

SBVC

Program Review

April 18, 2025
9:15-10:45 a.m.

MINUTES

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.

Members:

	A	P		A	P
Bethany Tasaka Co-Chair		X	Jaime Garcia	X	
Joanna Oxendine- Co-Chair		X	Jeremiah Gilbert	X	
Danielle Graham Co-chair		X	Maria Valdez		X
Ana Mayo		X	Monique Aycock		X
Anthony Blacksher		X	Nathan Yearyea		x
Anthony Castro	X		Samantha Homier		X
Daihim Fozouni		X	Stacy Meyer	X	
Leticia Hector	X		Timothy Colbert		X
Dominique Johnson	X		Timothy Hosford		X
Doris Ontiveros		X	Vanessa Thomas	X	
Erik Morden			Victoria Anemelu		X
Francisco Gonzalez	X		Yvette Lee		X
Shyla Cobbett Admin.		X			
Guests					

TOPIC	DISCUSSION	FURTHER ACTION
1. Call to Order and Roll Call	The meeting was called to order at 9:20 am.	
2. ASPIRE Year 2 Program Reading <ul style="list-style-type: none"> a. Emerging trends b. Issues to address in Year 3 	<p>a. Emerging Trends Identified: Widespread shallowness in reporting with limited reflection and analysis. Lack of acknowledgment of weaknesses in several reports. Minimal depth in addressing DEIA (Diversity, Equity, Inclusion, and Accessibility) concepts; often treated as a checkbox rather than an integral part of analysis. Misalignments observed between SWOT analysis and program goals. Noted use of ChatGPT leading to superficial content. Some improvement from Year 1 to Year 2 was seen in select programs, but the majority produced stronger reports in Year 1.</p> <p>b. Issues to Address in Year 3: Missing SWOT analyses and key components such as "Weaknesses." Programs submitting incomplete reports or placing all content in a single response field. Lack of supporting evidence despite prompts in META; dashboard data underutilized.</p>	

	<p>Time constraints and reduced workshop availability compared to Year 1 contributed to weaker submissions. Successful examples highlighted: GIS and Architecture & Environmental Design programs, both praised for structured and thoughtful responses.</p> <p>Need for reassigned time for faculty chairs handling intensive report writing.</p> <p>Recommendations include:</p> <p>Use of dashboards and data in reports.</p> <p>More division meetings and faculty training on SWOT and evidence use.</p> <p>Public recognition of exemplary reports.</p> <p>Implementation of a pilot interview process for programs needing support with written reports.</p> <p>Two-tier deadline structure: initial written submission deadline, followed by outreach for interviews with stragglers.</p>	
<p>3. ASPIRE Year 3 Planning: Demand & Currency</p> <p>a. Review Demand & Currency definitions</p> <p>b. ASPIRE dates: Workshops, META open, due dates</p> <p>c. Guiding Questions for programs to address related to Demand & Currency</p>	<p>a. Review of Definitions:</p> <p>Demand relates to internal and external factors influencing the program's necessity.</p> <p>Currency refers to how up to date a program is with industry standards, curriculum, and legal requirements.</p> <p>b. Important Dates:</p> <p>Committee retreat scheduled for August 20, 2025, including onboarding and planning.</p> <p>Workshop schedules and META opening/due dates were reviewed.</p> <p>c. Guiding Questions for Programs:</p> <p>What are the internal/external factors impacting the demand for your program?</p> <p>Are your facilities and staffing adequate?</p> <p>How are you staying current with teaching practices, laws, technology, and labor market needs?</p> <p>How is your program addressing students' capacity to earn a living wage and contribute to the community?</p> <p>Consideration of non-instructional areas led to discussions about adjusting questions for relevance and inclusivity.</p> <p>A suggestion was made to rename "currency" to "staying current" or pair it with "relevance" to reduce confusion.</p>	
<p>4. Faculty Prioritization</p> <p>1. Task force for evaluating models & making recommendations</p> <p>2. Timeline for completion</p>	<p>a. Task Force Composition:</p> <p>Task force established with representation from:</p> <p>Anthony Blacksher</p> <p>Yvette Lee</p> <p>Daihim Fozouni</p> <p>Sam Homier</p> <p>Stacy Meyer</p> <p>Dominique Johnson</p> <p>Instruction Office Reps: Kay Dee Yarbrough, Breanna Lopez</p> <p>PR Faculty Co-Chair: Ana Mayo</p> <p>Academic Support Representative</p> <p>b. Task Force Goals & Timeline:</p> <p>Review models from other institutions.</p> <p>Identify and weight evidence and metrics (e.g., enrollment, fill rates, facilities, part-time/full-time ratios).</p>	

	Develop fair and transparent faculty prioritization processes.	
5. Announcements and Meeting Closure	<p>Discussion of including Year 2 findings and continuous improvement in the Annual Report.</p> <p>Final review and edits for META guiding questions and interview structure to be discussed at the next (final) meeting.</p> <p>Meeting Adjourned: 10:45 AM</p>	

Additional Information: