

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

SUBMISSION FORMAT:

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

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

Program Efficacy 2019– 2020

Program Being Evaluated

Marketing & Public Relations

Name of Division

Office of the President

Name of Person Preparing this Report

Paul Bratulin

Extension

8978

Names of Department Members Consulted

Diana Z. Rodriguez

Name of Reviewers

Abena Wahab, Joel Lamore, 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 13

Staffing

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

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

Description:

The Marketing & Public Relations department supports the college’s marketing and public relations efforts, as guided by the college president. The department’s responsibilities include coordination of all college marketing and public relations activities, internal and external college communications, mass media marketing campaigns, media inquiries, special events, and promotional, outreach and recruitment activities; development and enforcement of the college’s brand identity; oversight of the design and functionality of the college website; management of the college’s online presence and reputation; development of internal and external college publications; advisement of college administration regarding public relations concerns, and advisement and assistance to the SBVC Foundation with outreach and fundraising. The department consists of one director-level position and part-time support from the president’s administrative secretary.

Year	Social Media Posts			Press Releases & Other Social Media	Total Public Communications	Year	Social Media Followers			Total
	Twitter	Facebook	Instagram				Twitter	Facebook	Instagram	
2008-2009				39	39	2010-2011		1,250		1,250
2009-2010	162			57	219	2011-2012		4,150		4,150
2010-2011	223	89		37	349	2012-2013	1,050	6,050		7,100
2011-2012	193	237		41	471	2013-2014	1,460	7,465	305	9,230
2012-2013	961	440	23	47	1,471	2014-2015	2,008	8,459	502	10,969
2013-2014	41	205	30	12	288	2015-2016	2,765	24,716	1,751	29,232
2014-2015	88	157	13	9	267	2016-2017	3,049	44,121	2,347	49,517
2015-2016	277	476	279	30	1,062	2017-2018	3,350	43,454	2,849	49,653
2016-2017	219	493	116	52	880	2018-2019	3,488	43,396	3,648	50,532
2017-2018	354	335	607	35	1,331					
2018-2019	434	257	556	335	1,582					

Assessment:

During the 2018-19 academic year, the department planned and implemented multiple enrollment growth and retention campaigns designed to engage the maximum number of prospective students at the lowest possible cost and highest possible return on investment for the college. These campaigns were measured by the quality and number of communications produced by the department, as well as by their level of contribution to customer engagement, new student applications, and website conversions. The total number of external communications on social media increased significantly during 2018-19, in line with the department’s promotional campaigns and the media consumption habits of its diverse audiences, in favor of more shareable social media-style content. The department saw its Facebook following continue to decline in 2018-19, which mirrors national trends as younger users abandon the platform, while follower growth continued to build on Twitter and Instagram.

Progress from Last Year’s Action Plan:

Since there has not been any hiring of full-time staff or additional funding in the last year, no progress on the department’s action plan can be noted.

SAOs/SLOs/PLOs:

The department does not currently have SAOs.

Departmental/Program Goals:

During the 2018-19 academic year, the department’s goals were concentrated around enrollment growth and included the following:

- Attracting prospective students to increase the number of new student applications;
- Increasing SBVC’s brand visibility and differentiating it from its competitors;
- Increasing visibility of SBVC student, staff and alumni successes and accomplishments;
- Improving SBVC’s reputation and public understanding of its programs and course offerings;
- Increasing digital engagement and conversions on the SBVC website;
- Assisting with retention of existing students.

Challenges & Opportunities:

Although the department has seen significant growth in the quantity and quality of marketing communications produced by the college over the 2017-18 and 2018-19 academic years—as well as marked increases in online visibility and engagement on the college’s website and social media platforms—it still faces a number of severe challenges, including a lack of budget and full-time staff to develop compelling digital and print media to match the quality of marketing content being produced by competitor colleges.

Action Plan: The hiring of a full-time assistant director, web developer, social media specialist, and communications specialist, as well as the addition of advertising funding comparable to that of competitor college marketing departments, should significantly augment the department’s ability to increase the college’s public appeal and reputation and help to overcome enrollment challenges. In the absence of these full-time resources, the department will need to continue to recruit and utilize part-time professional expert staff to meet its goals.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Hiring of assistant director, web developer, social media specialist, and communications specialist.	All goals	\$400,000	ASAP
Augmentation of department budget to include advertising funding comparable to neighboring colleges.	All goals	\$300,000	ASAP

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.

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Marketing/PR	Campus-wide
Asian	3.2%	3.2%
African-American	12.3%	12.3%
Filipino	1.3%	1.3%
Hispanic	63.7%	63.7%
Multi-Ethnicity	6.9%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	11.1%	11.1%
Unknown	0.9%	0.9%
Female	57.7%	57.7%
Male	42.0%	42.0%
Disability	4.4%	4.4%
Age 19 or Less	23.7%	23.7%

Age 20 to 24	32.9%	32.9%
Age 25 to 29	18.2%	18.2%
Age 30 to 34	9.7%	9.7%
Age 35 to 39	5.7%	5.7%
Age 40 to 49	6.0%	6.0%
Age 50+	3.9%	3.9%

Demographics:

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

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

The Department of Marketing and Public Relations oversees all official institutional communications to internal and external audiences—including all students, faculty, and classified staff—so its service population is identical to that of the college as a whole.

The department’s internal audiences include all San Bernardino Valley College (SBVC) students, employees and alumni, with occasional inclusion of Crafton Hills College (CHC) students, employees, and alumni, as well as district office (SBCCD) employees.

The department’s external audience is the general public, or all community members aged 16 and older who are not currently enrolled. For purposes of targeted marketing, this broad group is further defined to include members of the press, local influencers (elected officials and community leaders), high school students within SBVC’s service area, college students enrolled at other colleges and universities nearby, private employers (including private schools, colleges and hospitals) within SBVC’s service area, and public employers such as municipalities, county offices, school districts, public colleges, universities, hospitals, and other public entities within SBVC’s service area.

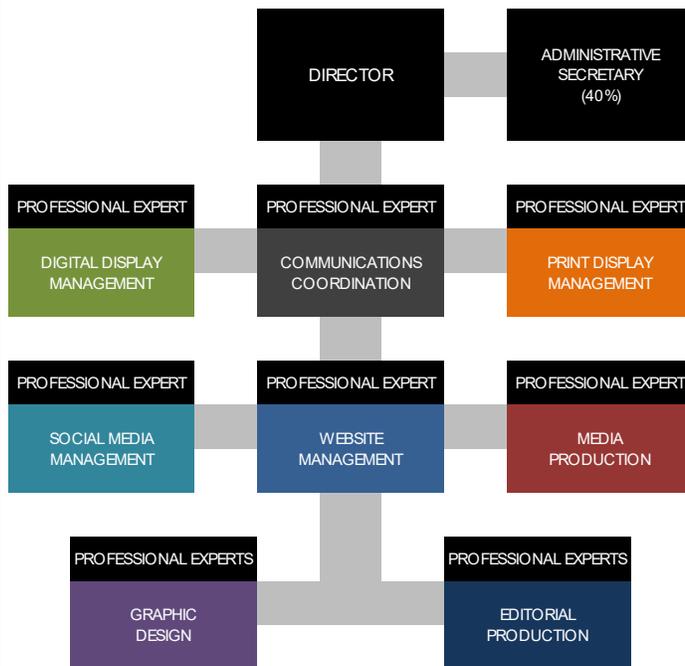
Pattern of Service:

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

The Department of Marketing and Public Relations is responsible for all marketing and public relations activities at the college and is the chief steward of the college’s public image, brand and reputation. To this end, the department leads the college’s publicity efforts, coordinates internal and external communications, and oversees the design and development of college advertising, publications, web content, and promotional media. This involves constant attention to and management of the college website, campus print and digital display systems, social media channels, and emergency communications systems. Department services are provided to the entire campus community (the college president, administrators, faculty, staff, students, and alumni), as well as to the general public.

Organizational Structure

SBVC Department of Marketing & Public Relations



The department has one full-time director position, one part-time administrative secretary, and thirteen part-time professional experts who assist with coordination of internal and external communications, as well as graphic design, photography, videography, editorial content, management of campus digital displays, print displays, social media channels, and the college website.

As part of its digital display management responsibilities, the department creates video content and manages the Campus TV system, which is comprised of 12 large screen television displays inside Campus Center, the Liberal Arts building, the Applied Technology building, the Physical Sciences building, and Campus Technology Services. The department also

develops and manages video content for the two outdoor marquees on campus, the scrolling marquee at the entrance to the stadium, and the jumbotron inside the stadium. The department also works closely with Campus Technology Services to manage the desktop wallpapers on all student computers inside the library and various computer labs across campus.

As part of its print display management responsibilities, the department manages the development, printing, and installation of posters inside the 9 display stands across campus, hundreds of pole banners along campus walkways and in parking lots, lawn signage, and various other printed banners that are installed on campus to communicate institutional messaging throughout the year.

In its management of the college's social media presence, the department coordinates the content and communications on 89 Facebook, Instagram, Twitter, LinkedIn, Snapchat, and YouTube channels that represent the college, one of its departments, or other affiliated organizations. The number of followers for all social media channels combined totaled 110,887 at the end of July 2019. The department developed and disseminated 1,546 social media posts on all platforms and 36 press releases over the 2018-19 academic year, for a total of 1,582 public communications.

SBVC SOCIAL MEDIA CHANNELS, JULY 2019

F = Facebook, I = Instagram, T = Twitter

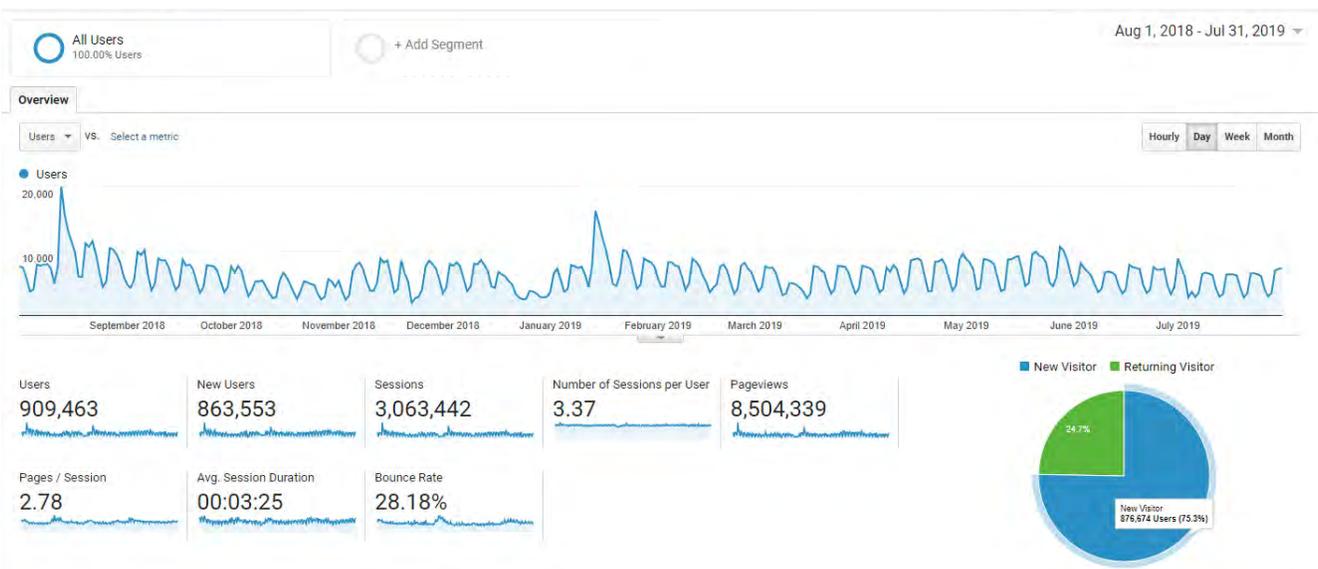
FOLLOWERS	TYPE				NAME
50,509	INSTITUTION	F	I	T	San Bernardino Valley College
8,618	INSTITUTION	F	I	T	SBVC Foundation

4,695	FACILITY	F	I	T	SBVC Veterans Resource Center
3,686	DEPARTMENT	F	I	T	SBVC Athletics
1,577	PROGRAM	F	I	T	SBVC Women's Soccer
1,562	CLUB	F	I	T	SBVC Mind & Matter Club
1,377	FACILITY	F	I	T	SBVC Campus Store
1,458	PROGRAM	F	I	T	SBVC ASG
1,255	PROGRAM	F	I	T	SBVC Art Gallery
1,024	DEPARTMENT	F	I	T	SBVC Student Health Services
1,225	DEPARTMENT	F	I	T	SBVC Aeronautics Department
1,129	DEPARTMENT	F	I	T	SBVC Radio, Television & Film Department
994	DEPARTMENT	F	I	T	SBVC Water Supply Technology Department
962	DEPARTMENT	F	I	T	SBVC Art Department
923	DEPARTMENT	F	I	T	SBVC Theatre Arts Department
907	DEPARTMENT	F	I	T	SBVC Music Department
854	DEPARTMENT	F	I	T	SBVC English Department
689	DEPARTMENT	F	I	T	SBVC Math Department
621	DEPARTMENT	F	I	T	SBVC Nursing Program
596	DIVISION	F	I	T	SBVC Student Services
553	DEPARTMENT	F	I	T	SBVC Business Department
571	DEPARTMENT	F	I	T	SBVC Computer Technology Department
556	DEPARTMENT	F	I	T	SBVC Admissions & Records
517	CLUB	F	I	T	SBVC Culinary Arts Club
490	DEPARTMENT	F	I	T	SBVC HVAC Department
461	DEPARTMENT	F	I	T	SBVC Human Services Department
425	DEPARTMENT	F	I	T	SBVC Accounting Department
411	PROGRAM	F	I	T	SBVC STEM Program
405	DEPARTMENT	F	I	T	SBVC Kinesiology & Health Department
401	DEPARTMENT	F	I	T	SBVC Geographic Information System
336	PROGRAM	F	I	T	SBVC Sunroom
69	CLUB	F	I	T	SBVC Veterans Club
276	CLUB	F	I	T	SBVC Alpha Gamma Sigma
307	CLUB	F	I	T	SBVC Performing Arts Club
293	CLUB	F	I	T	SBVC Music Appreciation Club

267	CLUB	F	I	T	SBVC Campus Crusade for Christ
260	CLUB	F	I	T	SBVC ASL Club
261	CLUB	F	I	T	SBVC Puente Club
238	DEPARTMENT	F	I	T	SBVC Child Development Center
242	PROGRAM	F	I	T1	SBVC Baseball
100	DEPARTMENT	F	I	T	SBVC Library
201	CLUB	F	I	T	SBVC Human Services Association
186	PROGRAM	F	I	T	SBVC Student Success Center
180	CLUB	F	I	T	SBVC Writers' Block
178	DEPARTMENT	F	I	T	SBVC Transfer Services
159	PROGRAM	F	I	T	Arrowhead News
149	CLUB	F	I	T	SBVC Zero Kelvin STEM Club
139	DEPARTMENT	F	I	T	SBVC Psychiatric Tech Program
132	DEPARTMENT	F	I	T	SBVC Sociology Department
124	CLUB	F	I	T	SBVC Black Student Union
114	DEPARTMENT	F	I	T	SBVC Geography Department
114	CLUB	F	I	T	SBVC Spanish Club
61	PROGRAM	F	I	T	IEMA SBVC
114	DEPARTMENT	F	I	T	SBVC Pharmacy Tech Program
109	PROGRAM	F	I	T	SBVC Veterans Affairs
94	PROGRAM	F	I	T	SBVC Football
63	DEPARTMENT	F	I	T	SBVC Outreach
90	DEPARTMENT	F	I	T	SBVC CalWORKs Program
56	PROGRAM	F	I	T	SBVC Dance Program
74	FACILITY	F	I	T	SBVC Auditorium
67	DEPARTMENT	F	I	T	SBVC EOPS
68	CLUB	F	I	T	SBVC Student California Teachers Association (SCTA)
47	CLUB	F	I	T	SBVC History Club
45	CLUB	F	I	T	SBVC Human Services Club
37	DEPARTMENT	F	I	T	SBVC Machinist Technology
38	DEPARTMENT	F	I	T	SBVC Collision
32	PROGRAM	F	I	T	SBVC Music Theory
34	CLUB	F	I	T	SBVC Gay-Straight Alliance

33	DEPARTMENT	F	I	T	SBVC First Year Experience
33	FACILITY	F	I	T	SBVC Café
27	DEPARTMENT	F	I	T	SBVC Welding Department
29	DEPARTMENT	F	I	T	SBVC Earth Sciences Department
27	CLUB	F	I	T	Student Muslim Association Club
17	DEPARTMENT	F	I	T	SBVC Economics Department
12	DEPARTMENT	F	I	T	SBVC Automotive & Diesel Department
7	CLUB	F	I	T	SBVC Architecture Club

The department is the primary manager and editor of content on the college’s website and mobile app. During the 2018-19 academic year, the college website at www.valleycollege.edu was viewed 3,063,442 times by 909,463 visitors, with about 75% being first-time visits.



The college website is updated multiple times on a daily basis to accommodate the communications and promotional needs of the campus, resulting in over 2,000 edits per academic year.

During the 2018-19 academic year, the department also developed and disseminated a large quantity of original editorial content, original artwork, promotional videos, and a photography database of over 10,000 promotional images for use in advertising and promoting campus events. The department developed and disseminated 36 press releases to external audiences and over 500 campus emails to the campus community.

Targeted Marketing to Underserved Populations

The department employs a variety of targeted marketing strategies to reach underserved populations, including men of color and students with disabilities:

1. Content Marketing: in the development of publications, advertisements, and other public communications, the department strives to include diverse imagery of actual SBVC students of

all ethnicities and abilities, encouraging local populations that view the content to identify with the images and visualize SBVC as a welcoming higher education environment for every individual, particularly those who may not be as frequently portrayed as college students in national media and the entertainment industry (such as men of color and students with disabilities). The department strives to use imagery of real, current or former SBVC students in its communications whenever possible, opting not to use generic stock imagery or footage that is readily available online.

2. Geo-targeted marketing: the department utilizes data from various digital marketing platforms to evaluate its reach among traditionally under-served populations and inform its planning when developing campaigns to target those populations. Sources of this data include analytics from Google, Facebook, Instagram, Twitter, and YouTube.

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

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

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

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

Student Success:

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

Department Objectives & Initiatives

Since 2015, the college has identified enrollment management as one of the department's primary objectives, as well as several additional initiatives which support the college's student recruitment and enrollment efforts.

The department has been assigned the following objectives for the 2018-19 academic year:

1. Attract prospective students to increase the number of new student applications;
2. Increase SBVC's brand visibility and differentiate it from its competitors;
3. Increase visibility of SBVC student, staff and alumni successes and accomplishments;
4. Improve SBVC's reputation and public understanding of its programs and course offerings;
5. Increase digital engagement and conversions on the SBVC website;
6. Assist with retention of existing students.

1) Attract prospective students to increase the number of new student applications.

The department utilizes an extensive array of inbound and outbound marketing strategies to increase the number of new student applications at SBVC, working closely with college staff to develop compelling promotional media for use in outreach activities, as well as overseeing the design and development of the college's owned, earned and paid media.

2) Increase SBVC's brand visibility and differentiate it from its competitors.

The department conducts ongoing research to form a detailed understanding of the amount of media exposure the college is receiving on a consistent basis and adjusts its promotional efforts accordingly. The department is responsible for all marketing and public relations activities at SBVC and is the chief steward of the college's public image, brand and reputation. To this end, the department maintains a distinct brand and voice among competitor community colleges, focusing communications on student success at SBVC, its student-centric environment, and its celebrated history of academic achievement.

3) Increase visibility of SBVC student, staff and alumni successes and accomplishments.

The department produces a considerable volume of editorial content about SBVC students, alumni, faculty, and classified professionals that is frequently disseminated via the college's owned and earned media. The department seeks out and promotes the best stories available on campus, as frequently as possible.

4) Improve SBVC's reputation and public understanding of its programs and course offerings.

The department consistently collects feedback on the public's understanding of college programs and courses from multiple sources, including environmental scans, surveys, public email inquiries, social media, and customer service, and uses this data to inform the improvement of public-facing owned media, such as the college website and printed promotional materials. The department expends significant effort to increase the college's social media following and engagement on Facebook, Twitter, Instagram, Google+, and Snapchat. The department continuously monitors the tone and sentiment of local press coverage to limit misinformation and encourage the development of a positive online image for the college.

5) Increase digital engagement and conversions on the SBVC website.

The department actively studies the behavior of visitors to the college website, seeking to improve the user experience and improve conversion rates. To this end, the department has undertaken several initiatives aimed at optimizing the college website for effective usage by its target audiences.

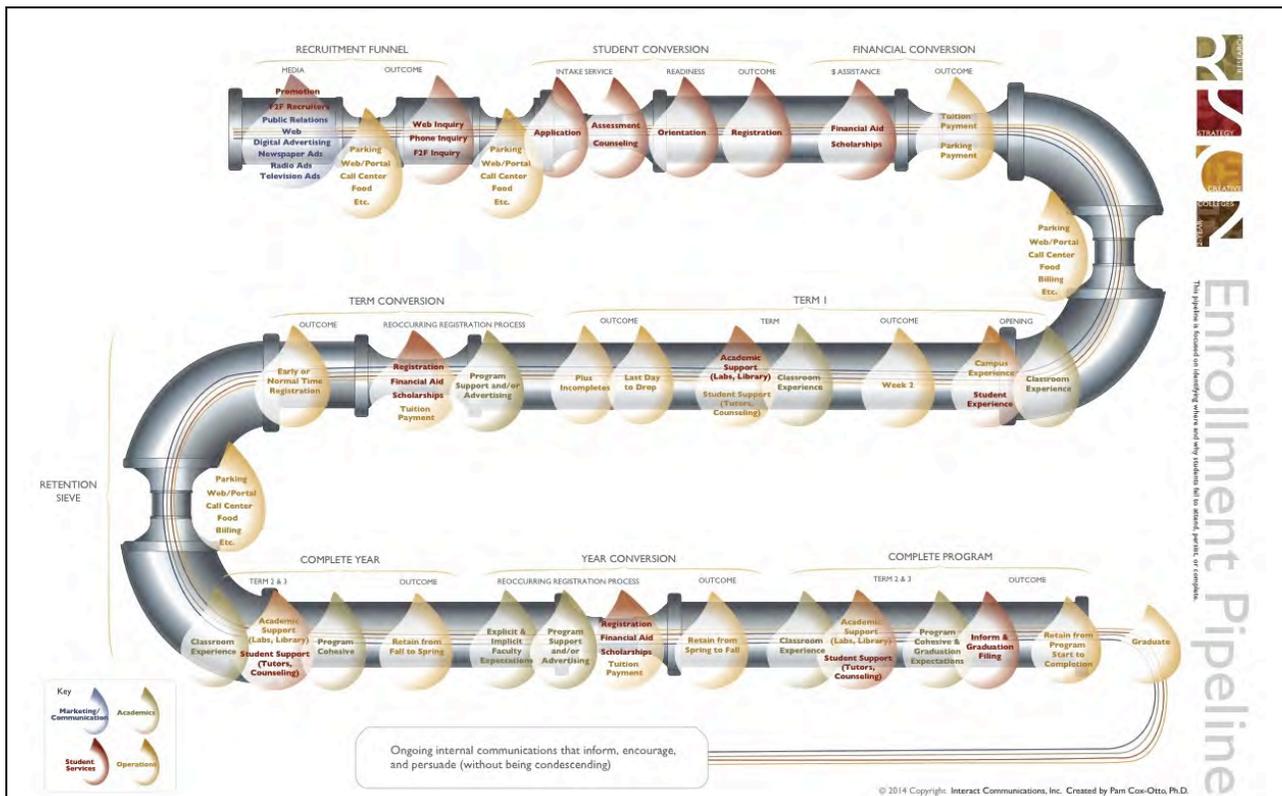
6) Assist with retention of existing students.

The department is a key participant in campus-wide conversations regarding student retention and is responsible for all official promotional communications to internal audiences—including students, faculty, and classified staff. As part of its efforts in support of student retention, the department assists with retention research, communication of important information and deadlines to support student success, and improvement of campus climate.

Relationship Between Marketing & Enrollment

The department is a key participant in all campus-wide conversations regarding enrollment management. To this end, the department leads the college's publicity efforts, coordinates internal and external communications, and oversees the design and development of college advertising, publications, web content, and promotional media.

When considered within an “enrollment pipeline” model of student recruitment and retention, the department bears responsibility for identifying ways to fill the pipeline at the beginning of a student's journey. This is done through either outbound (promotion and advertising) or inbound (search engine optimization, social media, content development) marketing. Prospective students are encouraged to apply to the college, which fills the “enrollment pipeline” with students. Once a prospective student has applied to SBVC, their status changes from prospective student to active student, and the department's role shifts from recruitment to retention, generating a mix of supportive internal communications that inform, encourage and persuade active students to continue and complete their academic journey at San Bernardino Valley College.



This pipeline is focused on identifying where and why students fail to attend, persist, or complete.
Enrollment Pipeline

This dual focus on recruitment and retention allows the department to directly support the college's enrollment growth objectives and FTES generation.

Targeted Marketing Strategies, 2018-2019

In addition to the fulfillment of the departmental responsibilities and objectives outlined above, the Department of Marketing & Public Relations supports enrollment at SBVC by utilizing the following targeted marketing strategies.

Strategy 1: Content Marketing for Enrollment Growth

Target Audiences: All Internal and External Audiences

Objectives: 1, 2, 3, 4, 5, 6 – New Student Applications & Retention

The Department of Marketing & Public Relations independently develops a large quantity of original written content, artwork, photography, video, and other media for use in communicating with target audiences, building engagement, and promoting SBVC in the community. Every semester, the department strives to improve on its media production capabilities and produce the most engaging media possible to continue to drive engagement and receive the greatest possible return-on-investment in its promotional efforts.

Strategy Goals, 2018-2019:

Photography

- Provide media coverage for over 170 community-oriented campus events and distribute photos to staff, students, and community members;
- Develop 200+ campus promotional photos for use in publications, presentations, social media, and other communications platforms;

Videography

- Develop a new, 30-second video commercial to showcase SBVC's academic programs;

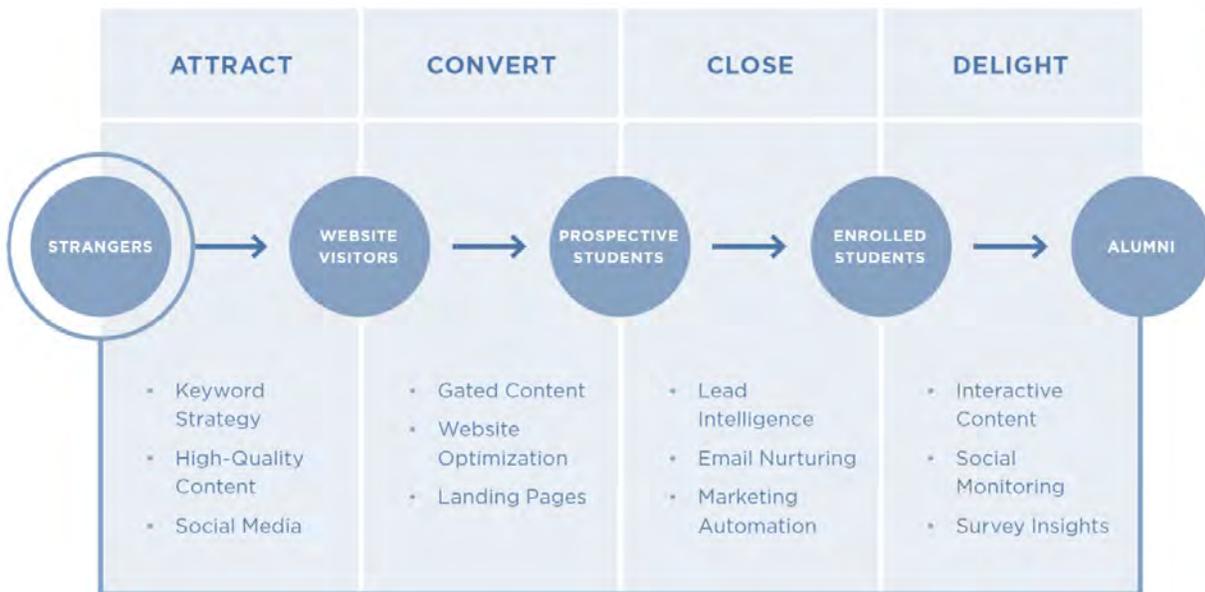
- Develop 2 mini-commercials or promotional videos to highlight individual SBVC programs.

Editorial Content

- Develop 60+ media releases for distribution to the press and community influencers;
- Develop 50+ new student, staff, faculty, alumni, and/or program spotlight articles;
- Develop stories about all major achievements, events, and other SBVC “bragging rights.”

Graphic Design

- Develop 300+ original website and social media graphics for promotion of campus events, programs and initiatives;
- Develop 100+ new designs for printed flyers, brochures, posters, signage, publications, promotional items, and original artwork.



Strategy 2: Integrated Campus Communications for Enrollment Growth & Retention

Target Audiences: SBVC Students, Employees, Visitors, General Public

Objectives: 1, 2, 5, 6 – New Student Applications & Retention

As part of its campus communications management responsibilities, the department creates original video content and manages the Campus TV system, which is comprised of 12 large screen television displays in various buildings across campus. The department also develops and manages video content for the two outdoor marquees on campus, the scrolling marquee at the entrance to the stadium, and the jumbotron inside the stadium, as well as the desktop wallpapers on student computers in computer labs across campus.

As part of its print display management responsibilities, the department manages the development, printing, and installation of posters inside the 9 display stands across campus, hundreds of pole banners along campus walkways and in parking lots, lawn signage, and various other printed banners that are installed on campus to communicate institutional messaging throughout the year.

Strategy Goals, 2018-2019:

Digital Display Systems

- Develop 300-600 original animations to promote campus events and programs to students, staff, and visitors on campus on SBVC's digital signage system (9 TV monitors and 3 outdoor marquees);
- Develop customized promotional desktop wallpapers for thousands of PCs and laptops on campus.

Printed Display Systems

- Develop 4 street-facing sign wraps to promote SBVC programs and application to local community members and passers-by;
- Develop 80-100 vinyl flagpole banners to promote campus programs to students, staff, and visitors, and improve the campus's aesthetic appeal;
- Develop 100+ lawn signs to promote campus programs to students, staff and visitors;
- Develop 150+ campus posters to promote campus programs to students, staff and visitors.

Strategy 3: Social Media Audience Expansion & Engagement

Target Audiences: All Internal and External Audiences

Objectives: 1, 2, 3, 4, 5, 6 – New Student Applications & Retention

In its management of the college's social media presence, the department coordinates the content and communications on 83 Facebook, Instagram, Twitter, LinkedIn, Snapchat, Google+, and YouTube channels that represent the college, one of its departments, or other affiliated organizations. The number of followers for all SBVC social media channels combined totaled 106,205 in March 2018, with an estimated reach of 300,000-400,000 impressions per month. The long-term goal is to continue to increase the size of SBVC's social media subscriber base and their levels of engagement with the college.

Strategy Goals, 2018-2019:

Facebook: 35 accounts; 80,160 followers

- Develop 200+ engaging and creative posts to drive user engagement, increase social media following on Facebook, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

LinkedIn: 1 account; 12,684 followers

- Develop 25+ engaging and creative posts to drive user engagement, increase social media following on LinkedIn, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

Instagram: 21 accounts; 6,629 followers

- Develop 100+ engaging and creative posts and stories to drive user engagement, increase social media following on Instagram, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

Twitter: 20 accounts; 5,832 followers

- Develop 200+ engaging and creative posts to drive user engagement, increase social media following on Twitter, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

Snapchat: 1 account; 574 followers

- Develop 200+ engaging and creative stories to drive user engagement, increase social media following on Snapchat, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

Google Plus: 3 accounts; 262 followers

- Develop 25+ engaging and creative posts to drive user engagement, increase social media following on Google Plus, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

YouTube: 2 accounts; 64 followers

- Develop 5-10 engaging videos to drive user engagement, increase subscriber base on YouTube, promote SBVC programs, application, retention and student success, and drive traffic to the SBVC website.

Strategy 4: Website Optimization for Enrollment Growth & Retention

Target Audiences: All Internal and External Audiences

Objectives: 4, 5, 6 – New Student Applications & Retention

The department is the primary manager and editor of content on the college's website and mobile app. The college receives approximately 3,000,000 views by 700,000-800,000 visitors per year, out of which the majority are first-time visits. The college website is updated multiple times on a daily basis to accommodate the communications and promotional needs of the campus, resulting in over 2,000 edits per academic year.

Strategy Goals, 2018-2019:

- Make all necessary updates to improve user navigation and inform users about college programs, events, and facilitate the applications and registration process;
- Post all press release and news content on the website to improve search engine optimization and promote SBVC to all internal and external users;
- Make all necessary edits to improve website legibility and usability, reducing quantities of unnecessary text, reducing click paths, and streamlining calls-to-action;
- Develop and integrate a "custom viewbook" into the website that streamlines the student prospecting process, improves the website's usability and user engagement;
- Develop a functional, mobile-optimized landing page in preparation for a complete website redesign in the near future.

Targeted Marketing Campaigns, 2018-2019

The department planned and implemented multiple enrollment growth and retention campaigns throughout the 2018-19 academic year, designed to engage the maximum number of prospective students through outbound and inbound marketing at the lowest possible cost and highest possible return on investment.

Campaign 1: Fall 2018 Enrollment Growth

Target Audiences: All External Audiences

Objectives: 1, 2, 3, 4, 5 – New Student Applications

During the Spring, Summer and Fall 2018 semesters, the department developed and implemented a creative inbound and outbound marketing campaign to generate as many new student applications as possible with the department's limited budget and resources. Using 6 different promotional tools and several spring/summer publicity events, this campaign is estimated to have generated over 54 million impressions among SBVC's target audiences.

Earned Media

1. Media Releases (June – August 2017)
 - 5 media releases targeting 200 local influencers, including media representatives, elected officials, and local employers (~1,000 impressions).
2. Television Advertising (April – July 2018)
 - KVCR
160 TV spots on KVCR-TV in San Bernardino, Highland, Colton, Rialto, Fontana, Redlands, Yucaipa, Grand Terrace and Loma Linda (~28,000 impressions).
3. Radio Advertising (April - July 2018)
 - KVCR (91.9 FM)
120 audio ads targeting 30,000 listeners in San Bernardino, Colton, Rialto, Grand Terrace, Loma Linda, Highland, Redlands, and other cities in Southern California (~3,600 impressions).

Owned Media

4. Campus Marquee Advertising (April - August 2018)
 - 2 marquee videos targeting commuters, pedestrians, shoppers and diners on Mt. Vernon Avenue (~25,000,000 impressions).
5. Street Billboard Advertising (April - August 2018)
 - 2 sign wraps targeting commuters, pedestrians, shoppers and diners on Mt. Vernon Avenue (~25,000,000 impressions).
6. SBVC Website Advertising (April – August 2018)
 - 10 web banners and homepage updates targeting ~410,000 visitors to the SBVC website (~4,100,000 impressions).

Publicity Events

FoodIEFest (April 2018)

- This second annual international food festival on campus is estimated to have had about 800 attendees, generating extensive public participation and discourse on social media and in the press.

90th Annual Commencement (May 2018)

- With over 1,000 attendees and a large quantity of high-quality promotional collateral and digital media created in its wake, SBVC's 91st Commencement generated extensive public engagement and discourse on social media and in the press, resulting in significant positive public exposure for SBVC.

Summer Movie Night (July 2018)

- With about 40 in-person attendees and a large social media presence, this event generated a significant amount of publicity for the college among internal and external audiences.

Campaign 2: Fall 2018 Registration & Retention

Target Audiences: All Internal Audiences

Objectives: 6 – Retention

During the Fall 2018 registration cycle, the department developed and implemented a creative inbound marketing campaign to remind current and stopped out students to register. Using 9 different promotional tools and several publicity events, this campaign is estimated to have generated over 3 million impressions among SBVC's target audiences.

Paid Media

1. Outdoor Banners (July – October 2018)
 - 20 outdoor signs targeting students, visitors and employees on campus.
2. Lawn Signs (July – October 2018)
 - 40 outdoor signs targeting students, visitors and employees on campus.

Owned Media

3. SBVC Website Promotions (June – October 2018)
 - 10 web banners and homepage updates targeting ~375,000 current and potential students visiting the SBVC website (~3,000,000 impressions).
4. Email (June – October 2018)
 - 5 campus emails targeting ~20,000 current/former students and SBCCD employees (~100,000 impressions).
5. Text (July – October 2018)
 - 2 text alerts targeting ~20,000 current/former students and SBCCD employees (~40,000 impressions).
6. Campus TVs (June – October 2018)
 - 2 video ads targeting students, visitors and employees on campus in select locations.
7. Campus PCs (June – October 2018)
 - 2 wallpaper ads targeting students and employees on campus in select locations.
8. Campus Marquees (June - October 2018)
 - 2 marquee videos targeting students, visitors and employees on campus.
9. Campus Posters (June – October 2018)
 - 20 outdoor and indoor posters targeting students, visitors and employees on campus.

Publicity Events

Summer Movie Night (July 2018)

- With about 40 in-person attendees and a large social media presence, this event generated a significant amount of publicity for the college among internal and external audiences.

Fall Opportunity Drawing (July 2018 – August 2018)

- The first annual fall opportunity drawing encouraged current students to register early for the spring semester to be entered into an opportunity drawing for a new Macbook or iPad. Over 1,200 SBVC students registered early to enter the drawing and the prizes were publicly awarded to 3 winning students in September 2018.

Campaign 3: Spring 2019 Enrollment Growth

Target Audiences: All External Audiences

Objectives: 1, 2, 3, 4, 5 – New Student Applications

During the Fall 2018 and Spring 2019 semesters, the department developed and implemented a creative inbound and outbound marketing campaign to generate as many new student applications as possible with the department's limited budget and resources. Using 18 different promotional tools and several fall/spring publicity events, this campaign is projected to have generated over 32 million impressions among SBVC's target audiences.

Earned Media

1. Television Advertising (November 2018 – March 2019)
 - KVCR
300 TV spots on KVCR-TV in San Bernardino, Highland, Colton, Rialto, Fontana, Redlands, Yucaipa, Grand Terrace and Loma Linda (~30,000 impressions).
2. Radio Advertising (November 2018 – March 2019)
 - KVCR (91.9 FM)
25 English audio ads targeting 30,000 listeners in San Bernardino, Colton, Rialto, Grand Terrace, Loma Linda, Highland, Redlands, and other cities in Southern California (~15,000 impressions).
3. Media Releases (November 2018 – March 2019)
 - 20 media releases targeting 200 local influencers, including media representatives, elected officials, and local employers (~4,000 impressions).

Owned Media

4. **Campus Marquee Advertising (November 2018 – March 2019)**
 - 2 marquee videos targeting commuters, pedestrians, shoppers and diners on Mt. Vernon Avenue (~12,000,000 impressions).
5. **Street Billboard Advertising (November 2018 – March 2019)**
 - 2 sign wraps targeting commuters, pedestrians, shoppers and diners on Mt. Vernon Avenue (~12,000,000 impressions).
6. **SBVC Website Advertising (November 2018 – March 2019)**
 - 10 web banners and homepage updates targeting ~700,000 visitors to the SBVC website (~8,000,000 impressions).

Publicity Events

WinterFest (December 2018)

- The 3rd annual WinterFest generated significant public interest in the college, showcasing many of SBVC's degree programs to the public in a fun and friendly atmosphere, with about 1,400 visitors treated to a variety of free musical, dance, and theatre performances, film screenings, pictures with Santa, as well as food prepared by SBVC's culinary arts program and local food trucks.

Day of Service (December 2018)

- Around 100 SBVC students, staff and administrators participated in the college's second annual Day of Service, an extensive volunteer effort to distribute information about SBVC programs into the local community. Organized into four teams that targeted residential communities in San Bernardino, Colton, Rialto, and Highland, participants in the three-hour event distributed approximately 4,000 packets of information about applying to SBVC to neighboring residents.

Campaign 4: Spring 2019 Registration & Retention

Target Audiences: All Internal Audiences

Objectives: 6 – Retention

During the Spring 2019 registration cycle, the department developed and implemented a creative inbound marketing campaign to remind current and stopped out students to register. Using 7 different promotional tools and several publicity events, this campaign is estimated to have generated over 3 million impressions among SBVC's target audiences.

Owned Media

1. **SBVC Website Promotions (November 2018 – March 2019)**
 - 10 web banners and homepage updates targeting ~270,000 current and potential students visiting the SBVC website (~3,000,000 impressions).
2. **Email (November 2018 – March 2019)**
 - 5 campus emails targeting ~20,000 current/former students and SBCCD employees (~100,000 impressions).
3. **Text (November 2018 – March 2019)**
 - 2 text alerts targeting ~20,000 current/former students and SBCCD employees (~40,000 impressions).
4. **Campus TVs (November 2018 – March 2019)**
 - 2 video ads targeting students, visitors and employees on campus in select locations.
5. **Campus PCs (November 2018 – March 2019)**
 - 2 wallpaper ads targeting students and employees on campus in select locations.
6. **Campus Marquees (November 2018 – March 2019)**
 - 2 marquee videos targeting students, visitors and employees on campus.
7. **Campus Posters (November 2018 – March 2019)**
 - 20 outdoor and indoor posters targeting students, visitors and employees on campus.

Publicity Events

Spring Opportunity Drawing (December 2018 – January 2019)

- The third annual spring opportunity drawing encourages current students to register early for the spring semester to be entered into an opportunity drawing for a new Macbook or iPad. TBD SBVC students registered early to enter the drawing, and the prizes will be publicly awarded to 3 winning students in January 2019.

Tracking & Assessing Marketing Activities

The Department of Marketing and Public Relations consistently monitors all aspects of its activities for feedback on their effectiveness and return on investment, which informs and advises its planning for future activities. The tools at the department's disposal include a diverse set of analytics and measurement instruments used to evaluate the effectiveness of the department's campaigns in terms of reach, engagement, new student applications, and website conversions. The primary tools the department uses for evaluating its activities are:

SBCCD Marketing Campaign Efficacy Dashboard

Strategies: 1, 2, 3, 4 / Campaigns: 1, 3

Objectives: 1, 2, 3, 4, 5 – New Student Applications

The Marketing Campaign Efficacy Dashboard is a custom-built research tool that allows the department to see referral sources for all new students who apply to SBVC. Students submit their survey answers as a required component of their application to SBVC.

Google Analytics

Strategies: 1, 2, 3, 4 / Campaigns: 1, 2, 3, 4

Objectives: 1, 5, 6 – New Student Applications & Retention

Google Analytics is the world's leading free provider of analytics and user behavior data for websites. The department uses this software to evaluate the SBVC website's daily, monthly, annual, and real-time reach, campaign conversions, and customer engagement during the application, registration, and information-gathering processes.

Google Trends

Strategies: 1, 2, 3 / Campaigns: 1, 3

Objectives: 2, 3, 4 – New Student Applications

Google Trends is a free Google search engine integration that shows how often a particular search term is entered relative to the total search volume across various regions of the world, and in various languages. The department utilizes this tool to evaluate its brand visibility, regional search trends, and how the internet volume of digital media about SBVC ranks in comparison with the college's competitors.

Media Prefs Survey

Strategies: 1, 2, 3, 4 / Campaigns: 1, 2, 3, 4

Objectives: 1, 2, 3, 4, 5, 6 – New Student Applications & Retention

The annual media preferences survey conducted by Interact Communications gives the department valuable insight into the media consumption preferences of current and prospective SBVC students. The 2018 survey is due to be completed and released during Spring 2018, and will be used by the department to inform the planning of future marketing and promotional activities.

Department Self-Assessment, 2015-2019

To increase the college’s digital footprint and improve its accessibility to a broader cross-section of the local community, the department has worked closely with college staff to develop designated social media accounts and content for dozens of departments and programs, which have been used extensively in each department’s promotional and outreach activities. This has greatly increased the college’s presence in niche markets and expanded its audience to one of the biggest continuous subscriber bases SBVC has ever had in its history.

SBVC has gone from having 10,969 social media followers in July 2015 to 110,887 in July 2019, with an estimated reach of 300,000-400,000 impressions per month. Its engagement rate on social networks has also increased significantly, with many posts receiving upwards of 10,000 impressions per post, which is a major improvement from prior years. The college also went from having 10 affiliated channels in July 2015 to 89 channels in July 2019.

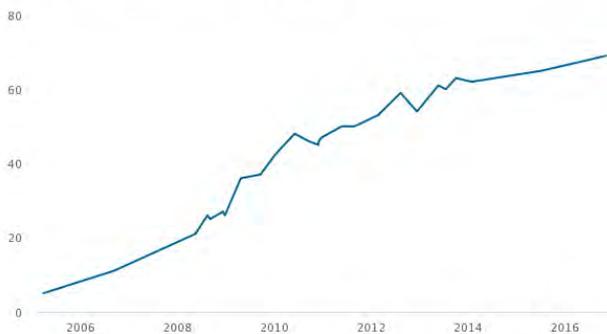
As of July 2019, San Bernardino Valley College has the largest Facebook following of any California Community college, having moved from 8th place in July 2015 to 1st place in July 2016. User engagement on social media continues to grow at a rapid pace, and the college has already become one of the most popular and engaged United States colleges on Facebook.

The rapid evolution of communications technologies over the past decade has made it necessary for the department to be constantly flexible and adaptable to the needs and behaviors of its constituents.

Especially impactful to the field of marketing is the popular move away from more traditional forms of media consumption, such as print newspapers, terrestrial radio and broadcast television, to internet-based information sources such as social media, on-demand entertainment (such as YouTube and Netflix), and streaming radio (such as Pandora and Spotify).

The percentage of adults who regularly use at least one social media platform has grown from 11% in 2006 to 69% in 2016, and that trend continues to accelerate into 2019.¹

% of U.S. adults who use at least one social media site



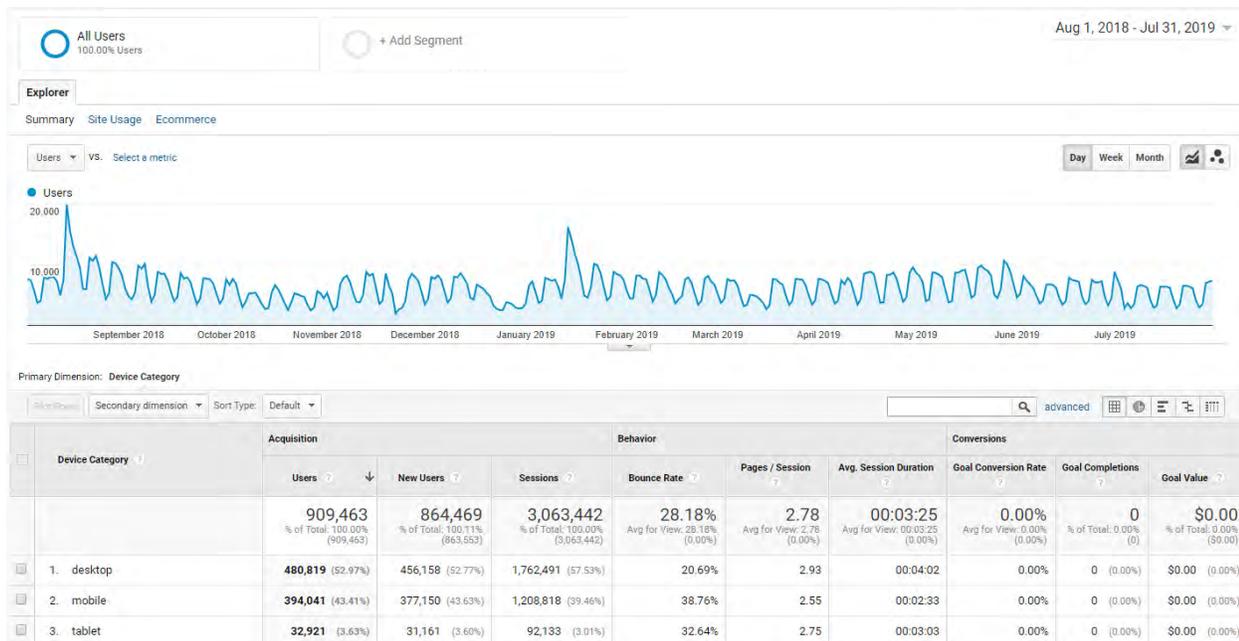
It is important for the department to continue to monitor this trend in order to position the college appropriately and reach the greatest possible audience with the limited resources it has.

Another important change has been the shift in internet usage from desktop systems to mobile ones, especially among younger and low-income demographics that comprise a substantial part of SBVC’s constituency and target audiences.

This dramatic change is evident through review of the college’s own website analytics software, which shows that the number of mobile internet users has been increasing steadily, in line with usage trends observed nationwide.

¹ Pew Research Center: Social Media Usage: 2005-2016.

During the 2018-19 academic year, 43.41% of visits to the SBVC website were on mobile devices and 3.63% were on tablet devices. This highlights the urgent need for the college to complete the mobile-optimization of its website, a critical step to improving accessibility for all users, regardless of device type. Without this optimization, the college will continue to provide a less-than-optimal usage experience for mobile and tablet users, which can impact their student experience, success in courses, and public perceptions of the college.



These trends will impact program planning significantly through the types of advertising purchases that are made by the department, with more emphasis placed on online advertising methods as opposed to traditional media buys in newspapers, cable television and radio. The department will also prioritize the mobile optimization and responsiveness of the SBVC website to address the increase in anticipated demand from current and future users.

If the department does not attempt to accommodate the media consumption and communications trends being observed regionally and globally, its effectiveness at reaching its target audiences will likely be severely impacted.

Supplemental Data:

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

N/A

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

Evaluating Department Activity

The department evaluates the effectiveness of its strategies and campaigns by collecting and reporting as much data as possible on a monthly basis. This data is formatted for public distribution and presented to the President, Chancellor and Board of Trustees. A section of raw departmental data collected for July 2019 is displayed below.

