort and planning is being done to link postsecondary education and training to the needs of the employers and the community population. A recent partnership with the City of Rialto to offer three accelerated-learning cohorts as a short-term weekend classes is a start. The Water Supply Technology (WST) Program will provide 13 course options for water students interested in forming a cohort. As a cohort, partner the City of Rialto would work closely with WST faculty to provide courses in a remote setting or at the college's main campus in the following formats: face to face or teleconferencing classroom setting. Cohort students will be supported from the moment they participate in the WST 629 introductory survey course to their successful transition into the WST 098 cooperative work experience component of the program. They will be monitored academically by program faculty and mentored by industry professionals. The WST is also offering a Basic Waterworks Course at the Rialto High School.

2. Demand for this Program

Low Demand

Adequate Demand
for our Students

High Demand



(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

Significant effort and planning was done since the previous efficacy review to develop a responsive, high-quality program which prepares students for high-demand careers in the water industry. The water industry is dynamic, responding to both national policy changes and changing demographic and economic conditions at the local level. Restructuring the composition of the WST Program's Advisory Board with the right members has been critical in supporting the program's purpose and mission. A community of water professionals, educators, students as well as members from professional organizations such as the California Water Environment Association (CWEA), State Water Resources Control Board (SWRCB), Santa Ana Watershed Project Authority (SAWPA) and the Water Resources Institute (WRI) are now meeting semi-annually in person and/or by teleconferencing to share best practices and regulatory changes; and assists in analyzing and/or validating the tasks as well as the knowledge, skills, and abilities required and relative to expected student outcomes/job skills.

While the boom in FTES was not expected to last, after impressive growth through 2014, WST Program enrollment has continually declined beginning in AY 2015. (EMP, Fig. #1). Water Supply Technology Program students typically take WST 061 071 052 081 053 075 and 091. As the program endeavors to attract students with reduced sections across a wider variety of courses, the fill rate per section has continued to decline since 2015. As a result, WST 032, 034, 036, 063, 082, and 073 have not been regularly offered. There has been a change in enrollment activity, both in traditional and online courses. The number and proportion of students in the program enrolling in traditional face-to-face instruction only has been declining and shifting to students utilizing on-line instructional methods, specifically, hybrid course offerings demonstrating a marked increase of 14%

The decreases in enrollment are partially due to continuing economic improvement. Students who may have turned to community college to weather the recession may have returned to the workforce. John E. Housing, Ph.D. Chief Economist, Inland Empire Economic Partnership, states in the comprehensive report entitled "Detailed Status of the Inland Empire Economy Prepared for Southern California Association of Governments:"

Based on growth through August of 2017, the [Inland Empire] area is on track to surpass its pre-recession high by 151,776 jobs or 11.6%. This occurred because job growth has surged of late, up 47,575 (4.0%) in 2013, 55,933 (4.5%) in 2014, 64,217 (4.9%) in 2015 and 47,500 in 2016 (3.5%) is on track to grow 42,701 (3.0%) in 2017 based upon 8-months of preliminary data. (p. i.)

Another possible contributing factor for the declining FTES could be the WST Program was the subject of an investigative (public) event involving the water community which has become permanently attached to its brand of educational services. Regrettably, the negative perception of the program has been challenging to rectify and difficult to overcome, although not impossible. Because the program must transform its public perception through advertising and marketing efforts, an appropriate budget must be allocated for these endeavors. Hence, the current Program Chair has been attending water related conferences, events, and public meetings to reestablish the necessary contact with water agencies.

Total FTEF varies slightly but are stable as no new faculty has been hired since the retirement of a full-time faculty member. (EMP, Fig. #2). Success and retention have slightly declined due to a more rigorous program. (EMP, Fig. #3). Efficiency has declined, as a result, of smaller class sizes brought about changing curricular requirements (the addition of overreaching course requisites). As those who had completed a basic math and science courses were ready for program courses

and possessed the ability and skill-set required to be successful students. Typically, a "certificate earner" can complete the required coursework within one year. Or opt to continue their education by achieving an A.S. Degree in Water Technology within two years.

It is important to note the WST Program is trying to ferret out ineffective practices and identify evidence-based strategies that will lead to increased student success. Unwittingly, students in possession of basic skills from previous academic, employment, military, and/or other learning experiences found themselves being denied access to entry level courses in the program. The prerequisite challenge process was viewed by students as time intensive, cumbersome, and a deterrent to program entry. Similarly, successful completion of the requisites added 1 to 1 1/2 years of additional study while in the program. To become more pedagogically effective, several entry-level courses were restructured to streamline the certificate program (e.g. removing superfluous courses and prerequisites to assure quicker completion rates for students. Special attention was given to the alignment of the curriculum framework with recent legislative acts, including competency skills established by the state for water technicians. At the end of the WST Program's content review process, department faculty produced a set of recommendations and solicited input from its Advisory Board Meeting on moving forward with curriculum realignment.

The following summary details the discussion topics presented and a brief summary of the planning discussions: First, math prerequisites on all entry level courses were changed to departmental advisories. Second, the content review process was used to ensure industry specific math and writing skills were included in the target course. Third, the basic waterworks math and wastewater technology math courses will be offered as "late start" classes for students requiring increased mastery of higher-level math skills. Fourth, validation of the entry-level skills required for the water and wastewater analysis course (WST 075) and alignment with industry standards for water quality laboratory analysts. Fifth, removal of the CHEM 101/110 prerequisites combined with an update of WST 075 course content to include survey topics in environmental chemistry. Sixth, the enrollment conditions for WST 075 were reduced to successful completion of a water or wastewater- related course.

3. Quality of this Program

Needs Significant Improvement		Meets Student Needs		Highest Quality
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

Industry certification is considered necessary for work in the field. To maintain industry certification, certified operators must complete a required number of continuing education hours based upon the grade of certificate held. More importantly the program curriculum has been identified as specialized courses providing training in drinking water distribution offered by an approved continuing education provider by the state. Specialized training means college level courses providing training in drinking water treatment or drinking water distribution offered by an accredited academic institution or an organization accredited by the International Association of

Continuing Education Training (IACET). Plus, the program regularly partners with certifying agencies to host regional classroom certification exam preparation classes.

The Program Learning Objectives (PLO's) are in direct alignment with the expected range of knowledge identified by state licensing officials for minimally competent water industry operators. Therefore, an SLO Assessment Test consisting of one key question for each SLO component becomes the "body of evidence" that identifies the learning targets and the assessment tool to be employed to measure learning. State licensing officials have set a demonstrated proficiency target (e.g., Examinees must attain a passing score of 50% for all mathematical calculations along with an overall exam score of 70% on a variety of questions consisting of true/false, multiple choice, and essay questions). A similar grading rubric, at or less than 70 is deemed either "acceptable" or "unacceptable," and evaluated to determine the proportion of students whose test scores met the targets or failed to meet industry standards. All students are required to demonstrate mastery of the course material by completing course assessment(s) with a score of 70% or greater. More importantly in response to the inclusion of an English course prerequisite, the content review process was used to ensure industry specific writing skills were included as methods of evaluation in the target courses.

The following courses have not been assessed: WST 010, 011, 012, 020, 021, 025 have been renumbered, respectively, to WST 601, 602, 603, 611, 612, and 625 were modified to non-credit one-day test preparation courses for state certification exams. WST 626 was added Fall 2017 as an advanced wastewater non-credit exam preparation course. The measured success rate for the exam prep course was to be evidenced by tracking students to determine certification/job placement rate. Sorry to say this goal attainment continues to be problematic due to an inability to accurately cross reference WST Program student's names with information on public mailing lists of certified operators. A certification application is sent to every examinee that passes an exam and program students must be willing to share the confidential results with the program. The WST Program is still attempting to attain the reporting data at the State Chancellor's level with Board of Trustee Member Leyva as the spokesperson. The WST 629: Introduction to Water Supply Technology course of instruction was also added as a one-day survey course was designed to assist students in developing educational plans and develop an understanding of the various disciplines in WST Program.

The program is staffed primarily by one full-time faculty members and eight part-time adjunct professors. These instructors are water professionals, working in the field, bringing currency to the classroom every week. In Spring 2017, the program chair and full-time faculty member resigned shortly after entering pre-retirement. An extensive recruitment search was held to establish a qualified applicant pool thereby increasing the number of available adjuncts by five. The remaining full-time faculty member is now being allowed to effectively chair the program. Part-time faculty members are highly motivated to develop a strong curricular infrastructure. Unlike in the past, departmental meetings are held within an established pattern to collaboratively discuss course rotations, pedagogy, student learning outcomes, professional development, funding proposals, etc. The extensive consultation process has encouraged faculty-wide communication within the department.

Like other community college programs, the WST Program serves as a gateway for traditionally underrepresented students. In 2017, Hispanic students constituted the largest percentage of students in the program at 55.5 percent. White (non-Hispanic) students followed with 28.5 percent of the student population. Other reported ethnicities included Asian (3.3 percent), African American (9.6 percent), Native American (1.2 percent), Pacific Islanders (1.4 percent). The students who reported "unknown" ethnicity made up 0.9 percent. Clearly, this distribution reflects the serving traditionally underserved populations by ethnicity. The program's student population is also reflective of the gender imbalance in the water industry, whereas men disproportionately outnumber women. Program enrollments remain heavily male and over the most recent period the percentage of students in the water supply technology courses who are female declined to 8.4% from a high of 11.3% in Academic Years (AY) 2013-14. To close this identified gap, a concerted effort is being made by the program to attract more women and underrepresented minorities with expanded outreach to the community, feeder high schools,

continuation schools, Regional Occupational Programs (ROP), and other options for youth. The WST Program will also seek the assistance of water industry employees in attracting under-represented students through mentoring relationships.

4. External Issues

Not Consistent with
External Issues

Complies with External Issues

Benefits From and Contributes
to External Issues

(Provide update since last full efficacy review; examples include legislation, CCCCO mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

On a positive note, water and sanitation services are recession proof essential public services. In 1971, laws and regulations governing the certification of potable water treatment facility operation were enacted. They establish the level at which water treatment facilities should be manned; the minimum qualifications for testing at each of the five grade levels; and criteria for the renewal and revocation of certificates. The water industry is experiencing a marked increase in the number of water and wastewater systems being purchased, leased, and/or operated by private industries.

Nonetheless, safe operation of the nation's water utilities depends on access to a qualified workforce, particularly certified water operators. ■ Industry reports have cited high rates of retirement eligibility and raised concerns about the water industry's ability to fill job openings. According to a recent report authored by the Government Accounting Office (GAO) published January 26, 2018:

Projections from the Department of Labor's Bureau of Labor Statistics (BLS) suggest that workforce replacement needs for water operators are roughly similar to workforce needs nationwide across all occupations; however, little is known about the effects of any unmet needs on compliance with the Safe Drinking Water Act and the Clean Water Act. BLS has projected that 8.2 percent of existing water operators will need to be replaced annually between 2016 and 2026.

What is most promising is that in San Bernardino County alone, there are more than ten water districts. San Bernardino Valley College (SBVC) plays a critical role in preparing candidates for jobs in the water industry. According to the San Bernardino Valley College 2017 Comprehensive Master Plan, "From 2015 to 2025: Regional area total population is projected to grow by 5.5% (252,316 persons)."

On the other hand, the WST Program is experiencing increased competition for students from private (for profit) education resources, best defined as web-based operator certification and license renewal training. The training vendors can provide employers and their employees the flexibility of taking training courses at their own pace without the hassle and cost of attending live traditional classes. By regularly partnering with agencies to host in house training opportunities, such as math review classes and certification exam preparation, water agencies can save a significant amount of money. An additional benefit to students, are these sessions are normally geared toward fulfilling continuing education requirements. The expansion of on-line delivery options may allow the department to attract and recruit additional students, especially those identified as under-represented. For those who cannot or choose not to attend

the main campus, program coursework to meet both certificate and degree requirements can be met through approved distance education delivery. The following percentage of units can be completed by taking courses approved for Distance Education Delivery, thereby reducing the cost for the student population the college serves:

- Certificate of Achievement: 98%
- Associate Degree: 98%

Technical skill attainment, program completion (certificates, degrees, transfer-ready), employment placement, and equity (under represented identity groups in industry) are of great interest to the Water Supply Technology Program. The wsr

Program is working with National Science Foundation (NSF)/Advanced Technological Education (ATE) Funded Targeted Research Project entitled PathTech LIFE, which seeks to identify characteristics of two-year college students across energy and environmental technology fields, including academic pathways, career goals, and school-work-life balance issues that impact their decisions to enroll, return, and/or pursue a certificate of degree. The program has also notified the Research and Planning Department of a proposal to develop a survey instrument as well as analyze the data for progress toward student success initiatives each year.

5. Cost of this Program

Expenditures
Exceed Income

Income Covers
Expenditures

Income Exceeds
Expenditures

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

Although plentiful, jobs in water and wastewater are more often than not perceived as less prestigious than other occupations and therefore, less appealing to younger workers and recent graduates from college and trade programs. To overcome the negative brand identity, the WST program must market itself as a viable option for traditional white-collar careers. The WST Program is trying to create a strong marketing message to our students and beyond through Twitter, Linked Facebook. The Inland Valley Water Council (IEWC) web-site was developed offering information for prospective students, members of the higher education community, potential consortium members, and the general public. The program chair has been granted developer access to the (IEWC) web-site and WST Program webpage on the SBVC main campus site, as well. Both sites are periodically updated to include links to open and/or late start classes, exam prep courses, certification testing dates, internships and job postings (i. e., California Water Job Internship and Apprenticeship Board). Water agency job fliers and promotion opportunity notices are also made available to San Bernardino Valley College students in the Water Supply Technology classes. Available funding under the Perkins Act will be used to facilitate additional outreach efforts.

The WST Program is working collaboratively with the Advanced Technology Environmental Education Center, in support of a Water ■INTENSE Grant Funding up to \$15,000 is being sought to defray the costs to test and give feedback on Virtual Reality Modules created to provide education and training in all fields that incorporate water environmental technology.

Specifically, in-kind contributions of time/resources will involve the following: 1) serving on the Advisory Board to assess the project progress and offer advice on any adjustments of objectives and schedules, reallocation of resources and revision of strategies to attain the desired outcomes; 2) participating in webinars to share how workforce-based skills are used in the field; 3) mentoring new water environmental technology programs; 4) reviewing curricula as necessary; 5) sharing student impact data; and 6) contributing evaluative data regarding the formative grant process.

The WST Program would like to step up collaborative efforts with the Counseling Department to attract students to careers in water supply technology. Doing so will ensure students meet the academic requirements and are directed to the appropriate course sequence which will also contribute to a high retention rate. A meeting has been scheduled to discuss the alignment of certificate and degree requirements to industry standards as well as clarification of both credit and non-credit offerings when establishing educational plans.

The WST Program has also reviewed different course scheduling patterns to maximize effective use of limited instructional resources. The evening course work adequately serves students who work or care for families during the day. Alternatively, courses held on Saturday are limited to the state exam test preparation series which has been a good fit for most students. Morning classes are largely entry level classes offered in a compressed calendar format (for example, eight weeks). The compressed format serves students who choose to attend during the day as well as students who work non-standard shifts. This staging allows our students to access the classes needed without posing scheduling conflicts. Consequently, more strategic course scheduling may be the one remedy to declining enrollment and efficiency.

In meeting the demands of changing skill need of employers, the challenges within the water utility sector demonstrates the need to educate employers about the benefits of internship programs. Students in the WST program can take an internship course, seven days a week, twenty-four hours a day because water and wastewater treatment facilities are always open. This allows student to have great deal of flexibility in both work and school. The work experience has received high marks from both students and industry. Significant gains in entry-level employment have been attained, specifically, our students are increasingly being identified as the type of applicants needed to meet existing staffing requirements of various water agencies. Since AY 2012, twenty-five under-represented minority student interns including two females are now operators employed with United Water Services, Golden State Water, Los Angeles County Sanitation District (LACSD), Rialto Water Services (RWS), San Bernardino Valley Water Reclamation District (SBWRD), San Diego Water District, Western Municipal Water District (WMD) and Orange County Sanitation District (OCSD).

The Water Supply Technology Program resides in the Applied Technology Building, one of the few remaining buildings that has been scheduled for updating with bond measure funds. The current building lacks consistent and adequate classroom laboratory space for the water and wastewater analysis course. Heavy reliance is placed on the Science Division which permits use of its laboratory facilities despite limited availability. Until the proposed Technical Building upgrades are completed, this disruption in making the traditional college education accessible will continue to be problematic for program students. Curriculum revisions are underway by department faculty to offer the lecture portion of the course online to offset the lack of laboratory space. The department also prioritized its budgetary needs to procure additional equipment and supplies to effectively offer the water/wastewater analysis laboratory class. In AY 2015-16 and 2016-17, Perkins Funding was used to address any remaining instructional material budgeting shortfalls. Lastly, budget gaps will be addressed by seeking funding through grants offered by environmental agencies, utility organizations, and the U.S. government.

Meanwhile, the program is examining non-credit course offerings (including the development of stackable credentials) at accessible off-campus locations, the development of articulation agreements and partner status with four-year colleges. CTE Transitions funding will be sought to pay faculty stipends to create, modify, or align curriculum to enhance current programs

or develop credit or non-credit (stackable credentials) courses to meet labor market demands. Presently, the WST Program is working with Cal State San Bernardino (Water Resource Institute) moving toward a smoother transition and articulation process for SBVC students to transfer some of the program classes as electives. The Water and Wastewater Technology TOP Code is currently under review and a special task force of educators has been formed to align the subject matter with industry standards. To ensure the subject matter and course numbering equates across college boundaries; renumbering at the 100 level will be necessary to make the courses transferable at the CSU or UC level. From now on in the future, the WST Program will continue the practice of always assessing transferability when creating new courses and/or revising existing courses with an end goal of establishing both high school matriculation and four-year articulation agreements.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

On Track for
Next Two Years

Significant Growth
Anticipated

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

Pedagogical Innovation, Accountability and Learning Outcomes

1. Active, Student Centered Teaching, and Learning
 - a. Meaningfully design and align curriculum to help students succeed in achieving educational goals.
 - b. Design and develop or revise instructional materials such as on-line educational resources
2. Focus on Clear Pathways
 - a. Acknowledge increased competition for students from private educational and training providers
 - b. Partner with K12, 4-year institutions, and employers to develop and maintain clear pathways from education to successful employment.
3. Private Support for Education-increased outreach
 - a. Build strong alliances by networking with industry and the community
 - b. Seek external funding opportunities
4. Professional development support for innovation
 - a. Course management systems
 - b. On-line enhanced instruction
5. Student Success: On-going evaluation
 - a. Measure and document the effectiveness of active learning with student involvement

Establish methods and processes for assuring the quality of online instruction

7. Progress on Previous Does Not Meets

No Progress

On Track for
Next Two Years

Significant Progress

What steps are being taken to address previous deficiencies as identified on the previous full efficacy review?

The WST Program is actively reviewing the WST Program strengths and weaknesses to find a way to direct its own students into open courses or risk depriving SBVC of the opportunity to serve them and the FTES. All curriculum is up to date and accurately published within the catalog.

Within the Water Technology Program, there certificates along with several courses have been added, modified or deleted. The WST Program will also continue the practice of always assessing transferability when creating new courses and/or revising existing courses-establish both high school and four-year articulation agreements. Future course offerings will be planned strategically via a framework in which the dynamics of the labor market are reflected in a timely way in the programs and classes offered, increasing the odds that students will find the connection.

Academic program activities since the last full efficacy review have included expanding online course offerings, rearranging the composition of the advisory committee, modifying graduation course requirements, and eliminating low enrollment courses. The WST Program must abate the declining FTES. To encourage better course planning so that low-enrollment courses -- and the practice of cancelling courses with late notice--are rare; the WST Program is carefully examining enrollment histories to anticipate courses likely to be affected. To minimize the impact to everyone affected, the program is reassigning students to required courses for graduation and opening late start sections of existing courses, taking into account the teaching load assignments. Better still, the more proactive approach has been the reduction of number of sections offered; conditional should student enrollment numbers increase.

The Program Learning Objectives (PLO's) are in direct alignment with the expected range of knowledge identified by state licensing officials for minimally competent water industry operators. All students are required to demonstrate mastery of the course material by completing course assessment(s) with a score of 70% or greater. More importantly in response to the inclusion of an English course prerequisite, the content review process was used to ensure industry specific writing skills were included as methods of evaluation in the target courses. Unlike in the past, departmental meetings are held within an established pattern to collaboratively discuss course rotations, pedagogy, student learning outcomes, professional development, funding proposals, etc. The extensive consultation process has encouraged faculty-wide communication within the department

Technical skill attainment, program completion (certificates, degrees, transfer-ready), employment placement, and equity (under represented identity groups in industry) are of great interest to the Water Supply Technology Program. The program has also notified the Research and Planning Department of a proposal to develop a survey instrument as well as analyze the data for progress toward student success initiatives each year.

Additional steps undertaken to strengthen the program:

- Evaluate student success by ensuring the traditional college education is accessible at alternative delivery sites ((i.e. Rialto High School, City of Rialto, etc.)
- Improve the effectiveness of the program by maximizing partnerships with businesses and industry. (CWEA, SAWPA, WRI, AETC, and NSF/ATE)
- Seek the assistance of water industry employees in attracting under-represented students through mentoring relationships.
- Seek external funding through grants to pay faculty stipends in upgrading curriculum.
- Seek funding support through planning and specialized grant programs to advance water supply technology instruction.

Career Education Program Two-Year Review

Program Efficacy--Team Report Spring 2018

Name of Department: Water Supply Technology

Efficacy Team: Tim Hosford, Michael Mayne, Kay Weiss

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program has submitted a document that is comprehensive in scope. Given the necessary documentation it would be suitable for a full Evaluation. However, it exceeds the 5-page limit for a 2-Year report. There are issues with un-assessed SLOs and SLOs that are not measurable, as well as a lack of evidence towards planning to meet departmental goals. Despite these issues, the program exhibits a strong sense of its purpose and goals, and the challenges that it will need to address going forward. Declining enrollment will need to be monitored, and classes scheduled to better fit student needs.

1. Purpose of this Program: Does Not Meet Meets Exceeds

While there is a lack of a formal mission statement, it is evident that the program has a strong sense of purpose, existing on the cutting edge of job opportunities and certifications for water treatment. It offers both degrees and certificates to those students interested in careers in water supply, and partners with various local agencies to provide internships and job opportunities to students who complete the program.

2. Demand for this Program: Does Not Meet Meets Exceeds

Though there has been a steady decline in enrollment, the program recognizes the trend and is making adjustments to its offerings in order to improve productivity. The declining enrollment trend must be monitored to ensure the program remains viable in the future.

3. Quality of this Program: Does Not Meet Meets Exceeds

The program is held to an industry certification standard, and PLOs are in alignment with state licensing expectations. Though elements of the program are strong, there are many courses which have not assessed SLOs. If SLOs are not measurable, they should be modified to make them so.

4. External Issues: Does Not Meet Meets Exceeds

The department indicates external employment trends and indicates that opportunities exist for students, specifically the growth of the water industry and the need to replace retiring workers. Classes are scheduled so that intro classes take place in the morning, while evening coursework focuses on certification. There is increasing competition for students from for profit education, necessitating more flexible scheduling of classes and possible online offerings. The program also has partnered with several outside organizations for research purposes.

5. Cost of this Program: Does Not Meet Meets Exceeds

In addition to general funds, the department has applied for and received grant funding to assist in cost coverage.

6. Two-Year Plan: Does Not Meet Meets Exceeds

The program provides a list of departmental goals with no description of specific planning to achieve them. The program also marked two boxes, making it unclear whether they feel that they are on track or that they need changes.

7. Progress on Previous Does Not Meets: Does Not Meet Meets Exceeds

The program has developed strategies and is implementing changes to address previous deficiencies.

Conditional/Probation Reports (from spring 2017)

These reports reflect the responses to the “does not meet” areas that the departments/programs were required to submit in spring 2017. The departments/programs were supplied with the “does not meet” areas from the previous efficacy team report. Department/Program responses for each area are on the same document. The Program Review Committee addressed the updates, and the feedback from the committee is in the “Efficacy/Results” section of this report.

**Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)**

Name of Department: **ACCOUNTING**

Efficacy Team: N. Sogomonian, K. Melancon, T. Hosford

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: While the increase in student success and retention are notable and indicate the program is meeting its goals, the committee would like to see more detailed analysis and updated information in the following areas: Student Learning Outcomes (SLOs), Productivity and Curriculum currency. It is not clear whether established Student Learning Outcomes were reviewed, assessed and analyzed. The discussion provided on SLOs addresses a list of standardized course objectives rather than course outcomes. A SLO 3-year report and a SLO course map would have been beneficial as evidence of SLO assessment. Under Institutional Effectiveness, student success and retention are notably highlighted, however, productivity data are not addressed. Also, out-of-date course outlines need to be addressed. Last, the committee recommends indicating plans or strategies to address low enrollment of underrepresented populations (male, disability and Hispanic).

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> 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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

It is noted that there are more females in the field. There is no mention or concern for increasing the number of males enrolled. The committee would like to see some strategies in the department planning to address ways of improving enrollment of male students. Furthermore, a concern was expressed about the low representation in the Disability category. While differences were noted, no plans were offered to address outreach to underrepresented populations (Hispanic, disability, male). Steps to address the issue were not indicated.

Course scheduling is varied and attempts are made to improve times to meet student needs. Discussion of monitoring the trend was made, but no plans to address the discrepancy were offered.

Pattern of Service needs are met.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

An analysis of the data is provided and focuses on Student Success and Retention, both of which have experienced an increase (3% and 2% respectively). Data reflect department goals. Mention was made of an increase by 30% of awards and 53% of certificates, however the explanation of the increase was lacking. The increase was attributed to changes made in the education requirements for the profession which includes additional units. However, the question remains how would an increase in units increase the number of certificates awarded? More analysis would be helpful for better understanding of the phenomenon.

It is stated that Course Level SLO's are assessed annually and then there is a long discussion throughout the analysis of Standardized Student Learning Objectives which for one reader caused some confusion since the two (Outcomes and Objectives) are not the same. It appears a textbook Index was provided outlining the contents of chapters 1- 21. Description of on-line and hybrid courses is provided; however it is left for the reader to infer whether SLOs are continually assessed and whether data collection, reflection/feedback and connection to area services is complete. Author describes under "miscellaneous" what is included in a course syllabus and again mention is made to student learning objectives, but not to outcomes. Mention is made of SLO and PLO revisions but no examples are provided. Examples could clear up any misunderstanding between Student Learning Outcomes and course objectives. The committee recommends inclusion of a SLO 3-year report and SLO mapping for clarity.

Last, committee requests more analysis and detail in the area of Program Level Outcomes noting the report lacks mapping of and evidence that (PLOs) have been assessed.

Response:

An increase of 30% of awards and 53% of certificates attributed to the students' awareness of the benefits of having the degrees and/or certificates. Students are more aware that receiving accounting degree and/or bookkeeping certificate will position them better in looking for accounting related jobs. Many of our faculties have first-hand experience in accounting practices, and they have been constantly advocating to our students what business employers are looking for.

Also, the recent changes made in the education requirements for the California Uniform CPA exam attributes to some degree why students are taking more accounting courses. We have seen students coming back to take more accounting courses in order to satisfy the new CPA exam requirements, which was taken effect on January 1, 2014. The new rule requires a CPA exam candidate to hold a baccalaureate degree or higher with 150 total semester units. Per California Board of Accountancy (CBA) Regulations section 9.2(b), a CPA exam candidate also needs to have 24 semester units in accounting subjects specifically related to the subjects of Accounting, Financial Reporting, Auditing, Financial Statement Analysis, External or Internal Reporting, Taxation, Attestation, Bookkeeping, Cost (Cost Analysis, Costing), Peachtree and QuickBooks.

We have found that all 6 courses currently offered in Accounting Department satisfy these new CPA exam requirements:

- (1) Accounting (ACCT 200 & ACCT 201)
- (2) Financial Reporting (ACCT 200)
- (3) Auditing
- (4) Financial Statement Analysis (ACCT 200 & ACCT 201)
- (5) External or Internal Reporting (ACCT 200 & ACCT 201)
- (6) Taxation (ACCT 030)
- (7) Attestation
- (8) Bookkeeping (ACCT 010)
- (9) Cost, Cost Analysis & Costing (ACCT 201)
- (10) Peachtree
- (11) QuickBooks (ACCT 047)

We have revised the SLO for all 6 active courses as follows:

ACCT 010:

1. Demonstrate an ability to analyze business transactions, and to journalize and post transactions to ledger accounts through the knowledge of accounting concepts and principles.
2. Demonstrate an ability to explain the concept of double-entry accounting system as well as cash basis verse accrual basis accounting.
3. Demonstrate the knowledge in accounting cycle and the ability to prepare basic financial statements.
4. Demonstrate the knowledge of basic concepts of payroll accounting and current payroll taxes codes.

ACCT 030:

1. Demonstrate an ability to organize, analyze, and interpret income tax data through the knowledge of current federal and state income tax law.
2. Demonstrate an ability to prepare individual income tax returns through the knowledge of current federal and state tax forms.
3. Solve income tax problems using case studies and the application of current federal and state individual income tax codes.
4. Identify and analyze the differences between federal and state income taxes codes.

ACCT 047:

1. Demonstrate the knowledge of accounting principle in analyzing business transactions.
2. Demonstrate an ability to journalize and post transactions by utilizing accounting software.
3. Demonstrate the proficiency in using Excel software and the ability to effectively use formulas and functions in worksheets.
4. Demonstrate the proficiency in using QuickBooks software to process accounting transactions and prepare financial statements.

ACCT 090:

1. Demonstrate an ability to assemble payroll record keeping requirements for employers under current state and federal laws.
2. Demonstrate an ability to calculate wages and withholding amounts in various payroll problems.
3. Demonstrate an ability to prepare and fill various federal and state payroll tax forms.
4. Demonstrate a comprehensive knowledge of various employee benefits in relation to payroll preparation.

ACCT 200:

1. Demonstrate an ability to analyze and record transactions using double-entry system.
2. Demonstrate the knowledge of accounting cycle and an ability to perform adjusting and closing entries.
3. Able to explain and analyze the data presented in the financial statements.
4. Demonstrate an ability to properly handle accounting entries in merchandising operation and the knowledge of inventory valuation methods.
5. Able to perform bank reconciliation.
6. Demonstrate the knowledge in reporting account receivables.
7. Demonstrate the knowledge in various depreciation methods.

ACCT 201:

1. A comprehensive understanding of various liability accounts and the accounting entries of debt financing.
2. A comprehensive understanding of stockholder equities and the accounting entries of equity financing.
3. Demonstrate an ability to prepare a statement of cash flow.
4. Demonstrate an ability to analyze the financial statements through use of ratio analysis, CVP analysis, budget reports.
5. Demonstrate an ability to describe a job order cost accounting system and the concepts of ABC costing and variable costing.

3 Years SLO Course Summary Report (2013-2016) for all 6 active courses are provided for your review.

SLO Mapping for our three programs - Accounting AA Degree, Accounting Certificate and Bookkeeping Certificate are also included for your review.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.
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 are not launched into Curricunet by Oct. 1 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.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The initial discussion of the Accounting Mission Statement a description rather than a mission. Nonetheless, there is direct link to the Mission of the college: to serve a diverse community of learners and to prepare them to transfer to universities and provide students with skills and knowledge to succeed in the accounting. An SBVC (specific) Accounting Mission Statement would enhance the linkage.

Productivity analysis is lacking and in one instance misinterpreted: success rates had a 3% increase rather than a 5% increase per the data chart provided. The committee would like to see discussion as to what is the 3% decrease attributed. It would also be helpful to provide a discussion regarding how the changes in education requirements (increased units) explain an increase in degrees and certificates. A slight drop in enrollment is mentioned but the productivity data per the EMP show a larger drop which is not addressed in the report. The committee questioned what may have caused the drop and would like further explanation.

The information provided on Relevance, Currency, Articulation is misleading. It is stated the department was not aware of any courses due for content review yet they will work on the review for the out of date courses. Of seven courses, 5 are out of date and in need of content review. The committee strongly urges the department to address the out-of-date courses and to provide plans for any necessary updates and revisions to ensure we are in compliance with our courses.

Response:

SBVC (specific) Accounting Mission Statement is revised as follows:

To prepare our students with adequate accounting skills to enter the accounting/business job market or to prepare students transferring to four-year institutions with solid foundation in accounting training.

3% decrease in student success rate:

With regards to the 3% decrease in student success from 2013-14 to 2014-15, there seems to be no apparent explanation for the decrease. However, in 2015-16, student success rose 3% from 58% to 61%. Over the 5 year reporting period, Accounting had a 59.6% success rate. The department's success rates are typically higher, at

about 61%. As we continue to strive toward greater student success, the Accounting department will continue to monitor these rates.

EMP issue:

During the 2010-11 and 2011-12 reporting period, institutional efficiency (WSCH/FTEF) was 548 and 557 respectively. From 2013-14 to 2016-17, institutional efficiency has declined. Much of this decline can be attributed to the relaxation of the historically student count requirement that held that enrollment in a class could be no less than 20-25 students. Most recently, we have run classes with student counts of less than 15. Present policy has negatively impacted the Accounting department’s productivity. Our department, however, will continue to review our class offerings, and the number of students enrolled, and will work toward improving efficiency.

Contents Review:

We have updated the course contents for ACCT 010, ACCT 030, ACCT 047 and ACCT 090 on CurricUNET. We will delete ACCT 222 because it is no longer offered in the accounting program.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Requirements for CPA Licensure are addressed and the department intends to adjust scheduling as needed to meet student course demands.

Accomplishments in success and retention are provided however the success increase is a 3% rather than a 5% increase per the EMP data. It is indicated curriculum has been reviewed and updated on an annual basis while the CurricUNET attachment shows some courses need updating.

Limited discussion of how the program incorporates weaknesses and challenges into planning is provided. Reference is made to the improved economy making it difficult to attract qualified adjunct instructors while in the EMP reference is made to the budget crisis in California which creates a disconnect in interpretation.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

All courses incorporate a technology component. Strong partnerships exist with CSUSB and UCR as well as California Society of CPA's (Cal CPAs). Efforts are made to be an inclusive, caring program.

Part VI: Previous Does Not Meets Categories
<p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The report indicates all categories were rated "meets" in the 2012-2013 efficacy review.

Career Education Program Two-Year Review
Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)

Name of Department: Architecture and Environmental Design

Efficacy Team: Lopez, L., S. Tillman

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Continuation would be appropriate had the Program addressed the previous “Does Not Meet” on PLOs/SLOs. It has not, and in this Review, the Program offered two different timelines for a resolution: the end of the semester and within the next two years. This is a serious issue, and the Committee needs to see progress on PLOs/SLOs.

1. Purpose of this Program: Meets Does Not Meet

The Program has updated by including the development of a drafting certificate option, an increase in online offerings, and an expansion of the program to include courses in related fields.

2. Demand for this Program: Meets Does Not Meet

The program cites a projected increase in career opportunities in the field, but not for the program in particular. Only one degree and one certificate have been awarded in two years. The Program cites a perfect record of transfers to Cal Poly Pomona and Cal Poly San Luis Obispo, but there is no indication of the actual number of transfers. Internal demands are not addressed. EMP shows that enrollment has declined, and the committee suggests that it engage in outreach and marketing to highlight the external demand and to bring students into the program.

Response: The demand for this program has increased substantially, from 30.73 (2015-16) to 42.93 (2016-17) FTES. This represents 39.7% growth in FTES (calculated as follows: $(42.93-30.73)/30.73$), and clearly shows that demand is increasing. In addition, based on this year’s offerings, we have developed a 2-year cycle over which all the courses will be offered; this type of a consistent schedule had not been used in the past. For example, in Fall 2018, ARCH 250 and ARCH 270 will be offered for the first time in several years. This planning will ensure that students can take all ARCH courses for the certificate/degree, and is expected to lead to higher rates of degree/certificate completion. While we have continued to update the Architecture curriculum, recent feedback from the Curriculum Committee is now to emphasize articulation. Therefore, our focus this semester is to modify the courses to increase articulation to Cal Poly. We are on track to launch these revised courses by the end of May 2018. This improved articulation, coupled

with a consistent cycle of course offerings, should result in higher numbers of degrees and certificates awarded.

3. Quality of this Program: Meets Does Not Meet

The Program cites an increase in both success and retention, and related qualitative measures. Although the program sites PLO and SLO/core competency mapping as included in the two-year plan, because this was not resolved since the last efficacy reporting, and it was noted then by the team, this category does not meet.

Response: Comments from Team Report (2015 full review): *“In the SLO area, the program did not include their PLOs or the PLO grid.”*

The PLO mapping grids for the Architectural Design AA Degree and Computer-Aided Drafting Technician Certificate are attached, and show that the Program Level Outcomes are aligned with respective courses for the degree and certificate. There is one correction needed for the certificate mapping, noted in the paragraph below. PLO Evaluations were done in Fall 2014 (also attached). Since then, program mapping data (Fall 2015 – Fall 2017) show that for the AA degree, 89.68% met PLOs #1 - #3, and 86.56% met PLO #4. The percentages listed above are satisfactory, and clearly demonstrate that the course content/SLOs align well with the PLOs for the degree.

The program mapping data for the certificate shows that PLOs #1 - #3 (those directly tied to Arch courses) had 72.36% who met the PLOs. PLO #4 is aligned with ARCH 250, which hasn't been offered in several years so there are no data at this time. The course is scheduled for Fall 2018. PLO #5 is currently aligned with ARCH 250 and ENG 015, so all of the data are from ENG 015. However, PLO #5, which states, “Understand the composition and interrelationship of construction drawings,” appears to be mapped incorrectly to ENG 015. We will change this mapping so that in the future, ENG 015 is aligned with PLO #4, which addresses reading and writing skills.

PLO data for the degree and certificate are attached.

Comments from Team Report (2015 full review): *“...analysis only covers CCs aligning with college list of CCs while the main issue in this section is how the CCs in conjunction with SLOs have impacted courses and the program. While some of the discussion from SLO area in this section overlaps, some more relevant discussion is needed on SLOs and CC relationship.”*

Some examples of how the Core Competencies are connected to student learning are described below:

CC #2 (technology, computer function) relates directly to the CAD courses and the CAD certificate. Ideally, students should learn how to use the industry-standard software for computer-aided design. The lack of an adequate budget for this program (<\$500 for the past few years) has made it difficult to bring in newer software. This semester, we are applying for Perkins funding. Next semester, we will put forward an aggressive needs assessment plan for both budget and technology, to ensure that the program is funded at the proper level.

CC #3 (Critical Thinking). For students to be successful in the program and the field, they must be able to apply what they've learned to new situations. As such, most of the project-based assignments ensure that the students routinely encounter this type of thought process. For example, in ARCH 100, each project introduces a new design principle and

expects retention of the previous design experiences. In the shape design project, a student progresses through a series of divergent and convergent behaviors as they create 75 to 100 individual designs and refine their designs to their best 12 that exhibit a variety of types of design balance.

CC #5 (Creative Expression). Both evaluating the works of others (e.g., Architectural History classes, ARCH 145/146) and designing their own projects are core skills that are critical to student learning. PLO #3 (certificate) specifically states that students will produce their own CAD drawings, and PLO #3 (degree) states that students will present 2D and 3D design projects and explain their problem-solving (also links back to CC #3).

4. External Issues: Meets Does Not Meet

The Program cites the effect of statewide mandates on the creative offerings and stand-alone courses that were important to the Program in the past.

5. Cost of this Program: Meets Does Not Meet

The Program cites a slight increase in FTES, and stable costs overall. An urgent need for increased funding for supplies is supported.

6. Two-Year Plan: Meets Does Not Meet

The Program is planning for continued growth, including the need to identify adjunct faculty. The resolution of a previous "Does Not Meet" has been incorporated into the plan.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

The PLO/SLO deficiency has not been resolved and appears unlikely to be resolved by the end of the semester. In fact, it is listed as a goal in the Program's Two-Year Plan.

Response: The PLO/SLO deficiency is addressed in detail in 3) above.

The job trends deficiency has been resolved.

Career Education Program Two-Year Review
Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)

Name of Department: **Computer Science**

Efficacy Team: Tolstova, Hosford

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The program is encountering challenges in student success, retention rate, and transfers, which is attributed to the low enrollment in advanced courses. Additionally the program in several instances asserts that data may be misleading or unreliable, concluding that demand is increasing, though more moderately than it may appear if outliers are considered (7% rather than 20%). Another instance in which data veracity seems to be questioned is in the inclusion of CS 222 as part of the WSCH/FTEF calculations, and asserting that the way that these have been calculated has changed between the 10-11 and 12-13 years changed, resulting in changes that are in the department's words, 'absurd.'

While the program seems to feel that many of the challenges are caused by issues beyond their ability to solve without changes outside the program, they do provide several examples of student outreach over the last two years, and provide a list of shorter term goals to pursue.

Demonstrated awareness of the problems faced by the program and willingness to take a hard look at the data is laudable, but the program does not provide analysis or context even if the data issues are accounted for. Sections 1 and 4 are all but ignored. Finally, the document should be signed and dated.

1. Purpose of this Program: Meets Does Not Meet

Program asserts no changes in the last two years. However there is no description or mission statement provided.

Response:

The Computer Science program leads to either an Associate of Science degree or a certificate. The degree program prepares students to transfer to a four-year institution with a major in computer science or a related discipline. Students planning to transfer to a four-year institution and major in computer science should consult with a counselor regarding the transfer process and lower division requirements.

2. Demand for this Program: Meets Does Not Meet

The demand is growing, but according to the document preparers there are statistical outliers that make the increase seem larger than they seem to feel is reasonable. Without the outliers

the increase is 7% as opposed to 20%. However even if the committee accepts this caveat, there is no context for these outliers, nor is there any analysis provided. While labor market data is linked in the Two-Year plan section, it would be pertinent to discuss the data in this section.

Response:

Analysis of department SLO downloaded from the College SLO cloud for the years 2016-2017, revealed that about 81.59% percent of the students who completed SLO could analyze a problem and create an algorithmic solution for the desired resolution. The finding is well tied into one of our department goal #1, which attempts to Increase the number of students who earn a CS degree and certificate. In another related area of the SLO revealed that 81.16 % of the students queried could design, implement and evaluate secure computer-based system specification. In another finding, 81.94 % per of the student agree that they engage in research to access new ideas and information. This finding support Computer Science goals #5 and #6. It looks like the students will be more than likely to embrace new course in the developing technologies like Android, iOS, and Web development courses; and gaming courses. Reader Note: "Data in this analysis contain duplicate headcount. A student can be counted once for each statement in an SLO, and for each class they took." New courses are approved in Web security programming, iOS security programming, and Android security. Labor market index (LMI) for computer-related occupations continue to show upward trend for Inland Empire and the state as a whole.

3. Quality of this Program: Meets Does Not Meet

The program states that it offers 90% of its courses through Distributed (online) Education as well as increasing the success rate from 62% to 63%, but it is not clear which time period to which the program is referring. This data does not cleanly match with the data in the EMP, which shows a decrease in success from the 14-15 to 15-16 year (65-58%). By the program's own admission, success and completion rate are still unacceptably low due to the low enrollment in advanced courses causing cancellations. The program mentions the possibility of offering a CS AS-T, thus far unapproved due to units required exceeding maximum allowed.

Response:

FTES and enrollment have increased as well as the online offering which is at 100%. Students success and retention also have increased since 15/16. With the additional faculty hired for the computer science program, FTEF increased slightly, resulting in a slight decrease in WSCH per FTEF. Degrees awarded increased from all the previous year in 16/17.

4. External Issues: Meets Does Not Meet

Program asserts no changes from full review. Even if there are absolutely no changes, the program should provide an overview of what those External Issues are and how the program is complying and taking advantage of them.

Response:

Computer science department continues to maintain and build a new partnership with feeder universities and High schools. Our collaboration with CSUSB has been rewarding for our students. Most of our students have guaranteed admission at CSUSB due to our existing partnership with them into their sizeable computer-related degree programs, particularly in the Cybersecurity and the information assurance. We have an articulation agreement with feeder High Schools and Regional Occupation programs in our service area. Our Computer Science and Computer Engineering club have participated in the Western Region Cyber Security competition each year. The computer science program in conjunction with Computer Information Technology has hosted a cyber-camp for area high school girls and girls scout in our effort to increase the number of girls pursuing a career in the field. We have a partnership with other campus entities in the grant. We are part of the Here to Career grant and Strong workforce. Both funding sources have provided computer science department with needed funds to conduct training, outreach activities and to design new curriculums to improve program offering. The department continues to have challenges recruiting and retaining qualified part-time instructor for teaching in the department.

5. Cost of this Program: Meets Does Not Meet

The program seems to feel that the productivity data is highly unreliable due to asserted discrepancies in how WSCH/FTEF was calculated in past years. While no data is presented for more recent years, the example does seem to merit concern. However very little to no space is spent specifically addressing the costs of the program. Having expressed concern about the data calculations, the program could provide it's analysis with the discrepancies accounted for.

6. Two-Year Plan: Meets Does Not Meet

The program asserts that it should grow based on employment and salary trends, but that low enrollment and structural issues render this unlikely. It provides some examples of activities and outreach, but none of these addresses the specific problems hindering program completion and creation of the proposed CS AS-T degree.

Efforts for the next two years include establishing consistent schedules, creation of Web Dev and Game Dev certificates, and continuing to push for the AS-T degree approval. However, specific details for the pursuit of these goals are not provided.

7. Progress on Previous Does Not Meets: Meets Does Not Meet

There were four previous Does Not Meet areas as follows:

1. Purpose of this Program
2. Demand for this Program and
3. Quality of this Program
4. External Issues

Financial Aid

(no report was submitted)

**Program Efficacy Report--Spring 2018—Conditional Reporting (from
Spring 2017 efficacy review)**

Name of Department: Inspection Technology

Efficacy Team: C. Gabriel, A. Tolstova, P. Ferri-Milligan, D. Orozco Overall

Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

Two of six areas received a Meets status. The longtime neglect regarding the update of curriculum and SLOs is what really hurt this program, for it showed up in more than one area of this document. The author did what he could to explain this, but being a new instructor in another program, there was little history of this issue to discuss. With outdated curriculum, especially in light of it being outdated during the last Program Review cycle as well (see section IV), we chose to recommend Conditional for this program.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
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. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographics: Meets

There were sufficient plausible interpretations as to why there were no female students in the program, and plans to increase female enrollment were discussed. These plans included expanding course times to Saturdays and improving safety conditions surrounding the classroom areas. Although other recruitment techniques, such as highlighting females in the construction industry, were not discussed, the plans that were given appear to be adequate.

It was the same with the increased White population explanation. Possible reasons for higher White enrollment in comparison with other ethnic groups are proposed, and there are plans to reach out to students and industry partners to increase enrollment within underserved populations. This is an adequate plan to increase enrollment within minority groups.

Pattern of Service: Meets

The program offers evening classes to meet the needs of most students (many students report that they are presently working day jobs) and has plans for implementing weekend and online courses. These additional course offerings should help to increase enrollment, including within underserved populations. Three to four classes are offered each semester allowing students to complete a certificate within two years.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Data/analysis...: Meets

There was adequate discussion and analysis of data surrounding instructional performance. Labor market data show an increase in the need for building inspectors through 2021.

SLOs: Does not meet

The SLO's and PLOs were assessed; however, there was no analysis of the little data that was provided.

Response: The SLOs and PLOs have, as was noted, been assessed. However, there has been little emphasis on the importance of the use/analysis of this data. I cannot find any indication that this data has ever been emphasized or properly analyzed. This has, I think, been caused by the historical (and continuing) trend of the division assigning the faculty chair position for the Inspection program to the faculty chair and full-time faculty of the Welding program. This cheats the inspection program from the necessary support as the faculty chair is not a subject matter expert for the program. That being said. . . Relying on the expertise of the Inspection faculty, I have begun the conversation about the SLO and PLO data so that they can better report when submitting their data. The faculty were simply reporting to meet the requirement that all SLOs must be reported with no idea of how that data will eventually be used/assessed.

Below are some of the 3-year reports for the Inspection program. The number of students who met the SLOs is high ranging from 86.02% - 93.26%. This number indicates that the program is doing well and has an acceptable number of students demonstrating the ability to meet the SLOs by the end of the course(s).

The primary department goal is updating the curriculum SLOs/PLOs. This is vital to meet the requirements for offering the program to our students and also more closely working with the industry. For example, please take note of the first SLO below “entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement areas”. While this is a really good goal, we have no way of actually tracking this and yet the reporting shows that 93.26% of our students met this. The other concern is if there is really over an 86% of the students always passing the SLOs/PLOs there might be some indication that the rigor of the program is not what it should be. This analysis is being used to update the curriculum and SLOs/PLOs to ensure that regulatory requirements and the needs of the students are met.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement areas	178	166	93.26%
2	the legal impact of correction notices and orders of compliance	322	292	90.68%
3	interpretation and use of the Uniform Mechanical Code			

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
4	interpretation and use of the Uniform Plumbing Code	34	30	88.24%
5	interpretation and use of the National Electrical Code	93	80	86.02%

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness –Rubric		
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.
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 are not launched into Curricunet by Oct. 1 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.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Mission/Statement of Purpose: Meets

The program has a mission that supports the college.

Productivity: Does not meet

The discussion regarding productivity is minimal and does not provide evidence of productivity at an acceptable level. The productivity measure is at its lowest in six years, 206. The FTEF is equivalent to what it was in 2012-13, but the enrollment has dropped to nearly half of what it was in 2012-13 with the same number of sections, 7. This is thought to have occurred because of the economy and housing market, but there is no evidence of this. Plans to increase enrollment are increased outreach, improved marketing and possibly adding weekend and online classes. The out of date curriculum with regard to codes negatively impacts this program in comparison to other colleges. SBVC has the least number of students in comparison to Norco and COD, the other two area colleges offering this program. Updated codes were purchased but will not be implemented until fall 2017.

Response: "The productivity measure is at its lowest in six years". This cannot be denied. There was however no attempt to blame this on the "economy and housing market" as stated by the committee. The original report said "There has also been some improvement in the building/construction industry as the economy continues to improve. This improvement helps to explain the increase in the FTES". What I was trying to express was that the enrollment and FTES do show a very slight increase which hopefully indicates that the program is stabilizing even though the WSCH per FTEF (productivity measure) is the lowest it has been in the last 6 years. With the lack of appropriate updates to the curriculum the improvement in the economy is the only thing I can think of that would cause the program to begin to stabilize. I do question the committee's decision to provide a does not meet for this section as it was clearly not read thoroughly.

The reason that was stated in the original review to explain the lowest productivity in six years is the out of date curriculum.

Since then:

The curriculum updates were submitted by the deadline of October 1st 2017. The faculty chair and faculty spent and approximate combined 45 hours working on the updates. SLOs were inadvertently overlooked and the curriculum has still not been approved which will place the updated curriculum in the SBVC Catalog for the fall 2019 year. The SLOs have since been written and submitted to the curriculum committee and the curriculum is therefore beginning to move forward but the school does not allow for curriculum updates to be offered half way through the school year. The updated Inspection curriculum and SLOs/PLOs will without a doubt be offered fall 2019.

Relevance, Currency, Articulation: Does not meet

There is no evidence that the curriculum process is up to date. The last course content review was in 2009, so all courses are overdue and have not yet been launched into Curricunet. The faculty chair of this program does not teach Inspection Technology and has also been assigned to chair two other programs, despite being a new faculty member. Much work needs to be done to collaborate with the part-time faculty to update the curriculum and codes/inspection requirements.

Response: The curriculum updates were submitted by the deadline of October 1st 2017. The faculty chair and faculty spent and approximate combined 45 hours working on the updates. SLOs were inadvertently overlooked and the curriculum has still not been approved which will place the updated curriculum in the SBVC Catalog for the fall 2019 year. The SLOs have since been written and submitted to the curriculum committee and the curriculum is therefore beginning to move forward but the school does not allow for curriculum updates to be offered half way through the school year. The updated Inspection curriculum and SLOs/PLOs will without a doubt be offered fall 2019.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support.
Accomplishments	The program <u>does not incorporate</u> accomplishments and strengths into planning.	The program <u>incorporates</u> substantial accomplishments and strengths into planning.
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Trends: Meets

Industry trends such as Green codes and ADA focus are described and plans to update the curriculum in alignment with these are mentioned. Student enrollment increase will be in alignment with the housing industry. Increased student recruitment will begin after code and curriculum updates occur in fall 2017.

Accomplishments: Meets

The author describes the expertise of the adjunct faculty as the main program strength. It is through this expertise and stipends that curriculum will be updated by October 2017.

Challenges: Meets

Lack of full-time faculty and an out of date curriculum are the main challenges. Curriculum updates are planned for October 2017 via stipends. The low enrollment will be addressed through increased marketing and recruitment once the curriculum has been updated.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Does not meet:

The Program does not demonstrate how it incorporates technology, merely mentions that it uses it. For campus climate, departmental meetings would be sufficient but only if they are held regularly and with people of all campus constituencies. Perhaps a bit more discussion on the outcomes of these meetings and/or a link to minutes would be a better ‘demonstration’ rather than just mentioning that meetings occur.

Having faculty members who work for local businesses may increase partnerships with these businesses and code enforcement in the local industry, but partnerships with K-12’s, adult schools, local organizations, and universities was not mentioned, even as a plan to implement in the future.

So, neither technology, campus climate, nor partnerships demonstrated how they are incorporated into the program.

Response: Without a full-time faculty in the program it is difficult to fully incorporate strategic initiatives into the planning for the program. I was assigned to the faculty chair position after only 1 semester as a full time faculty and was not made aware of many of the problems that the Inspection program faces until I was sent the documents for the efficacy review. This made it extremely difficult to try and explain some of these areas.

I have been trying to hold regularly scheduled departmental meetings and this has helped significantly with the “campus climate” of the program. At first, there was some resistance to holding meetings because the faculty felt that they had always, in the past, been a waste of their time. We have been able to work through this which has developed a sense of team work. The adjunct faculty who teach the inspection courses had never understood what SLOs/PLOs are, had never seen the EMP for the program, had never heard of program review or efficacy review, had never been consulted about curriculum updates, and, from what I can discern, never received much support from the faculty chair who has never been a subject matter expert in Inspection Technology.

The department meetings that have been held have mostly focused on the curriculum updates. The faculty are (or recently) all inspectors working in the industry and provide valuable information, advice, and recommendations for positive and needed updates to the program. Several meetings have included

students who work in the construction industry. This has provided feedback for the program and possible update suggestions from students affected.

Several other department meetings have focused on agenda items that include: preparing a syllabus; finding the curriculum in CurricUNET, Core Objectives, SLOs/PLOs, grading, using the SLO cloud etc. .

The adjunct faculty who teach the classes are the biggest asset the program has. They provide many years of knowledge in the industry and are the link between the program and the industry. One of the faculty also serves as the Vice President of the local chapter of the ICC (International Code Council). Because of this, the local ICC chapter acts as the advisory for the program and is the catalyst for ensuring that all of the updates that have been submitted into the curriculum are up to date with the industry standards. We are continuing to strengthen the partnership between the SBVC Inspection Technology program and the ICC and this should also help as we plan to strengthen partnerships with other schools and organizations. We are also working on starting conversations with other colleges in our region that also have Inspection Technology programs to try and align the curriculums as much as possible to benefit students in the entire region.

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Does not meet:

Although an explanation is given and plans for curriculum and SLO revision are in motion, this still has not been done. This section should show a resolution to the previous 'Does not meet' categories and it does not.

Response: The curriculum updates were submitted by the deadline of October 1st 2017. The faculty chair and faculty spent and approximate combined 45 hours working on the updates. SLOs were inadvertently overlooked and the curriculum has still not been approved which will place the updated curriculum in the SBVC Catalog for the fall 2019 year. The SLOs have since been written and submitted to the curriculum committee and the curriculum is therefore beginning to move forward but the school does not allow for curriculum updates to be offered half way through the school year. The updated Inspection curriculum and SLOs/PLOs will without a doubt be offered fall 2019.

Career Education Program Two-Year Review

Program Efficacy Report Spring 2018

Name of Department: Pharmacy Technology Program

Efficacy Team: Paula Ferri-Milligan, Robert Jenkins, Joel Lamore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The program addresses its mission and the need for pharmacy technicians in Riverside-San Bernardino-Ontario—showing that the program will provide much needed job opportunities for the surrounding area residents. However, there are areas that need to be clarified, which are particularly important since the program is somewhat in flux due to mandated curricular changes. It does not provide an analysis of the anticipated consequences of the new curriculum. It could address how recruitment will take place in order to bring the program back up to its full capacity. The program does not address any other external issues that might impact the program's success. Accreditation should be discussed and viewed as a major external issue. Some areas of planning require further explanation, including lecture/lab spacing issues. The program does not address its previous meets. The previous efficacy report noted issues with productivity and WSCH—which are concerns. The SLO/PLO issues are still not addressed as noted in the previous team report.

1. Purpose of this Program: Meets Does Not Meet

The program purpose is specifically addressed in its mission. It states that the program “equip[s] students with the necessary practical skills and theoretical knowledge to be successful in an entry level position as a pharmacy technician.” The program also goes on to address the specific ways that it does so—providing students with their California State Board License and preparing them to take the Pharmacy Technician Certification Exam.

2. Demand for this Program: Meets Does Not Meet

The program addresses the need for pharmacy technicians in Riverside-San Bernardino-Ontario. The program cites the EMSI Class of Worker 2017 report that estimates a 15% increase in need pharmacy technicians between 2015-2020, stating that nearly 640 job opportunities will be available by 2020 in the surrounding areas. It also shows the increasing need for the career by citing job announcements—658 ads for 2015 as compared to 368 for 2014.