	JULY 2019 ACTUAL	JULY 2019 GOAL	ACADEMIC YTD
EVENTS COVERED	1	1	136
PIXIESET ALBUMS	1	1	95
EVENT SLIDES	1	1	119
PROMO PHOTOS	9	9	547
PROMO VIDEOS	0	1	1
PHOTO + VIDEO CONTENT DISTRIBUTED	218	218	4,406
EST. IMPRESSIONS	2,356,485	2,356,485	31,383,250
MEDIA RELEASES	3	4	36
NEWS ARTICLES	13	6	114

CONTENT PUBLISHED	37	37	443
MEDIA MENTIONS	20	20	154
EST. IMPRESSIONS	14,564	14,564	543,566
DIGITAL MEDIA DESIGNS	"(Tv) Campus Events Segment THART Promo (Mq) THART Promo (PC) RTVF Mac Backgrounds Register for Fall (Ex) Web Homepage Video" Promo (PC) HLS Mac Student Life App Graphics (10)	16	216
PRINTED MEDIA DESIGNS	Annual Report Outreach Folder/Poster Outreach One Sheet CTE Flyer Opening Day Poster	5	144
CONTENT UTILIZED	10	20	319
KIOSK DISPLAYS	12	12	12
FLAGPOLE BANNERS	77	77	77
STREET SIGNS	1	1	1
LAWN SIGNS	50	50	50
MARQUEES	3	3	3
MONITORS	10	10	10
PCS	828	828	828

MARQUEE SEGMENTS	1	1	94
TV SEGMENTS	1	1	159
PC WALLPAPERS	2	1	11
EXTRAS	1	1	50
EST. IMPRESSIONS	615,320	615,320	46,000,130
MEDIA PRINTED BY TYPE	(8) REG_Fall_Flagpole (3) 3x6 backdrops (3) 8x8 backdrops 10,500 College Promise Brochures (4) REG for Fall Posters	10,514	91,311
MEDIA DISTRIBUTED	500 REG for Fall Flyers 500 College Promise Brochures	1,000	66,266
MEDIA INSTALLED	(20) Weekend Flagpole Banners (4) Nursing Flagpole Banners (5) Art Flagpole Banners (8) Flagpole Banners (6) Flagpole Banners (4) REG for Fall A-Frames	43	896
EST. IMPRESSIONS	615,320	615,320	44,173,440
FACEBOOK	38	38	38
INSTAGRAM	27	27	27
TWITTER	20	20	20
SNAPCHAT	1	1	1
YOUTUBE	2	2	2

GOOGLE+	0	0	0
LINKEDIN	1	1	1
FACEBOOK	43,396	0	43,396
INSTAGRAM	3,648	51	3,648
TWITTER	3,488	10	3,488
SNAPCHAT	670	11	670
YOUTUBE	133	6	133
GOOGLE	0	0	0
LINKEDIN	14,532	70	14,532
FACEBOOK POSTS	21	16	257
INSTAGRAM POSTS + STORIES	39	8	556
SNAPCHAT STORIES	17	16	228
TWITTER POSTS	44	16	434
YOUTUBE POSTS	1	2	9
GOOGLE+ POSTS	0	0	12
LINKEDIN POSTS	4	2	50
FACEBOOK	11,547	9,582	129,098

INSTAGRAM	1,907	1,610	20,689
TWITTER	760	720	9,935
SNAPCHAT	12	10	111
YOUTUBE	73	16	365
GOOGLE	25,220	25,439	299,205
LINKEDIN	315	147	2,266
FACEBOOK	648,350	123,075	3,244,878
INSTAGRAM	35,001	27,981	407,802
TWITTER	29,930	27,110	330,072
SNAPCHAT	4,013	3,914	42,699
YOUTUBE	793	544	288,945
GOOGLE	407,500	220,646	3,387,132
LINKEDIN	253	213	2,879
TOTAL WEBSITE PAGES	1,691	1,670	13,145
TOTAL WEBSITE UPDATES	837	487	~
WEBSITE USERS	70,667	102,774	768,201
WEBSITE SESSIONS	219,912	229,021	2,017,715

WEBSITE PAGE VIEWS	619,066	625,811	5,666,316
APPLY CLICKS	6,578	6,180	62,742
VISITORS TO NEW STUDENT APPLICATION	7,082	6,390	38,949
VISITORS TO CLASS SCHEDULES	6,897	6,646	59,013
VISITORS TO OPEN CLASS LISTS	9,487	8,652	55,549
CAMPUS EMAILS	0	1	14
CAMPUS TEXT ALERTS	0	1	6
IMPRESSIONS	0	0	352,748
PAID MEDIA IMPRESSIONS	1,296,679	1,296,679	7,847,671
EARNED MEDIA IMPRESSIONS	14,564	14,564	411,278
OWNED MEDIA IMPRESSIONS	2,975,546	2,975,546	43,577,031
TOTAL IMPRESSIONS	4,286,789	4,286,789	58,112,352
PAID WEBSITE TRAFFIC	0	0	50,670
PAID MEDIA ENGAGEMENT	17,074	17,074	445,566
OWNED MEDIA ENGAGEMENT	313,256	313,256	4,647,610
PUBLICITY EVENT PARTICIPATION	0	0	950
EMAIL INQUIRIES	111	111	1,777

PHONE INQUIRIES	3,430	3,430	23,310
DIRECTIONS TO CAMPUS	5,680	5,680	65,180
TOTAL ENGAGEMENT	339,551	339,551	5,235,063

Student Area Outcomes: Disaggregated Data Analysis

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

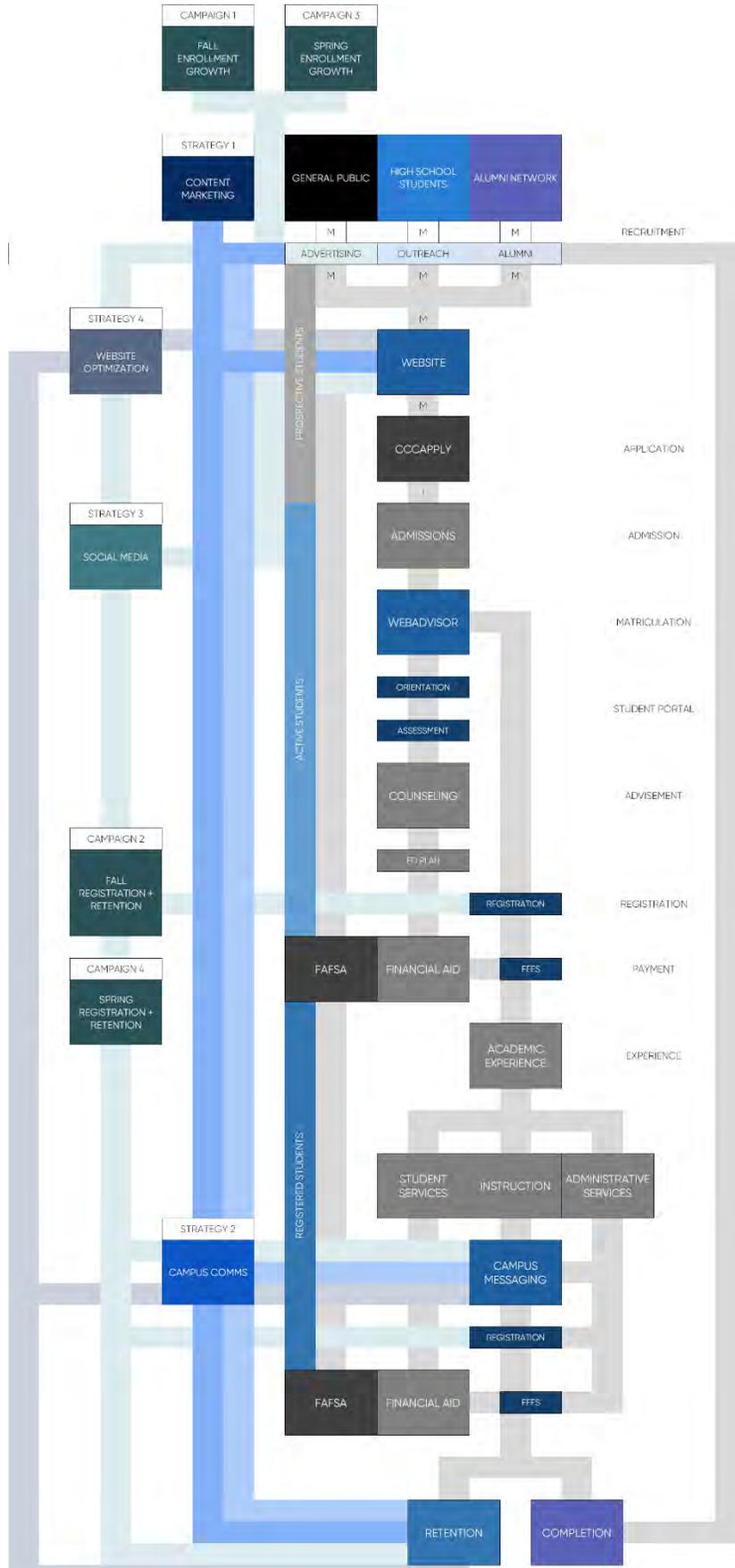
Examples of evidence could include the following:

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

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

The department closely monitors the availability and fill rates of courses during application and registration campaigns, making changes to campaigns, as needed and directed by the SBVC enrollment management committee. All department strategies and campaigns are aligned to the student matriculation, retention and completion process, as outlined in the funnel diagram below.

Marketing Strategies & Campaigns Within the SBVC Enrollment, Matriculation, Retention and Completion Process



Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.).

Describe how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

N/A

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

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

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

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

Communication, Culture & Climate:

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

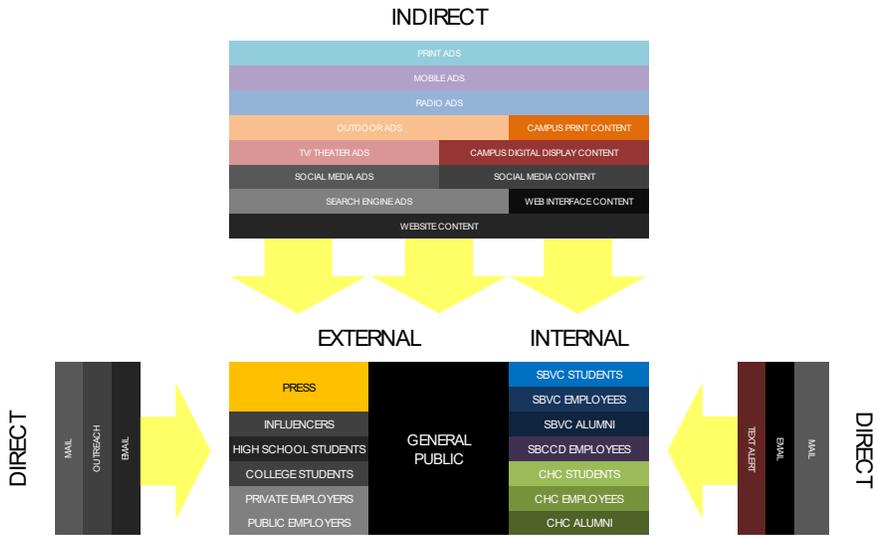
Target Audiences

Internal Audiences

The department’s internal audiences include all San Bernardino Valley College (SBVC) students, employees and alumni, with occasional inclusion of Crafton Hills College (CHC) students, employees, and alumni, as well as district office (SBCCD) employees. These internal audiences are reached directly through the campus email system, as well as (less frequently) through mail and text alerts. Internal audiences are also reached indirectly through the college website, campus web interfaces such as Canvas and WebAdvisor, campus digital and print displays, and radio, mobile, and print advertising off campus.

Target Audiences & Communications Tools

SBVC Department of Marketing & Public Relations



External Audiences

The department's external audience is the general public, or all community members aged 16 and older who are not currently enrolled. For purposes of targeted marketing, this broad group is further defined to include members of the press, local influencers (elected officials and community leaders), high school students within SBVC's service area, college

students enrolled at other colleges and universities nearby, private employers (including private schools, colleges and hospitals) within SBVC's service area, and public employers such as municipalities, county offices, school districts, public colleges, universities, hospitals, and other public entities within SBVC's service area. These external audiences are reached directly through mail advertising, outreach activities, and email (when known). They are reached indirectly through the college website and advertising via search engines, social media, television, movie theater, billboard, bus, radio, newspaper, mobile app, and a variety of other methods, as needed.

Communication Methods & Tools

Website

The SBVC website is the college's primary digital presence and receives the bulk of active internal and external traffic. It is the source of college information for almost all external audiences. Most marketing materials distributed by the college refer customers to the website. Timely maintenance, updates, and interface improvement are of paramount importance to the college's public image, effective communication, provision of necessary student services, and enrollment management.

The department is the primary manager and editor of content on the college's website and mobile app. During the 2018-19 academic year, the college website at www.valleycollege.edu was viewed 3,063,442 times by 909,463 visitors, with about 75% being first-time visits. The college website is updated multiple times on a daily basis to accommodate the communications and promotional needs of the campus, resulting in over 2,000 edits and updates per academic year.

Email

Email (whether institutional or personal) is the most effective direct communication method with internal and external audiences. All official emails are carefully composed and reviewed for clarity and professionalism of writing style and tone because they represent the college.

Social Media

The proliferation of social networking as a primary form of communication is difficult to ignore, as it has grown almost linearly with the growth of internet usage among adults in the United States. Nearly two-thirds of American adults (65%) used social networking sites in 2015, up from 7% in 2005. A full 85% of adults were internet users in the United States in 2015, making 76% of all adult internet users also users of social media. Age is strongly correlated with social media usage: those ages 18 to 29 have always been the most likely users of social media by a considerable margin. Today, 90% of young adults use social media, compared with 12% in 2005. At the same time, there has been a 69-point increase among those ages 30-49, from 8% in 2005 to 77% today.² Expansion of the college's social media presence on all platforms is crucial to communicating with a wide range of external audiences, and is one of the most proven and cost-effective marketing methods available today.

In its management of the college's social media presence, the department coordinates the content and communications on 89 Facebook, Instagram, Twitter, LinkedIn, Snapchat, and YouTube channels that represent the college, one of its departments, or other affiliated organizations. The number of followers for all SBVC social media channels combined totaled 110,887 in July 2019, with an estimated reach of 300,000-400,000 impressions per month.

News Media

Although purchased print ads have greatly decreased in effectiveness and return on investment over the past decade, news media still commands very sizeable audiences (especially among ages 55+) and can be a cost-effective tool for positive coverage. The department establishes and maintains close relationships with members of the local media and pitch marketable content as frequently as possible.

Mass Marketing (Outdoor, TV, Radio)

One of the most expensive forms of advertising, mass marketing is an effective way to reach massive numbers of people in a targeted geographical area. The department is responsible for all purchases of mass marketing for the campus community.

Publications

The department maintains an inventory of college, department-specific and program-specific publications and promotional items that are used primarily for distribution on campus and at external events (such as high school outreach). Individual departments and programs can order additional materials via the district's printing services division, and the department ensures that all printed materials correspond to the college's branding identity to ensure consistency and professionalism is communicated via all college marketing materials.

Publicity Events

The department plans and conducts a series of publicity events throughout the year to generate media exposure, increase social media engagement, and drive enrollment growth for the college.

² Pew Research Center: Social Media Usage: 2005-2016.

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

As part of the department's efforts to attract prospective students, increase SBVC's brand visibility, increase visibility of SBVC student, staff, and faculty accomplishments, improve public understanding of SBVC's programs, increase digital engagement on the college website, and assist with retention of existing students, it does the following:

1. The department utilizes an extensive array of inbound and outbound marketing strategies to increase the number of new student applications at SBVC, working closely with college staff to develop compelling promotional media for use in outreach activities, as well as overseeing the design and development of the college's owned, earned and paid media.
2. The department conducts ongoing research to form a detailed understanding of the amount of media exposure the college is receiving on a consistent basis and adjusts its promotional efforts accordingly. The department is responsible for all marketing and public relations activities at SBVC and is the chief steward of the college's public image, brand and reputation. To this end, the department maintains a distinct brand and voice among competitor community colleges, focusing communications on student success at SBVC, its student-centric environment, and its celebrated history of academic achievement.
3. The department produces a considerable volume of editorial content about SBVC students, alumni, faculty, and classified professionals that is frequently disseminated via the college's owned and earned media. The department seeks out and promotes the best stories available on campus, as frequently as possible.
4. The department consistently collects feedback on the public's understanding of college programs and courses from multiple sources, including environmental scans, surveys, public email inquiries, social media, and customer service, and uses this data to inform the improvement of public-facing owned media, such as the college website and printed promotional materials. The department expends significant effort to increase the college's social media following and engagement on Facebook, Twitter, Instagram, Google+, and Snapchat. The department continuously monitors the tone and sentiment of local press coverage to limit misinformation and encourage the development of a positive online image for the college.
5. The department actively studies the behavior of visitors to the college website, seeking to improve the user experience and improve conversion rates. To this end, the department has undertaken several initiatives aimed at optimizing the college website for effective usage by its target audiences.
6. The department is a key participant in campus-wide conversations regarding student retention and is responsible for all official promotional communications to internal audiences—including students, faculty, and classified staff. As part of its efforts in support of student retention, the department assists with retention research, communication of important information and deadlines to support student success, and improvement of campus climate.

Describe one or more external/internal partnerships.

The department partners closely with all student services and instructional departments on campus to maximize the college's return on investment in the recruitment, matriculation,

retention and completion process. Please see the enrollment funnel diagram above for an overview of the department's close partnerships with other departments on campus.

The department also partners closely with external organizations, such as the County of San Bernardino, to cross-promote events and resources that might be of benefit to SBVC students and county employees, such as training programs, resource fairs, workshops, and opportunities for financial aid.

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

The department plans to continue to implement all of these initiatives, funding and personnel resources permitting.

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

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

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

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

Professional Development:

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

The department attends annual conferences and trainings provided by the Community College Public Relations Organization (CCPRO), National Council for Marketing & Public Relations (NCMPR), and California Association of Public Information Officials (CAPIO).

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

The department has memberships with the Community College Public Relations Organization (CCPRO), National Council for Marketing & Public Relations (NCMPR), and California Association of

Public Information Officials (CAPIO). These organizations provide professional development in current marketing, writing, media production, communications, government relations, media relations and public relations-related topics.

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

In addition to attending conferences and workshops on relevant topics, the department is planning to host the first-ever annual marketing summit on the SBVC campus in August 2020, which will bring professionals in the fields of marketing, communications, media production, and public relations to campus to share best practices and knowledge from their quickly-evolving fields. The department has benefited greatly from these ongoing professional development opportunities, allowing it to produce high-quality work that has generated attention for the campus statewide and garnered the campus awards in media production and website development in 2019 from the Community College Public Relations Organization (CCPRO).

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 Department of Marketing and Public Relations leads all strategic and tactical marketing and public relations activities at the college, including, but not limited, to: press releases, media relations, crisis communications, campus-wide publications, special event coordination, website development, social media, photography, and other duties, as assigned, under direct supervision of the campus president.

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

The Department of Marketing & Public Relations supports the mission of the college directly by communicating institutional messaging to internal and external audiences—including all students, faculty, and classified staff—which assists the college with maintaining a culture of continuous improvement and supports its commitment to providing high-quality education, innovative instruction, and services to a diverse community of learners. This contributes to preparing SBVC students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to fostering economic growth and global competitiveness through workforce development, and to improving the quality of life in the Inland Empire and beyond.

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

In comparison with its counterparts at colleges across the Inland Empire and Southern California, the SBVC Department of Marketing & Public Relations is severely understaffed. It is currently comprised of only one full-time employee—the department director—and one part-time administrative secretary who also supports the Office of the President.

For comparison, Crafton Hills College has two full-time employees for a much smaller campus: one full-time director and one full-time web developer. Chaffey College, a single-district campus, has one director with a full-time staff of five. Riverside City College has a public information officer with no marketing responsibilities: all of the marketing and communications for the Riverside Community College District are handled at the district level, where a director with a full-time staff of eight people manages all marketing initiatives and creative content for the multi-campus district.

To mitigate this, the SBVC Department of Marketing & Public Relations has hired thirteen part-time professional experts to assist with developing and managing creative content and the college's extensive array of communications tools.

The department has established a close working relationship with district design and printing staff to monitor the development of all campus publications on a regular basis. This included the development and implementation of new design standards for publications involving the college logo, as well as the designation of a specific set of fonts and colors to cohesively communicate the college's brand identity. Prominent publications designed by the department during the 2018-19 academic year include the schedules for Spring 2019, Summer 2019, and Fall 2019; the 2019-20 Catalog; the 2019-20 Faculty Handbook, the 2019-20 Student Success Handbook, the 2019 Commencement booklet, the 2019 Spotlighting booklet, and a variety of posters, postcards, brochures, flyers, web banners, presentations, and other promotional materials.

During this time, the department also worked closely with the college's executive team and district staff to develop and implement the mass media advertising campaigns for Fall 2018, Spring 2019, Summer 2019, and Fall 2019.

In order to increase the college's digital footprint and improve its accessibility to a broader cross-section of the local community, the department worked closely with college staff to develop designated social media accounts and content for dozens of departments and programs, which have been used extensively in each department's promotional and outreach activities. This has greatly increased the college's presence in niche markets and expanded its audience to one of the biggest continuous subscriber bases it has ever had in its history.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

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

The director's title should be Campus Director of Marketing, Creative Services and Public Affairs. Will contact Kay Dee to remedy.

Planning: Challenges/Trends/Strengths:

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

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

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

Enrollment Trends, 1926-2018

SBVC was established in 1926 as a tiny college of several hundred students, a dozen faculty, and fewer than 40 courses, situated on 30 acres of land on the border between San Bernardino and Colton. During the college's first academic year (1926-27), classes were scheduled at San Bernardino High School and Colton High School. During the college's second academic year (1927-28), classes were offered for the first time at the college's current location and enrolled nearly 300 students with 54 course offerings.

The college expanded quickly over its first four decades, enrolling approximately 18,000 students by 1975. After the opening of Crafton Hills College in 1972, the imposition of a state apportionment cap in 1975, and the expiration of many student veterans' benefits during the 1970s, enrollment began to stagnate and decline. The passage of Proposition 13—a property tax reduction bill—in 1978 caused steep budget cuts to colleges across the state, forcing the college to cancel its summer sessions and limit its course offerings. In 1984, the introduction of state-mandated tuition caused enrollment to drop to under 10,000 for the first time in decades. Enrollment began to increase once again in the 1990s and early 2000s to over 10,000 students per semester, up to an average of 12,500 students per semester between 2015-2018, driven by state funding incentives for enrollment growth.³

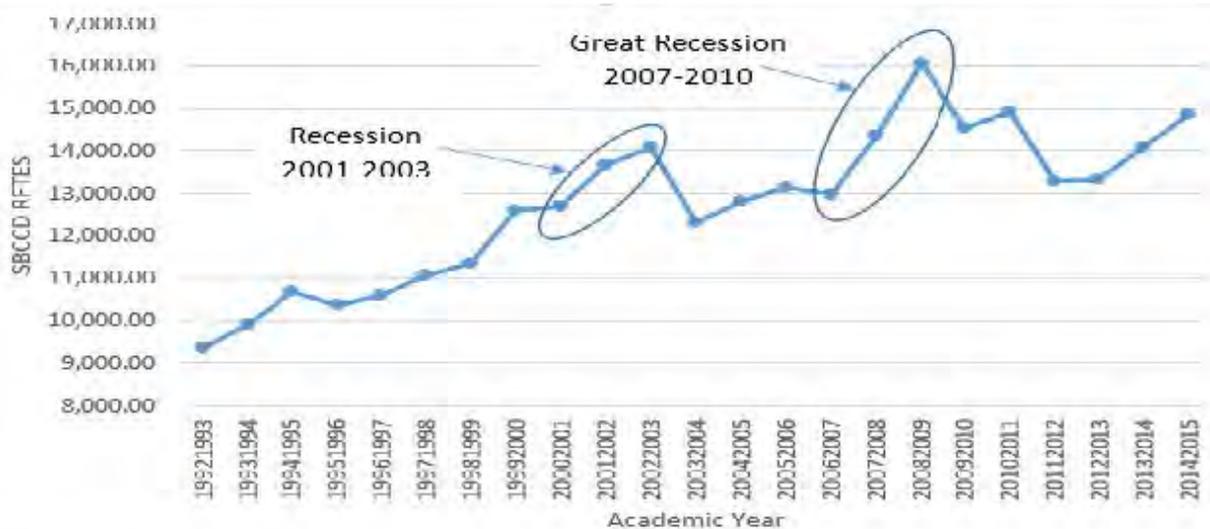
SBVC has experienced enrollment drops in 2003, 2009, 2011, and 2016, which were strongly correlated with declining regional unemployment rates and improved economic performance. Significant recent enrollment growth periods were strongly correlated with rising unemployment rates caused by the recession in 2001-2003, as well as the Great Recession in 2007-2010, when SBVC's enrollment topped 19,000. A decline in enrollment between 2010-2012 was gradually reversed with state funding incentives for growth since 2013.⁴

As of 2018, SBVC enrolls over 13,000 students per semester and has one of the most ethnically-diverse student populations in the country, with 62% of students identifying as Hispanic, 14% Black, 15% White, 5% Asian, and 0.3% Native American. SBVC has made an immense economic, social and demographic impact on the local region, as evidenced by the millions of local students who have attended San Bernardino Valley College throughout its 91-year existence.

³ SBVC Educational Master Plan, 2016.

⁴ SBBCD Enrollment Management Plan, 2016-2019.

SBVC is classified as a medium-sized community college in California, or approximately the 50th in size out of 112 colleges statewide. The relative sizes of nearby community colleges vary greatly, as both one of the largest and one of the smallest community colleges in the state is located in districts adjacent to SBVC: Mount San Antonio College in Walnut has approximately 29,000 students and Copper Mountain College in Joshua Tree has approximately 1,500 students as of 2018.

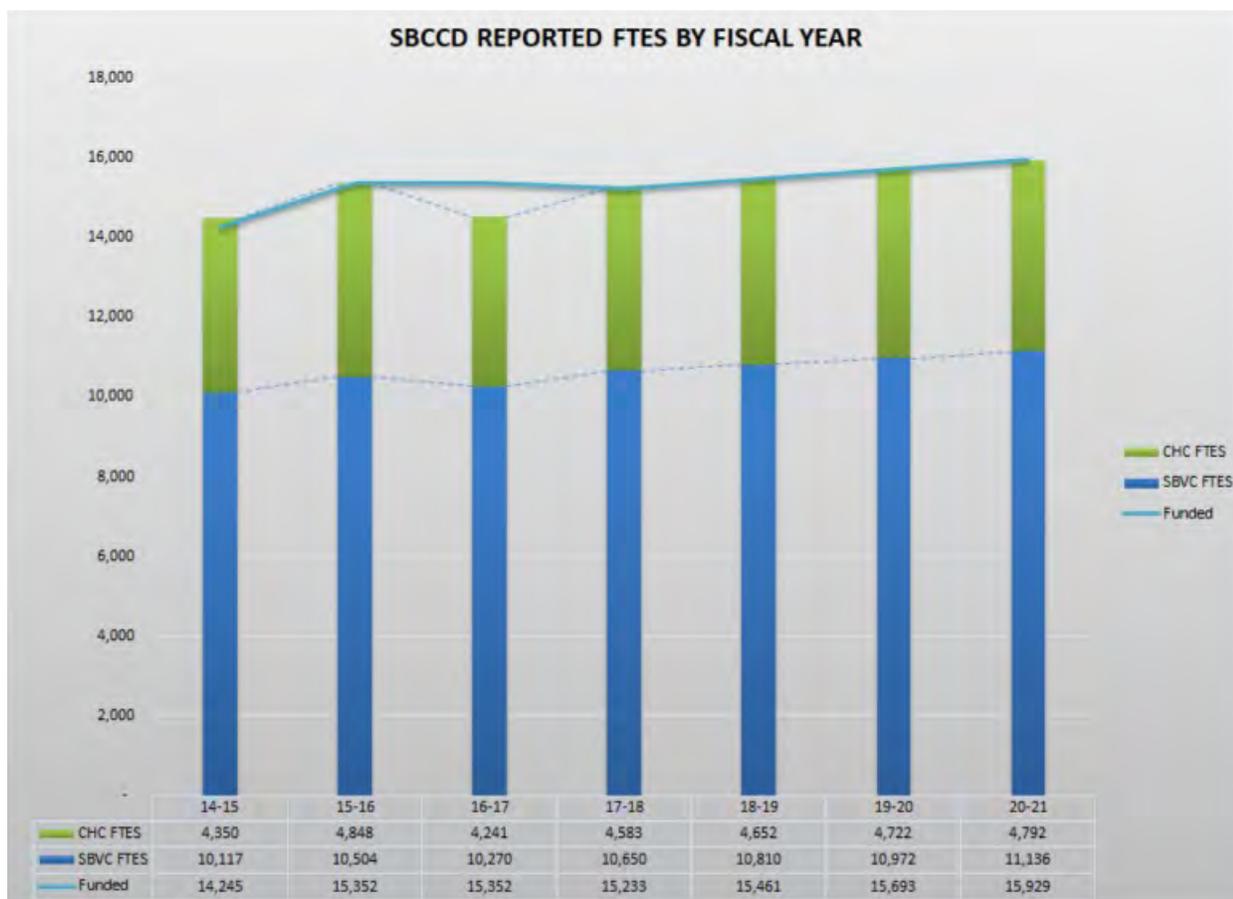


SBVC enrolls approximately 2,000-2,500 new freshmen each year, with most coming from ten major feeder high schools in San Bernardino, Colton, Rialto, Redlands, Bloomington, and Fontana. However, the college serves a large number of returning adult students, as well: the average age of an SBVC student is 28. Many students return to SBVC for career changes and to pursue career education. Approximately three quarters of SBVC students take part-time course loads of less than 12 units.

Enrollment Goals, 2018-2021

SBVC has been asked to increase Full-Time Equivalent Students (FTES) by 4.5% over the next three years, or 1.5% per year.⁵ FTES is defined as being equal to 525 class hours of student instruction in credit and non-credit courses, and is impacted directly by the number of students enrolled at SBVC, the size of their individual course loads, and their course completion rates.

⁵ SBBCD Enrollment Management Plan, 2016-2019.



college expects to meet this growth goal with a combination of marketing, outreach, retention, and student success strategies.

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](#)

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

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

e. Other

The department currently occupies one office in Campus Center (CC-212) and the second floor of the planetarium, with adequate workstations available for all employees. The department foresees a need for upgraded computer equipment in the near future to accommodate increased media production demand.

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

The office in CC-212 is adequate for department needs. The Planetarium facility will need replacement of carpeting soon and upgraded ergonomic workstations for employees, which will need to be planned for in the department's future budget.

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.

SAOs: The department has identified seven goals, some of which could serve as SAOs. The department states that benchmarks have been established. In a future document, benchmarked goals should be included (and data provided and analyzed). While the data were discussed and analyzed in a more qualitative manner, quantitative data would bolster the document. In order to meet college expectations, SAOs must be developed and measured and analyzed.

Response: This deficiency has been addressed in Part II.

Program Efficacy Team Report (Administrative Services)

Spring 2020

Name of Department: Marketing and Public Relations

Efficacy Team: Abena Wahab, Joel Lamore, Sandra Moore

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

Marketing and Public Relations is vital program providing the college and its community with vital communication about the college. The report has a number of strengths, including that the program is clear on its goals and collects a large amount of data about its services. However, there are some areas the program must improve. The report itself, while providing lots of data, often did not organize that data in the most useful place, and at time data/charts were left unexplained or analyzed to connect to the areas of evaluation. Though this weakened the report in almost every section, only the Success and Evaluation/Accountability sections were clear Does Not Meets. Most serious, the previous does not meet, which was caused by lack of SAOs, has not been corrected, though there are goals and data available that should make the creation and assessment of the SAOs quite achievable.

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>	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended</u> .

		that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The program provides an analysis of demographic data, which of course exactly mirrors the SBVC population. And the program also provide a lot of supporting data (perhaps too much that is undigested – some charts might have been summarized), but the planning side is weak. It is interesting to note that the program seems to see its demographic as its “audience” rather than just the college population, which is quite appropriate. Providing data on this demographic audience of those who receive marketing campaigns, media inquiries, and promotions would provide support on how the program engages with prospective students and interested community members and engages the diverse external audience while boosting diverse enrollment growth at Valley College.

Pattern of Service: The report does a good job in demonstrating how they are ensuring that the program reaches the greatest audience, including those who may not be getting message currently. For instance, social media presence to internal and external audience are clearly listed.

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

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

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Data/Analysis: There is adequate analysis of the program’s EMP, but there is also a great deal of irrelevant data (information on goals, when evaluation of outcomes is wanted) and material that might work better in other areas (the changing media situation seems better suited to challenges area).

SAOs: While the program lays out goals and some data that might be used to evaluate them, the program does not yet have SAOs, and the goals listed are not articulated in a way that suggests those will actually be the SAOs (the box for SAOs has a chart, with no analysis). While these might form good SAOs that could be well assessed, there are no actual SAOs (and the college and accreditors have required them for some years). As a result, no disaggregation is present, and no suggestion about what disaggregation sets might make the most sense to study in future.

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

More focused organization of relevant information in Data/Analysis section.
The program must write SOAs and assess them by next update.

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

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending

			communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Note: While the team rated this area as a Meets, all three areas were somewhat weak. While the program seems to have met its burden of proof here minimally (often in other areas where that information was less relevant or analyzed to show CC&C), this area should have been a program forte.

Communication: The program identifies and discusses data that demonstrates communication with the college and community as well as providing examples of communication tools and methods. Though they communicate well about the college, they could do better with discussing and analyzing how they communicate about themselves. Though indirectly through their communications, they do that, some attention to the internal audience would be useful.

Culture and Climate: The program seems to somewhat misunderstand this area. A lot of the narrative in this section is a repeat of previously noted info about what they do. But Culture and Climate is not about communicating to others to recruit or for PR purposes, but fostering an inclusive intellectual community at SBVC and an environment of safety and inclusiveness. They don't, for instance, mention the ways they promote college events, workshops, speakers, public safety concerns, etc. (with some specific examples) to both the on-campus audience and greater community. There is evidence elsewhere in the document that they do these, but discussion here is important.

Partnerships: Though the program clearly interfaces with virtually every other on campus, there are no details or examples (and the prompt asks for at least one to be described), and the analysis is weak. There is reference to a chart on enrollment which has limited value, especially as it is not summarized or used effectively to explain any of the other programs named in the chart (which notes administrative services and student services programs, but no instructional programs).

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

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program identifies current avenues for professional development and the professional organizations personnel within the program belong to. There was a discussion of professional growth activities. However, there was no level of detail. Some specifics of kinds of training, who attended, etc. would have filled in the picture of the program’s commitment to professional development. One item with a little more detail was the plan to host a marketing summit in the summer.

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

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

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

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

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

Challenges	The program <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.
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Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:
Mission/Statement of Purpose: The program has a statement of purpose which links to the college mission.

Productivity: The data shows that the program is productive at an acceptable level. However, as in many other places in the document, info and charts elsewhere might have been more useful here (the chart in the SAO area gives specific info about activities and work completed). Since the program doesn't have other measures, like WSCH, to use, it is incumbent on this program to explain productivity clearly using the data they clearly have.

Currency: The program indicates that it has viewed catalog entries and will provide information on the correct title for the director.

Challenges: Instead of the history of the college and enrollment, the program needed to discuss current and future challenges and trends as well as how the program plans to meet these. Two challenges are noted elsewhere. The program has challenges with lack of full-time staff. In addition, the program has to adapt to the constantly evolving media. Neither of these is explored in this area.

Efficacy Team Recommendations to Address Does Not Meets (if applicable):
Productivity: Relevant productivity data should appear in this area, with appropriate analysis.
Challenges: Program must clearly discuss challenges, as well as planning to address those.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

	Does Not Meet	Meets	Exceeds
Facilities	The program <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</u>	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

		evidence to support the evaluation.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program provides a basic evaluation of the physical environment and what might be needed to improve the facilities in the future. However, there is no level of detail. The need for new carpet in one space is mentioned and the need for new workstations (though there is no explanation of the need or benefit). There is no discussion about whether the fact that the program is housed in two locations is working. And there is no real planning except to note the program budget will need to accommodate these updates. If these were submitted to Needs Assessment, this area would not support those requests very well.

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

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

While goals and data are identified that might be the basis for future SAOs, the program does not have SAOs, nor the evaluation and disaggregation of those SAOs.

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

The program must write SOAs and assess them by update, including breaking down some of the data into useful disaggregated sets.

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

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

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

**Program Efficacy
2019– 2020**

Program Being Evaluated

Matriculation

Name of Division

Counseling & Matriculation

Name of Person Preparing this Report

Yancie Carter

Extension

8972

Names of Department Members Consulted

Arleen Delgado , Gabriel, Christie

Name of Reviewers

Judy Joshua, Carol Jones, Danny Babin

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

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1		
Faculty	1		
Classified Staff	5		2
Total	7		2

Assessment Tests	16-17	17-18	18-19	19-20
General	5678	5537	4693	3826
Population				
Assessment Tests	16-17	17-18	18-19	19-20
High School	1142	1645	1483	1605
Students				

PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2019

Description:

Student Success & Support Program (SSSP) formally known as Matriculation interfaces with Student Services & the office of Instruction to support and drive student success. SSSP provides the impetus for the student services needed to ensure the delivery of the core services to enhance student success. The core services instrumental in students accomplishments involve: Orientation, Guided Self-Placement & ESL Assessment, Counseling/Advisement, Education Plans, and follow-up.

Guided Self-Placement & ESL Assessment:

- Guided Self-Placement is mandatory for all first time students. With the State Chancellors AB 705 mandate (FA 2019) providing students the option of enrolling directly into transfer level courses within their first semester, required adjusting our new student assessment process.
- A few recognizable changes in this process eliminated our ACCUPLACER assessment in which students now self report high school GPA along with the last math and English courses completed in high school in order to receive initial placement..

Department Goals:

- Continue building on the growth revealed by the data, particularly in orientation and Guided Self Placement.
- Use multiple measure/Guided Self-Placement information through a designated software support aid in selecting courses and services that will enable fully online students to achieve their educational goals.
- Research cost and options to develop and implement an online bilingual orientation/assessment component.
- Continue expanding the on-site SBVC admission application, online orientation, guided self-placement, academic advising at target feeder high schools.
- Increase the number of faculty and staff involved in all aspects of the matriculation program.
- Based on the review of student data, evaluate and identify additional Matriculation strategies that promote student access, success, and equity.

Challenges & Opportunities:

- Opportunity to work with Student Services Programs and Instruction to explore new partnerships to enhance student support, retention, and success.
- Opportunity for college and feeder high schools staff to meet and discuss common core and teaching across the curriculum in an effort to increase success in college courses.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Matriculation	Campus-wide
Asian	3.2%	3.2%
African-American	12.3%	12.3%
Filipiino	1.3%	1.3%
Hispanic	63.7%	63.7%
Multi-Ethnicity	6.9%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	11.1%	11.1%
Unknown	0.9%	0.9%
Female	57.7%	57.7%
Male	42.0%	42.0%
Disability	4.4%	4.4%
Age 19 or Less	23.7%	23.7%
Age 20 to 24	32.9%	32.9%
Age 25 to 29	18.2%	18.2%
Age 30 to 34	9.7%	9.7%
Age 35 to 39	5.7%	5.7%
Age 40 to 49	6.0%	6.0%
Age 50+	3.9%	3.9%

Demographics:

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

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

Since **all** students attending SBVC are required to complete some form of the Matriculation process, the demographic data from spring 2016 to spring 2019 documents the matriculation services reflecting the college’s population. In the analysis of the demographic data, shows that all new students entering SBVC complete some form of matriculation services in regards to orientation and/or Guided self-Placement/ ESL Assessment before registering for any courses. Additional supportive evidence that matriculation is serving the San Bernardino population comes from the Demographic Data (above). The data is serving SBVC student population shows that the Student Success & Support Program is on par to the campus overall percentage. The chart below provides detailed matriculation services provided for all students who enter SBVC.

**California Community Colleges
Chancellor's Office
Student Success Services
Summary Report**

	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
	Directed							
	Service Received							
San Bernardino	31,790	32,480	29,806	28,383	35,649	29,513	33,735	32,876
Credit - Counseling/Advisement Services	9,060	7,129	8,140	8,487	10,111	8,891	9,547	8,946
Credit - Education Plan Services	8,343	12,676	9,169	8,374	9,718	8,704	9,087	9,353
Credit - Initial Assessment Services Placement	2,813	1,532	2,662	1,709	2,800	1,652	2,808	2,682
Credit - Initial Orientation Services	4,389	2,111	3,463	2,695	4,719	2,525	4,364	3,764
Credit - Other Services	7,185	9,032	6,372	7,118	8,301	7,741	7,929	8,131

Pattern of Service:

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

The Student Success & Support Program, subsumed as a component of the Counseling Department, delivers services through the provision of SBVC enrollment information; administration of Guided Self-Placement tool for English, reading, and math and inventory for multiple measures; distribution of Guided Self-Placement results; collaboration with the Counseling Department for new student orientation by way of dissemination of information about access to orientation and academic advisement and online counseling appointment scheduling for course registration and collaboration with the Office of Instruction and Office of Research and Planning on prerequisite/corequisite/ advisory; research and follow-up through the Early Alert System and referrals to Counseling and other student services or academic support programs and/or services for students with unsatisfactory performance. The Counseling Center handles all counseling services and other counseling related support services. Services are available to all students. The Assessment Center is able to accommodate a total of (57) students which can average (114) students daily completing the guided Self-Placement process. Drop-ins are accommodated provided they have completed their application, online orientation, and received the SBVC student

identification number. Provisions are coordinated with DSPS specialist for students with special needs or unique accommodation requirements. These groups of students are those under ESL, DSPS, non-high school graduates, and evening students. Counseling follows after students have completed the Guided Self-Placement process. Counseling services are available everyday starting at 8am-5pm Mondays & Thursdays, 8am-7pm Tuesday's & Wednesdays and 8am-2pm on Fridays. For students attending evening classes and Weekend College, several Guided Self-Placement sessions, orientation, academic advisement, and counseling services are conducted during the peak registration periods including Saturdays. Steps to enrollment information is offered during the entire office hours while the Assessment Center is open. The Assessment Center provides students information about college orientation. Instructions to access on-line orientation are located on the SBVC website and are also available on hard copy in the Welcome Center. The corresponding informational materials are distributed before the administration of the Guided Self-Placement. During the Guided Self-Placement process, the steps to access WebAdvisor are explained in detail by the technicians. Students may complete the orientation from any computer on campus or anywhere else. Commencing fall 2020, the Guided Self-Placement will be offered online and accessible to all prospective students who have completed the online orientation. Students will be given explanation on the importance of the Guided Self-Placement process, tips on student course load, and campus resources & support programs. The Office of Outreach and Recruitment presents the admission process workshop including information on financial aid and other student services as well as academic support. Also at service area high school sites four or five counseling faculty conduct academic advisement, counseling and short-term education planning. These off-site services are intended to increase the college-going rate of our neighboring high schools and streamline entrants' admissions and registration process. It will also provide some relief to the various offices by way of decreasing lines and students wait time for services during peak registration periods. Guided Self-Placement administration to the general student population has been offered almost every day morning and afternoon averaging a minimum of eight sessions per week. In addition to the above programs and services, distance learning students also receive targeted support services as SBVC Counseling Department offers limited online advisement for current SBVC students. To ensure equitable access and success for students our department is moving forward with ConexED, a live online counseling system. The ConexED platform is FERPA, HIPAA and WCAG 2.1 compliant and was designed to replicate in-office student interactions. The video chat platform allows students to meet with counselors on any device, providing a virtual meeting space for scheduled appointments as well as chat and shared virtual lobby for virtual drop-ins. This will allow for equal access and equity of all counseling services to our online students. SBVC matriculation services involves the following services that aim at student success. These services assist students in the following, but not limited to:

- Orientation to college
- Guided Self-Placement
- Developing a course plan for the first semester
- Evaluating coursework from other colleges/universities
- Developing a comprehensive education plan
 - Certificate
 - Associate Degree
 - Associate Degree for Transfer
 - Preparation for Transfer
- Online Advising

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	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes	In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs)

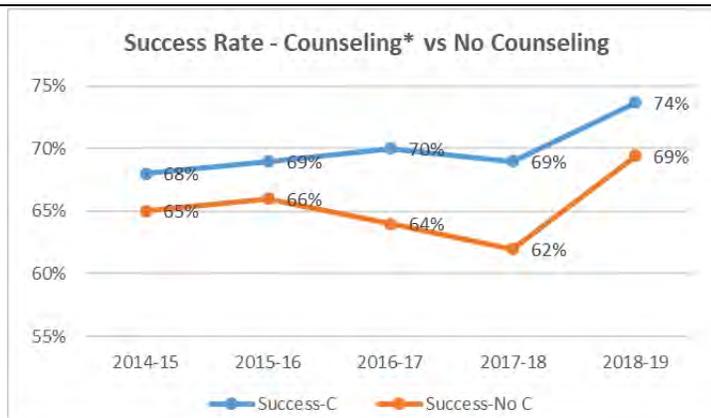
and/or Program Level Outcomes: Continuous Assessment	Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete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

Student Success:

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

The Counseling and Matriculation Department is committed to enhancing college success and career readiness of students in the general population. During the 2014-15 of mandates implementation, the Department conducted an intentional focus on all prospective and new students who were provided core services of college orientation, assessment, counseling, academic advising, abbreviated education plans, and other related services including career counseling and follow-up services. Thus, registration of prospective and new students was contingent on receipt of mandatory services. After 2014-15, these students are required to have an academic goal and course of study or major as well as possess comprehensive education plan and use follow-up services whenever necessary until goal achievement. Starting fall semester of the 2019-2020 academic year AB 705 was implemented at SBVC, which requires California Community Colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. Structures were put in place that ensure that students can engage a curriculum that supports completion of transfer-level English and mathematics/quantitative reasoning in two semesters. New placement policies will place a majority of students directly into transfer-level courses, but any student who is not, must have access to curriculum that allows them to complete transfer level in two semesters. The Counseling Department has collaborated with the Matriculation Officer, English, Math and Reading Department to ensure a smooth transition for all of our students.

Figure 3: Success Rate for Counseling versus no Counseling



In figure 3 the success rate for students meeting with counseling is higher than students not meeting with a counselor, on average 4.8%. This data indicates that counselors are needed to increase success of students.

In 2017-2018 a slight dip of 1% in service utilization is evident, mirroring the decrease as well in general population. This could be due to students having minor issues of the software programs having different logins, such as Canvas vs. WebAdvisor. Issues could also be related to students having difficulty registering.

However, the services that counselors provide does show an increase to the overall success of students. This academic year the Counseling Department served the general population for fall registration and met with 6,608 students for the months of July and August 2019 per the SARS Appointment Attendance Summary Report.

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.

Starfish is the district early warning and student tracking module that is lead through the Student Success & Support Program. Starfish collects information and manages concerns in a way that respects different groups' unique workflows, so that faculty & counselors can engage more deeply with more students. To help the campus scale our outreach efforts, Starfish early alert manages communications according to department and campus program existing workflows and in accordance with FERPA guidelines. For example, a flag may automatically trigger a notification to counselors if the student has not declared a major. Other flags can notify a coaches, program counselors, and faculty. Sometimes a simple automated message to the student is enough to prompt corrective action. All activities are tracked in the student's central, secure, online student folder. Counselors are juggling dozens or hundreds of student issues at any given time. Starfish early alert has given faculty and counselors tools to visualize and prioritize all the different types of concerns so they can diagnose the problems and do their outreach efficiently and effectively, thus contributing to the Success & Retention and Degrees and Certificates Awarded.

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

The Counseling and Matriculation Department’s Service Area Outcome: “Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.” This outcome is listed for Counseling, Matriculation, Student Development, and Assessment. Moving forward the Counseling Department will be working on evaluating and rewriting the SAO at a later time.

Per the Student Area Outcomes Assessment Data Collection Sheet assessed Fall 2018 and Spring 2019, from the Ask a Counselor Questionnaire: assessment methods and criteria, at least 85% of students evaluate their changed level of knowledge from “did not know and knew a little” to mostly knew” to “fully know” after the immersive experience. At least 75% of students plan to make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement.

Figure 8

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement	120	109 (91%)
SAO 2 Statement	120	114 (95%)
SAO 3 Statement	120	120 (100%)

Upon reflection at the onset, sixty-five percent of this group have relatively meager knowledge on the following counseling-related information as ranked according to importance by participants – first, general counseling information; second, AA/AS-T and general education requirements; third, education planning; fourth, financial aid; and fifth, certificate requirements. Knowledge on these areas (SAO 1 Statement) is critical to their educational goal achievement, and ninety-one percent (91%) of the participants demonstrated considerable increase in learning after they underwent this learning modality (see figure 8).

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

- Day/Evening classes
- Online vs on-ground (i.e. face to face/classroom delivery)
- Lower level and upper level courses
- Gateway courses

- Cohort or learning community courses
- Courses relevant to degree or certificate PLOs

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

An analysis of the information and process involved surrounding certificate, degree, and transfer requirements including how their current classes fulfill educational requirements and garnering at least a satisfactory GPA and maintaining a desired GPA, as directly correlative to their goal achievement. While it was hoped that all participants would have decided to follow-up with a counseling appointment, only 95 % albeit a high percentage versus the 75% benchmark, indicated setting out to undergo counseling.

However, all participants (100%) realized the value of the knowledge gained as vitally related to their educational success. These service area outcomes have demonstrated alignment to SBVC’s strategic initiatives of access and student success, and the students’ immersive experience has successfully engendered outcomes beyond the set rubrics. It appears that modification of the assessment tool through inclusion of subset questions about reasons for not seeking counseling may be in order. The reasons sought may further delineate subsequent counseling campaigns for early counseling interventions, or perhaps confirm, that students have been well prepared towards goal completion, or have completed SDEV courses within their first semester and/or possess a comprehensive education plan and have been altogether proactive in self-initiated counseling seeking.

Program Level Outcomes:

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

N/A

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

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by	The program identifies and describes its impact on culture and	In addition to the meets criteria, the program provides data or research that

	the data and information provided.	climate. Program addresses how this impacts planning.	demonstrates the need for additional resources.
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Communication, Culture & Climate:

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

Drafts, summaries, and power points of the Matriculation Plan, services, & goals are often shared and deliberated at the monthly Committee meeting and the counseling department meetings, the Classified Senate and Academic Senate. In addition, the matriculation plan is given to management and college council meetings and associated Student government. Content and data contributions come from the Office of Research, matriculation coordinator, SSSP staff, and lead instructional faculty, counselors, and managers heading up specific SSSP initiatives. In addition, the Student Success & Support Program works closely with instructional faculty by inviting them to speak during the Matriculation committee meetings, consulting with them for course scheduling and offerings for new incoming students, conducting classroom presentations for basic skills courses, and consulting with the departments with initiatives, such as AB 705 and Guided Self-Placement.

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

The matriculation/SSSP Committee through the implementation of program goals that enhance the culture and climate of SBVC:

Goal 1: Maintain Matriculation research data and implement results that assess the effectiveness of matriculation services for students served by the program.

Goal 2: Evaluate and identify Matriculation services and strategies from other community colleges on effective ways to promote student success and completion.

Goal 3: Strengthen matriculation program accountability in support of the Institutional Learning Outcomes.

Goal 4: Provide campus training to faculty, administration, and staff on the delivery and outcomes of Matriculation services.

Describe one or more external/internal partnerships.

The matriculation coordinator, Student Success & Support Program Coordinators, and the assessment center staff actively participate in partnerships with the sixteen feeder high schools by outreach and courses taught at the high school through dual enrollment. In addition, the matriculation coordinator assist with the annual High School Counselor Conference that is geared towards dissemination of information and updates about the following: SBVC’s matriculation process, program offerings, current initiatives, academic and student support services, and other programs.

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

In order to further implement the initiatives listed the Matriculation /SSSP has adopted the following objectives:

Objective 1: Based on the review of student data, evaluate and identify additional Matriculation strategies that promote student access, success, and equity.

Objective 2: Identify two community colleges that have an effective method for promoting success and completion for possible implementation.

Objective 3: In consultation with the Basic Skills Committee and the Student Equity and Success Committee, support the work of the Basic Skills Initiative and the Student Equity and Success Committee goals.

Objective 4: Research and evaluate the use of technology, such as the development and visibility of Online Counseling.

Objective 5: Evaluate for accuracy the tracking of Counseling and Matriculation Services into SARS.

Objective 6: Develop a Matriculation Handbook. The handbook is a resource guide for the Matriculation Committee and overall campus.

Objective 7: Utilize the handbook to provide FLEX workshops, division meetings, deans meetings, and staff meetings to communicate the value and impact of Matriculation services.

Objective 8: Update annually the Student Handbook

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

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

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

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

Professional Development:

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

Members of the Student Success & Support Program formally known as Matriculation often cultivate peer relationships which has been important for keeping up with developments and gaining new perspective and ideas. Members attend regional workshops and trainings with regards to new state initiatives regarding assessment (AB 705) and planning. The Student Success & Support Program committee meet monthly to provide program and department updates and present new ideas that will enhance student experience. In addition the matriculation coordinator attending the following workshops, conferences, & trainings in order to maintain currency in the field;

- SBVC Accreditation Open Forum
- Guided Pathways Mapping Workshop
- Canvas Workshops
- ASCCC Guided Pathways webinars
- CA Zero Textbook Cost webinars
- Monthly department meetings
- Campus Committees
- Department Meetings

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

American Association of Community Colleges Create opportunities for peer networking and interaction at all levels, professional initiatives, dialogue, pertaining to community college and retention. **NODA**, the **Association for Orientation, Transition, and Retention** in higher education involves practice that defines and enriches the fields of orientation, transition, and retention through the dissemination of scholarly knowledge, and the sharing of new and emerging best practices surrounding college matriculation services.

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.

A variety of strategic Matriculation/ SSSP professional development opportunities have been executed and are planned for 2020-2021. This has been one of the greatest ways in which to bring Instructional faculty into the Matriculation/SSSP core services. Professional Development activities have Included:

- Monthly Matriculation/SSSP committee meetings
- AB 705 Launch work group meetings
- Introduction to Early Alert (Starfish) tool to faculty
- Bi-weekly Academic Senate Student Success Updates
- College Strategic Plan Student Success/Student Equity workgroup meetings
- Faculty and staff can request from the Student Success Committee funds to support SSSP Core Services related professional development opportunities
- Professional Learning Communities through the HS Partnership meetings
- Ability for faculty and staff to make requests of the Matriculation/Student Success & Support Program Committee for related SSSP professional development opportunities each semester
- bi-Weekly all counselors meetings/trainings

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

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

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

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

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The mission of the Student Success & Support Program is to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. The program focuses primarily on entering students' transition into college to provide a foundation for student achievement. Matriculation ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

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

The Student Services & Support Program provides quality matriculation services that are essential to the students' overall college success. Likewise, it is committed to enhancing college readiness of all students within the framework of the Student Success Act. Quality is given prime importance by the student's initial introduction to the college via its consistent effort to comprehensively address all student needs and support services. Additionally, the Student Services & Support Program recognizes and appreciates the diversity of our student population. The Student Services & Support Program mission upholds the mission of the college and all its efforts align with institutional goals so that students complete their education either in the certificate, associate degree, and/or transfer.

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

Satisfaction is measured through Figure 12, 13, and 14. Figure 12, *The Student Area Outcomes Assessment Data Collection Sheet*, assessed Fall 2018 and Spring 2019, from the Ask a Counselor Questionnaire: assessment methods and criteria, at least 85% of students evaluate their changed level of knowledge from “did not know and knew a little” to mostly knew” to “fully know” after the immersive experience. At least 75% of students plan to make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement.

Figure 12

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Number of students who Assessed	Number of students who Met the SLO
SAO 1 Statement	120	109 (91%)
SAO 2 Statement	120	114 (95%)
SAO 3 Statement	120	120 (100%)

Figure 13 shows Success Rate from for students meeting with counseling is higher than students not meeting with a counselor, on average 4.8%. This data indicates that counselors play a pivotal role in increasing success of students. The services that counselors provide shows an increase to the overall success of students.

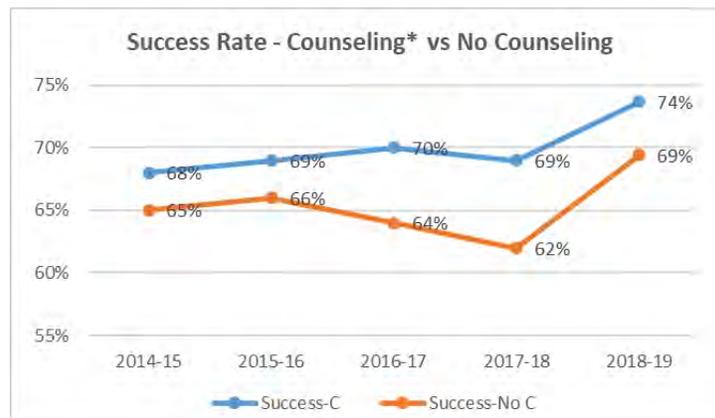
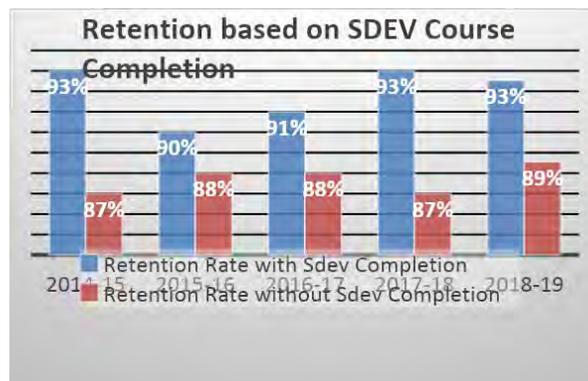


Figure 14 shows the Counseling and Matriculation Department continues to make efforts toward success of all students by providing Student Development courses offered online, using Zero Cost textbooks, courses taught at high schools through concurrent enrollment. The retention rate is consistent and strong with an average 92% retention rate for students completing Student Development courses.

Figure 14



The data from Figure 15 shows that SBVC Counseling Department is on the lower end of the spectrum compared to other Region 9 community colleges for the counselor to student ratio. However, data from this chart may not be accurate due to college websites of general counselors not being listed and/or updated, new hiring from the 2018-2019 school year, and not showing if counselors were working with specialized populations. Another reason the data may be skewed is due to the fact that the California Community College Chancellor's Office lists the total

number of unduplicated students, but not the number of students who are part of specialized programs that are often served by the specialized population counselor. With that same thought only full-time general counselors are mentioned so when special populations and adjunct counselors are included in the study, it is not accurately reflected in the data from Figure 15 which shows the counselor to student ratio. The actual counselor to student ratio would be less for all colleges listed in Figure 15.

Figure 15: Number of Counselors in General Counseling from Region 9 Community Colleges and 2018-2019 Student Enrollment

	*Counselors (FT)	**Unduplicated Students	***Ratio of Counselors to Students
Barstow	3	4,478	1 : 1,493
Chaffey	23	30,534	1 : 1,328
Crafton	7	9,079	1 : 1,297
Desert	8	16,066	1 : 2,008
Moreno Valley	8	15,195	1 : 1,899
Mt. San Antonio	33	66,542	1 : 2,016
Mt. San Jacinto	12	23,358	1 : 1,947
Norco	12	15,280	1 : 1,273
Palo Verde	4	5,948	1 : 1,487
Riverside	21	30,066	1 : 1,432
San Bernardino Valley	16	19,308	1 : 1,207
Victor Valley	10	16,528	1 : 1,653

*Number of counselors came from campus websites

**CCCCO Data Mart 2018-2019

Within the past three years the Counseling and Matriculation Department has been able to increase the number of full-time counselors from twelve to sixteen. With the additional increase, it has allowed for more students to be serviced and reduced the counselor to student ratio from 1:1704 to 1:1207; which brings us closer to the most recent State Academic Senate suggested ratio, reported in 2012, of 1:900. In regard to data, we are unable to assess how many students the department turns away due to availability of counselors. Data is difficult to gather because we do not have a tool to track the number of students who call or come in to make an appointment; and there are no available appointments. Without an adequate tracking system in place, we cannot use the Office of Research, Planning, and Institutional Effectiveness to determine how many students are unable to get appointments, due to the fact that there are multiple reasons a student may not have seen a counselor other than appointment availability.

Relevance and Currency, Articulation of Curriculum:

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

Yes, all information is accurate.

STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP) Student Success and Support Program is a process designed to assist students in accomplishing their educational goals. The process brings the college and the student into an agreement for the purpose of realizing the student's educational goal. The primary purpose of SSSP is student success.

THE COLLEGE AGREES TO PROVIDE: • Admissions application process. • Orientation to the college's programs and services, • Assessment of the student's study skills, English language proficiency, computational skills, goals, career aspirations, academic performance, and need for special services, • Counseling and advisement to develop a Student Education Plan (SEP) and follow-up evaluation of each student's progress in achieving an educational goal.

THE STUDENT AGREES TO: • Express at least a broad educational intent upon admission, • Declare an educational goal by the time the student has completed 15 units, • Attend class, • Work diligently to complete course assignments, • Demonstrate an effort to attain an educational goal, • Meet with a counselor to develop a Student Education Plan (SEP) that will meet his/her unique needs.

Students may be exempt from this requirement upon completion of 30 plus units of college credit or AA/AS, and/or AA-T /AS-T degree. Additionally, career track students with vocational disciplines may apply for an exemption through the Department Chair or Division Dean of the area of study.

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

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

N/A

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

N/A

INSERT CURRICUNET REPORT (If applicable):

Articulation and Transfer

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

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

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given about your program in the catalog accurate? If applicable, list the courses that are no longer offered. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

N/A

Planning: Challenges/Trends/Strengths

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

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

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

- Establish an Accreditation list as well as a list of current/ local community college course equivalencies.
- Discussions at the state level regarding the implementation of AB 705 and database could alleviate cost and lessen the bureaucracy and attendant time on the handling of test results, its interpretation, veracity of documentation, and other related matters. Implementation of this approach to student Guided Self-Placement poses numerous tasks and charges in the establishment of local reliability and validity of results and placements. The migration from current to the prospective state Guided Self-Placement, and time investment of faculty and preparation of students will require extensive collaboration.
- Matriculation has made the enhancement of the early alert program a priority. The early alert system seeks to link student, instructor and matriculation. This new system (STARFISH) allows instructors to notify students & counselors if they are maintaining sub-satisfactory progress, in turn, matriculation then provides the student with a number of referrals based on information indicated by instructors. Matriculation reports are monitored weekly and students are notified upon instructor referral. Furthermore, matriculation aims to create a “follow-up” intervention to the already existing early alert program. Matriculation believes that there needs to be a secondary intervention in place after notifications are sent out. Therefore, matriculation plans to dedicate time in training all counselors to assist with this process.
- To increase the retention, graduation, transfer and success rates of all incoming matriculating students by participating in the orientation process. It will continue to provide nonexempt students and prospective students, on a timely basis, information concerning college procedures and course scheduling, academic expectations, financial aid and other student services available, etc.

- In order to ensure that nonexempt students, students on probation, and students enrolled in basic skills courses participate in counseling & receive assistance in declaring a major and declare a specific educational goal, the Student Success & Support Program will provide quality individualized follow up services i.e. student emails, letters, workshops, etc. This in turn will lead to individual and/or group academic advising and updates to educational plans.

In order to ensure that the academic progress of each nonexempt matriculating student is regularly monitored to detect early signs of academic difficulty, the Student Success & Support Program will effectively utilize the districts adoptions of new Early Alert software (StarFish), providing counseling & referral to specialized student support services.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

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

The Assessment Center is able to accommodate a total of (57) students between and laptops which can average (114) students daily completing the guided Self-Placement process. Campus IT updates software on both PCs and laptops annually.

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

At this time the Matriculation/ Student Success & Support Program does NOT have ANY Specific facility's needs. With the future implementation of the online Guided Self-Placement the assessment Center will be looking into providing additional matriculation services that will offset the high amount of traffic it receives on a daily basis. Further discussion is required with matriculation/ Student Success & Support Program committee. With regards to technology, we recently adopted a new ESL software for student assessment that requires a yearly license, this

has been taken into account for future budgetary planning along with the cost of Starfish and Degree planner annual support and upgrade 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.

SAOs: The program needs to continue and widen regular collection of SAO data and evaluation.
Increase number of student surveys; only 79 surveyed. Need to constantly revise assessment criteria.
Need analysis of assessment.

RESPONSE:

Program Efficacy Team Report (Student Services)

Spring 2020

Name of Department: **Matriculation → Student Success & Support Program (SSSP)**

Efficacy Team: Judy Joshua, Carol Jones, Danny Babin

Overall Recommendation:

Continuation
 Conditional
 Probation

Rationale for Overall Recommendation:

Student Success & Support Program (SSSP), formally known as Matriculation, interfaces with Student Services & the Office of Instruction to support and drive student success. Data provided suggests that counseling visits and Student Development classes show an increase in success and retention rates, respectively. The report points out that the 1: 1,207 ratio of counselors to students at SBVC is the best in the region. The recent increase in the number of full-time counselors from 12 to 16 has allowed for more students to have better access to counseling services. However, more analysis and explanation of the SAO and survey results are needed to understand the productivity of the program and will help allow for more productive future planning.

Communication is mentioned with various campus entities and local high schools but the committee feels there is a lack of mention of communication with our current SBVC students. How do our students learn more about the services, goals and achievements of Matriculation?

Data was not sufficiently disaggregated and was difficult to follow. More data should be collected and elaborated on in future reports. Be cautious of assessments that seem to encompass other assessments or spend time explaining how the additional results (although similar) help lead to more meaningful improvements and changes within the program.

It is recommended that the program provide evidence of planning to help overcome some or all of the challenges that are listed.

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	In addition to the meets criteria, the program’s analysis and plan <u>demonstrates a need</u> for increased resources.

		and retain underserved populations as appropriate.	
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 (Meets): Since **all** students attending SBVC are required to complete some form of the Matriculation process, the demographic data is identical to that of the college's population.

Pattern of Service (Meets): Matriculation is part of the Counseling Department. Services are available to all students. The Assessment Center is able to accommodate a total of (57) students which can average (114) students daily completing the guided Self-Placement process. Drop-ins are accommodated provided they have completed their application, online orientation, and received the SBVC student identification number. In Fall 2020, online Self-Guided Placement will be available.

Counseling follows after students have completed the Guided Self-Placement process. Counseling services are available everyday starting at 8am-5pm Mondays & Thursdays, 8am-7pm Tuesday's & Wednesdays and 8am-2pm on Fridays. Several Guided Self-Placement sessions, orientation, academic advisement, and counseling services are conducted during the peak registration periods including Saturdays. The department is also working to roll out a virtual counseling platform (ConexEd) for secure off-campus counseling sessions on any device.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or	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 is	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes</u>

Student Learning Outcomes	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>	continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	<u>(SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth.</u>
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Does Not Meet
 Meets
 Exceeds

Efficacy Team Analysis and Feedback:

Student Success: (Does Not Meet) The Counseling and Matriculation Department is committed to enhancing college success and career readiness of students in the general population. Starting in the fall semester of the 2019-2020 academic year, AB 705 was implemented at SBVC, which requires California Community Colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. The Counseling Department has collaborated with the Matriculation Officer and the English, Math and Reading Departments to ensure a smooth transition for all of our students.

Data is presented that shows students have ~5% higher success rates with counseling than without counseling.

Starfish is the district’s early warning and student tracking module that is led through the Student Success & Support Program. What Starfish is intended to do is clearly described; however, it would be helpful to have disaggregated data on how effective Starfish has been. For example, it could be helpful to track students who were flagged with Starfish and who therefore met with a counselor vs. those that were flagged through Starfish and did not meet with a counselor. Another point of consideration could be success rates: Are success rates better in classes that utilize Starfish as opposed to classes which don’t utilize this early warning system? How early in the semester is it necessary to initiate a Starfish intervention to its best effect, so that a student is helped in time to persist in a class and pass it? Also, for clarity, it would be helpful for the efficacy report to clearly state how success is defined. Is it passing a certain percentage of classes?

SAOs (Does Not Meet): The program appears to utilize the “Ask a Counselor” Questionnaire as its only method of obtaining SAO data. The “Ask a Counselor” Questionnaire was distributed in Fall 2018 and Spring 2019, and the percentages given for the SAOs (Figure 8) appear to be the combined results of the two surveys. Additionally, the sample size is small: 120 students. Were 60 surveyed in Fall 2018 and 60 in Spring 2019? The committee is concerned that disaggregating such a small sample (120 students over 2 semesters) wouldn’t produce representative results, given how many students are served by Counseling. In the wake of the AB 705 changes, Fall 2019 survey results would have been especially useful, though the “Ask a Counselor” Questionnaire would need to have been revised.

Below is a quote from Section II of the efficacy document in the “Student Area Outcomes: Evidence of Continuous Assessment” section. The quote seems to be referencing a chart or data compilation which was not included in the efficacy document.

“Per the Student Area Outcomes Assessment Data Collection Sheet assessed Fall 2018 and Spring 2019, from the Ask a Counselor Questionnaire: assessment methods and criteria, at least 85% of students evaluate their changed level of knowledge from “did not know and knew a little” to mostly knew” to “fully know” after the immersive experience. At least 75% of students plan to

make an appointment with a counselor to follow-up on information gained; At least 75% of students judged the value of the information gained as related to positive educational goal achievement” (8).

The language in the quote above seems to offer evidence of knowledge gains after an unspecified “immersive experience.” Is this a reference to counseling sessions or the “Ask a Counselor” Questionnaire?

Further, percentages for three SAOs are listed, but the document does not explain what SAO 2 and SAO 3 are measuring. The SAO for the Counseling and Matriculation Department is provided: “Students will demonstrate regulatory, spatial, and procedural knowledge regarding college culture, utilization of counseling services, and practical success strategies within the college environment.”

The following quote, which is additional analysis of Figure 8, seems to be the only instance of disaggregation of data.

“Upon reflection at the onset, sixty-five percent of this group have relatively meager knowledge on the following counseling-related information as ranked according to importance by participants – first, general counseling information; second, AA/AS-T and general education requirements; third, education planning; fourth, financial aid; and fifth, certificate requirements. Knowledge on these areas (SAO 1 Statement) is critical to their educational goal achievement, and ninety-one percent (91%) of the participants demonstrated considerable increase in learning after they underwent this learning modality (see figure 8)” (9).

The quote above is included because it seems to be suggesting that students may have self-reflected in a “before” moment. We are assuming this is one method used to disaggregate students into “before” and “after” groups via an unspecified “learning modality.” The “before” percentage of 65% may represent survey respondents’ self-assessments, while the 91% of participants who achieved the SAO were tested in some fashion or self-reported after their immersive experience/learning modality. The efficacy document is not clear on this point. As in the quote cited earlier, the 65% comes from a chart or data compilation that was not included in the Matriculation efficacy report. We hope a more robust method of disaggregation can occur in the future.

Perhaps the success rate data (counseling versus non-counseling) presented in the beginning of section II could be used in this section.

The department claims that the Counseling Department will be working on evaluating and rewriting the SAO at a later time. Why is this? Is it because many are not able to be measured in meaningful ways, or the department needs SAOs that can be disaggregated? Or are the SAOs the same as the SAOs in the Counseling department?

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

Please explain each of the 3 SAOs that you have data for and then write a sentence explaining what you consider an acceptable pass rate. Also explain how the SAOs are satisfied. If the percentages are below the ideal target then an explanation of how your program plans to increase these percentages or an explanation of why they are low is recommended.

It is recommended that the program include at least two sets of meaningful disaggregated data. It will help to spend more time explaining how the data is meaningful and what its parameters are. We recommend the new SAOs that you are working on be outcomes that can be measured and will produce data from which meaningful planning for future improvements can occur.

The success rates data with and counseling and without-counseling could be used as a form of disaggregated data, depending on what the SAOs are. Was the “Ask a Counselor Questionnaire” distributed in Fall 2019? Going forward, it would be helpful to distribute a revised post AB 705 version to a broad cross-section of students every semester. This will make the disaggregation process more useful. It would be interesting to generate disaggregated data related to AB 705 – perhaps looking at success rates of students that entered a course without meeting the old pre-requisite versus students that enter having met the old pre-requisite.

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

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

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

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

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

Efficacy Team Analysis and Feedback:

Communication (Meets):

Matriculation stated that their plans, services, & goals are often shared and deliberated at the monthly Committee meeting, the counseling department meetings, as well as the Classified Senate and Academic Senate. The matriculation plan is also given to management, college council meetings and associated Student Government. Overall, Matriculation is doing a great job with communication. However, there is no mention of any major communications with the student population of the campus (outside of the student government). Are services being advertised to our current students? How do our students learn about the matriculation process?

Culture and Climate (Does Not Meet): It is not clear how the Matriculation Program seeks to enhance the culture and/or climate at SBVC. Goal 2 lists that it will promote student success and completion. Goal 4 states: “provide campus training to faculty, administration, and staff on the delivery and outcomes of Matriculation services”.

The matriculation coordinator, Student Success & Support Program coordinators, and the assessment center staff actively participate in partnerships with the sixteen feeder high schools by outreach and courses taught at the high school through dual enrollment. In addition, the matriculation coordinator assists with the annual High School Counselor Conference that is geared towards dissemination of information and updates about the following: SBVC’s matriculation process, program offerings, current initiatives, academic and student support services, and other programs.

The program lists 8 objectives they plan to use to implement their initiatives. The program review committee would like to see some elaboration of how they actually plan to implement these initiatives. Can more be done to implement goal 4 -- training of faculty, administration and staff to increase delivery of Matriculation services?

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

The program does a good job of describing its communications. However, it would be helpful if the program could describe its game plan to achieve the four goals and eight objectives that are listed in this section. For example, goal #2, which is included as

part of the response to the “Communication, Culture, and Climate” questions, states: “Evaluate and identify Matriculation services and strategies from other community colleges on effective ways to promote student success and completion.”

How can Goal #2 above be clearly linked to the request for description below? Is Matriculation seeking to develop events that regional community colleges have found to be valuable for students, as measured directly by student success?

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

Each of the goals and objectives could be elaborated upon in this way.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Members attend regional workshops and trainings with regard to new state initiatives regarding assessment (AB 705) and planning. The Student Success & Support Program committee meet monthly to provide program and department updates and present new ideas that will enhance student experience.

In addition, the matriculation coordinator attends the following workshops, conferences, & trainings in order to maintain currency in the field: SBVC Accreditation Open Forum; Guided Pathways Mapping Workshop; ASCCC Guided Pathways webinars; CA Zero Textbook Cost webinars, etc.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program 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 (Meets): The programs mission is one that assists in making the institutional mission possible by enhancing students' college readiness.

Productivity: (Does Not Meet)

Success rates for students with and without counselling is shown with a 4% increase in success for students that receive counselling.

SAO results are shown again here – but still not explained.

Figure 14: Retention rates for students without and with Student Development (SDEV) courses average is about a 4% percentage increase in retention (88% → 92%; please notice that this graph does not start at zero) for those that completed the Student

Development course. The program is commended for showing this retention data, though it's for classes that fall under the purview of Counseling. Additionally, disaggregated success data would also be meaningful—for Counseling.

Figure 15: The analysis of SBVC's and other community colleges' counselor/student ratio seems low compared to other colleges but is still above the 1:900 counselor/student ratio that the State Academic Senate recommended back in 2012. Should this data be in the productivity section or the challenges section? Do we have any plans in place to better measure how well we are serving our students since currently tracking systems are not in place to keep track of which students are unable to meet a counselor that would like to?

According to the Student Success and Support Program Mission Statement, there are five different areas that could potentially be assessed: "orientation, assessment and placement, counseling, academic advising, and early intervention." It is unclear how many of these categories are captured in the "Ask a Counselor" Questionnaire. Additionally, what is the difference between academic advising and counseling? Does counseling encompass academic advising?

Ask a Counselor Questionnaire data is mentioned again, saying that students polled before and after an "immersive experience" believed they had a better level of knowledge but it was not clear what knowledge was being assessed with is survey (how counseling works or the matriculation process?)

Relevance, Currency, Articulation:

Challenges: (Does Not Meet) Implementation of AB 705 and database could alleviate costs and lessen the bureaucracy and attendant time on the handling of test results, their interpretation, veracity of documentation, and other related matters. Implementation of this approach to student Guided Self-Placement poses numerous tasks and charges in the establishment of local reliability and validity of results and placements. The migration from current to the prospective state Guided Self-Placement, and time investment of faculty and preparation of students will require extensive collaboration.

The low ratio of full time counselor/ student ratio should also be addressed in the challenges section.

(STARFISH) matriculation aims to create a "follow-up" intervention to the already existing early alert program. Matriculation believes that there needs to be a secondary intervention in place after notifications are sent out. Therefore, matriculation plans to dedicate time in training all counselors to assist with this process.

What are the actually listed challenges – what is the plan for dealing with challenges?

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

Productivity: please explain how the SAOs results related to productivity. What methods are in place or is your program planning on to address the deficiency in capturing data on all students that are attempting to use services?

The committee also recommends showing disaggregated success data for the SDEV courses as well as the retention rates that are reported.

Challenges: Please include a plan for dealing with your challenges along with the list of the challenges.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Assessment Center is able to accommodate a total of (57) students between and laptops which can average (114) students daily completing the guided Self-Placement process. Campus IT updates software on both PCs and laptops annually.

At this time the Matriculation/ Student Success & Support Program does NOT have ANY Specific facility needs. With the future implementation of the online Guided Self-Placement, the assessment Center will be looking into providing additional matriculation services that will offset the high amount of traffic it receives on a daily basis.

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

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

There was no response to the Previous comment in this section:

SAOs: The program needs to continue and widen regular collection of SAO data and evaluation. Increase number of student surveys; only 79 surveyed. Need to constantly revise assessment criteria. Need analysis of assessment.

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

You need to respond to this “does not meets.” We can see that the number of students assessed has increased to 120 and you still need an analysis of the SAO assessment data. Let us know what the SAOs are. Have the percentages changed over several years? We need to know this to know if changes need to be made.

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

SUBMISSION FORMAT:

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

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

Program Efficacy

2019 – 2020

Program Being Evaluated

Modern Languages

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Nori Sogomonian and Davena Burns-Peters

Extension

X8544, X8983

Names of Department Members Consulted

Yon Che, Micah Martin, José Recinos, Angelina Godwin

Names of Reviewers

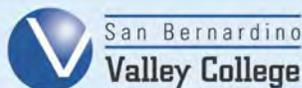
Keynasia Buffong, Robert Jenkins, Todd Heibel

Work Flow	Date Submitted
Initial meeting with department	2/19/2020
Meeting with Program Review Team	2/21/2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0	0	0
Faculty	5	0	017 (11 ASL)
Classified Staff	0	0	0
Total	5	0	17

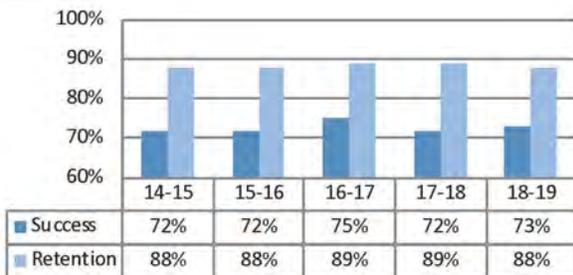


MODERN LANGUAGES — 2018-2019

Description:

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

The Modern Languages Department offers a range of beginning, intermediate, and advanced Arabic, American Sign Language (ASL), French and Spanish courses for non-native, native and heritage speakers. Chinese (Mandarin) 101 and 102 have been developed and will be offered fall 2020. The goal for students is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements including the newly approved SBVC AA-T degree for Spanish. All transfer level courses are articulated with CSU/UC system.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,012	1,943	1,965	2,033	2,013
FTEF	19.33	21.13	20.86	22.33	24.60
WSCH per FTEF	486	427	433	416	372
	14-15	15-16	16-17	17-18	18-19
Sections	63	68	72	74	86
% of online enrollment	11%	18%	15%	14%	16%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment: The data presented is aggregated and includes four disciplines of language. The department reviewed disaggregated data for true understanding. The department, as whole, experienced significant success in 18-19. Success: retention rate of 88% (on par with campus wide), success rate of 73% (7% higher than campus wide) and growth in section offerings (especially in online with ASL). Both success and retention rates have remained steady of the past 5 years in a change of +/- 1% between each year. The department was successful despite a few challenges. Challenge: slight decrease in FTES overall, even though it is only 1.6% drop. There was a decrease in enrollment in French, mid level courses in ASL at high school locations, and lower enrollments in higher levels of Spanish. The lower enrollments impacted the WSCH/FTEF, which had a drop of 10.5%. An additional factor impacting the WSCH/FTEF is the increase in section offerings, a 16.2% increase. ASL online courses contributed to this growth with a 13% increase in online offerings alone. However, the enrollment rate is strong in the online courses. The increase in section offerings on high school campuses is also impacting WSCH/FTEF as these sections tend to be lower overall.

Progress from Last Year's Action Plan:

1. Hire a FT ASL faculty member: Program Needs was written and submitted for review: Position was prioritized, but not hired.
2. Improve overall department success rate to 77%: success rate increased to 73% but did not meet goal.
3. Launch completed SPAN AA-T: SPAN AA-T was launched and approved.
4. Offer 1-2 non-credit courses in ASL: two courses were written and submitted to curriculum but require revisions.
5. Offer Mandarin 101: course was approved by curriculum and is scheduled to be offered Fall 2020.
6. Improve communications with adjunct faculty: adjunct faculty communication has increased, as well as attendance to department meetings. Adjunct faculty are invited to all department meetings, encouraged to participate in conversations pertinent to the department and are invited to subject specific meetings as needed for improvement.

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)

Fall 2019 will be the first opportunity for students to graduate with the AA-T degree in Spanish so until then, we do not have Program Level Outcome success or completion data. Informally, several dozen students have indicated interest in obtaining the AA-T in Spanish and several have announced they meet the requirements per the program description. The Modern Languages Department looks forward to guiding students toward an advanced degree in languages and to pursue a field where multilingual skills are needed and rewarded.

Departmental/Program Goals:

1. Hire full-time ASL faculty to meet the demand of increased offerings and bring FT:PT ratio to 50%. ASL's FTEF is now 4.405 with only 1 full-time faculty position.
2. Improve departmental 5-year average success rate of 72.8% by 1%.
3. Increase success and retention rate of FREN to the point of campus wide average.
4. Write and submit at least two non-credit courses in ASL and SPAN to meet workforce needs.
5. Increase online sections offered in ASL and SPAN to meet student need and increase accessibility of courses.
6. Write curriculum for Italian to increase variety of language offerings.
7. Explore potential Guided Pathway for SPAN AA-T.
8. Strengthen partnerships and relationships with HS programs to clarify goals, purpose, mission with the intent to increase interest and retention of faculty placement.

Challenges & Opportunities:

Challenges

1. Meeting demand for increased course offerings in ASL, specifically online and dual enrollment sections.
2. Hiring full-time faculty in ASL to align with best practice pedagogy and support continued program growth.
3. Ability to offer more online SPAN sections, acquiring more adjunct interested in teaching on-line
4. Manpower to write new curriculum as required to offer more variety in course offerings.
5. Retention and interest of faculty to dual enrollment courses in high school campuses due to student interest and commitment.

Opportunities

1. Consider the experience and ability to teach online courses with all future MLD faculty hiring.
2. Collaborate with Guided Pathways team to determine process of creating pathway for SPAN AA-T.
3. Write Program Needs Proposal for ASL position.

Action Plan: Numbered items below align with the numbers of each departmental goal listed above.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
G1: Submit Needs Assessment Proposal G2: Advertise, attend and promote attendance to training related to student success G3: Promote PD and collaborate with faculty on curriculum best practices G4 and G6: Identify faculty responsible to write curriculum G5: Increase adjunct faculty G7: Meet with GP team G8: Establish open dialogue with stakeholders in dual enrollment G8: Request disaggregated data for dual enrollment sections	Goal 1: see above Goal 2: see above Goal 3: see above Goal 4: see above Goal 5: see above Goal 6: see above Goal 7: see above Goal 8: see above	G1: Funding to hire full-time G2: Prof. Dev. funding G3: Time to meet with adjunct and attend relevant trainings G4 and G6: Time/manpower to write curriculum and possibly content experts G5: Time to advertise, recruit and interview candidates G7: Time resources G8: Established meetings with stakeholders G8: Date from R&D	G1: October 2019 G2: Ongoing G3: Ongoing G4 and G6: By end of Fall 2019 semester G7: Ongoing G8: Ongoing

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Arabic	Campus-wide
Asian	6.6%	3.2%
African-American	7.4%	12.3%
Filipino	1.7%	1.3%
Hispanic	44.6%	63.7%
Multi-Ethnicity	9.1%	6.9%
Native American	0.8%	0.2%
Pacific Islander	0.8%	0.2%
White	28.9%	11.1%
Unknown	0.0%	0.9%
Female	64.5%	57.7%
Male	35.5%	42.0%
Disability	3.3%	4.4%
Age 19 or Less	7.4%	23.7%
Age 20 to 24	46.3%	32.9%

Age 25 to 29	19.0%	18.2%
Age 30 to 34	6.6%	9.7%
Age 35 to 39	10.7%	5.7%
Age 40 to 49	5.8%	6.0%
Age 50+	4.1%	3.9%

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: French	Campus-wide
Asian	2.9%	3.2%
African-American	8.2%	12.3%
Filipino	0.0%	1.3%
Hispanic	71.8%	63.7%
Multi-Ethnicity	7.6%	6.9%
Native American	0.0%	0.2%
Pacific Islander	0.6%	0.2%
White	8.8%	11.1%
Unknown	0.0%	0.9%
Female	50.0%	57.7%
Male	48.8%	42.0%
Disability	3.5%	4.4%
Age 19 or Less	15.3%	23.7%
Age 20 to 24	45.9%	32.9%
Age 25 to 29	18.8%	18.2%
Age 30 to 34	7.6%	9.7%
Age 35 to 39	4.1%	5.7%
Age 40 to 49	2.9%	6.0%
Age 50+	5.3%	3.9%

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: ASL	Campus-wide
Asian	2.6%	3.2%
African-American	9.7%	12.3%
Filipino	1.1%	1.3%
Hispanic	66.5%	63.7%
Multi-Ethnicity	7.2%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.2%	0.2%
White	11.6%	11.1%
Unknown	0.8%	0.9%
Female	75.2%	57.7%

Male	24.6%	42.0%
Disability	7.0%	4.4%
Age 19 or Less	12.2%	23.7%
Age 20 to 24	44.1%	32.9%
Age 25 to 29	20.8%	18.2%
Age 30 to 34	9.9%	9.7%
Age 35 to 39	4.9%	5.7%
Age 40 to 49	4.9%	6.0%
Age 50+	3.1%	3.9%

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Spanish	Campus-wide
Asian	2.5%	3.2%
African-American	7.6%	12.3%
Filipino	1.2%	1.3%
Hispanic	71.2%	63.7%
Multi-Ethnicity	8.5%	6.9%
Native American	0.1%	0.2%
Pacific Islander	0.1%	0.2%
White	7.9%	11.1%
Unknown	0.8%	0.9%
Female	66.2%	57.7%
Male	33.5%	42.0%
Disability	5.0%	4.4%
Age 19 or Less	11.5%	23.7%
Age 20 to 24	44.2%	32.9%
Age 25 to 29	22.3%	18.2%
Age 30 to 34	10.2%	9.7%
Age 35 to 39	5.1%	5.7%
Age 40 to 49	4.2%	6.0%
Age 50+	2.4%	3.9%

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Modern Languages	Campus-wide
Asian	2.7%	3.2%
African-American	8.5%	12.3%
Filipiino	1.1%	1.3%
Hispanic	68.7%	63.7%
Multi-Ethnicity	8.0%	6.9%
Native American	0.1%	0.2%

Pacific Islander	0.2%	0.2%
White	9.9%	11.1%
Unknown	0.8%	0.9%
Female	69.2%	57.7%
Male	30.5%	42.0%
Disability	5.7%	4.4%
Age 19 or Less	11.8%	23.7%
Age 20 to 24	44.3%	32.9%
Age 25 to 29	21.5%	18.2%
Age 30 to 34	9.9%	9.7%
Age 35 to 39	5.1%	5.7%
Age 40 to 49	4.5%	6.0%
Age 50+	2.8%	3.9%

Demographics:

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

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

A review of the demographic data for students enrolled in the Modern Languages Department (MLD) shows both success and need for improvement. The demographic data show an overall pattern of female students (69.2%) outnumbering male students (30.5%). The number of female students increased since the last program review document by 7.5% while the number of male enrolled students remained nearly the same dropping .5%. In the years 16-17 to 18-19, demographic data show the percentage of female students enrolled in language classes is higher than the college average (57.7%), a difference of 11.5%. The comparisons of gender reflect the campus average. There are fewer males enrolled in language classes (30.5%) compared to the college average (42.0%) also 11.5% difference. Two areas that warrant a closer look, due to being lower than the overall campus average, are enrollment of African American students and students in the age category of 19 or less. In terms of the age category of 19 or less, one potential contributing factor may be the actual cycle of the education plan and need for students to complete other GE courses prior to being able to take a language. The department will implement a survey in the academic year 2020-2021 in attempt to gather data to guide decisions for how to recruit more males, African American and ages 19 or less students into the languages. Additional measures to be taken may include increasing the representation of diversity in the course materials provided, as well as developing a flyer or brochure through the lens of diversity to provide awareness of the Spanish AAT and available languages here at SBVC and how they satisfy GE degree requirements.

Consistent with program review cycle 4 years ago, enrollment overall of Hispanic population has increased. As a Hispanic Serving Institution (HSI) both SBVC and the Modern Languages department exceed the 25% distinction making SBVC an HSI. Hispanic and Latino Students enrolled Modern Languages (68.7%) is higher than the campus average 63.7% by five percent. A few potential contributing factors to the overall higher percentage of Hispanic students in languages may include: the offering of the Heritage Speakers Track in Spanish, the bi-lingual student population wanting to improve their overall literacy and a desire to learn more

about the cultural diversity among Spanish speaking cultures and the increased overall growth of the Hispanic student population here on campus.

Last, the demographic data show the percentage of disabled students enrolled in the MLD (5.7%) is higher than the percentage of disabled students enrolled campus wide (4.4%). These two figures were reversed from four years ago because the department works closely with the department of Disabled Students Programs and Services (DSPS) supporting students and promoting programs.

Pattern of Service:

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

To meet the diverse needs of the community and the admissions requirements of four-year colleges and universities, the Modern Languages Department (MLD) offers a variety of beginning, intermediate, and advanced foreign language courses including Arabic, American Sign Language (ASL), French, and Spanish.

The MLD accommodates the scheduling needs of students without compromising the quality or integrity of the program, providing a varied pattern of service by scheduling morning, afternoon, and evening face-to-face classes in all languages. ASL and Spanish are also offered in online and hybrid formats. Working in conjunction with Middle College High School (MCHS) the MLD ensures language classes are offered in the late afternoon so MCHS students can enroll. Most classes are offered for 18 weeks twice a week Monday through Thursday. Some of the Hybrid classes meet on Fridays. The department also offers short term classes, 16 and 13 weeks. The department also offers College and Career Access Pathways (CCAP) and non-CCAP classes at various Inland area high school campuses.

During the Summers, the MLD offers intensive five-week and seven-week Spanish and ASL classes. The Department also offers some short-term courses and has begun a rotation of higher-level courses for example offering ASL 111 in fall and ASL 112 in spring and offering Spanish 103 in fall and Spanish 104 in spring to increase enrollment and offer a steady pattern of service.

The department plans to cycle in Spanish for Heritage speakers (SPAN 157 and SPAN 158) in a similar rotation as SPAN 103 and SPAN 104 during fall and spring consecutively to ensure access to those classes for students planning on completing the AA-T in Spanish.

In addition, the department conducts regularly scheduled pre-requisite challenge assessments for Spanish as a method to ensure students are placed in the appropriate level courses. The department also conducts pre-requisite challenge assessments for American Sign Language with the goal of ensuring students are in the correct level course. Pre-requisite challenge exams are coordinated and advertised with the Counseling Department.

The department is currently developing a Sign Language Interpreting program, this will be a CTE program developed based on local work-force needs. The program is being developed with a specific goal of being offered fully online. This goal is in line with both the SBVC and State Chancellor's Office goals and initiatives.

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

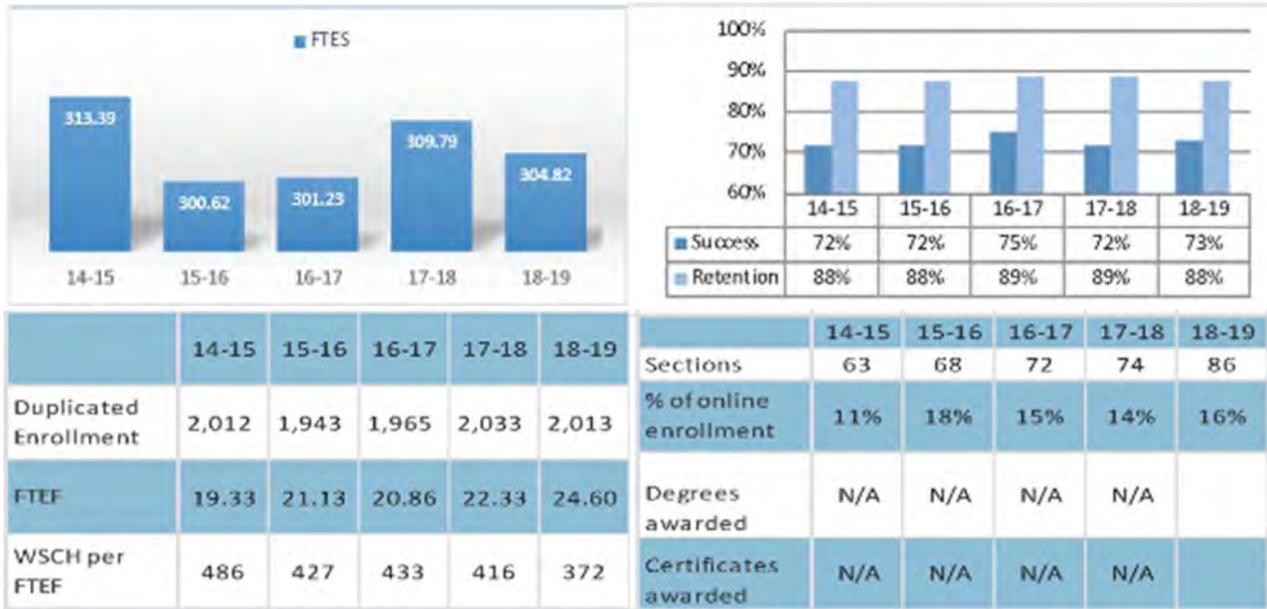
Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

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

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

Student Success:

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



The Modern Languages Department (MLD) 2018-2019 Educational Master Plan (EMP) aggregated data illustrate the department, as a whole, maintains an average success rate of 73% varying slightly from year to year by plus or minus one to two percent. According to the California Community Colleges Chancellor's Office Information Systems Data Mart data, the MLD average success rate is notably higher than the SBVC average of 68.71% for degree applicable courses. The department, in their pursuit of ongoing improvement and excellence, would like to see an increase in the average success rate. The goal is to increase the average success rate over the next four years by 2%. The department will continue to work toward this goal by conducting semester reviews and analysis of Student Learning Outcomes including reflections, attending professional development workshops and sharing best practices dialogue with colleagues. In addition, the department plans to increase student success rates by increasing faculty use of early alert systems i.e. Starfish, referring to students to tutoring and other campus resources. In order to increase the use of the early alert system of Starfish, the department will invite the Starfish representative to conduct a demo at a future MLD meeting as way of earning buy in of the faculty. Additionally, the department will continue to work in partnership with the SI program and seek ways to increase the use of SI in all the languages.

The EMP chart above also shows retention rates are steady at 88% in 18-19 dropping by one percent from the previous two years and on par with campus retention rates. The department has been able to maintain a satisfactory retention rate 88% since last program review efficacy cycle, which is in line with the overall campus retention average of 87.29%. The department attributes this steady retention rate to the established assessment process of reviewing SLO data and the implementation of change as needed.

An overarching contributing factor to the retention and success rates experienced by the MLD may be the more recent revisions of SLOs of all language courses, as well as the content review and revisions completed in the past 4 years. The MLD faculty participate in the content review process and on the curriculum committee, with two department faculty being on curriculum committee, on a regular basis.

Online course offerings are increasing in the department based on student interest and fill rate. Faculty teaching online are being encouraged to complete appropriate training to ensure course quality and adherence to state and federal mandates.

In an attempt to align with the campus strategic goals and initiatives, the American Sign Language faculty has adopted the Zero Cost Textbook for at least one section each semester for all levels of ASL. Zero cost materials have been curated and self-developed by the full-time faculty member. Spanish 104 has also been offered in a ZTC format and has the option to be offered in that format in the future.

The SPAN AA-T was approved effective fall 2019 with the first degree being conferred in the same semester. The department expects additional graduates to receive the AA-T in Spanish fall 2020 as more students are expressing interest. We look forward to promoting the program and encouraging students to take one of the three Guided Pathway options created for this degree.

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.

In an effort to create better balance between transfer and CTE program offerings in the Modern Languages Department and to improve communication, culture and climate, the department has created an AA-T degree in Spanish and has plans to create a CTE certificate in ASL.

With the creation of the AA-T in Spanish the department expects to increase retention rates within the Spanish classes and the overall fill rate of courses across all levels. This is expected due to the courses being directed connected to the AA-T requirements. In addition, completion of third year languages provides students additional points on their application to the nursing program, and other Allied Health programs, both here on campus and others.

The Spanish AA-T offers students an opportunity to transfer to a 4-year university and improve their chances of long-term success by majoring in Spanish and pursuing a career that involves Spanish language and culture. According to Huffpost (2019) a person possessing a knowledge of Spanish stands out in a competitive job market. Students majoring in Spanish have the option of pursuing any career and increasing their income as a bilingual employee. This is true of many jobs including those within the San Bernardino Community College District where county and state employees can earn a monthly stipend for second language fluency. The knowledge of a second language is compatible with any career whether from a STEM field or Humanities. It makes a student twice as valuable.

Based on the work-force demand, as well as the CTE Online Pathways Grant received by SBVC fall of 2019, the need and opportunity to develop and establish a Sign Language Interpreting Program became obvious. The department is currently in the process of developing a Sign Language Interpreting Certificate and Degree. The program is expected to be submitted to the regional CTE consortium by the end of spring 2020. The additional CTE program will also expand student career options.

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

The Modern Language Department’s current Program Map is included below for review.



Modern Languages Program Map

Mapping Guide	These mappings will be used in Program Review:	
	Use an "X" to indicate that a SLO or PLO is a major focus of the course or program. This means the SLO/PLO has a clear connection to the PLO or ILO. SLOs will individually be mapped to PLOs, while an entire course will be mapped to one or more ILOs. This means that Course-to-ILO maps should have at most one "X" per column.	Do not use an "X" if the SLO or PLO is a minor focus of the course or program. While the SLO/PLO is still important, it may not clearly point to a PLO or ILO.

Institutional Learning Outcomes (ILOs)				
ILO 1 Communication Skills	ILO 2 Quantitative Skills	ILO 3 Critical Thinking Skills	ILO 4 Discipline Specific Skills	ILO 5 Personal, Social, Professional Responsibility
<u>Literacy:</u> Reading, listening, observing, speaking, and writing	<u>Mathematical Theory:</u> Understanding mathematical concepts and structures	<u>Information Literacy:</u> Finding, interpreting and evaluating information in print, electronic, and non-electronic media sources	<u>Discipline Theory:</u> Understanding and employing discipline vocabulary, ideas, theories, standards, and ethics	<u>Self-knowledge:</u> Understanding and evaluating personal strengths, weaknesses, biases, and values
<u>Interpersonal Skills:</u> Working with individuals and groups including conflict resolution, and giving/receiving constructive feedback	<u>Applied Mathematics:</u> Applying mathematical skills and numerical data to analyze and solve real world problems	<u>Logical Reasoning:</u> Constructing, supporting, analyzing, and evaluating arguments	<u>Discipline Technology:</u> Using tools, computers, instruments, and equipment relevant to discipline	<u>Goal-setting:</u> Setting goals that are realistic and balance educational, professional and personal life
		<u>Problem Solving:</u> Using evidence-based reasoning to articulate a problem and propose hypotheses or solutions		<u>Cultural Awareness:</u> Understanding and respecting one's own culture, other cultures, and diversity
	<u>Mathematical Visualization:</u> Using graphs, charts, and tables	<u>Creativity:</u> Using creative reasoning for problem solving and personal and social expression	<u>Discipline performance:</u> Working in labs, workshops, clinics, performances, and work experience relevant to discipline	<u>Ethics:</u> Understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility

Program Disciplines: American Sign Language, Arabic, French, Spanish
Department Chairs: Davena Burns-Peters, Nori Sogomonian

Last updated: 3/9/2020

American Sign Language (ASL)	Course-to-ILO Map				
	Use an "X" to indicate where a course aligns with an ILO.				
ASL 109: American Sign Language I	1	2	3	4	5
SLO 1: Students will be able to engage in a basic, comprehensive in vocabulary and grammar, conversation at the end of the course with a minimum of 70% accuracy					
SLO 2: Students will be able to produce a basic narrative, inclusive of level one vocabulary, with correct sign parameters, grammar, structure and syntax with a minimum of 70% accuracy	X				
SLO 3: Students will be able to produce proper nouns with the Manual Alphabet and numbers 1-100 with correct positioning, patterns and shapes with a minimum of 70% accuracy					X
SLO 4: Students will participate in one Deaf event and produce a report on the cultural behaviors and norms observed and experienced at such event					
ASL 110: American Sign Language II					
SLO 1: Students will comprehend a moderately complex narrative, comprehensive of level two vocabulary and grammar, with a minimum of 70% accuracy	X				
SLO 2: Students will produce a moderately complex narrative, inclusive of level two vocabulary and grammar, with a minimum of 70% accuracy					
SLO 3: Students will be able to produce correct finger spelling form, movement and patterns for words of up to 10 letters in length, months, states, provinces and basic lexicalized signs with a minimum of 70% accuracy					X
SLO 4: Students will be able to produce numbers for years, phone numbers, clock time, pricing and cost, and age with correct application of rules with a minimum of 70% accuracy					
SLO 5: Students will participate in two Deaf events and produce a report on the cultural behaviors and norms observed at such event					

American Sign Language (ASL)	Course-to-ILO Map					
	Use an "X" to indicate where a course aligns with an ILO.					
ASL 111: American Sign Language III	1	2	3	4	5	
SLO 1: Students will comprehend the main points of an ASL narrative story, dialogue or prompt, comprehensive of third semester ASL vocabulary and grammar with an accuracy of 70% or better						
SLO 2: Students present a 5-10 minute narrative story or dialogue, demonstrating use of third semester ASL grammar and structure, with an accuracy of 70% or better						
SLO 3: Students will develop increased awareness of Deaf culture and social norms by participating in three Deaf events and presenting a report in ASL comparing and contrasting the cultural behaviors and social norms of the Deaf and hearing communities	X	X			X	
SLO 4: Students will compare and contrast the similarities and differences between Deaf and hearing language, culture, and worldviews						
ASL 112: American Sign Language IV						
SLO 1: Students will comprehend the main points of an ASL narrative story, dialogue or prompt, comprehensive of fourth semester ASL vocabulary and grammar with an accuracy of 70% or better	X					
SLO 2: Students present a 5-10 minute narrative story or dialogue, demonstrating use of fourth semester ASL grammar and structure, with an accuracy of 70% or better						
SLO 3: Students will participate in four Deaf events and present a report in ASL comparing and contrasting the cultural behaviors and norms of the Deaf and hearing communities		X	X			X
SLO 4: Students will conduct research on a chosen contemporary issue within the Deaf community and present the findings in a presentation using ASL as the communication method						

Arabic (ARAB)	Course-to-ILO Map Use an "X" to indicate where a course aligns with an ILO.				
ARAB 101: College Arabic I	1	2	3	4	5
SLO 1: Students will be able to use beginning reading, writing, and listening comprehension skills in the present and past tenses on a comprehensive final exam where 70% meets the minimum learning outcome					
SLO 2: Students can provide a short oral and written description indicating his/her origin, nationality, age and family members, and other level-appropriate topics, where 70% meets the minimum learning outcome	X				X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Arabic-speaking countries through presentations where 70% meets the minimum learning outcome					
ARAB 101: College Arabic I					
SLO 1: Students will be able to use beginning/intermediate reading, writing, and listening comprehension skills in the past tenses on a comprehensive final exam where 70% meets minimum learning outcomes					
SLO 2: Students will demonstrate orally and in writing their understanding of the past tenses, infinitive verbs in Arabic, and other level-appropriate topics, where 70% meets the minimum learning outcome	X				X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Arabic-speaking countries through presentations where 70% meets the minimum learning outcome					

French (FRENCH)	Course-to-ILO Map Use an "X" to indicate where a course aligns with an ILO.				
FRENCH 101: College French I					
SLO 1: Students will be able to use beginning reading, writing, and listening comprehension skills in the present and preterit tenses on a comprehensive final exam where 70% meets the minimum learning outcome					
SLO 2: Students can provide a short oral and written description indicating his/her origin, nationality, age and family members, and other level-appropriate topics, where 70% meets the minimum learning outcome	X				X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of French-speaking countries through presentations where 70% meets the minimum learning outcome					
FRENCH 102: College French II					
SLO 1: Students will be able to use beginning/intermediate reading, writing, and listening comprehension skills in the past tenses and subjunctive mode on a comprehensive final exam where 70% meets minimum learning outcomes					
SLO 2: Students will demonstrate orally and in writing their understanding of the past tenses in French, formal and informal commands, the subjunctive mode, and other level-appropriate topics, where 70% meets the minimum learning outcome	X				X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of French-speaking countries through presentations where 70% meets the minimum learning outcome					

Program Learning Outcomes (PLOs)					
Spanish (AA-T)	PLO-to-ILO Map				
	Use an "X" to indicate where a PLO aligns with an ILO.				
	1	2	3	4	5
PLO 1: Demonstrate proficiency in the skills of speaking, reading, writing, and comprehension of academic, standard Spanish	X				
PLO 2: Develop an appreciation and understanding of the diverse Spanish speaking regions and cultures around the world					X
PLO 3: Prepare to take on advanced coursework in Spanish language and culture and/or transfer to an accredited university as a third-year student with a major in Spanish				X	
PLO 4: Produce accurate written and spoken standard Spanish as a means of communication in a professional setting where Spanish is spoken	X				
PLO 5: Seek opportunities to advance in their knowledge of language and culture such as Study Abroad offerings at the transfer institution					X

Student Learning Outcomes (SLOs)										
Spanish (SPAN)	SLO-to-PLO Map					Course-to-ILO Map				
	Use an "X" to indicate where a SLO aligns with a PLO.					Use an "X" to indicate where a course aligns with an ILO.				
SPAN 101: College Spanish I	1	2	3	4	5	1	2	3	4	5
SLO 1: Students will be able to use beginning reading, writing, and listening comprehension skills in the present and preterit tenses on a comprehensive final exam where 70% meets the minimum learning outcome	X									
SLO 2: Students can provide a short oral and written description indicating his/her origin, nationality, age and family members, and other level-appropriate topics, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Spanish-speaking countries through presentations where 70% meets the minimum learning outcome					X					

Spanish (SPAN)	SLO-to-PLO Map					Course-to-ILO Map				
	Use an "X" to indicate where a SLO aligns with a PLO.					Use an "X" to indicate where a course aligns with an ILO.				
SPAN 101h: College Spanish I – Honors	1	2	3	4	5	1	2	3	4	5
SLO 1: Use beginning reading, writing, and listening comprehension skills in the present and preterit tenses on a comprehensive final exam where 70% meets the minimum learning outcome	X									
SLO 2: Provide a short oral and written description indicating his/her origin, nationality, age and family members, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Spanish-speaking countries through presentations where 70% meets the minimum learning outcome					X					
SPAN 102: College Spanish II										
SLO 1: Students will be able to use beginning/intermediate reading, writing, and listening comprehension skills in the past tenses and subjunctive mode on a comprehensive final exam where 70% meets minimum learning outcomes	X									
SLO 2: Students will demonstrate orally and in writing their understanding of the two simple past tenses in Spanish, formal and informal commands, and the subjunctive mode, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Spanish-speaking countries through presentations where 70% meets the minimum learning outcome					X					
SPAN 102H: College Spanish II – Honors										
SLO 1: Students will be able to use beginning/intermediate reading, writing, and listening comprehension skills in the past tenses and subjunctive mode on a comprehensive final exam where 70% meets minimum learning outcomes	X									
SLO 2: Students will demonstrate orally and in writing their understanding of the two simple past tenses in Spanish, formal and informal commands, and the subjunctive mode, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Spanish-speaking countries through presentations where 70% meets the minimum learning outcome					X					

Spanish (SPAN)	SLO-to-PLO Map					Course-to-ILO Map				
	Use an "X" to indicate where a SLO aligns with a PLO.					Use an "X" to indicate where a course aligns with an ILO.				
SPAN 103: College Spanish III	1	2	3	4	5	1	2	3	4	5
SLO 1: Students will be able to use intermediate reading, writing, and listening comprehension skills in a variety of complex tenses and modes on a comprehensive final exam where 70% meets minimum learning outcomes	X									
SLO 2: Students will demonstrate orally and in writing their understanding of a variety of complex tenses, and modes, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Students will demonstrate deeper knowledge of, and sensitivity to, more complex topics of Hispanic culture, music, sports, literature, politics and government, etc.					X					
SPAN 103H: College Spanish III – Honors										
SLO 1: Students will be able to use intermediate reading, writing, and listening comprehension skills in a variety of complex tenses and modes on a comprehensive final exam where 70% meets minimum learning outcomes	X									
SLO 2: Students will demonstrate orally and in writing their understanding of a variety of complex tenses, and modes, where 70% meets the minimum learning outcome				X		X			X	X
SLO 3: Students will demonstrate deeper knowledge of, and sensitivity to, more complex topics of Hispanic culture, music, sports, literature, politics and government, etc.					X					
SPAN 104: College Spanish IV										
SLO 1: Identify literary genres (poetry, drama, fiction, essays) and express ideas in original paragraphs	X									
SLO 2: Critically analyze Hispanic cultures portrayed in Spanish literature, lectures, discussions and reading				X		X			X	X
SLO 3: Speak, write, read, and comprehend in Spanish at an intermediate level					X					

Spanish (SPAN)	SLO-to-PLO Map Use an "X" to indicate where a SLO aligns with a PLO.					Course-to-ILO Map Use an "X" to indicate where a course aligns with an ILO.				
	1	2	3	4	5	1	2	3	4	5
SPAN 157: Spanish for Heritage Speakers I										
SLO 1: Students will demonstrate the ability to understand and use reading, writing, listening in the present, past and future tenses and subjunctive mood to produce academic and professional output in Spanish on a comprehensive final exam where 70% meets minimum learning outcome	X									
SLO 2: Students will demonstrate orally and in writing their understanding of a variety of complex tenses, and modes, where 70% meets the minimum learning outcome				X						X
SLO 3: Students will demonstrate knowledge of, and sensitivity to, linguistic and cultural diversity of Spanish-speaking countries through presentations where 70% meets the minimum learning outcome					X					
SPAN 158: Spanish for Heritage Speakers II										
SLO 1: Demonstrate improved application of grammar, orthography and register in writing and speaking	X									
SLO 2: Evaluate literary genres (poetry, drama, fiction, essays) and express ideas in original written paragraphs			X			X				X
SLO 3: Demonstrate a deeper knowledge of, and sensitivity to, complex topics of Hispanic culture and literature					X					

The Modern Languages Department continuously assesses Course Student Learning Outcomes and reports them using the SBVC SLO Cloud at the end of each term. Both quantitative and qualitative evaluation of the SLO Cloud Data for three years: 2016-2017, 2017-2018 and 2018-2019 are provided.

It should be noted that full time Spanish faculty met on September 25, 2018 at 3:30 pm - 5:00 pm to revise Student Learning Outcomes for all Spanish courses. Minutes for this meeting are housed in the Canvas Modern Languages Group. The ASL faculty has conducted regular meetings with adjunct faculty over the past four years, specifically looking at and revising SLO and Course Outlines for all levels of ASL.

Arabic and French SLO's were also reviewed and updated at the 9/25/2018 meeting to follow the established format emphasizing outcomes related to reading and writing, oral performance and culture. The expectation of students in Modern Languages courses also align with the American Council on Teaching Foreign Languages (ACTFL) 5 C's: Communication, Cultures, Connections, Comparisons and Communities. (ACTFL.org).

In coordination with the Curriculum Committee Co-Chair, the course outlines of record were updated in Curricunet with all language courses having been reviewed and revised within the last content review cycle. All courses are up to date. This current three-year report reflects previously established SLOs for some courses. The needed change in SLOs for Arabic, French and Spanish were discovered during the campus mapping meeting in fall 2018. The SLO revisions have been submitted and the maps will be updated appropriately. The current course map is reflecting as accurate based on current data.

For this report, SLO data was accessed from the SBVC SLO Cloud and tables were provided for each language taught indicating the number of students assessed, the number of students who met the SLO and the percent of students who met the SLO. The department monitors SLO data submitted regularly for improvement and to increase student success. The data analyzed below is based partly on SLOs that were used before the department revised SLOs for all courses during 18-19 academic year.

A brief summary of faculty reflections from the SLO Cloud 3-year report follow the tables.

	Course SLO Summary		Last 3 years (2016-2017-2018-2019)
ARAB 101	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	78	74	94.87%
SLO 2	78	74	94.87%
SLO 3	78	74	94.87%
ARAB 102	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	37	37	100%
SLO 2	37	37	97.30%
SLO 3	37	36	97.30%
SLO 4	37	36	100%
SLO 5	37	37	100%

ARAB 101

- Several new strategies were implemented including use of formative and summative assessments, quick learning checks on. These implementations resulted in greater confidence by the students. A great improvement in the class performance based on the new strategies implemented.
- Canvas is being utilized to communicate with students and provide supplemental and supporting materials to students.
- Authentic Arabic culture is being integrated in various ways in effort to improve student comprehension. Examples include bringing in authentic food, playing Arabic music and showing Arabic movies. In addition, the SI is a native speaker and provides an environment in the classroom where Arabic learners were able to benefit from them in conversations and improving their pronunciation. This plays an important role in linguistic and culture knowledge development. The interaction between native and non-native speakers of Arabic fosters a learning environment that teaches students about the 5 C's (Community, Culture, Communication, Connection, Comparison) in a way that is not contrived.
- The implementation of the SI program has brought forth many benefits, not the least of providing students authentic language and culture exposure.
- The addition of a 2-hour mandatory lab session may result in improved student performance and greater student support system.

ARAB 102

- New strategies implemented included formative assessment and summative assessments. This provides quick learning checks to find out if students learned and can use specific language elements usually vocabulary or grammar. Summative assessment inspires greater confidence, as students demonstrate to themselves and to me that they can apply the lessons learned in class.
- Attend numerous educational workshops try any new methods
- An Arabic language lab is needed to give the students more access to media in order to practice their learned language more often.
- Continue to use SI Leader as many of the students benefited from the SI service.

ASL 109	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	974	827	84.91%
SLO 2	970	832	85.77%
SLO 3	968	867	89.57%
SLO 4	968	824	85.12%
SLO 5	98	76	77.55%
SLO 6	98	79	80.31%
SLO 7	98	83	84.69%
SLO 8	98	75	76.53%
ASL 110	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	295	266	90.17%
SLO 2	295	267	90.51%
SLO 3	299	244	81.61%
SLO 4	11	9	81.82%
SLO 5	11	9	81.82%
SLO 6	11	9	81.82%
SLO 7	11	9	80.82%
SLO 8	11	9	81.82%
ASL 111	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	93	92	98.92%
SLO 2	98	86	87.76%
SLO 3	98	83	84.69%
SLO 4	39	32	82.05%

ASL 112	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	38	38	100%
SLO 2	40	36	90%
SLO 3	7	7	100%
SLO 4	7	7	100%
SLO 5	7	6	85.71%
SLO 6	7	7	100%

ASL 109

Over the three-year period 38 sections reported and 32 did not. It appears reporting improved once the new FT ASL faculty was hired in 2016FA. Efforts are being made to ensure consistent SLO submission.

Reflections and suggestions from the 28 reflection submissions may be summarized as the following:

- Put extra emphasis and point value to the original storytelling final.
- Use curriculum or self-published videos as part of the receptive tests.
- Continue to utilize the advertising and reminder techniques to improve student success.
- Utilize assessment tools through Canvas.
- Utilize scaffolding techniques and expose students to prompts and sample work in preparation for exams.
- Investigate methods to improve preparation and expectations of high school (dual enrollment) courses.
- Revise midterm to include expressive component.
- Increase in class-participation.
- Review and modify homework assignments to replace the assignments in the current workbook that will reflect more relevant locations and situations.
- Explore ways to improve classroom management.

ASL 110

Sixteen of 22 sections reported regarding ASL 110. Below are data extracted from 11 reflections submitted.

- Consider creating a two-stage deadline for Deaf events to be submitted in an attempt to have at least half of the requirement completed prior to midterms.
- Explore ways to improve student attendance at Deaf events possibly by increasing the number of Deaf events on campus

ASL 111

Four of six sections reported. The following observations and suggestions were offered in reflections:

- Consider the capacity for hybrid format courses to ensure appropriate amount of direct instruction and student feedback.
- Consider creating three separate deadlines to require that students attend events throughout the semester.
- Focus more on students forming relationships with each other earlier on in the semester. This will help them interact in ASL more naturally and attend events together.

- While the number of Deaf events on campus increased, student still struggled with this assignment

ASL 112

All three sections of ASL 112 reported and submitted reflections. Comments include:

- SLO 1- of all the students assessed for SLO 1, all passed the assessment. In fact, all students assessed passed with an 85% or better, which is significantly higher than the 70% minimum.
- Students continue to struggle with completion and attendance to Deaf events despite having been provided with a list of events throughout the semester and having 3 events being held on campus.
- Will continue to encourage student attendance and create a separate location in Canvas highlighting the Deaf Events
- Will consider establishing an InstaGram account to have students follow for advertisement and reminder of events occurring in the community.

FRENCH 101	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	18	10	55.56%
SLO 2	18	10	55.56%
SLO 3	18	14	77.78%
FRENCH 102	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO

French 101

French 101 has one section reporting and six that did not. A new faculty was hired in fall 2018 and recently learned the SLO reporting system and may not have realized it is a semesterly process. Faculty chairs will work with the faculty to ensure SLOs and reflections are submitted. Prior to 2018FA there was no reporting by French faculty.

Per the newly hired faculty, most students were able to show that they could read, write, listen and speak in basic French. Though a few students struggled quite a bit with grammar, they still demonstrated that they had become critically aware of the culture and made clear efforts to participate in class. However, viewing the SLO percentages in the table above, those who met the SLOs is low and the number assessed is low. The department plans to work with French faculty and increase enrollment. One thought is to begin rotating when we offer French, Arabic and Chinese.

French 102

After a long hiatus, one class was offered in 2019SP and no report was submitted. Again, chairs will work with faculty to ensure submission.

SPAN 101	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	1887	1466	77.69%

SLO 2	1594	1420	89.08%
SLO 3	1302	1112	85.41%
SPAN 101H	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	8	8	100%
SLO 2	8	8	100%
SLO 3	8	6	75%
SPAN 102	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	551	463	84.03%
SLO 2	589	564	95.76%
SLO 3	283	233	82.33%
SLO 4	84	72	85.71
SPAN 102H	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	17	16	94.12%
SLO 2	19	15	78.95%
SLO 3	19	17	89.47%
SLO 4	5	5	100%
SPAN 103	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	68	59	86.76%
SLO 2	68	66	97.06%
SPAN 103H	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	4	4	100%
SLO 2	4	3	75%

SPAN 104	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1	19	19	100%
SLO 2	19	19	100%
SPAN 157	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1			
SLO 2			
SPAN 158	# of Students Assessed	# of Students who Met SLO	% of students who Met SLO
SLO 1			

Spanish 101

Over three years 95 sections of Spanish 101 reported outcomes and only 9 were missing. There were 62 reflections and Assessment Methods and Criteria. The department plans to explore ways to get every section reporting SLOs.

Percent of students meeting SLOs for this course is higher for SLOs 2 and 3. SLO two requires speech production and SLO two is related to culture and is often in English. SLO 1 emphasizes biliteracy which is more challenging for students. Typically, in a second language setting, students would struggle more with SLO two, however, a majority of our students enrolled in Spanish 101 are Heritage or Native Spanish speakers and do not struggle with speech production. They do on the other hand struggle with spelling accuracy and with a majority of students of Hispanic background, it is speculated many Heritage students rely on their prior knowledge of Spanish and do not pay as much attention to detail.

Criteria suggested by faculty in their reflections to improve SLO 1 include:

- Emphasize study techniques in class
- Since some content in SLO 1 is not covered in depth and students struggle with it, it was suggested to be removed. Action was taken on this suggestion at the 9/25/18 Spanish faculty meeting.
- Include more writing assessments during the semester as students struggle with it.
- Emphasize final exam preparation
- Continue to encourage students to meet with tutor and/or SI Leader
- Assist SI Leader in preparing workshops for student group tutoring sessions
- Faculty offered Friday workshops to review grammar topics
- Consider a class comprised of only middle college high school students to improve their success

Spanish 101H

Spanish 101H had only one section reporting from fall 2016 which since spring 2020 was the last Honors class offered. The lead department Honors faculty teaches stacked classes of Spanish 101 with Spanish

101H and at the time, using Blackboard, the work became tedious to switch back and forth from class to class and to create to Blackboard shells and navigate through both to record scores and post updates. While cutting and pasting is an option, it gets to be tedious, time consuming work.

In this class there were 8 students enrolled in the Honors section. All 8 met the first two SLOs. Six students met the SLO related to culture. This honors section included excellent students who all performed well on the final exam used to assess SLO 1. Most were Heritage Spanish speakers and could easily complete the exam and pass with a high score. Most errors were in spelling and punctuation.

Reflection for this course was to consider changing the requirements of the culture assignment assessed in SLO 3.

Spanish 102

Over the three-year period Spanish 102 had 24 sections reporting, three sections not reporting and 21 reflections. Interestingly, the percentage of students meeting the SLOs for this course were higher than in Spanish 101 and during this period there were more SLOs. (See summary table above for Spanish 102).

Since this period, the number of SLOs has been reduced to three. Reflections related to the SLOs include:

- Reemphasize final exam preparation even more to increase the passing rates
- Revise sections of the final exam.
- include some changes in syllabus to discourage students from arriving late.
- Request 2-4 days during the semester to take students to a computer lab and work on different activities.
- Make adjustments to writing assignments adding an extra draft
- Emphasize culture assignments and create workshops to emphasize the material; consider returning to student delivered cultural presentations
- Suggest offering Spanish 157 for Heritage students.
- Impress upon students the importance of their assignments and have the SI Leader assist students.
- Consider limiting the amount of time on task for assignments that are simple for Heritage speakers
- Conducted more review and grammar workshops
- Consider changing assignment weights toward their final score.
- Do more in-class writing work
- Further discussion is needed to set the assessment methods and the criteria for "good enough" for the online sections.

Spanish 102H

Two sections of Spanish 102H were offered (2016FA and 2019SP). The large gap in offering is a reflection of the extra work the Honors class requires and the implementation of the new Learning Management System (LMS) Canvas. Also, to remain in compliance with our college catalog the Honors sections have had to be "reignited" which is a good thing for students in the Honors program. Lead Honors faculty decided to keep the Honors courses rather than delete them in the best interest of our students.

The 2016FA Honors Spanish 102 class performed quite well as 93% of them were Heritage Spanish speakers. All but the one second language learner got an A or B on the final exam. Writing is not their strength.

This class was a stacked section with Spanish 102. Reflection upon this class also included offering Spanish 157 to meet the needs of the largely Spanish Heritage/Native speaker students.

Spanish 103

Four sections reported since spring 2017. There was a period where Spanish 103 had not been offered since sections were being cut and the courses were low enrolled. However, now with the AA-T and the Nursing requirement, this course fills more regularly.

The percentage of students who met the SLOs (86.76% and 97.06%) is high most likely for two reasons: 1) By this level students are dedicated and intend to do well and have built a strong foundation in first year Spanish and 2) many are already fluent Heritage/Native speakers of Spanish and can therefore handle the work.

Reflection comments and suggestions include:

- This class should really be 5-unit class because of the complex grammar covered and to align with other neighboring colleges, especially our sister campus, CHC. Note, this change was attempted however our curriculum committee declined the proposal.
- continue to assign an excerpt from Don Quijote for analysis and understanding of the Cervantes' use of reality and fantasy within the selected excerpt since it was well received by students
- Pair Heritage/Native speaker with second language learners
- Explore OER options for this class as it focuses on literature and begin assigning novels, short stories, plays, poetry. Note, this has been implemented spring 2019.

Spanish 103H

One section 100% (4 students) met grammar expectations, 75% (three students) met cultural expectations.

All but one student in the honors section were native/heritage speakers and could reasonably complete the requirements of the course. They all performed with a B or better on the comprehensive final exam. Only one of the three students did not meet the cultural SLO because she fell behind and was unable to keep up with all of the work. Nonetheless, as a native of Guatemala, she was able to bring culture to the class in her own way - yet did not meet the requirements of the assignments.

Spanish 104

This is the last course of a series and previously we had trouble filling the class. For that reason, two sections have been offered: 2018SP and 2019SP. In those 2 sections 19 students met SLOs by 100%.

Reflections and suggestions for this course include:

- Consider other texts to use that include more literature, history, and geography to provide the students the opportunity to improve this area of study
- Add specific grammar sections to strengthen their weak areas.
- Recommend a teacher who has their emphasis is literature teach this class. Note, this has been implemented and the faculty teaching this class is excellent.

Spanish 157

This class has not been taught during the 2016-2017 to 2018-2019 period. The most recent time it was taught was in spring 2015. Since then this class has undergone content review via the curriculum process and significant changes were made. It was reduced from a five-unit class to a four-unit class. There were various iterations of the course before it was finally approved and accepted as a transfer level course as it had previously been. This is a new change and we were able to offer the course this spring 2019. We will be collecting SLO data for this course and offering it during fall as it counts as one of the classes for the AA-T.

Spanish 158

This course doesn't even appear in the SLO Cloud reporting section. It has not been offered in over five years, making us out of alignment with our course catalog. The course did undergo content review and has been updated. It is C-ID approved and counts as a course toward the Spanish AA-T. The department plans to offer this course in the future in spring semester.

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

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

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

Utilizing the SLO Cloud functions data were extracted and exported into Excel spread sheets for specific languages over the three-year period and disaggregated. Comparisons were made on the basis of course level sequences and online versus face-to-face sections for disciplines with online sections, ie, ASL and Spanish.

Arabic Courses	# Assessed	# Met SLO	% Passed SLO Overall
Arabic 101	234	222	95%
Arabic 102	185	183	99%

As could be expected, while fewer students move to the second level of Arabic, SLO success is slightly higher. Typically, dedicated students move forward. The Arabic teacher also makes use of a highly qualified Arabic SI Leader which may aid in increased student success.

Looking at ASL course levels, the following data were extracted:

ASL Courses	# Assessed	# Met SLO	% Passed SLO Overall
ASL 109 combined*	4,272	3,663	86%
ASL 110 combined	925	807	87%
ASL 111 combined	828	298	89%
ASL 112	106	101	95%
ASL 111 & 112 online	338	307	91%
High School	436	330	76%

*Some online ASL 109 sections were offered in this time period but reporting is not showing or was not completed.

As expected, enrollment decreases as the levels advance. All ASL classes combined over the three-year period has a SLO pass rate of 86%. The High School/Dual Enrollment sections have a lower SLO success rate. Potential cause of lower SLO success may be high school students are taking on college level work in conjunction with their high school load, communication with students prior to courses starting and students having limited understanding of expectations of a college level course.

When viewing only the online sections, the rate increases to 91%. The Face-to-Face classes meeting SLO's was also 86% of students meeting the Learning Outcomes.

French Courses	# Assessed	# Met SLO	% Passed SLO Overall
French 101	54	34	63%
French 102			

Unfortunately, comparisons could not be made with French courses because no data were recorded for French 102 since it hadn't been offered. The department has since offered French 102 and comparisons will be analyzed next cycle.

Looking at Spanish course levels, and online versus face-to-face classes the following data were extracted:

Spanish Courses	# Assessed	# Met SLO	% Passed SLO Overall
Spanish 101 combined	4,088	3,494	85%
Spanish 102 combined	1,615	1,432	89%

Spanish 103 combined	144	132	92%
Spanish 104 face-to-face	16	16	100%
Spanish 101 and 102 online	1273	1017	79%
Spanish 157 face-to-face	No offerings		

All Spanish classes combined over the three-year period have an average SLO pass rate of 85%. When viewing only the online sections, the rate drops to 79%. Since 2016 and somewhat by trial and error the MLD Spanish faculty have concluded that the Hybrid classes with 4 –5 meetings per semester were not the best format for our students. For example, in fall 2016 there were 4 hybrid sections of Spanish 101. Two of the hybrid sections had multiple on campus meetings while the other two had 2 meetings: one orientation meeting and one meeting for the final exam. The class with fewer meetings had a higher retention rate. The department decided to offer hybrid classes that met more consistently one time a week along with fully online classes. At this time, the fully online classes have higher completion rates. The department will continue to offer both hybrid and fully online classes.

By comparison, the average of Face-to-Face classes increased by one percent with 86% of students meeting the Learning Outcomes. The discrepancy of 1% is not of tremendous concern, yet the reconsideration of online v. hybrid format will continue to be monitored while we strive to increase student success.

Program Level Outcomes:

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

There are no data provided to date with respect to AA-T PLOS for Spanish. Although one student has earned her degree and shared it with the Modern Languages Department.

The following PLO's for the Spanish AA-T were created and will be evaluated upon student completion of the degree.

- A. Demonstrate proficiency in the skills of speaking, reading, writing and comprehension of academic, standard Spanish
- B. Develop an appreciation and understanding of the diverse Spanish speaking regions and cultures around the world
- C. Prepare to take on advanced coursework in Spanish language and culture and/or transfer to an accredited university as a third-year student with a major in Spanish
- D. Produce accurate written and spoken standard Spanish as a means of communication in a professional setting where Spanish is spoken
- E. Seek opportunities to advance in their knowledge of language and culture such as Study Abroad offerings at the transfer institution

The department will work with the office of Institutional Research and Development to track how many students complete the AA-T and how many students transfer.

The full-time ASL faculty in conjunction with adjunct support is working to create a CTE certificate in ASL Interpreting/Translating. Courses are being written and submitted to curriculum for approval.

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

Climate

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program <u>does not identify</u> data that demonstrates communication with college and community.	The program <u>identifies</u> the 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.

Communication, Culture & Climate:

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

The Modern Languages Department communicates its services in the SBVC Catalog and on the Modern Languages Department Website. MLD Agendas and Minutes are housed in the MLD Canvas site. Goals are communicated to students in course outlines and on a broader level via the EMP reports. Achievements are communicated via relevant campus channels, for example, students honored in Spanish are recognized at an annual initiation ceremony and during the scholarship event. The Modern Languages Department maintains a strong relationship with the SBVC Foundation through membership on the scholarship committee and by selecting awardees for the George Iwanaga Memorial Scholarship and the Aram M. Sogomonian Memorial Scholarship established by the family of a member of the MLD. Honors awarded to faculty are announced via SBVC communication channels. For example, Outstanding Professor awarded to our ASL faculty was announced at Spotighting our Success. Reports of faculty achievements are requested by the division and sent in by faculty members or co-chairs.

The MLD works with the Counseling Department to schedule and announce Prerequisite Challenge Assessment exams and via flyers, emails and class announcements. In fall 2020 faculty worked with

counselors on Guided Pathways for students who will be fulfilling the AA-T Spanish major, as well as provided the sequence of course offerings for ASL. Pathways and instruction sequences will be incorporated and published within the Guided Pathways process.

The department also stays connected with tutoring services and contributes SI Leaders in Spanish, Arabic and ASL. SI Leaders not only assist student with course content, they promote tutoring services and encourage students to continue.

The department plans to work with SBVC Marketing department to create a flyer advertising department offerings.

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

The program is effective in that the 5 full-time members all participate on different committees thus enhancing our reach within the campus. Each member provides committee updates during our department and division monthly meetings. One of our department members co-chairs Basic Skills and another is our DE Coordinator. We also have one faculty senator. Department members plan to continue participating in committees and reporting back and sharing our programs at meetings.

There is active engagement and interaction by ASL faculty in campus events, guest speakers and workshops. The ASL faculty is an active member with the Arts, Lectures and Diversity Committee and has been successful in recruiting presenters to campus on the topics of Deaf Culture, Deaf Awareness and American Sign Language in the Arts. Such events are advertised with the support of the Arts, Lectures and Diversity Committee and through their avenues. Advertisement includes flyers, creation of social media events, direct outreach to classes on campus, direct outreach to surrounding campuses with ASL programs and courses and email distribution. Events have occurred over the past four years once each semester and will continue to be planned. Additionally, the ASL faculty provide on campus language immersion events for students to experience native language use and exposure to native and natural cultural experiences and interactions. These events are promoted across the campus to faculty and student body in the form of email outreach, flyers and in course announcements.

The Modern Languages Department participates in the annual Humanities Day events where the department has opportunity to showcase student work and provide cultural awareness presentations. Humanities Day is a campus wide event targeted to the student population to increase awareness of programs available and career paths for humanities majors.

The Modern Languages Department hosts a Sigma Delta Mu Honors Induction Ceremony. The ceremony is intended to recognize outstanding students in Spanish language and culture and conduct the official membership induction to SDM. Induction into SDM allows the students the ability to enhance their resume/CV. All full-time faculty members attend and participate in the ceremony and inductee family members are also invited. The Sigma Delta Mu honors society is highlighted in a visual manner via a showcase in the Modern Languages Department hallway.

The FT ASL faculty member has been a lead member of the Safe Spaces work group here on campus and is working to establish trainings for faculty regarding Safe Spaces. The goal is to bring increased awareness to the campus regarding the diversity of the student population, specifically the LGBTQ+ community, and provide students with a sense of solidarity from the faculty. The ASL faculty member has participated in external workshops and training regarding Safe Spaces and the LGBTQ+ community. The faculty member has also been involved, at the Senate level, in promoting the campuses responsibility to support the diverse student population appropriately.

The MLD website is maintained regularly and provides information to students, campus body and public regarding courses and programs offered, mission statement, faculty who work in the department and

contact information. The department recognizes the always present ability to improve and will continue to determine ways to enhance online presence.

Describe one or more external/internal partnerships.

External partnerships include CSUSB and UCR Extension. Department member works with CSUSB on annual LEAD event (Latinos in Education Advocacy Days) by promoting student attendance. Department member is a CSUSB Alumni member and attends events and mixers to promote both campuses, including participating in CSUSB Alumni Association scholarship selection committee. Department member completed UCR ITP (Interpreter Training Certificate) in Spanish and maintains contact with adjunct faculty who work in SBVC MLD and UCR Extension ITP. The ASL faculty member co-founded an annual ASL Educators Collaboration Conference in partnership with the Crafton Hills College ASL faculty. This collaboration is hosted annually and is open to ASL educators from secondary, post-secondary, community college, university and private institutions. Additionally, the ASL faculty has developed partnership with a local charter school and has successfully created a matriculation agreement.

Internal partnerships exist with Library, Counseling, Printing Services, English and History. MLD member worked with Library services in 2018-19 to create links on the Library page with Spanish language specific material. Students in literature classes now have easy access to literary works in Spanish, works in translation including side by side translation and other resources. The MLD works with Counseling to schedule and announce language Prerequisite Challenge Exam Assessments. We also worked with counselors to create three possible Spanish AA-T Guided Pathways. The MLD also works closely with the articulation counselor when completing content review and updating course outlines of record or when creating new programs. There are partnerships with English and History since the AA-T in Spanish includes the option of a class in the History department, Latin American History or Chicano history and a class offered in the English department, Chicano literature. The ASL faculty have partnerships established with the DSP&S department for providing support services to the ASL faculty, as well as support to the campus with Deaf presenters and plays. This has proven to be a successful partnership and will remain in place.

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

The department plans to continue to work closely with Guided Pathways and with English and History to create a rotation of classes so students can complete the SPAN AA-T, and other pathways with department courses identified, in a timely manner. There will be communication with English and History to inquire about their rotation of courses which have been included in the AA-T in Spanish.

The department worked with marketing to take faculty photos for the website and plans to work with marketing to create a brochure or flyer for the AA-T in Spanish. Currently, the department does not have a linked social media site but will consider this in future planning.

FT faculty works with adjunct faculty at CSUSB and UCR Extension to stay abreast of program offerings at the two campuses. The department continues to work with the library to schedule orientations for any level class and with counseling to arrange prerequisite challenge exam schedules.

More information needs to be created regarding the Spanish for Heritage Speakers track which includes Spanish 157 and Spanish 158. The Department plans to make more promotional materials as well as communicate with counselors so Heritage Speakers know they can enroll in Spanish 157 without a challenge exam.

Department faculty will be encouraged to attend conferences and programs in the area of diversity and social justice in relation to teaching and advising students. Faculty will be made aware of such events and conferences through email and announcements made at monthly department meetings.

Department chairs will participate in trainings regarding hiring practices and procedures of adjunct faculty. Additionally, they will inquire on best practices used to ensure diverse hiring for future positions.

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

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

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

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

Professional Development:

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

Members in the Modern Languages Department maintain currency by attending conferences, workshops, technical trainings and other related events. Some department members also put on conferences as well as participate in them in various capacities utilizing their language and education skills.

Workshops and presentations that impact the classroom include:

- ASL faculty attended National Deaf Evangelism Conference (Interpreting Conference) in years 2016, 2017, 2018, 2019
- ASL faculty hosted, facilitated and presented at ASL Educators Collaboration Conference a local conference co-founded by same ASL faculty and faculty from CHC in years 2016, 2017, 2018, 2019 and 2020.
- The ASL faculty attended the following conferences in 2019:
 - Online Teaching Conference
 - Southern California Interpreters Conference
 - Can-Innovate Untethered Conference
 - Attended Brown Act Training
 - Institute for the Future
- Other conferences attended by ASL faculty include 2016 Equity and Access for All Presentation,

- Between 2016 and 2019 at least one, and in some cases 2-3 MLD faculty facilitated at the annual SBVC Great Teachers Retreat (GTR). Newly hired faculty participated in the GTR.
- Three FT department members attended various workshops for online teaching including Can-Innovate, Canvas, ConferZoom, Camtasia and Snag-it.
- Three FT faculty have completed level on IOTL (Introduction to Online Teaching and Learning)
- Both PT and FT faculty attended a training for teaching to Gen Z at RCC Corona. Areas emphasized were utilizing applications and online functions to interact with students and enhance engagement in online classes.
- Spanish faculty has served as interpreter/translator for conferences held in Mexico during summer 2015, 2016 and 2018 and during 2015 and 2018 translated two books as lead translator working with a team of Spanish speakers from diverse regions. Working on these two translation projects allows for real time interaction and language exposure.

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

Professional Memberships include but are not limited to:

ASL Faculty: the FT faculty member and two of the adjunct faculty are members of Registry of Interpreters for the Deaf (RID). The Registry of Interpreters for the Deaf is the primary professional organization for interpreters. The organization provides updates on legal changes and best practices in the field of interpreting. Additionally, the organization hosts annual professional development opportunities in the form of conferences and workshops. The department has maintained a membership with American Sign Language Teachers Association (ASLTA) for the purpose of allowing the students of SBVC to participate in the honors program they host. ASLTA hosts a national conference bi-annually with a variety of presentations and workshops on best practices for teaching ASL, updated educational resources, tools to support teaching of ASL and techniques for teaching with and using technology. The ASL FT faculty member has also maintained membership with the local ASLTA-LA chapter, when they are active.

Spanish faculty: Member of MLA and LASA. Members of both the MLA (Modern Language Association) and LASA (Latin American Studies Association) stay abreast of literary trends and cultural presentations that discuss pertinent topics of the target language and culture. Other memberships include: Association of Teachers of Spanish and Portuguese (AATSP) Roger C. Anton Chapter of the Inland Empire, Fulbright Association Lifetime member, University of California, Los Angeles (UCLA) Alumni Association, UCLA Department of Spanish and Portuguese Alumni and Newsletter, California State University, San Bernardino (CSUSB) Alumni Association and CSUSB Alumni Association Scholarship Committee.

A combination of FT and PT faculty are active members in the American Association of Teachers of Spanish and Portuguese, Roger C. Anton Chapter. Faculty members attend and present at annual language and culture workshops provided on a rotational basis at Inland area colleges and universities. Department members also work together with textbook publishers at their presentations related to textbook selection, online Learning Management Systems and specialty areas such as Spanish for Heritage Speakers courses.

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.

Both full-time and adjunct faculty engage in a variety of professional growth opportunities and experiences. Faculty attend workshops and trainings on campus and online. Faculty also participate in independent learning by watching YouTube and other published videos to learn how to use certain tools in Canvas and

different programs / applications. At least one faculty plans to attend ACTFL 2020 to stay current with the trend in the field. Two faculty plan to take IOTL training level 2 in the future.

In terms of program expansion, both full-time and adjunct faculty have participated in the Online Teaching Training here at SBVC. Such training has allowed the department to expand the online course section offerings.

One faculty member attends and facilitates at annual professional/personal development trainings provided by Star's Edge International and The Avatar® Course. Trainings are related to personal growth and improvement in Human relationships and personal integrity. These courses are valuable to enhance employee well-being and wellness. Furthermore, in fall 2017 faculty participated and received a certificate in a 200-hour yoga for teachers training program and Social Emotional Learning (SEL) training. As a result, she was available to fill-in as a substitute and facilitate yoga for employees offered through the Professional Development committee.

On October 3, 2018 Spanish FT faculty attended the SBVC Náhuatl workshop where he made numerous contacts with foreign-language educators and students. The workshop was well-attended and revealed a strong local interest in this historic indigenous language.

On October 6, 2018 Spanish FT faculty attended the MesoNet conference on Sensorial Anthropology in Mesoamerica at CSU San Bernardino.

FT Spanish faculty continue to attend professional/academic conferences and workshops related to linguistics and culture. For example, on November 2-4, 2018, faculty attended an international conference on spirit plant medicines, traditionally used by First Nations peoples, held at the University of British Columbia. The MLD will continue to participate in future professional development opportunities, particularly those that are offered on an annual basis. A few specific opportunities include future Great Teachers Retreats, Online Teaching Conference, Computer Using Educators, as well as others.

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	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p><u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.</u></p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>	<p>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.</p>
Challenges	<p>The program does not incorporate weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning.</p>	<p>The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.</p>

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?

Currently, the MLD mission statement states the following:

The purpose of the Modern Languages Department is to teach languages and culture to a diverse community of learners to meet the needs of a globalized society by instructing and assisting students to be proficient in more than one language. The MLD prepares students to become proficient in foreign languages to meet the occupational and personal needs of students living in a linguistically and culturally diverse society. Learning a second language opens opportunities for students to participate in the global economy and to study abroad. The department offers diversity in language courses, which include American Sign Language, Arabic, French, Mandarin and Spanish. The department offers a Spanish AA-T, which prepares students to transfer to four-year universities.

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

Consistent with the mission statement of San Bernardino Valley College, the MLD strives to provide quality education and support services (e.g., referrals to DSPS, Tutoring Center, and Office Hours, etc.) to assist a linguistically and culturally diverse community of students to meet General Education Requirements to transfer to four-year colleges. In addition to traditional face-to-face courses, the MLD capitalizes on the use of technology such as ConferZoom and online tutorials to provide a quality education. Also aligned with the campus mission

statement, the department provides a variety of language offerings to allow students to participate in and be competitive in a global society, as well be to be more competitive in a global workforce.

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.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	2,012	1,943	1,965	2,033	2,013
FTEF	19.33	21.13	20.86	22.33	24.60
WSCH per FTEF	486	427	433	416	372

Duplicated enrollment from 14-15 to 18-19 only increased by one student. However, FTEF increased by 5.27 and WSCH per FTEF decreased from 486 to 372. While the department has experienced an overall decline in the WSCH, this decline is not unique to MLD and in fact is in line with the overall pattern for the division and campus as a whole. Additionally, the WSCH for MLD held strong and was at or higher than the campus WSCH for years 14-15, 15-16, 16-17 and 17-18. The WSCH for 18-19 fell below the campus and division numbers but is attributed to the increased dual enrollment offerings and higher-level course offerings. Both dual enrollment and higher-level course offerings experienced low enrollments and were allowed to be continued rather than cancelled. The department has experienced a steady increase of FTEF over the past five years. The increase is attributed to a growth in partnerships for high schools/dual enrollment (based on high school interest), as well as the consistent offerings of third and fourth semester classes.

Based on an analysis and in order to increase the WSCH/FTEF in future semesters, the department will be proactive in developing systems to meet their goals. One method will be to utilize the newly available scheduling tool and a visual spreadsheet to prevent course schedule overlaps and utilize available times to the maximum potential. Use of the scheduling tool and visual spreadsheet will allow the department to easily identify gaps in course offerings, limitations with course offerings, options for short-term courses, diverse patterns of service, and saturation of offerings. The department will monitor the newly added time frames and changes with adjustments being made as necessary.

Relevance and Currency, Articulation of Curriculum:

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

The Modern Languages Department has maintained relevance and currency by adhering to the established campus Content Review Cycle and processes and by updating courses to ensure articulation. Two new courses were also written and approved: Chinese 101 and Chinese 102 as well as the newly developed AA-T in Spanish. The courses listed below are all current and relevant with respect to articulation. Two Spanish courses, Spanish 015 and Spanish 016 were deleted since they had no longer been offered and no longer relevant with respect to the AA-T and in general. SPAN 015 and SPAN 016 were elective classes and had previously been taken by students as precursors to Spanish 101 and were not taught as conversational classes. Therefore, the department determined they could be deleted.

Modern Languages is one of the disciplines that has kept Honors offerings in three levels: Spanish 101H, Spanish 102H and Spanish 103H to meet the needs of students who enroll in the Honors program. There was consideration of discontinuing the Honors sections because they had not been offered regularly because of the extra work stacked courses require, however the department decided to keep them in the interest of the students and they are now being offered on a rotational basis.

Course	Status	Last Content Review	Next Review Date
CHIN 101 College Mandarin Chinese I	Active	11/20/2017	11/20/2023
SPAN 101 College Spanish I	Active	11/23/2015	11/23/2021
ARAB 101 College Arabic I	Active	11/05/2018	11/05/2024
FRENCH 101 College French I	Active	10/24/2016	10/24/2022
SPAN 101H College Spanish I - Honors	Active	11/23/2015	11/23/2021
SPAN 102 College Spanish II	Active	11/05/2018	11/05/2024
ARAB 102 College Arabic II	Active	11/05/2018	11/05/2024
CHIN 102 College Mandarin Chinese II	Active	11/20/2017	11/20/2023
FRENCH 102 College French II	Active	10/24/2016	10/24/2022
SPAN 102H College Spanish II - Honors	Active	11/05/2018	11/05/2024
SPAN 103 College Spanish III	Active	11/05/2018	11/05/2024
SPAN 103H College Spanish III - Honors	Active	11/05/2018	11/05/2024
SPAN 104 College Spanish IV	Active	12/09/2019	12/09/2025
ASL 109 American Sign Language I	Active	12/08/2015	12/08/2021
ASL 110 American Sign Language II	Active	05/09/2016	05/09/2022
ASL 111 American Sign Language III	Active	12/08/2014	12/08/2020
ASL 112 American Sign Language IV	Active	12/08/2014	12/08/2020
SPAN 157 Spanish for Heritage Speakers I	Active	11/05/2018	11/05/2024
SPAN 158 Spanish for Heritage Speakers II	Active	12/09/2019	12/09/2025

Articulation and Transfer

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

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

All courses are articulated and transferable. ASL courses as part of a CTE Interpreter Training Certificate are planned to be submitted through curriculum in the fall.

Currency

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

The majority of the information reflected in the current catalog is accurate. A few minor changes were determined necessary. Upon review the department chose to update the discipline descriptions to better reflect current practice. Discipline descriptions have been edited and submitted to the for future catalogs. Revisions to the department descriptions were done in a collegial manner involving all of the department faculty.

Additional changes to catalog information include the addition of the Spanish AA-T. There has also been an asterisk added next to SPAN 101-H with language added regarding the advisory. Previously SPAN 101H had the advisory of “ENGL 015 or eligibility for ENGL 101 and ENGL 101H as determined through the SBVC assessment process.” This advisory has been approved to be removed because given AB 705 the ENGL 015 course is no longer offered so the requirement does not apply.

The catalog inaccurately states SPAN 158 as a prerequisite for SPAN 104. It should list SPAN 157. This change has been requested.

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

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

The courses no longer offered are two conversational Spanish classes: SPAN 015 and SPAN 016. They have been submitted to be removed through curriculum process. The MLD had not offered SPAN 157 in over five years nor SPAN 158. Span 157 is being offered now, spring 2020 and has 19 students enrolled. We plan to offer SPAN 158 in spring 2021.

Planning: Challenges/Trends/Strengths:

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

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

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

The MLD has plans to create a CTE Certificate in American Sign Languages. Courses are being written and will be submitted through campus Curricunet process. An Interpreter Translation certificate in ASL will impact enrollment and offer Inland Empire students a local site for interpreter training. Students obtaining the certificate will be eligible to work in fields requiring interpreting skills.

The MLD also plans to more regularly offer and cycle SPAN 103, SPAN 104, SPAN 157 and SPAN 158 in anticipation of students pursuing an AA-T in Spanish. In an effort to meet this challenge third semester Spanish will be offered in the fall and fourth semester Spanish will be offered in spring. The department will need to improve its advertising effort, so students are aware of the courses and the paths leading to an AA-T in Spanish.

The department will continue to work with and use the campus scheduling tool provided by the VPI office as a way to meet the goals discussed in this document and summarized below.

As students continue to express interest in second language acquisition, the depart intends to continue to offer its most popular classes on a regular basis, ASL 109 and Spanish 101 to offer students diversity of Humanities requirements. As more faculty are trained online, more sections could be offered in that format.

As ASL and Spanish classes continue to fill to capacity, faculty will continue to assess SLOs and PLOs so we can increase success rates at the rate we've proposed. We will continue to assess SLOs and make improvements where needed.

The department will continue to watch enrollment for French and Arabic to determine how many sections to offer or if to rotate these two classes. A third language class, Mandarin Chinese will also be cycled in and monitored to ensure ongoing success.

The department will work with marketing to develop and publish a brochure or flyer to highlight the language course offerings and the newly offered SPAN AA-T.

The department intends to establish a method or identify the avenues in which they can track the success of students who have completed and graduated with the SPAN AA-T. The intention behind the tracking would be to promote the program, invite graduates back to speak with students regarding the benefits of earning the AA-T and to gather information on what improvements can be made to the program at future times.

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:

Describe current facilities:

- a. Classroom space
- b. Access to equipment
- c. Maintenance
- d. Technology
- e. Other

The MLD currently operates primarily using four classrooms NH 340, NH 341, NH 342 and NH 343 for its day, afternoon and evening sections. Classroom space has been adequate until the academic years of 18/19. The ASL program has experienced steady growth and is now limited by classroom space for continued growth. Each semester, an average of two ASL classes are moved to other locations on campus. The challenge in this process is locating classrooms suitable for instruction of a visual language ex: the ability to move table to create an open visual field, the availability of seating without fixed tables to allow for the movement required in ASL. Classrooms are “smart” equipped with computers, screens, projectors and document cameras. If needed, faculty may submit work orders as needed, such as leaky ceilings, technology help requests, tech equipment upkeep. Screens and projectors are accessible. In some rooms there are too many tables and chairs making side dry erase boards inaccessible. NH 342 houses most ASL classes and uses tables with wheels for ease of seating arrangements. Other rooms have table arrangements that block access to boards. NH 343 has tables set up with a center aisle which is helpful to move about the room. NH 340 and NH 341 do not have this same set up. It would be ideal if room set up arrangements could remain the same for all sections. The equipment is not easy to move around in all rooms.

Aside from ceiling leaks during rainfall, the rooms are well maintained. The rooms are well ventilated for the most part, although the ventilation system noise is a big distraction during morning classes as we can hear the rush of activity in the pipes in the ceiling. This loud noise causes a momentary distraction to instruction and is more of an annoyance.

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

The Department has recently agreed on a class cap of 30 students given the amount of work required including presentations, one on one interviews, production assessment and other assignments. With this in mind, it would be best to arrange the tables and chairs in the rooms with a center aisle and space away from the walls. The specific assignment of classroom space would allow the set-up of a classroom to be maintained rather than having other disciplines utilize the classroom space and rearrange. As mentioned above, there is one classroom identified for instruction of ASL and it is used at max capacity each semester. Each semester, ASL courses are moved to other locations on campus and result in classroom assignments that are not always conducive to instruction of a visual and gestural language. Given the growth of the ASL program, the current development of an ASL Interpreting Program and the specific needs for instructing a visual and gestural language, there is need for additional classroom space to be assigned. Additional space could be shared with the spoken language classes as the classroom set-up can be maintained.

The technology is functional for now and will most likely need to be updated in the next 2-3 years. It would be more convenient if all rooms had the flash drive accessible via the screen on the desk rather than having to bend down and access the drive on the PC in the cabinet. Regular maintenance for the screens would be helpful since some of them have marker stains that obstruct the view of the projection.

VII: Previous Does Not Meets Categories

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

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

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Modern Languages

Efficacy Team: **Keynasia Buffong, Robert Jenkins, and Todd Heibel**

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Modern Languages Department has written a comprehensive Efficacy report that reflects a dynamic program attuned to the changing needs of students and society. This is most clearly manifest within the newly created Spanish AA-T Degree, planned ASL Certificate, and forthcoming Mandarin language course sequence. There are no structural and systematic issues within this document. Each section met the stated criteria, and it is clear that the department takes its responsibilities to the community, campus, and its students seriously. The only area of recommendation is to more comprehensively analyze and discuss the disaggregated SLO data. Overall, this is a well-crafted document that demonstrates the importance of this department and its diversity of language programs to our campus and community.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students</u> .	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. 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 – Meets: The department is aware of any discrepancies with campus demographic data. For especially underrepresented cohorts – African Americans, males, and students aged 19 or less – the department intends to conduct a survey, enhance diversity within course materials, and produce an advertising flyer. Overrepresented cohorts, including Hispanic and disabled students, are attributed to the course content (e.g. Spanish heritage speakers and cultural diversity among Spanish-speaking cultures emphases), as well as strong relationships between the department and DSPS.

Pattern of Service – Meets: Although some of the content of this section is well suited for subsequent sections, the department deftly integrates course scheduling and sequencing into its discussion of how students are best served. For example, the department notes how several courses are scheduled to allow students to complete the newly created Spanish AA-T Degree in a timely manner. In addition, the department includes summer semester scheduling, courses offered on area high school campuses, and a diverse range of course delivery methods (e.g. face-to-face, online, hybrid, morning through evening, and Friday course scheduling) within its pattern of service discussion. Finally, the department will soon offer an ASL CTE certificate program focused on students who wish to rapidly enter the workforce.

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

Not applicable.

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

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success – Meets: The department comprehensively discusses student success and retention data, incorporating campus-wide data into its analysis. It includes how past planning has allowed it to attain and maintain a respectable success and retention rate during a five-year period. For example, past SLO analysis, curricular and SLO revisions, adoption of zero cost textbooks, and implementation of the Spanish AA-T Degree are acknowledged as contributing to student success and retention. The department also focuses on planning as a mechanism to improve student success and retention. For example, the department will continue to analyze SLO data, participate in professional development activities, more fully incorporate early alert systems (e.g. Starfish), and ensure that all faculty who teach online and hybrid courses are appropriately trained. Supplemental data include how transfer into four-year institutions and entering the labor force are enhanced with linguistic skills (e.g. solid Spanish and ASL knowledge).

Course SLO Discussion – Meets: The department includes recent course and program maps for Arabic, ASL, French, Spanish, and the Spanish AA-T. Three-year SLO data are provided in tabular format for each course offered within the suite of language programs within the department. Narrative summaries accompany the data tables for each course offered within the department. This provides important insight into departmental decisions to revise course SLOs and curriculum in an effort to improve student success. Where data are lacking, the department provides solid rationale and a plan to collect data in future semesters.

Disaggregated SLO Discussion – Meets: The department specifically disaggregated SLO data on the basis of course level (e.g. introductory and capstone) and content delivery (e.g. face-to-face and online). In addition, selected ASL courses are further disaggregated with a comparison of high school campus and SBVC Campus sections. Because the Spanish AA-T Degree has been available since the fall 2019 semester, there are no longitudinal PLOs to report. The department plans to collect and analyze PLOs within future Program Review and internal documents. While adequate, the narrative in this section is the thinnest within the entire Efficacy report. Suggestions for future Efficacy reports include expanded discussion of discrepancies between introductory and capstone, face-to-face and online, and on-campus and high school campus courses.

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

Not applicable.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication – Meets: While some of this material overlaps with the following “culture and climate” section, the department is currently engaged in multiple channels of communication. This includes internal documents like EMP reports, a department-specific Canvas page, and course curriculum. It also includes communication to the campus at large through SBVC Foundation scholarships, close coordination with the Counseling Department, integration with Guided Pathways, and partnership with tutoring and supplemental instruction (SI) services. In addition to a catalog and website presence, the department plans to coordinate with the SBVC Marketing Department to develop an advertising flyer.

Culture and Climate – Meets: Full-time faculty within the department are active members in a variety of on-campus committees and leverage this membership to enhance the visibility of the department. Clear linkages with campus culture and climate are manifest within this section. Beyond department- and division-level meetings, the department sponsors, hosts, and advertises high-profile deaf culture and awareness events each semester, actively participates in annual Humanities Day events, hosts the Sigma Delta Mu Honors Induction ceremony, and co-leads the Safe Spaces working group.

Internal and external partnerships are amply demonstrated. For example, internal partnerships with English, History, Library, and Counseling programs neatly dovetail with Spanish AA-T Degree, ASL, and Guided pathways initiatives. External partnerships with CSUSB and UCR Extension provide SBVC students with pathways into four-year transfer institutions. Dialogue with on- and off-campus high school, community college, and university faculty is also maintained within these partnerships. Discussion of ongoing collaboration with the SBVC Marketing Department and plans for social media advertising should also be included within the “communication” section of this document.

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

Not applicable.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Faculty Currency – Meets: ASL and Spanish faculty have facilitated and hosted numerous on- and off-campus workshops and training sessions that benefit faculty, students, and community members. These include not only discipline-specific training but also more global pedagogical and technological skill development.

Professional Organization Membership, Professional Growth, and Future Opportunities – Meets: In particular, the two largest programs within the department, ASL and Spanish, have full- and part-time faculty who belong to a diversity of professional organizations. Far from being passive members, these faculty not only attend but also present at local, regional, state, national, and international conferences and workshops. In terms of professional development, faculty participate in a compelling array of training that includes online teaching, emotional intelligence and mental wellbeing, intersections with anthropology, and current and future collaborations with the annual SBVC and CHC Great Teachers Retreats.

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

Not applicable.

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links	

		clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program 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 and Purpose – Meets: The department has a comprehensive, meaningful mission and purpose that clearly aligns with that of the college. Although mentioned in a subsequent section, as well as EMP document, the addition of a Mandarin-language sequence is laudable and integrates well within this section.

Productivity -Meets: The department identifies strengths and weaknesses within this section. Rather than merely attributing recent enrollment, FTES, and efficiency (WSCH/FTEF) declines to overall division and campus trends beyond their control, the department attributes some of the discrepancy through course scheduling. For example, several high school campus sections were severely under-enrolled, thereby negatively impacting enrollment, FTES, and efficiency. In addition, the department plans to utilize enrollment-trend data to more efficiently schedule courses that meet actual student needs.

Relevance, Currency, and Articulation – Meets: The curriculum for all courses within the department is current. The department has also written new curriculum for its recent Spanish AA-T and forthcoming Mandarin language sequence. Several courses have been deleted, and an ASL CTE certificate is in the planning stages. As it concerns the college course catalog, the department has been proactive and has updated discipline descriptions, the newly created Spanish AA-T Degree narrative has been added, and course advisories and prerequisites have been addressed.

Planning for Challenges and Strengths – Meets: The department’s ambitions are clearly articulated within this section. Not only has the department launched the Spanish AA-T Degree, but also it is also planning to launch a CTE certificate in ASL. Furthermore, the department plans to recruit students and facilitate success through advertising and offering a coherent sequence of courses. Longitudinal tracking of AA-T graduates is proposed and includes inviting successful students back to the SBVC campus to provide testimonials. Arabic, Mandarin, and French course enrollment data will be assessed, such that these courses will be offered at times of greatest student demand. More globally, SLO and PLO data will continue to be monitored and assessed in order to inform course scheduling and curricular decisions.

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

Not applicable.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Facilities – Meets: The department provides a satisfactory description of the physical classroom and technology attributes and limitations. While the physical and technological facilities are largely deemed as adequate for current needs, it identifies necessary growth, including the need for dedicated classroom space. Primary limitations include lack of furniture mobility that creates impediments to teaching. This includes lack of access to whiteboards and computing and related presentation technology. The department has mandated class caps that ameliorate some of the facility- and pedagogical-related issues.

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

Not applicable.

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

There were no “does not meets” identified within the previous Efficacy team report.

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

Not applicable.

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

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

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

Program Efficacy

2019 – 2020

Program Being Evaluated

Music

Name of Division

Arts & Humanities

Name of Person Preparing this Report

Margaret Worsley

Extension

8999

Names of Department Members Consulted

Matie Scully, Leticia Hector

Names of Reviewers

Kay Dee Yarbrough, Kenny Melancon, Johnny Roberts

Work Flow	Date Submitted
Initial meeting with department	January 30, 2020
Meeting with Program Review Team	February 11, 2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	0	0	0
Faculty	2	14	0
Classified Staff	0	0	1
Total	2	14	1

PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019: [Direct link to 18-19 Music EMP here](#)

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Music	Campus-wide
Asian	3.0%	3.2%
African-American	14.9%	12.3%
Filipiino	1.8%	1.3%
Hispanic	58.0%	63.7%
Multi-Ethnicity	7.5%	6.9%
Native American	0.3%	0.2%
Pacific Islander	0.3%	0.2%
White	13.4%	11.1%
Unknown	0.9%	0.9%
Female	52.2%	57.7%
Male	47.4%	42.0%

Disability	7.0%	4.4%
Age 19 or Less	11.0%	23.7%
Age 20 to 24	45.1%	32.9%
Age 25 to 29	20.4%	18.2%
Age 30 to 34	8.5%	9.7%
Age 35 to 39	4.7%	5.7%
Age 40 to 49	5.1%	6.0%
Age 50+	5.2%	3.9%

Demographics:

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

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

According to the Demographics Table provided, population of the Music Department continues to clearly demonstrate a reflection of the college’s population, and the department does not foresee any serious areas of concern. The data from the table above shows a close alignment between Music Department demographic numbers and campus-wide numbers. The top three ethnic groups our department is serving (Hispanic 58%, African-American 14.9%, and White 13.4%), are also the top three groups represented campus-wide.

The Music Department is showing to have served 52.2% Females and 47.4% Males. Clearly we are serving more females than males, however we are closer than the campus-wide numbers (57.7% Females and 42% Males) to an even split between the two. Our percentage of disabled students is higher than those campus-wide (Music 7%, Campus 4.4%). We also show higher than campus-wide numbers in the ranges of Ages 20-24 (Music 45.1%, Campus 32.9%), Ages 25-29 (Music 20.4%, Campus 18.2%), and Ages 50+ (Music 5.2%, Campus 3.9%)

The Music Department shows an increase from the last 2016 Efficacy Report in three demographic areas: Filipino (2016 0% vs 2020 1.8%), Hispanic (2016 55% vs 2020 58%), and White (2016 12.3% vs 2020 13.4%). The other groups (Asian, African-American, Native American, Pacific Islander) show a decrease in Music Department demographic. Though this decline does not exceed 3% in any one demographic area, the decline proves a need to increase our Music demographics in these areas.

The Music Department hosts a variety of on-campus concerts and events, which serve to recruit and retain all demographics of SBVC students and potential students. A High School Honor Band, collaborative concerts with local feeder high schools, Summer Band, canvassing at local High Schools, guest conducting at District Honor Band, guest conducting at High Desert Honor Band, a booth set up at Drum Corps event, and several others are examples of these efforts. We also use Dual Enrollment Music courses to recruit local high school students into the department.

After an unofficial analysis of all Music Faculty (part-time and full-time), the Music Department has determined we need to apply a conscientiousness in demographics of the Adjuncts we hire. Consultation with HR and their resources regarding this would be an appropriate next step.

Pattern of Service:

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

The Music Department is mindful of providing access for all students without jeopardizing the integrity of our curriculum. The department is aware that all of our students are not able to attend traditional time blocks on campus, and as a department continue to offer a variety of scheduling options. Thus our curriculum is taught in various learning environments and offered at various times, which include traditional face-to-face classes (morning, mid-day, and evening offerings), various late start schedules (5-, 7-, 14-, 16-, and 18-week offerings), hybrid, and online courses. Providing our students with a variety of options, creates more access to students who otherwise may not be able to enroll in our classes.

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

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

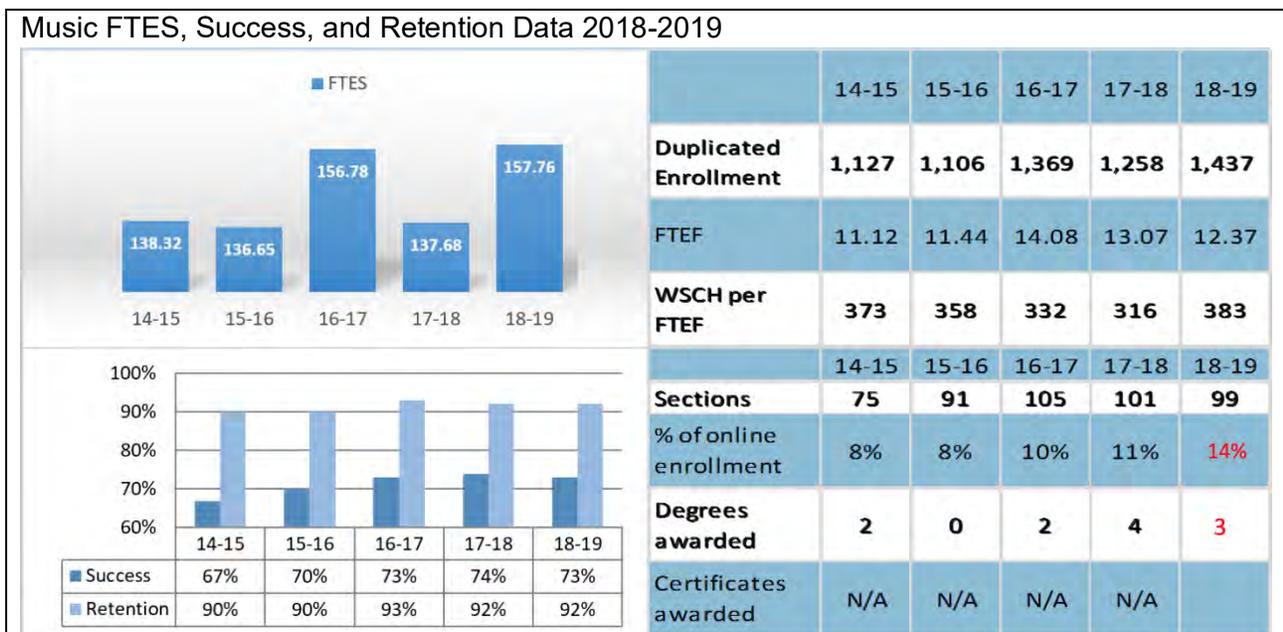
SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback,	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>

	and/or connection to area services is missing or incomplete .		
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program has not demonstrated that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.

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”)



Music reached a 5-year high of FTES in 2018-2019 at 157.76. Campus-wide FTES went down (9637 to 9311) however this was not felt in the Music area. Duplicated enrollment is up from last year (17-18= 1,258 to 18-19= 1,437), and FTEF decreased from 13.07 to 12.37. This seems to be a trend as it dipped between the 16/17 and 17/18 years as well. WSCH per FTEF however increased from 316 to 383. This is possibly due to the addition of online classes. A campus goal of WSCH may have been set for 525, however this is unreasonable for a department such as Music because of our smaller classrooms. Music reduced the number of offered sections from 101 in 2017/18 to 99 in 2018/19. Part of this was a necessary “clean up” of classes that hadn’t been offered in several years. Online enrollment increased from 2017-2018 (11%) to 2018-2019 (14%). This is encouraging and we will continue to strive for more online offerings. From 2017/18 to 2018/19 degrees awarded reduced from 4 to 3. Success rates reduced slightly from 74% to

73%. This figure is still above the campus-wide success rate which was 66% last year. Retention rates have stayed strong (92% for 2018-2019).

The top five goals of the Music Department from its latest 2018-2019 Educational Master Plan included: 1. Increase staffing, 2. Increase hiring Adjunct faculty, 3. Continue to expand online offerings, 4. Increase face-to-face offerings, and 5. Continue to expand the Instrumental Music program. Within the last year, Music has offered new courses in Jazz Improvisation & Theory, and History of Hip-hop; and hired two new Adjunct faculty in the areas of World Music, Music History and Literature, Applied trumpet, Jazz, and Applied woodwinds. Music continues to increase offerings of online classes, as well as off-campus Dual Enrollment classes at our local High Schools. Music has also experienced positive results of the Promise Program, department-wide. Also, as of March 2020, there has been new permanent budget line item added for a part-time Accompanist. This is a huge goal met, as the need has been prevalent for at least 15 years. The EMP data received mirroring student enrollment, success rates, offered classes, and more (as indicated in the chart above, and summarized below) reflects a generally positive long-term trajectory, with some challenges.

Music Department Goals include long-term and short-term goals. Top priority at the time of our Educational Master Plan (EMP) was to increase staffing, specifically with an Accompanist. Our Music Department is not completely aligned with the University undergraduate experience, in that students are not working one-on-one with an Accompanist. Of the 15 local Colleges and Universities surveyed which offer a degree in music, 100% provided accompaniment for Jury Exams, Recitals, Concerts, studio instruction, and ensemble rehearsals. Accompaniment positions have been institutionalized for decades at these schools. Music will continue to increase hiring Adjunct faculty—enrollment is rising (1437 in duplicated enrollment, the previous year was down (1258 for 17-18: which is an approximate 20% increase in enrollment). The goal is to teach every Music Major, regardless of instrument, who comes to us. With more Adjunct faculty we can have specified applied instruction with specified instruments (i.e. trombone faculty teaching trombone students, trumpet faculty teaching trumpet students, etc.). We have increased online enrollment (up to 14% from 11% in 2017-2018) and want to continue to expand online offerings. The percentage of online enrollment has been increasing steadily over the last four years (8% in 15-16, 10% in 16-17, 11% in 17-18, and 14% in 18-19). Our Department goal would be a 20% online enrollment within the next 2-3 years. Music aims to increase face-to-face class offerings—with a 5-year high of FTES at 157.76, we are growing. Music will continue to expand the Instrumental music program. With such a high retention rate in the department (sustained at 92% over the past two years), we are confident new course offerings will continue with good numbers. Other Music Program goals include increasing the number of declared Music Majors, increase Department enrollment (FTES), expand instrumental performance ensembles (Jazz Ensemble, Guitar Ensemble, Brass Ensemble), move toward offering Certificates, and increase visibility in the community.

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.

There are several standards in the field of Music which contribute to the success of our students. Some of these include:

- Musicians are frequently employed in a variety of locations and industries. These include theme parks such as Disneyland, dinner theatres, cruise lines, restaurants, churches, military bands, and educational institutions in addition to more common organizations such as Symphonies, and Bands.
- Every feeder high school in the San Bernardino School District has a music program. In the San Bernardino Unified School District there are 42 Elementary Schools, 11 Middle Schools, and 9 High Schools which all offer music in their curriculum. This indicates the music education culture of San Bernardino is alive and thriving. While a study has not been done (to the knowledge of our Department) on the prevalence of music across the Inland Empire, anecdotal evidence shows strong Music programs (Elementary through Higher Education) in Riverside, Redlands, the High Desert, Rialto, Rancho Cucamonga, and essentially every city in San Bernardino County. The demand for well-educated Music Teachers is high in the Inland Empire.
- Children who study music tend to have larger vocabularies and more advanced reading skills than their peers who do not participate in music lessons (Arete Music Academy. "Statistical benefits of music in education." Arete Music Academy. Accessed July 17, 2014).
- Regardless of socioeconomic status or school district, students (3rd graders) who participate in high-quality music programs score higher on reading and spelling tests (Hille, Katrin, et al. "Associations between music education, intelligence, and spelling ability in elementary school." Adv Cogn Psychol 7, 2011: 1–6. Web. Accessed February 24, 2015).
- Schools that have music programs have an attendance rate of 93.3% compared to 84.9% in schools without music programs (The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education. Accessed February 24, 2015).
- Students in high-quality school music education programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community (Nature Neuroscience, April 2007).
- Cognitive and neural benefits of musical experience continue throughout the lifespan, and counteract some of the negative effects of aging, such as memory and hearing difficulties in older adults (Parbery-Clark A, A.S., Kraus N. , Musical Experience and Hearing Loss: Perceptual, Cognitive and Neural Benefits in Association for Research in Otolaryngology Symposium. 2014: San Diego, CA).
- Research shows that music activities (both music listening and music making) can influence older adults' perceptions about the quality of their lives. Some research has examined the effects of music listening on biological markers of health and subjective perceptions of wellbeing. Other studies on the psychological and social benefits associated with music making activities have demonstrated that participants often place considerable value on these "nonmusical" benefits of music activity (Coffman, D. D. 2002. Music and quality of life in older adults. Psychomusicology, 18, 76-88).

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

Student Area Outcomes: Evidence of Continuous Assessment

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection,

evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning. Refer to EMP.

Examples of evidence could include the following:

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

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

On May 13, 2019, the Music Department had 34 courses approved through the Curriculum Committee on a consent agenda as part of updates and content review. These courses included: MUS 100, 101, 104, 105, 106, 107, 117A, 117B, 117D, 121, 121H, 122, 122H, 123, 124, 130, 131, 133, 134, 134B, 135, 141x2, 150x4, 152x4, 153x4, 156x4, 158x4, 162x4, 166x4, 170, 171, 180, 222, and 241x2.

Upon reflection from our EMP demographic numbers, the Music Department has expanded its curriculum to include a History of Hip-hop Music course. This class (MUS 108) is scheduled to be offered for the first time in Fall 2020. The general Department consensus is that this genre better reflects the goals and interests of student populace we serve.

There are two grants that have been written within the last four years, both funded by the City of San Bernardino Arts Council. In 2017 we were awarded \$25,000 for the supplemental purchase (local Program Review process contributed \$48,000) of musical instruments to start an instrumental music program here at SBVC, specifically, for Concert Band instruments. Then in 2019 we were awarded \$48,000 in funds to purchase instruments for our budding Jazz program. We applied for these funds after assessment of need for the Department.

As mentioned in our 2018-2019 EMP, last year our online enrollment was at 11%, now Music is at 14% of online enrollment. This is encouraging and we continue to strive for more online offerings (which presently include MUS 100, MUS 104, MUS 105, and MUS 106), support online faculty training to full-time and adjunct faculty, and explore future online possibilities (i.e. research on Lab components for potential online Theory & Musicianship course, consider creating an online certificate for a new Commercial Music area, etc.).

Below is the updated Course Map for Music, which has been shared with SLO Faculty Lead.

	Music AA Degree	Students will demonstrate an understanding of the history of musical styles and genres.	Students will demonstrate an understanding of music fundamentals and theory.	Students will acquire knowledge of the social and cultural relevance of music.	Students will demonstrate basic technical proficiency playing a musical instrument.	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.
CLASSES						
MUS 101			Applies			
MUS 101L			Applies			
MUS 102			Applies			
MUS 102L			Applies			
MUS 121		Applies				
MUS 121H		Applies				
MUS 122		Applies				
MUS 122H		Applies				
MUS 133					Applies	
MUS 201			Applies			
MUS 201L			Applies			
MUS 202			Applies			
MUS 202L			Applies			
MUS 141x2						Applies
MUS 241x2						Applies
MUS 150x4						Applies
MUS 152x4						Applies
MUS 154x4						Applies
MUS 156x4						Applies
MUS 158x4						Applies
MUS 162x4					Applies	
MUS 166x4					Applies	
MUS 170x2					Applies	
MUS 171x2					Applies	
MUS 180					Applies	

The above Course Map includes the newest courses on the degree, specifically the ensembles of Concert Band (MUS 166), Wind Ensemble (MUS 162), Jazz Improv & Theory I (MUS 170), Jazz Improv & Theory II (MUS 171), and Instrumental Chamber Music (MUS 180).

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

- Day/Evening classes

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

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

The Music Department has analyzed a few relevant disaggregated SLO data sets, including Online classes vs. Face-to-face, and Late-Start classes vs. 18-week (on time). This data is not completely accurate, as it should be noted there were at least 30 different classes over a 3-year period which did not report SLO data (an issue that is addressed below as a separate but important point of “needs improvement”). Of the data collected, the Table below shows disaggregated numbers and SLO success rates of Online classes vs. Face-to-Face classes in the Music Department.

Online vs Face to Face			
ONLINE	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	193	230	84%
Spring 2018	182	190	96%
Fall 2018	288	318	91%
Spring 2019	226	280	81%
Fall 2019	138	144	96%
FACE-to-FACE	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	633	761	83%
Spring 2018	617	664	93%
Fall 2018	780	902	86%
Spring 2019	476	559	85%
Fall 2019	649	770	84%

One point worth making after analyzing the above is that success rates between these two components trades off from semester to semester (i.e. Fall 2017 online SLO success rates were 84%, with Face-to-Face at 83%; however Spring 2019 shows online SLO success rates at 81%, with Face-to-face at 85%), thus the way these SLOs are tested is relatively consistent. According to the Public Policy Institute of California, online course success rates are between 11 and 14 percentage points *lower* than traditional course success rates. In addition, it’s been found that online learning does nothing to overcome achievement gaps across racial/ethnic groups—in fact, these gaps are even larger in online classes. While our online success rates do not compare to the dismal numbers found in the above study, we cannot compare them to a campus-wide average as we are given % of campus-wide online enrollment, not % of campus-wide online success rates. It is also worth mentioning the Brookings Institute claim that in the semester after taking an online course, students are about 9 percentage points less likely to remain enrolled. This retention risk is important to keep in mind as we move forward in our goal of more online offerings.

The Table below shows disaggregated numbers and SLO success rates of Late-start vs. 18-Week classes in the Music Department.

18-week vs Late Start			
LATE START	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	145	172	84%
Spring 2018	66	70	94%
Fall 2018	148	183	81%
Spring 2019	30	37	81%
Fall 2019	123	136	90%
18-WEEK (ON TIME)	# of students who met SLO targets	# of students Assesed	% Success Rate
Fall 2017	681	819	83%
Spring 2018	733	784	93%
Fall 2018	920	1037	89%
Spring 2019	672	802	84%
Fall 2019	664	778	85%

By pulling this data we were hoping to arrive at a conclusion about whether late-start classes are beneficial or detrimental to student success, and neither can be proven from this data. We in Music have no idea how these numbers would compare to the campus-wide average, but it is worth submitting a research request in the future.

Other disaggregated data sets the Music Department is considering for submission in the future include Dual Enrollment vs. Non-Dual Enrollment success rates (further, Dual Enrollment success rates per locale), Online class success rates, and Promise student success in Music data. These will require institutional support.

In disaggregating data for our department, it immediately became apparent that there is much need for improvement with the Department SLO process. As mentioned above, there were at least 30 different classes over a 3-year period which did not report SLO data. This is a huge gap, and essentially “throws off” student success rates. Moving forward, the Department notes the need for faculty SLO follow-up, potential end-of-semester Department SLO Workshops, better SLO training to new adjunct faculty, and due diligence of SLO and PLO assessment by Department Co-Chairs.

Program Level Outcomes:

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

Below is a chart of the Music Department’s Program Learning Outcome Summary (PLOS) Report from the last 3 years.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate an understanding of the history of musical styles and genres.	68	58	85.29%
2	Students will demonstrate an understanding of music fundamentals and theory.	628	539	85.83%
3	Students will acquire knowledge of the social and cultural relevance of music.			
4	Students will demonstrate basic technical proficiency playing a musical instrument.			
5	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.	312	294	94.23%
6	N/A			

In reviewing PLOS data from the last three years, our students have demonstrated an understanding of:

- Musical styles and genres: 85.29% of music students met outcome
- Musical fundamentals & Theory: 85.83% of music students met outcome
- Lyrical musical line in vocal music: 94.23% of students met outcome

The data listed above indicates a thorough understanding of many different musical benchmarks by our students. This data indicates a successful approach to Music education and supports our goals for an increase in Applied instruction, an increase in Online music offerings, an increase in music staffing (anticipated accompanist), and an expansion of music faculty to teach our burgeoning music major cohorts that continue to move through our program.

Below is PLOS data from last year (not last three years).

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Students will demonstrate an understanding of the history of musical styles and genres.			
2	Students will demonstrate an understanding of music fundamentals and theory.	172	156	90.70%
3	Students will acquire knowledge of the social and cultural relevance of music.			
4	Students will demonstrate basic technical proficiency playing a musical instrument.			
5	Students will demonstrate through performance or analysis proficiency with lyrical and vocal music.	42	42	100.00%
6	N/A			

In the last year, our numbers were above average of students who met specific SLOs (90.70% for Outcome 2, and 100% for Outcome 5).

We have gaps though. 0 students were assessed for Program SLO #1, 172 students were assessed for Program SLO #2, 0 students were assessed for Program SLOs #3 & #4, and 42 students were assessed for Program SLO #5. Why are there no assessed students for SLO's 1, 3, and 4?

In the last year there were 19 Sections not reporting:

19 Section(s) Not Reporting

- MUS-101-01 for 2020SP
- MUS-101L-01 for 2020SP
- MUS-102-01 for 2020SP
- MUS-102L-01 for 2020SP
- MUS-121-01 for 2020SP
- MUS-133-01 for 2020SP
- MUS-133-02 for 2020SP
- MUS-141X2-01 for 2020SP
- MUS-141X2-02 for 2020SP
- MUS-141X2-03 for 2020SP
- MUS-150X4-01 for 2020SP
- MUS-152X4-01 for 2020SP
- MUS-153X4-01 for 2020SP
- MUS-202-01 for 2020SP
- MUS-202L-01 for 2020SP
- MUS-133-01 for 2019FA
- MUS-133-02 for 2019FA
- MUS-141X2-02 for 2019FA
- MUS-150X4-01 for 2019FA

Why are 19 Sections missing? In the future, a Program SLO Summary Evaluation Form will be completed to address cross evaluation, which will include the need for faculty follow-up, potential end-of-semester Department SLO Workshops, and due diligence of SLO and PLO assessment by Department Co-Chairs.

In assessing PLO Reflections, there were two significant trends worth mentioning in this Report:

- Canvas is a tool which, when used, is of significant help to Faculty.
- Short-term Music Theory classes are unreasonable to offer, as they require a rigorous amount of material to be covered. The Department will not be offering short-term Theory in the future (likely including Summer sessions).

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

Climate

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

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

	Does Not Meet	Meets	Exceeds
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Communication	The program <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.

Communication, Culture & Climate:

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

The Music Department is omnipresent in the community with its performances at events such as Commencement, Black History Month, SBVC Home Football Games, Veteran’s Day, Fourth of July, the National Orange Show, the District Holiday party, Faculty concerts, semesterly student recitals, and other on-campus events as well as community events, which contribute to a positive campus climate. In recent years the Music Department has posted campus-wide recruitment flyers designed by the print shop. These have yielded successful results, as we have noticed participation from students who see these flyers, then register. This will also be the first year, after about 25 years dormant, the Concert Band will perform at the Commencement ceremonies.

The Music Department continues to maintain and update its department website, and has made access easier with a “friendly url” requested and granted by IT as www.valleycollege.edu/music. Upcoming performances, Music Degree(s) information, recruitment events such as Honor Band, maps, and other pertinent information may be easily found on this department site. We are not given website analytics data for our site, but tracking web traffic would be an ideal factor to observe through the course of an academic year.

While we have updated Music Degrees and requirements listed on our department website, and a “Request Information” form, there is room for improvement here. The Music Department website is the “face” of the Department, and should be relevant to current students and potential new students. More media, including YouTube clips and social media syncs should be considered. We have taken a step forward recently by collaborating with the RTVF Department to film a couple of our main performances, and stream these concerts online. This is a new process, but one that is based on student collaboration and media promotion. These streamed performances will also be archived.

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

The Music Department will continue to enhance the culture and climate of the college through its previously-mentioned performances and outreach.

Describe one or more external/internal partnerships.

SBVC's Music Department has participated in collaboration projects within the last four years with the following organizations/institutions: Pacific High School (collaborative concert in SBVC Auditorium), the San Bernardino Symphony (the Symphony generously donates free concert tickets to Valley students), the Nick Gomez Trio (newly-hired Adjunct faculty member Nick Gomez has brought in his Jazz Trio for classroom performances), KVCR (Rick Dulock and Lillian Vasquez have interviewed Music faculty for radio broadcasts to promote concerts), Project21 (Dance faculty Maura Townsend recently brought her professional dance troop to Valley for the mixed-media performance of Black Butterfly), the National Orange Show (NOS has graciously offered Valley College stage time on their Orange Pavillion stage both last year and this upcoming April), and the Garcia Center for the Arts (two Valley College Faculty members sit on this Board of directors [Margaret Worsley and Lucas Cuny], and music and film projects have been student-based with this collaboration).

We also have students in our ensembles who are active musicians in the area, and participate regularly with the Redlands Community Orchestra, Lighthouse Theatre, Junior University, and other community music organizations.

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

As we step toward the future of a Commercial Music Program within the Media Academy, we in the Music Department plan on expanding our collaborations to include a side of the industry we are presently out of touch with—that of professional recording studios, film makers, and the internship resources at KVCR.

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

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

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

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

Professional Development:

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

Most of our Music faculty maintain active freelance performance jobs outside of the classroom (San Bernardino Symphony, studio sessions, published compositions, Jazz venues, etc.). We also have faculty who attend annual conducting workshops (in Boston and Riverside) to keep current on trends in wind repertoire and conducting techniques.

In recent years, the SBVC Music Department has collectively participated at the Music Association of California Community Colleges (MACCC) annual conference (either in San Diego or San Francisco), which provides relevant sessions and workshops for full-time and part-time CCC Faculty. We also have Music faculty participating/attending the Online Teaching Conference and CUE Spring conference.

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

San Bernardino Symphony (professional Union orchestra), MACCC Board Member (state-wide organization), Cal State San Bernardino (top transferring University for our students), CVC-OEI (the virtual college state-wide online consortium), SCSBOA (Southern California School and Band Association), CBDNA (National organization which publishes a scholarly Journal quarterly), etc.

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.

Most recently the online training and professional development opportunities at SBVC have helped guide the Music Department in a progressive approach to online learning. With the participation of Music faculty in the newly-established online training of Levels 1 & 2, Music is looking forward to expanding their online offerings with newly acquired online teaching skill sets. Future plans include converting traditional face-to-face music classes to an online platform (including Music Theory I & Musicianship, and Elementary Voice). While some classes are unreasonable to strive for in an online environment (i.e. Ensembles like Choir or Band), some traditional hurdles with Labs are being solved through innovative technology (including Skype, YouTube, smartphones, the Canvas app, etc.). Workshops such as Can-Inovate and the Online Teaching Conference have been game-changers with this ambitious task.

Music faculty have also been involved with the Great Teachers Seminar (facilitator), and regularly attend PD-hosted sessions (Disaggregation Workshop, Flex Day activities, Adjunct Orientation, OER workshops, MESA events, etc.).

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

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

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

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

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 faculty and students in the Department of Music share a deep and abiding love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for careers in music or further study and is designed to provide a balanced education in the many facets of musical experience. It is the goal of the music department to help students develop their own musical and intellectual potential to the highest possible level.

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

With the Music Department's last sentence in its statement, "It is the goal of the music department to help students develop their own musical and intellectual potential to the highest possible level," the department aligns itself with the opening words of the school's Mission Statement of maintaining a "culture of continuous improvement and a commitment to provide high-quality education."

The curriculum, programs, events, agendas, pedagogical approach and culture of the Music Department support "innovative instruction, and services to a diverse community of learners." With the degrees and curriculum offered, the Music Department prepares 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."

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.

Recruitment in the Music Department has been accommodated by the new Promise Program. We have more incoming majors than usual, and they are Promise students. It is only a matter of time before their data is reflected in our FTES.

Relevance and Currency, Articulation of Curriculum:

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

All of the Music Curriculum listed below in the Content Review Chart is active and up-to-date. There are a few courses which have not been offered in the last two years, including: MUS-156X4 Concert Choir, MUS-158X4 Gospel Choir, MUS-162X4 Wind Ensemble, and MUS-210 Conducting.

There are two reasons to maintain these courses in the catalog, which include:

1. We are in a period of growth, particularly with the instrumental area. Wind Ensemble (MUS 162) is anticipated to be offered Fall 2020, and Conducting (MUS 210) is being re-worked to cover both choral and instrumental conducting. Conducting may work best as a Summer Session course, however the department needs to figure out an ensemble situation for these students.
2. The Department is still recovering from the policy of no-repeatability. Concert Choir and Gospel Choir are both vocal ensembles that were once filled with over fifty students. We are trying to find

ways to provide ensembles for our students, move them through the degree in a timely manner, and support those students who are not so timely. These two class may very well be cut from the Catalog upon discussion by the end of Spring 2020.

We are in regular contact with the Articulation Officer and Administrative Curriculum Coordinator. We have an anticipated Degree Modification to be submitted to the Curriculum Committee within the next month. Some of our most-recently updated courses (MUS 122, 122H, 133, 134 and 135) have received C-ID approval (see chart below).

C-ID #	Descriptor	Articulation Create Date	Dept Name	Dept Number	Local Course Title	College	Submitter	Submitted Date	Date Approved	Status
MUS 106	Music History II, 1750-Present	08/22/2019	MUS	122H	Music History and Literature - Classic through Contemporary - Honors	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 170	Piano I	08/22/2019	MUS	133	Elementary Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 106	Music History II, 1750-Present	08/22/2019	MUS	122	Music History and Literature - Classic through Contemporary	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 171	Piano II	08/22/2019	MUS	134	Intermediate Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved
MUS 172	Piano III	08/22/2019	MUS	135	Advanced Piano	San Bernardino Valley College	Janice Wilkins	08/22/2019	09/30/2019	Approved

Music

Course	Status	Last Content Review	Next Review Date
MUS 100 Music Appreciation	Active	05/13/2019	05/13/2025
MUS 101 Music Theory I: Fundamentals	Active	05/13/2019	05/13/2025
MUS 101L Musicianship I	Active	12/10/2013	12/10/2019
MUS 102 Music Theory II: Scales and Modes	Active	12/10/2013	12/10/2019
MUS 102L Musicianship II	Active	12/10/2013	12/10/2019
MUS 104 History of Rock and Roll	Active	05/13/2019	05/13/2025
MUS 105 American Popular Music	Active	05/13/2019	05/13/2025
MUS 106 History of Jazz	Active	05/13/2019	05/13/2025
MUS 107 Music of the World	Active	05/13/2019	05/13/2025
MUS 108 History of Hip Hop Music	Active	05/13/2019	05/13/2025
MUS 117A Elementary Acoustic Guitar	Active	05/13/2019	05/13/2025
MUS 117B Intermediate Acoustic Guitar	Active	05/13/2019	05/13/2025
MUS 117C Intermediate/Advanced Acoustic Guitar	Active	02/24/2014	02/24/2020
MUS 117D Advanced Acoustic Guitar	Active	05/13/2019	05/13/2025

MUS 121 Music History and Literature-Middle Ages through Baroque	Active	05/13/2019	05/13/2025
MUS 121H Music History and Literature - Middle Ages through Baroque - Honors	Active	05/13/2019	05/13/2025
MUS 122 Music History and Literature - Classic through Contemporary	Active	05/13/2019	05/13/2025
MUS 122H Music History and Literature - Classic through Contemporary - Honors	Active	05/13/2019	05/13/2025
MUS 123 Electronic Music I	Active	05/13/2019	05/13/2025
MUS 124 Electronic Music II	Active	05/13/2019	05/13/2025
MUS 130 Elementary Voice	Active	05/13/2019	05/13/2025
MUS 131 Intermediate Voice	Active	05/13/2019	05/13/2025
MUS 133 Elementary Piano	Active	05/13/2019	05/13/2025
MUS 134 Intermediate Piano	Active	05/13/2019	05/13/2025
MUS 135 Advanced Piano	Active	05/13/2019	05/13/2025
MUS 141X2 Applied Music I	Active	05/13/2019	05/13/2025
MUS 150X4 Mixed Chorus	Active	05/13/2019	05/13/2025
MUS 152X4 Chamber Singers	Active	05/13/2019	05/13/2025
MUS 153x4 Chamber Chorale	Active	05/13/2019	05/13/2025
MUS 154X4 College Singers	Active	05/13/2019	05/13/2025
MUS 156X4 Concert Choir	Active	05/13/2019	05/13/2025
MUS 158X4 Gospel Choir	Active	05/13/2019	05/13/2025
MUS 159x4 Theatrical Music Workshop	Active	12/06/2016	12/06/2022
MUS 162x4 Wind Ensemble	Active	05/13/2019	05/13/2025
MUS 166x4 Concert Band	Active	05/13/2019	05/13/2025
MUS 170x2 Jazz Improvisation and Theory I	Active	05/13/2019	05/13/2025
MUS 171x2 Jazz Improvisation and Theory II	Active	05/13/2019	05/13/2025
MUS 180 Instrumental Chamber Music	Active	05/13/2019	05/13/2025
MUS 201 Music Theory III: Basic Harmony	Active	12/10/2013	12/10/2019
MUS 201L Musicianship III	Active	12/10/2013	12/10/2019
MUS 202 Music Theory IV: Harmony	Active	12/10/2013	12/10/2019
MUS 202L Musicianship IV	Active	12/10/2013	12/10/2019
MUS 210 Conducting	Active	12/06/2016	12/06/2022
MUS 222 Independent Study in Music	Active	05/13/2019	05/13/2025
MUS 241x2 Applied Music II	Active	05/13/2019	05/13/2025

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
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		MUS 123 & MUS 124

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

The UC TCA reviewers comments stated the following regarding MUS 123 and 124: “Electronic music courses should have prerequisites or include music theory and/or music history.”

The Music Department decided it would be best to take the time needed to update the content of the MUS 123 and MUS 124 CORs, instead of hastily attaching a prerequisite to them. We plan to launch the updated CORs by the end of Spring 2020, so they can hopefully make it through the approval process. This will then allow the Articulation Officer to include them in the UC TCA August 2020 submission period.

Currency

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

On p. 219 of the 2019-2020 Catalog, Ensembles such as Concert Band (MUS 166), Jazz Improv & Theory I & II (MUS 170 & Mus 171), and Instrumental Chamber Music (MUS 180) need to be added to the Humanities and Fine Arts list. On p. 233 of the Catalog, the same above-mentioned ensembles need to be added to the Ensembles options in the AA-T degree. On p. 234 the above-mentioned ensembles need to be added to the Ensembles options in the AA degree.

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

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

Members of the department could not find any courses no longer offered but still in the Catalog.

Planning: Challenges/Trends/Strengths:

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

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

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

There were four main Action steps listed in our most-recent 2018-2019 EMP's Action Plan which included:

- Request support for staff Accompaniment position through Program Review
- Write Curriculum for a new Jazz ensemble, hire Jazz percussionist or bassist (or both)
- Strings—recruit heavily at local High Schools with orchestral programs
- Assemble Advisory Committee for Commercial Music

Each of these points lead to an area of great need in our department. As of today's date (March 2020), all four have been started since the October 2019 writing of the EMP. With the recent addition of a permanent budget line item for an Accompanist, we are proud to prepare for the processes around the presence of this person. The pedagogical time students will have with this accompanist, both in coachings and in the classroom, will dramatically change the dynamic of our department.

The biggest challenge we had, as documented in the EMP, was lack of an Accompanist. Now that this need is being solved, we can focus on what our systems look like around this position and their role with our ensembles and applied program. Another possible challenge we face in the department is that CSUSB offers a commercial music certificate, and we do not have any classes that transfer into this. Also, finding out who our Music Majors are has not been streamlined. We are a little more efficient, but there is a disconnect between Counseling and the Music Department. Finally there is a limit in facilities— as we continue to expand the Instrumental program, students have no place to store their instruments during the day. Lockers are needed, and described in more detail below (IV. Facilities 2.).

Opportunities and strengths of our Music Department include expanded course offerings— with the addition of Jazz and Strings, we have a wider variety of music opportunities for students. This leads to opportunities to increase the Music Adjunct pool—particularly with the interest of Dual Enrollment with local High Schools (data not received on Dual Enrollment but would be useful). Music received \$48,000 in grant funds from the San Bernardino City Arts Commission to aid progress with the future Jazz and Strings programs. Voci Soli (our advanced choral ensemble) is often invited to perform for conventions, community functions, campus functions, with community orchestras, district events, S.B. City Arts events, Orange show events, and 66er's (Baseball) events. Outreach programs provide concerts for Urbita Elementary (our sister school), Alice Birney Elementary, Lincoln Elementary, Barton elementary, Richardson Preparatory, Lytle Creek Elementary, Pacific H.S., San Gorgonio H.S., Cajon H.S., Los Osos H.S., Redlands East Valley, and Redlands H.S. Also the new Music Major Registry has created cohorts of Music Majors, which has helped with academic advisement and will potentially lead to broader student success.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

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

The majority of Music classes take place in the North Hall building on the campus of SBVC. We use approximately 2 classrooms (NH-222 and NH-217) for traditional instruction; 1 large hall (NH-164 “The MAC”) for ensembles, voice classes, and guitar classes; 1 classroom (NH-216) for piano labs and electronic music classes; 5 studio practice rooms (NH-130, NH-131, NH-132, NH-135, NH-136); both full-time professor offices (NH-133 & NH-134) which are used for Applied Instruction; and the SBVC Auditorium for larger performances. Classrooms used for traditional instruction (NH-222 and NH-217) have an approximate seat count of 38-42 desks and are well-equipped with projector, laptop hookups, speakers, doc cam, and at least one piano for demonstrations. The large hall (known as “The MAC”) is also well-equipped with projector, laptop hookups, speakers, and a piano. There is no doc cam in this room. The MAC is a large, reverberant space ideal for assessing sound, and has draw curtains which may be adjusted for muting purposes. There are also approximately 120 auditorium-style seats with no desks. Using this large hall for large lectures in the future could be a possibility, with the installation of desktops attached to the seats. The classroom used for piano labs and electronic music classes (NH-216) has approximately 20 work stations, 8 non-MIDI pianos, and projector. There is no doc cam in this room. Each studio practice room is equipped with at least one piano and a music stand.

Large Percussion equipment is presently “stored” along the perimeter of the interior of the MAC, as well as behind the MAC in a narrow passage we share with Dance. There are also some hand-made cabinets in this behind-the-MAC space with some instrument storage. We have some annual maintenance required for piano tuning and repair. There is also MIDI technology maintenance and software updates which must occur every few years to keep up with industry standards.

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

As the instrumental area expands, particularly looking to the inclusion of the Jazz and Strings programs, our existing space in North Hall needs some serious assessing. While classrooms can likely be scheduled in a thoughtful and efficient way, peripheral barriers exist including physical space to store musical instruments and repertoire. There is a need now, which will inevitably grow more dire with time, for individual Lockers for students' instruments. Newly-purchased Jazz instruments funded by the recent grant, more string instruments anticipated to be purchased in the future, and Pep Band equipment (which includes large drumline) are all factors to consider. Lockers could potentially sit in some of the wider corridors of North Hall, and have a projected cost of ca. \$100,000-\$150,000 (Wenger). The present music library system is outdated and space-consuming. This should be replaced in the near future with efficient repertoire organizing 7-shelf systems which cost ca. \$2,000 (Wenger).

Updating MIDI, ProTools, and other electronic music software will always be a constant use for incoming funds as technology is ever-changing. Peripheral costs around this area too, in regards to facilities, may likely include portals and wiring for new electronic music equipment, a separate space for piano labs, and a separate or detached area for a "sound room" or recording booth. As the Music Department takes steps toward starting a Commercial Music program, the issue of space will continue to be a talking point with the Advisory Committee to best accommodate our students. Some talks of sharing facilities with RTVF have already taken place (i.e. tour of 3 newly cleared mixing stations in the Media Building).

VII: Previous Does Not Meets Categories

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

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

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Music Department

Efficacy Team: Kay Dee Yarbrough, Kenny Melancon

Overall Recommendation: Continuation

Continuation Conditional Probation

Rationale for Overall Recommendation:

The report submitted by the Music Department shows a thoughtfulness centered around the success of their students when it comes to future planning. They have documented short-term and long-term goals, one of which was fulfilled by the Program Review's Need's Assessment process. With the addition of a line item in the budget, the department can now hire an Accompanist to assist students who wish to transfer to a four-year university. The department has also remained steady in their retention and success rates, still managing to be above the campus-wide average.

The Music Department's SLOs have been reviewed for accuracy and they are aware of some deficiencies that have occurred over the past couple of years, but have developed a plan to increase the number of sections evaluated, which will help with the overall PLO assessment of their two programs.

The department has gone above and beyond when it comes to community outreach and working collaboratively with other departments on campus. They have increased the number of sections being offered at feeder high schools and are taking the time to thoroughly update their website working with RTVF (FTVM) to add multimedia content. The faculty members within this department have embedded themselves in the community's music scene, serving on the board for the San Bernardino Symphony, working with Cal State San Bernardino, and attending conferences to stay up to date with future trends.

The Music Department has been working to update their curriculum and in the past year, managed to review and approve 38 of their 46 courses. They have taken the time to meet with the Articulation Officer and have set meetings with their faculty to update the remaining 8 courses in need of review. The department is also aware that two courses currently do not articulate with the UCs, but they are taking the time to thoughtfully review to see if making the requested changes would be in the best interest of the students.

Overall, the team recommends the Music Department receive continuation for their programs. Thoughtfulness is a reoccurring theme in this document, and it is evident that the department takes the time to consider all aspects before making decisions. All decisions are centered around student success and community involvement, which has shown in the FTES, retention rates, and outreach programs. With their short-term and long-term goals, the department is looking ahead and is planning on growing the programs in the future.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics:

The program tracks close to college demographics in all areas and clearly demonstrates a reflection of the college’s population. Though it was noted that there was a slight decrease in the “other” category, the department has extensive outreach opportunities throughout the region and is working with local feeder high schools to schedule dual enrollment classes on their campuses.

Pattern of Service:

Though the department does not want to compromise the integrity of their curriculum, they are mindful of providing access to our student population and offer classes in the traditional sense, online, hybrid, and at all hours of the day (morning, mid-day, and evening).

Additional Feedback:

The team would like to see a thorough analysis of the department’s pattern of service, how they determine scheduling needs and would like more depth in the reasoning behind not compromising their curriculum. We would also like to see the department expand on their plan to further diversify the hiring of adjunct faculty and how this would assist in acquiring students from the demographics in which the department is lacking.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success: The Music department provides a thorough analysis of the data indicated in the FTES, Success, and Retention area of the EMP for 2018-2019. They have provided the goals for the department and are on track with aligning to these goals with the hiring of a part-time accompanist. Another goal of the department is to increase the number of online sections taught per semester and has increased this by 3% to 14% compared to the previous academic year but has a long-term goal of reaching 20% in the next 2-3 years. The department also provided supplemental data showcasing the importance of having music imbedded in curriculum for a wide variety of ages and socio-economic statuses.

Student Area Outcomes: The SLO data for all courses has been assessed regularly and data is presented. Though it was noted that many sections missed being assessed over a 3-year period for both SLOs and PLOs, the department has a plan in place to increase assessment. They were also able to disaggregate the SLO data between online and face-to-face and full-term and short-term classes but failed to have a clear understanding of how this data compared to the rest of the campus. The department has noted that they have had meetings to discuss the SLOs and adjust, as needed, to achieve a higher standard of education for students.

Additional Feedback: Currently, the Music Department has approximately 3 students who have graduated with a degree in music. The team would like to see a plan for how the department will increase the number of degrees awarded and how developing a certificate will help students entering the workforce. The team also suggests that the Music Department meets with the SLO Coordinator to compare the disaggregated data to that of the rest of the campus.

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

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

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

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

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

Efficacy Team Analysis and Feedback:

Communication:

The Music Department is active in all aspects of the community by performing at various campus, district, and community events. The department proudly mentioned that the Concert Band will be performing at this year's Commencement for the first time in 25 years. They have also created flyers advertising the department to students and have noted a direct correlation between these flyers and an increased enrollment.

The Music Department has also worked to update their website, acknowledging the downfalls, but are working collaboratively with RTVF (FTVM) to film and include media on this page. They are aware that the website is the face of the department and are tailoring it for current and future students and would like to see analytics provided by the District of how many students visit their page.

Culture & Climate:

The team recognizes the music department does impact culture and climate by supporting campus organizations. Participated in collaboration projects with local high schools and has combined efforts to expand their existence with KVCR, and other facilities within San Bernardino. The department does continue to participate in campus outreach programs, as well.

Additional Feedback: The team would like the department to provide data that demonstrates the need for additional resources and to describe plans for extending their communication with 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 <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 team notes that the Music Department identifies current avenues for professional development and has faculty attending conferences, workshops, and jazz venues to keep up with the trends of the industry. The department, as documented, has faculty belonging to a multitude of professional organizations, specifically the San Bernardino Symphony, MACC Board, and CSUSB. The Music Department was also proactive in ensuring their faculty have received the online Level 1 & 2 training demonstrating their plans for growth in offering online sections.

Additional Feedback: N/A

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <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 and Purpose:

The Music program’s mission statement directly aligns with SBVC’s mission of maintaining a “culture of continuous improvement and a commitment to provide high-quality education” by allowing students to “develop their own music and intellectual potential to the highest possible level”. The department is very thoughtful in their planning of curriculum and events ensuring all are in compliance with the mission of the college.

Productivity:

The Music Department has seen an increase of students due to the Promise Program, and after reviewing previous sections in the document, the department has been consistent with college data. Though in the past couple of years there has been a slight decline in success rates, the department still maintains a figure above the campus-wide success rates.

Relevance and Currency, Articulation of Curriculum:

The Music Department has recently had 34 courses go through curriculum’s content review process and are in constant communication with Articulation Officer to ensure courses are articulated. Though MUS 123 and 124 do not articulate with the UCs, they are taking the time to be thoughtful in updating the course content and are planning to launch Spring 2020 with an effective date of Fall 2021. Though 8 courses are due for content review, the department has diligently been working to create updated DE Addendums for these courses, in order to be offered online for Fall 2020. They have also had department meetings with faculty to update the curriculum and are in the process of launching the updated content in CurricUNET prior to the May 2020 deadline.

Planning:

The program adequately discusses its challenges and provides examples of plans for expansion, both in course offerings and in recruitment. Through the Program Review needs assessment, they were able to gain a line item for an Accompanist, which will help with the planning and development of their ensemble and applied programs. With the help of a grant, they were able to upgrade their Jazz and Strings programs. They also have developed a Music Major Registry, which has allowed for the department to create cohorts for music majors. This will help increase student success in these areas. The department works strongly with schools within the area to create outreach programs, offer dual enrolled courses, and have had the opportunity to perform, as well. All of this in hopes of increasing the number of students in the program.

Additional Feedback:

The team would like to see additional data in the productivity section on how internal and external forces impact productivity. We also would like to see the 8 courses currently outdated to be launched in CurricUNET with an effective date of Fall 2021.

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.

<input type="checkbox"/> Does Not Meet	<input checked="" type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
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Efficacy Team Analysis and Feedback:

The team has reviewed the comments documented by the Music department about facilities and shows evidence of use of the facilities efficiently and effectively. The Music Department does recognize that storage of musical instruments is becoming a problem with lack of storage space and is in conversation with school officials to address this problem.

Additional Feedback:

The team would like the department to address how they plan on updating their current facilities. Will they be going through the Needs Assessment process, applying for grants, etc.?

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The Music Department does not have any previous DOES NOT MEETS.

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

SUBMISSION FORMAT:

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

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

Program Efficacy

2019 – 2020

Program Being Evaluated

Philosophy/Religious Studies

Name of Division

Social Sciences, Human Development, and Physical Education

Name of Person Preparing this Report

Extension

Adam Pave

x1684

Leonard Lopez

x8610

Names of Department Members Consulted

Julius Jackson, Leonard Lopez, Jan Pielke, David Garcia, Michelle LaMasa-Schrader, Katherine Kiefer-Newman, Horace Alexander, Melissa King

Names of Reviewers

Johnny Roberts, Todd Heibel, Judy Joshua

Work Flow	Date Submitted
Initial meeting with department	Draft Circulated February 28
Meeting with Program Review Team	February 21 / Draft March 6
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

Staffing

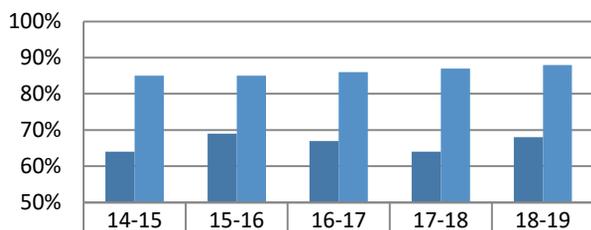
List the number of full and part-time employees in your area.

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

Description:

Philosophy and Religious Studies courses require critical analysis of ideas, clarity of thought and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, symbols, as well as through descriptive and analytic writing. Any student may benefit from taking courses in either discipline. However, the primary function of each class is to satisfy requirements for students transferring to four-year institutions, including those completing the AA-T degree in Philosophy.

■ FTES



Success	64%	69%	67%	64%	68%
Retention	85%	85%	86%	87%	88%

	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,373	1,248	1,023	1,076	1,038
FTEF	8.20	8.40	7.40	8.00	8.00
WSCH per FTEF	502	446	415	403	389
	14-15	15-16	16-17	17-18	18-19
Sections	52	53	48	48	49
% of online enrollment	60%	60%	60%	66%	63%
Degrees awarded	N/A	N/A	N/A	5	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

FTES has varied, depending on the overall enrollment of Valley College. The retention and success rates remain stable with limited fluctuation at or above 85% and 65% respectively. The percentage of online enrollment is stable at or above 60%. With the overall increase in enrollment at Valley College, particularly due to the Promise Program, we will notice an increase in enrollment and larger class sizes in our disciplines.

Progress from Last Year's Action Plan:

The overall number of courses offered by the department declined slightly in 2016-2017, but has remained constant since that time to 2018-19, and with the new growth at Valley, we will also experience an increase in overall enrollment this year and hopefully in the years to come.

With the Philosophy AA-T as a viable option for students, we had a few students (5) complete this degree in 2017-18. While the main purpose is to serve general education requirements, one form of progress in our department is to have "majors." Unfortunately, no AATs were awarded in 2018-19, however we plan for growth and progress in this area.

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)

Courses in both philosophy and religious studies develop the critical thinking, reading and writing skills of students. The questions, assignments and reading materials may vary in these courses, so flexibility in the SLOs, for example, is essential to allow for the growth and success of students within the classroom dynamic. Philosophy and Religious Studies are essentially studies of enquiry into how to think critically about questions that matter to human beings. By continually assessing the flexible nature of our SLOs, for example, our department faculty have the flexibility and the opportunity to provide students with the direction they need to succeed in learning.