3. Quality of this Program: Meets Does Not Meet

The program addresses quality in terms of the enrollment, student success, and student retention. It explains that there was a decrease in enrollment due to changes that needed to be made in curriculum according to ASHP accreditation standards. It shows a 2015-16 success rate of 90% and retention rate of 99%. It also sites external partnerships as strengthening the program through internships. And it suggests that future partnerships are being sought.

The program completes a cursory look at the quality of the program. It does not provide an analysis of the anticipated consequences of the new curriculum.

The program states that it “anticipate[s] increased FTES for the 2017-2018 school year.” It could address how recruitment will take place in order to bring the program back up to its full capacity. The program does not address the number of degrees it has awarded. It might also discuss the faculty qualifications as well.

4. External Issues: Meets Does Not Meet

Funding is an issue. It is using Perkin’s funds to assemble the lab, and it will apply for Strong Workforce funds for fall 2018. The program also does not have a full-time faculty member for the program and sites this as an issue. It has requested a full-time faculty member through the 2016 needs assessment process. With a program that is experiencing a number of major changes, there needs to be some analysis of how the program will move forward—particularly since it is relying on a full-time faculty position that has not been created. However, the team acknowledges that mandated curricular changes and attendant work is required, so relying on a full-time faculty member that is not hired yet is unfortunate but unavoidable.

The program does not address any other external issues that might impact the program’s success. Since this is a technical area, external issues that impact the program should be identified and addressed. Accreditation should be discussed and viewed as a major external issue.

5. Cost of this Program: Meets Does Not Meet

The program sites the lack of a full-time faculty member, yet it states that “income covers expenditures.” It also states that grant money was used to purchase lab equipment, and that FTES far exceeds the program cost. The program provides a cursory explanation of program costs.

RESPONSE:

Full time Coordinator/Director will allow for campus outreach, monitor externship sites, contract with more pharmacies in our area, including a hospital. Our program was granted **Strong Workforce** money for a full time Director to oversee the programs needs and accreditation.

Expansion and renovation of our new pharmacy lab. 50,000 was granted for the Renovations of the New Lab. We currently use **Perkins money** to buy Lab instructional items.

6. **Two-Year Plan:** Meets Does Not Meet

A two-year plan is presented that covers both programmatic issues and funding sources—securing funding, performing an inventory of equipment and supplies during the first year and increasing enrollment, collecting data for program assessment, hiring a full-time coordinator, etc. The program plans to increase student retention, yet it has stated that retention is already at 90%, so some explanation of this goal is warranted. Some areas of planning require further explanation, including lecture/lab spacing issues.

7. **Progress on Previous Does Not Meets:** Meets Does Not Meet

The program does not address its previous does not meet. The previous efficacy report noted issues with productivity and WSCH—which are concerns. The SLO/PLO issues are not addressed.

RESPONSE:

The program provides explanation for the EMP data in areas of FTES, WSCH/FTEF, acknowledging that campus section cuts, curriculum changes and requirements, and ASHP accreditation requirements have affected its enrollment and efficiency.

The program numbers have slightly decreased, for the fall 2017 semester the enrollment numbers have increased.

The number of students enrolled in our first semester program has increase to 18-21 students for Fall 2017.

We anticipate increase FTES for the 17-18 school year to increase.

FTEF has slightly increased in 2015-2016.

Our program has a 91% retention rate for 2015-2016

- Our goal is 28-30 FTES for the year 2017-2018 academic school year.
- Academic Year 2018-2019, the program will increase another 5-7% in enrollment and in completion.
- However, our enrollment has increased for Spring 2018, and will to continue to increase for Fall 2018. Our Goal is the award 24+ degrees for 2018-2019 Academic School Year.

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 program needs to move to a Cohort system. This will increase the percentages of students who will meet the criteria and method.

The Course summary below was for the last 3 years.

First Semester

PHT-060- 67students were assessed and 88% of the students met the SLO criteria and method.

PHT-062- 51 students were assessed and 96% of the students met the SLO criteria method.

PHT-064- 118 students were assessed and 84% of the students met the SLO criteria method.

Second Semester:

PHT-067- 14 students were assessed and 100% of the students met the SLO criteria method.

PHT-070- 42 students were assessed and 92% of the students met the SLO criteria method.

PHT-072- 34 students were assessed and 100% of the students met the SLO criteria method.

PHT-074- 34 students were assessed and 100% of the students met the SLO criteria method.

**Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)**

Name of Department: Puente

Efficacy Team: A. Tolstova, T. Hosford, R. Fender

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Puente efficacy document warrants a “conditional” recommendation, as a result of several sections garnering “does not meet” ratings.

The program provides demographic data, but does not provide an appropriate analysis. The program describes the services used in the program to support students’ success; however, the program does not provide an analysis of the SLO data collection and does not specifically address the Departmental goals. The program describes the Puente program globally as in ‘growth mode’, but does not specifically address the SBVC Puente program. The program promotes a positive learning environment and participates in activities with mentors from the professional communities. The program closely works with the Puente club to increase the number of students who transfer to a four-year colleges or universities.

The committee strongly recommends that the Puente program should emphasize the SBVC program rather than the national program in the future.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> 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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program provides demographic data, but does not provide appropriate analysis. Variances are not addressed. The program has identified events and activities and implements them in the program planning process. The program provides a lot of information about the program, its history, and purpose, which belongs to other areas.

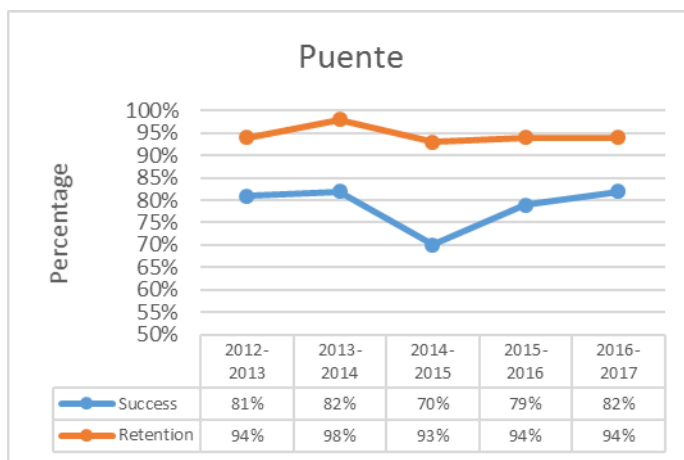
The program offers Monday and Wednesday Puente English and Student Development classes, and provides an analysis that the pattern of service/instruction meets students' needs. The department plans to create an additional cohort.

RESPONSE:

The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students who enroll in four-year colleges and universities earn degrees and return to the community as leaders and mentors to future generations. Started in 1981 (1984 at San Bernardino Valley College [SBVC]), Puente combines accelerated instruction, intensive academic counseling, and mentoring by members of the community. Although Puente was initially designed to address the needs of Chicano/Latino students, the program, at SBVC, has been open to all students since 1995.

Several academic and cultural events take place throughout the year to recruit and retain underserved populations. In order to recruit the incoming Puente cohort, various outreach and orientation sessions happen throughout the spring and summer, leading up to the fall semester. During the spring and summer orientations sessions, co-coordinators provide information on the yearlong cohort model to potential Puentistas. Interested students sign commitment slip, stating they are interested in the program. They are asked to keep days and times when the English and Student Development classes take place open from scheduling conflicts. The counselor then checks Potential Puentistas background to ensure they are English 015 ready.

Phase I Events – Fall Semester: Noche de Familia, Puente Transfer Motivational Conference, Puente Mentor Training Session. Phase II Events – Spring Semester: Community College Day held at the University of California, Riverside, Mentor/Mentee Mixer Annual, End of Year Celebration. Sample Cultural Events: Museum of Tolerance, Manzanar War Relocation Center, Luis Valdez’ Zoot Suit.



Updated Performance Measures

According to California Community College's Chancellor's and the Puente Project State Office, SBVC showed in 2016-2017 44% male enrollment and 56% female compared to 30% males and 70% females at

SBVC. Based on the gender of enrollment, our female student population was greater than male enrollment by over 100%. In our next Puente Recruitment efforts, we will target male student enrollment. We will work towards creating a brochure and recruitment activities that specifically targets the male student population at SBVC. The ethnicity of our students show lack of variety from various ethnic groups. Hispanics comprised 100% of SBVC's Puente enrollment in 2016-17; statistics from CCCCCO and Puente Program also reflect the same data where 78% Hispanic enrollment was prominent in 2016-2017. During outreach events along with other SBVC student services and student support programs, we will promote the Puente Program to male students and varying ethnic student populations.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) 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 they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program describes the services used in the program to support students' success; however the program does not provide an analysis of the SLO data collection and does not specifically address the Departmental goals.



Research, Planning & Institutional Effectiveness

Request Placed: 3/6/2017 by Alma Lopez
 Request Received: 3/6/2017 by Charles Burton
 Request Completed: 3/9/2017 by Charles Burton
 Completion Time Requested: 1 weeks

Request: Data of count, retention, and success for 13-14,14-15, and 15-16 of Puente students that have taken English 015, English 101, SDEV 015, and SDEV 102 compared to other non-Puente students. Also, include awards earned, transfer majors, and demographics of Puente students.

Success / Retention

Year	Course	Puente Success	SBVC Success	Puente Retention	SBVC Retention
2013-2014	ENGL 015	79%	45%	100%	79%
2014-2015	ENGL 015	53%	45%	96%	83%
2015-2016	ENGL 015	62%	50%	87%	86%
		Puente Success	SBVC Success	Puente Retention	SBVC Retention
2013-2014	ENGL 101	77%	53%	94%	83%
2014-2015	ENGL 101	53%	52%	88%	80%
2015-2016	ENGL 101	70%	57%	97%	81%
		Puente Success	SBVC Success	Puente Retention	SBVC Retention
2013-2014	SDEV 015	86%	86%	100%	100%
2014-2015	SDEV 015	93%	93%	100%	100%
2015-2016	SDEV 015	88%	88%	97%	97%
		Puente Success	SBVC Success	Puente Retention	SBVC Retention
2013-2014	SDEV 102	89%	65%	96%	94%
2014-2015	SDEV 102	69%	67%	96%	91%
2015-2016	SDEV 102	74%	73%	95%	95%

Year	SBVC Count	State count
2013-2014	34	53
2014-2015	35	28
2015-2016	60	125

Year	Male	Female
2013-2014	10	24
2014-2015	13	22
2015-2016	53	72

Year	African American	Asian	Caucasian	Hispanic	Multiple Races	Native American	Unknown
2013-2014			3%	97%			
2014-2015	3%		3%	94%			
2015-2016	10%	3%	10%	73%	3%	1%	1%

English 015 / English 101:

Puentistas take two consecutive writing classes, English 015 and English 101, with the Puente English Instructor. The writing classes use a nationally acclaimed teaching methodology and provide a supportive and stimulating environment for Puentistas to build confidence in their writing skills through an exploration of Mexican American/Latino literature in the fall semester and additional writers of color in the spring semester. From the office of Research, Planning, & Institutional Effectiveness for the 2013-2014; 2014-2015; and 2015-2016 cohorts, English data shows:

Fall 2013: We recruited 28 Puentistas (10 men and 18 women). Of our 28, eight Puentistas (2 men and 6 women) did not continue into the spring 2014 semester. The Puente Success Rate in English 015 was 79% (34% more than the 45% SBVC Success Rate). Puente specific English 015 course was one of nine sections not reporting SLO data.

Spring 2014: From the fall semester, 20 Puentistas persisted (8 men and 12 women). Six new Puentistas were recruited: Four men and two women. Our spring 2014 cohort had two less Puentistas than our fall 2013 cohort. Puente Success in English 101 was 77% compared to 53% for SBVC Success (24% more).

Fall 2014: We recruited 28 Puentistas (12 men and 16 women). Of our 28, 12 Puentistas did not continue into the spring 2014 semester (4 men and 8 women). Those 12 Puentistas were not academically nor emotionally ready to continue into the English 101. The Puente Success Rate in English 015 was 53% (8% more than the 45% SBVC Success Rate). Puente specific English 015 course, ten of 26 met the assessment SLO data. The program was also in a period of transition. Long time Puente counselor, Laura Gomez, transitioned out of the program in spring 2015.

Spring 2015: Although we lost 12 Puentistas, 16 Puentistas (8 men and 8 women) persisted. We recruited eight new Puentistas (2 men and 6 women). Our spring 2015 cohort had four less Puentistas than our fall 2013 cohort. Puente Success in English 101 was 53% compared to 52% for SBVC Success. Our Puentistas had difficulty with their research overall.

Fall 2015: We recruited 32 Puentistas (14 men and 18 women). Of our 32, six Puentistas (1 man and 5 women) did not continue in the spring semester. The Puente Success Rate in English 015 was 62% (12% stronger than the 50% SBVC Success Rate). This was the first cohort to be provided with the course reading material; however, the books were not distributed until well into the semester. Thus, only nine students of the 29 that took the assessment met the criteria. Because it is a cohort program, we decided not to turn any Puentista away, thus having a larger cohort. For composition, however, a larger class size is not necessarily wise. Each Puentista that moved on showed growth; and in a program such as Puente, I, as the English instructor, need to continue to work with my Puentistas to help them achieve their writing potential. Each Puentista that moved into Phase II was placed on an in-house probation. For each writing assignment in English and Student Development courses, they submitted Writing Center Verification and SI slips. They each signed a contract, outlining everything that needs to happen on their end.

Spring 2016: From the fall semester, 26 students persisted (13 men and 13 women). We recruited two new Puentistas (1 man and 1 woman from my general population English 015 classes). Puente Success in English 101 was 70% compared to 57% for SBVC Success (13% stronger). Puentistas had access to their own set of course reading material. Access to course reading material has made a positive impact on our Puentistas.

Reflection: It has been difficult to maintain the program when there transition on the Counseling side. Since fall 2013, four counselors have been assigned. Committed faculty needed to be in place on both ends. When selecting co-coordinators for either side, Counseling or English, co-coordinators need to be consulted. The work of coordinating the program must be distributed according to the reassign time given to each co-coordinator. Counseling staff gets 50% reassign time. English faculty get 20% reassign time. There is a committed team in place now and future numbers should reveal a difference in the program.



Student Development / Counseling:

The SBVC Puente Program includes the Counseling component to its mission of successful transfer student population. The counselor, serving as the Puente Program counselor at SBVC, follows the national model and teaches two counseling courses throughout the academic year. In fall semester: Student Development 015, and in spring semester: Student Development 102. In the provided graph above, the compared Retention Rate at SBVC starting in 2012-2017 is shown. It is evident that Student Development courses make at least 4% increase in retention throughout the five-year span. Student Learning Outcomes of Student Development courses have been modified in course content for curriculum review, which include career theories and application, and most importantly, student success within the bio-psychosocial perspective. Expected skills sets of students for college adjustment and success

including personal application of factors involved in college success as listed on the Student Learning Outcomes database.

SAOs/SLOs/PLOs: The plan is to increase the number of SBVC Puentistas who transfer to four-year colleges / universities and return as mentors and leaders in our community. Because we would like to recruit and register 30-35 Puentistas, in order to form a Puente learning community, outreach is a priority. We would also like to maximize exposure to student support service opportunities among the SBVC campus and future community partnerships. Elizabeth Bañuelos, a temporary full-time counselor, started the co-coordinator role and counselor support in summer 2017 for Puente. She transitioned into the permanent full-time counseling position in the fall 2017 semester. From our SAO, Puente continues to enhance procedural knowledge for student support services and apply SBVC’s cultural factors involved in students’ completion of college success not only on campus but in the students’ future.

One of the main concerns in the fluctuation in success rates was instability on the Counseling side of the program. From 2013 to 2017, four different counselors have been assigned to Puente. In the fall of 2017, Elizabeth Bañuelos, hired as a temporary full-time counselor in the summer of 2017, was hired on as the permanent full-time Puente Counselor.

This is Puente's first program efficacy document.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.
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 are not launched into Curricunet by Oct. 1 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.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

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

The program provides supportive information and examples of success. The program was honored with a Certificate of Recognition from the California Legislature. However, it is recommended that the program should evaluate its productivity and supply concrete data.

The courses are relevant and current to the mission of the program.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program does not clearly [identify] trends. It describes the Puente program globally as in ‘growth mode’, but does not specifically address the SBVC Puente program. The committee suggests to describe how the global growth of Puente affects the SBVC program.

The program provides a discussion of departmental strengths and weaknesses and incorporates into planning.

RESPONSE:

<p>Departmental/Program Goals:</p> <ol style="list-style-type: none"> 1. Increase Access: Outreach to various programs and departments on campus for recruitment and partnership purposes. 2. Promote Student Success: Plan to change curriculum for Student Development 102 (spring course) in order to recruit from existing programs such as FYE and Valley Bound. Plan to change the Mentor component from spring to fall semester in order to have the component year-round. 3. Improve Communication, Culture + Climate: Mentors are community leaders who agree to work with one or two students in the spring semester. The Puente Team is looking to involve the mentors earlier in order to help with retention and persistence. 4. Maintain Leadership + Promote Professional Development: The Puente Team attends regional trainings once every semester to stay current in their fields. Plan to start the Inland Empire Puente Alliance for Region IX colleges to maintain leadership skills and professional development. 5. Effective Evaluation + Accountability: Keep track of Phase III student transfer rates.

6. Provide Exceptional Facilities: Have one classroom assigned for both English and Student Development courses to enhance a sense of community in our cohorts.

Accomplishments/Strengths: Permanent position of Puente Counselor / Co-Coordinator was filled in the fall of 2017. This was an on-going previous challenge. Puente Co-Coordinator, Elizabeth Bañuelos and Alma Guadalupe López, are San Bernardino Valley College Puente Project alumni.

Challenges: Increase male student population, collaborate with student support programs on-campus and at off-campus events, establish second institutionalized Puente cohort, and change Student Development curriculum in order to open Puente eligibility to FYE/Valley Bound students. Maintaining a strong relationship with Phase III students after the one-year program completion in order to find data of students that transfer to four-year colleges and universities. This data would be helpful in finding mentors for future Puente cohorts. Creating a community of SBVC Puente alumni for current student cohort as a unit in existent curriculum for feedback and benefits of the Puente program. Permanent position of Puente co-coordinator.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Puente program demonstrates strong partnerships, utilizes technology and promotes a positive learning environment. The program has participated in a variety of activities such as the Annual Puente Transfer Motivational Conference, the Annual Community College Day, and the Annual Noche de Familia. The program closely works with the Puente club to increase the number of students who transfer to a four-year colleges or universities and return to the community as leaders and mentors.

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

N/A 2016 - 2017 First Efficacy Review

Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)

Name of Department: Real Estate

Efficacy Team: Robert Jenkins, Stacy Meyer, and Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Real Estate program will have the opportunity to submit an efficacy document that addresses concerns and deficiencies during next year's efficacy cycle (SP 18). It is hoped that the program will submit this document in a timely manner by the stated deadline. ***This is a necessary reminder, as the Real Estate program submitted its current (SP 17) efficacy document after the mandated deadline. The program must submit an efficacy document in spring 2018 by the stated deadline. Failure to submit by the deadline will result in an automatic recommendation of "probation." Please remember that probationary status will forfeit participation in the Program Review Needs Assessment process.***

The Real Estate efficacy document warrants a "conditional" recommendation, as a result of several key sections garnering "does not meet" ratings. For example, demographics and pattern of service were characterized as meeting student needs and demands. However, more coherent evidence of student input (e.g. student surveys) on course scheduling and format, and marketing/outreach in order to recruit underserved populations should be provided. Furthermore, there is no evidence provided for course- and program-level SLO data collection and analysis. Finally, there are several courses identified as out of date within the curriculum content review process. However, the efficacy document suggests that all courses are up to date and no plans are included to update curriculum for these out of date courses.

The planning and strategic initiatives sections are detailed and indicate that the Real Estate program is proactive in adjusting to external and internal trends and factors in order to better meet student needs and demands. It is clear that there is a need for this program on our campus, especially with continued regional economic recovery and an increasingly energetic real estate market. In addition, other community colleges no longer offer real estate courses, certificates, and degrees.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> 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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Demographics: Although this section is lengthy, it does not fully account for demographic discrepancies. For example, there appears to be a conflation between home construction and real estate labor markets in accounting for the under-representation of Hispanic students within the Real Estate program. It would be helpful to see if the SBVC student demographics mirror real estate agent demographics within the Inland Empire. In addition, the over-representation of African-American students within the program is explained in a rather confusing manner. The same could be said of the over-represented white student population. The female population within the Real Estate program is more adequately explained, although it could be characterized in a more nuanced manner.

Pattern of Service: All courses are offered online and this appears to have positively impacted student enrollment. In addition, the certificate requirements have been streamlined. Nonetheless, there may be students who wish to participate in face-to-face class meetings. Perhaps a survey of current and potential students could reveal the need (or not) of face-to-face classes, in addition to the online sections.

The need for a full-time faculty to replace a faculty who retired in 2014 is duly noted within this section.

Response: *Getting a better understanding of demographic information is extremely difficult. According to the California Association of Realtors (CAR), while housing statistical data is readily available, demographics of Realtors data is not an available resource compiled by local associations or CAR. The Department of Real Estate (DRE/BRE) has informed me that I could purchase a list of newly licensed agents by zip code, but that does not provide the information desired. That being said, the education department of our local association is attempting to extract Realtor data from the Multiple Listing Service (MLS) pursuant to my request and may have something. The statistics manager at CAR has indicated they do not capture demographic data by agent, however, they have the results of a statewide voluntary survey by agents and he will attempt to extrapolate data by county. This would represent an extremely small sample and may not be useful, however.*

In review of the history of the course offerings since Fall Semester 2009 for REALST 062, REALST 068, REALST 070, REALST 072, REALST 074, REALST 076, REALST 078, REALST 100 and ESCROW 1 to the present Spring 2018, courses offered ONLINE have yielded a higher enrollment. The best illustration of this is with ESCROW 1 – this course

was offered in a face-to-face format 5 consecutive times and it yielded an average enrollment of 20 students per session – understanding that the last time it was offered in a face-to-face format (fall 2015), it was cancelled as a result of only 10 students being enrolled. Currently, this course is offered every Spring Semester in an ONLINE format and it is yielding an average 25 students per section. In addition – though it was a small sample – the existing students in the REALST courses were asked of their preference in course offerings (Day, Evening, Hybrid, Online) and 83% of them preferred the ONLINE or existing offering format, with 13% stating evening hybrid a preference and only 3% asking for face-to-face offerings.

In addition, with the State of California requirements for Real Estate Salesperson requirements being (1) Real Estate Principles, (2) Real Estate Practice and one course from the following: Appraisal, Property Management, Finance, Economics, Legal Aspects, Office Administration, General Accounting, Business Law, Escrow, Mortgage Loan – many surrounding colleges (Riverside Community College, Chaffey College, Mt. Sac Community College & Mt. San Jacinto Community College) all have simplified their offerings and are offering majority of their course offerings in the same ONLINE format.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete .	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete .

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Data/analysis demonstrating achievement of instructional success: There is abundant supplemental data included within this section that provides a rich discussion of external forces that continue to impact the Real Estate program. Although student success data are analyzed, it would be helpful to see a more detailed discussion about student retention, as well as certificate and degree completion. Speculation of future certificate and degree completion trends is included, as recent curricular changes may facilitate higher completion and attainment rates. Need for a full-time faculty is articulated, once again, within this section.

Student Learning Outcomes (SLOs): Only a brief summary of program-level SLOs for the Real Estate Certificate and Degree is provided. There is neither analysis of course- nor program-level SLOs for the degree and certificate programs. No course map is provided.

Response: With the flexibility of the State Requirements for Real Estate Salesperson License mandating a course in Real Estate Principles (REALST 100), and Real Estate Practice (REALST 062) course, and then only one more course from a list of 12 others, it is extremely difficult to measure the retention and or success rates based on the Certificates or

Degrees. One can now sit for their state license examination after successful completion of 9 units (3 college level courses). Hence, they have not even met the desired units of completion for the certificate (18 units) or degree (24 units).

The curriculum is currently being evaluated and the following modifications will be addressed in CurricuNet in the coming academic year: (1) elimination of Escrow Associate of Arts Degree, (2) elimination of Escrow Certificate, (3) elimination of ESCROW 002 course, (4) elimination of ESCROW 003 course, and (5) elimination of REALST 072. The decision to reduce and/or modify offerings is on the basis of the current demand and state requirements for Real Estate Sales people license. Other colleges in the immediate area have made such adjustments to their curriculum. Course SLO's are more than adequate and there is no indication that modification of said SLO's is needed at this point in time. As for Program Level SLO's, we must work on the basis that being that they have meet the requirements at the course level, they would then meet the Program Level requirements. In addition, we are actively trying to see if there is a way to track the success of those passing the State Real Estate Salesperson License once taking REALST 100, REALST 062 and one other course. We then could use this as an additional indicator of PLO's – being that in order to pass the state license exam, one must be proficient in their subject matter.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.
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 are not launched into Curricunet by Oct. 1 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.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Mission: The program provides a mission that clearly interfaces with the institution.

Productivity: Ample discussion of student enrollment is provided, as well as recent modification of course- and program-level curriculum in order to better meet student needs and increase overall enrollment. The decrease in efficiency is partially explained by the increase in the number of sections offered. However, it might be helpful to see a discussion of fill rates for each section (in addition to noting wait lists for selected online sections).

Relevance, currency, and articulation: Of the 16 sections listed, nine indicate out of date curriculum (04/12/2016). However, the program suggests that all curriculum is current and up to date. There appears to be no plan to modify and update out of date curriculum through the content review process. There is a thoughtful discussion about transferability and articulation of 100-level courses, as well as potential negotiations regarding the transferability of other Real Estate courses.

Response: It is noted that many of the course curriculum is outdated. This is largely due to not having a full-time person tied to the discipline. After extensive review of course offerings since Fall semester 2009, modifications to existing curriculum will be executed in the coming academic year – already done and submitted in CurricuNet. The curriculum was evaluated and the following modifications will be addressed in CurricuNet: (1) elimination of Escrow Associate of Arts Degree, (2) elimination of Escrow Certificate, (3) elimination of ESCROW 002 course, (4) elimination of ESCROW 003 course, and (5) elimination of REALST 072 – Advanced Real Estate Finance. The decision to reduce and/or modify offerings is on the basis of the current demand and state requirements for Real Estate Sales people. Other colleges in the immediate area have made such adjustments to their curriculum. Both REALST 100 and REALST 062 have been updated and is in the content review process, now bringing the said curriculum current and up to date.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

Trends: Broad trends within the economy and real estate industry are linked with the SBVC Real Estate program. However, some of these external trends are more fully articulated within other sections of the efficacy document, most notably within Part II: Student Success.

Accomplishments: There has been an increase in FTES and enrollment from 2014-15 to 2015-16. As in previous sections, this has been attributed to the conversion of the Real Estate program to a distributed education (entirely online) format, as well as streamlining the certificate program (e.g. removing superfluous courses and prerequisites). There has been an associated increase in the number of sections offered (8 to 12 sections). However, it is not explicitly stated that the increase in sections is the result of the conversion to an online format and increased student demands. There is concern about the lack of face-to-face interaction between students and faculty, specifically when students are seeking a certificate (and possibly license). Perhaps the Real Estate program would consider, once again, offering face-to-face sections, in addition to the online sections?

Challenges: There is a lack of a full-time instructor within the Real Estate program. This challenge has been articulated in previous sections. Interestingly, there is no explicit call to hire a full-time faculty within this section. However, there is explicit reference to hiring a full-time faculty provided within other sections of the efficacy document. Adjunct faculty, who are working within the real estate industry, are coordinating with textbook publishers to create discipline-specific materials.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The program addresses and incorporates each of the strategic initiatives. This is a thorough section that enumerates current and future implementation of technology, partnerships, and campus climate. The program wisely reiterates the need for full-time faculty leadership to more thoroughly exploit and implement the strategic initiatives.

Part VI: Previous Does Not Meets Categories
<p>Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

There were no “does not meet” ratings within the 2012-13 team report.

Program Efficacy Report

Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)

Name of Department: STAR

Efficacy Team: B.K. Melancon, Michael Mayne, Joanne Fender

Overall Recommendation:

Continuation **Conditional** Probation

Rationale for Overall Recommendation:

The team recommendation of Conditional is concluded because the information being mentioned has no charts or documentation to back up the suggested comments.

The program needs to be more specific about planning for accomplishments and challenges.

Note: The STAR efficacy report was turned in for review after the deadline. It is recommended that the follow-up report be revised/completed within the time allotted. If the report is not completed on time the conditional recommendation will be changed to “**Probation**” for the STAR program.

The document provides minimal documentation and is written as a more generic report with common information rather than a report that has specific/detailed information related to its subject matter.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> 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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program’s pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback

MEETS

DOES NOT MEET

The Star department has met the demographics and the pattern of Service with a very descriptive explanation. The program provides an analysis of the demographic. The department also provides the pattern of service that meets the student's needs. The data was analyzed; however, the numbers don't match the report because there were two different reports supplied from different sources.

Comment: The data on page 3 does not reflect the comments on page 5. As a public document, the comments on the bottom of page 5 needs to be described within a more professional analysis.

Response:

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2016

- *There was an error in the chart used and the correct charts have been included below.*
- *Please note that per the SBVC Research Department, the EMP provided to STAR for the 2016 – 2017 academic year was not properly correlated and the numbers are not completely accurate. So, in addition to the EMP numbers the STAR Program has created a chart, Chart #2 appearing on page 7, that reflects the data collection from the STAR Program tracking software, Student Access. It was recommended that the STAR Program data be used as it is more accurate. (STAR was advised by the SBVC Department of Research to include the STAR Program collected data as it is more accurate than the 2016 – 2017 EMP data.)*

STAR - 2016-2017

Description:

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

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC Duplicated Enrollment	193	191	203	173	211

Gender %	12-13	13-14	14-15	15-16	16-17
Female	65%	63%	61%	65%	60%
Male	35%	37%	39%	35%	40%
N/A	0%	0%	1%	1%	0%

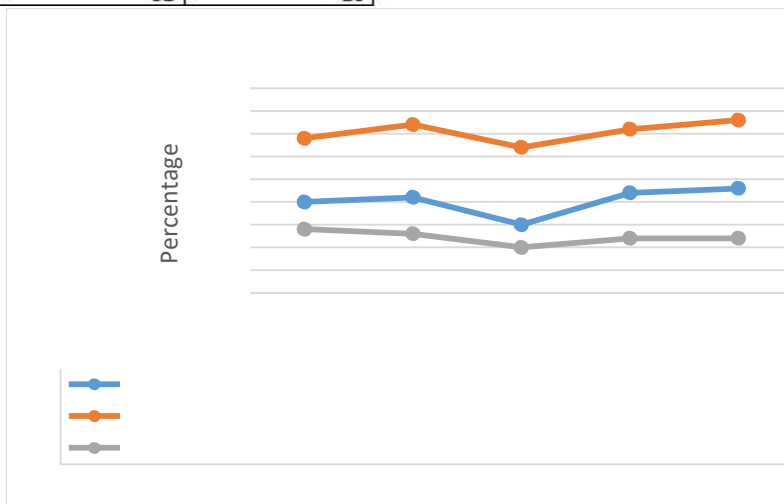
Demographics - Academic Years - 2015-16 to 2016-17		
Demographic Measure	Program: STAR	Campus-wide
Asian	5.0%	5.0%
African-American	18.3%	12.4%
Hispanic	67.0%	64.9%
Native American	1.0%	0.2%
Pacific Islander	0.0%	0.2%
White	0.0%	13.5%
Unknown	0.7%	0.4%
Female	63.4%	57.5%
Male	36.6%	42.5%
Disability	9.0%	6.0%
Age Min:	17	11
Age Max:	82	81
Age Mean:	32	26

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

Documentation will be collected and kept in student files indicating enrollment status and progress. (Class schedules & transcripts, registration, program application, and program completion data, transfer acceptance letter.)

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

- Continue to enhance the following areas:
- Academic success strategies that begin as soon as a student is accepted into the program.
 - Track student participation, academic standing and review student progress to ensure that participants will meet or have met requirements for academic success and graduation and/or transfer.
 - Students will work directly with STAR counselors to create a full educational plan.
 - STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer.
 - Students will participate in the STAR Academic Intervention plan if their GPA falls below 2.3. Overall, staff will continue work to increase participant persistence rates



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
STAR Success	75%	76%	70%	77%	78%
STAR Retention	89%	92%	87%	91%	93%
SBVC Success	69%	68%	65%	67%	67%

PART I: ACCESS

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.

Program Participant Pool and Recruitment Overview

The STAR Program has a very specific pool of students that can be recruited for participation. Students that qualify for the program are, at the tier one qualification level, either first generation, low-income or have a physical or learning disability. These students are selected based on application submission and having met an extensive list of qualification requirements. Those requirements are listed below:

STAR PROGRAM APPLICANT REQUIREMENTS

- Must Be Enrolled in 9 Units or More at San Bernardino Valley College
- Working on an Associate's Degree or Certificate **and** Considering Transferring To A Four-Year University
- Meet One of The Following: First Generation College Student, **or** Low Income, **or** Physical or Learning Disability
- US Citizen **or** Resident - If accepted in the program the following will be required at orientation:
 - US Citizen: Copy of your valid Social Security Card or Birth Certificate
 - Resident Alien: Alien Registration Card/Green Card (I-551, I-68 or I94)
- Must be English 914 Eligible (Enrolled in, Completed, or Tested into English 914 or Higher)
- Must Have a Cumulative GPA of 2.0 or Above + No Series of W, D or F Grades (This does not apply to new college students with no GPA)
- Have completed no more than 70 units. If more than 60 units, must complete program in 2 semesters.
- Due to program completion and tracking guidelines, some SBVC Degree and Certificate Programs Do Not Qualify Nursing A.S., Psych Tech Certificate, Combined Human Services A.A. + Certificate(s)
- Applicants that have already earned an Associate degree, Bachelor's degree or higher, do not qualify. (Students waiting for degree posting to appear on SBVC transcripts are ineligible.)
- Applicants with only one semester remaining at SBVC are not eligible for the program.

In addition to the application requirements, the STAR Program is restricted in where recruitment can take place. Students can only be recruited on the SBVC campus and the program cannot venture off campus to recruit from any program, organization, group, institution of learning, etc.

Demographics - Academic Years - 2015-16 to 2016-17		
Demographic Measure	Program: STAR	Campus-wide
Asian	5.0%	5.0%
African-American	18.3%	12.4%
Hispanic	67.0%	64.9%
Native American	1.0%	0.2%
Pacific Islander	0.0%	0.2%
White	0.0%	13.5%
Unknown	0.7%	0.4%
Female	63.4%	57.5%
Male	36.6%	42.5%
Disability	9.0%	6.0%
Age Min:	17	11
Age Max:	82	81
Age Mean:	32	26

(Chart #1- Provided by the SBVC Department of Research and Planning EMP)

Data Analysis

Overall: The EMP chart reflects a higher proportion of ethnic minority students in STAR compared to the campus general population. (Primarily African-American and Hispanic) This is largely in part due to the fact that STAR Program students are either first generation, low-income and/or disabled and a higher number of students within the surrounding feeder communities and schools, which fit into these categories, are African-American and Hispanic.

In addition, STAR must have a participant population that is $\frac{3}{4}$ First generation and low-income. Combining these two factors or demographics further increases the likelihood of African-American and Hispanic students be the larger or largest number of applicants that will meet said program requirements.

The number of residents in the surrounding communities that have college degrees is staggeringly low at

1.9 % – 0.44%, and the majority of the residents in the surrounding communities are Black / African American or Hispanic / Latino. With that in mind, there will be a greater percent of Black / African American students that are a part of the recruitment and applicant pool for the program.

In areas of Sex and Disability there is a variance of approximately 5%, aligning with the numbers reflected in the STAR Program data chart, see below. This number however is consistent with campus demographics, in that there are consistently a higher number of female students in the program than males.

Please note that the STAR Program data is tracked with Student Access Software. This software is utilized to collect vital information for the Annual Performance Report submitted to the Department of Education/TRIO. Permanent Data, Term Data, Year Data, Counseling Visits, and General Reports are imputed and run with this software. The data is also limited only to active STAR Program students. On the other hand, data collected through the SBVC Department of Research come from lists that STAR Provides as well as log-in data at the computer at the entrance of the STAR Program office. Unfortunately, because students that are not in the program sometimes come into the office and log in the data from the front computer, part of the SARS system, is not 100% STAR student data only. (This was just brought to our attention recently by the SBVC Research department and will be corrected in moving forward with future data.)

Notable Variance In Demographic Data

White/Causation Participants: The number of White students in the STAR Program, based on STAR Program tracking data, differs greatly from that provided in the EMP and the EMP data is inaccurate. (This has been brought to the attention of the SBVC Research staff.) It shows 0 White/Causation students in the program. This is not at all the case. The numbers of white students, based on collected STAR Program data used for the Annual Performance Report to the Department of Education currently shows the program as having 10.5% White/Causation students in the program during the 2016 – 2017 academic year.

This discrepancy can be attributed to different sources but is likely a result of reporting variances on the part of the students. Information reported during the SBVC enrollment process can sometimes vary from that submitted when they later applied to STAR. Some students may identify themselves as being a descendant of multiple races and select to report only one and may also change that selection at a later time on a different document.

Also, the SBVC research department has listed a demographic measure of Unknown where as in previous reports there was an option for Multi-Ethnicity, this can also have a role in why numbers in the area of White differ largely from the SBVC Population.

Below is a chart demonstrating STAR Program Ethnic Minority, Sex and age range numbers.

Demographic Measure <i>Data driven by Student Access Tracking Software</i>	STAR Program 2016 - 2017
Asian	5.5%
African-American /Black	21%
Hispanic	59%
Native American	1%
Pacific Islander /Native Hawaiian	.5%
White	10.5%
More than one race reported	2%
Unknown	.5%
Female	62%
Male	38%
Disability	9%

(Chart #2 – Provided by the SBVC STAR Program/TRIO)

Gender Data: Studies conducted outside of the SBVC campus demonstrate that classrooms in the western, northern and especially in the southern United States have more female than male students attending and succeeding in college.

A report from the American Council on Education showed that female students have represented about 57 percent of the student population in U.S. colleges, since 2000.

Some of the reasons cited for these numbers are:

- Women have better success in class with higher grades
- Men tend to drop out in disproportionate numbers
- Female enrollment skews higher among older students, low-income students, and black and Hispanic students

For many Historically Black Colleges, HBC, the ratio of females to males closely reflects the number for the STAR Program, with male students being only 35 – 36% of the college population.

With so many colleges across the country experiencing the same gender imbalance it makes sense that the STAR Program and other programs on campus have the same statistical outcomes. Also, because there is a higher number of Black / African American students in the STAR Program and data shows that Historically Black Colleges, with a majority black demographic, have male enrollment rates of approximately 1/3 that of females; this unfortunate trend may also be a contributing factor in the program's numbers.

Williams, Alex. "The New Math On Campus." New York Times 05 Feb. 2010: n. pag. Print.

Stewart, Pearl. "Many Institutions Continue to Struggle With Gender Imbalance." Diverse: Issues In Higher Education [Fairfax] 19 Mar. 2014: n. pg. Print.

Plans or Activities to Recruit and Retain Underserved Populations

The STAR Program recruits in a fair and equal basis. In a conscientious effort to reach out and provide access to a diverse group of students The STAR Program actively recruits on the SBVC campus without bias to race, age or gender. Information is provided at walk-up information tables, in classrooms, via flyers and brochures provided to faculty and staff and student word of mouth. Events like Recruit-A-Palooza are held to give students on campus the opportunity to meet STAR employees and students, learn about the program and apply on the spot.

A key goal in the recruitment process is to allow students to see and speak with people that they can identify with. STAR Program faculty and staff that help in recruiting vary in race, sex and age and students of all race and gender are encouraged to apply. STAR is fortunate to have a diverse group of faculty and staff working for the department and as a result the face of STAR is eclectic.

Because of the guidelines of the Federal funding source that maintains STAR, there cannot be recruitment that centers on one particular group, outside of the first generation, low-income and/or disabled status.

However, students that are in the program receive services like Male forums, Women Uplifting Women seminars,

PART I: ACCESS

PATTERN OF SERVICE

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

STAR Provides a variety of support services to program participants.

Hours of operation are Monday – Friday 8:00 a.m. to 4:30 p.m.

(Program participant and employee size are used to determine hours of service)

No-cost Student Services Include

Academic Counseling	Academic Tutoring (English, math, paper writing)
Personal Counseling	Educational Field Trips to Four Year Universities
Program Orientations	Willie Charles Williams Book Scholarship
Classroom Presentations	On Campus Outreach
Cultural & Educational Field Trips	Interpret Assessment Scores / Class
Placement Priority B Registration	Academic Renewal / Exception Petitions
Supplemental Grant Aid	Probation / Dismissal Counseling
Meal Vouchers	Prerequisite Checks and Course Revisions
Transfer Guidance	Course Overload Petitions
Transfer Application Assistance	Educational Plan Revisions
Social Activities	Scientific Calculator Loan Program
Graduation Petitions	Student Workshops & Forums
Financial Aid Advising and Appeals	- Academic Workshops
Lap Top Compute Loan Program	- Personal Growth Workshops
Follow-Up Services	- Transfer Workshops
	- Financial Aid Workshops

STAR works to meet the needs of the ethnically and economically diverse population it serves as follows:

- Academic Support is provided through in person and online workshops and individual and group tutoring, to meet the needs of working and multi-tasking students.
- Financial literacy workshops and packets are provided to students to educate them in the areas of budgeting, student loans, fico scores, personal finances, etc.
- Students Centered Counseling is available Monday – Friday by African American and Hispanic, Male and Female faculty members.
- Tutorial services are provided by a diverse group of male and female professionals with BA/BS degrees and higher.
- Students have access to computer lab, printing, Scantron, green books, lap top computers and scientific calculators. (These free services help offset some of the exorbitant educational expense.)
- Field trips to four-year universities occur annually, providing student access to campuses that they may not otherwise have the opportunity to travel to and explore. All trip expenses are covered by the STAR Program including, but not limited to, charter bus fees, hotel fees, food and beverages, and cultural excursions when applicable.
- Students may schedule counseling visits for the entire semester in advance, to meet their busy and fluctuating schedules.
- Students have the change to conduct counseling sessions over the telephone, in special circumstance situations, when restricted mobility or illness occurs.
- Students can schedule 30 – 55 minute counseling sessions based on their need.
- Counselors are flexible and work with students to provide workshop and forum materials to those that could not attend meetings but want to read the literature provided.
- Students can complete ‘Self-conducted’ workshops in the STAR Program office or online to fit into their busy schedules.
- Workshops focus on specific areas of interest to STAR Program participants and include: male and female forums, health and learning, scholarships, career readiness, etc.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Service Area Outcomes (SAOs)	Program has not demonstrated that they are continuously assessing Service Area Outcomes (SAOs) 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 they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete .

Efficacy Team Analysis and Feedback:

MEETS

DOES NOT MEET

X

The Star Program has explained the Data analysis by achievement of instructional success. The supplemental data added, gives extensive in-site on the program, but the data in the EMP did not match the data described in this section.

The information that has to do with the **demographics is not appropriately addressed**. The confusion of the numbers in 2015 – 2016 should have been resolved within the department or/and with the research department. The language suggesting that the question about **demographic equity was inappropriate** and suggests the program isn't concerned about demographic discrepancies. It's also important to remember this is a public document read by others.

Response:

- *The correct charts have been used for the EMP and STAR Program collected data. Please see response below. The program does look at 'demographic discrepancies' however, the program has a limited recruitment pool and works to recruit from all those that qualify. The recruitment, application and acceptance process is always fair and conducted in a conscientious manner.*

PART II: STUDENT SUCCESS

DATA ANALYSIS

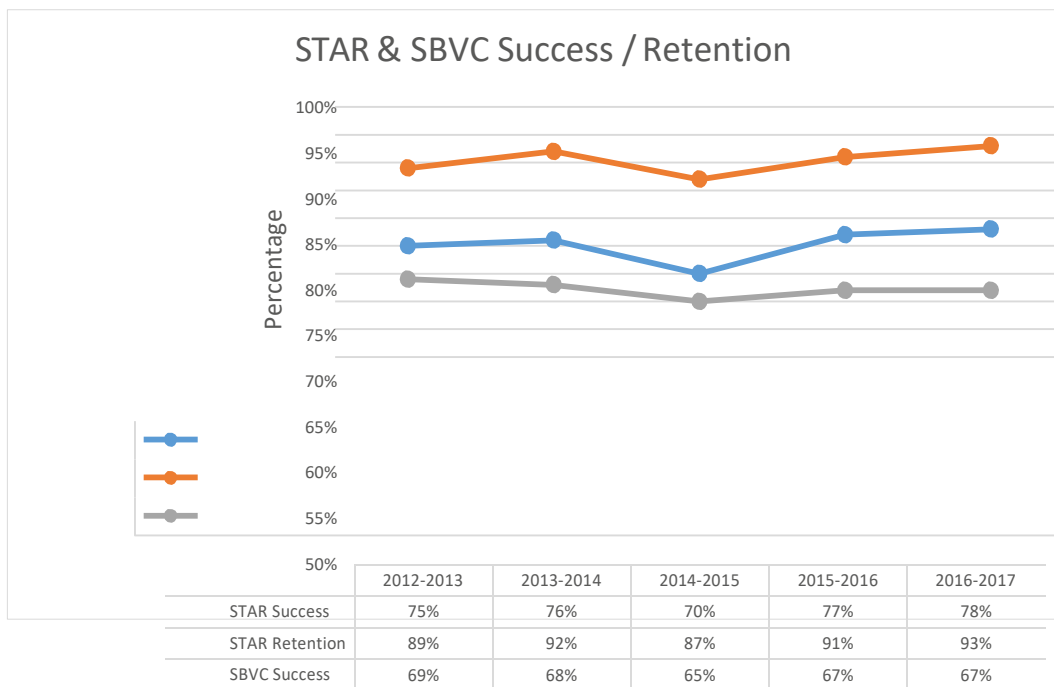
Data/analysis demonstrating achievement of instructional or service success. Explain how the services in the program support student success.

STAR measures success in multiple ways. The primary source used to determine the success of the program and program participants is meeting the objectives listed in the TRIO Grant. Those objectives are as follows:

- ***OBJECTIVE 1: 63% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.***

- **OBJECTIVE 2:** 80% of all enrolled participants served by the SSS Program will meet the performance level required to stay in good academic standing at the grantee institution.
- **OBJECTIVE 3A:** 25% of new participants served each year will graduate with an associate degree and/or certificate within 4 years.
- **OBJECTIVE 3B:** 40% of new participants served each year will transfer with an associate degree or certificate within four years.
- **FUNDED TO SERVE REQUIREMENT = 200**

Student success is a priority at STAR. The numbers below on chart #3 show high retention and success rates for STAR Program participants. (Numbers that exceed those of the SBVC General student population and the grant objectives.) One of the primary goals of this enduring TRIO program is to ensure that first generation college students, low-income and disabled students increase their chances of successfully completing their Associate and/or Certificate goals and ideally transfer to a four-year university.



(Chart #3– Provided by SBVC Department of Research and Planning EMP)

2015-16 Summary Results for the Standard Objectives (P042A150601)				
Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	Standard Objectives Scores
Persistence	4	63%	98%	4
Good Academic Standing	4	80%	96%	4
Associate’s Degree or Certificate	2	25%	41%	2
Associate’s Degree or Certificate and Transfer to a 4-Year Institution	2	40%	32%	0
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served
		200	215	
Total Scores	15			13

(Chart #4 – Provided by the SBVC STAR Program/TRIO, 2017 Annual Performance Report)

In the last reporting period objective 3B: 40% of new participants served each year will transfer with an associate degree or certificate within four years, has proven to be more difficult to meet than in previous years. (See Summary Results for the Standard Objectives in chart #4.) The objective was written to be ambitious, however due to ‘cohort tracking’ being used to determine success in this area the program did not meet the goal, for the first time in 10 years, possibly more. Because the objective cannot be adjusted during the current grant cycle the program remains abundantly diligent in providing proven traditional as well as new and evolving services to better ensure that all students, within cohort year grouping and as individuals, successfully meet their graduation and transfer goals. (3B is also based on Cohort Group, not individual numbers. (On the 2015 – 2016 APR, the 2012 – 2013 new STAR student cohort that was being assessed.)

The following is a list of the services STAR student receive to ensure their graduation and transfer success:

- Assess student needs to give students a better understanding of how they can help themselves in achieving goals and identifying factors that will make that possible
- Explain the reason for and provide two-year comprehensive Educational Plan to ensure students are aware of course selection, graduation and transfer requirements, and more
- Priority B Registration, to help students get into the classes needed to complete their educational goals
- Provide tutorial assistance to improve grades and/or maintain grades
- Academic Intervention Program is designed to address the needs of students in probationary status
- Monitoring student progress with Mid-Semester Progress Reports sent to instructors and review reports with students to aid in successful course completion
- Conduct workshops geared to student success in areas of communication, academic success, financial management, and etcetera.
- Conduct evaluations of program services provided, to improve areas when needed and to let students know that they are being heard and that the program is working to serve them
- Conduct surveys to learn about the factors students feel have led to their retention and success

- Provide separate literature for Non-Traditional students to help identify any needs that may be specific to this STAR/SBVC population
- Provide transfer assistance, transfer program review, field-trips to four-year universities, etcetera
- Offered a SDEV 103 Course for STAR Program Students. Transferable Course to aid in meeting transfer requirements
- Conduct educational and cultural field trips and activities to expose students to life beyond their daily surroundings and to expose them to the possibilities that are within reach
- Services are in a One-Stop setting for ease of use
- Private computer lab with limited free course related printing
- Resource guide and referrals when need to help with personal and basic needs
- Employees maintain an open door communication with students
- Employees go above and beyond to assist students in large and small areas
- Other services are available for review in our TRIO Grant Proposal

PART II: STUDENT SUCCESS

Service Area Outcomes (SAOs)

(INSERT SLO AND/OR SAO DATA FROM CURRENT SLO REPORT. INSERT COURSE MAP IF AVAILABLE.

Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston if you need assistance.)

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program's last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Student Area Outcomes (SAO) Overview

The following page contains a copy of the STAR Program SAO Summary Evaluation Form a sample End of Semester evaluation and a field trip evaluation. The STAR Program Faculty and Staff work to use this information to help improve program services and to increase and/or maintain Best Practices. Student input is highly regarded and within the Student Services side of the campus the SAO is a vital part of being able to gain deeper insight into what the student sees as being the key to their successes and challenges.

The STAR Program is also part of a regional TRIO Student Support Services Consortium and SAO data, relating to Best Practices is often shared, to help keep the program moving in a direction that continues to meet the evolving needs of the students as well as Department of Education TRIO regulations.

Students are required to complete an End of the Semester survey at STAR at the conclusion of Fall and Spring. These surveys are both mailed out to students and handed to them when they are in the office to utilize services. Students are then required to turn in the survey during the last two weeks of the semester.

Students are also required to complete a workshop and field trip evaluation at the completion of those activities. These are passed out at the end of all workshops and trips.

Students that are graduating from the program complete an exit survey as well. This is handed directly to the

students in their graduation packet, provided by STAR.

The surveys, in all areas mentioned above, are calculated to determine the success of program SAOs and overall student satisfaction.

Students continue to be able to successfully identify factors leading to their resilience, tools learned as a part of participating in STAR and/or factors that have helped you succeed in school as a result of being in STAR. When the data is collected the STAR Program full-time faculty and staff, as well as part-time employees look at the outcome data and discuss what is and is not working for the students. Discussions occur throughout the academic year to decide what if any changes may be needed to improve on services. Areas that are successful remain in place and may be modified if there is a chance to make that service more student-friendly.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.
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 are not launched into Curricunet by Oct. 1 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.

Efficacy Team Analysis and Feedback:

MEETS

DOES NOT MEET

The program does have a mission/statement of purpose, and relates with the institutional mission

The Productivity shows no explanation of the bullet points documented. The star program goes into great detail of compliance and success with no data to relate to the comments. The chart is not analyzed.

The Relevance, Currency and Articulation have a N/A but there is relevance, currency and articulation are listed elsewhere in the document.

Response:

This was a simple oversight and all bullet points have been addressed below and data has been provided to support success and progress. Articulation and curriculum have also been addressed briefly, as the program does not offer any courses for STAR students.

PART III: INSTITUTIONAL EFFECTIVENESS

PRODUCTIVITY

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
- 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

Answer: STAR does have similarities with other SSS Programs, in the area of objectives 1–3b. However, each program is graded/reviewed on its own merits. Beyond that, all SSS Program differ greatly in that they create special programs to meet their school’s needs. STAR has a smaller program compared to say the SAIL Program at CSUSB. We have only two full-time people and the rest of the employees are adjunct. We serve 200 and CSUSB serves 335. All programs differ.

- Average time to respond to requests for service
Answer: Response time is very efficient. Calls are returned promptly, counseling and tutoring appointments are easily made and the program makes a conscientious effort to work with student schedules as often as possible. Workshops are even offered at varying times and days to work within student schedules. Self-sign up for cultural events and field trips occurs at the students pace, with deadline reminders going out regularly via USPS and electronic mail. Students can also walk-in or call-in to make counseling appointments during normal business hours.

If a student has a quick question and cannot come in to meet with a counselor, the counselor will return their call or the program coordinator, who is also an experienced counselor, will help the student when possible.

- Average time to respond to complaints
Answer: Complaints are rare. When they occur they are usually addressed the same or the next day. Students are not restricted in speaking out or expressing concerns. The goal is to let them know that they are being heard and if needed the complaint will be researched and addressed by the Program Coordinator and or Division Dean. If other than the Coordinator is needed to address the matter it can take longer than a couple of days to reach a solution but the process is always expeditious.

- Results of user satisfaction surveys

Answer: This information is used to help plan for upcoming academic years and grant writing. Students normally have positive remarks about the program. They tend to appreciate the open door approach and the ability to communicate with the program faculty and staff. Normally, students find that once they begin using the program services that they are helpful to them. The students play are sometimes the programs number one 'cheer team' when it comes to word-of-mouth promotions for STAR!

Students that are not satisfied with the program and program services are welcome to speak with the Coordinator or Dean. Most will usually fade away quietly, in that they stop coming in for services. When that happens, STAR will have follow-up communication with the student, via phone call or USPS mail, to check up on them and to see if they wish to continue with the program.

- Results of employee satisfaction/staff morale surveys

Employees will normally bring questions, suggestions and/or concerns to the Coordinator or the Dean. Any concerns are addressed as needed. Departmental employee surveys have been used in the past however, because the program is so small, it is at department meetings that a lot of employee needs and again, concerns come to light and is addressed.

PROGRAM COMPLIANCE AND SUCCESS

STAR primarily measures productivity with the TRIO grant objective outcomes provided with data submitted through the Annual Program Report, APR. The grant objectives are used as 'the' benchmark for determining if the program is in compliance, successful and productive. In addition, the program must follow federal regulations within EDGAR. (Education Department General Administrative Regulations) EDGAR clarifies regulations related to areas like spending, distribution of student Grant Aid, program participant selection and more. These are two key ways in which levels of success and compliance are primarily measured annually and within a five-year grant period. (The Productivity question asks for a three-year period however, the grant operated within five-year cycles.)

Student comments and surveys are also used to determine program success, student satisfaction and productivity. Lastly, during regular program meeting and meetings with the Division Dean, overall employee satisfaction and opinions on program success are discussed.

If the program fails to meet the TRIO grant objectives minimum guidelines for success and productivity, determined by data submitted through the APR, the grant/program are at risk of losing Prior Year Point credit, used to improve scoring for the next grant writing cycle, or of being closed down.

The program can receive a maximum of 15 Prior Year Points annually, within the five-year grant cycle. So, beyond being conscientious about serving student well it benefits the program to do the best that it can to meet the objectives and earn the maximum PY points.

The qualitative data in the APR findings helps the program see exactly how well the grant objectives and success and productivity in the areas of academic standing, retention, graduation, and transfer.

In addition to the APR data, the STAR utilized the SAO data, a combination of quantitative and qualitative data, to determine student success in a different grouping of areas like Understanding of Educational Plans and Planning, Personal and Educational Tools that Lead to their Educational Success and Factors Contributing to Educational Persistence.

DATA ANALYSIS - RELATED TO PRODUCTIVITY AND SUCCESS

APR – Quantitative Date: The data submitted for the APR is simply measured by meeting the objective as described in the grant. The current objectives for STAR are listed on Chart #4 below.

The data submitted for the APR is simply measured by meeting the objectives as described in the grant. The current objectives for STAR are listed on Chart #4 below. All of the objectives as measured on a quantitative scale.

#1 Persistence: 63% of STAR students will persist from one academic year to the next.

#2 Good Academic Standing: 80% of STAR students will have a GPA of 2.0 and above.

#3a Associates Degree or Certificate: 25% of STAR students will earn an AA degree, AS degree or Certificate within four years if enrolling in the program.

#3b Associate’s Degree or Certificate And Transfer to a four-year Institution: 40% of STAR students will earn an AA degree, AS degree or Certificate and transfer to a four-year institution, within four years if enrolling in the program.

STAR has successfully met these objectives in the past and it was stated on page 11 of this report, that the only objective that was not completed was 3b. This area is measured based on prior year cohort graduation and completion rates. The group being looked at for the 2015 – 2016 report was the 2012 – 2013 new STAR student cohort. These were students that started the STAR Program together in 2012 – 2013.

In order to ensure that this productivity and success rate is met in the future, STAR entry cohorts will be monitored closer and any special services that are needed to help student complete the transfer requirements and completion process will be enforced or implemented.

2015-16 Summary Results for the Standard Objectives (P042A150601)				
Criteria	Maximum Score Allowed	Approved Rate	Actual Attained Rate	Standard Objectives Scores
Persistence	4	63%	98%	4
Good Academic Standing	4	80%	96%	4
Associate’s Degree or Certificate	2	25%	41%	2
Associate’s Degree or Certificate and Transfer to a 4-Year Institution	2	40%	32%	0
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served
		200	215	107%
Total Scores	15			13

(Chart #4 – Provided by the SBVC STAR Program/TRIO, 2017 Annual Performance Report) Data for the 2016 – 2017 Academic year will not be available until mid-March 2018

SAO Surveys – Qualitative & Quantitative Data: Student surveys and qualitative reporting/oral accounts from students are defiantly an important part of the evaluation of the program’s success and productivity. An average, more than 80% of STAR students can explain the importance of an Ed Plan and can identify and verbalize the tools they have learned or improved upon while in STAR that help them do well in school, be it through tutoring, counseling, workshops, field trips or personal interaction with STAR employees.

If an area is falling below the 80% mark STAR employees come together to assess what changes are necessary to better communicate with students and help them understand, utilize and benefit from the program services.

STUDENT SATISFACTION & PROGRAM RESPONSE

In addition to SAO and other STAR Program surveys, students are encouraged to come in and meet with the Program Coordinator to discuss any questions or concerns. This invitation is ongoing but is also highlighted each semester with a ‘Share Your Thoughts’ invitation to meet with the Coordinator and share their questions, concerns and comments about the program.

Over the past many years, student surveys have reflected a strong satisfaction with STAR Program services and the employees. Students have especially enjoyed the computer lab, field trips, social activities, informative counseling services and the clean and welcoming program environment.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

The program works directly with students to provide them with the tools needed to successfully meet transfer requirements to ensure successful articulation. Counseling staff stays current through workshops and conferences as well as on campus meetings regarding any changes and important information about the articulation agreements with local or national colleges.

The program does not have a ‘Curriculum’ in terms of offering a SDEV class. However, there program offers workshops regularly.

STAR students are required to complete two workshops a semester with one workshop a year being in the area of Financial Literacy. Student that are new to the program are also required to complete a StrengthsQuest workshop, which meet the Grant required Competitive Preference Priority 1(a) – Influencing the Development of Non-Cognitive Factors. The program works directly with the SBVC Health Services department to have these workshops conducted annually.

Other STAR workshops are either conducted by qualified STAR Program Counselor, available on line or can be taken in the STAR office through booklet and questionnaire.

Workshop Curriculum focuses on educational and personal growth, physical and emotional wellness, money management, improving math and reading skills, communication skills and etcetera.

So, STAR does not have Curriculum that would fall under any Content Review, but the information above is a brief overview of the workshop curriculum that STAR provided to students.

STAR Program Self-Conducted Workshops Offered 2015 – 2017

- Budgeting 101
- Academic Success Tips A-Z
- Uplifting Yourself
- Read Faster Read Smarter
- Ted Tall: 100 Days of Rejection
- Strategies For Winning At Math
- Improve Your Memory, Improve Your Grades
- How to Pay For School and Succeed as a Non-traditional College Student

STAR Program Counselor Facilitated Classroom Workshops Offered 2015 –2017

- CSU, UC and Private College Transfer Next Steps
- Professional Portfolio & Resume Writing
- Siting Research Papers Using APA
- The Wheel of Life. Learn How to Regain or Maintain Balance In Your Life!
- Self-Care for Non-traditional College Students
- How Do I Choose A Major and Career Path
- StrengthsQuest (Guest Presenter)

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning – Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

Efficacy Team Analysis and Feedback:

MEETS

DOES NOT MEET

The Star program does identify and describe major trends in its field and provides explanation on enrollment and planning of assistance for the students.

The program has commented on its accomplishments but there is not documentation included to compare if the accomplishments are successful. The program does state that there are meetings to improve services for students where they examine and implement for the next year.

The documentation is suited more for planning then accomplishments.

The Star program does identify the challenges in its field and provides explanation on the action plan within the EMP for assistance to students.

Response:

Program objectives related to the TRIO grant have been included to support success. In addition, student activities and services that have been successful are listed as well. Accomplishments for a STAR are not going to appear as they might for an instructional program or department. The main accomplishment is measured by the Department of Education Annual Report showing success in meeting all required objectives. SAO surveys also help in gauging success and accomplishments. If the majority of students can express tools learned while in STAR and/or the importance of and how to create an Educational Plan as well as identify factors leading to their educational success, then STAR has been successful in the day-to-day areas of serving participants. Other success is measured by STAR through student participation, student satisfaction and use of services offered.

PART IV: PLANNING

ACCOMPLISHMENTS

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

Accomplishment, Strengths and Planning: STAR continues to be a successful program on the SBVC campus. The accomplishments are seen through the successes of the program participants. Planning is ongoing and focuses on directly meeting the TRIO Grant objectives and the student needs.

Planning begins as each year ends. Throughout the summer plans are carefully examined and action plans are developed and then implemented, as needed, for the new year. Generally, the intent is to engage and enlighten students with the focus of student success and to deviate from the same-old and create new ways to reach students and to educate in a positive interactive environment.

EMP, Grant Objectives & Student Needs: As the time approaches to write for a new grant cycle the program is beginning to discuss new and innovative ways to better serve students and combining program Best Practices with New Practices that will appear in the grant. Beyond the key objectives that all Student Support Services Programs must meet, see chart #4, as stated in the EMP Narrative STAR focused on Academic Success, Tracking Student Participation and overall Student Success. STAR puts together a myriad of services for its students to allow for academic and personal student success, growth and increased participation.

Some of the better received program services and activities that can be considered accomplishments and/or strengths are as follows:

- TRIO SSS Consortium Student Symposium – This is a group event that brings together SBVC and other regional SSS students to participate in lectures, breakout sessions, lunch and other learning and networking activities.
- Dining With The STARS – Based on the UCLA Dinner with 12 Strangers. This gives students a chance to dine with peers, STAR employees and one invited SBVC employee and enjoy networking and socializing in the SBVC Sunroom.
- Lunch and Lecture Series – Students come to fun and interactive workshops and also enjoy breaking bread with their peers while they learn.
- Art In The Quad To Reduce Stress Before Finals – STAR gives students a chance to come and release stress while painting, making sun catchers, and other are activities in the SBVC quad every spring before finals begin. This is a great way for students to unwind and take time to promote good self-care.
- Field-Trips & Team Building Activities – It's important that students are exposed to culture and campuses. The STAR cultural and educational field trips try to blend both. Students get to visit and learn about transfer options in other cities, regions and states. In addition to visiting new colleges, student get to experience the culture of the area the school is housed in. Students are also exposed to team building activities, plays, events and travel that they might not normally have access to.
- STAR Student Spotlight – This is a small activity that students love. One student is spotlighted for what may be a small or large accomplishment. Sometimes the student is just selected to show other students what members of the STAR family are doing and working to

achieve. Students show interest and reach out to congratulate, uplift and support their fellow STAR program peer.

- STAR Student Volunteers – Giving students a chance to help on campus and have new experiences for personal gain, to list on their developing resume and to meet others.

These are accomplishments in that they are well received, successful and meet the program goals of providing students with tools, exposure to the new, peer interaction, wellness, and other areas.

Planning is ongoing and at the end of each academic year STAR employees sit down and meet to discuss what changes will improve program services for the students, what challenges the program has or has yet to face and how to move forward in productive ways.

Planning begins as each year ends. Throughout the summer plans are carefully examined and action plans are developed and then implemented, as needed, for the new year. Generally, the intent is to engage and enlighten students with the focus of student success and to deviate from the same-old and create new ways to reach students and to educate in a positive interactive environment.

STUDENT SATISFACTION & PROGRAM RESPONSE

In addition to SAO and other STAR Program surveys, students are encouraged to come in and meet with the Program Coordinator to discuss any questions or concerns. This invitation is ongoing but is also highlighted each semester with a 'Share Your Thoughts' invitation to meet with the Coordinator and share their questions, concerns and comments about the program.

Over the past many years, student surveys have reflected a strong satisfaction with STAR Program services and the employees. Students have especially enjoyed the computer lab, field trips, social activities, informative counseling services and the clean and welcoming program environment.

In addition to examining student needs and working to give the students what is most often expressed as important and impactful, STAR tries to be prompt and diligent in discriminating information, answering questions, having on time counseling services, and being time-sensitive and professional in all areas of service.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback:

X MEETS DOES NOT MEET

The Star program provides information about the technologies that are provided for the students and incorporates the technologies and giving free access to students.

The partnership of the Star program with the Inland Empire and Desert Student support Services consortium gives no documentation of results from those meetings or how the information will be implemented. The partnership and campus climate is not clearly explained within the section.

Part VI: Previous Does Not Meets Categories

Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback:

X MEETS

DOES NOT MEET

The Star program has identified the deficiencies and has explained very well that the previous does not meet “**is not**” viewed as a problem within the program.

Program Efficacy Report
Spring 2018—Conditional Reporting (from Spring 2017 efficacy review)

Name of Department: **Tumaini Program**

Efficacy Team: **Adams, K; Wahad, A.; Lopez, L.**

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The team recommends a rating of **Conditional status**. The team recognizes that the Tumaini Program is a valuable program for students, and commends the effort to increase the success, retention, and transfer rates of African American students. The collaborations within the Tumaini Learning community are excellent and the program offers a wide variety of services that support the College Mission. The strengths of the program are discussed in the report.

The report was submitted late, but was accepted by the Program Review Committee. The Committee strongly advises the program to submit timely reports the future. Late reports will result in probationary status. The team recommends that the program provide a more thorough analysis of the data for the specific Strategic Initiatives. The team recommends that the report describe and analyze the data from the EMP. One suggestion is to gather data on similar programs at other community colleges. This could provide new ideas for improving all aspects of program efficacy. Finally, the team recommends that the report describe more strategies to address each initiative.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program <u>does not provide an appropriate analysis</u> 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. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The program <u>provides evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The report addresses the open access nature of the program and explains that it includes a learning community tied to History and Student Development courses. These are scheduled in a consecutive block of time. The report explains that this schedule allows time for study sessions, counseling, student success services and educational field trips. The learning community collaboration with the student development and history classes appears to be an excellent opportunity for students. Classes and counseling seem to be offered at times when student are usually available. Opportunities outside of the classroom are also available and accessible.

There is a solid explanation for the outsized number of African American students, as this program is designed to provide a first-year experience and to improve retention and transfer rates for this population. However, African American male students are a key demographic for the program, and the male student population is slightly lower (approximately 3%) than the college-wide average. The male to female differences are close to the college average. The section includes the comparison, but does not address it with specifics. The EMP showed that there was an increase in the male population from 35% to 45% from 14-15 to 15-16 and it would be helpful to see these date in the report.

The report describes challenges and opportunities, but more could be said regarding plans to recruit and retain students in general, and male students in particular. The report could also provide more discussion of the data and the fluctuating rates or the decrease in overall enrollment numbers.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
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. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program <u>has not demonstrated</u> that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) 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 they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is <u>complete</u> .

Efficacy Team Analysis and Feedback: Meets X Does Not Meet

The SLOs for the different courses are listed with percentages for success for each section. The program shows evidence of data collection and evaluation. The program is working hard to provide needed guidance and support to students, as evidenced by the counseling, workshops, cultural and educational activities, tutoring services, mentoring, and other services.

As this is the program's first Program Efficacy Report, the program cannot be compared to previous reports. The report states that the program is working with the research department to create a database for SAOs. There is no overall analysis of SAOs for this program. The team recommends that the Program develop and analyze SAOs for the program.

The report discusses different components of the Program in this section, and all of the support services that are available to encourage student success. The numbers for each section are listed for success and retention, but there is no data analysis included for overall success or retention from the EMP. An always is required to meet expectations.

Response: The data from the EMP report demonstrates that over the past two years both success and retention rates have stabilized even though 2015-2016 showed a slight decrease. The challenge during this time-period was that the program experienced a transition in leadership/program coordinators, leaving gaps in services. To that end, exactly how data was collected and utilized to provide numbers for the EMP report during 2011/2012 – 2012/2013 is unknown, as the program was under the direction of a different program coordinator. The Umoja-Tumaini team is developing a program action plan to enhance services that will have a positive impact on student success and retention.

In analyzing the data, the program has made progress narrowing the gender gaps and recruiting more African American males in the program. In 2013/2014, the program was in transition, and comprised of 29% males, 63% of the male population were African American. 2013/2014 to 2015/2016 the program demonstrates a 16% increase in recruiting males in to the program, with a 6% increase in the African American male population. Overall, the female population was at an all-time high in 2013/2014 at 71%. We believe the 16% decrease in 2014/2015-2015/2016 was due to students transferring to CSUSB and HBCU's. The Umoja-Tumaini program is an open access program and provides resources and cohort classes to students of all backgrounds, however, the focus is on African-American students. Compared to the campus-wide population, overall, the Umoja-Tumaini program exceeds the campus-wide population. The EMP report includes students from the cohort classes and not the overall program, club or whom receives services. (NOTE: The EMP report states "duplicated enrollment". This is an error, and should read "unduplicated enrollment" for students enrolled in the cohort classes.) Information gained from activity rosters and surveys, as well as data analysis of outcomes revealed students participating in the Leadership and Student Success Retreat were retained at a rate of 4% higher than students who did not participate.

Historically attendance and participation has been poor, therefore, data retrieved from surveys has given the team vital information for our program. One out of every three students

attended the workshops. The survey's provided information for the reasons students didn't attend workshops. The answers revealed:

1. Subject matter of workshop was not relevant nor beneficial
2. The time offered did not meet their schedule
3. Students felt that the workshop covered a topic that did not help their situation

As a result, the student's feedback will be used for continuous improvements.

Below are newly developed SAO's, which we did not have at the time to analyze the data. However, it is in our action plan to analyze data at the end of spring 2018. The team will continuously use the SAO benchmarks to create an action plan and as an assessment tool to evaluate the effectiveness of the program. Further, data reports, surveys, class rosters, and activity rosters will be used as an evaluation tool in our current efforts and plans. The team will remain flexible to the opportunities and challenges raised by the data, and implement changes in our action plan.

SAO	Method of Assessment	Assessment Benchmark	Improvement (How results will be used for planning and program evaluation)	Proposed Timeline for Implementation of Evaluation Method
<p>SAO 1</p> <p>Umoja-Tumaini Students course success rate will be 5% higher than African American students not in a special program campus average.</p>	<p>Request data report from research department</p>	<p>Course success rate continues to increase</p>	<p>Results will be analyzed to determine if changes in services and procedures needed to change to improve student's outcomes</p>	<p>Every spring semester</p>
<p>SAO 2</p> <p>Maintain student learning community cohort of 25 students and 50% of the students who complete the cohort will actively participate in activities for 2 years or until they graduate.</p>	<p>Class and activity rosters</p>	<p>Recruitment of students in high schools and on campus events. Ongoing activities are held outside the cohort to keep the students that have completed the cohort engaged in learning and active in program activities.</p>	<p>Results will be analyzed to see if there is an increase interest and participation in the program.</p>	<p>Fall and Spring semester</p>
<p>SAO 3</p> <p>90% of students surveyed will indicate they are satisfied with the Umoja-Tumaini program and services.</p>	<p>Students will complete a satisfaction survey at the end of the fall and spring semester</p>	<p>90% of those surveyed will indicate that they were satisfied with the services and components of the Umoja Program</p>	<p>Survey results will be used to improve program activities and cohort classes.</p>	<p>Fall and Spring Semester</p>

	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness – Rubric		
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.

Relevance, Currency, Articulation	<p>The program <u>does not provide evidence</u> that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</u></p>	<p>The program <u>provides evidence</u> that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses <u>have been articulated</u> or transfer with UC/CSU, or <u>plans are in place</u> to articulate appropriate courses.</p>
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Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Program has a Mission Statement which aligns with the College Mission Statement, but the report does not demonstrate that the program is productive at an acceptable level.

The courses in the program are current in CurricuNet, but this is not addressed in the report. The History courses are due for content review in 2020 and the Student Development courses are due in 2022. Articulation and transferability of courses were not addressed.

The report lists the results of a Summer Bridge Program Leadership Training Survey to demonstrate that, after the training, the participants understood the definitions and skills of a string leader. The team recommends that the program also provide an analysis of the EMP data.

Response:

PRODUCTIVITY

Our analysis of the data discussed in part II (Student Success), exhibits that our program is productive at an acceptable level. The EMP report demonstrates:

- A 16% increase in male recruitment, 6% increase in African-American males.
- The cohort classroom sizes have increased to match the statewide number of students in the classroom. The goal of the program is to maintain 35 students per semester.
- There is an increase in STEM majors in the program and students are utilizing resources such as the Student Success Center, and the Study Hall for tutoring. By making tutoring mandatory, Tumaini is attributing to the 4.9% at the Student Success Center for African American Students.
- Ninety percent of the students in the program (enrolled in the cohort and students in the program) have utilized counseling services and have a student education plan.
- Seventy two percent of students turn in progress reports.

It is our goal to reach the level of 100% productivity by increasing the retention and success of participants in the learning communities every year. According to the EMP report student success rates have increased since 2013-2014. The Umoja-Tumaini program data shows that the retention rates of African American students is 7% higher than African American student’s campus wide. The success rates from the EMP reveal a 6% increase than the African American student’s campus wide. The two significant factors

impacting success in the program's core classes are: the program is open-access and typically African American students are under-prepared academically when starting college. The advisory levels for both classes are English 015, which most students entering the program test in to remedial classes. Previously, the program required participants to test in to English 015 in order to be accepted into the program. The majority of students did not qualify, and enrollment suffered. By providing tutorial support for the program, students have been able to be successful in passing the classes. A challenge we encounter is students remain in the courses even when they are sometimes unable to complete some of the course work to pass with a C or better because the material and cohesive nature of the cohort are relevant to their lives, as demonstrated in the retention rates that are higher than the campus-wide rate. This retention rate demonstrates a 7% increase. This is significant and is justification that the program is productive. .

Starting fall 2018 the program team will review campus placement scores for the entering cohort, and offer targeted remedial assistance based on results. Tracking of student success of program participants who access services versus those who do not will be a part of the on-going data collection. The program staff will adjust services based on the outcomes of the data.

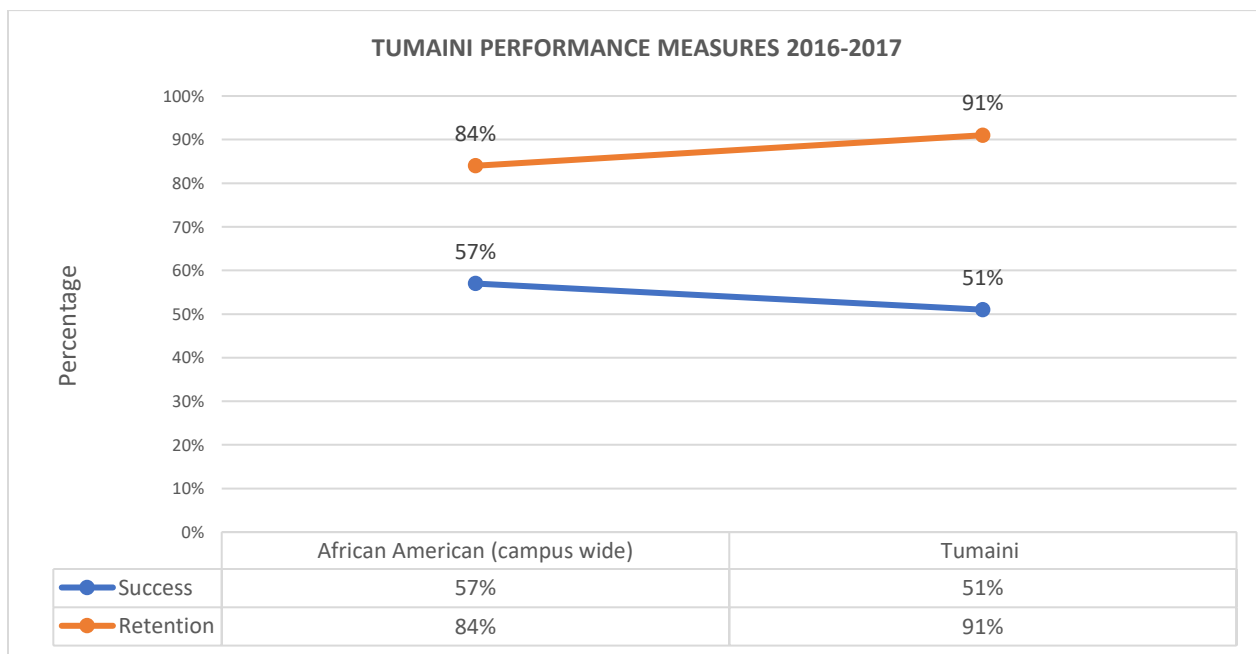


Figure 1

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program <u>does not identify</u> major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. <u>Program addresses how trends will affect enrollment and planning.</u> Provide data or research from the field for support.
Accomplishments	The program <u>does not incorporate</u> accomplishments and strengths into planning.	The program <u>incorporates</u> substantial accomplishments and strengths into planning.
Challenges	The program <u>does not incorporate</u> weaknesses and challenges into planning.	The program <u>incorporates</u> weaknesses and challenges into planning.

RELEVANCE, CURRENCY, AND ARTICULATION

The retention rates mentioned in the previous section support the relevance of the Umoja-Tumaini program cohort courses when compared to campus wide students.

Both HIST 138: African-American History to 1877 and HIST 139: African-American History from 1865 to present have updated Course Outlines for Record in CurricuNet and are not due for content reviews until 2020. Students enrolled in the courses, if they complete the course with a C or better, earn transferable units of credit under current IGETC and CSU articulation agreements. This course meets general education requirements in the areas of Humanities, Ethnic Studies, and History at both California State University and University of California.

Student Development 102, Pathways for College and Life Success and Student Development 103 Career Exploration and Life Planning are current and not due for content review until 2022. If students complete the course with a C or better, will earn 3 transferable units of credit under current IGETC and CSU articulation agreements. Both SDEV 102 and 103 courses meets general education requirements for Lifelong Learning and Self Development for the CSU breadth requirements. Both courses transfer as 3 units of electives for the IGETC breadth.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The strengths of the Tumaini Program are discussed, and specific activities and events are listed as support. The fact that the program is under the administrative umbrella of the Umoja program is itself a strength, since it provides data on major trends in outreach efforts to African American students. The report describes what appear to be terrifically effective activities, given the research cited on the value of cultural integrity.

The report offered some reasons why student enrollment and retention are low. It provided information from a 2015 study entitled "Black Minds Matter", which indicated that low academic performance, lack of confidence, substandard college readiness, need to work, and mental health issue are factors that impact enrollment for the Program's key demographic.

Given these findings, however, the team recommends that the report incorporate the challenges, weaknesses and strengths into planning. The team also recommends that the report provide specific data on whether the listed activities have been successful and evidence of plans to meet the program goals.

relate to increased attrition rates. The report lists strategies such as offering a bridge to the second-year cohort, peer to peer mentoring, orientation, and summer bridge program. Still, it would

It would be helpful if the report discussed how the challenges be helpful to see data showing whether and how these would increase retention and success.

Response:

ACCOMPLISHMENTS

The program has experienced both successes and challenges. We have used the results from the data to address the challenges and to replicate the successes. For example, where we experienced the challenge of recruiting African American males to the program; to increase recruitment we were able to have the SSSP Coordinator assigned to the Transfer Center, who is an African American male, conduct in-reach activities on campus. He was instrumental in talking to and recruiting males to the program. The EMP shows a 10% increase in male participation between 14-15 and 15-16. Additionally, male faculty/staff have also been an active part of the summer bridge program to balance the female-heavy staff and faculty of the program.

An additional accomplishment is the ability of the program to keep students in the classroom, despite skill levels that are deficient. They stay engaged! Additionally, male and female break out groups were constructed to address challenges they faced when trying to stay in school.

ACCOMPLISHMENTS

- UC, CSU, and HBCU tours
 - Umoja-Tumaini students have participated in tours of UC, CSU, and HBCU tours beginning with the 2015-16 year.
 1. One student at the end of that year transferred on a full-ride scholarship to Tuskegee University.
 2. Ten students were accepted in 2017 HBCU tour and one student transferred at the end of the year.
 3. Five students have transferred to local colleges and universities over the past two years
 - The program plans to continue to providing these opportunities and increase the number of students who successfully transfer, including participation in statewide and regional Umoja-sponsored activities at University of California, Riverside and other local UC campuses.
- Cultural and educational field trips
 - Allensworth trips: In keeping with the Umoja practices, students have visited the all-black town of Allensworth, California, a community founded by Colonel Allen Allensworth. 25 students attended the trip, toured the town, and participated in the Jubilee activities.
 - 30 students attended Fela—the musical was an example of a cultural field trip attended by Umoja-Tumaini students. The musical offered them a look at the effects of the African diaspora on the liberation of African nations and the struggle for human rights.
- Professional mentoring
 - Umoja-Tumaini offers a mentoring component to the program, linking students with black faculty and staff on campus and professionals in the community. Data for the program is not currently available, but the intention is to begin collecting data on outcomes of the component. This element of the program is being implemented because of the abundant scholarly research on the benefits of mentoring and student success, especially in the retention and transfer of African American male students at community colleges. It is also one of the practices required as part of the statewide Umoja program.
- Peer-to-Peer mentoring
 - Second-year students have been participating in mentoring first-year students on an informal basis. Again, the program has not actively collected data on the participants and it is our goal to begin doing beginning in the Spring/Fall 2018. The goal is to increase engagement and retention of students. Successful programs include the model at UC Davis.

Goals

- Increase the number of students who successfully complete their coursed and are retained at SBVC. By mandating student to complete 2 counseling sessions, attend study hall/2 workshops, progress reports and follow-up to discuss any additional support needed.
- Expand to a second-year experience to maintain student involvement. The goal is to identify coursed that Umoja-Tumaini students can take in a blocked format. The goal is

to have discussions with FYE, Valley Bound and Puente and create a second-year bridge which would allow students to register for classes in groups of 3-5.

- Provide activities that support student success. All the activities planned for the students are relevant and support student success. For example:
 - Summer Bridge/leadership provides students with the importance of the Umoja cultural practices. The practices provide students with a sense of direction and purpose.
 - First the students attend a mandatory orientation which provides information about the requirements of the program.
 - The Induction ceremony takes place within the first week of school and provides students with a cultural and spiritual ceremony. The induction connects new students with former students and provides them with an introduction to the Umoja-Tumaini practices.
 - Allensworth State Historical Park provides historical background for the History class.
 - Mentoring, According To Pathway College Network, students that have mentors while in college tend to be more engaged on campus which improves their outcomes (IHEP: Institute for Higher Education Policy, 2011). The program utilizes primarily Black Faculty and Staff as mentors for the students.

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- Mentoring, according to pathway college network students that have mentors while in college tend to be more engaged on campus which improves their outcomes (IHEP:

Institute for Higher Education Policy, 2011). The program goal is for 80% of students in the program are connected primarily Black Faculty, Staff or Other as mentors for the students.

New Goals

- Increase the number of students who successfully complete their courses and are retained at SBVC.
- Expand to a blocked schedule and/or second year experience in partnership with FYE, Valley Bound, and The Puente Program.
- Provide cultural activities that support student success
- Improve the integrity of our data collection to make sure it is dependable, confidential, and displays accurate outcomes.
- Identify faculty in other departments who would benefit from the Umoja community experience.
- To make sure 100% of the students in the program have a SEP
- To have accurate data identifying students in the cohort and program
- SAO 1: Umoja-Tumaini Students course success rate will be 5% higher than African American students not in a special program campus average.
- SAO 2: Maintain student learning community cohort of 25 students and 50% of the students who complete the cohort will actively participate in activities for 2 years or until they graduate.
- SAO 3: 90% of students surveyed will indicate they are satisfied with the Umoja-Tumaini program and services

CHALLENGES

Maintaining engagement of students who are underrepresented, underprepared, and enrolled in below transfer-level courses.

- Technology: Improve the integrity of our data collection to make sure it is dependable, confidential, and displays accurate outcomes.
- Open access program: students enter the program and cohorts at various academic levels.
- Creating a second-year program in partnership with FYE, Valley Bound, and The Puente Program.
- Even though the program has increased in the male population, retention continues to be a challenge.
- Identifying more African American men to mentor our male students.
- Mental Health Challenges. The Umoja-Tumaini students are challenged in the area of Grit (mental toughness and perseverance), and experience anxiety, stress, depression, thought of suicide, physical manifestations, and psychosis. The goal is to partner with mental health

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Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program <u>does not demonstrate</u> that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program <u>does not have plans</u> to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program <u>demonstrates</u> that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program <u>has plans</u> to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Efficacy Team Analysis and Feedback: Meets Does Not Meet

The Tumaini Program partners with the State Chancellor’s Office, and a goal of this partnership is to “Integrate direct instruction of information and technology literacy.” This clearly incorporates the

Partnerships initiative, but the report is unclear of whether and how the partnership furthers the Technology initiative.

The report does not clearly describe whether or how the quoted goal is achieved. The team recommends specific data on the incorporation and implementation of all the strategic initiatives.

There is mention of a possible partnership with the Puente Program, and the team certainly anticipates a benefit from this partnership. However, the report does not specifically describe how this partnership will be beneficial.

Response:

TECHNOLOGY

The Umoja partnership provides a blue print, best practices, and professional development that assist us in providing cultural and educational experience through culturally infused curriculum.

The partnership also provides:

1. Technology Webinars- That assist use with tracking program interest and making the application process to the program easier. Once a student fills out an interest form or application and their information goes into a database on the Umoja Community website just for San Bernardino College. Tumaini staff then access that information and download it to contact students. Umoja-Tumaini faculty received training summer 2017 at the Umoja Summer Learning Institute and starting using this management system of this fall 2017. As a result of this database a URL was created and placed on Umoja -Tumaini promotional and recruitment materials that will take students directly to the forms. Program faculty will be able take the information and evaluate how many new students we are reaching every semester. The program goal is to increase by 3% every year.
2. In analyzing data, faculty discovered gaps in numbers. After recently participating in the state MIS training sponsored by the Umoja partnership, it was discovered that Umoja-Tumaini is eligible to report data on students we provide support and services that are not in the cohort and are considered as part of the Umoja-Tumaini program. The Research Department will work with program faculty to develop tools to better track students participation and MIS tracking.
3. Access to Regional Coordinators who monitor our program and provide technical assistance.
4. Students have access to state and regional conferences. (Students will complete a survey to assess the impact of conferences and seminars)
5. Both History and Student Development courses actively use the Canvas course shells to enhance and supplement face-to-face instructions. Students can access course syllabi, deadlines and due dates, assignment instructions, open source instructional materials, submit certain assignments, and other course information. The platform also

supports their work on collaborative projects.

6. As part of Umoja active learning practice, students use their cellphones, tablets, or laptops to research terms, answer questions, and access course material, while shifting from the distractive nature of technology, to engagement.

CAMPUS PARTNERSHIPS AND CLIMATE

The partnership with the Puente and Umoja-Tumaini program started last year when Tumaini students attended a play called ZOOT Suits with the Puente students. It is our intent that students from both programs will participate in cultural exchange activities during the academic year. The goal of this partnership is to promote a collegial campus culture that will help to improve cultural awareness and communication between all stakeholder groups. We will focus on creating a sense of community and solidarity within the two programs while celebrating and embracing diversity.

We will work with research department to develop student surveys to assess cultural competencies and/or awareness.

Part VI: Previous Does Not Meets Categories
Program addressed each area, by either describing how the program has remedied deficiencies, or if these areas have been discussed elsewhere in this current document, provided the section where these discussions can be located.

Efficacy Team Analysis and Feedback: Meets Does Not Meet

This is the first efficacy review for the program - N/A

Emergent Needs Requests

Program Review Committee
Review of Emerging Needs Requests Outside of the Needs Assessment Cycle

Name of Person Submitting Request:	Albert Maniaol
Program or Service Area:	Applied Technology Programs
Division:	Applied Technology, Transportation and Culinary Arts Division
Date of Last Program Efficacy:	Not applicable
What rating was given?	Not applicable
What is needed?	1-time funding to Support a Part-time Professional Expert to assist in the Tool Room and Labs
Amount Requested:	\$33,354
Type of Funding Requested:	X General <input type="checkbox"/> Categorical
Grant Requests:	Attach Grant Application/Draft of Grant Proposal
Strategic Initiatives Addressed: Strategic Directions + Goals	(Goal 2-Student Success; 6-Maintain a safe and secure environment)

1. Provide a rationale for your request. Give a detailed explanation of the college need that is being addressed by this request. Demonstrate this need through data analysis.

In July 2017, College Council has approved a 1-time funding to hire a part-time Professional Expert to assist the Tool Room staff in ensuring that all equipment and tools used by students in the various labs are in good working condition and in assisting lab instructors and students to oversee safety in the labs. This Professional Expert will also provide assistance to students during the performance of their lab exercises if requested by the appropriate instructor to assist him/her on as needed basis to successfully complete the lab work in a timely manner. It is necessary to continue this needed lab support and services to our faculty and students to ascertain lab safety and in helping students complete the lab requirements for their respective classes during the academic year 2018-2019.

2. Explain why it is not feasible to submit the request through the needs assessment cycle. In addition, discuss the consequences of waiting for the next Program Review Needs Assessment cycle. (If this is a grant proposal, what is the deadline for submission?)

The Division has been submitting a request to approve and fund a part-time Tool Room Specialist position through the Program Review Need Assessment process each year. However, each request has received low ranking priority for the past 2 years. It is also noted that the request for Fall 2017 was ranked low in the Division prioritization as most of our programs submitted new classified position requests for Laboratory Technicians which were obviously ranked high on the Division's prioritization needs list for classified staff position bby our Division faculty. Regretfully, none of the requested Laboratory Technician positions were approved or funded for Academic Year 2018-2019 thus this 1-time funding request is submitted to fill the void in the support and services our faculty and students need in the various affected labs to ensure safety and help students in their lab projects as necessary.

3. Address the way this needs request supports the SBVC Mission and the Strategic Plan.

Safety is our utmost concerns for our faculty, students as well as staff. The Division needs more staffing support in the Tool Room that oversees all our laboratory operations. The requested 1-time funding will cover the salary and benefits of a part-time Professional Expert staff to assist in the Tool Room staff coverage on Mondays – Fridays from 7:30 a.m.- 10 p.m., and on Saturdays from 7:30 a.m. – 3 p.m. in providing faculty and students’ support and services to ensure safety in the lab and in providing support and assistance to students as well who are experiencing challenges in successfully completing their lab work or exercises during their lab time in a timely manner.

4. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning.

We have experienced growth (increase in student’s enrollment) in some of our programs. We would like to address the inadequate Division support to our students and faculty in the Tool Room and laboratories due to staffing issues that have resulted in safety concerns and some students’ inability to complete lab work/exercises in a timely manner due to: 1) Tool Room - no staff coverage on certain after-hours schedules to issue tools/equipment needed in the labs; 2) the instructor cannot assist or devote time to assist them on a one-on-one basis thus assistance, such as from a lab technician, would be helpful; 3) Lab equipment and tools inoperability due to not able to keep up with needed maintenance and/or repair and quality control.

5. If this is a grant proposal, present your plan for institutionalization. Explain how you will ensure sustainability for the program after the grant has concluded.

Not applicable

Program Review Committee
Review of Emerging Needs Requests Outside of the Needs Assessment Cycle

Name of Person Submitting Request:	Alfonso Hernandez, in coordination with Elaine Akers
Program or Service Area:	N/A
Division:	Student Health Services
Date of Last Program Efficacy:	N/A
What rating was given?	N/A
What is needed?	Expanded Services and Training
Amount Requested:	Grant Request \$250k Match Amount \$250k In-kind Over 26 month period
Type of Funding Requested:	<input type="checkbox"/> General <input type="checkbox"/> Categorical
Grant Requests:	Attach Grant Application/Draft of Grant Proposal
Strategic Initiatives Addressed: Strategic Directions + Goals	2. Student Success 3. Communication, Culture & Climate

6. Provide a rationale for your request. Give a detailed explanation of the college need that is being addressed by this request. Demonstrate this need through data analysis.

Per the latest assessment (2016), which is conducted every three years, from the American College Health Association-National College Health Assessment II (ACHA-NCHA II), approximately four out of five SBVC students (73.9%) experience psychological stress. Also, about four percent of students had attempted suicide in the last 12 months, almost four times the rate of the national undergraduate population (1.2%) and doubled the rate from the last assessment conducted in 2013 (2%).

In addition, the clinic for Student Health Services is at capacity. SBVC's clinic has a staff of 11, which serve 4,000 students annually and make 4,000 student contacts annually. Due to the high demand and need by students, the majority of staff's time, more than half, is spent on mental health crisis interventions

Given this, there are three primary challenges/problems identified in delivering mental health services to San Bernardino community college students:

1. Stress management and increased services are needed for first-year students, who are of the highest risk.
2. Outreach and engagement of students is needed in order to ensure students receive the services they need.
3. The demand placed on the Student Health Services, specifically the clinics, is at capacity, and expanded services is needed in order to increase the number of students receiving services.

7. Explain why it is not feasible to submit the request through the needs assessment cycle.

The request is for a grant, which is not within the timeline of the needs assessment cycle. In addition, this request is not requesting any funding as in-kind match will be used for the proposed program.

8. Explain the consequences of waiting for the next Program Review Needs Assessment Cycle.

Grant funding will not available and services will continue as is.

9. Address the way this needs request supports the College Mission and the Strategic Plan.

The 2016 assessment also included academic impacts linked to mental health and academic success. For SBVC, six out of the top 10 academic impacts were mental health related and include the following in ranking order; #1 Stress, #3 Anxiety, #4 Sleep Difficulties, #5 Depression, #8 Concern for Troubled Friend/Family, and #9 Death of Friend/Family Member.

In order to expand current services to meet the demand, we are proposing to use grant funds to expand the direct mental health services by increasing services, developing new approaches to providing mental health services, providing training for staff and students, as well as continue to grow the referral network/community partners. Given this, the proposed program aligns with [SBVC's Mission](#) to prepare and increase the number of students completing college and technical education programs and to employ them upon graduation in the industries that are emerging in our region and beyond. In addition this aligns with Strategic Plan Goals for Student Success and Communication, Culture & Climate.

10. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning.

N/A

11. Present your plan for institutionalization.

The program will increase services, such as current staff time, for the 26-month grant period. During this period, it is anticipated the referral network and community partners will increase and result in additional services for students not provided in the past and allow the college to leverage funds and resources with community partners to sustain some of the expanded services and training.