Departmental/Program Goals:

Publicize and market the AA-T in Philosophy.

Publicize and market Philosophy and Religious Studies courses as vital for student success.

Seek ways to grow and strengthen the two honors courses currently offered every semester: Introduction to Philosophy, Honors and Introduction to Religious Studies, Honors.

Continue to offer high-level online courses and hire one adjunct faculty member in the next year to increase on-campus department offerings.

Challenges & Opportunities:

A significant challenge within the study of Philosophy and Religious Studies is to convey the importance of these fields of study, particularly in the community college environment, to students. This is a significant opportunity to showcase the importance of critical thinking skills in any profession to show that these courses help students learn how to learn effectively. The goal is to increase student interest in the disciplines.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
<p>Promote PHIL and RELIG courses as courses that not only fulfill graduation requirements, but promote critical thinking skills and inspire learning.</p> <p>Advertise and promote the Philosophy AA-T to actively seek more students to major in the program.</p>	<p>Update PHIL/RELIG website prior to Spring 2020</p> <p>Review SLOs on an ongoing/regular basis.</p>	<p>Time and work from our dedicated faculty!</p>	<p>Ongoing promotion.</p> <p>Hire new adjunct faculty member by Spring 2020 or Fall 2020.</p>

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program:Philosophy/Religious Studies	Campus-wide
Asian	3.4%	3.2%
African-American	12.7%	12.3%
Filipiino	1.6%	1.3%
Hispanic	56.2%	63.7%
Multi-Ethnicity	9.0%	6.9%
Native American	0.3%	0.2%
Pacific Islander	0.3%	0.2%
White	16.0%	11.1%
Unknown	0.7%	0.9%

Female	60.1%	57.7%
Male	38.9%	42.0%
Disability	6.0%	4.4%
Age 19 or Less	2.0%	23.7%
Age 20 to 24	42.4%	32.9%
Age 25 to 29	25.8%	18.2%
Age 30 to 34	12.9%	9.7%
Age 35 to 39	7.3%	5.7%
Age 40 to 49	6.1%	6.0%
Age 50+	3.4%	3.9%

Demographics:

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

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

The demographics of the department mirror the demographics of the college for the most part. There are some differences that seem insignificant with one notable exception of the youngest category of “age.” Some other information can be noted as well.

First, the “age 19 or less” category is significantly lower than the college average. This may be due to the timing of the reporting, as the “age 20 to 24” is significantly higher in the department than in the college. Anecdotal evidence has suggested that more non-traditional age students (over age 18-22) register for religious studies courses than they do in philosophy, but more data will be required to make this assessment.

Second, the student population in philosophy and religious studies is slightly less Hispanic than the college average. However, the Asian, African American and Multi-Ethnic populations are slightly higher. This may be significant, but harder to understand. The differences between the two disciplines is unknown, and perhaps further disaggregation may help to find trends. According to the American Philosophical Association (APA), the population of non-white students is exceedingly low within Philosophy nationwide, for example, only 90 of 1199 (7.5%) student members of the American Philosophical Association identify as “Hispanic.” (Data from:

https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/data_on_profession/fy2018-demographic_statistic.pdf) A significant goal of the department is to increase awareness of and excitement for the discipline through the various methods, including, but not limited to: distributed flyers, bulletin boards, invited speakers/talks, website promotion and perhaps a

“club” or campus organization, whether online or on campus. Targeted efforts will include non-traditional and under-represented voices within the fields of philosophy and religious studies.

Third, the student population in philosophy and religious studies is more female than the college average. As with the age categories, anecdotal information suggests that the majority of students in religious studies courses are female. Further data could support this evidence, and perhaps trends could be identified for further study.

These issues do not seem to provide a significant concern, however, the faculty should be aware of these statistics and seek to understand the demographics of our department in comparison to related departments in humanities and the social sciences. The conversation and investigation into the possible reasons for this data will continue within the department and division.

Pattern of Service:

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

Since 2016, Fall/Spring semester courses have been scheduled on campus Monday to Thursday in the mornings and early afternoons, along with fully online courses. Nearly all of these courses have been full-semester length courses. In the past two years, both full time instructors have taught hybrid and short-term courses with consistent enrollment and student success that mirrors the previous courses. These additional options offer different opportunities for students for success in philosophy and religious studies courses. In the upcoming semester (Fall 2020) we will offer a late afternoon and an early evening course. We expect (and hope for) high enrollment so that we can meet student needs with these courses. We continue to seek opportunities to meet student demand in our pattern of scheduling.

Every course in both philosophy and religious studies is approved in online and on campus formats. In the past four years, all of the courses offered by the department have been offered in both the online format, except for PHIL 112, which was not offered. PHIL 112 will be offered on-campus in Fall 2020 and then in an on-going rotation in the on-campus and online format.

With the recent addition of the AA-T in Philosophy, the scheduling of courses has emphasized that the required courses for the degree (as well as the lower division courses required for Philosophy majors at CSU San Bernardino, CSU Fullerton, Cal Poly Pomona, UCLA, and UCR) be offered both online and on-campus. This allows for access at the same time that it gives students majoring in philosophy the option of taking a course in a format that they desire. Non-majors also have this same access to complete requirements in other areas.

Increasing access via online courses has been a planning initiative for SBVC, and the department encourages appropriate access. The department’s decision to offer each class in the online format directly supports that component of the college’s Educational Master Plan.

The department plans to monitor enrollment patterns and respond to any identified gaps that might appear in the pattern of service.



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

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

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

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

Student Success:

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

The retention and success rates for the department remain stable with limited fluctuation at or above 85% and 65% respectively. The department’s online offerings remain at about 60% of the total offerings. However, the overall retention for the department mirrors the retention across the state in all modes of instruction.

In using the “DataMart” provided by the state chancellor’s office for all philosophy departments across the state, we see that the SBVC department mirrors state trends in the last three years of data. https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Comparison of Philosophy/Religious Studies Departments:

	State Retention	College Retention	State Success	College
Success	(State Phil/Relig)	(SBVC Phil/Relig)	(State Phil/Relig)	(SBVC
Phil/Relig)				
Academic Year 2018-19	85.52	88	68.8	68
Academic Year 2017-18	85.17	87	68.47	64
Academic Year 2016-17	84.65	86	67.31	67

From the above data, we see the relationship of SBVC’s Philosophy/Religious Studies Department with the state numbers for all Philosophy/Religious Studies Programs. The retention and success rates are similar to state results. The results at SBVC should remain constant, and perhaps increase. The Philosophy AA-T is still new and we expect some growth in this area.

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.

The general function of the department is to provide courses for general education requirements and the success and retention rates note positive results. The Philosophy AA-T only has had 5 completions total, all of which were granted in 2018, the first year the degree was available. It is difficult to assess the completion and placement rates for graduates at this time. Perhaps within the next program review cycle data can be reviewed and analyzed. Anecdotal evidence suggests more “majors” in the pipeline to graduation.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Bethany Tasaka, Student Learning Outcomes, Faculty Lead, at btasaka@sbccd.cc.ca.us if you need assistance.)

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

3 Year SLO Course Summary Reports (2018-2019, 3 year)

Listed below are the per-course rates of success in meeting the SLO requirements for each course in Philosophy and Religious Studies over a three year period.

For the three year period ending in 2018-19, SLOs were reported in 88 of 169 courses, for a rate of 53%. The department chair (who began the role in Fall 2019) will send email reminders to faculty of the importance of reporting the SLOs at the end of every semester so that this data can be collected and reviewed. The division dean has been notified by the chair, and follow up will be made to ensure better reporting.

All courses in the department are listed below, and reported SLO success rates fall within acceptable ranges. All percentages of students meeting the SLO are above 70%, with most over 80%. SLOs in both Philosophy and Religious Studies are necessarily flexible in nature to allow faculty academic freedom within the classroom. The evaluation of primary sources and critical thinking skills are primary objectives and are reflected in the SLOs below. In all classes, faculty use various methods for evaluation, but all use written assessment in the form of a writing prompt to assess student learning.

The SLOs continue to be evaluated by the faculty with the goal of student success. Further discussion, on a by-course basis, is below.

PHIL101: 13 of 35 sections reported.

PHIL101, Introduction to Philosophy, has the highest number of sections as the department's "gateway" course. Faculty used both writing assignments and objective assessments (quizzes) to

evaluate student performance. The success rates are acceptable here. The reflection indicates that the SLOs reflect the learning material in the class.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, students will demonstrate the ability to critically evaluate selected primary sources in the tradition of philosophy by writing a response to that prompt.	265	218	82.26%
2	Given a specific prompt related to the content of the course, students will demonstrate the ability to analyze and evaluate issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy) by writing a response to that prompt.	265	218	82.26%
3	Given a specific prompt related to the content of the course, students will demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by writing a response to that prompt.	322	237	73.60%

1 Assessment Methods & Criteria

1 Reflection(s)

13 Section(s) Reporting

22 Section(s) Not Reporting

PHIL101H: 1 of 4 sections reporting.

Only one section was reported, but generally honors sections have very high success rates.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, students will demonstrate the ability to critically evaluate selected primary sources in the tradition of philosophy by writing a response to that prompt.	7	7	100.00%
2	Given a specific prompt related to the content of the course, students will demonstrate the ability to analyze and evaluate issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy) by writing a response to that prompt.	7	7	100.00%
3	Given a specific prompt related to the content of the course, students will demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by writing a response to that prompt.	7	7	100.00%

1 Assessment Methods & Criteria

No reflections submitted

1 Section(s) Reporting

3 Section(s) Not Reporting

PHIL102: 4 of 6 sections reporting.

This course in “Critical Thinking” has a high success rate here. The SLOs reflect the content of the course.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to recognize the structures of reasoning in natural language and then evaluate that reasoning by writing a response to that prompt.	91	76	83.52%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to compose a developed, coherent, unified, organized argumentative essay by writing a response to that prompt.	91	76	83.52%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to contemporary issues (e.g. ethical or political issues) by writing a response to that prompt.	91	76	83.52%

1 Assessment Methods & Criteria

No reflections submitted

4 Section(s) Reporting

6 Section(s) Not Reporting

PHIL103: 12 of 25 sections reporting:

Introduction to Logic generally has a lower success rate in the SLOs because of the difficulty of the material. Students generally need to have superior math skills to succeed in this course, and the SLO success rates are lower here than in other courses in the department. The department will consider placing an “advisory” on this course recommending college-level MATH. In this course, often more “objective” style quizzes are used for assessment than in any other course, so the SLOs are designed so that the prompts can be answered by “problems” or “quizzes” as well as written assignments (papers). Instructors of Introduction to Logic need to emphasize the “cumulative” nature of the course to students. The prompts for the course will be made to evaluate students based on this cumulative measure, and the course is sequential in nature. In turn, the SLOs will be re-evaluated to ensure that students have every opportunity to succeed with these outcomes as desired goals.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to identify and analyze the structure of arguments, including recognizing conclusions, premises, and inference indicators by writing a response to that prompt.	256	191	74.61%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to evaluate the merits of arguments by writing a response to that prompt.	256	190	74.22%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to apply the ideas and concepts in the process of identification, analysis, and evaluation of arguments to contemporary situations such as election campaigns, advertisements, and arguments for educational reform by writing a response to that prompt.	256	190	74.22%

1 Assessment Methods & Criteria

No reflections submitted

12 Section(s) Reporting

13 Section(s) Not Reporting

PHIL105: 10 of 22 sections reporting:

Assignment in Introduction to Ethics are predominantly written as the class involves an understanding of ethical theories and dilemmas. The SLOs are designed to allow for freedom in the classroom to evaluate a multitude of different ethical situations with critical thinking and philosophical enquiry as the primary goal.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in the tradition of ethics by writing a response to that prompt.	198	177	89.39%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to critically analyze issues in the tradition of ethics by writing a response to that prompt.	198	175	88.38%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the concepts in the tradition of ethics to contemporary experience by writing a response to that prompt.	198	175	88.38%

No Assessment Methods & Criteria submitted

No reflections submitted

10 Section(s) Reporting

12 Section(s) Not Reporting

PHIL180: 4 of 12 sections reporting:

The course is cross-listed with RELIG180 (below) and generally has a high success rate. Both written papers and objective quizzes are used for student evaluation.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources related to death and dying by writing a response to that prompt.	82	77	93.90%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to critically analyze issues related to death and dying by writing a response to that prompt.	82	68	82.93%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the issues concerning death and dying to contemporary experience by writing a response to that prompt.	82	76	92.68%

1 Assessment Methods & Criteria

No reflections submitted

4 Section(s) Reporting

8 Section(s) Not Reporting

RELIG100: 6 of 7 sections reporting:

Introduction to Religious Studies is primarily a theory-based course for the academic study of religion, and is often a “smaller” course section. The success rate tends to be very high as students who are interested are considering study in religious studies or a related field.

One reflection notes that in-class work was particularly successful in this course in applying the theories of religion to actual examples within the academic study of religion.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in religion by writing a response to that prompt.	95	86	90.53%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the tradition of religious studies by writing a response to that prompt.	95	86	90.53%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate issues and concerns arising in religion to contemporary experience by writing a response to that prompt.	95	85	89.47%

1 Assessment Methods & Criteria

2 Reflection(s)

6 Section(s) Reporting

1 Section(s) Not Reporting

RELIG100H: 6 of 7 sections reporting:

This honors section is often very small and has a high success rate.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in religion by writing a response to that prompt.	23	21	91.30%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the tradition of religious studies by writing a response to that prompt.	23	21	91.30%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate issues and concerns arising in religion to contemporary experience by writing a response to that prompt.	23	21	91.30%

1 Assessment Methods & Criteria

1 Reflection(s)

6 Section(s) Reporting

All sections reporting

RELIG101: 6 of 10 sections reporting:

In Introduction to World Religions, both objective quizzes and written assignments are used to evaluate students. One reflection notes that the students who did not succeed, did not complete the assignments. While this may be true for all courses, in World Religions, because it is a “survey” course where many traditions are studied, many students do not attend or participate during certain modules. Anecdotal evidence suggests that some students may avoid certain traditions, leading to a poorer success rate in the course overall. In order to address this issue of “student avoidance of certain traditions” the instructors of this course provide required (and graded) assignments for each major tradition (e.g. Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism). Missing an entire unit (i.e. tradition) would impact the final grade. Additionally, the final project would be cumulative, so avoiding a tradition completely in the final project would not be possible. The SLOs will be re-evaluated, and possibly updated to include something related to “each world tradition studied” to show that the student must experience each tradition (and complete assignments on each tradition) in the course to meet the SLOs.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in world religions by writing a response to that prompt.	98	80	81.63%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with world religions by writing a response to that prompt.	98	78	79.59%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the concepts and issues in world religions to contemporary experience by writing a response to that prompt.	98	77	78.57%

1 Assessment Methods & Criteria

1 Reflection(s)

6 Section(s) Reporting

4 Section(s) Not Reporting

RELIG110: 8 of 12 sections reporting:

Magic, Witchcraft and Religion is often a popular course due to the title. This is an exclusively online course, in the RELIG department (it is taught on campus or hybrid in the ANTH department). Because of the online nature of the course, anecdotal information suggests there is a high drop rate within the first week or so, prior to the drop deadline. However, once students realize it is a rigorous academic course, many students rise to the occasion.

ANTH110 has changed the SLOs beginning in Fall 2019, and the SLOs below in RELIG110 will be adjusted to match those SLOs in the coming semester. The courses will continue to be cross-listed and the SLOs should be consistent.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in the sub-discipline of the anthropological study of religion by writing a response to that prompt.	70	53	75.71%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the anthropological approach to religious studies by writing a response to that prompt.	84	68	80.95%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to apply the ideas and concepts in the sub-discipline of the anthropological study of religion to contemporary experience in its social, institutional, psychological, and/or political manifestations by writing a response to that prompt.	73	65	89.04%

4 Assessment Methods & Criteria

1 Reflection(s)

8 Section(s) Reporting

4 Section(s) Not Reporting

RELIG135: 5 of 6 sections reporting:

Religion in America enjoys a high success rate, as noted below. One reflection notes that the faculty member continues to evaluate the writing prompts so that students can “go deeper” in their analysis, thus illustrating that faculty member’s work to ensure the students are challenged appropriately.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources related to religion in America by writing a response to that prompt.	60	55	91.67%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with religion in America by writing a response to that prompt.	60	55	91.67%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the concepts and issues arising in religion in America to contemporary experience by writing a response to that prompt.	60	55	91.67%

2 Assessment Methods & Criteria

2 Reflection(s)

5 Section(s) Reporting

1 Section(s) Not Reporting

RELIG150: 3 of 4 sections reporting:

Introduction to Mythology has a high success rate. A more recent reflection on this course notes that more frequent (individual) check-in reminders with the students often leads to more participation and success. As this course has been taught exclusively online in recent years, that individual connection is important.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources in mythology by writing a response to that prompt.	48	44	91.67%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the traditions of mythology by writing a response to that prompt.	48	42	87.50%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the concepts and issues arising in mythology to contemporary experience by writing a response to that prompt.	48	39	81.25%

No Assessment Methods & Criteria submitted

No reflections submitted

3 Section(s) Reporting

4 Section(s) Not Reporting

RELIG175: 5 of 6 sections reporting:

This course is cross-listed with ENGL175, and The Literature and Religion of the Bible enjoys a very high success rate. Most students who complete this course are interested in the material.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to Identify various types of literature found in the Bible by writing a response to that prompt.	33	33	100.00%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to describe the historical development of the bible and its cultural importance in the history of Western Civilization by writing a response to that prompt.	33	33	100.00%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to explain how literary devices such as figures of speech, symbolism, and parallelism enable the reader to more fully grasp biblical concepts by writing a response to that prompt.	33	33	100.00%

1 Assessment Methods & Criteria

2 Reflection(s)

5 Section(s) Reporting

1 Section(s) Not Reporting

RELIG176: 1 of 1 section reporting:

The course, Jesus and His Interpreters, has only been taught one time in the reporting period, but enjoys a high rate of success. The students who completed the course were very motivated and interested in learning the material.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources dealing with Jesus and his interpreters by writing a response to that prompt.	7	7	100.00%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to respond critically, analytically, and/or synthetically to issues dealing with the identities and interpretations of Jesus by writing a response to that prompt.	7	7	100.00%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the concepts and issues surrounding Jesus and his interpreters to contemporary experience by writing a response to that prompt.	7	7	100.00%

No Assessment Methods & Criteria submitted

No reflections submitted

1 Section(s) Reporting

All sections reporting

RELIG180: 4 of 12 sections reporting:

RELIG180 is cross-listed with PHIL180. The high success rate here seems consistent with the idea that the course has a particular “draw” from those interesting in “death and dying.”

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the content of the course, the student will demonstrate the ability to read and critically evaluate primary sources related to death and dying by writing a response to that prompt.	72	67	93.06%
2	Given a specific prompt related to the content of the course, the student will demonstrate the ability to critically analyze issues related to death and dying by writing a response to that prompt.	72	68	94.44%
3	Given a specific prompt related to the content of the course, the student will demonstrate the ability to relate the issues concerning death and dying to contemporary experience by writing a response to that prompt.	72	69	95.83%

No Assessment Methods & Criteria submitted

No reflections submitted

4 Section(s) Reporting

8 Section(s) Not Reporting

General SLO Assessment, Continued:

The SLOs within both disciplines are necessarily flexible in nature. Generally, the learning outcomes for the course begin with: “Given a specific prompt related to the content of the course, the student will demonstrate the ability to....” Depending on the course, the students would respond to different types of prompts. For example, most courses involve “primary” sources, which may be generally more difficult to read as the student is required to understand a particular context in which the work was written.

Because both disciplines offer courses that involve critical thinking, the goal is to provide students with appropriate opportunities to thoughtfully respond to particular questions. Generally, assessments in the courses can be done by particular writing prompts that may include quiz questions, short or long writing assignments, group work, or in-class/online discussions. The department has written the SLOs so that they are broad enough to work with many different teaching styles. There have been no major changes to SLOs in the last four years.

One response to meeting SLOs is that some instructors now offer more “low stakes” assignments rather than only two or three major “high-stakes” assignments. By offering more assignments, a student can not only pass the course by completing consistent work over the full length of the semester, but also

provide the instructor with ample time to assess the student and determine the SLOs have been met. The student, therefore, has multiple assignments in which to demonstrate she or he has met the SLO.

Continuous dialogue and reflection by each faculty member on the SLOs is essential to implement and assess each SLO. The department will review the SLOs for curriculum review that is due for all the courses in November and December 2020.

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

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

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

SLO DATA:

Disaggregated SLO Data (3 Years, Fall 2019)

ALL PHIL SLO: 1715/2213 = 77.5%

ALL RELIG SLO: 1071/1280 = 83.7%

PHIL On Campus SLO: 602/816 = 73.8%

PHIL Fully Online SLO: 1074/1340 = 80.15%

PHIL Hybrid SLO: (one class, PHIL 105 8 week Hybrid, SP18): 13/19 = 68.4%

RELIG On Campus SLO: 225/282 = 79.8%

RELIG Fully Online SLO: 780/912 = 85.5%

RELIG Hybrid SLO (only RELIG110, cross-listed with ANTH110): 66/86 =76.7%

By disaggregating the data, a few interesting trends seem to emerge. The online success rate of the SLOs is slightly higher than on campus courses for the department. Anecdotal evidence seems to suggest that students in online courses drop the course prior to the drop or withdrawal deadline, and those students who complete online courses tend to succeed and meet the SLOs at a slightly higher rate than those who remain in on campus courses until the end of the course.

The highest rate of meeting SLOs is found in online Religious Studies courses. Again, anecdotal evidence suggests more students drop or withdraw from the course, so they are therefore not assessed.

Religious Studies courses tend to have a slightly higher rate of SLOs met, than do Philosophy courses. The slight difference may be attributed to the small sample size, or perhaps that religious studies courses tend to have higher rates of female students and students over age 30, who seem to succeed at a higher rate.

Few hybrid courses were reported, so it is hard to evaluate this data with pertinent analysis. Anecdotal evidence (particularly the 8 week hybrid in PHIL 105 from Spring 2018) suggests that students tended to focus on either the online or on-campus portion at the neglect of the other. More data would be needed here to adequately make assessments.

Program Level Outcomes:

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

Program Learning Outcome Summary Report

Year: 2019 - 2020 * Period: Last 3 Years *

Program: Philosophy Degree *

Tools +

Program Learning Outcomes

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

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

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Given a specific prompt related to the discipline of philosophy, the student will demonstrate the ability to identify and analyze the structure of arguments, including recognizing conclusions, premises, and inference indicators by writing a response to that prompt.	912	676	74.12%
2	Given a specific prompt, students will demonstrate the ability to analyze and evaluate issues dealing with the tradition of philosophy (including but not limited to ethical, epistemological, and political philosophical issues, and/or the impact of Eastern religions on western philosophy) by writing a response to that prompt.	2017	1667	82.65%
3	Given a specific prompt, students will demonstrate the ability to apply the ideas and concepts in the tradition of philosophy to contemporary experience by writing a response to that prompt.	2017	1667	82.65%
4	N/A			

The program learning outcomes are necessarily flexible and this is essential to allow for the growth and success of students within the classroom dynamic. Courses in both philosophy and religious studies develop the critical thinking, reading and writing skills of students. Philosophy and Religious Studies are essentially studies of enquiry into how to think critically about questions that matter to human beings. By continually assessing the flexible nature of our PLOs and SLOs, for example, our department faculty have the flexibility and the opportunity to provide students with the direction they need to succeed in learning.

The Philosophy AA-T is still new, and while we do not have many “majors” philosophy and religious studies courses support many other majors and provide valuable skills in critical thinking and writing. To that end, the percentage of students who meet the SLOs cannot be 100%. There will be assessment and structure to ensure student accountability and an effort to maintain a high standard within each course taught. Instructors are given the freedom to evaluate students and assess whether each student has met the SLOs. That said, the success rate here in completing SLOs mirrors the overall success rate in courses for the department.

Here is a map of Program SLOs with Course SLOs:

	PSLO#1	PSLO#2	PSLO#3
Phil 101	Secondary	Primary	Primary
Phil 101H	Secondary	Primary	Primary
Phil 102	Primary	Secondary	Secondary
Phil 103	Primary	Secondary	Secondary
Phil 105	Secondary	Primary	Primary
Phil 112	Secondary	Primary	Primary
Phil 180	Secondary	Primary	Primary

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

Climate

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

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

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

Communication, Culture & Climate:

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

The mission of the Department of Philosophy and Religious Studies is to provide high quality General Education transfer courses in two related yet distinct disciplines. As noted on the department website,
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the role of the department is to continue to ask perennial questions that concern the study of humanity, and to think critically about those questions.

With the recent addition of the AA-T in Philosophy, the department now has the additional mission of serving “majors’ who seek to further their studies at the Baccalaureate level.

These two important missions are related. The department strives to provide critical requirements within general education as we create a culture that allows students to learn to think critically. We then also strengthen and emphasize the transfer degree in philosophy that allows students to continue in the discipline. The department website is a primary point of contact where students can find general information about the Philosophy AA-T as well as information about the department and contact information.

The website has been updated to include links to websites that explain the relevance and importance of both disciplines. For example, philosophyisagreatmajor.com shows the “return on investment” for a “Philosophy Major.”

At present the “Philosophy Club” is still in planning stages. Some students have shown interest, and we are considering the use of a self-enrolling Canvas site for the Philosophy Club.

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

The Philosophy AA-T is still fairly new, so more promotion is needed. The department website has been updated, and we are currently considering a Canvas shell to promote a “Philosophy Club.”

The department is considering flyers or brochures as well as a “table” at campus events. A list of majors in the Philosophy AA-T will be requested to ensure that the students can be contacted and supported by communication through the department.

Describe one or more external/internal partnerships.

The department offers two courses that are cross-listed outside the two disciplines: RELIG110/ANTH110, Magic, Witchcraft and Religion and RELIG175/ENGL175, The Literature and Religion of the Bible. Both courses are offered every fall/spring semester and by an instructor from both within and outside the department. We offer these courses collaboratively with the English and Anthropology departments respectively.

Additionally, the department offers two honors courses every fall/spring semester, RELIG100 and PHIL101. We plan for growth within the honor’s program generally, so we plan for growth in these two courses.

The Philosophy/Religious Studies website currently provides links to BA programs at local universities. This information will be reviewed and expanded as necessary. Providing direct contact information to the Philosophy department at CSUSB, for example, will be important and necessary for students looking to transfer.

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

We plan to continue to offer cross-listed courses and work collaboratively with other departments for possible opportunities. We plan to continue to work with the honor's program to promote student success.

Direct contact information with local/regional Philosophy and Religious Studies departments will be placed on the department website.

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

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

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

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

Professional Development:

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

All members of the department maintain relevancy by continuing to self-evaluate and implement improvements in online and on campus teaching. Some of these examples include online "level 1" training in distance education, attending SBVC Canvas training sessions, Flex and in-service days at SBVC for training in teaching and learning as well as conferences in particular academic disciplines as noted below.

One faculty member is a member of the Religious Education Association and the American Psychology Association, and has attended the Religious Education Conference and Southern California Renewal Communities conference. One faculty member attended the American Philosophy Association national conference in 2019. One faculty member is an active member of the Popular Culture Association. One faculty member has attended and presented at the South Asian Studies Association annual conference for the past four (2016-19) years. A few faculty members attend conferences, discussions, talks and presentations that are regularly held at the nearby Claremont Colleges. One faculty member annually

attends the Philosophy of Religion Conference held at Claremont Graduate University each February. At least one faculty member plans to attend the Online Teaching Conference in Pasadena in June 2020.

We have an active faculty body that cares about remaining current and relevant in their respective fields of interest.

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

Our faculty members are active in various associations as noted above by conference participation and affiliate membership:

American Academy of Religion, American Philosophical Association, American Psychological Association, Popular Culture Association, Religious Education Association, South Asian Studies Association

All of these organizations clearly related to the academic study of philosophy and religious studies by supporting academic scholarship and college teaching.

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.

As noted above, training and conference attendance and participation provides our faculty with opportunities to grow and develop professionally. For example, one faculty member presented teaching methods related to ethical approaches to world hunger at the South Asian Studies Conference. This experience, as well as the feedback received, helped to craft the instructor's approach within PHIL105, Introduction to Ethics. One faculty member attends the Religious Education Conference in Anaheim to learn about teaching methods to become a better educator of religious studies.

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	

Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2019 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

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 Department of Philosophy and Religious Studies is to provide high quality General Education transfer courses in two related yet distinct disciplines. As noted on the department website, the role of the department is to continue to ask perennial questions that concern the study of humanity, and to think critically about those questions.

With the recent addition of the AA-T in Philosophy, the department now has the additional mission of serving “majors” who seek to further their studies at the Baccalaureate level.

These two important missions are related. The department strives to provide critical requirements within general education as we create a culture that allows students to learn to think critically. We then also strengthen and emphasize the transfer degree in philosophy that allows students to continue in the discipline.

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

The mission of the department easily fits within the broad categories such as “high-quality education,” “innovative instruction,” and preparation of “students for transfer to four-year universities” that are identified in the college’s most recent mission statement online at: <https://www.valleycollege.edu/about-sbvc/missions-values.php>

The intent of the department is to provide high-quality transfer courses in both philosophy and religious studies that are available for the diverse community of learners served by SBVC, including the students who are receiving an AA-T in Philosophy.

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.

In the period between the 2016/2017 and the 2018/2019 academic year, the department’s WSCH/FTEF ratio fell between 502 and 389. The 2018-19 year shows a decrease, but we hope this will change in the upcoming academic years, particularly with the growth in enrollment for the college overall.

The philosophy and religious studies department is small. We generate about 1.5% of the total FTES for the college, and as such, our resources are limited, but effective.

The full-time members of our department serve of various committees, including the online programs committee, student policies committee. We also have one full-time member serving on academic senate and another serving the faculty as a union grievance officer. One full-time faculty member has gone through the peer online course review training with the purpose of assisting other faculty with online course creation, maintenance and review. The full-time faculty are productive in the life of the campus.

Relevance and Currency, Articulation of Curriculum:

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

Every course in the department is up to date for curriculum review. All courses in the department (except one: RELIG175), as noted below are due for review in November and December 2020.

Course	Status	Last Content Review	Next Review Date
RELIG 100 Introduction to Religious Studies	Active	11/03/2014	11/03/2020
RELIG 100H Introduction to Religious Studies-Honors	Active	11/03/2014	11/03/2020
RELIG 101 Introduction to World Religions	Active	12/01/2014	12/01/2020
PHIL 101 Introduction to Philosophy	Active	11/03/2014	11/03/2020
PHIL 101H Introduction to Philosophy - Honors	Active	11/03/2014	11/03/2020
PHIL 102 Critical Thinking and Writing	Active	11/03/2014	11/03/2020
PHIL 103 Introduction to Logic: Argument and Evidence	Active	11/03/2014	11/03/2020
PHIL 105 Introduction to Ethics	Active	11/03/2014	11/03/2020
RELIG 110 Magic, Witchcraft, and Religion	Active	12/08/2014	12/08/2020
PHIL 112 Philosophy in Literature	Active	12/01/2014	12/01/2020
RELIG 135 Religion in America	Active	12/01/2014	12/01/2020
RELIG 150 Introduction to Mythology	Active	12/01/2014	12/01/2020
RELIG 175 The Literature and Religion of the Bible	Active	03/18/2019	03/18/2025
RELIG 176 Jesus and His Interpreters	Active	12/01/2014	12/01/2020
PHIL 180 Death and Dying	Active	11/03/2014	11/03/2020
RELIG 180 Death and Dying	Active	11/03/2014	11/03/2020

Articulation and Transfer

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

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

All courses transfer.

For clarification purposes, it has come to our attention that PHIL103, Introduction to Logic, does not transfer to UC as a “general education” requirement, but rather as a “general elective” within the philosophy department. No information needs to be revised at this time.

Currency

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

We reviewed the course information and all the text related to the Philosophy AA-T in the catalog. All information appears up to date and no revisions are necessary at this time.

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

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

All courses continue to be offered every semester with two exceptions:

PHIL112, offered Fall 2020 – then every other Fall (unless interest warrants offering more often)

REL176, offered Spring 2021 – then every other Spring (unless interest warrants offering more often)

Planning: Challenges/Trends/Strengths:

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

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

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

The department is small, but productive and effective. All courses will continue to be offered in both online and on-campus formats to meet student needs. While online courses will continue at or above 60% of the sections for the department, expanding on campus offerings is part of the planning process.

For Fall 2020, a late afternoon course will be offered. Evening courses may be offered in the near future as well. One new adjunct member has been hired to teach two courses for Fall 2020, and the department is considering an additional adjunct hire within the next year or two, most likely for religious studies courses.

Course offerings will be evaluated in Fall 2020, and it is possible that new offerings may be explored in Social and Political Philosophy, as well as a cross-listed course in Philosophy of Religion. The department will evaluate student need and interest, as well as research the offerings of other California Community Colleges to determine the topics and formats of any possible future courses.

The department plans to promote philosophy and religious studies courses in various areas, including, but not necessarily limited to: in class announcements, flyers, emails, the department website and, in due time, a “philosophy club” whether online or on-campus.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

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

Regular “smart” classrooms support our current needs. Classrooms that contain a computer, projection system, amplified sound, and the standard desks (or tables) and chairs will be sufficient for our current needs.

Instructors needing a “computer lab” may reserve spaces as necessary.

All online courses are supported by our ITS helpdesk, so the technology needs are most certainly met.

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

As noted above, regular "smart" classrooms support our current needs.

Full-time faculty have access to a computer and printing facilities. Part-time faculty have access to the adjunct faculty office with computer access and printing facilities.

Larger print jobs should be sent to the Campus Printing Services.

We have no technological needs at this time with the current availability of services.

VII: Previous Does Not Meets Categories

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

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

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Philosophy/Religious Studies

Efficacy Team: Joel Lamore, Judy Joshua, Todd Heibel

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Philosophy and Religious Studies Program supports both the general education needs of students, helping improve critical thinking skills, as well as the needs of student pursuing the AA-T in Philosophy (which has been available for only a few years).

The program has demonstrated its efficacy in this report in several areas: a close parity with college demographics, an adequate pattern of service, clear assessment of student success measures (including SLOs and PLOs), and up to date curriculum.

However, the program's enrollment and productivity (as expressed in the WSCH number) have been falling for the last 5 years. The drop in enrollment, for instance, is a 20% drop from the 2014-15 enrollment. The department cannot allow the enrollment and productivity numbers to continue to slip. Equally of concern is that the program does not adequately explain the decreases, nor have a strategy to halt and reverse the fall.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: The program addresses the few demographic variances. They also seem aware of the need to collect and analyze to better understand those. However, more proactive attention to finding ways to inform Hispanic students about their program and increase outreach is needed.

Pattern of Service: While the programs pattern of service is described and seems reasonable, there is not a lot of analysis on how well this pattern is working. Given the program’s WSCH number the last few years, it suggests that classes are not full. So analysis of the pattern and perhaps shifting courses to other times that fill better might be in order. In addition, the absence of on campus night courses or weekend courses is not addressed (running some night classes in future is mentioned briefly in Part 5). Given the small size of the department, it is possible that finding faculty for those periods might be an issue, but the program doesn’t address the reasons clearly. While online courses of course are anytime, some students do not learn best that way, and so any gaps in on-campus classes should be addressed.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes: Continuous Assessment	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the	Program <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	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate</u>

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success: The program provides basic analysis of success and retention numbers, and uses state-level data to show they are in line with state-wide philosophy programs. In the supplemental data, they address the number of degrees. The program suggests that anecdotal data suggests that there are more majors heading toward the degree. The program need to get harder data, including getting lists from Admissions and Records of students who have declared as Philosophy majors. This will allow them to contact and provide enhanced guidance to those students.

SLOs: The program provides a thorough presentation of SLOs, though some of the dropped in charts could have been cropped at the bottom. That said, the chart and analysis for each course seems to attempt to keep it manageable. There is short, but relevant, analysis for each course’s SLOs and general discussion at the end. The main strength is that the program is clearly using SLOs. The general discussion notes the ways the department is using the SLO data to alter the way classes are taught, and will revisit some SLOs as their courses come up for content review this fall. It would have been useful for the program to consider additional ways to improve the success data, including use of tutorial services, the consideration of SIs, or other supports to student success.

Disaggregation: The department disaggregates some relevant SLOs (online/hybrid/on campus and philosophy courses vs religious studies) and provides analysis. The data reveals that the hybrid classes, for instance, have lower success rates, which the program will be addressing. Clearly the program faculty have also discussed these issues, as they have qualitative information about some of the things the disaggregation is revealing. But pursuing quantitative data, as well, should be something the program follows up on.

PLOs: The program provides PLOs, including the PLO mapping, and sufficient analysis. One issue for future consideration is that the program notes that since Philosophy and Religious studies are core components of the CSU GE Breadth and IGETC transfer requirements for all CSU- and UC-bound students, the vast majority of student data captured in the program-level SLOs reflect non majors. Since none of the program courses require

prerequisites of previous philosophy courses, this issue is fairly unique. Programs with second or third level courses will have data from classes that are predominantly majors, so the program may need to find ways to get a read on the majors.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program <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 program communicates primarily through the college website. A philosophy club (which has existed in the past), is being worked on by the program faculty. The program needs to find more ways to communicate to the campus and community. Hosting events (or co-hosting with larger departments on topics of mutual interest), insuring that Marketing is aware of what they are doing, etc., would be ways to raise the program profile. Having a table at campus events would also be good, though that is discussed in Culture and Climate. This area meets the criteria weakly, as the department communication and outreach is basic and though communication occurs, there seems to be a lack of strategic activity.

Culture and Climate: There is little in this area that actually addresses “events that serve student population as a whole, events that make programs more visual, events that promote interdivisional cooperation”. The info seems mostly about promotion. Finding ways to enrich the academic atmosphere of the college, provide a sense of inclusion, etc., is the core of culture, and something the program would seem situated to contribute to. This area does not meet expectations.

Partnerships: The program discusses a basic set of partnerships, many inherent in classes where curriculum is tied to or overlaps other programs, like English and Anthropology, or a program like Honors. There are plans for improving

information (and actual partnerships) with schools the program's majors will be transferring to. The planning is essentially maintaining status quo. More specifics are needed for the on-campus partnerships and activities, and more robust external partnerships need to be formed.

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

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development: Fairly thorough discussion of professional development of the program faculty, including training, conferences and memberships. However, more clarity on how recent some activities were would have been useful.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	

Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <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: The mission statement aligns with the college’s mission.

Productivity: The discussion of falling WSCH and enrollment is inadequate. The WSCH fell about 50 points from 14-15 to 15-16, and has fallen another 50 points since then, and is now at 389. This is a low WSCH for a program that doesn’t have labs or other factors that might greatly limit class size. Duplicated enrollment has dropped from 1300 to 1000 (rounded), a 20% drop. The program seems to lack a sense of urgency about these numbers. There is no discussion of reasons for this drop, like low-enrolled classes or days/times or delivery methods where there seem to be any patterns of low enrollment. The department does show, though, that it thinks about productivity broadly, by noting faculty participation on key committees, on senate and on union leadership. These are also useful measures of productivity.

Currency in Catalog: The program has reviewed all mentions of in catalog.

Curriculum: Courses are current, and department is aware that many of their courses are up for content review in fall. The transferability of courses is appropriate.

Challenges/Planning: Planning noted includes evaluating course offerings in terms of pattern of service, the need for another adjunct instructor, and the need to promote their program and courses. This is done in a fairly basic way. The weak WSCH and enrollment are not discussed or planned for in this area.

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

- Program must address their falling enrollment and WSCH numbers by understanding what factors are responsible: course scheduling, rethinking weak course offerings, increasing promotion of program and courses, etc.
- A strategy for action must be laid out to address productivity, enrollment and other challenges faced by the department, including obtaining and analyzing additional data if needed.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The program provides a general but adequate overview of classroom and technological facilities. The program does not require any unusual facilities or technology. Current facilities and technology are adequate to the program's needs.

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

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

N/A: Previous report did not have any Does Not Meets.

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

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

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

Program Efficacy

2019 – 2020

Program Being Evaluated

Physics/Astronomy/Observatory

Name of Division

Science

Name of Person Preparing this Report

Extension #8556

Anna Tolstova

Names of Department Members Consulted

Christopher Clarke, Patricia Jenkins

Names of Reviewers

Miguel Ortiz, Daniel Algattas, Tim Hosford

Work Flow	Date Submitted
Initial meeting with department	2/10/2020, Electronically
Meeting with Program Review Team	2/21/2020, 03/06/2020
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 13

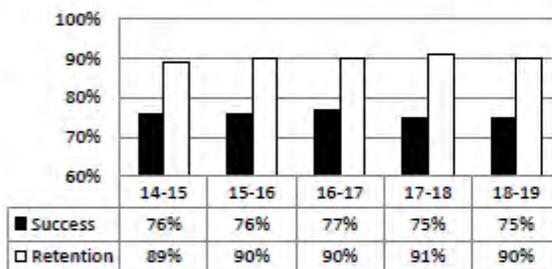
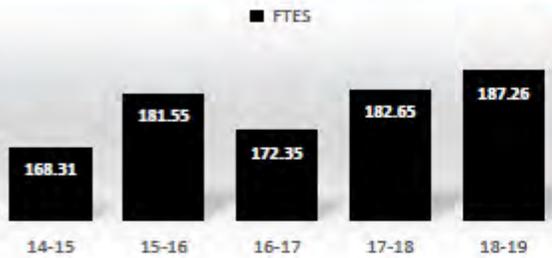
Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1 (Science Dean)	0	0
Faculty	1 1* temporary one semester 1** SBVC faculty from Applied Technology teaches Engineering	0	8
Classified Staff	1	1	0
Total	3 (4*) (5**)	1	8

Description:

Enter in updated description for the academic year, emphasizing any changes to the department. The Physics/Astronomy/Engineering Department offers general education Physics/Astronomy/Engineering courses; the Department offers a physics sequence for majors in the life sciences, biology, pre-nursing/medicine, and allied health programs; a physics sequence for majors in astronomy, chemistry, computer science, engineering, geology, physics, and other physical sciences; and some basic engineering courses. The Department operates a Planetarium and an Observatory supporting Physics/Astronomy instruction and offering Astronomy/Planetarium programs for both local schools and the general community.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	797	885	860	877	854
FTEF	8.42	9.12	9.60	10.51	11.21
WSCH per FTEF	599	597	539	521	501
	14-15	15-16	16-17	17-18	18-19
Sections	38	44	44	48	44
% of online enrollment	5%	5%	5%	4%	
Degrees awarded	1	8	19	19	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

FTEs and duplicated enrollment have both increased steadily from 14-15 through 18-19, both slightly dropping in 16-17, in spite of the Department's offering of an off-track Physics sequence. However, often, with the economy's improvement, fewer students enroll in college classes. FTEF has steadily increased by 33% from 14-15 through 18-19, as the Department has offered another Engineering course together with the off-track Physics sequence. The WSCH/FTEF productivity peaked at 599 in 14-15, and has dropped significantly to 501 in 18-19; although adequate, the drop may be partially due to the drop in FTEs in 16-17, and student enrollment is often low in new and off-track sections.

Success and retention rates have remained high, averaging 75.8% and 90.0%, respectively, for the period 14-15 through 18-19, indicating relative instruction success.

The number of sections offered had steadily increased from 38 to 44, to reflect student demand, by 16% from 14-15 through 18-19; this mirrors the increase in FTEs. The percent of online enrollment has remained steady at about 4.75% throughout the same period; only the Astronomy hybrid course has online enrollment. The number of degrees offered has spiked at 19 in 17-18, matching the number in 16-17, compared to an average of about 11.8 per year, in 14-15 through 17-18; this reflects the increasing number of students who wish to pursue degrees in engineering or allied health fields.

Progress from Last Year's Action Plan:

With continuing assistance from the retired Planetarium Specialist, new Planetarium Specialist is being trained in all aspects of the operations of the Planetarium, and of the presentation of Planetarium programs. Several Physics labs were revised and updated with new equipment obtained through Program Review and with the assistance of the Department lab technician. Another Engineering course continues to be offered to educate SBVC students about general engineering careers and opportunities. The department is actively seeking, through Program review, to increase the Physics Lab Tech position to full time and also to hire another full-time Physics faculty. The Department continues, with the help of the SBVC Student Success Center, to support the SI and tutoring services in Physics, and to support general tutoring services in Engineering and

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) Some of the general program SLOs that apply to all of the Department's courses would be for students to be able to solve work-related problems by employing physical concepts to formulate and solve representative physical models, and to demonstrate a proficiency in standard physical science laboratory techniques; when the related Physics/Astronomy/Engineering course SLOs are assessed, the student assessment outcomes have driven the Department's efforts to create more tutoring/workshop and SI opportunities for students through the Student Success Center, to offer more Engineering courses, to obtain, through program review, the hiring of a full-time Physics/Astronomy faculty, an increase in the Physics lab tech position to full-time to facilitate student and faculty needs, and to update our Physics labs/equipment in maintaining quality education.

Departmental/Program Goals: The Department seeks to create more tutoring/workshop and SI opportunities for students through the Student Success Center; to strengthen the Engineering program and to offer more Engineering courses; to maintain lab equipment and supplies for quality education; to continue to update the Physics/Astronomy labs and their corresponding equipment needs; to incorporate the use of on-line practice problem-solving software as Mastering Physics or Web-Assign in upper level Physics and/or Engineering courses; to increase the Physics Lab Tech position to full-time to facilitate increasing faculty needs; to train the new Planetarium specialist to maintain the Planetarium programs and community outreach activities; to hire another full-time Physics/Astronomy faculty to improve the quality of instruction. More tutoring and workshops, maintaining/updating labs and associated equipment, using on-line problem practice software, having a full-time lab tech, and having a new Planetarium specialist will maintain or increase the present student success and retention rates; hiring another full-time Physics/Astronomy faculty will improve student success and retention rates, and will also increase the WSCH per FTEF productivity ratio. Each of these goals coincides with the Strategic Goal to Promote Student Success.

Challenges & Opportunities: Upon request by the Science Division, the Department is restructuring its Physics 150AB lecture/lab course to be a two-semester series, changing from five to four units per semester, and its Physics 200/201 lecture/lab course to be a three-semester series, changing from six to four units per semester; this restructuring eliminates from each course the traditional three-hour weekly problem-solving lab sessions. This will present challenges and impact course instruction, lecture/lab scheduling, hiring competent instructors, and how students will successfully complete each course. The Department is pursuing various academic strategies: to increase student success rates and retention rates, and to maintain a high efficiency of classes as determined by the WSCH per FTEF productivity ratio; to develop ways to encourage more students to major in the physical sciences, to encourage more pre-med students to attend SBVC, and to increase the average number of Physics/Astronomy degrees awarded per year; to enhance the Department's Engineering curriculum with more engineering-related offerings, and to encourage more pre-engineering students to attend SBVC; to identify and retain qualified adjunct to teach all Physics, Astronomy, and Engineering classes; to investigate the possibility of using Open Educational Resources for students in all of the Department's courses.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Hire full-time Physics faculty	Hire Physics faculty	Program Review	Fall 2020
Increase Physics Lab Tech position to full-time	Full-time Physics Lab Tech	Program Review	Fall 2020
Update/Revise Physics/Astronomy labs	Update labs	Program Review	Fall 2020
Enhance Engineering curriculum, offer more ENGR courses	Strengthen ENGR	Local Universities	Fall 2020
Test existing Physics practice on-line problem-solving	Physics software use	Local colleges, universities	Fall 2020

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Physics/Astronomy	Campus-wide
Asian	6.1%	3.2%
African-American	6.7%	12.3%
Filipiino	1.2%	1.3%
Hispanic	64.8%	63.7%
Multi-Ethnicity	7.5%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.0%	0.2%
White	12.6%	11.1%
Unknown	0.9%	0.9%
Female	45.8%	57.7%
Male	54.0%	42.0%
Disability	5.9%	4.4%

Age 19 or Less	3.3%	23.7%
Age 20 to 24	48.1%	32.9%
Age 25 to 29	27.6%	18.2%
Age 30 to 34	11.2%	9.7%
Age 35 to 39	4.6%	5.7%
Age 40 to 49	2.9%	6.0%
Age 50+	2.2%	3.9%

Demographics:

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

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

The Physics/Astronomy department's demographic data are quite similar to the institution's demographics, but with some differences. Men are overrepresented and women are underrepresented relative to the campus average by 11%. This is perhaps reflective of the requirement of Physics for students planning to enter the field of engineering, which has been traditionally a male-dominated field. The department has participated in the annual Science Division-sponsored Science Day and "STEMPALOOZA" event, and has made several presentations, through the Planetarium program, for organizations as the Girl Scouts, where both activities have the potential to strongly encourage and inspire both women and men to pursue careers in the physical sciences. We also have supported and encouraged our female and male students to participate in Student Success Center-sponsored activities as "Celebrating Women in Science and Math Day", "Women in Math and Science", and "STEMPALOOZA" for the past few years. The Physics/Astronomy department also offers planetarium presentations for the public about two times a month on Fridays. The department also did several workshops for middle and elementary local schools, where young girls and boys were encouraged to enter the physical sciences. I also was an advisor of the STEM club (from 2014 to 2019) at SBVC, which has many female members. The department will continue to strongly encourage women as well as men to enroll in our program, and we will continue to provide information about all career options available in all levels of our Physics/Astronomy classes.

Another disparity in the demographic data is in the level of service for African-Americans. Almost all of the Physics classes have a mathematics pre-requisite equal to or nearly equal to the graduation requirement. The prerequisite for Physics 101 is Math 090, Elementary Algebra. The prerequisite for Physics 150AB and above is Math 103, Plane Trigonometry. Basic skills data informs us that African-Americans, particularly men, are less likely to be successful in basic skills acquisition than the rest of the demographic profiles served by the institution. Our numbers are dependent upon the successful completions in the pre-requisite mathematics courses. Therefore, this brings our demographic data overall below the campus average. To address issues of student success and basic skills preparation, the Physics/Astronomy department, in concert with the Math Division and Chemistry department, has actively supported the Student Success Center. The department presently has several students working at the Student Success Center as Physics tutors. Our department also provides academic excellence workshops through MESA (Math Engineering Science Achievement) grant. Such academic assistance by the Student Success Center and MESA grant at the basic skills level in both Physics and Mathematics, together with additional assistance provided by the Student Success Center at the more advanced levels of these disciplines, significantly contribute to ensuring that more under-represented groups such as African-Americans and women will enroll and be successful in the Physics/Astronomy program.

Hispanic student representation in the Physics/Astronomy department has increased significantly relative to the 2016 Program Review in which the percentage of Hispanic students in physics classes was 6% lower than the campus average. Hispanic students are slightly overrepresented (by 1.1%), according to the current department's demographic data.

The department recognizes that it is over-represented in the Asian demographic. By focusing efforts on targeting African-American, Hispanic, and women students, we hope that our demographic data will shift in the future. We have seen some progress towards this since the previous program review.

Additionally, the department recognizes the increase in the populations of ages 20-24 by 17.2% and 25 - 29 by 9.4% and a respectively lower number of students ages 19 or less by 19.6% from the campus overall. This is due to the campus supporting programs, such as Middle College, Valley Bound Commitment, and First Year Experience, which attract younger students, especially those still enrolled in the high school age range, but all of the Physics classes have a mathematics pre-requisite equal to or nearly equal to the graduation requirement. Therefore, students should finish their math requirements first to be enrolled in Physics courses.

It is hoped that African-Americans, Hispanics and women students representations will have the opportunity to enroll and succeed in more of the sciences and mathematics courses with the collaboration of the Physics Department and STEM and MESA Counselors, and that the demographics will shift in the future accordingly.

The Department will continue to participate in Science Day, New Student Welcome Day, STEMAPALOOZA and to offer planetarium presentations for public and workshops for local schools to promote an interest in the Physics and Astronomy sciences.

Pattern of Service:

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

The Physics/Astronomy department offers morning, afternoon, evening, and hybrid classes.

We offer Physics 101 (an Introductory Physics course) during Fall, Spring and Summer, Astronomy classes during Fall and Spring, Physics 150A/150B (two semesters Physics sequence designed for students in biology, pharmacology, pre-medicine, physical therapy allied health services, and physical education) and Physics 200/201 (calculus-based courses for majors in the Physical Sciences, Engineering, Computer Science, and Mathematics) in both Fall and Spring, and Modern Physics 210 (a calculus-based physics course in modern physics) in the Summer. The Physics 101 and the Physics 150A/200 and Physics 150B/201 classes are offered all week, in the mornings and evenings, with labs from late morning to late afternoon, and Physics 101 also has two evening lecture/lab sections in Fall and Spring.

Physics 101	M/W 11:30 am - 3:50 pm (lectures and labs)	T/Th 9:30 am - 1:50 pm (lectures and labs)
	M/W 5:30 pm - 9:50 pm (lectures and labs)	T/Th 5:30 pm - 9:50 pm (lectures and labs)
Physics 150A/150B	M/W 8:30 am - 1:15 pm (lectures and labs)	M/W 4:00 pm - 8:15 pm (lectures and labs)
Physics 200/201	M/W 8:30 am - 3:50 pm, F 8:30 am - 10:50 am (lectures and labs)	T/Th 9:00 am - 1:50 pm (lectures and labs)
	M/W 5:00 pm - 9:50 pm (lectures and labs)	
Astronomy 120	T/Th 8:00 am - 9:15 pm (lectures) Th 6:00 pm - 8:50 pm (lectures)	Hybrid Sat. 9:00 am - 10:50 am (lectures)
Astronomy 125	T/Th 2:00 - 4:50 pm (labs)	
Engineering 100	T 12:30 pm - 1:35 pm (lectures) late start	

Engineering 265 T/Th 2:00 pm - 3:50 pm (lectures) **late start**

The department determines its schedule by analyzing the number of sections offered in the past and the percentage fill, and weighing that against the number of laboratories that could be offered with limited laboratory space. The Physics/Astronomy department also provides flexibility in scheduling. The Physics 101 students in the MW or TTh morning lectures are able to enroll in either the respective M or W labs or T or Th labs. The enrollment in Physics 101 day and evening classes is very high. For the Fall 2019 semester, we had 6 sections of the Physics 101 course, total of 127 students in the end of the semester. Maximum class size for Physics 101 lectures/labs is 28 students per section. Therefore, we had an average 22 students per section.

The Physics 150AB, Physics 200/201 students are able to enroll in morning, afternoon and evening classes. The department traditionally offered Physics 150A/200 in Fall only and Physics 150B/201 in Spring. Due to recent interest in Physics and Engineering, the department started to offer Physics 150A/200 in Spring and Fall as well as Physics 150B/201 in Spring and Fall since Spring 2016.

The department offers Modern Physics 210 in the Summer session as well as offering Engineering 100 and Engineering 265 in Spring. However, the enrollment for these courses is low. Students with majors only in the Physical Sciences and Engineering will take these courses.

The Astronomy lectures are offered all week, with both day and evening sections, with the Astronomy labs presently having two afternoon offerings. The Physics/Astronomy department also offers an Astronomy Hybrid course, in which the students view an on-line-streamed Astronomy video telecourse, and where the students have an opportunity to enroll in one of the two Astronomy labs sections that are offered. The Astronomy Hybrid course meets on Saturdays several times a semester to have the students discuss the related material, to answer questions, and to take the mid-semester tests and exams. The Planetarium specialist is asked to present to these classes brief Astronomy-related shows.

The department is considering re-offering Physics 101 on-line as it had done in the past, but with requiring its students to attend the Physics labs once weekly; the department does not believe it is feasible to offer laboratory instruction on-line.

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

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

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

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

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

Student Success:

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

In evaluating the student success and retention data for the reporting period (2016 - 2019), the student success rate and the retention rate have remained steady. Since Fall of 2015, the Physics/Astronomy retention rate average is 90% and the success rate is 75.8%.

From the attached Physics/Astronomy EMP document, the following goals are meant to increase student success, retention, and degree completion:

- to hire another full-time Physics/Astronomy faculty to improve the quality of instructions;
- create more tutoring and workshops;
- maintaining/updating labs and associated equipment;
- to increase the Physics Lab Tech position to full-time to facilitate increasing faculty needs;
- use on-line problem practice software.

It may seem contradictory to be satisfied with a consistent rate for retention and success, but, given the turn-over in adjunct faculty, having our full-time Physics laboratory technician, who retired at the end of 2005, being replaced only by half-time lab assistance, we are pleased that a drop in retention and success did not occur.

The number of sections offered has increased from the academic years of 2014 - 2015. It was a small rise in the number of sections offered in the 2017-2018, because we have expanded our offerings for Physics 150A/150B and Physics 200/201 to include day and evening lecture and lab sections. The Department traditionally offered the two semester series courses as Physics 150A and Physics 200 in Fall and Physics 150B and Physics 201 in Spring. The Department started to offer the Physics 150A and Physics 200 not only in Fall, but also in Spring since the Spring 2016. However, the enrollment in the courses (out of sequence, Spring - Fall) has been lower compare to the traditionally offered sequence Fall - Spring.

The Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester, and its calculus-based Physics 200 and Physics 201 lecture/lab course to be a three-semester series, changing

from six to four units per semester. The department will offer these new sequences of Physics classes in the Fall 2020. The number of sections will increase. Therefore, the department should hire another full-time Physics/Astronomy faculty and part-time instructors. The Department has this as our goal in EMP. We already have had to ask for waivers for our part-time instructors to teach above the 67% threshold for the last several years.

For the past few years, recent interest in Physics and engineering has allowed us to successfully offer Modern Physics 210 in the Summer session as well as offering Engineering Statics 265 in the Spring. However, enrollments in both these courses has been low. The Department is considering to enhance the Department's Engineering curriculum with more engineering-related offerings.

We have also been successful in the goal to revise and update physics labs. Several physics labs were revised and updated with new equipment obtained through Program review to maintain quality education. More Physics labs will be revised and updated during the summer 2020.

The number of degrees rise during the 2014-15 to 2018-19 academic years. The 2015-2016 academic year had only 8 degrees awarded, the 2016-2017 academic year had 19 degrees awarded followed in 2018-2019 with 21 degrees awarded. This increase was due to the collaboration of the Physics Department with the Student Success Center. Additionally, STEM and MESA Counselors were readily available to aide students with their goals.

The Physics/Astronomy department will continue to use academic excellence workshops by the MESA facilitator and tutoring provided by the Students Success Center to encourage and support both retention and success rates. The Department will continue to encourage more pre-med and pre-engineering students to attend SBVC, Physics, Astronomy, and Engineering classes, and to increase the average number of Physics/Astronomy degrees awarded per year.

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.

Most professional schools, for example, medical schools, have a requirement for applicants such that they have successfully completed their science classes within the last five years. Therefore, some of our students are returning students working to meet these requirements.

According to the data from the Bureau of Labor Statistics, https://www.bls.gov/oes/2018/may/oes_ca.htm#00-0000 employment opportunities for 2018 in California and https://www.bls.gov/oes/2018/may/oes_40140.htm, annual mean wage and employment opportunities for 2018 in Riverside/San Bernardino:

Electrical Engineer: California: \$114,170 (1.56 per thousand jobs);
Riverside-San Bernardino: \$86,660 (0.49 per thousand jobs);

Mechanical Engineer: California: \$107,370 (1.6 per thousand jobs);
Riverside-San Bernardino: \$84,210 (0.8 per thousand jobs);

Civil Engineer: California: \$109,680 (2.65 per thousand jobs);
Riverside-San Bernardino: \$117,110 (1.159 per thousand jobs);

Biomedical Engineer: California: \$101,210 (0.2 per thousand jobs);
Riverside-San Bernardino: \$91,410 (0.09 per thousand jobs).

Physicists: California: \$115,970 (0.188 per thousand jobs);
Riverside-San Bernardino: \$79,010 (0.058 per thousand jobs).

Physics Teachers: California: \$ 138,250 (0.07 per thousand jobs);
(Postsecondary) Riverside-San Bernardino: \$131,810 (0.04 per thousand jobs).

According to the data, employment in our areas is not too high, however, according to the labor market information obtained from the website www.labormarketinfo.edd.ca.gov, the following are some sample projected growth rates for jobs in California, for 2016 - 2026, in the following fields: Electrical Engineer, 12.1%; Biomedical Engineer, 10.2%; Chemical Engineer, 8%; Biochemists and Biophysicists, 14.0%; Environmental Engineer, 11.8%; Physicists 16.7%.

Clearly there is a strong demand for engineers, and other professions which need Physics as part of the core course requirements for students entering such fields in the physical sciences and the health professions, and the Physics/Astronomy program provides these core requirements.

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

Every semester, the Physics/Astronomy program has collected data in each of our Physics and Astronomy courses, in both lecture and lab sections, and for all the sections of each course as well, for the purpose of examining student learning outcomes (SLOs) in each course. This data is then analyzed, and the results are used to develop strategies for improving instruction, to consider ways of possibly needing to alter the methods of testing which determine whether or not the student learning outcomes have been adequately met, or to perhaps evaluate the student learning outcomes themselves and see if they need to be modified.

For the past several years, the program has assessed all of our active courses: Physics 101, Physics 200, Physics 150A, Physics 201, Physics 150B, Physics 210, Astronomy 120, Astronomy 125, and Engineering 100 and 265, and we have done so for all sections of each course, taught by both the full-time and adjunct faculty.

The courses Astronomy 222 and Physics 222 are guided, independent study courses whose SLOs have not been assessed; for the several years, there has been no student interest/enrollment in these courses, and hence no means for the department to evaluate any student learning outcomes.

Due to the changes in course requirements for other majors in surrounding 4-year schools, the

Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester, and its calculus-based Physics 200 and Physics 201 lecture/lab course to be a three-semester series, changing from six to four units per semester. The department will offer these new sequences of Physics classes in the Fall 2020.

The Department conversations concerning course level SLOs and their assessments has become a regular part of meetings with both full and part-time faculty. We reviewed and discussed the policies adopted at the beginning of the academic year and the SLO assessment methods. Dialog between the department and the adjunct faculty occurs regularly in the introduction of new faculty to the course content of the courses over which they will have responsibility.

Notes from the August 2019 meeting:

Physics department Meeting

August 23, 2019

PS 114

Present: Michael Lysak and Anna Tolstova

The faculty review the SLO assessment methods and the policies adopted at the beginning of the academic year 2018 - 2019. The faculty also discussed and reviewed lab manuals and lectures demonstrations. Restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester, and its calculus-based Physics 200 and Physics 201 lecture/lab course to be a three-semester series, changing from six to four units per semester.

Suggestions: the use of more visual aids, independent study tasks, mixed workshop may improve students' outcomes. The use of more lecture demonstrations might heighten the student participation and interest.

The following are data from the SLO Cloud for what was done in each of our courses. After each SLO, there will be listed # of Students Assessed, % of Students who Met SLO, and the percentage of sections reporting.

Course: Physics 101

1. Students will demonstrate an understanding of basic, physical concepts by correctly describing and identifying these concepts. (715, 91.2%)
2. Given new situations, by applying the basic scientific principles, students will correctly solve simple problems by the application of the concepts of physics. (676, 87.23%)
3. Also, given a particular laboratory physical objective, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (775, 93.23%)

Assessment Method: ...For SLO #3, a percentage of how many students had lab report averages falling within similar ranges was taken to represent the students' ability to assemble, use, and analyze physical systems...

Reflection: ...Students did well in the tests relating to basic motion, forces, momentum, and energy, as the concepts became more difficult, as rotation and thermodynamics, fluids, simple harmonic motion, electricity and magnetism, the percentages dropped. A student needs to have experience in this field or tend to be abstract in order to be successful in these areas. ...

Reporting: 75%

Course: Physics 150A

1. Students will demonstrate an understanding of the basics of the fields of mechanics, fluids, oscillatory motion, thermodynamics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. (85, 81.73%)
2. Given new situations, by using various trigonometric and algebraic techniques with some discussion of relevant calculus concepts, students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. (77, 74.04%)
3. Also, given a particular laboratory physical objective in mechanics, fluids, oscillatory motion, or thermodynamics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (85, 85.00%)

Assessment Method: ...For SLO #1 and SLO #2, for each of the four semester tests that were taken, a percentage of how many students scored within the ranges 100%-85%, 85%-70%, 70%-55%, 55%-45%, and 45%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations...

Reflection: ...Students seemed to do well in the tests relating to basic motion, but as the concepts became more difficult, as in vector forces, momentum, energy, and rotation, the percentages dropped...

Reporting: 100%

Course: Physics 150B

1. Students will demonstrate an understanding of the basics of the fields of electricity, magnetism, wave mechanics, optics, and modern physics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. (58, 90.63%)
2. Given new situations, by using various trigonometric and algebraic techniques with some discussion of relevant calculus concepts students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. (55, 85.94%)
3. Also, given a particular laboratory physical objective in electricity, magnetism, wave mechanics, optics, or modern physics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (61, 95.3%)

Assessment Method: ..."Good Enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages...

Reflection: ...Since lab reports are not test situations, students generally have ample opportunity (usually one to two weeks) to complete their reports and/or lab notebooks...

Reporting: 91.7%

Course: Physics 200

1. Students will demonstrate an understanding of the basics of the fields of mechanics, fluids, oscillatory motion, thermodynamics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. (275, 81.6%)
2. Given new situations, by using various calculus, trigonometric, and algebraic techniques students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. (248, 74.7%)

3. Also, given a particular laboratory physical objective in mechanics, fluids, oscillatory motion, or thermodynamics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (279, 85.85%)

Assessment Method: ...how many students scored within the grade ranges A; 100%-87%, B: 86.9%-75%, C: 74.9%-60%, D: 59.9%-45%, and F: 44.9%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations...

Reflection: ... In this class, it was noticed that there was a clear gaping between the learning results from students. The students who attended all classes on time, were active in class, studied in group and finished homework in time performed remarkably better than students who did otherwise. So in the future, how to engage students actively learning and following my instruction is my next goal to achieve. ...

Reporting: 100%

Course: Physics 201

1. Students will demonstrate an understanding of the basics of the fields of electricity, magnetism, wave mechanics, optics, and modern physics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. (177, 78.67%)
2. Given new situations, by using various calculus, trigonometric, and algebraic techniques, students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. (181, 81.17%)
3. Also, given a particular laboratory physical objective in electricity, magnetism, wave mechanics, optics, or modern physics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (205, 91.11%)

Assessment Method: ...a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to assemble, use, and analyze physical systems. "Good Enough": A percentage between 55% and 70% ...

Reflection: ... The formation of small study groups in the classroom and/or in the lab environments and/or in the student success center would encourage collaborative learning reinforcement of basic physical concepts and of problem-solving skills...

Reporting: 94.2%

Course: Physics 210

1. Students will demonstrate an understanding of the basics of modern physics, to include the topics of relativity, quantum mechanics, atoms, molecules, condensed matter, nuclear physics, particle physics, and their corresponding physical laws by correctly describing and identifying the concepts relevant to these fields. (10, 90.91%)
2. Given new situations, by using various calculus, trigonometric, and algebraic techniques students will correctly solve a variety of physical situations by a proper application of the principles, laws, and concepts of physics. (10, 90.91%)
3. Also, given a particular laboratory physical objective in modern physics, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems; or, given data from internet-based investigations or computer simulations of physical systems or situations in modern physics, students

will correctly analyze measurements of these physical systems. (10, 90.91%)

Assessment Method: ... Four semester tests were taken, and modern physics problems were assigned daily and discussed during the problem-solving lab sessions in this four week summer class; a percentage of how many students scored within the ranges 100%-85%, 85%-70%, 70%-55%, 55%-45%, and 45%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations in modern physics...

Reflection: ... So the higher performance of the students when covering the more familiar physics balanced the lower performance they demonstrated when studying more difficult modern physics topics...

Reporting: 50%

Course: Astronomy 120

1. Students will demonstrate an understanding of basic, astronomical concepts and phenomenology, and of their related physical concepts, by correctly describing and identifying these concepts and phenomena. (301, 71.5%)
2. Given a particular astronomical scenario, by applying the basic scientific principles students will correctly describe the outcomes of these scenarios by the proper application of the concepts of physical law and astronomy. (301, 71.5%)
3. Students will demonstrate an understanding of the apparent motions of celestial objects in the night sky by correctly describing and identifying these motions. (301, 71.5%)

Assessment Method: ... was calculated both for the final exam and for the overall course grade; since the final exam is comprehensive, it is a better assessment of the overall student course performance than any one of the individual semester tests; the performance on the final should reflect the students' understanding of basic, astronomical concepts and phenomenology...

Reflection: ... Roughly 59% of the assessed students met the Good Enough standard or higher. 2 students missed by only 2 points. So if we added in 2 more students, we would be at 65%. This is definitely low compared to last year, but the final exam was graded more strictly. Grades were curved to be similar between years though....

Reporting: 100%

Course: Astronomy 125

1. Given a particular laboratory astronomical and/or physical objective, students will correctly construct physical systems, learn to use and manipulate laboratory apparatus, and correctly make and analyze measurements of these physical systems. (79, 97.5%)
2. Given data from internet-based investigations, computer simulations, or previously-performed investigations in astronomical and/or physical systems, students will correctly analyze measurements of these systems. (49, 96.08%)
3. Students will become familiar with the basic principles and operation of various astronomical instruments by hands-on laboratory experience. (79, 97.53%)

Assessment Method: ... the angle subtended by the Moon is measured with the cross staff, the lunar diameter is estimated by counting the number of large lunar craters it takes to cross the surface, estimating the crater size from a large impact crater on the Earth. From that, calculate the distance to the Moon That works surprisingly well ...

Reflection: ... Some labs require computation using unit conversion. This can be annoying, error prone, and no long term advantage to most of the students. I will in the future provide a table so conversions can

be read off. That way student's time can be spent in understanding what has gone on. ...

Reporting: 33.3%

Course: Engineering 100

1. Students will be able to understand the impact of engineering solutions in a global and societal context. (94, 72.34%).
2. Student will have recognition of the need to engage in life-long learning.. (94, 72.34%)

Assessment Method: ... *Problem solving and calculations on Fundamentals of Engineering concepts ...*

Reflection: ... *This class need to have at least two contact hours per week so that students will be more engage and have more time to grasp the required basic engineering concepts. This class requires a good foundation in basic Math. Mixing students with no prior knowledge in Math and with students taking advance Calculus is quite an interesting task.*

... Reporting: 100%

Course: Engineering 265

3. The students will be able to describe motion, forces and moments in terms of two and three dimensional vectors. (2, 100%)
4. The students will be able to determine the resultant when given a system of forces. (2, 100%)
5. Write shear and bending-moment equations, and draw shear and bending-moment diagrams for beams loaded with concentrated and/or uniformly distributed loads. (2, 100%)

Assessment Method: ... *A lot of mathematical calculations, problem solving and analysis. Details on every formula such as units, signs and accuracy must be fully taken cared into consideration.*

Reflection: ... *This class is quite a tough one but if students will just dedicate their time and interest on every topic they will find it rewarding. I do really like the quality of students we have taking this Class and I'm very glad they can transfer their units to Universities offering Engineering Classes. Hopefully in the future we can offer a complete Engineering classes leading towards Bachelor's Degree....*

Reporting: 100%

The average reporting rate for the Department is 84.4%. The average reporting rate for the Physics classes was 85.2%; the average reporting rate for the Astronomy classes is 66.7%; the average reporting rate for Engineering is 100%.

The majority of our day Physics classes is taught by full-time faculty. The Modern Physics 210, Astronomy, and Engineering classes had been taught by adjunct faculty. It seems that full-time faculty are more responsible in attending to the reporting of SLO data.

The department will continue to encourage current adjunct faculty to report SLO data for all the sections they teach, every semester.

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

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

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

SLO Disaggregation.

The table #1 shows the SLO course data collected since Fall 2016 by semesters.

Table #1

Term	Course	Students who Met SLO	Students Assessed	% of Students who Met SLO
Fall 2019	Physics 101	106	119	89.1%
	Physics 150A	35	39	89.7%
	Physics 200	53	74	71.6%
	Physics 201	14	16	87.5%
	Astronomy 120	57	67	85.1%
	Astronomy 125	Not reported		
Spring 2019	Physics 101	79	89	88.8
	Physics 150B	20	22	90.9%
	Physics 200	28	34	82.4%
	Physics 201	64	82	78.1%
	Astronomy 120	51	66	77.3%
	Astronomy 125	16	18	88.9%
	Engineering 100	12	12	100%
	Engineering 265	34	36	94.4%
Fall 2018	Physics 101	117	127	92.1%
	Physics 150A	31	37	83.8%
	Physics 200	77	99	77.8%
	Physics 201	Not reported		
	Astronomy 120	50	60	83.33%
	Astronomy 125	30	30	100%
Spring 2018	Physics 101	348	392	88.8%
	Physics 150A	6	12	50%
	Physics 200	90	105	85.7%
	Physics 150B	62	69	89.9%
	Physics 201	138	170	81.2%

	Engineering 100	26	36	72.2%
	Engineering 265	32	32	100%
	Astronomy 120	43	65	66.2%
	Astronomy 125	Not reported		
Fall 2017	Physics 101	263	367	71.7%
	Physics 150A	72	80	90.0%
	Physics 200	166	217	76.5%
	Physics 150B	9	9	100%
	Physics 201	38	45	84.4%
	Astronomy 120	43	65	66.2%
	Astronomy 125	Not reported		
Spring 2017	Physics 101	416	450	92.4%
	Physics 150A	24	30	80%
	Physics 200	59	75	78.7%
	Physics 150B	33	36	91.7%
	Physics 201	160	186	86.0%
	Astronomy 120	41	62	66.1%
	Engineering 100	30	46	65.2%
	Engineering 265	26	26	100%
Fall 2016	Physics 101	399	433	92.1%
	Physics 150A	56	75	74.7%
	Physics 200	177	199	88.9%
	Physics 150B	12	12	100%
	Physics 201	27	27	100%
	Astronomy 120	55	91	60.4%%

SLO success shows that the number of students evaluated in the Modern Physics 210 and Engineering 265 courses is substantially lower than in the 101-level and 200/201 - level courses. The Department offers Modern Physics 210 during summer only and Engineering 100 and Engineering 265 only during spring semester due to low enrollment. The Department will continue to encourage students to attend these classes.

Table #2 The table #2 shows the SLO data for each SLO for the Fall 2019 semester.

Fall 2019	SLO #1	SLO #2	SLO #3
Physics 101	90.8%	82.4%	95%
Physics 150A	89.7%	89.7%	90%
Physics 200	71.6%	77.9%	86.3%
Physics 201	87.5%	87.5%	87.5%

Table #3 The table #3 shows the SLO data for each SLO for the 2016 - 2019 years.

Course	SLO #1	SLO #2	SLO #3

Physics 101	91.2%	87.23%	93.23%
Physics 150A	81.73%	74.04%	85%
Physics 150B	90.63	85.94	95.3
Physics 200	81.6%	74.7%	85.85%
Physics 201	78.67%	81.17%	91.11%
Physics 210	90.91%	90.91%	90.91%
Astronomy 120	71.5%	71.5%	71.5%
Astronomy 125	97.53%	96.08%	97.53%
Engineering 100	72.34%	72.34%	72.34%
Engineering 265	97.87%	97.87%	97.87%

For SLO #1 and SLO #2, a percentage of how many students scored within the following grade ranges A: 100%-87%; B: 86%-70%; C: 69%-55%; D: 54%-45% and F: 44%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations.

For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to analyze and interpret data, apply fundamental physics principles, evaluate results and analyze measurement errors.

The lab percentage (SLO #3) usually is higher compared to the tests, because students generally have an opportunity to work on their lab reports before submitting them for grading, and the students generally collaborate with their peers and lab partners to be able to better understand the lab and its analysis.

The table #3 shows the SLO data comparing day and evening courses.

	Day	Day	Day	Evening	Evening	Evening
	Students who Met SLOs	Students Assessed	% of Students who Met SLOs	Students who Met SLOs	Students Assessed	% of Students who Met SLOs
Physics 101	589	631	93.3%	385	423	91.0%
Physics 150A	212	258	82.2%	35	50	70.0%
Physics 150B	146	153	95.4%	28	39	71.8%
Physics 200	738	903	81.7%	64	91	70.3%
Physics 201	521	613	85.0%	42	60	70.0%
		Average	87.5%		Average	74.6%

The majority of our day Physics classes are taught by full-time faculty. The average percentage of students who met the SLOs in the day classes is higher compared to the evening classes. This probably happened because some students in the evening classes usually are unable to attend our academic excellence workshops by the MESA facilitator and tutoring or part-time instructors do not have enough office hours to provide extra time for the students to learn. The Department now offers the academic workshops on Saturday as well as during week days.

Table #4

The table #4 shows the SLO course data collected since Fall 2016.

Courses	Students who Met SLO	Students Assessed	% of Students who Met SLO
Physics 101	1835	2030	90.4%
Physics 150A	247	308	80.2%
Physics 150B	174	192	90.6%
Physics 200	882	994	88.7%
Physics 201	563	673	83.7%
Physics 210	30	33	90.9%
Average for Physics courses			87.4%
Astronomy 120	301	421	71.5%
Astronomy 125	79	81	97.53%
Average for Astronomy			84.5%
Engineering 100	68	94	72.34%
Engineering 265	92	94	97.87%
Average for Engineering			85.1%

The average percentage of students, who met SLOs for all Physics classes is 87.4%. The average percentage of students, who met SLOs for all Astronomy classes is 84.5%. The average percentage of students, who met SLOs for all Engineering classes is 85.1%.

Classes like Physics 210 and Engineering 265 have a higher percentage of students completing the SLOs than in the courses like Astronomy 120 and Engineering 100. Students of different majors are taking the Physics 101, Astronomy 125, and Engineering 100 course as a credit for science classes.

The average percent of students who met SLOs in introductory Physics 101 course is 90.4% and it is higher than the average percent of students who met SLOs in the calculus-based Physics courses Physics 200/201, which is 86.2%. The difference in the average percent is due to difficulty in the concept and math levels. In Introductory Physics 101 course, students learn physics using only basic algebra.

Program Level Outcomes:

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

Every semester, the Physics/Astronomy program has collected data in each of our Physics and Astronomy courses, in both lecture and lab sections, and for all the sections of each course as well, for the purpose of examining program learning outcomes (PLOs) for each of the degrees the Department offers.

For the past several years, the program has assessed all of our active courses: Physics 101, Physics 200, Physics 150A, Physics 201, Physics 150B, Physics 210, Astronomy 120, Astronomy 125, and Engineering 265, and we have done so for all sections of each course, taught by both the full-time and adjunct faculty.

The courses Astronomy 222 and Physics 222 are guided, independent study courses whose SLOs have not been assessed. For the several years, there has been no student interest/enrollment in these courses, and hence no means for the department to evaluate any student learning outcomes. Also, Physics 010, a CR/NC course designed to offer workshops to develop and strengthen basic skills needed to succeed in physics and other science courses, has never been offered, and never assessed.

In December 2019 the Department reviewed and discussed our concerns over PLOs with the Curriculum Committee. Using the suggestions from the Curriculum Committee, the Department will update the PLOs in April 2020.

The following are the PLO data from the SLO Cloud for the Physics AS and the Astronomy AS Degrees.

PLO #1 is not possible to evaluate, as mentioned before, we will update the PLOs. Courses SLOs correspond to PLOs #2, 3, 4, 5, and 6.

Physics Certificate Course Map

	Physics AS Degree	Transfer to an accredited university as a junior with a major in physics or a physics-related major.	Integrate physical concepts and principles to other science disciplines.	Develop a world view that incorporates the role of physics in modern society.	Solve work-related problems by employing physical concepts to formulate and solve representative physical models.	Apply physical knowledge and skills required in securing and maintaining employment.	Demonstrate a proficiency in standard physics laboratory techniques commonly acquired in lower-division coursework.
CLASSES							
PHYSIC 200			X	X	X	X	X
PHYSIC 201			X	X	X	X	X
PHYSIC 210				X	X	X	X
MATH 250							
MATH 251							
MATH 252							

Physics Associate of Science Degree

Students are prepared to:

1. Transfer to an accredited university as a junior with a major in physics or a physics-related major.

2. Integrate physical concepts and principles to other science disciplines.
3. Develop a world view that incorporates the role of physics in modern society.
4. Solve work-related problems by employing physical concepts to formulate and solve representative physical models.
5. Apply physical knowledge and skills required in securing and maintaining employment.
6. Demonstrate a proficiency in standard physics laboratory techniques commonly acquired in lower-division coursework.

Program Learning Outcomes

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

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

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Transfer to an accredited university as a junior with a major in physics or a PHYSIC-related major.			
2	Integrate physical concepts and principles to other science disciplines.	1667	1365	81.88%
3	Develop a world view that incorporates the role of physics in modern society.	1700	1395	82.06%
4	Solve work-related problems by employing physical concepts to formulate and solve representative physical models.	1700	1395	82.06%
5	Apply physical knowledge and skills required in securing and maintaining employment.	1700	1395	82.06%
6	Demonstrate a proficiency in standard physics laboratory techniques commonly acquired in lower-division coursework.	1700	1395	82.06%
7	N/A			

18 Assessment Methods & Criteria

30 Reflection(s)

37 Section(s) Reporting

2 Section(s) Not Reporting

Assessment Method: ... For SLO #1 and SLO #2, a percentage of how many students scored within the following grade ranges A: 100%-87%; B: 86%-70%; C: 69%-55%; D: 54%-45% and F: 44%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to analyze and interpret data, apply fundamental physics principles, evaluate results and analyze measurement errors.

...
Reflection:...On average, students seem to learn quite a lot from the labs, since the lab experiment provide the students a hands-on opportunity to make close connections between theory and the real, physical world, and to be able to directly apply the physical concepts and principles discussed in lecture. ...

Reporting: 94.9%

Based on the rates of success of students meeting the SLOs for the courses that mapped onto the PLOs for the Physics AS Degree, it would seem that most of the Physics Program SLOs are being met quite successfully with all rates above 81%. However, the first SLO, which addresses the students' being able to transfer to an accredited university as a junior with a major in physics or a physics-related major is a difficult SLO to quantify, as we do not track the students after they transfer from SBVC. Also, students often transfer to

a four-year institution without completing the Physics AS Degree. The Department is working on how to best address the issue. I met and discussed the issue with the Curriculum Committee in December 2019. The Department will update the SLO using suggestions by the Curriculum Committee in April 2020.

Astronomy Certificate Course Map

	Astronomy AS Degree	Transfer to an accredited university as a junior with a major in astronomy or an astronomy-related major.	Integrate physical concepts and principles to other science disciplines	Develop a world view that incorporates the role of physics in modern society	Solve work-related problems by employing physical concepts to formulate and solve representative physical models	Apply astronomical/physical knowledge and skills required in securing and maintaining employment	Demonstrate a proficiency in standard physics laboratory techniques commonly acquired in lower-division coursework
CLASSES							
ASTRON 120			x	x	X	x	x
ASTRON 125			x	x	X	x	x
PHYSICS 200			x	x	X	x	x

Astronomy Associate of Science Degree

Students are prepared to:

1. Transfer to an accredited university as a junior with a major in astronomy or an astronomy-related major.
2. Integrate astronomical/physical concepts and principles to other science disciplines.
3. Develop a world view that incorporates the role of astronomy in modern society.
4. Solve work-related problems by employing astronomical/physical concepts to formulate and solve representative astronomical/physical models.
5. Apply astronomical/physical knowledge and skills required in securing and maintaining employment.
6. Demonstrate a proficiency in standard astronomical/physical laboratory techniques commonly acquired in lower-division coursework.

Program Learning Outcomes

Note: Program Learning Outcome Summary Evaluation Form is available..

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

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Transfer to an accredited university as a junior with a major in physics or a physics-related major			
2	Integrate physical concepts and principles to other science disciplines			
3	Develop a world view that incorporates the role of physics in modern society	2470	1912	77.41%
4	Solve work-related problems by employing physical concepts to formulate and solve representative physical models	2470	1912	77.41%
5	Apply astronomical/physical knowledge and skills required in securing and maintaining employment.	673	563	83.66%
6	Demonstrate a proficiency in standard physics laboratory techniques commonly acquired in lower-division coursework			
7	N/A			

27 Assessment Methods & Criteria

50 Reflection(s)

59 Section(s) Reporting

8 Section(s) Not Reporting

Assessment Method: ... For SLO #1 and SLO #2, a percentage of how many students scored within the following grade ranges A: 100%-87%; B: 86%-70%; C: 69%-55%; D: 54%-45% and F: 44%-0 was calculated to represent the students' ability to not only understand the basic concepts, but also to be able to solve a variety of physical situations. For SLO #3, a percentage of how many students had lab report averages falling within the same grade ranges was taken to represent the students' ability to analyze and interpret data, apply fundamental physics principles, evaluate results and analyze measurement errors. "Good Enough": A percentage between 55% and 70% for both the test averages and the lab report/lab notebook averages. Rubric: Exceptional: A test or lab score higher than 87% Meets most standards: A test or lab score between 70% and 86% Good enough: A test or lab score between 55% and 69% Meets some standards: A test or lab score between 45% and 54% Does not meet standards: A test or lab score less than 45%....

Reporting: 88.1%

Based on the rates of success of students meeting the SLOs for the courses that mapped onto the PLOs for the Astronomy AS Degree, it would seem that most of the Astronomy Program SLOs are being met quite successfully with rates 77% or higher. However, the first PLO, which addresses the students' being able to transfer to an accredited university as a junior with a major in physics or a physics-related major is a difficult SLO to quantify, as we do not track the students after they transfer from SBVC; also, students often transfer to a four-year institution without completing the Astronomy AS Degree. The Department is working on how to address the issue. I met and discussed the issue with the Curriculum Committee in December 2019. The Department will update the PLO using suggestions by the Curriculum Committee in April 2020.

The average reporting rate for the course to PLO mapping for the Physics AS Degree was 94.9%; the corresponding average reporting rate for the Astronomy AS Degree was 88.1%; the bulk of our majors classes in Physics is taught by full-time faculty; our Astronomy and Engineering classes are presently taught only by adjunct faculty; it seems that full-time faculty are more responsible in attending to the reporting of SLO data, and the higher percentage relative to the Physics AS Degree reflects this. The department will more vigorously strive

to encourage adjunct faculty to report SLO data for all the sections they teach, every semester.

According to the EMP data for Physics/Astronomy 2018-2019, for the academic years 2014-15 only one AS Degrees in Physics and Astronomy were awarded, for the academic years 2015-16 only eight AS Degrees in Physics and Astronomy were awarded, however for the academic years 2017-18 nineteen AS Degrees in Physics and Astronomy were awarded. The number of degrees awarded is increased.

According to the Three Year Summary Reports for the Physics AS Degree and for the Astronomy AS Degree, the average number of students who met the PLOs corresponding to the course mapping their degree programs is 1395 and 1912, respectively. There seems to be little correlation between the number of degrees awarded and how successfully the PLOs were met; apparently the completion of an AS Degree is a small component of the measuring of how students successfully complete courses in Physics and Astronomy. Many students take Physics and/or Astronomy classes as part of their degree programs in other majors, or simply to satisfy a general-education requirement. Thus, upon transferring to a four-year university after succeeding in all of their coursework at SBVC, whether the students have Physics/Astronomy AS Degrees or not, they are well-prepared to continue to pursue their various majors/career paths.

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

Climate

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

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

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

Communication, Culture & Climate:

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

The Department communicates its services in a way that incorporates the student’s experiences, desires, and overall success in and out of a school setting. For instance:

- The Physics/Astronomy Department participates regularly in campus-wide events, including the New Student Welcome Day, the Science and Technology Day, "STEMAPALOOZA" event, high school counselor events, and related STEM activities.

- The department participates in Student Success Center-sponsored activities, such as "Celebrating Women in Science and Math Day" and "Women in Math and Science".

The department demonstrates considerable communication with the campus and community.

- We provide workshops for middle and elementary local schools, such as Cope Middle School, McKinley Elementary School, and Urbita Elementary School.

- The Physics/Astronomy department offers planetarium presentations for the public about two times a month on Fridays. The department also has made several Planetarium presentations for organizations such as the Girl Scouts.

- The Physics/Astronomy Department also participates in off-campus school outreach events, such as an annual job fair at Bradley Elementary School.

The Department also has a web page on our campus website. Our web page provides relevant information to our students and other viewers about the Department, courses, Degrees, Certificates, and the Planetarium and Observatory. It also includes pictures and short stories. This web page is also used to inform our students and other viewers about our services and updates.

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

Much of the list described above enhances the culture and climate of the college. The department also provides academic excellence workshops through the MESA (Math Engineering Science Achievement) grant for our student population as a whole.

The Departments participates in field trips, workshops, and presentations through the MESA grant.

The department presently has several students working at the Student Success Center as Physics tutors.

Faculty serve on the Program Review and Scholarship Committees.

I was an advisor of the STEM club (from 2014 to 2019) at SBVC. The Physics/Astronomy Department and STEM Club participate in annual on-campus related STEM activities, such as the New Student Welcome Day, the Science and Technology Day, and "STEMAPALOOZA".

The Physics/Astronomy department offers planetarium presentations for the public two times a month on Fridays.

The department also has made several presentations, through the Planetarium program, for organizations such as the Girl Scouts.

Describe one or more external/internal partnerships.

Partnership with Science Department at Pennsylvania State University. Faculty communicates between campuses to provides academic development through the joint improvement of lectures and exams.

Partnerships with SBVC and District entities, such as Science Division, Math Department and other departments within the Science Division.

We also partner with the Student Success Center, STEM Program, STEM club, to continue to foster the program growth through student academic and career development, specifically focusing on STEM majors.

Partnerships with STEM and MESA Counselors will continue to benefit the program and promote student interest in the Physics and Astronomy sciences.

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

The Department will continue the partnerships it currently has with other campuses.
 The Department will continue to participate in the Science and Technology Day, the New Student Welcome Day, and STEMAPALOOZA.

The Department will continue to offer planetarium presentations for public.

The Physics/Astronomy department will continue and increase participation in regional high school recruitment off campus.

The Department plans to develop new partnerships in the near future, such as a partnership with AAAS (American Association for the Advancement of Science).

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

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

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

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

Professional Development:

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

The Physics/Astronomy Department participated in the active learning workshops at Irvine Valley College, where we discussed a new active-learning flipped-classroom model, such as Fliplt.

Our faculty attended the Supplemental Instruction (SI) training workshop in Kansas City, Missouri. We discussed effective learning strategies and SI activities during the training and workshop.

Our faculty participated in online workshops, trainings, and video conferencing with WebAssing, an American Educational Company.

Our faculty and staff always attend various Professional development workshops, which are offered on campus, such as Microsoft Office training, SLO/SAO Disaggregation workshop, and Understanding and Engaging Under-Resourced College Students.

The Physics/Astronomy Department also participated in video conferencing with Great River Learning (the higher education publishing company), where we discussed publications, which are media-rich and well designed.

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

Our faculty belongs to the San Bernardino Valley Amateur Astronomers (SBVAA) and participates in all manner of outreach programs and other viewing events.

Our faculty are members of California Teachers Association (CTA), one of the largest and most powerful teachers' unions. This organization helps establish innovative, teacher-driven projects.

Our faculty are planning to become members of the American Association of Physics Teachers (AAPT), this organization is dedicated to physics teaching at all levels. We also plan to become members of the American Association for the Advancement of Science, this organization supports scientific education and science outreach.

As a member of these organizations, we will get a full online access to science journals and access to resources to use in classrooms/labs. I regularly read the science magazines, such as Science and Nature, the world's leading multidisciplinary science journals to improve my lectures by tying in current research.

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

Our faculty attend and present at a variety of local and regional workshops and field trips, such as a field trip to the Jet Propulsion Laboratory (JPL) and the active learning workshops at Irvine Valley College.

Our faculty attended the Enjoy Your Universe event at UCLA to learn how to improve current outreach at SBVC.

Our staff attended two Vernier Equipment Workshops.

Our faculty also communicates with academic colleagues at a variety of California community colleges and academic colleagues from the Science Department at Pennsylvania State University to improve lectures and laboratory sessions.

The Department is considering to use the Verner Systems in our labs. The Department recently updated the Astronomy labs and a few laboratories for our Physics courses. The Department will update most of the Physics labs during the summer 2020.

Many of the examples listed above for communication, culture, and climate are ongoing activities by the Program. The Department expect to expand our interaction via these external partnerships, with future plans to explore providing continuing education courses through the campus in a variety of subjects both in campus meetings and through the online environment. In addition, new teaching modalities and pedagogies are obtained and utilized during these activities.

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

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

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

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

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 Physics/Astronomy Department provides quality education to students interested in fulfilling general education requirements in the physical sciences and to physics, math, engineering, chemistry, pre-health, pre-med, and other science majors at the lower division level. The Physics/Astronomy department endeavors to provide appropriately rigorous coursework in addition to instilling the skills and habits required for students to successfully major in their chosen field.

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

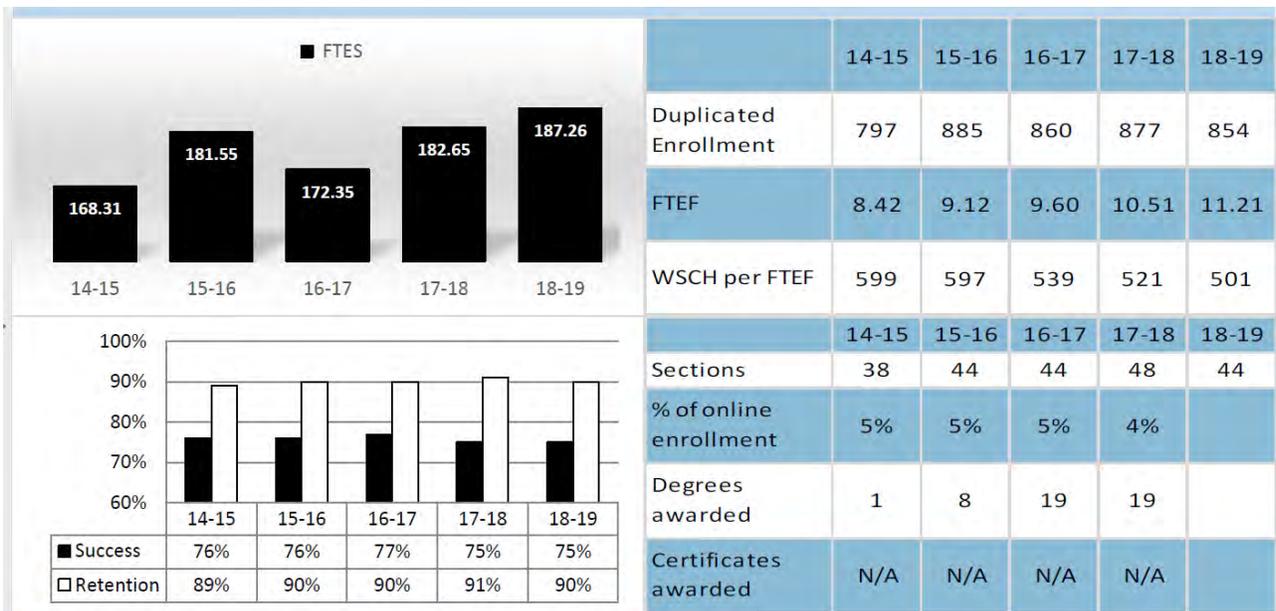
The mission of the college is: San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, 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 college is consistent with the mission of the Physics/Astronomy department.

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 Physics/Astronomy program's EMP summary reflects the time period after which we were attempting to increase FTES, and when class sections had been reduced goal at the time was to increase efficiency while keeping the number of sections low. To try and reach this goal, the program had attempted to offer mostly double sections of Physics 101, and to continue to offer both Physics 150A/Physics 200, and Physics 150B/Physics 201 as effectively double lecture sections.



Although the FTES of the program has steadily risen, this has negatively impacted the efficiency (WSCH/FTEF). Smaller laboratory class sizes also negatively impact the efficiency. The WSCH per FTEF has decreased from 599 to 501. The duplicated enrollments have increased from 797 to 854, peaked to 885 in the 2015 - 16 years. The duplicated enrollment then decreased slightly from 2017 -18 to 2018-19 years. This was possibly a result of a steadily improving economy and associated lower community college enrollment, students leaving college and directly entering the burgeoning job, and allowance of low-enrolled sections to continue without being canceled.

Relevance and Currency, Articulation of Curriculum:

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

The Physics 101, Astronomy 120, Astronomy 125, Physics 150A, Physics 150B, Physics 200, Physics 201, and Physics 210 are current. The department will review the independent study Physics and Astronomy courses Physics 222 and Astronomy 222 during the summer 2020.

The Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester. The calculus-based Physics 200 and Physics 201 lecture/lab course is changing to a three-semester series, changing from six to four units per semester.

The Physics 151, Physics 152, Physics 202, Physics 203, and Physics 204 classes are current, and the department will offer the sequences of Physics classes in the Fall 2020.

Course	Status	Last Content Review	Next Review Date
PHYSIC 101 Introductory Physics	Active	12/09/2019	12/09/2025
ASTRON 120 Introduction to Astronomy	Active	09/26/2016	09/26/2022
ASTRON 125 Astronomy Laboratory	Active	09/26/2016	09/26/2022
PHYSIC 150A General Physics for the Life Sciences I	Active	10/10/2016	10/10/2022
PHYSIC 150B General Physics for the Life Sciences II	Active	10/10/2016	10/10/2022
PHYSIC 151 General Physics for the Life Sciences I	Active	11/06/2018	11/06/2024
PHYSIC 152 General Physics for the Life Sciences II	Active	11/06/2018	11/06/2024
PHYSIC 200 Physics I	Active	09/26/2016	09/26/2022
PHYSIC 201 Physics II	Active	09/26/2016	09/26/2022
PHYSIC 202 Physics I	Active	12/09/2019	12/09/2025

PHYSIC 203 Physics II	Active	11/06/2018	11/06/2024
PHYSIC 204 Physics III	Active	11/06/2018	11/06/2024
PHYSIC 210 Modern Physics	Active	09/26/2016	09/26/2022
ASTRON 222 Independent Study in Astronomy	Active	10/06/2014	10/06/2020
PHYSIC 222 Independent Study in Physics	Active	10/06/2014	10/06/2020

Articulation and Transfer

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

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

All current Physics and Astronomy courses offered by the Physics/Astronomy department articulate for transfer.

Currency

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

The information in the college catalog is accurate.

The courses Astronomy 222 and Physics 222 are guided, independent study. For the several years, there has been no student interest/enrollment in these courses. The department will review these independent study courses this summer 2020.

The Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester. The calculus-based Physics 200 and Physics 201 lecture/lab course is changing to a three-semester series, changing from six to four units per semester.

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

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

The information in the college catalog is accurate. I was contacting Kay Dee Yarbrough, Administrative Curriculum Coordinator, to ensure that all our courses, certificates, and degrees, were updated in the college catalog.

Planning: Challenges/Trends/Strengths:

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

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

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

The Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester. The calculus-based Physics 200 and Physics 201 lecture/lab course is changing to a three-semester series, changing from six to four units per semester.

This eliminates the traditional three-hour weekly problem-solving lab sessions from each course. These sessions are critical to the learning process. The discussions develop problem-solving and critical-thinking skills. The Department is working on alternative methods to improve students' ability to solve physics problems. The Department will probably alternate experimental labs and problem-solving lab sessions.

The Department needs an additional lab room to teach our new sequences of the Physics courses: Physics 202, 203, 204 and Physics 151 and 152.

The Department also needs to increase the Physics Lab Tech position to full-time to facilitate increasing faculty needs.

The department should hire another full-time Physics/Astronomy faculty to improve the quality of instructions. We have these as our goals in the EMP.

According to the regional data, employment in our areas is not too high, however, according to the labor market information obtained from the website www.labormarketinfo.edd.ca.gov, the following are some sample projected growth rates for jobs in California, for 2016 - 2026: Electrical Engineer, 12.1%; Biomedical Engineer, 10.2%; Chemical Engineer, 8%; Biochemists and Biophysicists, 14.0%; Environmental Engineer, 11.8%; Physicists 16.7%.

Clearly there is a strong demand for engineers, and other professions which need Physics as part of the core course requirements. The Physics/Astronomy program provides these core requirements to students wishing to enroll in these as well as healthcare related fields. The labor market information website cited above gives projected job growth rates in California, for 2016-2026, in the professional fields of Biochemists, Biophysicists, Registered Nurses, Physician's Assistants, all of which are directly linked to the present lack of individuals working in these fields. An opened medical school at UC-Riverside will increase the demand and interest for major's preparation classes required of students interested in medical sciences. We predict an increase in enrollment in response to these trends.

Most professional schools, for example, medical schools, have a regency requirement for applicants such that they have successfully completed their science classes within the last five years. Some of our students are returning students working to meet these requirements.

There is also a continuing national trend to emphasize Science, Technology, Engineering, and Mathematics (STEM) education in order to address the problem of a national lack of individuals who are qualified to work in fields involving science, engineering, mathematics, and technology. This trend directly affects the Physics/Astronomy department since all science students are required to complete at least Physics 150A/150B, or Physics 200/201.

Part of our growth in the department and in the Science Division as a whole is directly attributable to the peer-led community fostered by the Student Success Center. However, following our past budget crisis, the present conservative economic policies in state funding has resulted in less-than-robust assistance for student support services. This decrease in student service may result in a decrease in enrollment, and, more importantly, a decrease in student success rates.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

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

The majority of face-to-face Physics, Astronomy, and Engineering courses meet within the classrooms PS 229 and PS 216, and in lab rooms PS 206 and PS 214.

The lab rooms are well stocked with a variety of physical science equipment. There are 6 tables with 6 seats. This allows students to work in groups during the laboratories and discussions.

The lecture room PS 229 is a large lecture hall seating 56 students. Two of the 56 seats are broken, to make up for this there are an additional two tables seating an additional 4 students. The tickets to fix these broken seats were submitted one year ago.

The classroom PS 216 is a small lecture room seating 32 students. This room is used for lectures and discussion sections for various classes.

All these rooms (PS 216, PS 229, PS 206, and PS 214) have a classroom computer and LCD projector. Lab rooms and the lecture room PS 229 has a sink, which is used for demonstrations during lectures or to maintain our laboratory sessions.

There is a small storage room within PS 229, as well as a big storage room PS 212 on the second floor of the Physical Sciences Building. The small storage room is used to store demonstrations for the current lectures and is updated weekly. All the lecture demonstrations, and a variety of physical science equipment for laboratories, are stored in PS 212. The Storeroom (PS 212) has mostly open metal shelves and several wooden cabinets, one sink, and an office (PS 211). The workroom (PS 213) has counters and some wall shelves, three cabinets, a sink, and a refrigerator. Our lab technician maintains most of the equipment that is still repairable and maintainable.

The current Planetarium facility has a theatre with 57 seats and an easy access to a star projector, video and slide projectors. The star projector is serviced by factory trained technicians once every four years. Other equipment is serviced as necessary. The star projector is an older style analog type, while there is a computer and video projector for classroom/theatre use. Slide projectors are both manually and computer controlled for shows. The office has two computers and a printer. There is an office, a small audio equipment space, lobby, restrooms, workroom, plus an attic area for the slide projectors and additional storage.

In general, the physical classroom, instructional (and noninstructional) supplies, and technology are used for Physics/Astronomy courses.

In addition to traditional lecture methods, including class discussion and whiteboard, the Physics/Astronomy Department is using the following technologies:

- Classroom computer and LCD projector for PowerPoint Slides, Google Docs, and other computer animation software;
- Canvas course management system (including Zoom video conference software),
- YouTube video archiving and playback system,
- Student e-mails,
- Official SBVC website: <http://www.valleycollege.edu>.

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

As we mentioned before, the Physics/Astronomy department is restricting its algebra-based Physics 150A and Physics 150B lecture/lab course to be a two semester series, changing from five to four units per semester, and its calculus-based Physics 200 and Physics 201 lecture/lab course to be a three-semester series, changing from six to four units per semester.

Therefore, the Department needs another lab room in addition to the PS 206 and PS 214 lab rooms to provide a quality education for our students.

The Departments is going to update the Physics labs. Therefore, the Department needs completely new equipment for the Free Fall and Collision labs, sodium lamps for the Spectrometer lab, multi meters for several labs, such as the Determination of Resistance lab and Plank's Constant lab.

The Department needs the Smart Boards for our classrooms to create more interest and motivation among our students. This will improve our lectures and provide better instructional materials.

The Department needs laptops and printers for our lab rooms to improve student learning. Laptops will help our students keep track of their assignments, collect and organize their lab data, and create graphs.

VII: Previous Does Not Meets Categories

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

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

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Physics-Astronomy-Observatory

Efficacy Team: Miguel Ortiz, Timothy Hosford, Daniel Alagattas

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The Physics program shows every indication of being a strong, focused program that is well positioned to thrive in the next four years. Steady success and retention numbers, alongside a spike in the number of degrees awarded are somewhat understated in the document itself, however. Of particular note is the clean, easy to read presentation of the SLOs. While the description of assessment methods could use a bit more detail, the overall effect does the program credit. Similarly, the clean and frank assessment of the PLOs demonstrate that the program is forward-looking.

Where the document falters, unfortunately, is Part III. The bones are present, and strong. The program does not do enough to describe its participation in the myriad programs and events, or how they enhance the program or the campus. Additionally the web presence the document describes does not match a cursory attempt to search for it.

In the Productivity section, the program also neglects to bolster its data with more than cursory analysis. Despite this, the program does seem to have a clear idea of the outlook for the program; it just needs to describe it more thoroughly.

Despite these issues, the Team recommends Continuation due to the evident strength of the program and the under-the-hood work that it seems to be undertaking to remain so.

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.	In addition to the meets criteria, the program's analysis and plan demonstrates a need for increased resources.

		The program discusses the plans or activities that are in place to recruit and retain underserved populations as appropriate.	
Pattern of Service	The program's pattern of service is <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—Meets: The program appears to be aware of the disparities in it's African-American and Female representation, and describes several steps the program is taking to close those gaps, including working with organizations such as the Girl Scouts as well as several events and grade-school outreach. In the case of African Americans, the program points to lower success by this group in Basic Skills acquisition. What is unclear is if by this they mean that they are less likely to come into college with the basic skills necessary, whether they have more difficulty passing Basic Skills classes, or both. The program hopes to remedy this by active participation in the Student Success Center with tutors and workshops, however this seems like it is a less-targeted approach than the program is taking with women. It seems like there are several organizations on campus and elsewhere that the Physics program could be working with on outreach, such as Tumaini.

The program does also tout its success in closing the gap in Hispanic representation over the last four years, borne out by its last report. It is to be commended for this. It notes that the extreme disparity in its <19 age group is likely due to the prerequisites that Physics and Astronomy classes have, meaning that students fresh out of high school are unlikely to meet them.

Pattern of Service—Meets: The program appears to be actively evaluating enrollment in its lectures and labs, particularly for its 101 class. The calculation at the end of the first paragraph could have been a little clearer, but the gist is communicated. The report claims that Astronomy lectures are offered all week, the chart only shows T/Th and Hybrid classes. The chart does not seem to include all classes offered, which would explain this. A complete list would have been beneficial, seeing as the supporting paragraph mentions them. They briefly mention limited lab space, but do not discuss whether this is holding them back from offering more sections at any level. Of additional note is the expansion in the 150AB--200/201 classes, which are now both offered in Spring and Fall. As we see in the EMP, overall sections have increased.

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

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success—Meets: The program notes that success and retention numbers have remained steady despite turnover in faculty and lab technicians, which it views as an achievement. A lot of the middle section of this area seems like it would have supported the Pattern of Service, and is less focused on Student Success per se. It does demonstrate, however, that the department is not content to rest on their

laurels and is actively working to make gains. It is somewhat surprising that they only briefly mention that the number of degrees awarded skyrocketed from 1 in the 14-15 year to 19 in the 17-18 year. The program asserts that the number for 18-19 is 21 degrees, though it is not yet reflected on the EMP. This is an achievement and the program simply credits its collaboration with the Student Success Center and STEM and MESA counselors. This explanation feels overly brief, and the team feels that the program could have gone into more detail, and perhaps even link this to the expansion in classes and the revision and updating of the physical labs.

The program points out that there is a time-sensitive requirement for many professional schools, and that this is resulting in some students returning to the program in order to meet these requirements.

SLOs—Meets: This is a gratifyingly clean presentation of the SLOs. There are a couple bits that do not quite gel, particularly the Assessment Method under Physics 150B. A slightly more robust description of the assessment methodology would have strengthened this already good presentation. In general, this format could serve as a model for other departments.

Disaggregated Data Analysis—Meets: A lot of this is a reinforcement of the SLO data from earlier. Perhaps the most useful disaggregation is the comparison between Day and Evening classes, with evening students performing between 11% to 15% lower on upper level Physics SLOs. They ascribe this to the relative lack of access to evening students in the form of workshops and office hours. This seems like it would be pertinent to the program’s Pattern of Service. The program does mention the expansion of workshops to Saturdays, though how this helps evening students is unclear.

PLO—Meets: As with the SLOs, this is nicely formatted and clean. The program also mentions that they are looking at updating their first SLO due to difficulty in assessing it. This shows active engagement with the SLOs.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Communication	The program <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—Does Not Meet: The program cites its participation in a variety of campus events such as STEMAPALOOZA, as well as workshops at middle and elementary schools, planetarium presentations, etc. This participation is commendable but there is a lack of specific examples of communication: fliers, videos, etc. The web presence they mention is actually pretty anodyne and mentions none of these events nor any other non-basic information about the program. The Planetarium’s web page is more robust, however due to current circumstances there is a lack of programming being advertised. The pictures and short stories the document mentions do not appear anywhere; if they exist, they are not easily accessible. There is also no mention of other social media presence, which would be a good vehicle for such pictures and stories.

Culture and Climate—Does Not Meet: The program cites its participation in the aforementioned workshops and events, STEM Club, and campus Committees. This would have been a good opportunity to go into detail. How large is the non-Physics student participation during on-campus events? What kinds of information and activities does the program offer during these events? The Planetarium in particular is a terrific vehicle for this kind of thing but it gets a single line here.

Partnerships—Does Not Meet: The list is impressive but could use more description about what form these partnerships take and what they entail. Are the partnerships simply trading information back and forth, or do they involve specific events or initiatives?

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

- Discuss specific media used to communicate and ensure that the web presence is easily discoverable and matches the description in the document.
- Instead of just listing events and campus groups the program is involved in, provide a more detailed description of how the events listed enhance the Culture and Climate of the campus overall.
- Similarly, provide more detail about what forms the various partnerships take, and how the benefit the program and it’s partners.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development—Meets: Much of the listed professional development seems oriented towards building their online competency, which is laudable. Linking these activities to department goals would benefit the document immensely. Under professional organizations, outside the union only one is mentioned as current: The San Bernardino Valley Amateur Astronomers. It is unclear whether this is a campus organization or something else. They mention that it participates in outreach and viewing events but don't go into detail, nor is the organization and its events mentioned elsewhere. A more complete description of how it promotes professional development would be helpful. To the program's credit they discuss plans to join the American Association of Physics Teachers and American Association for the Advancement of Science, as well as what the benefits of membership in those organizations would be. The latter section regarding specific activities is more robust and includes names not mentioned previously (the Jet Propulsion Laboratory, Vernier Systems and their Equipment Workshops).

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

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <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 <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.
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission and Purpose—Meets: The program has a mission statement and links it with the College’s.

Productivity—Does Not Meet: There is only cursory analysis of the EMP data. The program notes that the increase of Full Time Equivalent Students has resulted in a drop in WSCH/FTEF over the last four years. Part of this is the limited number of students that can attend each lab course. The program makes no mention of its target efficiency and number of sections, nor is there mention of the FTEF increase over the same period, nor the rapid increase in degrees awarded. The program doesn’t mention whether its current trajectory is satisfactory nor what its plans are. Similarly, the rapid spike in degrees awarded is completely neglected. The data looks good for the program and it is strange that they do not take the opportunity to drill down on what contributed to their successes.

Relevance and Currency—Meets: All courses are current, with two up for review later this year. The program asserts that the catalog is accurate and is working with the Curriculum Coordinator to ensure that it remains so.

Challenges, Trends, Strengths—Meets: The program re-iterates that they have pared the lab classes from the 150AB and 200/201 classes, which they imply is not ideal. They do not specifically discuss why they made the change in detail. They also assert that they need additional lab space, as well as increasing their lab tech to full time and an additional FT faculty. They still do not give any attention to the steady (and high) success and retention numbers, nor the other strengths apparent in the EMP data.

While projections for the local area are modest, the program does note that California in general promises good prospects for Physics and Astronomy majors, as well as Engineers. They also note the increased emphasis on STEM nationally, though they do not game out what this means (i.e. will this result in the increase of available resources and funding for the program?). The program also evinces concern that the lack of student services funding will result in a decrease in enrollment, though they do not describe any plans should this bear out.

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

- Provide more explanation of the program’s productivity goals, and account for the program’s successes as well as its challenges. What numbers do the program feel are ideal and how does it plan to get there?

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Facilities—Meets: This is a detailed description of the classrooms and equipment, which it asserts are in good condition. The specialized planetarium equipment is serviced as needed, except for the star projector, which is serviced every four years. It would be helpful to know what the expected life span of the planetarium technology is, as the document mentions that it is older in style.

The document also mentions in several places that the lab classrooms are being updated, and are in need of new equipment. This is in addition the need for an additional lab classroom. Much of the rest of this section is concerned with equipment.

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

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

No Previous DNM

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

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

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

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

Access to Efficacy information and resources can be found on the [Program Review Efficacy Resources](#) page.

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

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

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

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

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

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

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

Disaggregation Workshop: Monday, January 27th 2:00 - 3:30 pm LA-208

Disaggregation Workshop: Tuesday, February 11th 12:00 - 1:30 pm LA-208

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

SUBMISSION FORMAT:

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

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

Program Efficacy

2019 – 2020

Program Being Evaluated

Political Science

Name of Division

Social Sciences, Human Development, and Physical Education

Name of Person Preparing this Report

Dr. Riase Jakpor

Extension

Names of Department Members Consulted

Dr. Lisa Henkle; Dr. Edward Millican; Mr. Carlos Scalisi; Mr. Mike Rodriguez; Dr. Stephen Dolson-Andrew; Mr. Sherif Fathy; Mr. Jordan Wright; Ms. Rebekah Rodriguez-Lynn; Dr. Ayodele Akingbemi

Names of Reviewers

Robert Jenkins, Jose Recinos, Anna Tolstova

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

Staffing

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

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	N/A	N/A
Faculty	2	N/A	9
Classified Staff	2	N/A	N/A
Total	5	N/A	9

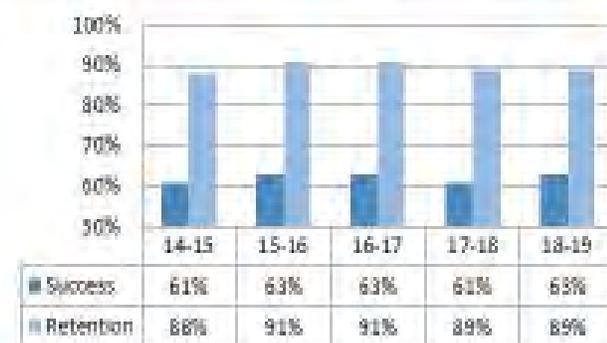
PROGRAM: PLEASE INSERT YOUR RECENT EMP FROM FALL 2019



Description:

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

Political Science studies the relevant processes and institutions relating to how society attempts to allocate valuable variables within it through binding decisions. In this respect, political scientist David Easton conceives of politics as involving "the authoritative allocation of values." Laswell describes it as relating to "who gets what, why, and how?" Hence, institutions and processes involving policy-making are of crucial interest to the student of politics. The methodology of political inquiry includes both qualitative and quantitative theoretical methods.



	14-15	15-16	16-17	17-18	18-19
Duplicated Enrollment	1,726	1,791	1,629	1,657	1,627
FTEF	9.71	11.31	11.36	11.55	11.89
WSCH per FTEF	546	490	435	435	417
	14-15	15-16	16-17	17-18	18-19
Sections	51	59	60	61	61
% of online enrollment	20%	19%	20%	28%	30%
Degrees awarded	2	2	9	5	
Certificates awarded	N/A	N/A	N/A	N/A	

Assessment:

Our success rate rose by 2% over the 2017-2018 cycle. Our retention rate remained the same as in the last cycle. Our online courses grew by 2% from 28% to 30%. The number of degrees we offer which began at a snail pace of 2 degrees in the 14-15 cycle rose to 9 in the 16-17 cycle but fell to 5 in the 18-19 cycle. Our efficiency which has been falling steadily took another nose-dive from 435 in the previous cycle to 417. The classroom capacity which stands at 34 is a major cause of this problem. In addition, we have probably not been willing to cancel low-enrolled classes out of consideration of student needs. Our FTEs dipped very slightly, from 166.61 to 165.17.

Progress from Last Year's Action Plan:

We moved slightly upward in FTEF, from 11.55 in 17-18 to 11.89 in the 18-19 cycle.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

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

Demographics – 2016-17 to 2018-19 Academic Years		
Demographic Measure	Program: Political Science	Campus-wide
Asian	2.6%	3.2%
African-American	11.2%	12.3%
Filipiino	1.0%	1.3%

Hispanic	64.9%	63.7%
Multi-Ethnicity	8.2%	6.9%
Native American	0.2%	0.2%
Pacific Islander	0.3%	0.2%
White	10.9%	11.1%
Unknown	0.7%	0.9%
Female	58.1%	57.7%
Male	41.7%	42.0%
Disability	5.7%	4.4%
Age 19 or Less	9.0%	23.7%
Age 20 to 24	49.9%	32.9%
Age 25 to 29	20.9%	18.2%
Age 30 to 34	9.5%	9.7%
Age 35 to 39	5.1%	5.7%
Age 40 to 49	3.7%	6.0%
Age 50+	1.7%	3.9%

Demographics:

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

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

Student enrollment rates in the Political Science program with respect to demographics are generally in step with the College average rates in the various demographic cohorts. However, there are a couple of developments worth noting. First, the cohort of Age 19 or Less is a significant outlier that caught my attention. The campus-wide enrollment average stands at 23.7% while that of the program is a mere 9.0%. What that seems to tell me is that there are many more high schoolers enrolling in other programs than they are in Political Science. This is particularly surprising because we routinely offer courses at high schools in our catchment area. I plan to speak with the Dean of Research, Dr. James Smith, to see if he has an explanation for this discrepancy and what this might mean moving forward. Program Review member Abby Wahab whom I had the pleasure of meeting twice in the course of preparing this report has suggested, and I believe correctly, that it may be explained partly by the fact that new students tend to wait for a while before taking Political Science courses. Implied is a perception that courses in Political Science have a high reading content and that they had better be tackled later.

Secondly, and on a more positive note, the percentage of physically challenged students enrolled in the program is higher than the campus average. At 5.7: 4.4 ratio, this marks a significant turnaround. At first glance, the reviewers may not be impressed by these numbers until they compare what was and what is now. During the previous efficacy review, the program was at 2.9% enrollment compared to the college-wide enrollment of 5.6%. That represented a 52% spread. I was curious about this discrepancy. To get a sense of what might be causing this, I walked over to DSP&S where I was told that, truth-to-tell, students with a physical challenge (especially a reading challenge) tend to avoid courses like Political Science, which they suspect involve a high reading content. Still, I asked and got some assurance, that DSP&S would try and promote our program among their constituents.

This turnaround appears to be the fruit of an ongoing collaborative relationship between DSP&S and our program. Moreover, it bears noting that what we seem to be seeing is steady progress. Although I was dissatisfied with the 2.9% enrollment in the last review, it was itself progress over the preceding cycle of about 1%. Abby Wahab noted that the increased enrollment may also be due to the fact that students using the services of DSP&S are increasingly made aware that they may not be able to avoid POLIT 100 forever because it is one of the courses required for graduation. As an academic counselor, she should know.

Pattern of Service:

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

PATTERN OF SERVICE

During the previous efficacy review, I responded to this section by pointing out 7 distinct ways by which our program serves our community of learners. We have been able to add a few more ways since then. So, now we have 10 elements in our pattern of service. They are as follows:

- 1) All the 9 courses we offer (including Honors courses) are transferable to CSU. 8 are transferable to CU
- 2) Our POLIT 100 is a requirement for graduation in my programs.
- 3) Each of our 9 courses can be taken for General Education.
- 4) The program has an AA-T degree which allows students to transfer to the CSU system into Political Science program, with a junior standing. Since the last efficacy report we have awarded some 9 degrees. Before then, we had none
- 5) In our goal to accommodate the schedules of many students as possible, we offer courses that meet as early as 7 a.m. and those that begin as late as 6 p.m. We also offer weekend classes on Fridays and Saturdays.
- 6) We offer online courses to accommodate students who cannot take classes on the college campus for one reason or another. And as we pointed out in a different section above, we are well positioned to offer more online sections today because we now have more instructors who can teach online courses.
- 7) Besides the courses we offer, our program helps to expand political education and awareness in the larger San Bernardino community by cooperating with various groups to sponsor a variety of political forums. These activities are important in helping to create an informed citizenry, which is critical to a flourishing democracy.
- 8) We are on track to renewing a course in independent study which will allow students to be creative and explore areas of their special interest in Politics. I will note that the instructor who teaches this course is a volunteer and gets no compensation for this service. Curriculum Committee Chair Mary Copeland is working with me on this initiative.
- 9) Our pattern of service continues to keep its eyes on ways that would enable our students to stand out. Since the last efficacy report we have added 2 more honors courses, POLIT 138H and POLIT 139H
- 10) We offer students the opportunity for external internship through POLIT 139H (Student Leadership and Service Learning) and through providing information to our students on requests by local politicians for student interns.

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

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

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

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

Student Success:

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

Assessment:

As my EMP analysis on p. 2 shows, our success rate rose by 2% over the 2017-2018 cycle. Our retention rate remained the same as in the last cycle. Our online courses grew by 2% from 28% to 30%. We foresee a continued rise in the number of our online courses. Beginning with three instructors who were

willing and able to teach online in the previous cycle, we now have 6. The number of degrees we offer which began at a snail pace of 2 degrees in the 14-15 cycle rose to 9 in the 16-17 cycle but fell to 5 in the 18-19 cycle. This is concerning but sometimes there is a lag in getting the full data or picture on some variables. So, I have put a research request to Dr. Smith's office to see if any new data came subsequently that would necessitate and justify an upward revision. Meanwhile, our instructors are aware of our goal to continue to promote our AA-T degree in their respective classes. Specifically, during the introductory section of the course, our instructors are to speak of the job opportunities that are available for Political Science majors.

Supplemental Data:

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

Salary Outlook

The Bureau of Labor Statistics (BLS) put out figures on earnings in various occupations for 2018/2019. I homed in on the social sciences, specifically on Political Science, Psychology, Urban Studies, Sociology, and Economics. The median salary for holders of a master's degree in Political Science was \$117, 570—ahead of these other social science disciplines. The comparable numbers for Sociology, Psychology, History, Anthropology, Urban Studies and Economics were, respectively, \$82, 050; \$79, 010; \$61, 140; \$462, 410; \$73, 050; \$104, 340. I was somewhat surprised that Political Science outpaced Economics. But on further thought, I could see why. Political Science is very versatile. In addition to high paying jobs in federal and state bureaucracies, degree holders can find jobs in TV media talk shows, lobbying, public relations, political consultancy; and, business.

Finding Jobs

According to BLS, Employment of political scientists is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. Political scientists should face strong competition for jobs as the number of candidates is expected to exceed the number of available positions.

Because the outlook is competitive, we will be encouraging our students to practice networking and acquire a master's degree or better from top-notch institutions. This is an item I will reiterate at the meetings of our faculty.

What Do Political Science Do?

They work in government as policy developers and analysts. They serve at home and in the foreign policy and intelligence establishment. In the private sector, they serve as pundits, lobbyists, political campaign managers, consultants and public relations officers. Many of America's leading politicians have historically had some degree credential in Political Science. Some, like our instructors, teach in colleges and universities. Others teach social studies in high schools.

Bureau of Labor Statistics <https://www.bls.gov/ooh/life-physical-and-social-science/home.htm>,
March 6, 2020

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

Student Area Outcomes: Evidence of Continuous Assessment

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

Examples of evidence could include the following:

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

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

		ASSESSED	MET TARGET
1	POLIT 100 F2016-SP2017	2,921	2,355
	POLIT HIGHER F2016-SP2017	151	126
2	POLIT 100 F2017-SP2018	2,132	1,605
	POLIT HIGHER F2017-SP2018	3,072	2,481
3	POLIT 100 F2018-SP2019	2,315	1,735
	POLIT HIGHER F2018-SP2019	202	164
Summary			
4	F2016 - SP2017 (ONLINE)	1,903	1,462
	F2016 - SP2017 (INCLASS)	2,427	1,922
5	F2017 - SP2018 (ONLINE)	432	342
	F2017 - SP2018 (INCLASS)	2,395	1,767
6	F2018 - SP2019 (ONLINE)	676	447
	F2018 - SP2019 (INCLASS)	2,281	1,831

Student Area Outcomes: Disaggregated Data Analysis

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

Examples of evidence could include the following:

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

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

In the above table, we have a performance comparison between students who took our basic course POLIT 100 and those who took a higher-level course-POLIT 110, POLIT 138, POLIT 139, POLIT 140 and POLIT 141. This is reflected in items 1, 2, and 3 on the table. The results of the calculations (actual calculations are not shown in this report but can easily be verified by anyone who is interested in doing so) shows that Higher POLIT takers outperformed POLIT 100 students by a factor of 1.02 in the 2016-2017 cycle. In the 2017-2018 cycle, Higher POLIT takers outperformed the POLIT 100 takers by a factor of 1.07. And in the 2018-2019 cycle, they outperformed the POLIT 100 students by a factor of 1.08. My view is that the Higher POLIT takers are doing a little bit better than the POLIT 100 students because, although not required, some of these students have had some course in Political Science, usually POLIT 100. Also, a good proportion of them say that they are Poly Sci majors. In other words, they seem to like what they are studying. What I hear often from many students in POLIT 100 is that they are taking it because it is a requirement for graduation. And they are not bashful to so declare.

The next comparison is between online students and in-class students. This is reflected on the table by items 4, 5, and 6. In the 2016-2017 period, the in-class students outperformed their online counterparts by a factor of 1.03. In 2017-2018, the online students did better than in-class students by a factor of 0.93. And in the 2018—2019 period, the in-class students did better than their online peers by a factor of 1.2. According to these figures, in-class students did better than online students in two of the three periods we analyzed. I am not surprised that in-class students seem to be doing better than online students. Online classes are not much further away from the developmental stage in the learning curve. There is still much to be learned by student and instructor alike. My surprise is that the performance gap between the two groups of learners is not even larger than what our figures show. My hunch is that more mature students are taking online classes, and this may account for why the gap is not wider. More data is needed for us to be able to hypothesize on this thought with a high confidence level.

I would be remiss not to point out that it remains controversial whether it should be the responsibility of faculty chairs to analyze the kinds of data we were given. It takes huge amounts of hours to furnish an efficacy report, to begin with. Adding data disaggregation only exacerbates matters. Some have argued that additional compensation is in order. I cannot argue with that.

But coming back to data, I believe that the nature of data we were given to disaggregate is useful. It may not seem so on the face of it. But over time, knowing what percentage of students were successful in SLOs; and knowing how online students perform vis a vis in-class students may enable us to develop a normal probability distribution curve which can be tapped for its predictive value on a range of interesting issues. This is not idle talk, given the raging power of data analytics and increasingly high-speed processing computers.

Moving forward, if we are going to be disaggregating data in future, I would like data on enrollment between day classes and evening classes. I would like to know the covariance factor between these two variables. Are enrollments in the day and evening traveling in the same direction; or are they traveling in opposite direction? Or is there no discernible pattern? If there is one, what is the coefficient of correlation? Knowing answers to questions of this type can help guide faculty chairs in scheduling classes.

Finally, we are hoping that in the next efficacy report will have more classes that our students can choose from. One of the strengths of our department is that we have highly credentialed instructors, including attorneys. We hope to tap on them and others to start a course in Constitutional Law. In fact, there is a member of our faculty who cannot wait to start working on this.

Program Level Outcomes:

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

PLO Data: 2016/2017			
SLO STATEMENT	Number of Students Assessed	Number of Students Who Met SLO	% of Students Who Met SLOs
Students completing Political Science courses included in the Political Science AA/T program will demonstrate a comprehensive understanding of the domestic governmental institutions and political practices of the United States – at the national, state, and local levels – including their Constitutional bases; the special functions of the legislative, executive, and judicial branches and their associated bureaucratic and regulatory agencies; and the activities of leading participants in the political process including organized special interest groups, political parties, and grass-roots activists.	3,029	2,452	80.95
Students completing Political Science courses included in the Political Science AA/T program will demonstrate a keen awareness of the world beyond our national borders and know the principal players in world politics--state actors (countries) and non-state actors such as international governmental organizations (IGOs) and international non-governmental organizations (INGOs), and their respective role in creating world order; employ the principle of levels of analysis to explain a major development in world politics such as the outbreak of war or a complex foreign policy decision; understand the principal parameters around which to compare different political systems;	174	146	83.91

<p>have an understanding of how different historical and cultural forces end up creating different regimes--authoritarian regimes or democratic regimes; and have a general knowledge of the fundamental components of political economy—public goods, taxation, regulations, trade policies, employment, and money supply.</p>			
<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate an understanding of the practical skills needed for employment, or other participation, in governmental and political contexts.</p>	73	64	87.67
<p>PLO Data: 2017/2018</p>			
<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate a comprehensive understanding of the domestic governmental institutions and political practices of the United States – at the national, state, and local levels – including their Constitutional bases; the special functions of the legislative, executive, and judicial branches and their associated bureaucratic and regulatory agencies; and the activities of leading participants in the political process including organized special interest groups, political parties, and grass-roots activists.</p>	2,436	1,800	73.89
<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate a keen awareness of the world beyond our national borders and know the principal players in world politics--state actors (countries) and non-state actors such as international governmental organizations (IGOs) and international non-governmental organizations (INGOs), and their respective role in creating world order; employ the principle of levels of analysis to explain a major development in world politics such as the outbreak of war or a complex foreign policy decision; understand the principal parameters around which to compare different political systems; have an understanding of how different historical and cultural</p>	230	176	76.52

forces end up creating different regimes--authoritarian regimes or democratic regimes; and have a general knowledge of the fundamental components of political economy—public goods, taxation, regulations, trade policies, employment, and money supply			
Students completing Political Science courses included in the Political Science AA/T program will demonstrate an understanding of the practical skills needed for employment, or other participation, in governmental and political contexts.	128	100	78.13

PLO Data: 2018/2019			
SLO STATEMENT	Number of Students Assessed	Number of Students Who Met SLO	% of Students Who Met SLOs
Students completing Political Science courses included in the Political Science AA/T program will demonstrate a comprehensive understanding of the domestic governmental institutions and political practices of the United States – at the national, state, and local levels – including their Constitutional bases; the special functions of the legislative, executive, and judicial branches and their associated bureaucratic and regulatory agencies; and the activities of leading participants in the political process including organized special interest groups, political parties, and grass-roots activist	2968	2278	76.75
Students completing Political Science courses included in the Political Science AA/T program will demonstrate a keen awareness of the world beyond our national borders and know the principal players in world politics--state actors (countries) and non-state actors such as international governmental organizations (IGOs) and international non-	153	122	79.74

<p>governmental organizations (INGOs), and their respective role in creating world order; employ the principle of levels of analysis to explain a major development in world politics such as the outbreak of war or a complex foreign policy decision; understand the principal parameters around which to compare different political systems; have an understanding of how different historical and cultural forces end up creating different regimes--authoritarian regimes or democratic regimes; and have a general knowledge of the fundamental components of political economy—public goods, taxation, regulations, trade policies, employment, and money supply.</p>			
<p>Students completing Political Science courses included in the Political Science AA/T program will demonstrate an understanding of the practical skills needed for employment, or other participation, in governmental and political contexts.</p>	18	12	66.67

SUMMARY

The SLO item which corresponds to PLO # 1 does not evince consistency. In 2016-2017, it registered a high of 80.95%. But in the 2017-2018 cycle, it slumped to 73.89%. It then went up a modest amount, to 76.5% in 2018-2019. The SLO item corresponding to PLO #2 shows no consistency either. From a high of 83.91% in the 2016-2017 cycle, it went down to 76.52 in the following cycle. It then picked up in 2018-2019 to 79.74%. It will have to rise by another 4.71% to reach its all-time high of 83.91%. The SLO item which corresponds to PLO #3 shows a pattern, albeit one that is regrettable. The numbers show a downward trend, from 87. 67% in 2016-2017 to 78.13% in 2017-2018 and finally to 66.6% in 2018-2019 cycle.

CONCLUSIONS

The PLO #1 of 2016-2017 can be regarded as an outlier when compared to its corresponding figure of 2017-2018 and 2018-2019. Yet that is where we aspire to be. So, what is the problem? Is it with the students? Is it the instructors? Like most things, it seems like a little of both. I regret to say that since 1995 when I started here as an adjunct, my perception—and I may be wrong—is that the preparedness of our incoming students has been on a steady decline. Some just do not seem motivated to read the required reading material. Others still do not appear to have the necessary stock of vocabulary to comprehend what they read. Hopefully, AB705 will help some. On the other hand, our instructors need to find ways to get the students to office hours. My experience is that students who use office hours tend to do better in exams. Perhaps part of the class session should be devoted to reading. This may be difficult to sustain because the amount of material that must be covered by the end of the semester in Political Science tends to on the higher side. Moreover, instructors can resist the temptation of getting into the minutiae and focus more on the fundamentals. These are items I plan to pursue more vigorously at departmental meetings in a sustained way.

With respect to the PLO # 2, I think that the percentage in the high 70s is not particularly disturbing. It could be better, but we need to remember that the content of World Politics and Comparative Politics tends to be new to many of our students, if not most. That said, we will continue to explore ways to improve student performance. One way to do this is for SBVC to have a Model United Nations program (MUN). Our efforts to create such a program has received scarcely any support by Program Review or indeed any other entities here at the college; so much so that I am almost giving up on it. Ironically, I was hired in part to help create a MUN at this institution. Our competitor RCC pours in a ton of resources in their MUN. Here we have no support—period.

As for PLO #3, the pattern of decline, I think, can be explained by three interrelated factors. First, the course content was revamped to scale it up to what an Honors course should look like. That meant it became more rigorous. Second, as the chart shows, the number of students enrolling has fallen dramatically. I wonder whether that may be chalked up in part to the new rigor or some other factors. But the point is that when low numbers are involved in calculations, the resulting quotients can be very misleading. Third, some of our students begin their internship late into the semester because it takes a long time to get clearance.

So, what we need to do (as I have already pointed out, we need more institutional supports for these service learning (student leadership) courses.

Finally, we need to get the actual data on the number of students who got a degree and see how well they did in the SLOs that we built into the PLOs. Some disaggregation could give us a better insight.

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

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

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

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

Communication, Culture & Climate:

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

Among other things, we communicate our program in the following ways:

- Have our courses for each semester published on the College E-schedule and hard copy Schedule of Classes
- Ensure that information about the Department is current and published in the College catalog
- Enlist the support of colleagues and others to make announcement to their students about our activities and new sections that may be low in enrollment
- Reach out to off-campus agencies that can provide internships to our students and inform them of our program
- Have our students reach their peers by word of mouth to pass on information about our classes and other activities
- Use emails extensively
- Work with academic counsellors to provide current information to students they counsel
- Inform the Guided Path initiative about relevant attributes of our program

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

We have organized discussion forums on political developments to raise awareness. We have invited elected officials to come to the campus to share their knowledge and experience with our campus community. And we have collaborated with other departments and Associated Student Government in taking students to Sacramento where they meet with elected officials.

Describe one or more external/internal partnerships.

Our department routinely receives requests from candidates in or aspiring to political offices for assistance in their campaigns. They have been Democrats and they have been Republicans. They ask us to announce in our classes their efforts to recruit students for political internship. Our response has been non-partisan. Among other places we have sent students our department has sent students to include the Office of San Bernardino City Clerk and California Assemblywoman Eloise Reyes

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

As indicated on p.18 of this report, we face the daunting challenge of getting external agencies clear our students (fingerprint, TB test and so forth) quickly so that they can start their internship. This is especially acute when the agency is a public entity such as the city council, mayor's office, office of the D.A., etc. Because this issue is less of a problem with agencies that need not conform to a rigid requirement of screening, we want to expand our outreach to more of such agencies. In this respect, we will be looking to reach out to more non-profits with reputable stature.

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

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

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

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

Professional Development:

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

We maintain currency by participating actively in professional development activities. This is true of both our full-time and part-time instructors. We participate in activities organized by the Professional Development Office and in those organized by Divisions, Departments, and individuals. Our involvement runs the gamut—Canvas seminars, lectures on various issues, retreats, etc. Some of us also pursue new degrees and certificates. One of our instructors is half-way through the MBA program at the University of California, Riverside. Another got a master’s degree in cybersecurity; and yet another got a Ph.D. in Theology on top of his master’s degree in Political Science. These degrees broaden the intellectual scope of our faculty, something they can bring to bear on political discourse in the class and in campus forums.

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

I belong to the American Political Science Association. (APSA) I was a member of three other professional associations (International Studies Association, African Studies Association and the National Conference of Black Political Scientists). I had to allow my membership in these other associations to lapse because association dues were beginning to cost me quite a bit. As indicated above, our part-time colleagues also participate actively in professional development of one sort or another. My sense, though, is that few are members of a professional association. The costs associated with involvement in professional associations may be prohibitive. In my last Budget Needs, I requested financial support that would enable our Department as a unit to join APSA. Our Department’s request was ranked 4th in our Division. We have not heard from Program Review since then. I would like to see Program Review provide funding for our Department to join other professional associations besides APSA. It is not that we are not aware that the Office of Professional Development provides some funding

for adjuncts and full-time instructors to attend conferences. We are aware of it, but the funding is too little and too restrictive. There is need for more resources from the College.

Professional associations organize conferences, workshops and seminars that help to keep their members current. They are also avenues for professional networking, publishing, and general professional upward mobility.

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

Our instructors often participate in conferences and workshops, near and far. We have travelled to and participated in the Washington (Olympia) Center for Learning communities. We have partnered with the First Year Experience (FYE) in developing the program right from its inception here at Valley college. In this respect, one of our own, Dr. Lisa Henkle, also went to South Carolina with former VP for Student Services to network with colleagues in other institutions doing FYE. As to how such involvement and partnership has impacted our program, we are proud to announce that FYE has had us teaching courses to their students since its very inception. Further, when we recruited a full-time instructor to our program four years ago, the candidate with experience in a FYE was hired in part because of that experience. We are hoping that our recent request to Program Review to provide funding so that our instructors can attend scholarly conferences more frequently will receive a sympathetic hearing.

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

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

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

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

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

Mission and Purpose:

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

What is the mission statement or purpose of the program?

The program offers courses in Political Science that help prepare students for leadership, service in government and for employment in the private sector and nonprofits.

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

San Bernardino Valley College provides quality education and services that support a diverse community of learners. Our program’s mission statement above articulates well with that of the College. Here are 7 of the more important ways it does so.

San Bernardino Valley College provides quality education and services that support a diverse community of learners. Unquestionably, the program’s mission promotes the goal of the college shown in italics. Here are 8 of the more important ways it does so

- It offers numerous sections of Introduction to American Government and Politics to meet an ever-growing demand for a course that helps learners to know the fundamental workings of the American system of government. Moreover, for some students, this is a must-take for graduation. The course is offered at various times and many days of the week. It is also offered on weekends and online.
- The program offers higher-level courses, World Politics (POLIT. 141) and Comparative Politics (POLIT. 140), two courses which help our diverse community of learners to be exposed to security,

political and economic developments beyond the shores of the United States—developments which often have significant consequences for America’s national interests.

- The program teaches a course in Political Theory (POLIT. 110) which exposes learners to Western political thought and the basic political thoughts around which much of the American political system was founded.
- The program also offers Service-Learning courses (POLIT. 138 and POLIT. 139). These provide our students opportunities to learn skills of leadership and to put their knowledge of the American and local political process into action as they articulate with agencies within our catchment area. It also provides them the chance to network with officials from government, industry and non-profits.
- The program offers an AA-T degree that enables students to further their study in Political Science at the CSU system, entering in as juniors.
- The program participates in and offers instructors to the First Year Experience (FYE), a program designed to give young men and women a second chance to better their lives
- The program, as the demographic chart shows, attracts various demographic groups and engages them in quality education. Moreover, it does so through a faculty that is demographically diverse as well.
- The instructors in this program routinely write letters of recommendation on behalf of students who wish to transfer, or who are applying for a job, scholarships or financial aid.

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.

Efficiency has declined over the past EMP cycles, 546 in the 14-15 cycle to 417 in 18-19 cycle. This appears to be a college-wide phenomenon. There could be both systemic and program-specific explanations for this development. Our program does not cancel low-enrolled classes lightly. We are averse to it and believe that our antipathy is consistent with the philosophy of a college that prides itself on being “student-centered.” To cancel classes might mean that students do not get to graduate on schedule. This can have other undesirable consequences we need not get into here. This is not to argue that efficiency, defined in relevant metrics, is not important. It is, but in the balancing act we have tended to err on the side of the needs of students. Moreover, some low-enrolled courses cannot be cancelled because if we keep cancelling them, after two years, the Curriculum Committee will want to know why the courses are still in our program. Yet some of them need to be retained even if subscription to them is low because they are integral to our degree program. Political Theory, World Politics and Comparative Politics are examples of such courses in our program.

With respect to a systemic factor, we think that the national economy that has rebounded quite well since the darkest days of the Great Recession of 2008/2009 makes taking classes a lower priority to some in the community.

To address the efficiency issue further, let us examine how the efficiency metric is determined. **WSCH** stands for Weekly Student Contact Hours and its value is calculated by multiplying the number of hours a class meets per week by the number of students. Therefore, the WSCH for a class of 40 students that meets twice a week for 1 hour 30 minutes each time would be: 3.0/week X40 students=120 WSCH. WSCH/FTEF is a productivity ratio. The higher the quotient, the higher the productivity of the faculty is deemed to be. **FTEF** stands for Full-time Equivalent Faculty member. A faculty member teaching 3 hours per week constitutes **0.2** FTEF. If that instructor is teaching a class of 40, the corresponding WSCH/FTEF would be calculated by dividing 40 X 3 by 0.2, which

would be **600**. One possible way to raise the quotient is to reduce the denominator. But this would not be a realistic proposition for our program. Given our very high FTEs of 11.89, our program should have 4 or more full-time instructors, yet, it has only two. Let us turn to the numerator. If we can raise that number, we can have a larger quotient. If SBVC keeps up a strong and growing overall student enrollment, we can expect to attract a good share of the students to our program. That way, we can have more students, and therefore, a higher WSCH.

To assist in recruiting, we can set up information tables, and chat with prospective students when they are visiting the campus. With the proper arrangement, we can even have some of them visit our classes. That said, our program has very little control over the ebb and flow of overall student enrollment at SBVC. This is a factor that falls within the notion of systemic variable I alluded to above. Nonetheless, we are always open to working with others to promote enrollment at SBVC. For example, in 2017, we gave a presentation to high school academic counselors about our department and offerings in an event organized by the Counseling Department of SBVC. This conference was organized by Dr. Aguilar-Kitibutr of the Counseling Department. This is the second time in a row we are doing this. Moreover, we have cooperated with First year Experience in the past and are open to further collaboration with them to recruit new sets of students to SBVC. As indicated elsewhere in this document, we continue to lend an instructor to FYE. We are open to lend more if asked. Finally, I would be remiss to not note that a damper has been injected on the zeal for recruitment. The higher-ups here have determined that we have more students than we are being compensated for by the state. So, higher recruitment efforts which used to be commendable have now been relegated to an ambiguous category. Decisions regarding whether we should be recruiting more students at this time or not to be is outside of my purview and paygrade. But whenever the decision is made to renew recruiting drives, our program stands ready to be do our share.

Lastly, and still on the EMP chart, our FTEs remain largely the same, from 166.61 to 165.17. It does not seem to be a major concern at this point. However, we will keep an eye on it to prevent it from becoming a trend.

Relevance and Currency, Articulation of Curriculum:

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

Course	Status	Last Content Review	Next Review Date
POLIT 100 American Politics	Active	12/08/2014	12/08/2020
POLIT 110 Introduction to Political Theory	Active	10/20/2014	10/20/2020
POLIT 110H Introduction to Political Theory Honors	Active	05/09/2016	05/09/2022

POLIT 138 Service Learning: Student Leadership	Active	11/07/2016	11/07/2022
POLIT 138H Service Learning: Student Leadership - Honors	Active	11/07/2016	11/07/2022
POLIT 139 Service Learning: Community Leadership	Active	11/07/2016	11/07/2022
POLIT 139H Service Learning: Community Leadership - Honors	Active	11/07/2016	11/07/2022
POLIT 140 Introduction to Comparative Politics	Active	11/05/2018	11/05/2024
POLIT 141 Introduction to World Politics	Active	10/29/2014	10/29/2020
POLIT 141H Introduction to World Politics - Honors	Active	12/10/2013	12/10/2019

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> occurring	With CSU	With UC
		POLIT 138/H

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

I am in contact with the college Articulator to see what we could do together; to find out what may have happened since we last spoke on this issue with respect to the UC system.

Currency

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

Yes, the information is largely current, with the sole exception of POLIT 141H which I have launched at Curricunet to update it. I am confident it will pass when the Curriculum Committee meets to review it. Apart from updating the textbooks, there was not much that needed to be done. Moreover, the earliest we plan to offer the course is Spring 2021.

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

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

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

Information does not need updating

Planning: Challenges/Trends/Strengths:

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

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

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

An important strength of our program is the fact that our students can look forward to practical experience, by getting involved in the external community. In other words, our program does not offer only theory, it provides our students an opportunity for practice. One of our two Service Learning (student leadership) courses, POLIT 139 is the main way we try to give students some practical experience. But we face a challenge in two respects. First, we face low enrollment and secondly, we have a hard time find suitable agencies where our students can intern. There is an irony in all of this. This course was initially created by my predecessor at the behest of the longest serving Board of Trustees member, Dr. Singer. At that time, the latter was SBVC President and colleges were creating avenues for student involvement (which was and remains a good thing). It looked like a course that would enjoy much institutional support. But the reality has been disappointing. Internally, the college, working with our Department, could perform activities to promote the course. Our external liaison officers, working with us, could help find agencies that can give our students the chance to intern with them.

Left to my devices, we have done a few things on our own. We created an Honors component to the course. We also made it hybrid. We hoped that these measures would somehow increase the appeal of the course. I have reached out to external agencies, including the Mayor's Office in San Bernardino, the Office of the City Clerk, San Bernardino, the office of Assembly woman Eloise Reyes, the Office of American Lung Association, the Office of California Air quality, just to mention a few. We have had a difficult time with government agencies when we send our students there for internship because of all the screening the students are required to go through—fingerprint, background check, etc. Sometimes before this is all done, the semester is half-way spent or worse.

The counterpart course is POLIT 138. The main difference between 139 and 138 is that students who enroll in 138 are to be involved only on the campus with student clubs and student government. Studies have shown that students involved in campus clubs tend to have a higher level of academic success. But this course is also facing low enrollment. I have created an honors component and a hybrid to help promote enrollment. I have reached

out to colleagues in other programs. While I am grateful for their help and what we have done together, I must say that it is nothing to rely on. It has been spotty at best and void of an overarching plan, strategy and continuity.

So, what we must do is to reach out to the higher-ups who were not here when these two courses were initiated to remind them why Dr. Singer asked the Political Science Department to create these courses, and to solicit their input and greater institutional support. We might also reach out to Trustee Singer and let him know the fate that his initiative is experiencing. It was a good idea then. It remains a good idea today. If the current higher-ups think otherwise, then we must seriously consider discontinuing the courses. Curriculum Committee is averse to retaining courses that have not been offered in the past two years.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Facilities:

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

The classroom mostly used by our program is NH 351. It has up-to-date equipment in technology. The whiteboard is somewhat of a problem in that from time to time, it is very hard to erase. Also, the clock on the wall needs to be checked more often for accuracy. More worrying, however, is the fact that the classroom like most others on campus has only one door. This means that, God forbid, if an active shooter walks through the door, students and instructors may get trapped.

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

The room capacity is 34, per regulation of the Fire Department. That means we cannot enroll additional students to help pull up our efficiency. Further, because of that capacity I have been constrained to cap all our sections at 34, both in-person and online sections. That way, we do not have a situation where some instructors are required to teach more students than their peers for the same pay. That said, instructors can voluntarily accept more than 34 wherever possible—where physical space is not a constraint. Online instructors, for example, can have more students than the 34 cap. But that would be their choice.

Further, there was a time NH 351 was designated as the classroom for our program. But since the past two years or so, it has not been the preserve of our Department. The faculty chair no longer assigns classrooms. The assignment is done by computer. We are told that the computer allocates classrooms more efficiently. That may be so. But what is sometimes overlooked is that some of our faculty now walk long distances to get to classes, where they also deal with varied and unfamiliar class technologies. There is something to be said for

VII: Previous Does Not Meets Categories

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

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

No previous Does Not Meets.

Program Efficacy Team Report (Instruction)

Spring 2020

Name of Department: Political Science

Efficacy Team: Joel Lamore, Anna Tolstova, Jose Recinos

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation:

The Political Science program demonstrates a number of strengths, including a fine parity with the college demographics, a wide pattern of service, and offers courses that both serve students taking their classes to satisfy GE requirements as well as courses to prepare majors to meet the program’s mission to “prepare students for leadership, service in government and for employment in the private sector and nonprofits.”

While the program achieved Meets for all areas, except Communication, Climate and Culture, many areas were seriously weakened by various lapses. At times the program seems to react rather than work proactively to create strategies to address issues. In addition, data collection is often also passive. This is most acutely a concern in areas like productivity (which has been falling) and SLOs. Reasons for program challenges are speculation, with no plan or data sought to investigate the validity of those speculations.

In addition, the EMP provided by the program was incomplete, as the second page was missing.

Part I: Questions Related to Strategic Initiative: Increase Access

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

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

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

		The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	
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Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Demographics: With their demographics closely paralleling the college number, the program is doing well serving the college student body. The difference with the youngest demographic is something we are seeing across the board, almost certainly due to the large influx of younger students due to the Promise program and the need for most of those students to take English, Math and other first year courses before taking Political Science. The program discusses how they raised the number of DSPS students. It is important for the program to continue insuring they are at parity with college demographics. The program doesn't discuss how they plan to maintain their demographic parity.

Pattern of Service: Very little of what the program discusses in this area is about pattern of service (courses, degree and events), and that info would have been better employed elsewhere in the report. However, their actual pattern of service seems reasonable as they cover all days/times as well as online delivery. However, especially given their falling WSCH numbers, some assessment of how classes are filling or not would provide evidence that the pattern of service they currently offer is actually meeting student needs.

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

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

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

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

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes:	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)	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	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate</u>

Continuous Assessment	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 Level Outcomes (PLOs).	<u>adjustments, and is prepared for growth.</u>
Service Area Outcomes and/or Student Learning Outcomes: Disaggregated Data Analysis	Program has not demonstrated that it has analyzed disaggregated data for Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that analysis of 3 or more relevant disaggregated SLO data sets support program growth.</u>

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Student Success/Progress on Departmental Goals: The program’s success and retention numbers are respectable and the program discusses them adequately. The supplemental jobs data is clear and efficiently discussed. However, there is no real discussion of important department goals noted in EMP: the need to raise WSCH, FTEF and FTEs. Given that those have been falling, such a discussion is important to ensure the program has a strategy and is working to bring the numbers up.

SLOs: This area of the report has a chart of the disaggregation of SLO data only (100 vs higher course, and online vs live courses). A more complete discussion is present in the Disaggregation area, but since SLOs themselves are not discussed, this area is incomplete. It seems clear the program has SLOs and is accessing them, but this area of the report gives us nothing else. The team felt, however, that the discussion elsewhere on SLOs was adequate.

Disaggregation: The disaggregated data presented (entry level course vs higher levels, online vs live) in the chart are discussed usefully. The discussion suggests some additional data and disaggregations that might be useful to analyze in the future. One weakness of the analysis, though, is that at times guesses about the causes of certain issues are a bit vague, and there doesn’t seem to be a strategy to find evidence.

PLOs: The PLO chart shows the program outcomes with success rates. There is no course SLO to PLO mapping (which would be ideal). The numbers seem respectable, though the program seems concerned with some fluctuations – if so, seeing how course SLOs tied to the PLOs are performing would be the best way to understand the issue. Mostly, the program speculates in a lot of anecdotal ways what the data shows.

Efficacy Team Recommendations:

Though the program has sufficiently met requirements in this section, there are a number of weaknesses the program should keep in mind as they chart their course over the next few years in anticipation of their next efficacy report. The SLOs analysis must be completed in the required area, and some specific SLOs would be useful to note and discuss (picking out a few relevant SLOs that show some strength, area for improvement, or data that suggests changes to curriculum, assessment or SLO itself).

In addition, the reliance in this section (and other sections as well) on guesses or theories about what the data reveals is weak without a strategy for investigating the issue uncovered, and discussion of the steps and data that would be needed to both understand the issue and address it.

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

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

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

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

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

Efficacy Team Analysis and Feedback:

Communication: The program provides a general list of things they do to promote their courses. Many are standard (Schedule, Catalog, etc.), and the rest are without detail to allow us to assess the communication. The program did not identify data (numbers of communications, specific examples, etc.) that demonstrates communication with college and community. Discussing their website would have been useful.

Culture and Climate: While the program organizes events, forums and field trips that would seem to contribute to the culture and climate of the college, the lack of detail prevents this from being effective.

Partnerships: No actual partnerships are mentioned, just informal and ad hoc work with political groups. The area where they need to discuss how they will maintain CC&C and partnerships contains a discussion about program challenges that should be discussed in that area of report.

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

- The program must specifically explain methods of communication and give some supporting data (examples, info on frequency of communications, etc.)
- Providing more specifics on nature of events that support the college culture and climate is critical, as well as some discussion of the effects/benefits of those activities.
- While discussing informal and ad hoc work with political groups is useful, it needs to be more fully described. But ultimately, those are not partnerships. If the program currently has partnerships (interactions with groups on or off campus that are continuing), those should be specifically noted and described. If the program does not currently have such partnerships, a plan for forging connections would be important to lay out.

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

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Professional Development: The department’s discussion of professional development activities is adequate, including attending on-campus training opportunities and having faculty who are continuing their education by pursuing additional degrees. The membership area is vague – the program writer has a “sense” that few department faculty are members of organizations, noting (appropriately) the cost of such professional memberships (especially for part time faculty).

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

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

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

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

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <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: The program responded to the old college mission statement (not the one provided at the top of this section). The discussion of the program’s mission is therefore not coherently aligned with the college mission, though a few items noted support the college mission.

Productivity: The program addresses the falling WSCH numbers, in some effective ways and at times less effectively. An earlier discussion of classroom size limits is not repeated here but would be useful to explain lower productivity. The challenge of lower enrollment in upper level courses is also useful and absolutely a factor in lowering WSCH, though it would not account for WSCH that continues to fall. However, while it is true, as the program contends, that WSCH has dropped for many programs, it has been in the context of higher enrollment numbers (SBVC has been chasing higher numbers for a few years, then the Promise program broke the dam entirely, so opening up more classes that maybe didn’t totally fill could explain the lower productivity). However, for the Political Science program the lower productivity is also accompanied by falling enrollment. Also the program notes that enrollment isn’t under their control (that is true at the college level), but productivity (to some extent) and a strategy to improve it is. The

program must be more proactive in understanding the causes of the dropping productivity and creating action plans to increase it.

Currency in Catalog: The program puts their discussion of curriculum here, instead of the correct info. But the information about catalog currency is provided adequately elsewhere.

Curriculum: It seems like one course is overdue for content review, but since it is an honors course and its non-honors version is up to date (when curriculum requires honors version to be updated at same time as non-honors counterpart), this suggests there was some problem with that process. The course has been recently approved by Tech Review of the Curriculum Committee (4/20/20), and so is one step away from approval. The program needs to update curriculum before it becomes overdue.

Challenges/Planning: The program describes challenges for their service learning courses in terms of low enrollment and problems finding outside partners. These are specific and valid discussions. However, it ignores the wider program and challenges it faces. In the report, there were suggestions that other courses were challenged with low enrollment; the WSCH issue should be discussed here as well. The program seems to react to issues instead of being proactive and formulating clear strategies and collecting data that would help them address challenges.

Efficacy Team Recommendations:

The program meets expectations in most areas in this section, but weaknesses in productivity (especially in developing a strategy to stabilize or reverse the falling WSCH) and incompletely addressing program challenges are problems the program must attend to. In addition, keeping curriculum up to date is a core responsibility of a program, so the program needs to ensure curriculum is updated well before it is overdue for content review.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

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

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

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

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Facilities: The program discusses some relevant issues with the classroom where most of the PS courses are held. But classrooms and other facilities seem adequate to current program needs. The program does not have plan to address the concerns.

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

VII: Previous Does Not Meet Categories

Does Not Meet Meets Exceeds

N/A: No previous Does Not Meets.

Efficacy Team Analysis and Feedback: