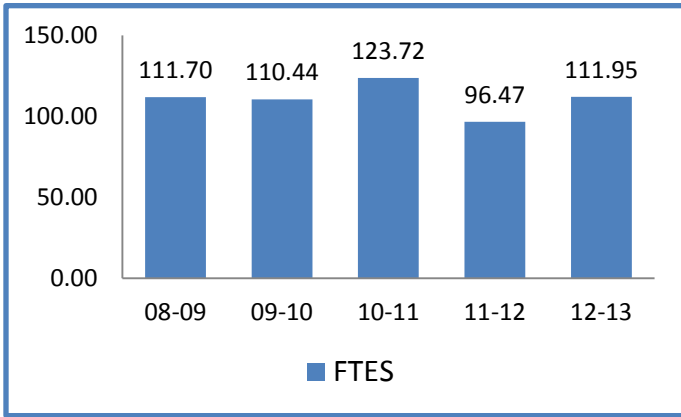


SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN

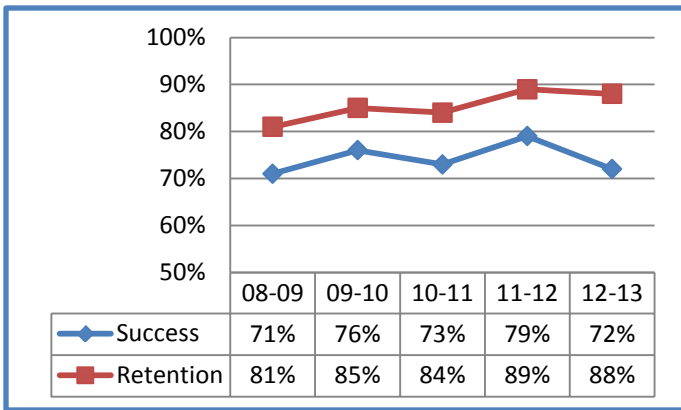
2012-2013

ADMINISTRATION OF JUSTICE DIVISION
(INSTRUCTION)

Administration of Justice – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,118	1,102	1,235	934	1,095
FTEF	6.20	5.40	6.00	4.60	5.40
WSCH per FTEF	541	614	619	629	622



	08-09	09-10	10-11	11-12	12-13
Sections	31	32	30	23	27
% of online enrollment	26%	19%	23%	17%	30%
Degrees awarded	35	31	23	50	44
Certificates awarded	21	24	18	26	21

Description:

The AOJ Department strives to provide our students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a 4-year academic program.

Assessment

- Good enrollment growth since 06/07 (81.38 FTEF).
- Budget cuts have reduced course offerings after 10/11.
- WSCH per FTEF significantly above college goals.
- FTEF demonstrates need for additional faculty.
- Student retention and success rates very high.
- Online offerings at highest level ever (30%); increased access.
- Degrees/Certificates at high level despite section cuts.

Program Goals:

- New more rigorous AS-T degree begins FA13.
- Continue online course offerings if funding allows.
- Maintain high student success and retention rates.
- Recover lost sections and continue to fill classes.
- Revise and update courses for relevancy and currency
- Identify and afford training to distance education professors.

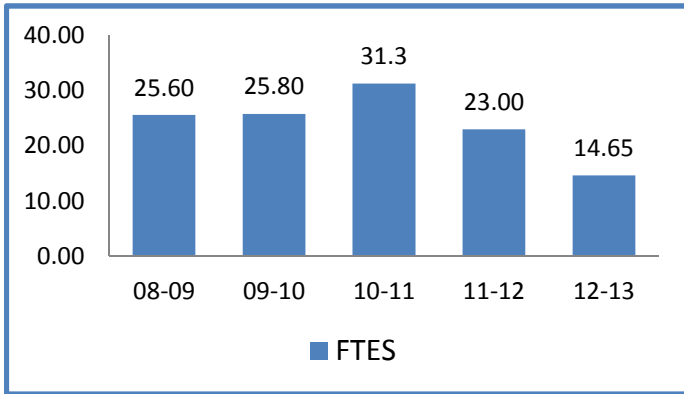
Challenges and Opportunities:

- Continue a viable and academically rigid program during significant budget cuts.
- Recover sections once budget improves.
- Continue course revisions to maintain new C-ID designations.
- Try to guide more students to the more rigorous AS-T degree.

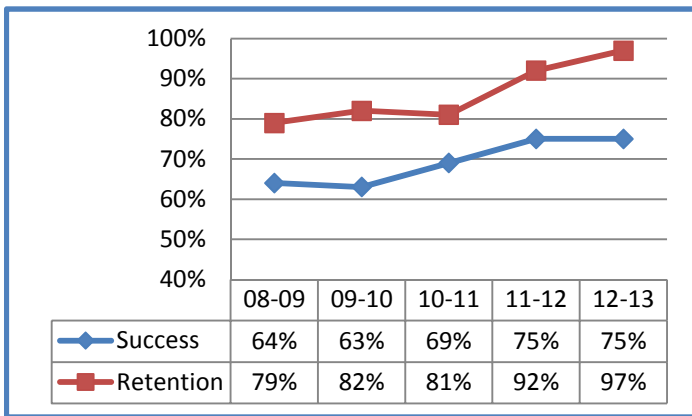
Action Plan:

- Continue giving student campus resource lists, especially for tutoring in reading and writing skills.
- Update and republish the AOJ/Corrections color brochure widely used on campus by students and counselors.
- Go over all program and course SLOs with instructors in group meetings.
- Continue course SLO assessment each semester.
- Hold an industry advisory meeting in SP14.

Corrections – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	256	257	313	225	144
FTEF	1.60	1.40	1.60	1.20	0.80
WSCH per FTEF	480	553	587	575	549



	08-09	09-10	10-11	11-12	12-13
Sections	8	8	8	6	4
% of online enrollment	0%	13%	0%	17%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	1	2	2	6	2

Description:

The Corrections Department strives to provide our students with the legal, ethical and educational background necessary to pursue a career in a corrections-related field.

Assessment

- Budget cuts have essentially cut the program in half since 2010.
- Student success and retention continues upward growth and is significantly above statewide and college norms.
- Online growth delayed by budget cuts that reduced section offerings.
- FTEF demonstrates need for full-time faculty.
- WSCH per FTEF above college goals.
- Adjunct-driven instruction.

Program Goals:

- Recover sections lost in years of budget cuts by adding 2-4 sections a school year as budget improves.
- Continue SLO assessments and make improvements as needed.
- Maintain C-ID designation on CORREC101.
- Increase certificates as sections are restored.

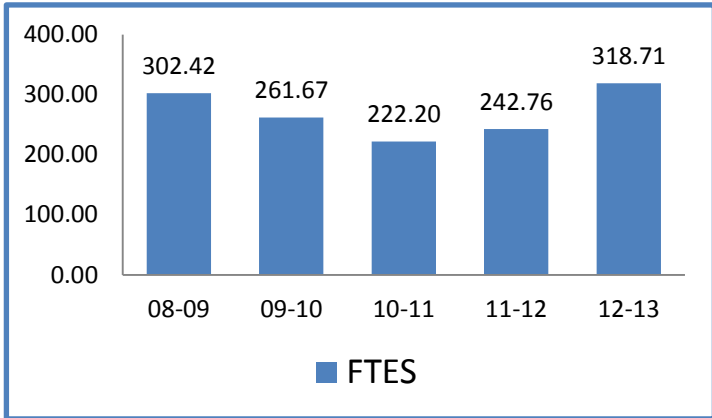
Challenges and Opportunities:

- Budget cuts have reduced course offerings by 50% since 2010
- Keeping C-ID designation as statewide elements change.
- Keeping retention and success rates high in hard times.
- Hard to market program without any funds.
- Competition from for-profit tech schools.
- Funding drives section offerings.
- Lack of available sections may drive some students to the AOJ degrees/Certificate programs.

Action Plan:

- Continue to give each student lists of resources for tutoring to help reading and writing skills improve.
- Update AOJ/Corrections color brochure (at Print Shop now).
- Continue SLO assessments every semester.
- Hold industry advisory meeting in 2014.
- Continue yearly scheduling and course management to guarantee 2-year certificate access
- Add more online classes as sections return

Criminal Justice – 2012-2013



Description:

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

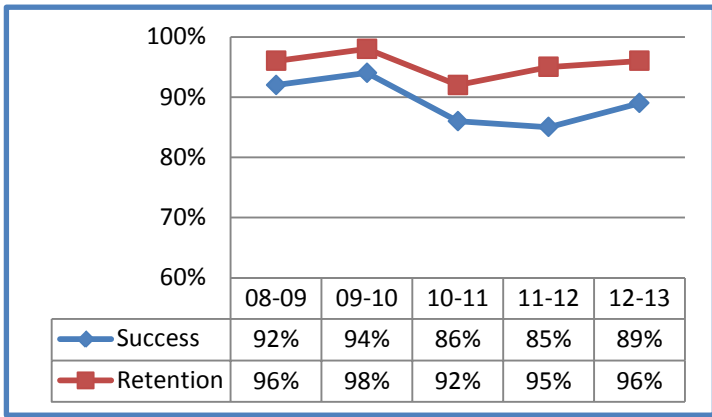
Assessment:

Criminal Justice has demonstrated high enrollment growth in 2012-13. This is a result of the improvement of the economy and police departments have been aggressively hiring police officers. Our Department have removed over 100 sections from CurricUNET that have not been offered for more than five years. These classes were removed to concentrate on our primary goal of providing basic academy training for entry-level officers.

	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,500	1,480	782	693	961
FTEF	16.68	11.86	9.35	9.60	10.48
WSCH per FTEF	544	662	713	759	912

Program Goals:

- Continue providing quality law enforcement training with a greater emphasis on ethics and character development.
- Finalize the update and content review process for the five basic academy courses.
- Ensure all academy instructors recertify through the AICP website.



Challenges and Opportunities:

- Develop strategies to increase the readiness of academy applicants for the physical rigors of the training program.
- Continue offering four intensive-format, and one extended format basic law enforcement academies annually to meet the current high demand for officers.

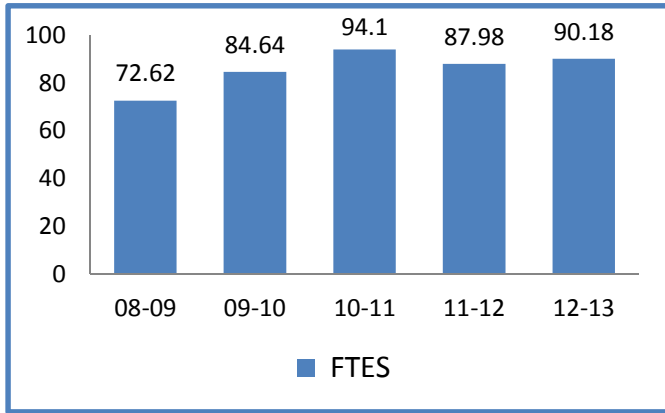
Action Plan:

- Start collecting hiring data on all graduates of all three academies.
- Develop a comprehensive marketing program for all three academy programs to increase the number of candidates entering the program.
- Increase the number of law enforcement agencies visiting our program to recruit police officers prior to graduation.
- Hold at least two advisory meetings a year to discuss the weaknesses in the the report writing and other components of training.

	08-09	09-10	10-11	11-12	12-13*
Sections	108	58	26	31	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	4	8	4	9	207

*Beginning 12-13, POST certificates are now included in the certificate count.

Aeronautics – 2012-2013



Description:

The Airframe and Powerplant Technician program prepares students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours Powerplant, and 400 hours in the Airframe and Powerplant General Curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. The industry analysts predict that 556,000 new mechanics and 498,000 pilots will be needed by 2032.

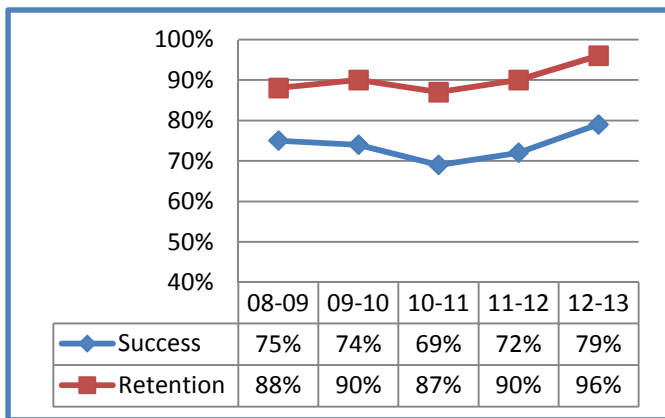
Assessment:

- FTES increased 27% over 5 years.
- WSCH per FTEF has increased 47% in 5 years. WSCH is nearing peak due to the class size limit and the lab / lecture ratio which is 60% lab instruction.
- Student success and retention are higher than the campus average. Program is #4 on campus in number of certificates issued.
- One (1) full-time faculty for 6 FTEF, Additional F/T needed

	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	376	431	477	417	431
FTEF	7.22	7.02	7.02	6.82	6.09
WSCH per FTEF	302	362	402	387	445

Program Goals:

- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce.
- Update instructional technology and teaching aids to meet these industry needs.
- Adapt and implement new regulatory and environmental requirement.
- Hire one more full time faculty
- Fill the vacant laboratory assistant position



Challenges and Opportunities:

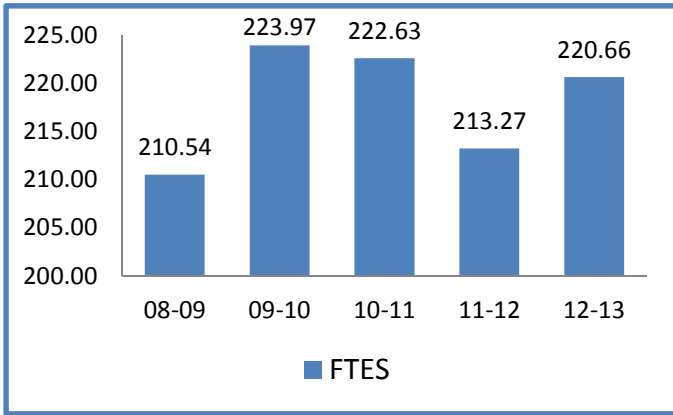
- Increased regulatory demands and high FTEF demonstrate the importance of additional F/T faculty.
- Difficult to recruit part time faculty due to high employability in industry and low adjunct faculty pay.
- Lab Assistant is needed to ensure continued student safety and to prepare lab for improved student learning and efficiency.
- Due to severe space constraints 2 lab sections are taught in one lab at the same time.

	08-09	09-10	10-11	11-12	12-13
Sections	21	20	20	19	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	2	2	2	0
Certificates Awarded	19	36	40	36	39

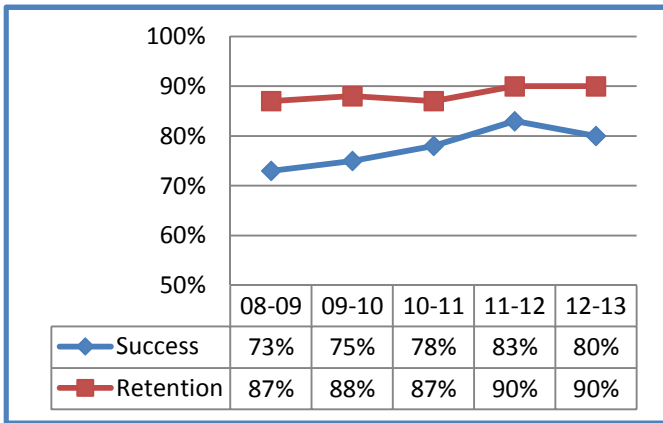
Action Plan:

- Expose student to data that explains advantages of degree programs over minimum CTE course offerings.
- Demonstrate the need and importance of additional full time faculty based on institutional and industry driven data. Hire lab assistant for safety and success.
- Pursue procurement of new technology environmentally friendly alternative fuel powerplants and hi technology composite structures.

Automotive – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	738	873	931	863	902
FTEF	14.33	15.01	14.8	14.05	15.27
WSCH per FTEF	441	448	451	445	434



	08-09	09-10	10-11	11-12	12-13
Sections	48	50	43	40	43
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	3	3	0	1
Certificates awarded	33	27	21	53	51

Description:

The Automotive Program offers training in both mechanical and collision repair. Students acquire job skills that range from basic mechanical repairs up to and including collision repair and refinishing. The program is certified by NATEF and ICAR, which are both nationally recognized organizations. Transportation industry is the fastest growing industry in the Inland Empire; this is reflected by high numbers of students on waitlist every semester.

Assessment:

- Enrollment has increased by 22% in last five years
- The success rates of 79% and the retention rate of 89% are well above SBVC average
- The number of certificates awarded have doubled in three years
- WSCH/FTEF of 434 are high considering long lab hours required by the program
- There are 5 full time faculty with FTEF of 15.27; indicating need for an additional full time faculty
- Enrollment growth limited by the lack of sufficient laboratory space

Program Goals:

- Provide a pathway to middle skill job training for 72% of the San Bernardino population who are employed in blue collar jobs
- Continue to provide quality education; many skills in Automotive program overlap into other CTE fields
- Increase course offerings in green technology; including clean air refinishing techniques for collision and alternative fuel/hybrid courses in auto repair
- Purchase equipment and update lab for green technology training

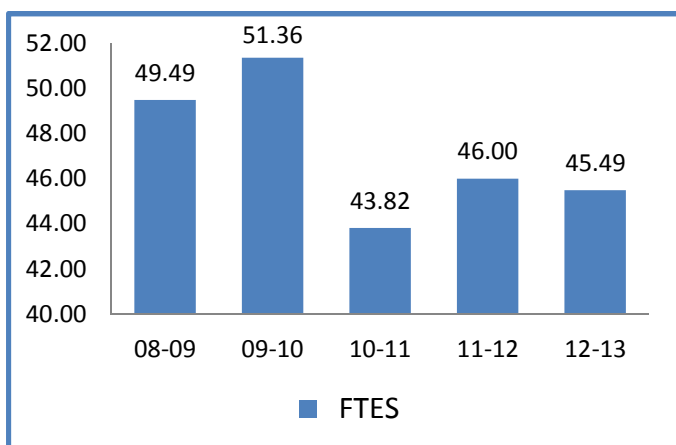
Challenges and Opportunities:

- Inadequate lab facilities - limited space, inadequate air-conditioning and ventilation, insufficient in size to meet the current needs of the program
- The collision program lab classes conducted outdoors, under an awning, without walls
- The number of seats in lab limits the program growth
- Lack of lab assistant to maintain and set up labs
- Insufficient budget to update the lab for green technology

Action Plan:

- Revive student internship programs with industry; these courses were cut due to budget constraints
- Investigate opportunity to hold off campus classes to "expand" lab space
- Develop more partnership with industry to offer classes to fit the local needs
- Hire a lab technician to maintain lab and equipment
- Update curriculum for Street Rod and Upholstery Program and offer courses by spring 2014
- Offer Collision Estimating program in fall 2014

Diesel – 2012-2013



Description:

A new Associates degree program has been added to the existing certificate program. The recently updated curriculum is aligned with National Automotive Technicians Foundation (NATEF). SBVC is the only public college in the area that offers a Diesel program in the Inland Empire Desert Region. Logistics is one of the 5 sectors that is targeted for work force development by the State. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

Assessment:

- Year to year, the student enrollment has increased by 14%
- There is a 5% increase in the retention rate while the success rate has remained static around 78%
- Fire codes limit the number of seats in the class; which in turns affects efficiency, limits the growth of the program; and keeps WSCH/FTEF numbers low
- The updated curriculum with clear exit-entry point will improve the certification rate

Program Goals:

- Update the classroom and labs facility to minimally acceptable standards for an instructional facility
- Equip the facility to standards set by NATEF
- Expand customized, not-for-credit training, for incumbent workers
- Encourage students to achieve newly created AS degree
- Broaden the Industry Advisory Board membership pool
- Purchase adequate number of tools to allow optimal hands on training for all students
- Hire a tool room attendant to monitor tools

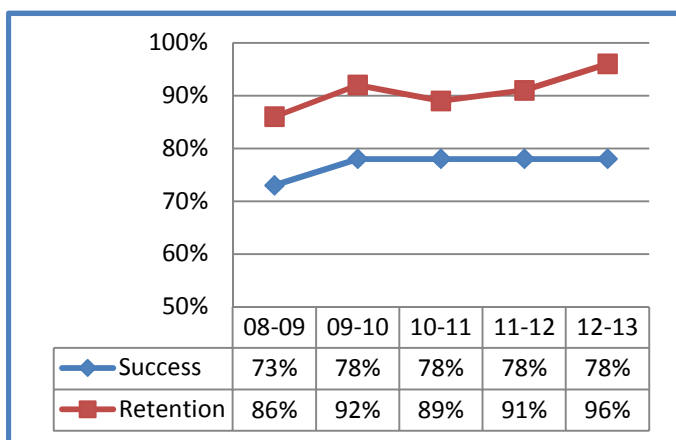
Challenges and Opportunities:

- The current facility is inadequate for the program needs; class cap of 19 makes it inefficient
- The breakroom and the meeting room in a maintenance facility were repurposed as classrooms without any modifications
- Expensive teaching modules and tools are needed to keep up with the new emission standards for trucks
- Students work in outdoor lab with no protection from elements
- No tool room person to monitor and maintain the tool room and labs

Action Plan:

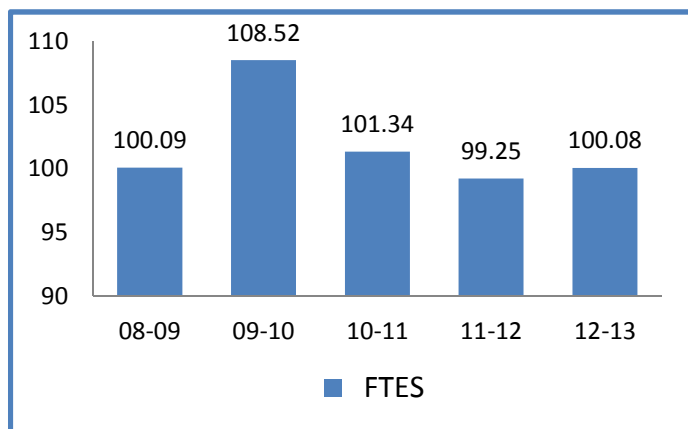
- Evaluate the updated NATEF aligned curriculum
- Request budget to adequately meet the basic minimum facility requirements
- Prepare for NATEF accreditation visit
- Relocate the program to a newer facility or renovate the current facility to meet the program needs which would include better lighting and acoustics in the classrooms/lab
- Build an awning outdoors to expand the lab space outdoors
- Hire a fulltime tool crib attendant.

	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	278	330	245	240	274
FTEF	4.42	4.42	3.74	3.4	3.9
WSCH per FTEF	336	349	352	405	350

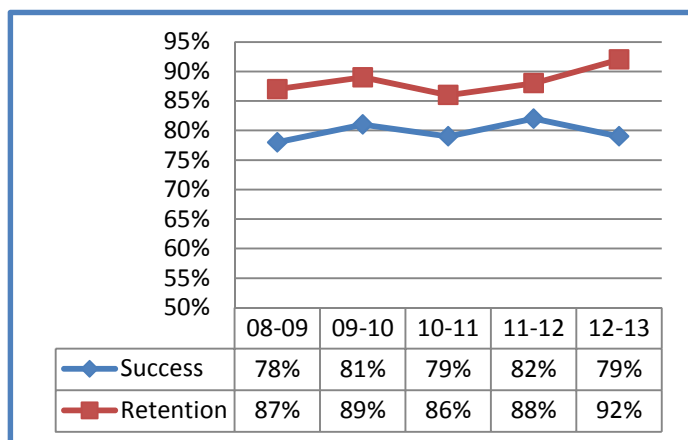


	08-09	09-10	10-11	11-12	12-13
Sections	14	16	12	12	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	4	13	10	2	4

Electricity/Electronics – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	752	791	755	738	752
FTEF	8.02	8.09	7.57	6.96	7.10
WSCH per FTEF	374	402	402	427	423



	08-09	09-10	10-11	11-12	12-13
Sections	38	37	32	29	30
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	8	8	11	13	4
Certificates awarded	17	28	30	18	23

Description:

The Department prepares students to obtain entry-level positions as Electronic technicians in a variety of fields such as Electronics Technology, Computer Technology, Communications, Industrial Electronics, as well as Electricians Training. The Core courses common to Electrical and Electronic fundamentals are articulated with 4-year universities for a BS degree in Engineering Technology. The laboratory equipment has not been updated in 30 plus years and is inadequate for program needs.

Assessment:

- Enrollment in five years is unchanged, though the number of sections has been cut by 27%
- Retention and success rates are high
- No significant changes in curriculum or lab equipment in over 30 years
- Basic skills classes such as Tecalc (technical math) are required for certificates but not as pre-requisites for courses
- WSCH per FTEF has improved and is considered at a normal rate given the Lab intensive curriculum

Program Goals:

- Add daytime classes to increase enrollment of women/ public transportation users who are unable to attend the current evenings only schedule
- Revamp curriculum by addin entry/exit points, courses in industrial automation, communication, and microcontroller, appropriate pre-requisites
- Add two computer labs to provide realtime data display, data analysis and to stimulate complex phenomena to supplement traditional analog equipment currently used

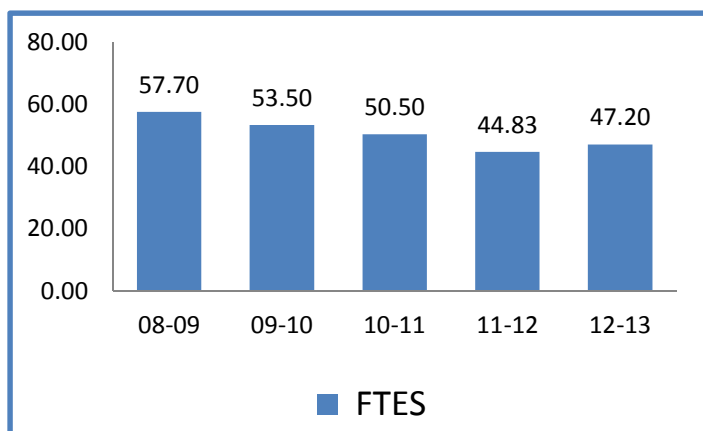
Challenges and Opportunities:

- Curriculum and lab equipment is essentially unchanged in 30 years
- Lab equipment does not reflect objectives listed in course outline of record
- Computer simulation software/lab not available to supplement limited hands-on experience
- Difficult to find qualified adjuncts to teach during daytime; FTEF of 7.1 with just one full time faculty; full time subject matter expert needed for each distinct field Electricity power systems and Electronics

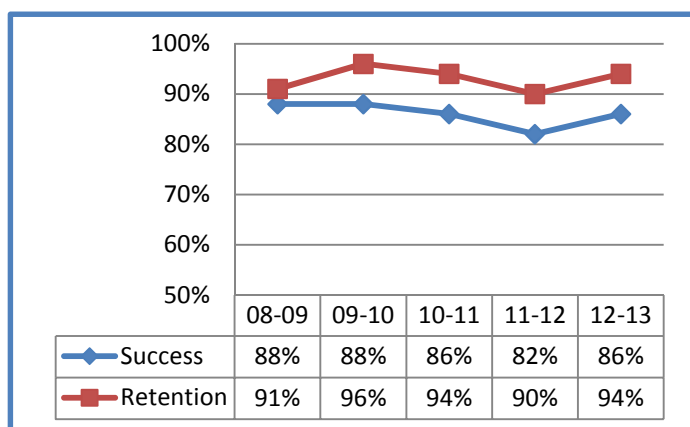
Action Plan:

- Update and revamp the curriculum to include entrance exit points and clear pathways to certificate/degree completion
- Hire a full time faculty with emphasis in Electrical power systems
- Update two labs to include PCs and simulation software to enable students to solve industrial problem and optimization in an inquiry based lab
- Add a daytime schedule of classes
- Start replacing analog with compact digital equipment.

Heating, Ventilation, Air Conditioning, & Refrigeration - 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	310	286	258	218	229
FTEF	4.48	4.48	3.98	3.44	3.34
WSCH per FTEF	386	358	381	391	425



	08-09	09-10	10-11	11-12	12-13
Sections	14	14	12	10	10
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	2	2	1	0
Certificates awarded	20	18	14	6	8

Description:

The program prepares students for entry level employment in the residential and commercial HVAC/R repair and installation. With climate change and longer dry periods in the west, HVAC/R technicians are in demand. Many have their own business or work as independent contractor for box stores. The department offers Environmental Protection Agency (EPA) certification, required for handling refrigerant gases used in the industry. The course curriculum has essentially remained the same in years

Assessment:

- The number of sections offered has been reduced from a peak of 14 in 2010 to 10 sections
- WSCH/FTEF has improved steadily; it is 19% above the 2010 level
- The student success rate is at 86% which is higher than the campus average
- The number of certificates awarded peaked in 2009-10 when more sections were offered, and has dropped since
- Single, inadequately equipped lab serves the program and limits its growth

Program Goals:

- Update the laboratory and equipment to meet safety and OSHA standard
- Provide standard climate control in classroom and some protection from elements when working outdoors
- Increase the number of sections offered so that students can complete their HVAC/R program in two to three semesters
- Update course content to include smart technology

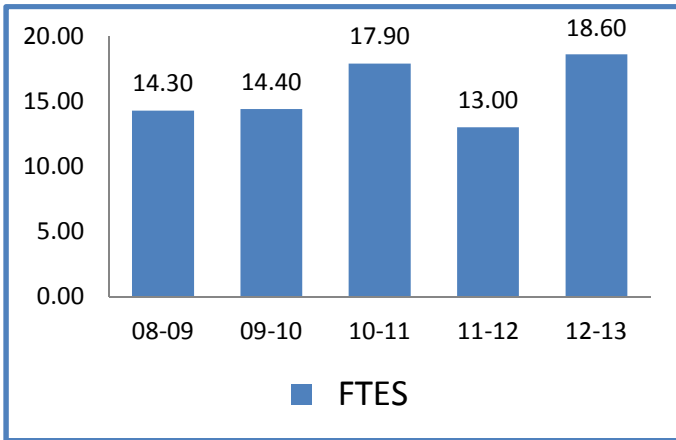
Challenges and Opportunities:

- The full time faculty retired in 2009; the vacant position was eliminated
- The classes scheduled in the evening and weekends when adjunct faculty are available
- Lab space and outdoor covered patio were contracted to be built when program was moved to the Technical Building in 2008; however the work is yet to be completed
- Lab does not have ceiling, proper airconditioning, or eyewash station

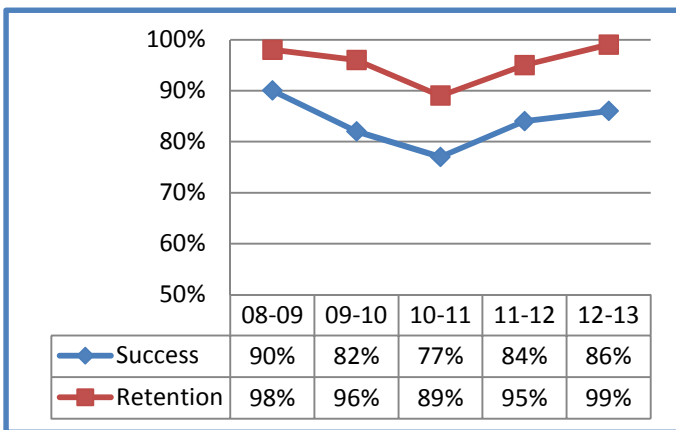
Action Plan:

- Complete the lab construction to provide ceiling and adequate airconditioning/heating
- Build an outdoor awning so students/faculty are protected from the elements when working outdoor
- Hire a full time faculty
- Offer more sections of core courses
- Create a pool of part-time faculty who may be available to teach in the day time
- Provide the adjunct faculty with training opportunities to stay current with emerging technologies

Inspection Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	143	144	179	130	186
FTEF	1.20	1.40	1.20	1.20	1.40
WSCH per FTEF	358	309	448	325	399



	08-09	09-10	10-11	11-12	12-13
Sections	6	7	6	6	7
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	5	3	1	1
Certificates awarded	6	7	4	1	5

Description:

The program, based on Title 24 of the California Code of Regulations, provides training in all facets of construction inspection. The curriculum covers testing of construction materials, non-structural plan review, interpretation and use of building codes, and related laws. It takes two years to complete the certification program. Graduates of the program work as building inspectors for government agencies. The housing bubble in 2008 adversely affected job prospects for graduates of the program

Assessment:

- This program resides within the welding department and has no full time faculty.
- The success and retention rate in the program is very high.
- The collapse of housing market in the Inland Empire led to lower enrollment in the program.
- WSCH/FTEF are slowly growing as the housing market is recovering and there is a lot of pent up demand for homes.
- The number of certificates awarded has increased in 2013.

Program Goals:

- Increase number of sections offered each semester to allow students to complete the program in one year
- Offer short term classes for incumbent workers to update their skills as building codes change
- Update curriculum with entrance and exit points.as well as appropriate pre-requisites
- Course content to include the California Building Codes rather than International Building Codes.
- Get minimum funding required for the program to grow and thrive

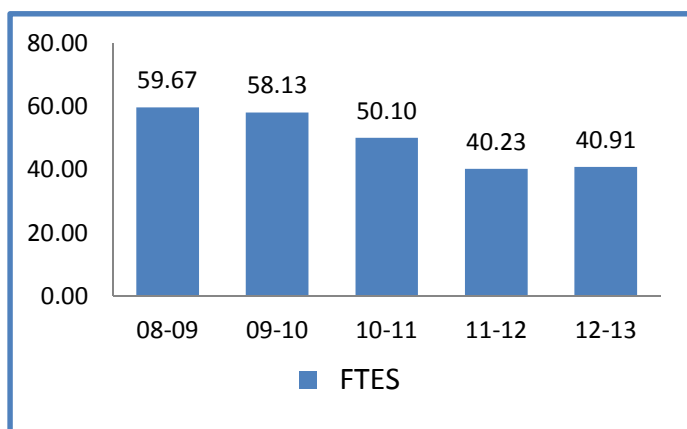
Challenges and Opportunities:

- In 2013, Title 24 changed significantly with respect to Residential Building Energy Efficiency Standard
- The new standard will be enforced in January 2014
- Incumbent workers will require short term retraining to understand and comply with the new standards
- The curriculum has no entry exit points or short term courses
- No fulltime faculty to update the curriculum
- The program has no funding except adjunct salary

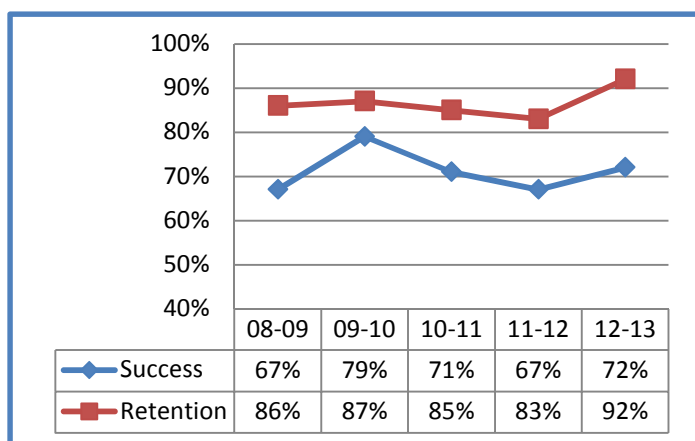
Action Plan:

- Get general funding for the program to pay a part-time faculty to update courses, degree and certificate
- Update curriculum creating a definite entrance and exit point and the current California Codes
- Purchase a set of current codes as reference for classroom and faculty
- Apply for funding and resources for a program that has potential to grow significantly
- Provide short term training for incumbent workers

Machinist Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	326	337	260	206	220
FTEF	5.36	5.15	4.69	3.02	3.08
WSCH per FTEF	334	339	320	400	399



	08-09	09-10	10-11	11-12	12-13
Sections	34	33	27	16	17
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	0	2	0	2
Certificates awarded	11	12	8	10	21

Description:

The Machine Technology program offers courses in manual machining as well as Computer Aided Design/Computer Aided Machining (CAD/CAM). Classes are offered in the evening and weekends, as schedule depends on availability of adjunct faculty. The curriculum was updated two years ago but needs more work. The program was National Institute of Metalworking Skill (NIMS) certified but cannot maintain certification without a full time faculty. Both certificates and degree are offered.

Assessment

- In five years, the number of sections offered has been cut by 50% and the enrollment has reduced by 33%
- WSCH/FTEF has improved by 19%
- The number of stacked classes offered has been reduced
- Customized, not-for-credit training, is not reflected in the for-credit-course data that is provided
- Certificate awarded has doubled
- Program suffered when SBVC slated it for discontinuance while a private company started the same program at the SB airport

Program Goals:

- Hire a full time faculty with subject matter expertise
- Add curriculum for a Maintenance Mechanic program
- Update the curriculum with appropriate pre-requisites and logical course flow that leads to degree and certificate completion
- Add ceiling to the classroom so that the acoustics improve
- Add sound proofing in the Computer lab to muffle noise from the adjoining Welding lab
- Hire a lab assistant to set up and maintain labs and tools

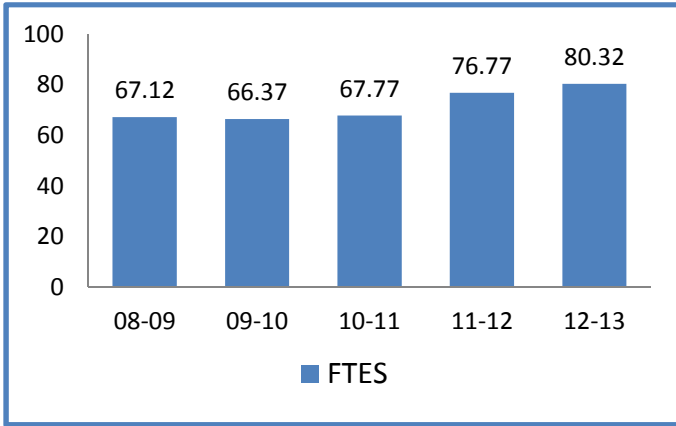
Challenges and Opportunities:

- The department does not have a full time faculty, lab assistant
- Computer Numerical Control (CNC) machines cost over \$30,000
- The lecture and lab spaces need improvement
- Some district grant resources fund competing private school for activities such as middle school outreach program and not-for-credit training
- Paid internship/training program with industry partner CSI was successful and needs to be replicated

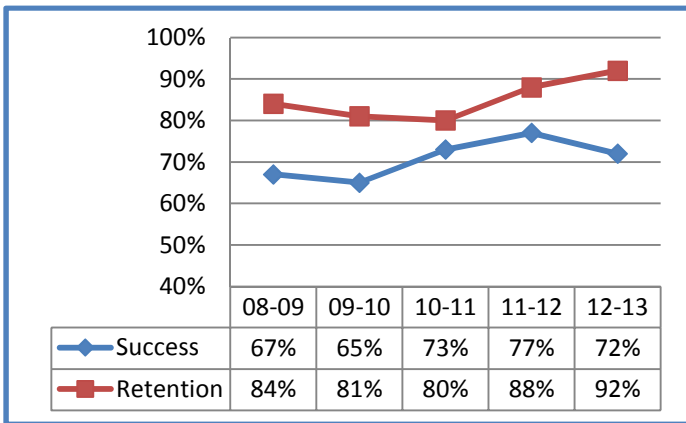
Action Plan:

- Hire a full time instructor with subject matter expertise to lead the program
- Update the curriculum to add courses and certificate in Machine Maintenance
- Solicit industry for a CNC machine on loan to SBVC
- Update labs to meet current acceptable standard
- Hire classified staff for outreach services and increase the number of not-for-credit courses to keep district resources in-house
- Increase internships with industry partners

Restaurant Management/Culinary Arts – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	311	293	307	326	375
FTEF	3.61	3.68	3.32	3.73	3.93
WSCH per FTEF	558	541	612	618	613



	08-09	09-10	10-11	11-12	12-13
Sections	11	11	9	10	11
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	0	1	0	4
Certificates awarded	4	8	2	8	17

Description:

The Culinary Arts Program provides students with entry level skills in Culinary Arts industry. This program covers instruction in cooking and baking as well as theoretical knowledge that underlines competency in field. The program has a full service restaurant, the Sunroom, and a coffee shop, The Den, to provide training in table service, menus, cost controls, storeroom, and stewarding. The program also caters various functions on campus and the district.

Assessment:

- Enrollment has increased by 20% in 5 years
- FTEF is 3.93 with one full time faculty
- Student success is average and retention is high
- Increase in Certificates and Degrees awarded
- WSCH/FTEF is very high
- The Den, Sunroom, and catering are run by the full time faculty; similar programs on campus have directors to run the day-to-day operations
- Culinary Arts Lab Assistant position is vacant for over two year.

Program Goals:

- Hire a full time director of Sunroom and Den to run the restaurant and coffee shop, bill for services, collect outstanding receipts, order supplies for the restaurant, make daily deposit of cash receipts
- Create a program that accepts a cohort of students at the beginning of a semester, who enroll in the same sequence of courses till completion
- Curriculum needs to be updated with appropriate pre-requisites

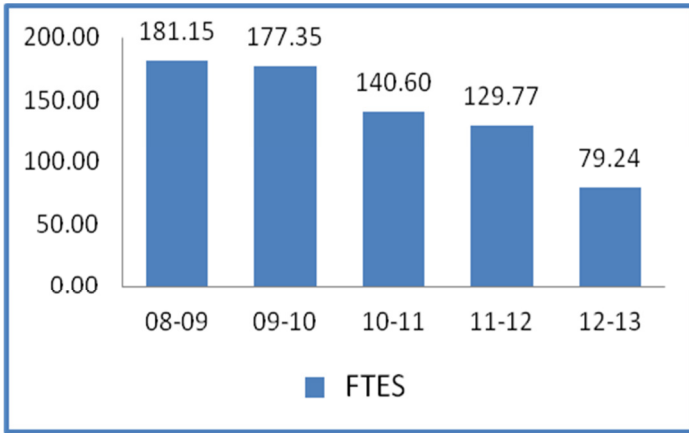
Challenges and Opportunities:

- Only one full time instructor for 3.93 FTEF
- Very difficult to recruit qualified adjunct faculty
- The program budget is not sufficient to keep up with inflation and rising food costs
- Sunroom and Den are lab facility where faculty teaches and runs the program. It is not possible to do both at the same time.
- Many catering bills are not paid
- Business aspect of the program are not in place

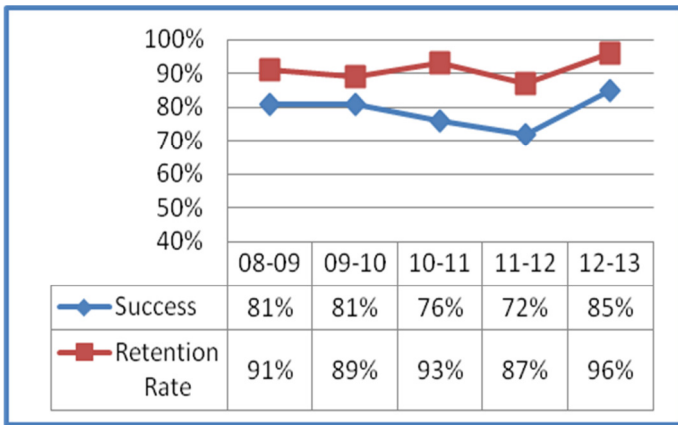
Action Plan:

- Update the Curriculum and program with appropriate prerequisites
- Revamp the program to start with fixed cohort of students
- Hire a director to run the business aspects of the program
- Provide tutoring for students to improve success rate and degrees/certificates awarded

Welding Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	664	624	506	374	429
FTEF	8.98	8.56	8.05	8.47	6.59
WSCH per FTEF	605	622	524	460	631



	08-09	09-10	10-11	11-12	12-13
Sections	73	66	52	34	32
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	2	0	0	1
Certificates awarded	8	6	6	3	4

Description:

The program provides training in all areas of welding technology including Oxy-fuel, Shielded Metal Arc, Gas Metal Arc, Flux-cored Arc, Gas Tungsten Arc and prepares students to become American Welding Society (AWS) certified welding inspectors or LA City certified structural welders. The department strives to provide industry relevant technical training to train students for the welding profession. The program offers an A.S. degree and academic certificates in welding technology.

Assessment:

- The curriculum was revamped to provide sequential courses with clear entry and exit points and logical pre-requisites
- Consolidated welding courses with 12 units each and repeatability were deleted. This caused the number of sections/enrollment to drop significantly but it is slowly rising
- WSCH/FTEF is very high for a lab intensive program
- Only one full time faculty for FTEF of 6.59
- High success and retention rates

Program Goals:

- Hire a full time faculty with specialization in pipe welding
- Promote program by creating better advertisements, signage, and networks with our local high schools and community
- Diversify the curriculum in areas such as robotic welding and metal crafting/sculpting
- Offer LA City/AWS practical certification exam on site
- Continue to offer LA City written exam twice a year
- Form a more active Industry Advisory Board
- Increase certificate/degrees awarded

Challenges and Opportunities:

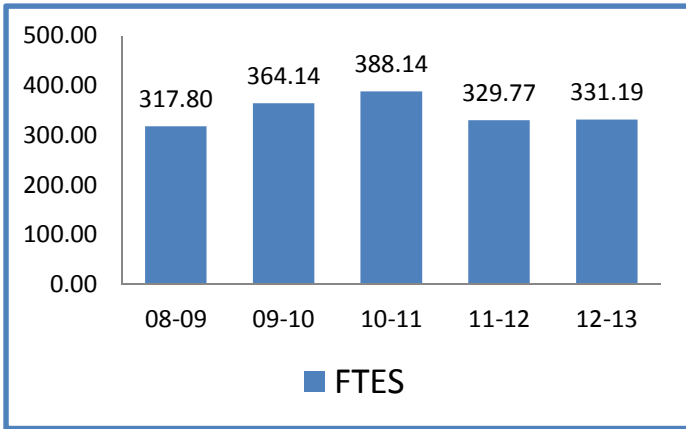
- The two existing welding labs are inadequate and outdated to meet the program needs
- Due to space limitations, multiple processes have to be taught in one lab at the same time by stacking courses
- Steel is cut outdoor under pine trees, in proximity to dry pine needles
- AWS and LA City practical testing were discontinued in 2011
- Difficult to find qualified adjunct faculty
- Strength of material lab has outdated equipment

Action Plan:

- Hire a full time faculty with specialization in pipe welding to meet the needs of the oil and gas industry
- Build outdoor awning to keep pine needles away from area where metal is cut
- Update and expand lab facilities to OSHA standards to provide a safe and healthy environment for students, staff, faculty
- Expand internship opportunities for students similar to the successful summer 2013 program with California Steel Industries, Inc.

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
ARTS & HUMANITIES DIVISION
(INSTRUCTION)**

Art – 2012-2013



Description:

The Art Department provides quality art education to a diverse community of learners. Courses in Art are designed to serve lower division, transfer and general education students at the two-year college level, students interested in careers in graphic design, web design, computer animation and three-dimensional disciplines, and the personal interests of our community members. Art courses provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life

Assessment:

- Enrollment in art classes increased 10% from 2008-2009 to 2012-2013.
- The numbers for duplicated enrollment peaked in 2010-2011 and have decreased by 9% from 2010-2011 to 2012-2013.
- WSCH per FTE increased by 8% in 2010-2011 and the numbers have remained stable during the past three years
- The decline in FTEs, Duplicated Enrollment and FTEF are linked to section cuts and budget restrictions
- Success rate has increased by 8% from 2008-2009 to 2012-

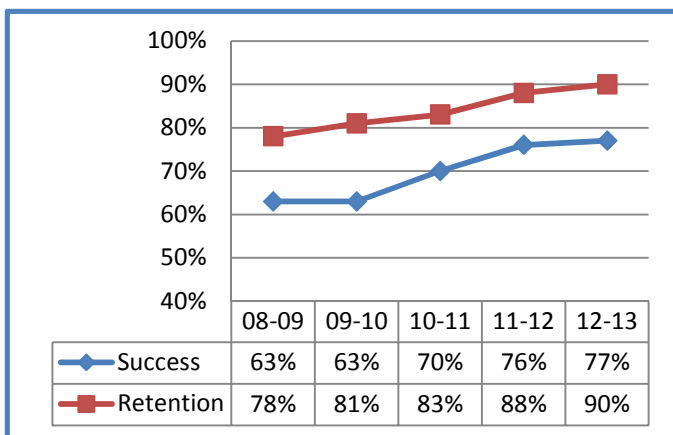
Program Goals:

- To update the curriculum for the Art Department's degree and certificate programs.
- To finalize the leveling of repeatable art courses
- To increase the number of sections offered
- To increase online course offerings
- To evaluate and implement changes to the SLOs
- To Increase the number of degrees and certificates awarded despite the reduction of sections offered

Challenges and Opportunities:

- Lack of full time faculty. There are FTEFs for nine full-time faculty, yet we are a department of only three full time faculty
- Decrease in sections offered
- To continue to encourage students to enter art, graphic design, and photography competitions and to apply for scholarships

	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,258	2,583	2,754	2,224	2,152
FTEF	20.66	20.26	20.66	18.12	17.66
WSCH per FTEF	461	539	564	546	563

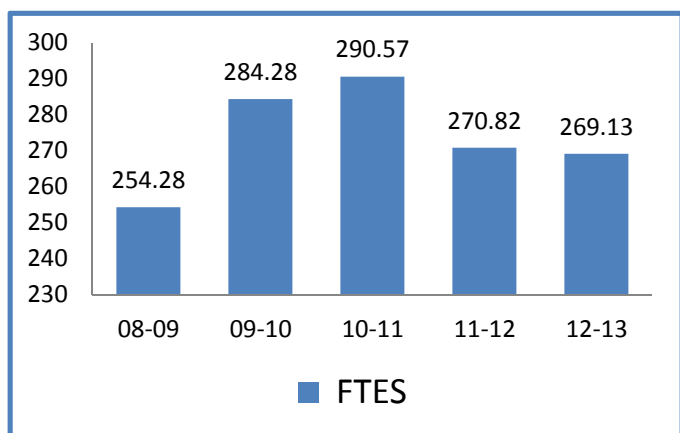


	08-09	09-10	10-11	11-12	12-13
Sections	93	91	95	75	73
% of online enrollment	8%	4%	4%	0%	3%
Degrees awarded	9	6	10	13	9
Certificates awarded	3	2	3	9	9

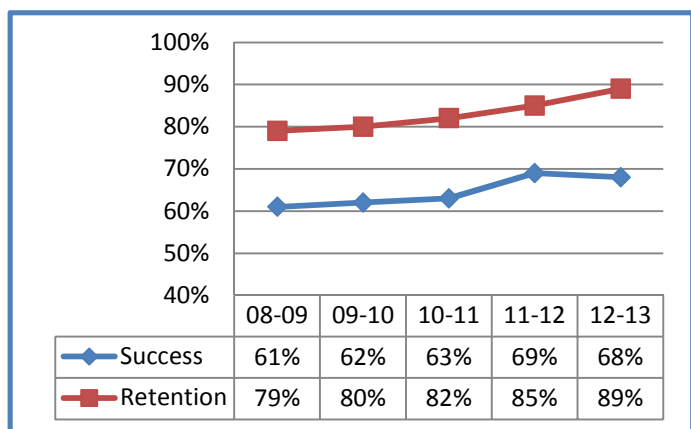
Action Plan:

- Develop a strategic plan for growth
- To continue regular department meetings to discuss department goals and strategies
- To continue regular Advisory Committee meetings
- To continue to request an additional full time faculty member
- To continue SLO assessments for three-year plan

Communication Studies — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,600	2,889	2,932	2,725	2,613
FTEF	17.77	17.80	17.80	17.00	17.00
WSCH per FTEF	429	479	490	478	475



	08-09	09-10	10-11	11-12	12-13
Sections	93	92	91	85	85
% of online enrollment	12%	13%	13%	12%	9%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Communication Studies has a FTE load equivalent to 8 FTE. However, our Communication Studies department functions with 4 FTE, and 10 adjunct faculty. The department offers a variety of 100 level Communication courses that meet General Education requirements. Our courses are taught in various learning environments, which include traditional face to face classes, various late start schedules, online hybrid, morning, mid day, and evening classes.

Assessment:

- Between the academic years of F08 and S11, the department experienced 14% growth.
- FTES started to drop 2011-2012 due to budget cuts and class reductions across campus.
- Department FTE load of 8 but function with 4 full time faculty and 10 adjunct faculty.
- Department WSCH per FTEF continued to increase each year, prior to budget cuts in 2011-2012.
- Department Retention has increased steadily for the past 5 years.
- Department Success rates have increased 7% in the past 5 years.

Program Goals:

- The Communication Studies Department has recently fulfilled past goals set by the department. AA-T in Communication Studies was recently State approved. The department looks forward to monitoring the number of students receiving this TMC.
- We look forward to continuing our partnership with Hunt Elementary, working with elementary students on acquiring public speaking skills.
- Continue to host our annual speech and debate tournament.

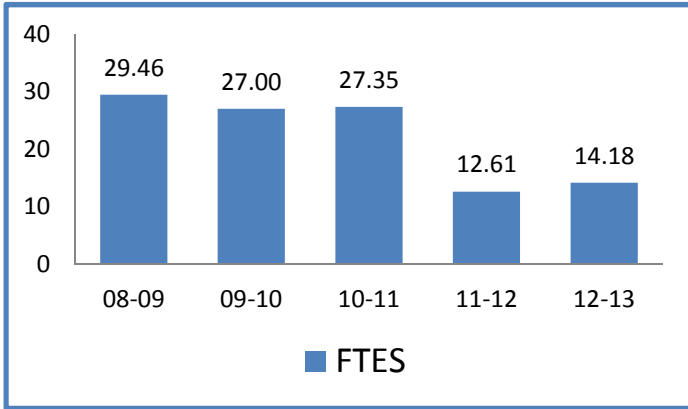
Challenges and Opportunities:

- ACCESS and STUDENT SUCCESS will be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 10 adjunct faculty, but with an FTEF load equivalent to 8 FTEF.
- We are not capable of fully accommodating our students at peak offering times.
- Our department is committed to advertising the AA-T in Communication Studies, helping students succeed in their educational and career goals.

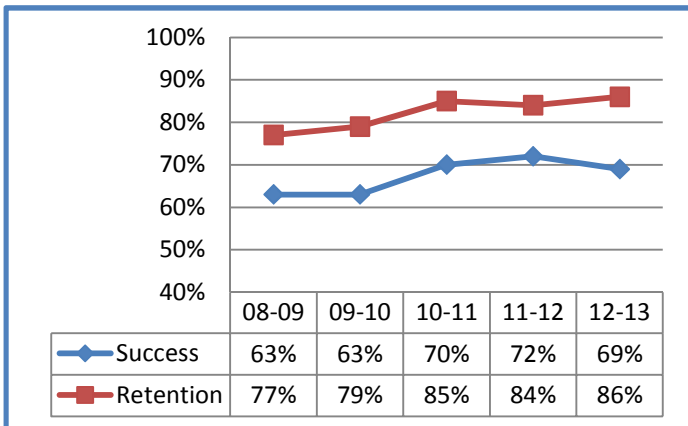
Action Plan:

The Communication Studies Department plans to continue to assess student needs regarding course offerings in this time of budget cuts and section reductions across campus in order to continue serving our students to the best of our ability. We are moving toward a time of growth, and look forward to expanding our offerings. Department Brochures have also recently been created to help inform students of our department offerings and our AA-T.

Dance – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	176	134	128	61	72
FTEF	2.08	1.81	1.16	1.00	1.16
WSCH per FTEF	425	448	707	378	367



	08-09	09-10	10-11	11-12	12-13
Sections	9	9	10	5	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Dance is one of the most rewarding of all human endeavors, and the faculty and students in the department share a deep love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for further study in dance at the community or university level. It is the goal of the dance department to help students to develop their dance potential to the highest possible level.

Assessment:

- Enrollment was very strong until massive scheduling cuts in 2011-2012, at which time the program was nearly eliminated- not because of lack of interest, but because of the limited resources available. Currently, only 2 sections are offered (4 stacked courses) each semester.
- Productivity is low primarily due to the small size of the dance studio. With a move to the new physical education facility, there will be opportunity for improvement.
- success and retention have remained stable.

Program Goals:

- Dance classes fill to capacity, and growth is possible, given the resources necessary. The program exists only with full-time faculty. A full-time dance faculty would provide the stability and leadership necessary to develop a full dance program.
- Attendance at dance recitals is high and generates a great deal of enthusiasm. The program intends to build on this through community outreach.

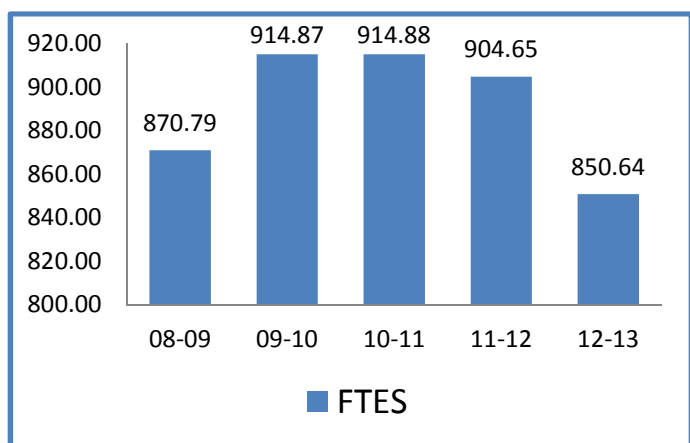
Challenges and Opportunities:

- With the elimination of the current dance studio (as a result of the theatre renovation project) the dance program is being challenged to locate permanent practice and performance space. The temporary space will afford us an opportunity to increase enrollment by at least 5 students per stacked section. With an anticipated increased enrollment, we should return to the height of 29.46 FTES.
- Dance is being considered in the design of the new physical education facility. Updated curriculum is in process.

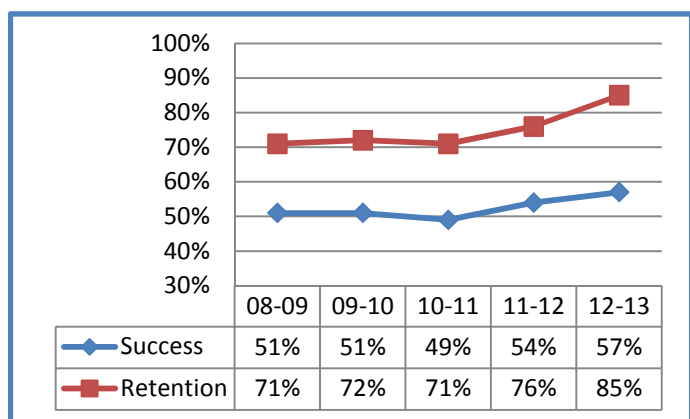
Action Plan:

- Update all curriculum to eliminate repeatable courses while providing for transfer preparedness of our dance students
- The program will continue to collaborate with both music and theatre to promote a well-rounded performing arts department.

English — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	6,730	7,055	6,999	6,894	6,461
FTEF	63.89	64.50	64.91	65.83	63.58
WSCH per FTEF	409	426	423	412	401



	08-09	09-10	10-11	11-12	12-13
Sections	258	262	260	260	257
% of online enrollment	7%	11%	9%	9%	11%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The SBVC English Department offers a complete program of classes designed to help students improve literacy levels and study skills. Our courses are designed for transfer students, students seeking an AA Degree or Career Certificate, basic skills students, TMC English AA Degree majors, and ESL students. Our courses are designed to foster practical and academic writing, critical thinking, comprehension skills, and communication skills.

Assessment:

- Fewer FTES due to continued section cuts at 15 per semester and due to faculty not adding students beyond class caps.
- The slightly lower WSCH also reflects major section cuts and fewer students being added by instructors.
- Success % is higher despite inaccurate placement by the assessment test, possibly due to Title V and other legislative changes, including 3 strikes, priority registration changes, fewer classes with more competition for a seat, and increased fees.
- Retention % is up likely as a result of these same legislative a

Program Goals:

- Maintain complete program that includes a college newspaper, required transfer-level composition and literature courses, and a complete ESL program
- Improve number and frequency of English courses held in computer classrooms
- Provide students accurate placement into English classes for maximum success
- Recruit students for TMC AA English Degree (FA13)
- Validate Accuplacer cut scores
- Promote TMC English AA Degree by hosting student workshops
- Complete the curriculum process for American Literature courses
- Create department brochure

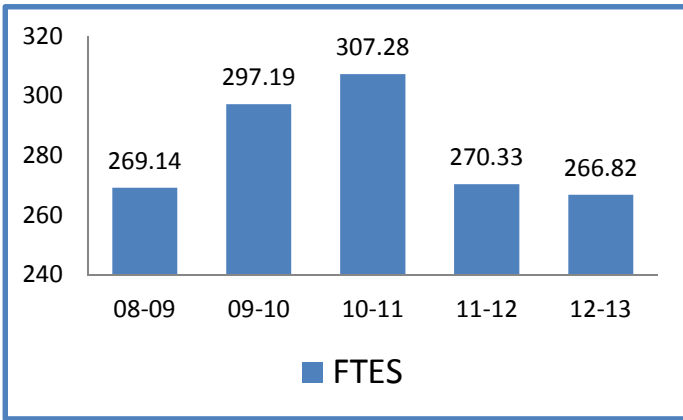
Challenges and Opportunities:

- Competing with disciplines in our division for sections and classrooms
- Allocation of classrooms for the largest department on campus continues to be a challenge
- Maintain program integrity despite severe section cuts
- Continue to offer required literature classes in a timely way so students are not delayed in completing a sequence which in turn delays their transfer
- Progress on assessment cut score validation and subsequent cut score adjustments to improve accuracy of placement

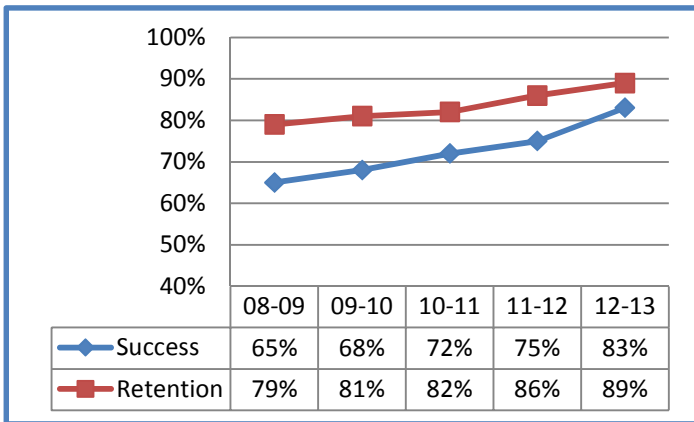
Action Plan:

- Analyze the data to make necessary adjustments to placement cut scores so students are accurately placed or revisit writing test
- Maintain literature course rotation increase frequency of offering required literature courses
- Partner with CSUSB to advertise TMC AA English Degree and gain enrollment for American Lit. courses
- Continue partnerships across campus to utilize computer classrooms for more English sections
- Form department sub-committees to achieve goals
- Continue learning communities to help maintain and improve student success

Modern Language – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,819	1,963	1,993	1,755	1,677
FTEF	18.97	18.08	17.75	15.48	15.47
WSCH per FTEF	426	493	519	524	517



	08-09	09-10	10-11	11-12	12-13
Sections	66	61	59	51	52
% of online enrollment	0%	7%	9%	16%	14%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Modern Languages Department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and ASL courses for non-native and native speakers. The goal for non-native speakers is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. The goal for native speakers is to improve their reading, writing, listening and speaking skills. Most transfer level courses are articulated with CSU/UC systems

Assessment:

- FTEs stayed consistent from 11-12 to 12-13 as the number of MLD courses remained the same.
- Enrollment dropped because instructors kept most caps at 35 and didn't add any extra students.
- The WSCH dropped after losing a FT faculty in ASL.
- Pass rates and retention levels increased from 75%/86% in 11-12 to 83%/89% in 12-13 respectively

Program Goals:

- Review and evaluate data annually to continue to offer language courses (SPA 157 with ENG 015) as part of a learning community.
- Articulate all transfer level courses with CSU/UC systems
- Continue to offer online and Honors Spanish courses (SPA 103H)
- Promote Salamanca Spanish Study Abroad Program and continue to explore other potential summer sites
- Improve student pass rates for all MLD courses
- Expand community partnerships to create MLD visibility
- Continue to advocate for the Spanish Club

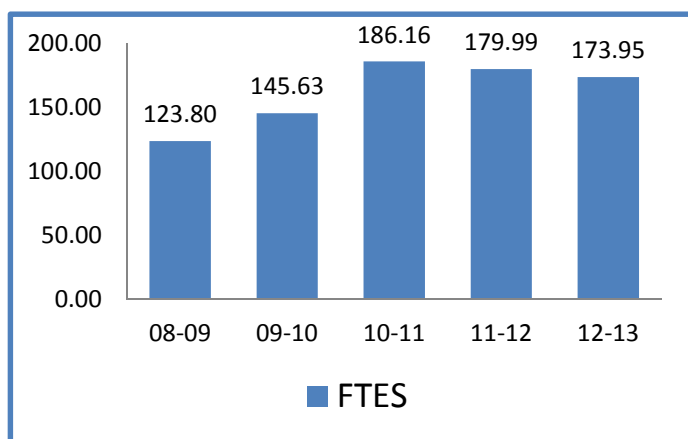
Challenges and Opportunities:

- Insufficient pool to find a replacement position to handle the thriving ASL program
- Create a more comprehensive language program to offer intermediate courses (SPA 104/SPA 158) and to continue offering beginning FRE and Arabic courses in spite of budget cuts and section reductions
- Continue to expand and improve success and retention rates for online/hybrid language offerings without reducing the number of on-campus classes
- Placement of students at appropriate levels

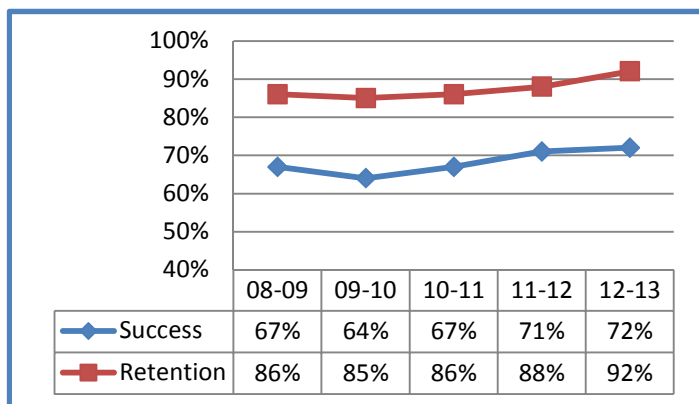
Action Plan:

- Offer SPA classes with other courses to improve our learning community
- Develop marketing plans and ideas to improve MLD participation in the community
- Establish partnerships with local colleges to restart the summer Study Abroad Program in Costa Rica
- Encourage use of student support services such as the Student Success Center, tutoring and SI facilitators

Music — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,095	1,289	1,588	1,424	1,313
FTEF	8.87	8.99	9.14	9.23	8.76
WSCH per FTEF	419	486	611	585	517



	08-09	09-10	10-11	11-12	12-13
Sections	56	59	57	53	50
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	1	0	0	
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Music is one of the most rewarding of all human endeavors, and the faculty and students in the Department of Music share a deep 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 (including transfers as music majors to four year institutions). It 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 musical and intellectual potential to the highest possible level.

Assessment:

- Enrollments and FTEF have declined during the last two years due to section cuts.
- WSCH per FTEF is lower due to a directive to refrain from adding students past cap during first days of class. Retention and success rates have improved
- The program lost 18% of its sections since 09-10. There is a need to return to previous numbers in order to provide a viable transfer program.
- There is load for 4 FT faculty but only 1 FT faculty on staff.

Program Goals:

- Complete leveling of repeatable courses
- Fulfill requirement to launch a Music TMC degree
- Continue to offer opera to local school children, participate in festivals with other colleges and provide concert performances for the community, district and foundation.
- Increase transfers of music major students to four-year institutions.
- Provide comprehensive curriculum to support music majors.

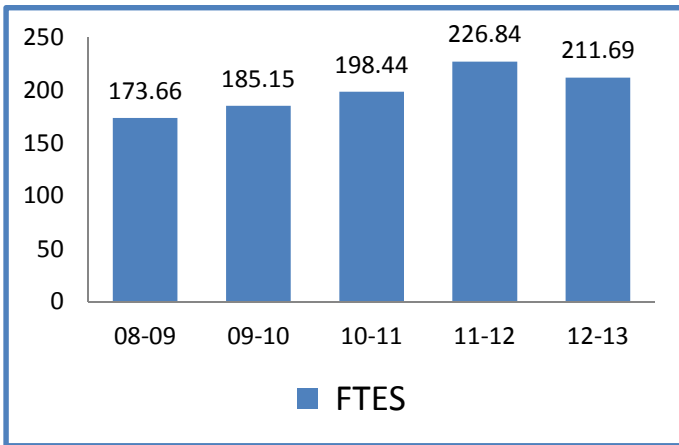
Challenges and Opportunities:

- Advanced theory classes have low enrollment. The department plans to address this by increasing lower level theory availability.
- Full-time music faculty is stretched thin with performance courses, theory program must be taught solely by adjunct faculty.
- equipment in midi-lab has become outdated. Software must be updated.

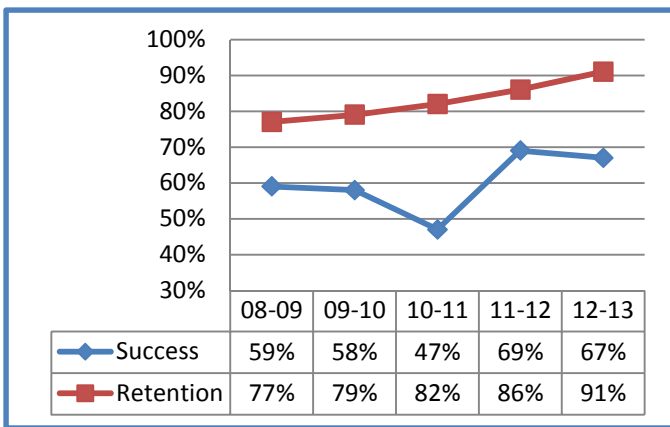
Action Plan:

- Continue to recruit talented students from elementary courses and local K-12 schools
- Continue to provide service to the college and its community through musical performance and workshop
- inaugurate applied music program

Reading & Study Skills — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	959	991	1,043	1,183	1,150
FTEF	11.94	12.18	12.70	15.08	15.62
WSCH per FTEF	436	456	469	452	407



	08-09	09-10	10-11	11-12	12-13
Sections	38	38	39	46	48
% of online enrollment	11%	11%	8%	20%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Reading and Study Skills Department offers courses in reading improvement and study skills designed to prepare students to succeed in college. Entering students are placed based on assessment scores. In addition to the basic skills series, the department offers READ 100, Academic Reading, a course designed for students who want to improve academic reading, comprehension, and vocabulary development. READ 102, Critical Reading for Critical Thinking transfers to CSU, and also meets the “critical thinking” requirement

Assessment:

- Over the past five years, the enrollment has increased (959 in 08-09 to 1,150 for 12-13).
- FTEF has also increased (11.94 for 08-09 to 15.62 for 12-13).
- WSCH/ FTEF has decreased from 436 in 08-09 to 407 in 12-13.
- Retention has shown a steady increase since 08-09 (77%) to 12-13 (91%).
- Success rate has increased from 59% in 08-09 to 67% in 12-13.
- The dept currently has load for 8 full-time faculty, but operates with 4 full-time faculty.

Program Goals:

- Increase the number of sections offered in both the remedial reading and college-level classes
- Collaborate with the English Department; create an accelerated English/reading course designed to support qualified students who wish to quickly matriculate through the English sequence.
- Increase student success and retention
- Improve part-time/full-time faculty ratio

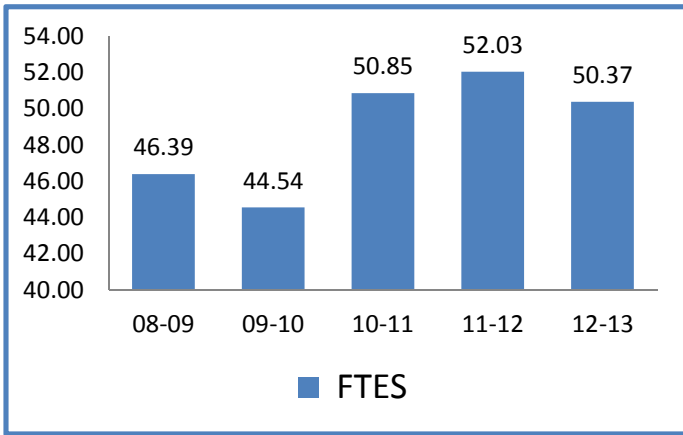
Challenges and Opportunities:

- Assessment data indicates need for additional courses. May 12-May13 data shows 72% of assessed students require developmental instruction. The department is able to serve less than 25% of assessed students based on current offerings.
- With anticipated implementation of basic skills prerequisites, the dept. will need to increase offerings. This will necessitate the hiring of additional full-time and part-time reading faculty.

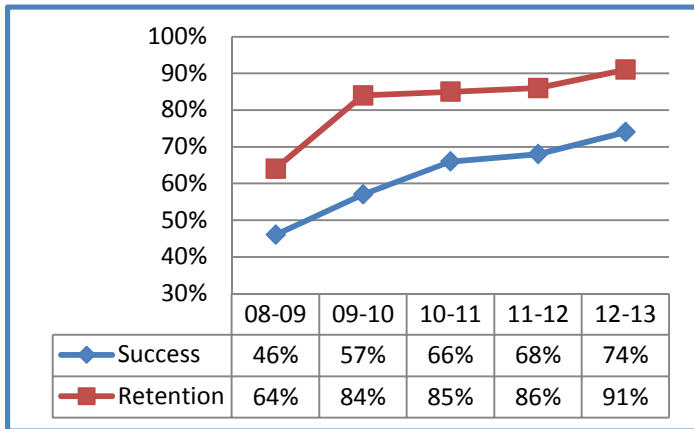
Action Plan:

- Offer a variety of classes scheduled in the morning, afternoon, evening, weekend and online.
- launch 1 non-credit reading course—designed for students whose entry-level skills are lower than those identified as appropriate for READ 915. Monitor success for potential growth
- Partner w/English Dept. to offer an accelerated option for students
- Improve technology resources including updated software within the reading lab.
- Redesign reading lab to better meet instructional need

Radio, Television & Film — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	259	305	353	376	388
FTEF	3.75	3.82	4.20	3.92	3.81
WSCH per FTEF	371	350	363	398	396



	08-09	09-10	10-11	11-12	12-13
Sections	34	32	37	33	32
% of online enrollment	54%	44%	49%	61%	41%
Degrees awarded	3	5	0	2	
Certificates awarded	1	2	0	3	

Description:

The Radio/Television/Film department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production, including a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF. The IE Media Academy works through the RTVF Dept. to provide 2+2+2 instruction.

Assessment:

- Enrollment has steadily increased over this five year period, in spite of section reductions. Productivity is growing
- Success and retention have steadily increased, surpassing the 70% goal for success established in prior EMP documents
- RTVF and its affiliated Inland Empire Media Academy have completed MOUs with area high schools and CSUSB.
- The film festival, now in its third year has become self-supporting
- RTVF/Media Academy students are in active partnership with KVCR

Program Goals:

The program, in collaboration with the Media Academy has, as a goal, to "provide extraordinary educational opportunities to area students and the community. The film festival and speakers are in place, and the program plans to grow these activities, and to apply for grant funding to further support speakers and its ability to serve under-represented populations. In order to achieve its goals, the program is working closely with both the district office and KVCR. College-based funding must be allocated in order to institutionalize the educational benefits of the program

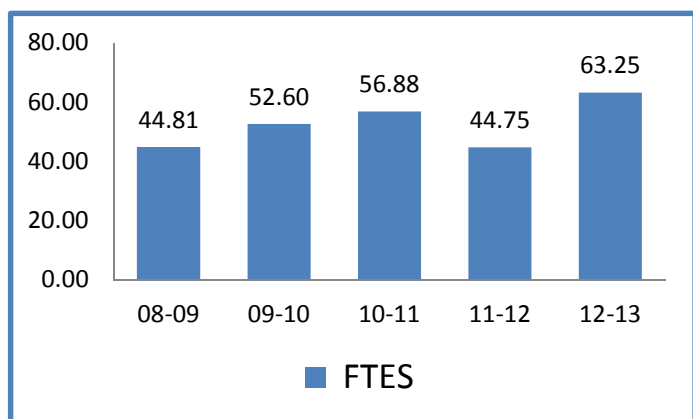
Challenges and Opportunities:

The RTVF Department/Media Academy faculty are currently working to expand the partnership with CSUSB. This includes internship opportunities both at KVCR and CSUSB. The Media Academy provides an opportunity to spotlight our program, facilities and our partnerships through extended/advanced workshops, targeted to industry professionals and hopefuls alike. High profile faculty provide a high level of credibility for this program. A budget for the media academy is necessary in order to establish these high-impact practices.

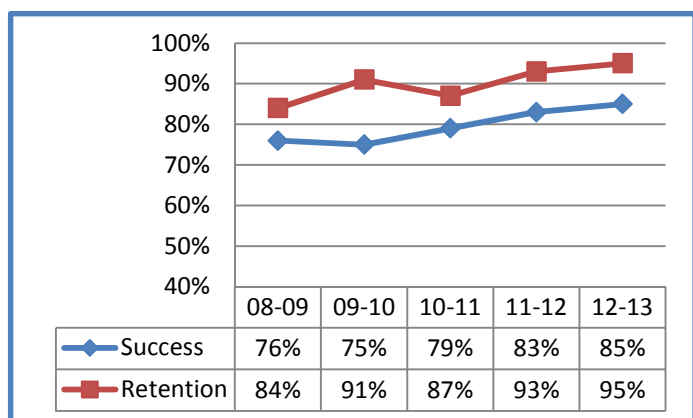
Action Plan:

- Additional MOUs will be signed increasing partnerships with area high schools
- Host the 3rd annual SBVC film festival, highlighted student projects from area high schools, community colleges and universities.
- Implement a student-internship program, providing authentic work experience for our students.
- Sponsor a summer workshop series
- Sponsor a journalism symposium in Fall of 2014

Theater Arts – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	316	316	371	338	398
FTEF	4.65	4.65	3.64	2.38	3.44
WSCH per FTEF	289	289	469	564	552



	08-09	09-10	10-11	11-12	12-13
Sections	21	20	15	13	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Theatre Arts is the study of human expression which culminates in live performance. The play is the medium used to tell a story performed by actors. Theatre Arts includes the study of the literature and related disciplines and technologies required for performances. The Theatre Arts Department coordinates several student performances each year.

Assessment:

The Theatre Arts Department experienced a jump in enrollment in the 12-13 academic year with the addition of a full-time faculty member. A slight increase was also seen in the success and retention rates for the year.

Program Goals:

- The program will update the theatre curriculum, aligning the courses with the C-ID and creating a TMC-AA degree in Theatre Arts.
- The program seeks to add online offerings to the curriculum to serve a larger, more diverse population.
- The program will work to create a schedule that rotates core courses required for transfer into a two-year cycle.
- The program continues to explore marketing strategies to increase audience size.
- The program continues to offer a variety of productions to the community including drama, comedy, musical theatre, etc.

Challenges and Opportunities:

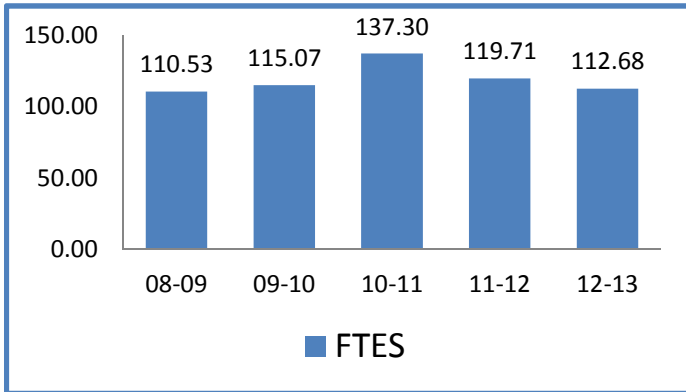
- While the Auditorium is undergoing a 12-18 month renovation, the department will explore different performance venues.
- The program will seek to work with other disciplines within the department and other departments across campus for collaboration and space utilization.
- We continue to pursue a program that engages the local theatre community and K-12 students and their families to increase revenue and enhance the college's reputation.

Action Plan:

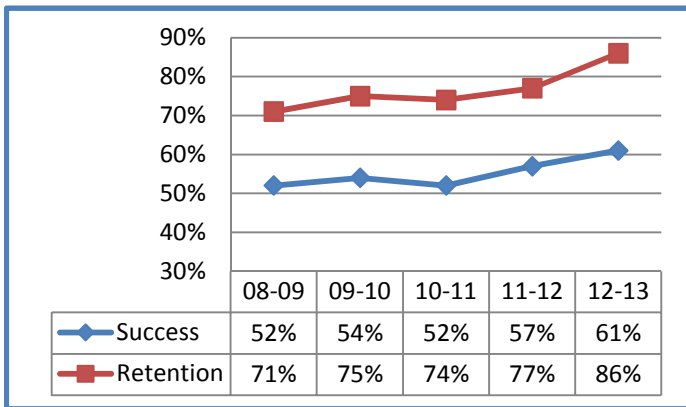
- Promote theatre in the inland empire by continuing to bring children to the campus and to bring productions to the K-12 schools.
- Promote theatre in the inland empire by establishing and maintaining connections with local theatre groups.
- Promote the arts on campus by supporting the Performing Arts Club and the Moon Swingers Club.

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
MATHEMATICS, BUSINESS &
COMPUTER TECHNOLOGY DIVISION
(INSTRUCTION)

Accounting – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated enrollment	922	963	1,166	1,008	935
FTEF	7.26	6.52	7.52	6.45	6.52
WSCH per FTEF	457	529	548	557	519



	08-09	09-10	10-11	11-12	12-13
Sections	31	28	32	28	28
% of online enrollment	27%	32%	31%	43%	38%
Degrees awarded	10	6	6	12	
Certificates awarded	1	4	7	8	

Description:

We offer high quality accounting programs which will prepare our students for successful careers in business and government. We provide students with a broad based understanding of the concepts of the accounting field. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment.

Assessment:

We experienced a decline in FTES (6%) as a result of budget restrictions. Due to Prop 30 monies we were able to add two late start sections in spring allowing us to offer the same number of sections (28) as in the prior year. The continued reduced course cap coupled with fewer course offerings during most of the year caused the decline in FTES. The two late spring courses were not enough to increase the FTES, just limit the decline.

Program Goals:

- Increase the accounting offerings to meet community needs.
- Continue to evaluate the accounting programs for possible re-configuration to meet the needs of students
- Continue to increase the use of technology to improve learning skills.
- Develop materials for accounting ethics.
- Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local communities

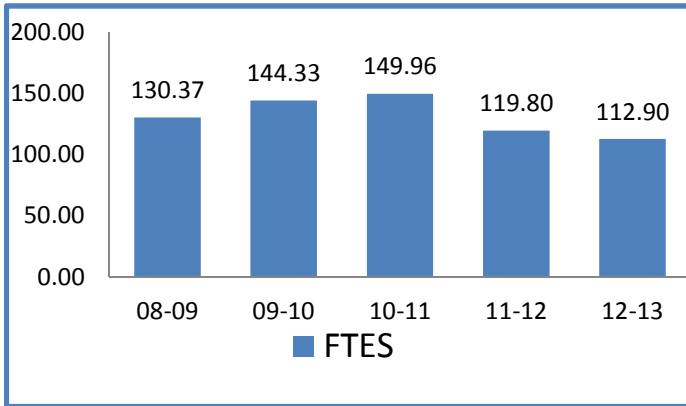
Challenges and Opportunities:

- The budget crisis here in California has caused the district to be more frugal with funds. Prop 30 passage has mitigated this to some extent. We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses.
- Our biggest challenge is staffing classes. We have one full-time faculty member, a CPA. We continue to search for qualified adjunct instructors who can teach during the day.

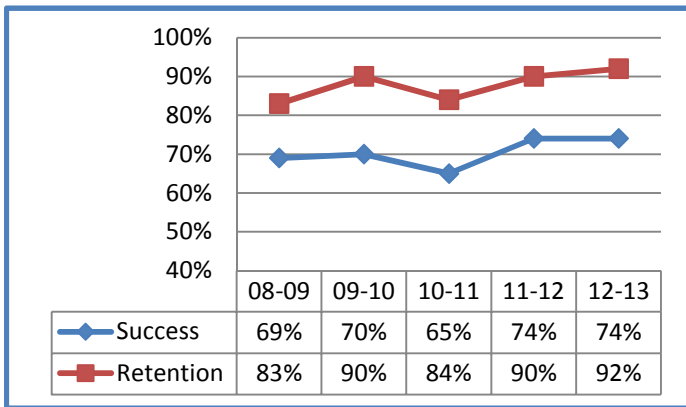
Action Plan:

- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board.
- Increase the degree and certificate rates
- Continue to assess the accounting SLOs at both the program and course level.
- Develop a plan to communicate current information about careers in accounting to students.

Business Administration – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,309	1,445	1,502	1,198	1,097
FTEF	7.40	7.00	7.00	5.80	5.80
WSCH per FTEF	529	619	643	620	584



	08-09	09-10	10-11	11-12	12-13
Sections	40	38	35	29	29
% of online enrollment	15%	13%	17%	31%	31%
Degrees awarded	45	42	34	48	
Certificates awarded	14	14	14	13	

Description:

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives. The program offers an AA and AA-T degree in business administration. The program also offers certificates of achievement in business administration and in retail management, and soon entrepreneurship.

Assessment:

- Unemployment rate is high.
- Employers are asking employees to increase their skill sets.
- Retention rate has grown from 90% to 92%.
- Increase in AA degrees awarded--showing success rate.
- Increase in dual enrollment from university level students.
- Increase in hybrid and online offerings to accommodate.

Program Goals:

- Increase business administration offerings.
- Explore the possibility of expanding partnerships regionally - Entrepreneurship(SBA, etc.).
- Explore the potential for reinvigorating the business offerings.
- Develop additional online and hybrid courses.
- Continue to increase the use of technology for success in the programs.
- Improve articulation with transfer institutions within Southern California.

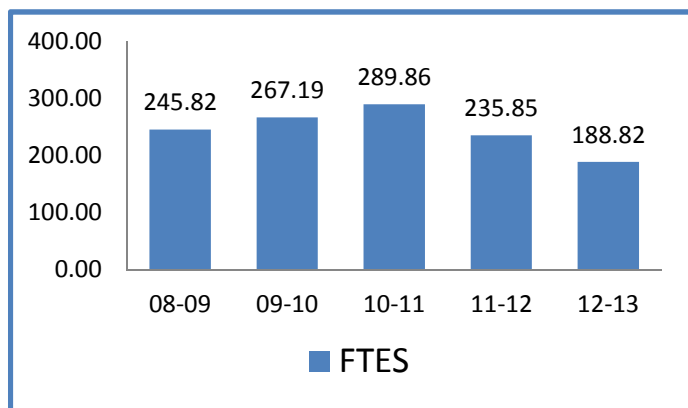
Challenges and Opportunities:

Meeting the diverse student offerings (face-to-face, hybrid & online). With the reduction of full-time staff and the inability to hire replacements, getting the right adjunct team is a true challenge. Increase in Prop. 30 monies, gives us an opportunity to offer additional courses. The challenge now is to offer the right course, at the right time, with the right instructor to assure overall academic integrity and success.

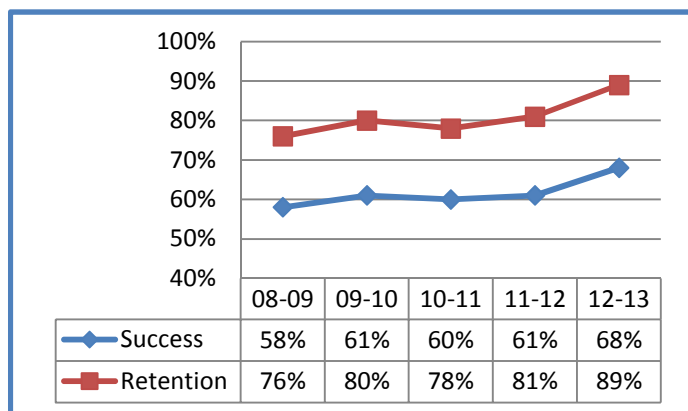
Action Plan:

- Finalize a certificate program in entrepreneurship.
- Continue to implement new certificates and business course offerings recommended by the advisory committee.
- Continue to expand our “hybrid” and/or “online” offerings in business administration to assure continued growth in FTES.
- Develop and implement SLO assessment process for business administration program level.
- Continue to reassess course level SLO’s.

Computer Information Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,199	2,357	2,564	2,089	1,924
FTEF	16.31	15.85	17.31	14.48	14.75
WSCH per FTEF	452	506	502	489	384



	08-09	09-10	10-11	11-12	12-13
Sections	86	84	90	71	72
% of online enrollment	65%	54%	67%	72%	75%
Degrees awarded	11	7	5	9	
Certificates awarded	6	7	13	7	

Description:

The CIT Program serves students needs in three ways:

- (1) Acquisition of basic through advanced Information Technology Skills
- (2) Acquisition of computer skills applicable to current work requirements
- (3) Academic preparation for transfer to a four-year institution in the fields of Information Systems and Information technology

Assessment:

- The data shows a decline in sections offered between 10/11 and 12/13. This is clearly associated with budget reductions.
- The program shows an increase in both success rate and retention consistently across the five years of this report.
- The number of degrees and certificates is constant but may decline in the next few years as the effects of course reductions become apparent in student ability to complete programs

Program Goals:

- Get approval for Certificates that are completed but not state approved
- Establish a certificate in information security
- Move standard software environment to Windows 8 and Office 2013 by fall 2014
- Establish a virtual lab environment to support growth of online course offerings
- Establish basic skills link for reading comprehension in online courses.

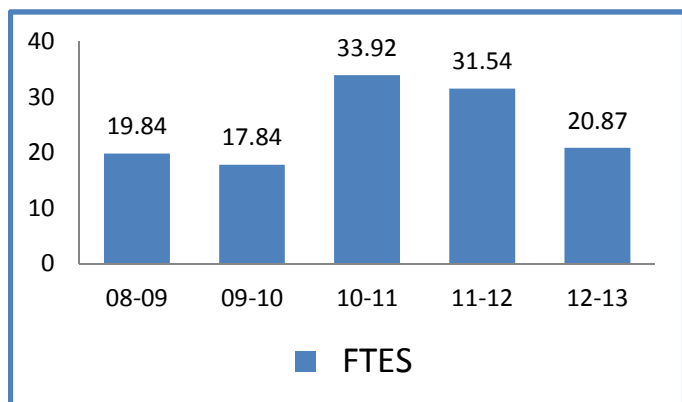
Challenges and Opportunities:

- Lack of consistent affordable virtual environment for instruction
- Emerging IT standards from IEEE and ACM
- Keeping up with ne technologies--resources and staff development
- Inconsistency in SLOs

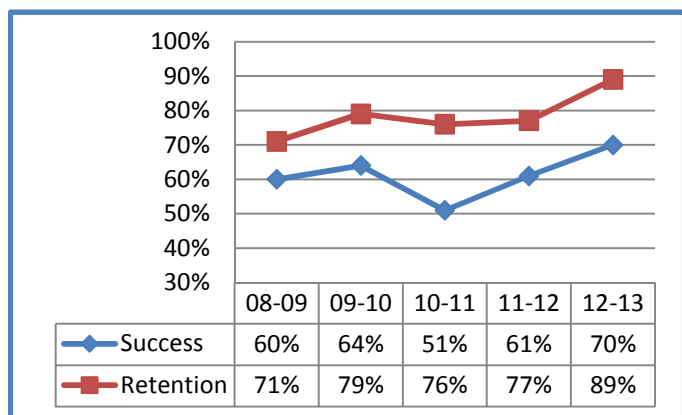
Action Plan:

- Submit needs request for virtual lab through program review
- Work with campus administration to get certificates approved
- Continue to build capacity and expertise in cyber security
- Keep going on SLOs with a lead faculty approach to generate more consistent data and analysis
- Continue to streamline certificates
- Update curriculum

Computer Science – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	109	100	185	175	183
FTEF	2.30	1.49	2.44	2.10	2.38
WSCH per FTEF	259	359	417	451	263



	08-09	09-10	10-11	11-12	12-13
Sections	11	7	9	8	9
% of online enrollment	17%	29%	89%	88%	89%
Degrees awarded	1	1	0	0	
Certificates awarded	0	2	0	0	

Description:

The Computer Science program provides preparation for students planning to transfer to a four-year institution, experience in computer programming for students enrolled in science or engineering disciplines and academic computer science preparation for students interested in pursuing employment after Valley College.

Assessment:

- The FTES numbers declined between 10/11 and 12/13 while the number of sections offered and duplicated enrollment remain steady. This, along with the increased retention and success reflects fewer but better prepared students in the CS courses. It is possible to associate this change with more rigorous prerequisites.
- The continuing increase of online courses with increasing retention and success is remarkable.

Program Goals:

- Investigate supplemental instruction (SI) as a method to improve success rate
- Continue efforts to attract under represented groups

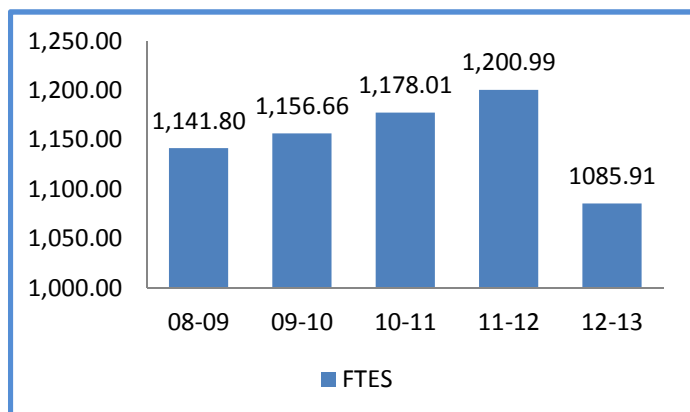
Challenges and Opportunities:

- Persistent low success rate
- Persistent no degrees & certificates

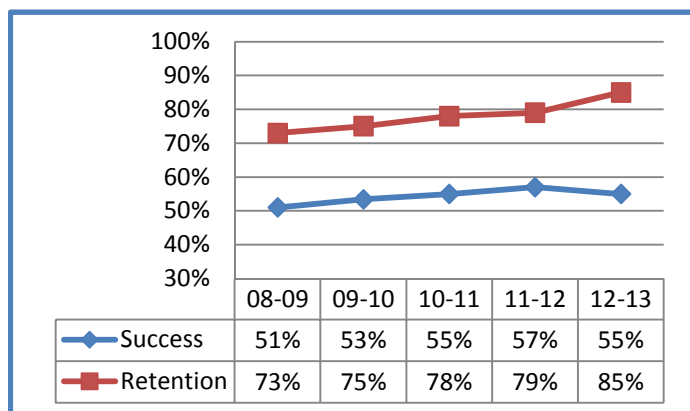
Action Plan:

- Get a better understanding of the data. The relationships between # of sections offered, FTEF, WSCH/FTEF, and duplicated enrollment is unintuitive
- Create industry partnerships and internships
- Create SI program

Math – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	9,174	9,345	9,248	9,226	8,396
FTEF	65.38	63.50	66.87	67.27	64.26
WSCH per FTEF	524	546	528	536	507



	08-09	09-10	10-11	11-12	12-13
Sections	316	308	278	261	250
% of online enrollment	6%	5%	5%	12%	15%
Degrees awarded	11	10	12	7	
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The department offers coursework in all levels from arithmetic through differential equations and linear algebra. Students desiring improvement in basic skills and development of advanced math skills find resources in this program. While job options in pure mathematics exist, there are opportunities in education, business, engineering, and other technical fields relying on math. Transferring students in mathematics or related fields should consult with a counselor about the process/requirements.

Assessment:

Data from the past five academic years show that the department is continuing to grow (decline in the 12/13 year was due to mandated cutbacks/fiscal restraint). During this five-year period, FTES rose before the decline of over 100 FTES in 12/13 (approximately the mandated 10% cutback). Both FTEF and efficiency have followed similar patterns of growth over the past five years, but demonstrate a notable decline for 12/13. Retention is improving.

Program Goals:

- The department wishes to reestablish the growth revealed by the data to the left (09–12), particularly FTES generated and productivity.
- The department would like to improve student success/retention rates and number of degrees awarded.
- As the number of students being served continues to increase, the department would like to maintain articulation agreements with nearby colleges and universities.

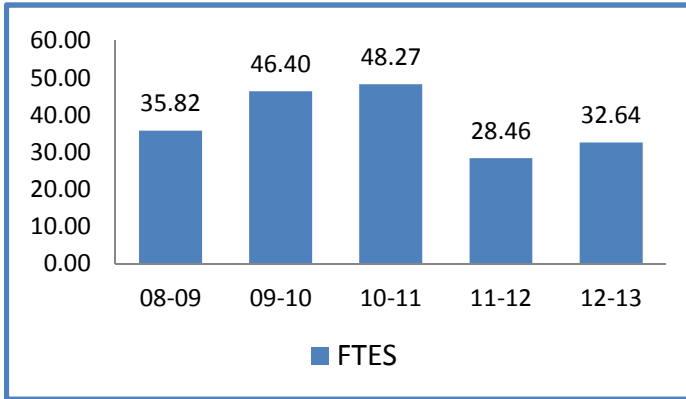
Challenges and Opportunities:

- Increasing course offerings requires additional faculty. Full-time faculty is preferred as they have commitments to the campus community whereas adjunct faculty is limited in its ability to effect change campus wide.
- Increased expectations of maintaining/assessing student learning outcomes for all courses each semester are challenging to all faculty/support staff.
- Explore the usage of resources to enhance success and retention.

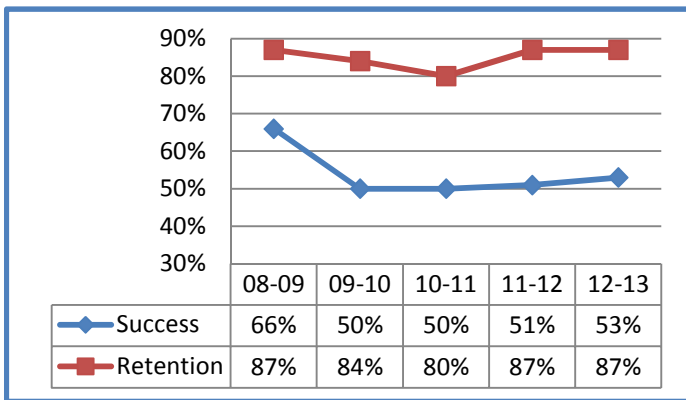
Action Plan:

- Advertise Internet-based student support services and those provided on campus.
- Maximize use of current adjunct pool of mathematics instructors.
- Incorporate supplemental instruction model in high-risk courses.
- Encourage use of the student success center.
- Keep current with articulation agreements with other institutions. Maintain transfer model curriculum.

Real Estate/Escrow – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	366	470	494	286	327
FTEF	2.80	2.60	2.80	2.00	2.00
WSCH per FTEF	384	535	517	427	490



	08-09	09-10	10-11	11-12	12-13
Sections	16	15	16	10	10
% of online enrollment	4%	40%	56%	80%	80%
Degrees awarded	4	2	2	2	
Certificates awarded	4	3	5	5	

Description:

People study Real Estate (RE) at SBVC's 50+ year old program to become RE agents, informed consumers or investors. Some study to earn advanced degrees offered at nine CSUs by transferring as a Business Major/RE minor. Others receive an SBVC real estate /escrow Certificate which requires 24-25 units of RE course material. The real estate AA degree requires additional general education for a total of 60 units. This program acknowledges basic skills and the strengthening of general education.

Assessment:

- Program has regained some of the lost duplicated enrollment predicted by an uptick in the housing market.
- Reduced WSCH/ FTEF has risen from 427 to 490 regardless of management inflicted reduction in class offerings.
- Forced revenue loss is slowly diminishing as reflected in FTEF management cuts in 11/12-28.46 to 12/13-32.6.
- Waiting lists are being driven by demand for real estate.
- Adding Program classes will increase both WSCH/enrollment.

Program Goals:

- Pathway for students' success in a timely fashion.
- Adding curriculum to include the commercial RE "Argus" program.
- 2012-51% success has increased to 53% in 2013. Yet needs additional on-line improvement.
- Increase degrees and certificates awarded.

Challenges and Opportunities:

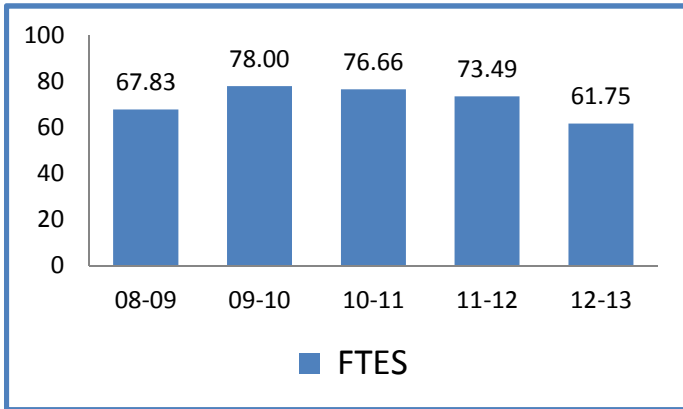
- 2011/2012 success rate @ 51% risen to 53%. Yet above 60% is desirable
- Retention rate has remained consistent @ 87%. Could improve.
- Fall 2013 the program was allowed an additional class which will improve the program.
- SBVC RE program, a rare certificated Escrow program in California, might need assessment.

Action Plan:

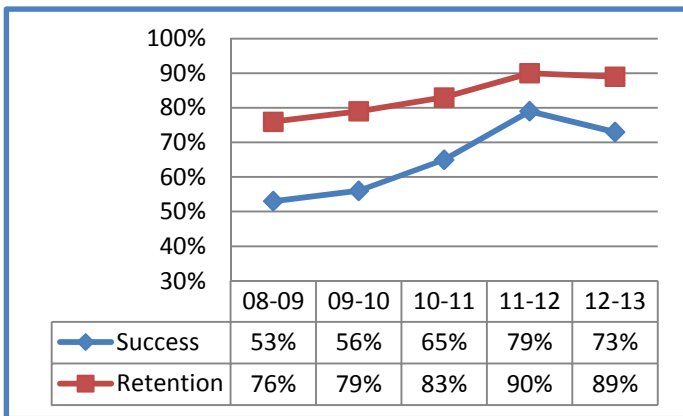
- Realign the reduced section offerings for timely certification.
- Create a SBVC mailer to announce the benefits of the SBVC real estate program to be sent to any and all licensed salesperson, brokers(CE courses), and RE Inland Empire businesses that sponsor any construction or affiliates with industry job creation.
- Continue strengthening the RE program in support of community interest in creating job prospects.

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
SCIENCE DIVISION
(INSTRUCTION)**

Architecture – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	480	563	539	463	357
FTEF	6.30	5.74	6.24	4.99	4.67
WSCH per FTEF	323	363	369	442	397



	08-09	09-10	10-11	11-12	12-13
Sections	28	26	25	20	17
% of online enrollment	59%	39%	32%	20%	12%
Degrees awarded	0	0	1	0	0
Certificates awarded	1	0	1	0	0

Description:

The Architecture, Environmental Design, and Drafting Program serves a variety of students through instructional course offerings. The Architectural History courses serve both as major's preparation and as general education courses. The Architectural Design sequence serves as major's preparation for transfer students to a variety of architectural related fields. The Drafting classes serve career and technical education students as well as support major's preparation.

Assessment:

- The FTES generation of the program grew significantly until the college was forced to scale back instructional offerings.
- The success and retention rates of students are good.

Program Goals:

- The program is in the midst of a complete redesign of curriculum to be implemented in Fall 2014 based on lengthy conversations within the division and with an advisory group.
- The program will explore the possibility of some lecture content in an online format for design students.

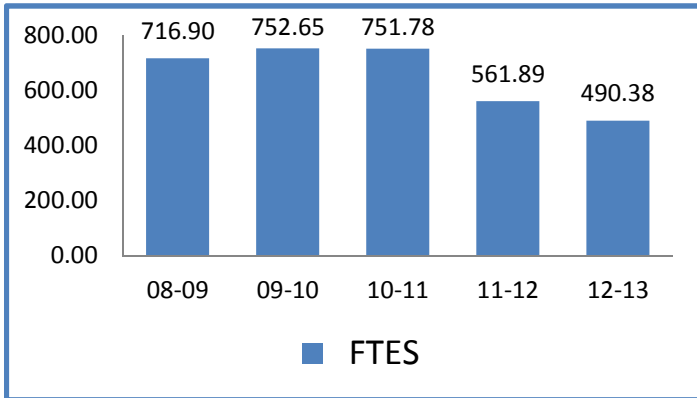
Challenges and Opportunities:

- One major challenge is articulation with transfer institutions. Most universities award credit only by portfolio review for transfer students. The program continues to explore mechanisms to public and private institutions to ease the transfer process in a variety of related fields.
- The curricular improvements under review this year are another challenge and opportunity for the program.

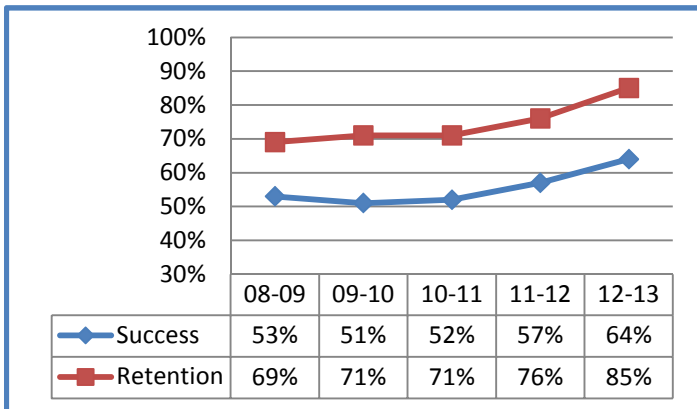
Action Plan:

- The program will continue to explore transfer and career options for students.
- The program will continue to explore on-line and hybrid offerings
- The program will explore other segments of the field like urban planning and landscape design
- The program will investigate ways to improve degree and certificate awards

Biology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	3,752	3,892	3,752	2,744	2,406
FTEF	35.91	35.15	34.46	29.94	29.58
WSCH per FTEF	599	642	654	563	497



	08-09	09-10	10-11	11-12	12-13
Sections	149	143	135	105	100
% of online enrollment	2%	1%	2%	3%	4%
Degrees awarded	5	1	4	4	6
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The course offerings of the Biology Department reflect an allocation of student opportunities towards four major areas; 1) General Education science requirements, 2) Allied Health careers, 3) Biology Major transfer students, 4) Biotechnology related careers. The development of student skills as they relate to creative critical thinking, assessment of quantitative information, and deductive / inductive reasoning are the essences of each of the Department's biology courses.

Assessment:

- The declines indicated in FTES are linked to section cutbacks and budget restrictions
- 13% increase in student success from 09-10
- 14% increase in retention from 09-10
- The aforementioned increases might be attributable to the institution of new pre-requisites in Bio 100, 250 and the increase in support via Student Success Center
- Decline in WSCH/FTEF due to maintaining daily/weekly distribution of course offerings while decreasing sections.

Program Goals:

- Finalize and submit a transfer degree biology majors course sequence aiming for a Fall 2015 start
- Plan for a re-expansion of sections in light of improving District financials
- Expand the native plants gardens to Nursing and Physical Science areas
- Develop a departmental philosophy
- Identify student skill development through Pre-Nursing and Biology Major's course sequences
- Flow chart Dept courses
- Maintain interactions with Science Success Center

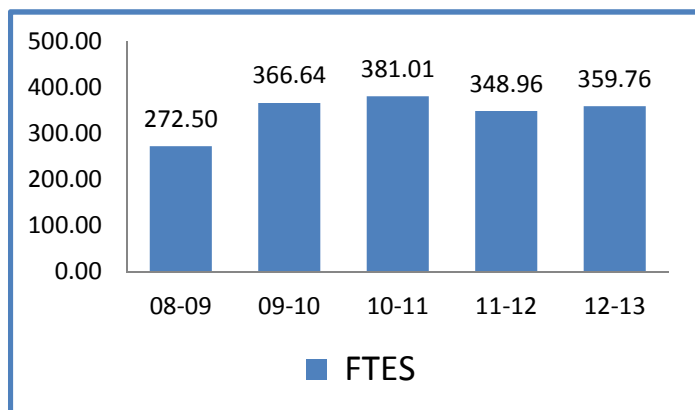
Challenges and Opportunities:

- Maintain and build upon the increases in student success and retention
- Identify student skill development through Pre-Nursing and Biology Major's course sequences
- Plan for near term retirement(s) of full time faculty and staff
- Ensure adequacy of budget to meet the course offerings of the Department
- Improve abilities of tutors/SI Leaders for enhancing study skills and critical thinking in their peer groups

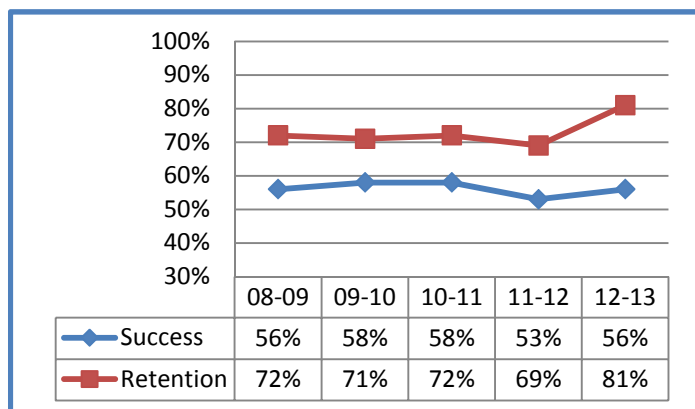
Action Plan:

- Develop a strategic plan for growth in the Dept consistent with departmental philosophy.
- Refine and expand the SI program in Biology
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence.
- Identify ideal characteristics in hiring new, full time faculty and develop a job announcement that reflects these characteristics
- Review and refine SLO course level assessments.

Chemistry – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,366	1,744	1,767	1,611	1,650
FTEF	20.72	21.77	22.66	20.03	21.81
WSCH per FTEF	395	505	504	523	495



	08-09	09-10	10-11	11-12	12-13
Sections	74	79	82	75	77
% of online enrollment	4%	4%	4%	3%	4%
Degrees awarded	5	5	5	5	9
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment:

- The data show that enrollment has leveled off as the institution has cut instructional offerings.
- The efficiency of the program has dramatically risen as double sections were created to save on costs.
- With the increase in double lecture sections, success and retention rates have fallen slightly as less individual attention is available to individual students in lecture. The department has tried to find a balance between efficiency and success.
- The number of degrees has risen with the addition of organic chemistry sections.

Program Goals:

- Increase the number of science, math, and engineering majors to affect the economic viability of our region.
- Continue to increase the number of STEM degrees granted.
- Convert our part-time laboratory technician to full-time for better coverage of instructional needs and allay safety concerns about hazardous chemical handling and workplace safety.
- Improve student success.
- Maintain laboratories with equipment and supplies needed for quality education.

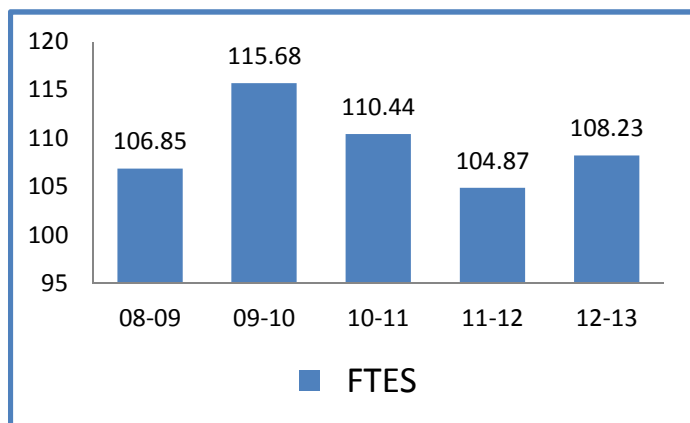
Challenges and Opportunities:

- Identifying and retaining adjunct faculty to teach. Nearly every semester we must scramble to identify part-time faculty as our current pool finishes grad. school and/or finds full-time employment. The unemployment rate for chemists is low.
- Another challenge is the use of introductory chemistry as a prerequisite for an additional biology class (250). This is causing a painful but necessary restructuring of student pathways in allied health.

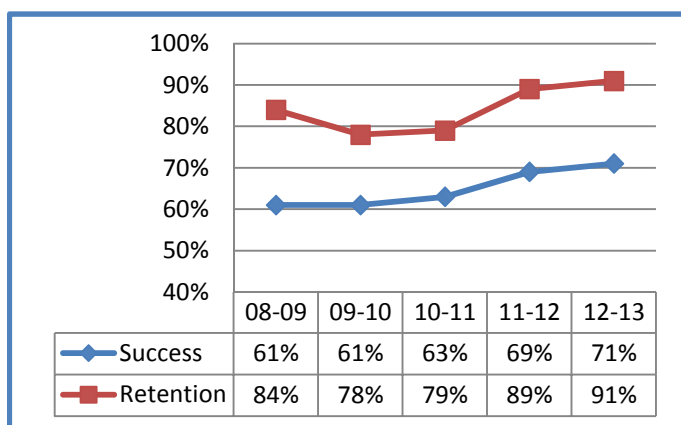
Action Plan:

- We must continue to increase the number of major's preparation sections to increase student access to pathways that lead to STEM degrees.
- Implement and evaluate Supplemental Instruction for major's preparation courses.
- Evaluate effects of prerequisite implementation on student success.
- Maintain our position in the region as the largest community college Chemistry program in the Inland Empire.

Geography — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,118	1,183	1,124	1,044	1,031
FTEF	6.54	6.14	5.94	5.74	5.74
WSCH per FTEF	490	565	558	548	566



	08-09	09-10	10-11	11-12	12-13
Sections	43	38	33	33	35
% of online enrollment	0%	0%	0%	0%	3%
Degrees awarded	0	0	2	3	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The spatial science of geography examines both physical and cultural landscapes with an emphasis on human-environmental interactions. Geography integrates multiple natural and social sciences and includes the study of: nature and interactions of the atmosphere and the land; plants and animals; earth's waters; weather and climate; earth's dynamic surface; landforms and soils; human interaction with the physical environment through forms of agriculture, language, religion, and cities.

Assessment

- FTEF rates have fluctuated with overall college enrollment and budgetary trends since 08-09.
- Efficiency rates while fluctuating have remained above the college goal of 525 since 09-10. The significant drop during the 11-12 year is most likely a result of section cap cutbacks brought on by budget considerations.
- Success and retention rates have exceeded college averages and, in general, have been trending upward for the past four years.

Program Goals:

- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Develop a geospatial technology course.
- Collaborate with other departments to offer service based learning opportunities.
- Develop learning communities with other disciplines.
- Increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education.
- Emphasize linkages with Environmental Science and Studies.

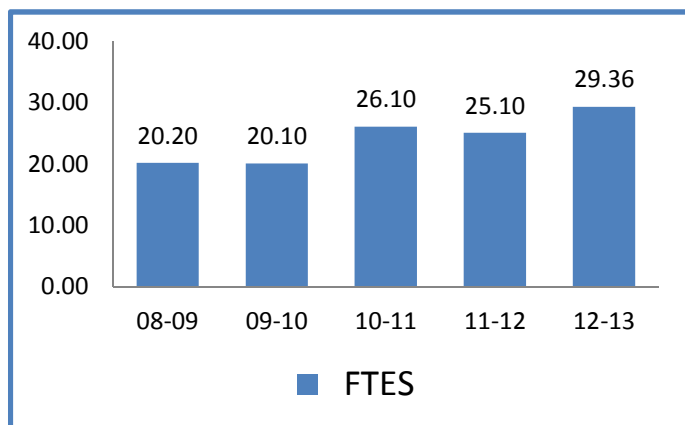
Challenges and Opportunities:

- With the creation of the AA-T Geography Degree for Transfer, we should see an increase in the number of degrees awarded.
- Continue to fund field study opportunities as budgets remain flat or decline.
- As the field of geospatial technology grows, emphasize how GIS can be used in the study of Geography and Environmental Science.
- FTEF supports hiring additional full-time faculty member in the future.

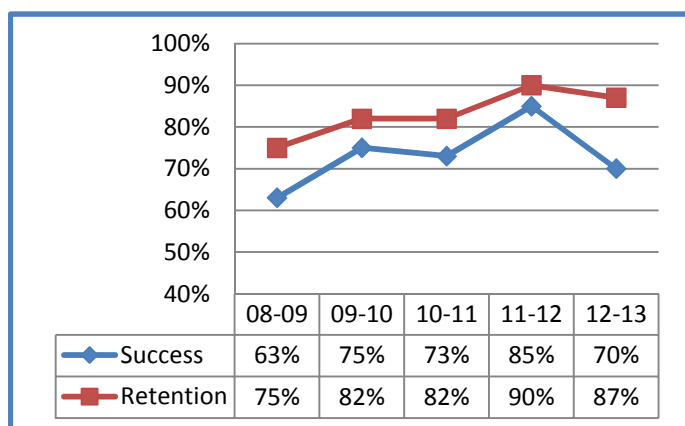
Action Plan:

- Advertise the Geography Department more effectively, both on and off campus.
- Increase the number of Geography graduates and transfer students by cultivating grant, scholarship, and research opportunities.
- Develop online/hybrid sections in geography.
- Continue to revise curriculum, including new course development (Geography of California and Natural Hazards), and new AA-T degree.
- Hire another full-time Geography faculty in the coming years.

Geology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	186	150	261	251	289
FTEF	1.88	1.08	1.28	1.28	1.48
WSCH per FTEF	322	558	612	588	595



	08-09	09-10	10-11	11-12	12-13
Sections	17	15	8	8	11
% of online enrollment	0%	0%	0%	0%	9%
Degrees awarded	0	0	0	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Geology Department offers courses that examine the Earth's history, structure, and economic resources. These courses meet the needs of (1) students planning to transfer to a four-year institution and prepare for careers in research, mining, energy, hydrogeology, environmental sciences, hazards, and related fields, (2) students fulfilling the undergraduate general education science requirement, and (3) students who wish to better understand the planet on which we live.

Assessment:

- FTEF, enrollment, FTEF, and efficiency have increased markedly during the five-year period.
- While retention approaches 90 percent, success has declined during the most recent academic year. This may be partially attributed to an increase in under-prepared students taking geology classes.
- No Geology AS or AS-T degrees have been awarded as a result of outdated curriculum and lack of a full-time faculty to teach certain advanced-level courses.
- Course and degree curriculum have been updated to align with C-ID requirements and will allow current and future students to earn AS and AS-T degrees.

Program Goals:

- Hire a full-time Geology/Oceanography/Earth Science faculty, as well as a tutor and supplemental instruction (SI) leader.
- Continue curricular and SLO updates to meet changing transfer and career demands.
- Better incorporate environmental and energy (fossil fuel and alternative) research into course curriculum.
- Offer historical, mineralogy, national parks, California, and field courses on a rotating basis to increase options for students.
- Increase the number of majors, degrees, transfers, and career-prepared students.

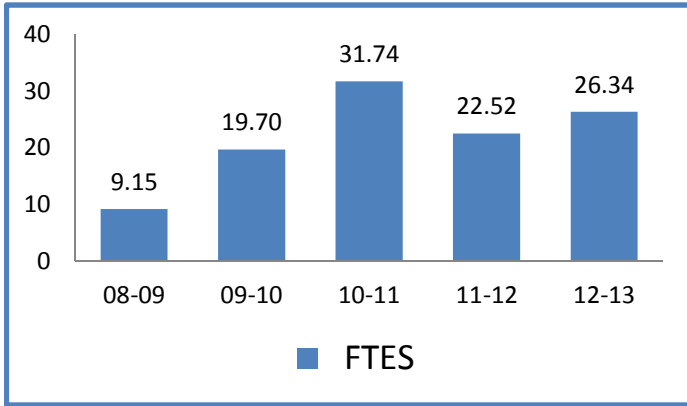
Challenges and Opportunities:

- Lacking a full-time faculty member, the department will continue to fall short of meeting stated goals.
- Renewed hiring within the environmental, energy, and geotechnical sectors should increase student interest in our program.
- Greater linkages with grant and scholarship opportunities, four-year schools, and geotechnical industries, must be pursued.
- Minimal equipment, instructional supply, and field trip budgets, as well as a lack of a dedicated tutor and SI leader continue to restrict growth and success.

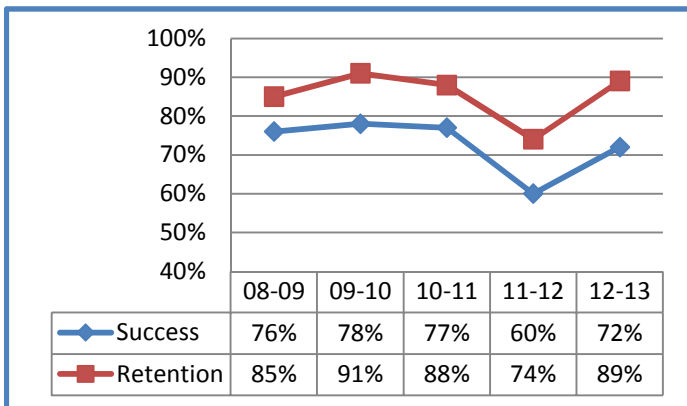
Action Plan:

- Hire a full-time Geology/Oceanography/Earth Science faculty.
- Offer diverse courses so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers.
- Increase the department budget so that field trip and equipment can be purchased and tutors and SI leaders can be hired.
- Increase the visibility of the program and better link it with other SBVC science and CTE programs

Geographical Information Systems – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	89	186	239	173	187
FTEF	1.69	1.69	2.45	2.45	1.95
WSCH per FTEF	162	350	389	276	405



	08-09	09-10	10-11	11-12	12-13
Sections	8	10	15	15	12
% of online enrollment	0%	0%	27%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	10	10	0	14	7

Description:

The GIS Certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology. The GIS Certificate provides a foundation for transfer to four year and graduate education within the fields of GIS, Geography, Remote Sensing, Environmental and Earth Sciences.

Assessment:

- FTEF rates are on the rise following the 11-12 slump.
- Success and Retention rates are increasing and close to 09-10 levels.
- Program lacks a full-time faculty assigned 100% to this discipline.
- WSCH/FTEF (efficiency) was at its highest in 12-13.

Program Goals:

- Update GIS curriculum to align with the proposed California Community College model certificate for geospatial technologies.
- Increase enrollment in the entry-level classes.
- Improve retention and success rates.
- Increase advertisement of the SBVC GIS courses.
- Maintain laboratories with equipment and supplies needed for quality education.
- Advocate for full time faculty.

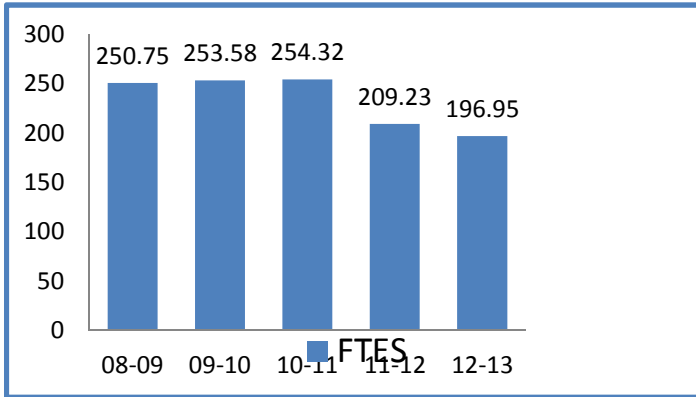
Challenges and Opportunities:

- Increase awareness of entry-level geospatial technology courses for non GIS certificate oriented students.
- Strengthen partnership with local high schools offering entry-level GIS courses, including ROP program.
- Raise funds for GIS tutors to extend lab hours via grants, Perkins Funds, etc.
- Lack of computer lab infrastructure to host simultaneous labs- creates scheduling issues.
- Lack of a full-time GIS faculty member.

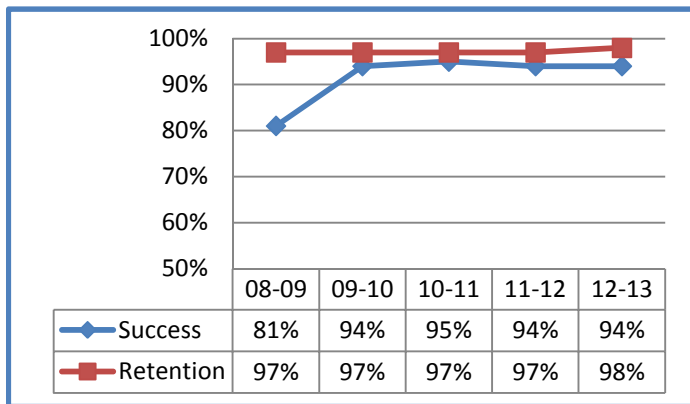
Action Plan:

- Partner with local agencies and businesses to provide internship opportunities, including short non-credit options through PDC.
- Develop a general education, geospatial technology course to increase awareness in this growing field.
- Incorporate entry-level classes in other certificate programs- Water Supply Technology, Architecture and Environmental Design and Real Estate.
- Hire a full-time GIS faculty member.

Nursing — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,399	1,352	1,326	1,122	1,047
FTEF	28.24	28.47	30.03	30.28	29.98
WSCH per FTEF	266	267	254	207	197



	08-09	09-10	10-11	11-12	12-13
Sections	64	64	66	64	62
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	92	87	83	87	76
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Nursing Department offers a sequence of courses leading to an Associate of Science degree with a major in Nursing. Graduates are eligible to take the national licensing exam and become licensed Registered Nurses in the state of California. Licensed Vocational Nurses may also take courses to prepare for RN licensure.

Assessment:

- Program meets the standards and is accredited by the BRN.
- Program is also accredited by the NLNAC.
- FTEs decreased due to budget cuts but stabilized.
- Number of degrees is high and reflects number of students.
- Student success remains high.

Program Goals:

- Improve the success rate of students to greater than or equal to 95% by 2014.
- Improve the pass rate on the NCLEX exam by greater than or equal to 90% by 2014.
- Faculty must continue to expand knowledge and skills to remain current with advancing practice including incorporation of human-patient simulation by 2014.
- Maintain qualified and consistent adjunct clinical faculty.
- 90% of students will be within 10% of national average on HESI Exit exam.

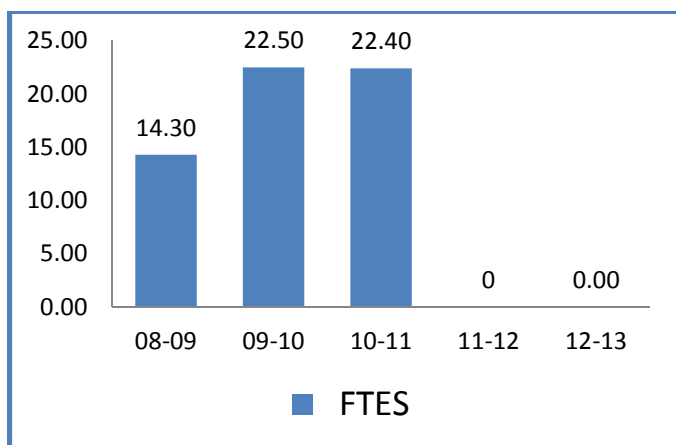
Challenges and Opportunities:

- Improving the NCLEX pass rate
- Updating nursing curriculum to reflect new standards
- Funding for professional development
- Expanding clinical sites
- Incorporation of human-patient simulators into courses
- Seeking half-time simulator technician support specialist

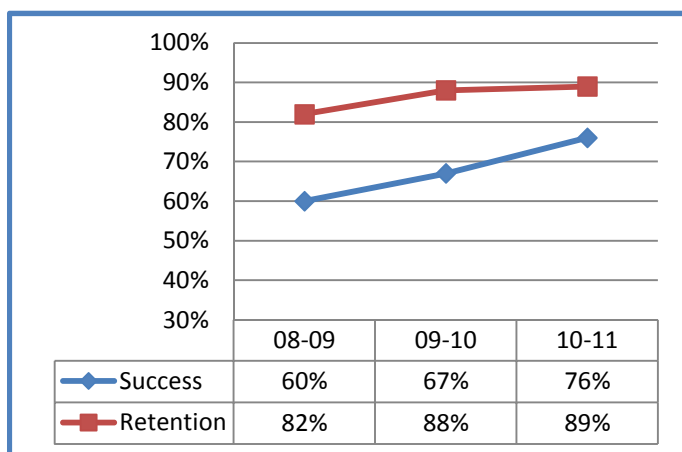
Action Plan:

- Develop evidence-based skills in writing and revising NCLEX-style test items.
- Revise and update curriculum.
- Use curricular innovations to help students build skills and knowledge.
- Identify professional development opportunities to improve faculty exposure to advancing practice.

Oceanography - 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	118	156	224	N/A	N/A
FTEF	1.08	1.08	1.08	N/A	N/A
WSCH per FTEF	397	625	622	N/A	N/A



	08-09	09-10	10-11	11-12	12-13
Sections	8	10	6	0	0
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Oceanography courses provide a sound introduction to the marine environment that comprises 71 percent of the Earth's surface. The courses are designed for both science and non-science majors and are fundamental for students planning to major in oceanography, geology, geography, and related Earth and environmental sciences.

Assessment:

- As a result of severe budget and associated section cuts, oceanography lecture and laboratory sections were no longer regularly offered after the spring 2011 semester.
- As budgets have partially recovered during recent semesters, oceanography sections have been offered during the summer semesters of 2012 and 2013 and will be offered again during the spring 2014 semester.
- As with the geology courses, no full-time faculty exist to teach oceanography courses. If hired, a full-time geology faculty would be capable of teaching oceanography lecture and lab sections.

Program Goals:

- Although oceanography lecture and lab sections do not comprise a stand-alone program and are considered part of the geology program, it has similar goals and concerns.
- Hire a full-time Geology/Oceanography/Earth Science faculty, as well as a tutor and supplemental instruction (SI) leader.
- Continue curricular and SLO updates to meet changing transfer and career demands.
- Coordinate with the geology program to increase the number of majors, degrees, transfers, and career-prepared students.

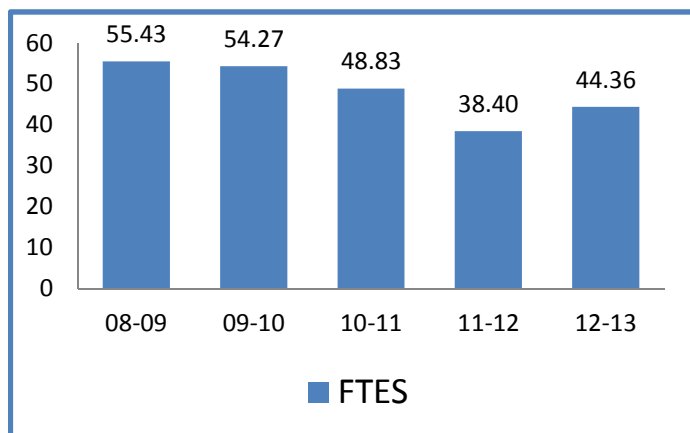
Challenges and Opportunities:

- Lacking a full-time faculty member, oceanography courses will continue to fall short of meeting stated goals.
- Minimal equipment, instructional supply, and field trip budgets, as well as a lack of a dedicated tutor and SI leader continue to restrict growth and success.
- Renewed hiring within the environmental, energy, and geotechnical sectors should increase student interest in our oceanography courses.
- Greater linkages with grant and scholarship opportunities, four-year schools, and geotechnical industries, must be pursued

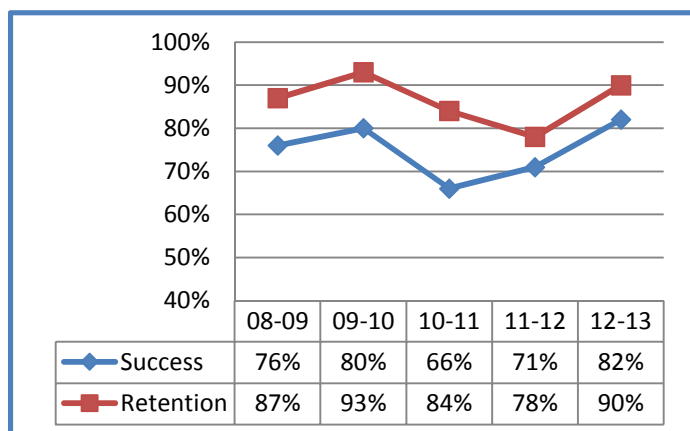
Action Plan:

- Hire a full-time Geology/Oceanography/Earth Science faculty.
- Increase the department budget so that field trip and equipment can be purchased and tutors and SI leaders can be hired.
- Create curriculum for new oceanography courses that articulate to four-year institutions so that students are better prepared for transfer and future careers in STEM fields.

Pharmacy Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	402	382	351	281	335
FTEF	2.14	3.02	3.02	3.02	3.35
WSCH per FTEF	777	539	485	381	397



	08-09	09-10	10-11	11-12	12-13
Sections	12	12	12	12	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	11	12	6	13	6
Certificates awarded	15	19	21	6	9

Description:

The program prepares students to assist Pharmacists as Pharmacy Technicians in community or institutional pharmacies by providing medications and healthcare products to patients. The program also prepares students to pass the Pharmacy Technician Certification Boards. A Pharmacy Technology certificate requires 21-33 units including prerequisites of BIOL 155, ENGL 015, and MATH 090 with two semesters of pharm tech courses. The AS degree has the addition of general breadth requirements.

Assessment:

- Enrollment increased slightly in 2012-2013, having previously declined due to the combined effects of decreased sections on campus, and end of eligibility period for working techs to take certification classes.
- Success dropped but is steadily improving.
- New curriculum started in fall, 2013, with prerequisites to help with retention and success. This will impact enrollment.

Program Goals:

- Offer two sections each of first semester courses.
- Complete approval process for a full time faculty.
- Develop an accreditation action plan.
- Create informational brochures for the program.
- Develop an in-depth work experience /increase clinical opportunities for students who have completed all course work since experience is a job requirement.
- Offer our approved new pharmacology course to health care professionals.

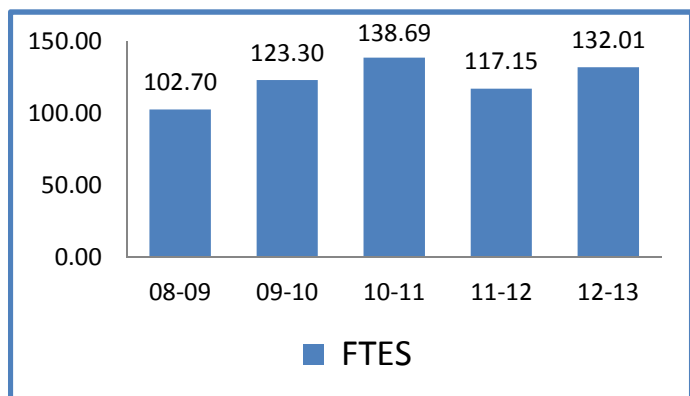
Challenges and Opportunities:

- There are no full time faculty for this program.
- Pharm Tech programs are now required to be accredited and will have increased needs, such as a program director.
- We are competing with for-profit colleges that are quick, have less prerequisites but are expensive.
- Our institution does not help with job placement of graduates.
- Offer a "Not for Credit," but "fee for service" review class prior to certification exam.

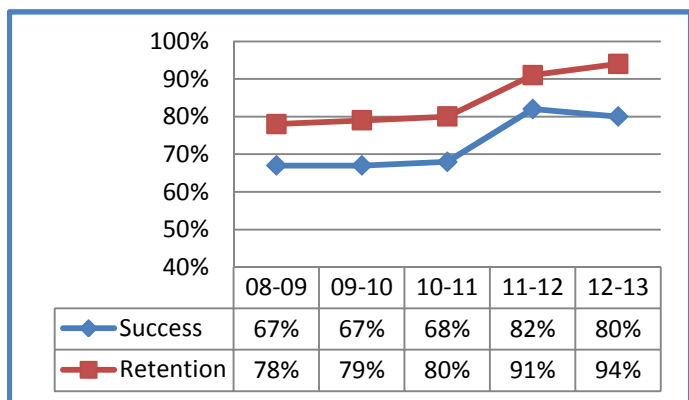
Action Plan:

- Provide information sessions on the program and create an information packet.
- Continue to advocate for a full time faculty and program director.
- Work with ASHP and PTEC to achieve national accreditation requirements.
- Expand advisory committee to establish a greater network for our graduates
- Work with community and/or other CTE programs to provide presentations on soft skills.
- Consider an application plan to limit enrollment to approved students

Physics Astronomy – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	573	694	814	604	656
FTEF	5.99	6.05	6.08	5.95	6.29
WSCH per FTEF	514	611	684	591	630



	08-09	09-10	10-11	11-12	12-13
Sections	52	45	36	26	27
% of online enrollment	4%	4%	6%	8%	7%
Degrees awarded	2	4	0	2	1
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Physics/Astronomy/Engineering Department offers general education Physics/Astronomy courses; 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, engineering, geology, physics, and other physical sciences; and engineering courses. The department operates a Planetarium and an Observatory supporting instruction and offering Astronomy programs for local schools and community.

Assessment

- FTES, enrollment, and WSCH/FTEF increased, on average, through 12-13; a slight drop in 11-12 resulted from section cutbacks and budget restrictions
- Success and retention rates generally increased through 12-13 with a slight drop in success rates
- With new sections opening, FTES, enrollment, and WSCH/FTEF have increased in 12-13 after dropping significantly in 11-12 due to cutbacks
- Number of degrees awarded has remained fairly constant

Program Goals:

- Create more tutoring/workshop opportunities for Department students through the Student Success Center and the SI Program
- Offer more Engineering courses
- Offer Physics 101 as a hybrid course, with online lectures and on-campus labs and/or tests
- Have Life-Science and Physical Sciences sequences begin in Spring and in Fall
- Maintain lab equipment and supplies for quality education
- Update the Physics/Astronomy labs and their related equipment needs

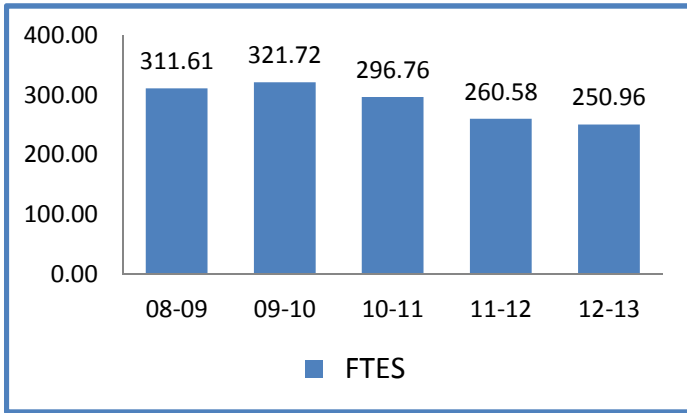
Challenges and Opportunities:

- Develop strategies to increase retention and student success rates
- Develop strategies to increase the productivity of classes determined by WSCH/FTEF
- Develop ways to encourage more students to major in the physical sciences to increase the number of degrees awarded
- Enhance the Department's curriculum with more engineering-related offerings and encourage more pre-engineering students to attend SBVC
- Encourage more pre-med students to attend SBVC

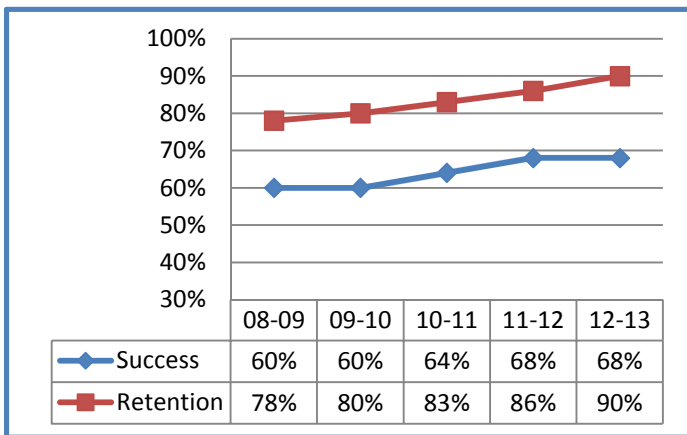
Action Plan:

- Consult other on-line instructors to formulate a hybrid Physics course
- Update/revise the Physics/Astronomy labs and related equipment with Department lab technician
- Work with local universities to enhance the Department curriculum with more engineering courses and to encourage more preengineering and pre-med students to attend SBVC
- Incorporate and support the operation of the SI program in all Physics, Astronomy, and Engineering courses

Psychology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	3,154	3,199	2,985	2,511	2,434
FTEF	16.40	15.20	15.20	12.60	12.20
WSCH per FTEF	570	635	586	620	617



	08-09	09-10	10-11	11-12	12-13
Sections	88	82	80	68	65
% of online enrollment	14%	18%	20%	19%	20%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Psychology offers classes that are prerequisites for career and technical programs such as Nursing and Psych Tech as well as classes that meet general education requirements for AA degrees and transfer. The AA-T in Psychology provides students with a clear path to transfer to CSU. The Psychology program has made contributions to the campus goals of student access, campus climate, institutional effectiveness, student success, and technology despite having only 1 full time faculty member.

Assessment:

- Faculty load, FTEF and WSCH/FTEF demonstrate the urgent need for at least 3 more full time faculty
- Efficiency rates remain high rates despite section cuts
- Fluctuating FTEF rates are based on section cuts
- Success rates have improved 8% since 08-09
- Retention rates have improved 12% since 08-09
- Number of online sections is steady at about 20%

Program Goals:

- To hire at 3 more full time faculty (with at least 1 faculty in 14-15) specializing in teaching Research Methods and Statistics which are core courses for the AA-T in Psychology
- To have a computer lab available for students taking Statistics classes (also a general ed requirement) and Research Methods classes
- To increase the number of sections offered for general ed and core classes in the AA-T, and maintain an updated curriculum

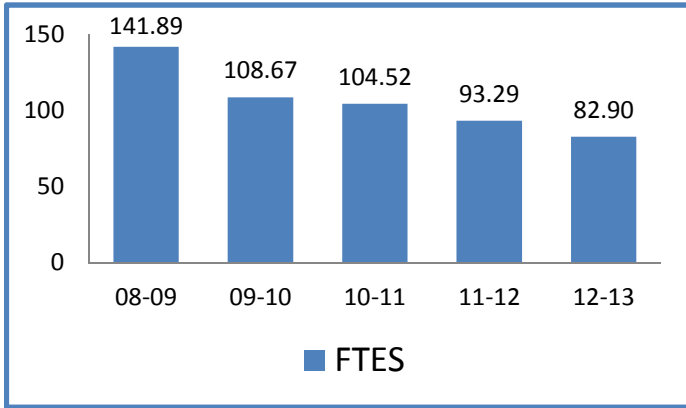
Challenges and Opportunities:

- To hire at least 3 new full time faculty capable of teaching Statistics and Research Methods classes (with 1 hire in 14-15)
- To have a computer lab for Statistics and Research Methods classes
- To develop and implement strategies to continue to improve retention and success rates as course offerings increase
- To continue to offer quality instruction and diversity in course offerings with 89% of the courses taught by adjunct faculty

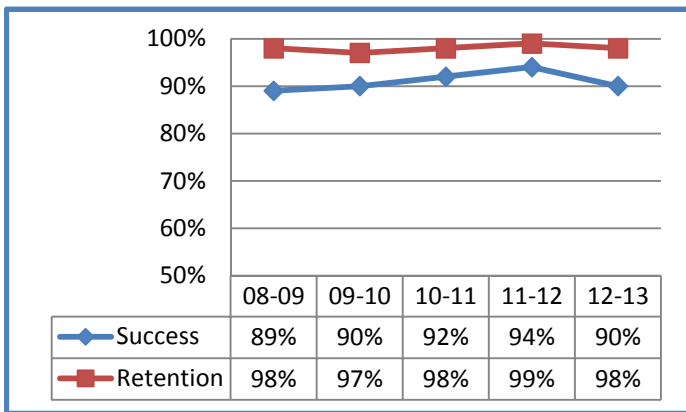
Action Plan:

- To continue to submit requests for more psychology faculty hires to the Program Review Committee
- To submit a request for a computer lab in Social Sciences and support other faculty with similar requests
- To offer more courses in psychology that help students to meet general ed requirements and Psychology AA-T requirements
- To enhance communication with adjunct faculty who teach approximately 89% of Psychology course offerings

Psychiatric Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	140	105	101	92	80
FTEF	12.31	11.95	12.18	11.88	11.18
WSCH per FTEF	346	273	257	236	222



	08-09	09-10	10-11	11-12	12-13
Sections	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	7	11	15	8	19
Certificates awarded	53	51	38	37	36

Description:

The Psychiatric Technician Program is a one year program consisting of two, 18 week and one, 10 week term. The program content areas include: nursing science, developmental disabilities and mental disorders. Twenty to thirty students are admitted each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the students are eligible to take the BVNPT licensing exam.

Assessment:

- Retention and success rates are high and stable.
- State licensing first time pass rates have been 100% for January through June 2012 testing dates
- Retention and success rates exceed the college average.
- After a four-year period of increase, FTES has declined as a result of institutional budget reductions

Program Goals:

- Continue prerequisites from high school level to College level
- Expand the multimedia collection for student’s independent use
- Maintain first time pass rate at 95% or higher the next three years
- Encourage faculty to improve knowledge, skills, and teaching approaches

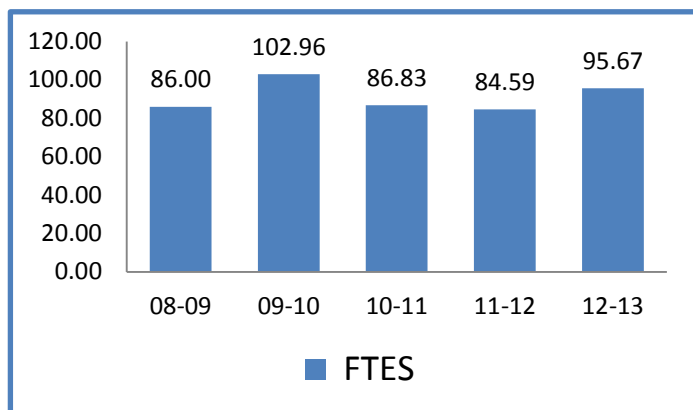
Challenges and Opportunities:

- Continue to meet the faculty to student ratio of 1:10.
- Build a pool of adequate adjunct faculty because qualified faculty are difficult to find
- Enhance support for annual advisory meetings
- Program has no budget, develop a budget for supplies.
- Strengthening the partnerships between SBVC and community agencies.
- Seek funding for Professional Development, ie. for all full time instructors to attend our associations annual meeting.

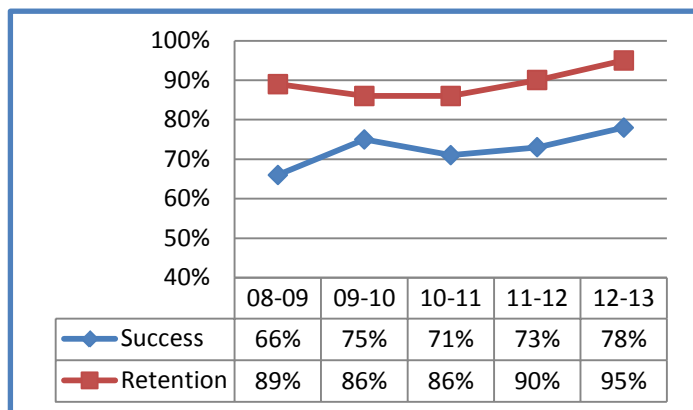
Action Plan:

- Obtain funding and support for annual advisory meetings.
- Seek qualified instructors with experience in this area.
- Strengthen advisory committee by providing liaisons for increased clinical sites.
- Update equipment and software used in the course.
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time.
- Distribute our program brochure to prospective students.

Water Supply Technology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	923	1,083	1,015	852	952
FTEF	6.61	6.61	7.04	5.76	6.39
WSCH per FTEF	390	467	370	441	449



	08-09	09-10	10-11	11-12	12-13
Sections	36	41	47	35	39
% of online enrollment	3%	2%	2%	0%	3%
Degrees awarded	7	6	3	4	8
Certificates awarded	25	33	14	9	12

Description:

The Water Supply Technology Program is designed to serve students who are employed or interested in employment in water/wastewater occupations. The program provides technical classes in water distribution, water treatment, wastewater collection, and wastewater treatment. The courses prepare students to upgrade their skills and/or prepare them for licensing examinations and certifications from the California Department of Public Health, American Water Works Association, and other agencies.

Assessment:

- Echoing cross-campus section and budget cuts, FTES, enrollment, FTEF, and efficiency declined. These have recently increased.
- Student success and retention have generally increased through the period and are at their highest in five years.
- Recent increases in efficiency reflect increased class sizes.
- There is only one full-time faculty member in this program.
- With increasing section availability, students may be better able to complete degree.

Program Goals:

- Hire an additional full-time faculty to assist with teaching new and upper-level courses, grant coordination, industry dialogue, and student recruitment.
- Continued curricular revision, including water utility management, instrumentation, meter and fixture, and safety components.
- Continued recruitment of under-represented groups, including women, minorities, veterans, and the unemployed.
- Complete SLO assessments and establish a permanent, in

Challenges and Opportunities:

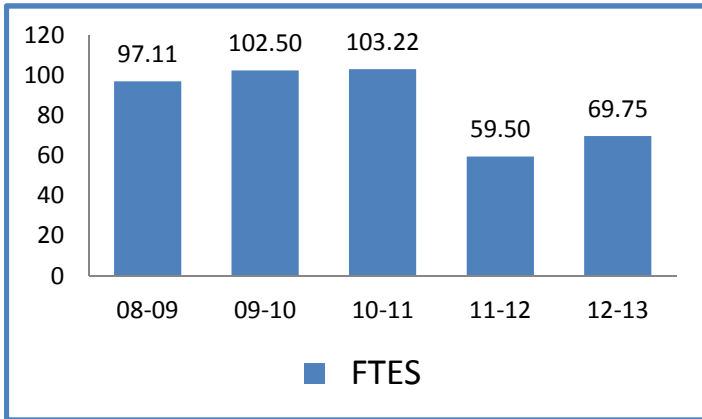
- Only one full-time faculty teaches within a program with load for around 3.
- Lacking a stable, permanent budget, non-traditional funding, including grants, is required for supplies, field trips, course expansion, tutors, and workshops.
- Continued curricular development must incorporate management, instrumentation, and conservation components, including university articulation.
- It is difficult but helpful to longitudinally track students who g

Action Plan:

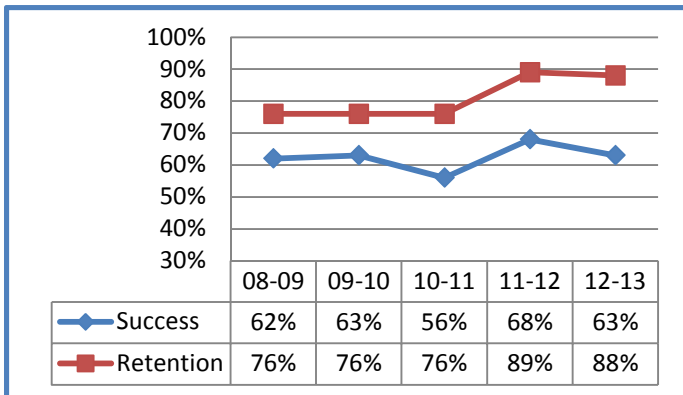
- Hire an additional full-time faculty and develop a permanent, stable budget.
- Offer upper-level, DE, university-articulated, and a balanced mix of daytime, evening, short- and full-term courses.
- Improve data collection on job placement and expand the work experience program.
- Incorporate student and industry feedback into continued course improvement.
- Continue to develop and procure grant funding.

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
SOCIAL SCIENCE, HUMAN SERVICES
& PHYSICAL EDUCATION DIVISION
(INSTRUCTION)**

Anthropology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	970	1025	1034	595	681
FTEF	5.00	5.20	5.20	2.80	3.20
WSCH per FTEF	583	581	595	638	654



	08-09	09-10	10-11	11-12	12-13
Sections	32	31	29	17	18
% of online enrollment	43%	48%	52%	36%	44%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Anthropology is the study of humanity in all times and places. As such, it has the broadest scope of any of the social sciences. The program offers course work in the four subspecialties of anthropology and other areas related to art, religion and indigenous populations. With the goal of understanding people in all parts of the world, anthropology is useful to anyone living or working in a multicultural environment and provides students with survival skills for the global community.

Assessment:

- FTEs increased as the college began to recover from budget cuts and added sections based on student demand.
- Anthropology courses are in high demand and some of them fulfill GE areas other than social sciences.
- WSCH/FTEs continue to be above campus average.
- Student success rates continue to fluctuate.
- Student retention rates remain stable..

Program Goals:

- Increase and stabilize student success rates.
- Request to modernize program resources that inhibit faculty from teaching required curriculum effectively and most likely affect student success rates.
- Evaluate courses and curriculum for currency and needs of the program.
- Increase awareness of AA-T Anthropology degree.

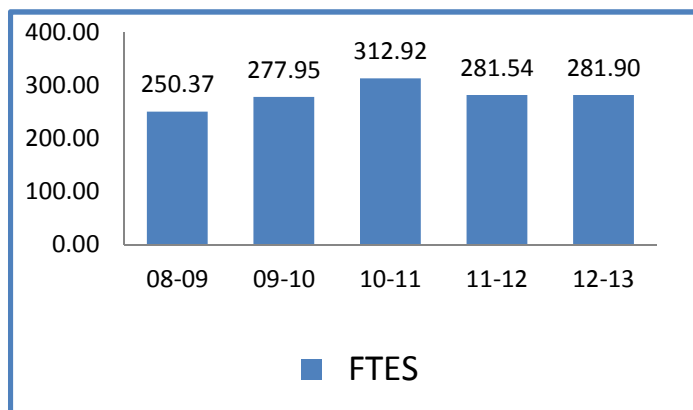
Challenges and Opportunities:

- Program continues to struggle to meet student demand due to past actions related to section cuts.
- Instruction office is aware of the popularity of anthropology courses and has moved to adding sections based on quantitative analysis of student needs during registration periods.
- Due to the lack of discipline expert to monitor the currency of program resources and curriculum, it needs a serious overhaul. The program now has a FT faculty member.

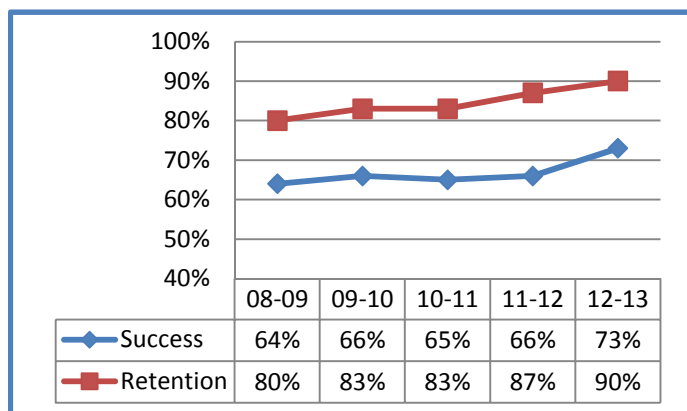
Action Plan:

- Submit request to program review committee to update program resources that will assist faculty in delivering curriculum and increase student success.
- Create a new cultural anthropology honors course.
- Update curriculum content for all anthropology courses.
- Increase awareness of AA-T degree through campus display, fliers, and website.
- Develop two year rotation course schedule to ensure that all courses required for AA-T degree are being offered.

Child Development – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,394	2,550	2,869	2,499	2,494
FTEF	17.40	15.97	15.92	13.74	14.01
WSCH per FTEF	432	522	590	615	604



	08-09	09-10	10-11	11-12	12-13
Sections	93	86	86	73	74
% of online enrollment	2%	2%	8%	8%	12%
Degrees awarded	35	18	16	12	
Certificates awarded	66	41	29	22	

Description:

The Child Development Department has an academic and vocational orientation preparing students for transfer or immediate employment. The Department has eight certificates and four degrees including a new ECE AS-Transfer degree. All certificates and degrees were recently updated and match C-ID and CD Curriculum Alignment Project criteria. Courses are taught in traditional face-to-face, online/hybrid and ITV formats and are offered mornings, afternoons, evenings, weekends and late start.

Assessment:

- Prior to 11/12 the CD Department experienced growth
- in almost all indicators
- Faculty load, FTEF and WSCH/FTEF demonstrate need for 3 additional faculty, the CD Department currently has 3 FTF and 10 adjunct faculty.
- Success rates increased 15% since 06/07
- Retention increased 16% since 06/07
- Sections dropped from 102 in 06/07 to 74 in 12/13
- Online offerings increased 11% since 06/07
- Certificates/degrees doubled between 11/12 and 12/13

Program Goals:

- To increase number of sections offered in core and curriculum areas
- To increase numbers of certificates and degrees awarded by 10%
- To hire one full-time faculty member
- To offer all courses for all certificates and degrees within a two year time period
- To complete CAP Expansion
- To expand participation with the Mentor Program
- To increase number of students participating in CDTC
- To increase community partnerships and agreements

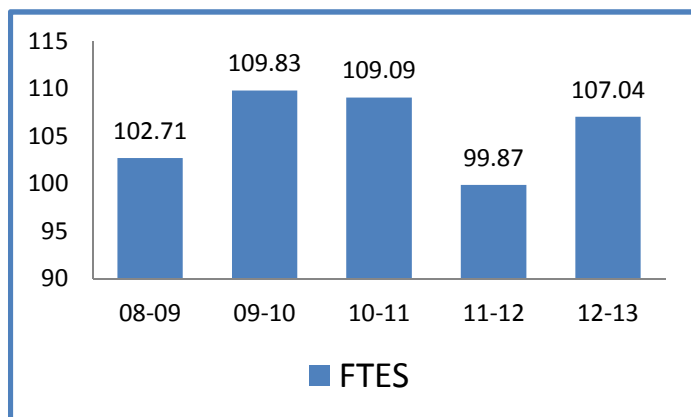
Challenges and Opportunities:

- Decrease of 3 full-time faculty since 06/07
- Decrease of 28 sections since 06/07
- Meeting the academic advising needs for a department offering 8 certificates and 4 degrees
- Increase in workload for CD Department Chairs and CD faculty to maintain, assess and update course and program SLOs for 37 courses and 12 programs
- To have a computer lab available for students new to instructional technology

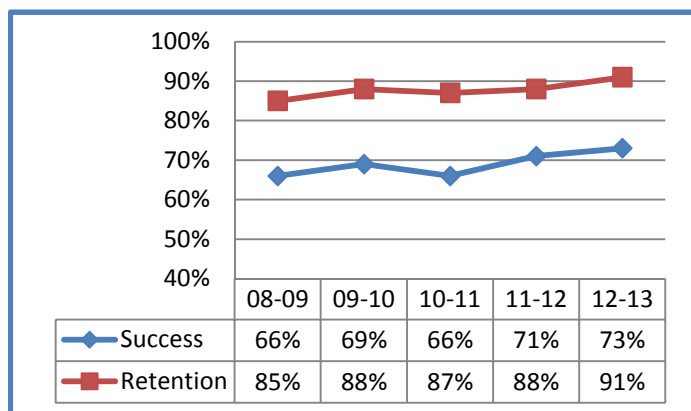
Action Plan:

- To request additional faculty
- To request restoration of sections
- To offer all courses within a 2-year cycle
- To continue partnerships and contracts
- To continue SLO Assessments for three-year plan
- To continue to hold regular Advisory Meetings
- To maintain currency with faculty through more effective inservices and continue to strive for excellence
- To create a career pathways information brochure for CD students seeking certificates and degrees

Economics – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,022	1,081	1,069	982	1,025
FTEF	5.54	5.34	5.34	5.14	4.94
WSCH per FTEF	556	617	613	583	650



	08-09	09-10	10-11	11-12	12-13
Sections	32	29	28	27	28
% of online enrollment	32%	28%	29%	30%	36%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Economics provides excellent preparation for careers in industry, government, and many professions including management, law, education, public administration and consulting. Economics is concerned with how people and societies produce various goods and services and distribute them for consumption, now and in the future, among various persons and groups in society.

Assessment

Since 08-09:

- WSCH per FTES increased 17%
- Success rates improved 11%
- Retention rates increased 7%
- Percent of online enrollment increased 13%
- Number of sections decreased 13%
- Since 11-12:
- FTES increased 7%
- Duplicated enrollment improved 4%
- FTEF decreased 4%

Program Goals:

- To develop a TMC AA in economics
- To have a computer lab available for statistics students
- Review SLOs for all Economics courses
- To provide tutors early in the semester
- To continue to select high quality low priced text books

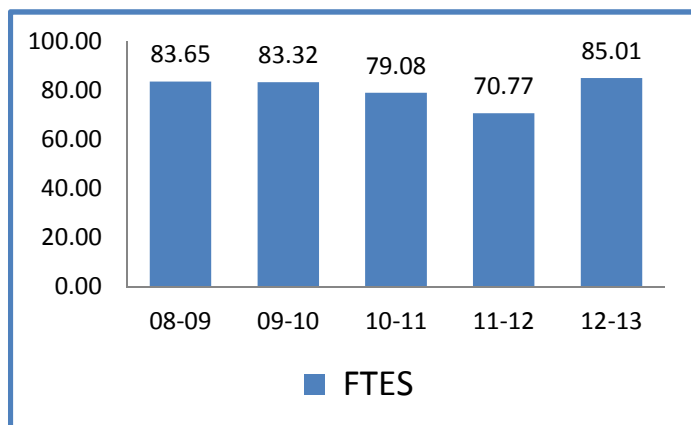
Challenges and Opportunities:

- The biggest challenge is to increase the number of sections offered. Too many students are turned away for lack of sections.
- Another challenge is to have a computer lab available for our Statistics students (for Econ 208, Statistics).
- The greatest opportunity is the abundance of students to serve.

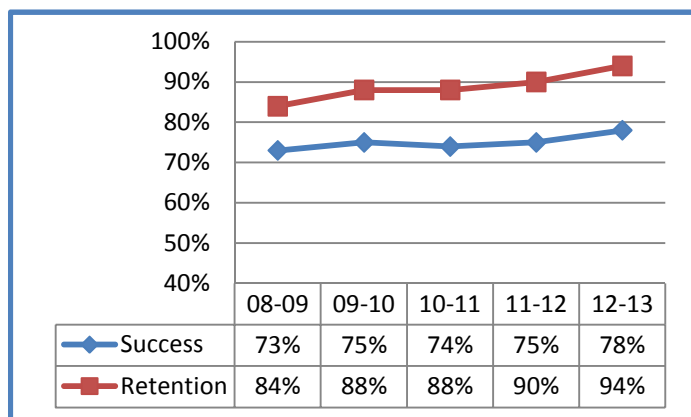
Action Plan:

- Work with the Curriculum Committee, department and division to develop a TMC in economics
- To work with program review and our division to acquire a computer lab for Statistics students
- Work with department faculty to review all SOLs
- To work with the tutorial center to insure tutors are available early in the semester
- Hold monthly meetings to monitor our progress in meeting goals

Health Education – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	845	837	789	709	821
FTEF	4.00	3.80	3.80	3.40	4.00
WSCH per FTEF	627	658	624	624	638



	08-09	09-10	10-11	11-12	12-13
Sections	20	19	19	17	20
% of online enrollment	13%	21%	26%	29%	35%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Health Education Department is an academic department that offers transfer level courses that fulfill general education requirements for local universities and colleges. Additionally, the Health Education Department courses fulfill a general education requirement for the SBVC associates degrees. Health courses provide students with guidelines for healthy living, which can improve their overall quality of life.

Assessment:

- Enrollment was steady from 08/09 to 09/10 before declining from 10/11 to 11/12.
- This decrease is consistent with the budget decreases across campus which resulted in fewer sections offered.
- Enrollment showed a large increase from 709 in 11/12 to 821 in 12/13.
- Success has increased from 73% in 08/09 to 78% in 12/13.
- Likewise, retention rates have increased from 84% in 08/09 to 94% in 12/13.

Program Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- Develop more online courses

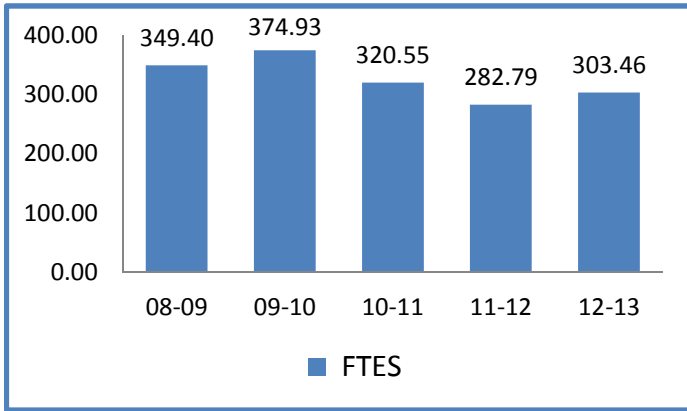
Challenges and Opportunities:

- The variety of courses offered is somewhat limited by the lack of curriculum.
- Use professional development resources to train faculty to teach online courses

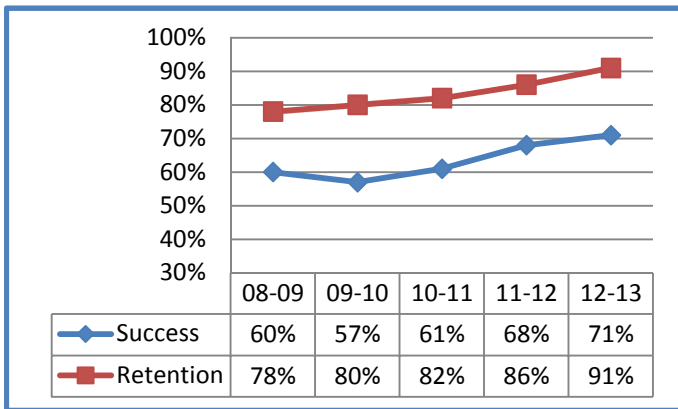
Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles

History – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	3,519	3,758	3,230	2,754	2,981
FTEF	18.20	17.00	16.40	14.20	14.80
WSCH per FTEF	576	662	586	597	615



	08-09	09-10	10-11	11-12	12-13
Sections	94	87	83	73	77
% of online enrollment	30%	33%	36%	36%	38%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The History Department offers various courses that articulate to the UC and CSU systems. The department offers the four core classes needed for history majors at the university level: History 170 and 171 and History 100 and 101. History 100, History 101, and History 137 also meet the CSU graduation requirements for a class in American Institutions. As well, the History department offers two Honors sections (HIST 100 and 101). Courses are offered online, throughout the day, and as late starts.

Assessment:

- Increase in enrollment from 2,754 in 2011-12 to 2,981 in 2012-13
- FTEF increased from 14.20 in 2011-12 to 14.80 in 2012-13
- WSCH increased from 597 in 2011-2012 to 615 in 2012-13
- Retention increased from 86% in 2011-12 to 91% in 2012-13
- Success rates increased from 68% in 2011-2012 to 71% in 2012-13
- Attributes impacting increases are wider course offerings and a new full time faculty member
- 72% of all history courses are taught by adjuncts

Program Goals:

- Update all curriculum through the process of Content Review.
- Create a History Department handbook for faculty.
- Increase communication and participation of adjunct faculty in department functions.
- Assess all SLO in all courses during each semester.

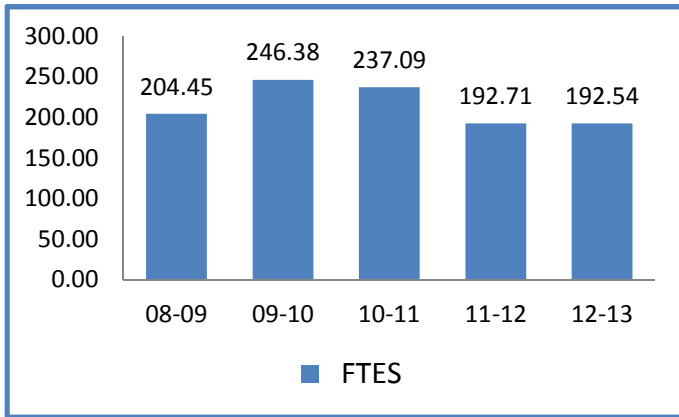
Challenges and Opportunities:

- Ability to meet the needs of our diverse community of learners by offering a wide variety of courses through different modes and in different time slots.

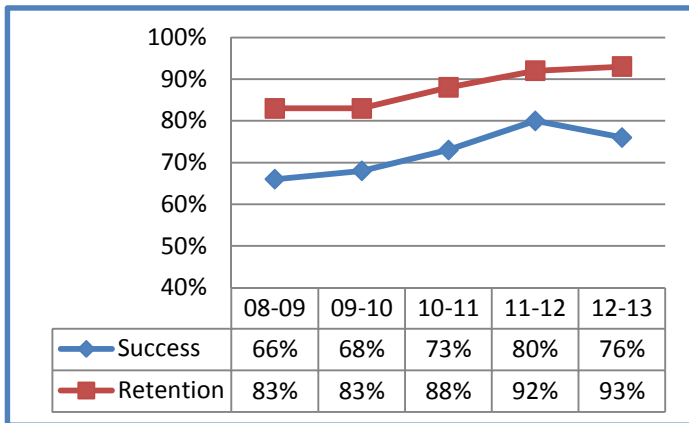
Action Plan:

- Offer department meeting for adjunct to begin creation of History Department handbook.
- Dialogue with adjuncts and full time professors about the need to assess (and possibly modify) departmental SLO.
- Establish a History Department Discussion Board (for faculty) that facilitates discussion.

Human Services – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,516	3,079	2,928	2,287	2,296
FTEF	13.60	12.62	12.89	10.62	10.43
WSCH per FTEF	453	586	552	544	544



	08-09	09-10	10-11	11-12	12-13
Sections	85	82	82	64	63
% of online enrollment	2%	4%	2%	0%	0%
Degrees awarded	28	27	26	22	24
Certificates awarded	44	44	33	29	37

Description:

The Human Services Department provides three Vocational Certificates and a AA Degree in Human Services. Class offer prerequisites for careers and technical programs such as Social Workers, Counseling, Drugs/Alcohol Counseling and any number of helping fields. The following are the Vocational Certificates that are offered by the Human Services Department: Human Services Certificate Alcohol/Drugs Certificate, and Case Management in the Public Sector.

Assessment:

- Faculty load, FTEF and WSCH/FTEF demonstrates the urgent need for at least 2 more full time faculty.
- Efficiency rates remain high despite section cuts
- Decrease FTES rates are based on Section cuts
- Success rates have improved 10% since 08-09.
- Retention rates have improved 10% since 08-09
- Our online course sections have decreased to 0 because of section cuts.

Program Goals:

- To hire at least one more full time faculty.
- To have a computer lab available for students taking our Internship I & II classes to help them find sites to do their internship, resources and jobs in the area.
- To increase the number of sections offered for core classes in the Vocational Certificate programs.
- Resume our offering of online classes
- Resume our offerings of classes offered in the community.

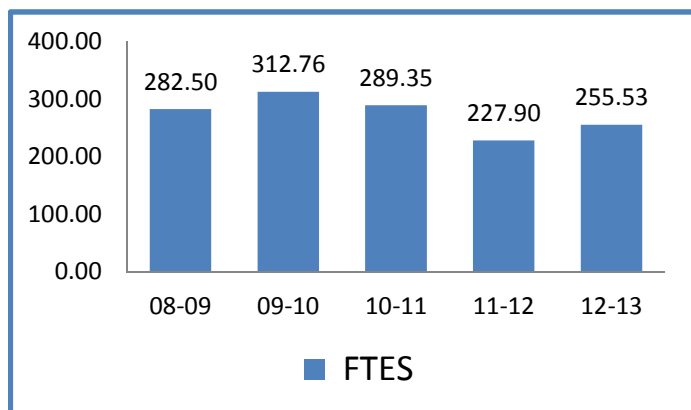
Challenges and Opportunities:

- To hire another full time faculty
- To have a computer lab available for students
- To develop and implement strategies to continue to improve retention and success rates.
- To continue to offer quality instruction and diversity in course offerings with minimum full time faculty in the department.
- To increase course offerings.
- Continue linking vocational certificates to jobs in the community.
- To hold up to the challenges of crash courses offered by career colleges and private institutions.

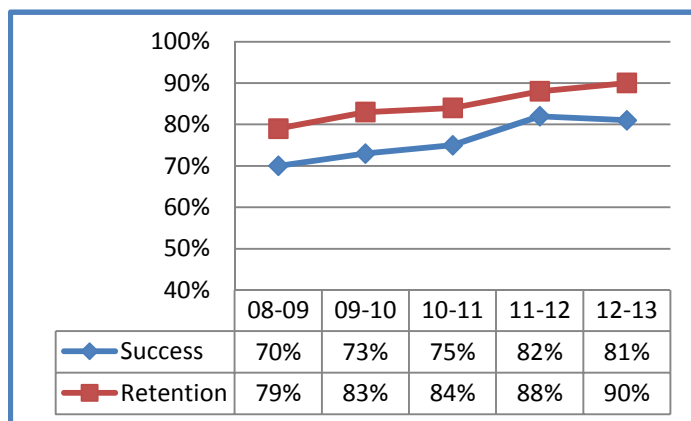
Action Plan:

- In the course of two years we have updated our curriculum.
- Our courses are now re-formatted in curricunet, and many are prepared for online instructions.
- Our vocational certificate in Case Management in the Public Sector is showing promise in the job market, with new positions opening every week.
- Enhance communication with our adjunct faculty who teaches approximately 70% of our course offering.

Physical Education–Individual — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	2,830	3,137	2,898	2,279	2,401
FTEF	11.90	11.76	10.64	8.54	9.07
WSCH per FTEF	712	798	816	801	845



	08-09	09-10	10-11	11-12	12-13
Sections	85	84	76	61	65
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Physical Education (PE) Department offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the PE - Individual Activity courses focus on individual skill development and fitness/health improvement, as opposed to team oriented courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

Assessment:

- Enrollment increased from 08/09 to 09/10. The decrease in 10/11 is reflective of the budget cuts seen across campus which resulted in fewer sections offered.
- Enrollment has increased from 11/12 to 12/13 and we anticipate it will continue to do so as the budget allows.
- Success rates have increased from 70.1% in 08/09 to a high of 82% in 11/12.
- Likewise, retention rates have steadily increased from 79% in 08/09 to 90% in 12/13.

Program Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely
- To offer courses at the beginning, intermediate, and advanced levels to accommodate the various skill levels of the students

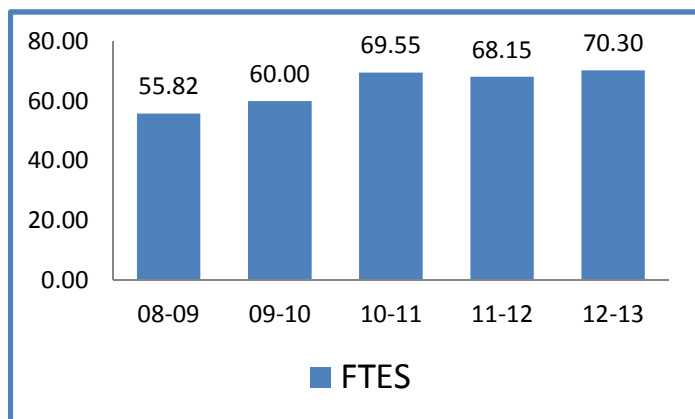
Challenges and Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment. Hopefully through the needs assessment process, we will be able to acquire the equipment needed.
- Leveling the courses which are currently repeatable will limit the number of students who can participate in our courses.
- Due to sharing the gym spaces with other departments, we are somewhat limited in when we can offer certain courses.

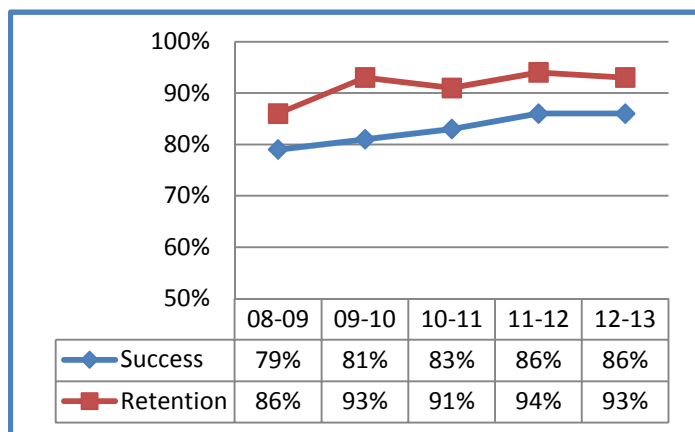
Action Plan:

- Continue to update curriculum
- Continue to develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- To acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles

Physical Education-Team — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	518	543	614	602	612
FTEF	3.92	3.72	3.93	3.93	3.92
WSCH per FTEF	435	484	531	520	538



	08-09	09-10	10-11	11-12	12-13
Sections	21	21	24	21	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Physical Education (PE) Department offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the PE - Team Sports courses focus on team skill development and fitness/health improvement, as opposed to individual activity courses. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

Assessment

- Enrollment increased from 08/09 to 09/10. The decrease in 10/11 is reflective of the budget cuts seen across campus which resulted in fewer sections offered.
- Enrollment increased from 11/12 to 12/13 and we anticipate it will continue to do so as the budget allows.
- Success rates have increased from 79% in 08/09 to a high of 86% in 12/13.
- Likewise, retention rates have steadily increased from 86% in 08/09 to 93% in 12/13.

Program Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- To increase the variety of equipment available to allow more students to participate safely
- To offer courses at the beginning, intermediate, and advanced levels to accommodate the various skill levels of the students

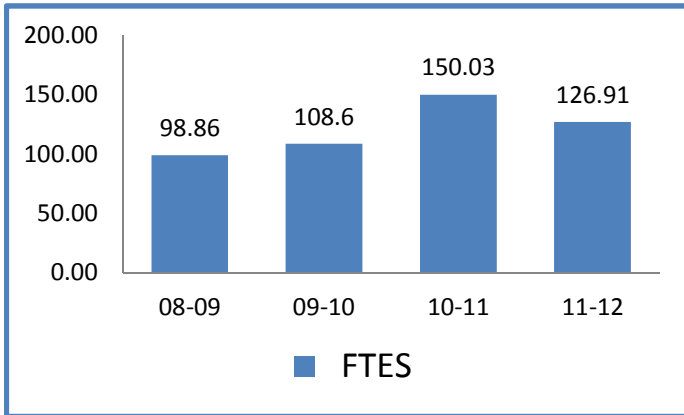
Challenges and Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment. Hopefully through the Needs Assessment process, we will be able to acquire the equipment needed.
- Leveling the courses which are currently repeatable will limit the number of students who can participate in our courses.
- Due to sharing the gym spaces with other departments, we are somewhat limited in when we can offer certain courses.

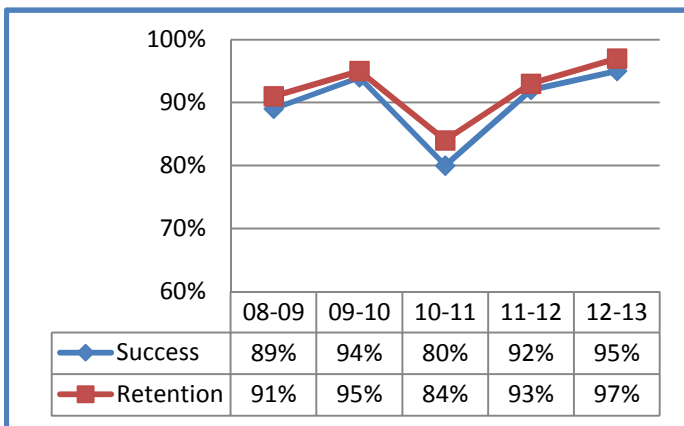
Action Plan:

- Continue to update curriculum
- Continue to develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- To acquire the latest equipment to service our students appropriately and safely
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles

Physical Education–Varsity — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	296	300	479	382	370
FTEF	5.28	5.28	4.32	5.28	5.76
WSCH per FTEF	562	617	1,042	721	639



	08-09	09-10	10-11	11-12	12-13
Sections	48	48	47	40	45
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Courses in Physical Education and Health Department are designed to increase student's skills in activities that produce physiological results and promote lifelong habits of fitness. Varsity classes allow students to perform at maximum levels while competing in intercollegiate sports. Varsity classes satisfy the PE requirement for graduation and, or transfer.

Assessment:

- Physical Education (Varsity) has shown steady growth since 08. There is a slight decline from 10-11 to 11-12 which is reflected throughout the entire campus. This could be from limited class offerings and budgetary constraints.
- Retention and success rates are extremely high and have increased since 2008 with a dip in 10-11.
- This data shows the effectiveness of the Varsity classes.

Program Goals:

- To increase the opportunities for students to participate in intercollegiate activities.
- To increase the rate of transfer and graduation.
- To become fully compliant with Title IX.
- To add more full-time faculty to our coaching staff.
- To add more support staff to our department.
- To increase the budget to meet the yearly increase in cost of basic day to day operations.

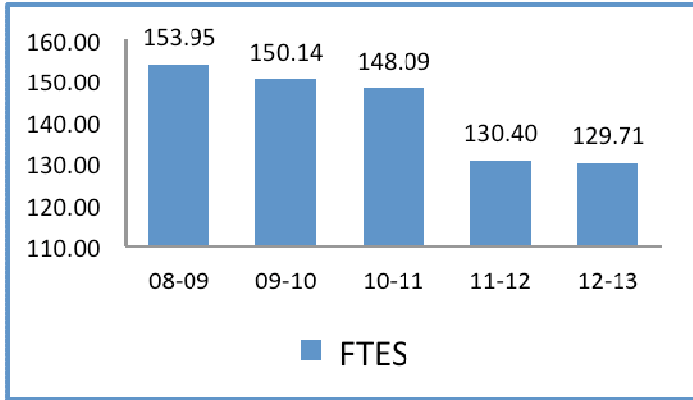
Challenges and Opportunities:

If the Athletic Department is to build upon the success it has experienced in the past it will need to meet every goal that was stated above. The data clearly shows in the years of 2010-11 the number of our student/athletes increased and our Retention/Success rate decreased! A good indication that we did not have the staff, budget or opportunity for our students to participate in intercollegiate sports and support them.

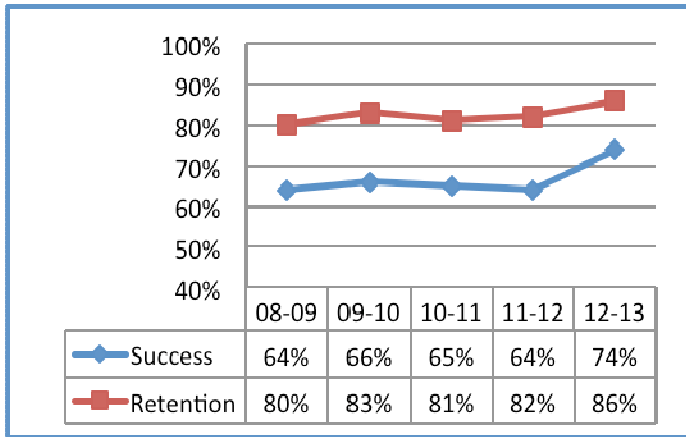
Action Plan:

- Continue to participate in the program review process.
- Become more transparent, open and informative.
- Develop collaborative relationships with other programs on campus.
- Strengthen relationships with The Foundation, alumni, the community and KVCR
- Continue our fundraising efforts

Philosophy & Religious Studies – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,537	1,500	1,479	1,303	1,259
FTEF	9.40	8.60	9.00	7.80	7.40
WSCH per FTEF	491	524	494	502	526



	08-09	09-10	10-11	11-12	12-13
Sections	56	55	53	46	44
% of online enrollment	70%	66%	62%	61%	61%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

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, and symbols, as well as through descriptive and analytic writing. Although anyone can benefit from courses in the two disciplines, the primary function of each class is to fill requirements for students transferring to four-year colleges.

Assessment:

- FTES vary depending on the sections offered. FTES is now stable after several years of cutting sections.
- Retention and success are both stable and mirror the rates for both the college and the division.
- There is a slight increase in both success and retention in 12-13.
- WSCH per FTEF varies but 12-13 has the highest ratio in five years.
- Percentage of online enrollment now stable at 61%.

Program Goals:

- Develop an AA-T in Philosophy
- Offer at least one online section of every course offered
- Offer at least 50% of sections online every semester
- Improve success and retention by 2% between fall and spring semesters
- Participate in interdisciplinary learning communities

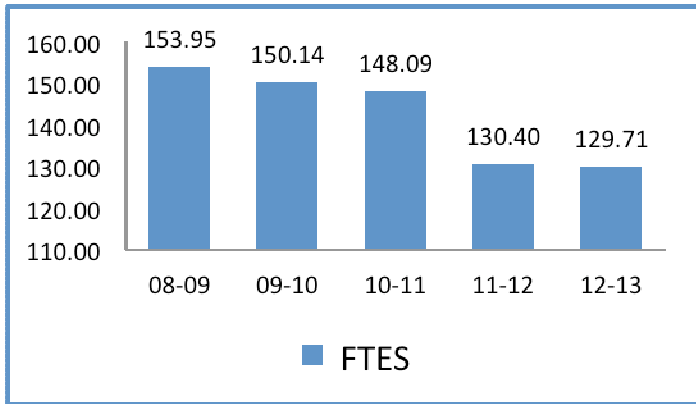
Challenges and Opportunities:

- The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities at a time in the culture when resources for public higher education have been reduced over the last several years.
- As a leader in online learning at the college, a challenge and opportunity is to learn from the increasing MOOC movement to maintain and improve the quality of our online offerings.

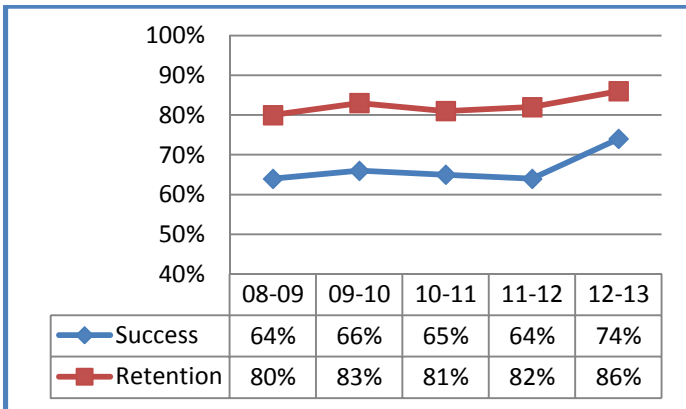
Action Plan:

- Launch the AA-T in Philosophy in the fall of 2013
- Develop departmental strategies for improving success and retention
- Work collegially with other departments in the division to improve success and retention

Philosophy & Religious Studies – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,537	1,500	1,479	1,303	1,259
FTEF	9.40	8.60	9.00	7.80	7.40
WSCH per FTEF	491	524	494	502	526



	08-09	09-10	10-11	11-12	12-13
Sections	56	55	53	46	44
% of online enrollment	70%	66%	62%	61%	61%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

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, and symbols, as well as through descriptive and analytic writing. Although anyone can benefit from courses in the two disciplines, the primary function of each class is to fill requirements for students transferring to four-year colleges.

Assessment:

- FTES vary depending on the sections offered. FTES is now stable after several years of cutting sections.
- Retention and success are both stable and mirror the rates for both the college and the division. There is a slight increase in both success and retention in 12-13.
- WSCH per FTEF varies but 12-13 has the highest ratio in five years.
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Program Goals:

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- Offer at least one online section of every course offered
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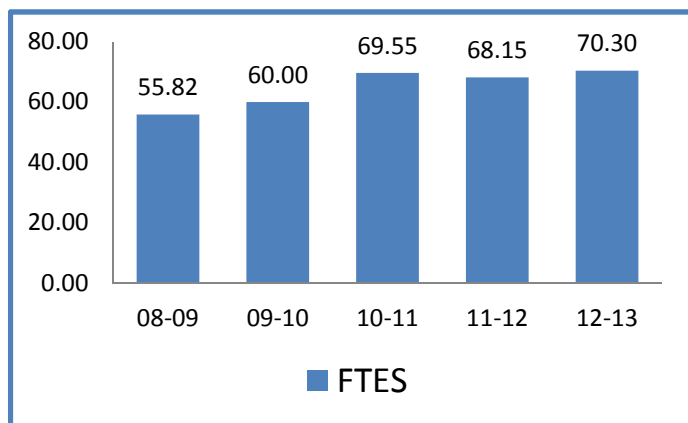
Challenges and Opportunities:

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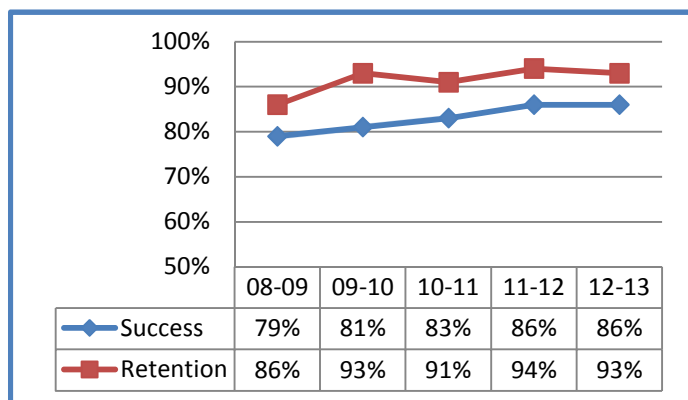
Action Plan:

- Launch the AA-T in Philosophy in the fall of 2013
- Develop departmental strategies for improving success and retention
- Work collegially with other departments in the division to improve success and retention

Physical Education — 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	518	543	614	602	612
FTEF	3.92	3.72	3.93	3.93	3.92
WSCH per FTEF	435	484	531	520	538



	08-09	09-10	10-11	11-12	12-13
Sections	21	21	24	21	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The Physical Education (PE) Department offers a variety of courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the PE courses are lecture based which focus on the theories behind a variety of topics related to PE, Kinesiology, and Health. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

Assessment:

- Enrollment increased from 08/09 to 10/11. A slight decrease in 11/12 is reflective of the budget cuts seen across campus resulting in fewer sections offered.
- Enrollment again increased from 11/12 to 12/13 and we anticipate it will continue to do so as the budget allows.
- Success rates have steadily increased from 79% in 08/09 to a high of 82% in 12/13.
- Likewise, retention rates have increased from 86% in 08/09 to 93% in 12/13.

Program Goals:

- To increase number of sections offered
- To increase the variety of courses offered through the development of new courses
- To ensure that the courses articulate with the UC/CSU system

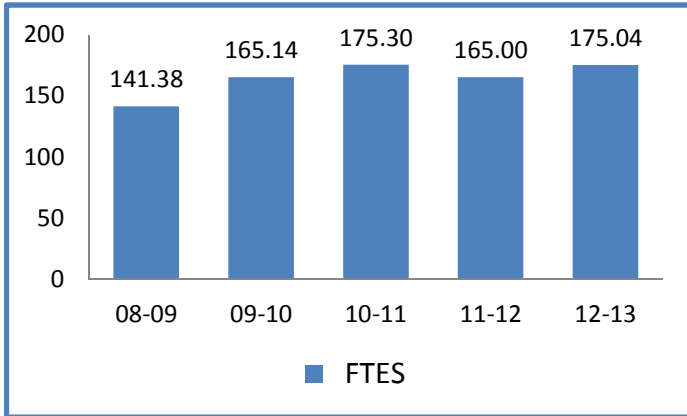
Challenges and Opportunities:

- The variety of courses offered is somewhat limited by the lack of current and updated curriculum.
- Leveling the courses which are currently repeatable will limit the number of students who can participate in our courses.
- A lack of smart classroom space limits our ability to offer more sections of our courses

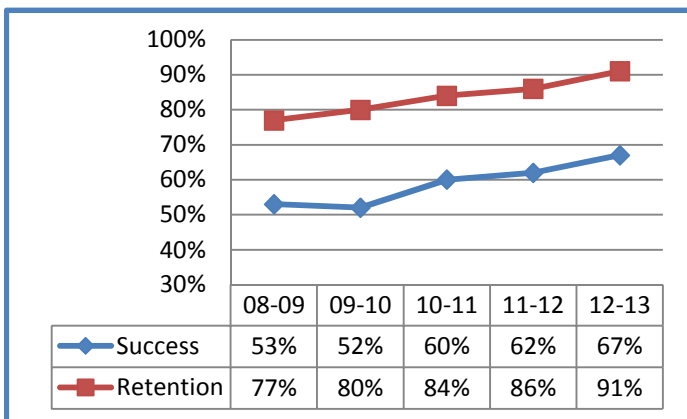
Action Plan:

- Continue to update curriculum
- Continue to develop new courses
- Participate yearly in the program review and needs assessment process to stay current
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles
- Acquire proper smart classroom space in order to offer more sections

Political Science – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,446	1,670	1,800	1,631	1,720
FTEF	8.76	8.20	9.20	8.60	8.40
WSCH per FTEF	484	604	572	576	625



	08-09	09-10	10-11	11-12	12-13
Sections	47	45	48	45	45
% of online enrollment	18%	18%	19%	20%	22%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Political Science is the academic discipline that uses empirical data, historical research, and theoretical analysis of the ends of political action to study institutions and processes by which human societies are ruled. This department offers a Transfer Model Curriculum facilitating transfer to UC and CSU, and courses satisfying state government requirements for a BA or AA. These classes are preparation for careers in public administration, politics, community organizing, teaching, and law.

Assessment:

- This department shows a steady pattern of growth over the past five years--the dip in 2011-12 resulting from cuts in classes due to budgetary shortfalls.
- Efficiency peaked last year, no doubt because we were serving more students with fewer sections. The WSC/FTEF ratio is far above the college goal of 525.
- Success and retention rates are at their highest recent levels.
- Few problems are evident, although improvements are doubtless possible.

Program Goals:

- Two long-standing departmental goals have been recently achieved: we've hired a new full-time instructor specializing in comparative government and international relations and we've added some courses covering more aspects of the field.
- Current goals are (1) to establish a political science major for an AA degree, (2) to initiate participation in a model UN program, and (3) to strengthen our mentoring activities with the SBVC student government.

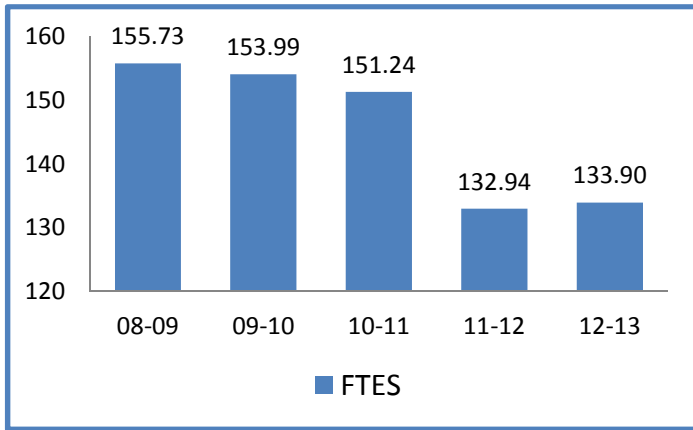
Challenges and Opportunities:

- Our main challenge is to continue to offer a well-rounded program that readies students for transfer to a four year school, and gives essential grounding in the political process for non-majors, at a time when public support for higher education has become uncertain.
- Our main opportunity for expansion stems from the fact that the current educational crisis is chiefly due to political factors, which has stimulated student interest in the subject.

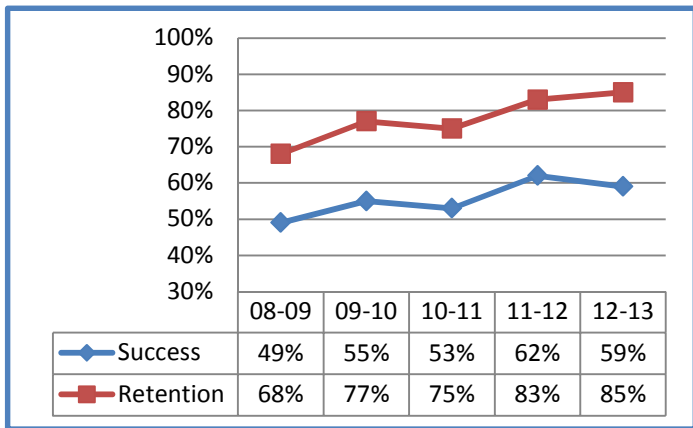
Action Plan:

- (1) To work with the curriculum committee to take the necessary steps to establish a political science major.
- (2) To work with the student leadership to continue to bring our political expertise to bear on student government issues and build student support for model UN activities.
- (3) To work with the program review committee to obtain support for a computer lab in the Social Science Division--the only Division that currently does not have one.

Sociology – 2012-2013



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	1,556	1,545	1,517	1,303	1,315
FTEF	8.40	7.80	8.00	6.80	6.80
WSCH per FTEF	556	592	567	574	591



	08-09	09-10	10-11	11-12	12-13
Sections	44	41	42	36	36
% of online enrollment	41%	49%	48%	50%	50%
Degrees Awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

Sociology is both a scientific and humanistic discipline. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law, and education.

Assessment:

- FTES have stabilized but still not at levels to meet student demand. WSCH/FTEF is above campus average and indicates the need for additional full time faculty. The success rate has slightly decreased while the retention rate has slightly increased. Neither is cause for concern although program goals continue to focus on improving success rates.

Program Goals:

- The program operates with one full time faculty member and efforts will continue to focus on securing an additional FT sociology discipline expert.
- Evaluate the currency of all sociology course curriculum.
- Continue to increase awareness of the AA-T Sociology degree.
- Continue to focus on student success and retention rates.
- Continue to advocate for additional sections.

Challenges and Opportunities:

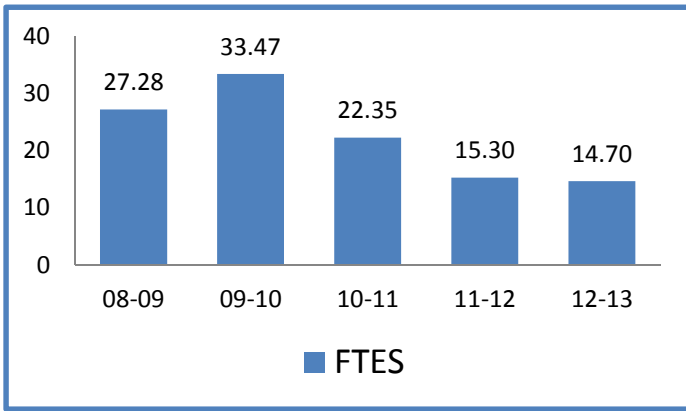
- College wide processes have supported an additional FT faculty member for social sciences (past needs rankings and senate resolution).
- Instruction office has recognized the popularity of sociology courses through its analysis of student registration patterns.
- Until other faculty needs are met in programs such as psychology it is unlikely that sociology will receive additional FT faculty.

Action Plan:

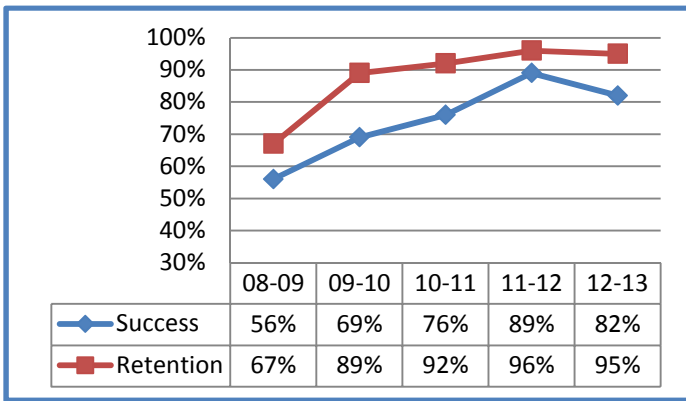
- Submit to program review committee needs assessment.
- Create new social problems honors course.
- Complete curriculum review of all sociology courses.
- Increase awareness of AA-T degree by creating fliers and updating program website.
- Continue to keep part time faculty informed about college processes such as SLOs through Bb department shell.
- Encourage faculty professional development related to student success.

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
STUDENT SERVICES DIVISION**

Academic Advancement — 20012-13



	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	668	766	635	424	396
FTEF	1.57	2.86	1.62	1.00	1.10
WSCH per FTEF	521	351	414	459	401



	08-09	09-10	10-11	11-12	12-13
Sections	49	47	36	21	18
% of online enrollment	14%	6%	8%	10%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

AcAd 001 is required of all students taking 9 or more units. This course must be completed within a student's first two semesters of coursework. Students are exempt from this requirement if they have already earned 30 units or more of college credit, or if they have already earned an associate or baccalaureate degree. The rest of the courses offered through this department are designed to help students learn study skills strategies in a variety of tutoring settings.

Assessment

- Student Learning Outcomes (SLO) are used for credit courses within this department.
- There is a continuing increase in online enrollment this year which is at 17% as compared to 10% in 2011-2012 .
- Retention overall is good at 95% with a slight drop of 7% in student success.
- The Academic Advancement department does not offer certificates or degrees.

Program Goals:

- To provide quality education and training experiences that students are expecting when taking the basic-skills AcAd 001 and tutor training classes.
- Offer more sections if possible.
- Offer AcAd 001 classes at the Middle College High School.

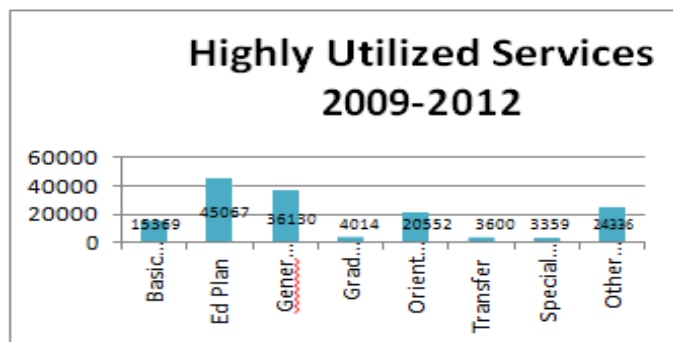
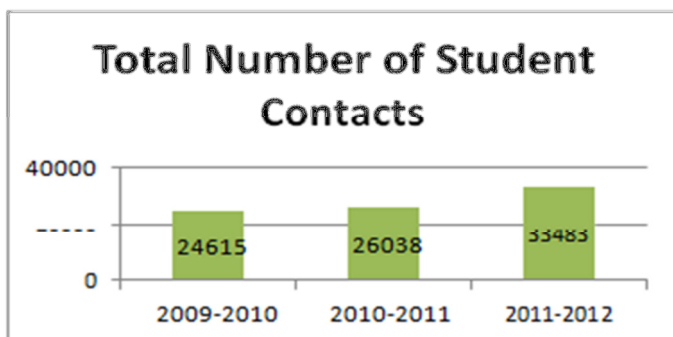
Challenges and Opportunities:

- Offering enough sections continues to be a challenge. In spring 2013, there were only 4 AcAd 001 sections and one late-start online class due to a campus-wide course cut back implemented in previous years.
- There are no full-time faculty in this department.
- Student enrollment is high which shows there is opportunity to offer more sections in the future.

Action Plan:

- Update curriculum when applicable.
- Continue assessment of SLOs.
- When possible, offer more sections of AcAd 001 to meet the needs of the students
- Offer a AcAd 001 class at Middle College High School.

Counseling — 2012-2013



Reporting Year	Average GPA of students who received counseling	Average GPA of all students
2009	2.66	2.66
2010	2.74	2.68
2011	2.72	2.62
<i>Average of all 3 years</i>	<i>2.71</i>	<i>2.65</i>

	Success Rate	Completion Rate
<i>With Ed Plans</i>	67%	84%
<i>Without Ed Plans</i>	62%	81%

	Completion (with counseling)	Completion (no counseling)	Difference	All Students
2009	82%	80%	+2	80%
2010	83%	79%	+4	81%
2011	83%	79%	+4	81%
Average	82%	79%	+3%	80%

Description:

The Counseling Department provides academic, transfer, career and personal counseling for students' academic success and personal development. Other services and interventions include--course overload petitions, crisis intervention, CSU GE--Breadth an IGETC certification verification, educational plans/updated/revisions; follow-up services and referral; graduation petition and certificate completion checks; interpretation of career inventories; liaison activities with academic departments; monitoring of counseling-related matriculation process; online advising; orientation; partnerships with feeder high schools; prerequisite checks and clearances; probation/dismissal counseling; student success workshops; and, learning communities and other special populations, such as athletics, international students and veterans.

Assessment:

- Notable increase in student contact
- Upward trend in utilization of all facets of services and interventions
- Full implementation of mandatory orientation and assessment
- Robust link between counseling and student success--obtaining higher cumulative GPA, completion of courses during semester, and earning of passing grades in courses are associated with receiving any of the counseling services and/or obtaining an educational plan.

Program Goals:

- Stabilize structures/processes to maintain standardized quality, effectiveness and efficiency
- Maintain the promotion of positive college culture and enhance students self-development agency in employing proactive success-oriented behaviors that sustain motivation, learning and achievement
- Strengthen strategic preparation for the implementation of the counseling-related components of the Student Success Act relative to educational plan and follow-up services
- Amplify service-delivery practices which are sensitive to students' uniqueness, diversity attributes, linguistic and academic abilities, and contextual challenges and barriers for the timely achievement of their educational goals.

Challenges and Opportunities:

- Increased demand for counseling services
- Continued disproportionate ratio of counseling faculty to students
- Need for institutional leadership and campus-wide collaboration in ensuring that each SBVC student has an educational plan because the Student Success Act is a college-wide initiative.
- Advocacy for customization of WebAdvisor and other computerized capabilities to adapt to SBVC needs; thereby, augmenting efficiency in the delivery of counseling services.

Action Plan:

Enlarge advocacy for additional full-time and adjunct counselors and for a more stable funding source/s for adjunctive hours; expand counselor training for continued effectiveness; explore opportunities for campus-wide collaboration in fostering compliance of the mandates of the Student Success Act; sustain enrichment activities for students' goal achievement complementary to core counseling services for students in the basic skills and/or underachieving levels and the general population.

CalWORKs — 2012-2013

Gender	Frequency	Percent
F	273	85.3
M	47	14.7
Total	320	100.0

Disability	Frequency	Percent
No Disability	309	96.6
Disability	11	3.4
Total	320	100.0

Ethnicity	Frequency	Percent
Declined to State	6	1.9
Asian	6	1.9
Black	98	30.6
Filipino	3	.9
Hispanic	146	45.6
Pacific	2	.6
White	59	18.4
Total	320	100.0

Received Certificate/Degree 2011-2012		
Burgos, Sitalince	0684012	AA—Administration of Justice
Rossy, Melissa	0653141	AA—Liberal Arts
Wilson, Latrice	0660061	Certificate—Administration of Justice
Kirby, Garrett	1147407	Certificate—Airframe Maintenance Technician

Description:

CalWORKs is the welfare reform program established January 1998 by Assembly Bill (AB) 1542. San Bernardino Valley College CalWORKs Program is designed to assist students receiving County CalWORKs enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book vouchers, book loans, access to computer lab, parking permit vouchers, child care assistance, educational counseling, and employment assistance.

Assessment:

- The CalWORKs Program provides supportive services to over 300 students, male and female from different age groups and ethnicities as well as students with disabilities.
- Statewide budget cuts have impacted the supportive services provided to CalWORKs students. Thus decreasing the number of student enrolled in the program.

Program Goals:

- Increase job placement.
- Increase program enrollment.
- Increase educational goal completion.

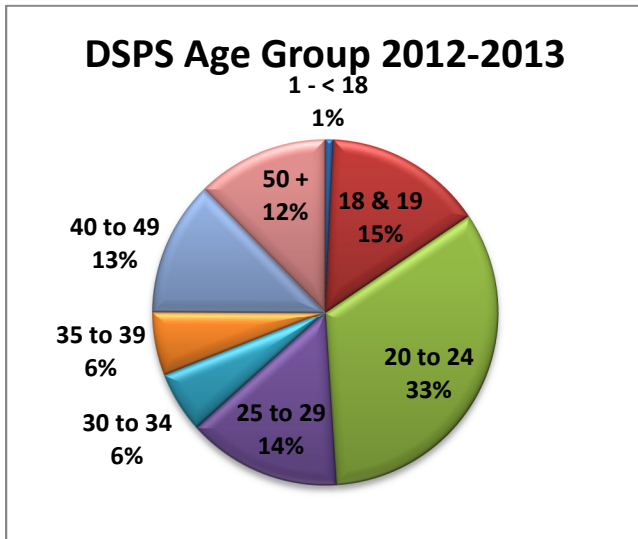
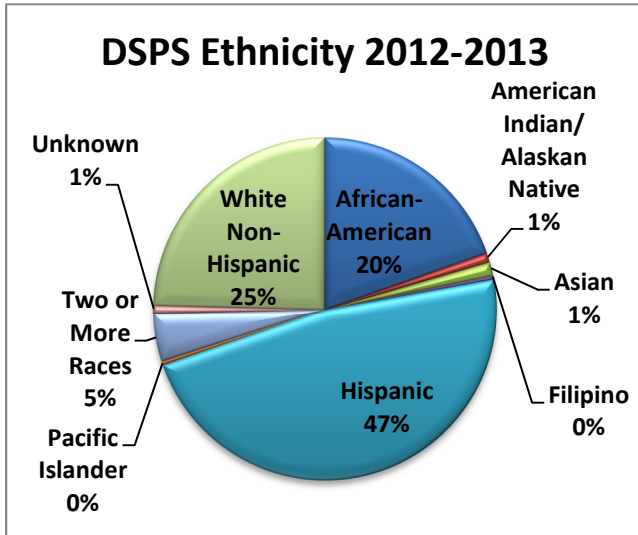
Challenges and Opportunities:

- Lack of professional development opportunities for staff members as it relates to CalWORKs.
- Challenge tracking completion of certificate, degree and transfer rate for CalWORKs students.
- Recovery from statewide budget cuts.
- Welcome a San Bernardino County CalWORKs Welfare-to-Work worker on campus to work closely with SBVC CalWORKs staff and County CalWORKs customers referred to SBVC. This collaborative effort will allow for program growth, as well as build a strong partnership and increase student success.

Action Plan:

- Work with campus administration to seek consistent professional development opportunities from department employees as it relates to the CalWORKs Program.
- Develop student survey to measure supportive services provided by staff, a student survey for student follow up and work more closely with the research and planning department to obtain data.
- Develop more community partnerships for adequate resources for CalWORKs population.

Disabled Student Programs & Services (DSPS) — 2012-2013



DSPS Disability Types 2012-2013

Acquired Brain Injury	1.29%
Developmentally Delayed Learner	1.93%
Hearing Impaired	5.91%
Learning Disabled	12.57%
Mobility Impaired	15.90%
Other Disability	39.10%
Psychological Disability	19.44%
Speech/Language Impaired	0.75%
Visually Impaired	3.11%

Description:

Disabled Student Programs & Services (DSP&S) provides support services and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. Examples of services available through DSPS that are over and above those regularly offered by the college would be academic support, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, note taker services, alternate media, access to adaptive equipment, adaptive physical education, and registration assistance.

Assessment:

- African-American and Hispanic students comprise 67% of the program.
- The age distribution of DSP&S students shows a wide diversity between all age groups. 63% are under 30 with 37% age 30 and above.
- We serve a wide range of disabilities with the highest percentage of students having psychological, mobility, and learning disabilities, and other disabling conditions. The lowest percentages of students served have speech/language impairments, acquired brain injuries, and are developmentally delayed learners.

Program Goals:

Continue to improve the service-delivery model that will enhance efficiency while contributing to student success.

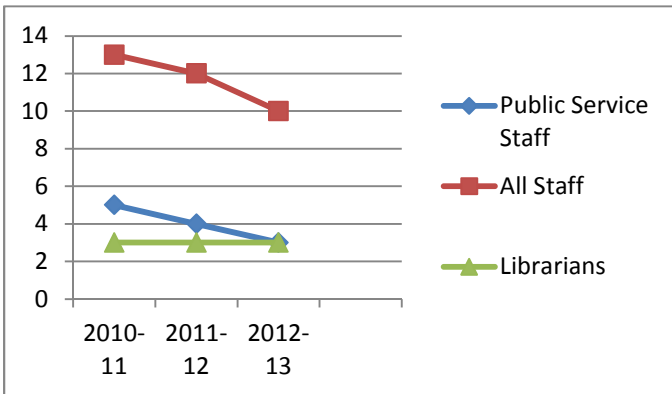
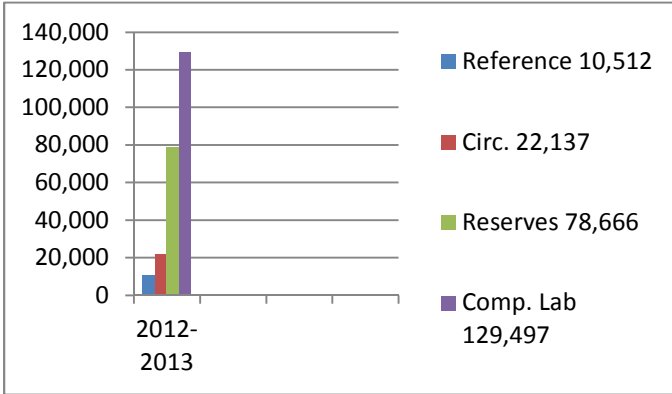
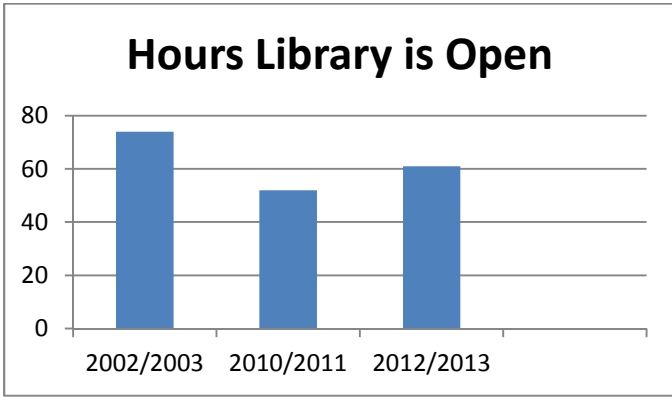
Challenges and Opportunities:

- Improve students' understanding of their rights and responsibilities in regards to their accommodations through yearly mandated appointments.
- Continue to provide accommodations to students despite reduction in funding.
- Maintain compliance with Title V and ADA regulations.
- Continue to develop workshops/trainings for staff regarding accommodating students with disabilities.
- Conduct student service satisfaction surveys.

Action Plan:

Dialog with the campus regarding DSP&S students' needs that can be served in their areas.

Library & Library Computer Lab — 2012-2013



Description:

The SBVC Library houses a collection of over 70,000 volumes and over 120 computers. The SBVC library also offers access to thousands of online newspapers, magazines, journals and other materials supporting research in current events and in topics across the curriculum. Librarians are available during the day and evening to provide one-on-one reference services and orientation tours and to teach library instruction classes and campus-wide workshops. Computer technicians are available to provide basic technical support to students using the library computer lab.

Assessment:

- Direct customer feedback and surveys (August 29, 2012)
- Successfully collaborated and developed a partnership with the Veteran’s Resource Center with embedded librarian.
- Utilized space more efficiently in reference area by reconfiguring a student lounge area into WiFi Nook by placing tables, chairs and electrical cords.
- Continued partnership with TESS in supporting the new self-printing stations.
- Offered workshops focusing on specific advanced research skills.
- Partnered with ASG for first time for additional funding of textbook bank.
- Partnered with Laura Bush Foundation for Americans Librarians (LEADS) for 3rd year which provided an intern from the master’s in information science for our library.
- Increased hours of operation with overtime funds.

Program Goals:

- Subscribe to e-books.
- Implement new OCLC/WMS Library System.
- Explore expanding topics for mini-workshop offerings.
- Applying for basic skills funding to support and augment electronic resources.
- Assess SAOs.
- Subscribe to 24/7 Chat Reference.
- Hire additional classified staff so that library can be open current hours without using overtime (M-Th 8-8; Fri. 8-5, Sat., 10-2)
- Hire additional librarian (Title 5 indicates that 9,500 FTES should have 5.5 library faculty).

Challenges and Opportunities:

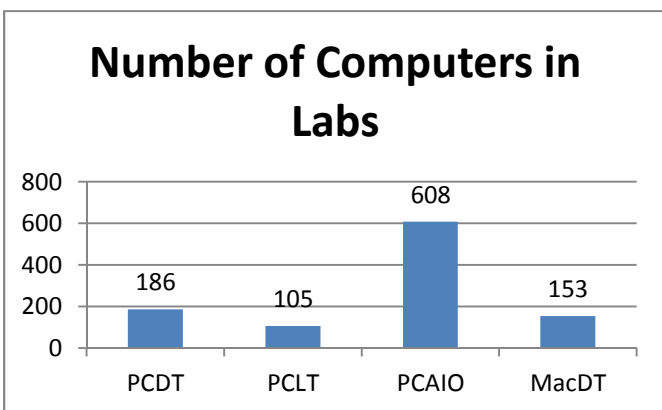
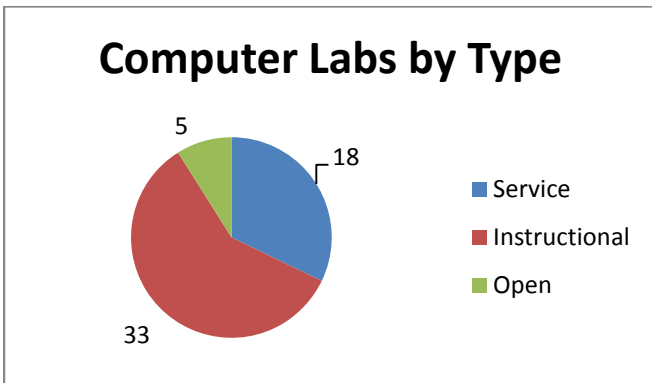
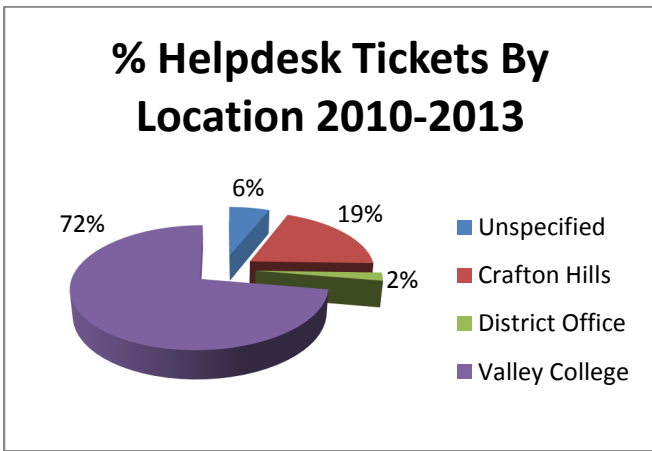
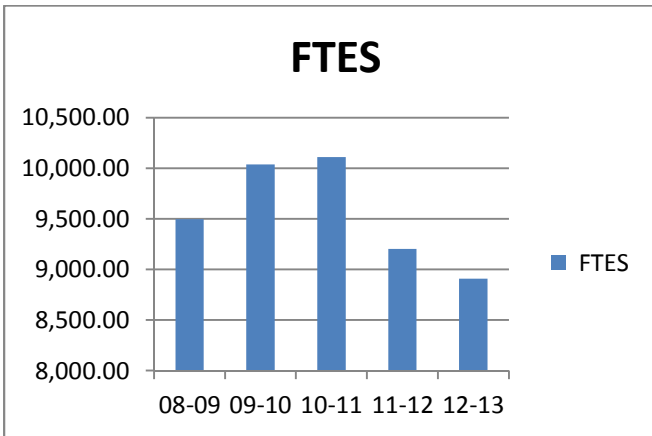
- Loss of staff equals reduction of hours if overtime funds are not provided.
- Rising cost of books and databases coincides with diminishing funds.
- Permanent campus funding source for the Textbook Reserves and reference databases has yet to be identified.
- Loss of dean position which provided leadership, structure and advocacy for library and librarians on campus and at district.
- Continued outreach and collaboration with faculty to target purchases of books and materials that support their curriculum.
- With fewer FTEs on campus, librarians now have the opportunity to work more closely with students by scheduling appointments for reference assistance and by providing targeted workshops.

Action Plan:

- Embed Librarians into additional learning communities.
- Create assessments for circulation desk 1, 2 and reference desk.
- Identify funding for e-books.
- Continue providing excellent resources within our means and a caring and inviting environment for our students and campus.

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2012-2013
NON-INSTRUCTIONAL DIVISIONS**

Campus Technology Services — 2012-2013



Description:

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

Assessment:

Assessment of Campus Technology services is based on campus surveys and feedback from helpdesk tickets

Program Goals:

Goals are set by the technology committee. These are the "Vision" statements from the 2010-2013 technology plan:

- Provide the campus with a plan for implementing current technologies.
- Provide campus technology staff with effective training that allows them to meet the technology needs of the campus.
- Provide our students with current technology resources to help them achieve their educational goals.
- Make a positive impact in our community.
- Cultivate partnerships that allow us to continue to serve and benefit our community.
- Effectively manage technology resources for the campus.
- Obtain revenue resources to adequately support technology initiatives.
- Provide universal accessibility to technology resources for constituents.

Challenges and Opportunities:

- While enrollment has declined the use of technology is up. Faculty, students, and staff are using multiple systems that require support.
- Everything wants to be connected to the network and needs technical configuration. HVAC, security cameras, door locks, alarms, PA systems, and marquees are just a few of the items that only recently have been added to the campuses computer systems.
- Cloud computing is pushing more systems to the network these system require configuration.
- While budgets and demands for technology have increased staffing levels have remained the same.

Action Plan:

Continued support for technology is essential to our campus community. The department will continue to meet the needs of the community as well as it can with the resource it has.

Professional & Organizational Development — 2012-2013

Events 2014	Faculty (F/T 148, P/T 336) Total 484	Staff (218 Total)	Management (26 total)
Workshops	*	*	*
Great Teachers	*	*	*
Flex Day	*	*	*
Staff Appreciation	*	*	*

*Currently, there is no data available from previous years. Going forward, the Professional & Organizational Development Department will start keeping record of events held and number of attendees.

Description:

The Professional & Organizational Development department provides resources and leadership that actively engage all members of San Bernardino Valley College (SBVC) in continuous personal and professional growth. The department prepares and promotes opportunities to improve knowledge, instruction, performance and services that support the success of SBVCs diverse community of learners for a changing educational environment.

Assessment:

The Professional & Organizational Development department recently hired a new program coordinator. Now that this position has been filled, the department can continue to do the important work of offering opportunities that target the needs of SBVC members.

Program Goals:

- Increase activity attendance
- Demonstrate value and create enthusiasm for Professional & Organizational development
- Work with surrounding community colleges to increase collaboration and course offerings
- Educate members about activities and resources
- Promote a sense of solidarity within the campus community

Challenges and Opportunities:

- Communication channels can be improved to better promote various opportunities
- Increased collaboration with neighboring colleges is possible to increase variety and methodology of training/development events
- Knowledge sharing can be increased by asking conference attendees to present relevant topics from conferences attended through Professional and Organizational Development funding
- Classified Staff report inability to participate in activities due to lack of supervisor support

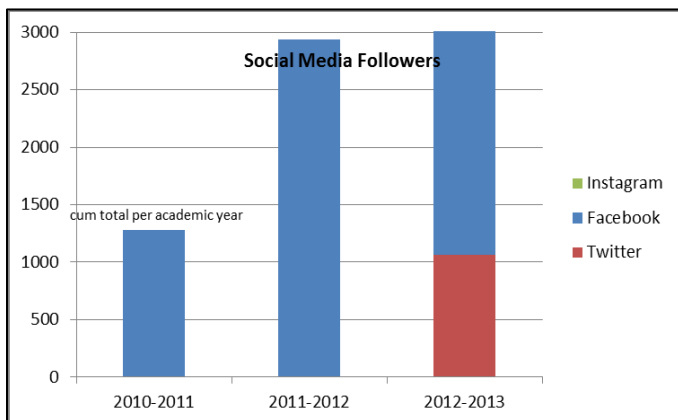
Action Plan:

- Improve website, use friendly, concise language in emails, and other forms of communication.
- Create registration portal and sign-in sheets for upcoming activities and continue to conduct surveys for purposes of tracking and evaluation
- Build stronger relationships with stakeholders

Marketing & Public Relations — 2012-2013

Year	Press Releases
2008-2009	39
2009-2010	57
2010-2011	37
2011-2012	41
2012-2013	47

Social Media Posts			
Year	Twitter	Facebook	Instagram
2009-2010	162		
2010-2011	223	89	
2011-2012	193	237	
2012-2013	961	440	23



Description:

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, social media, photography, and other duties as assigned under direct supervision of the campus president. The department consists of one director-level position and limited staff support (20%) from the president's administrative assistant.

Assessment:

Assessing the effectiveness of Marketing and Public Relations takes on different strategies depending on the evolving enrollment environment at the campus. For example, in 2008-2009, SBCCD aggressively resourced the Marketing/PR departments at SBVC and CHC with "one-time" marketing dollars of more than \$100,000 for promotional and advertising projects aimed at increasing FTES. However, when SBCCD campuses were over-enrolled from late 2009 to early 2013, marketing budgets were slashed and nearly all advertising/promotional activities were discontinued requiring a shift in focus to other initiatives.

Program Goals:

As a result of the economic downturn that eliminated enrollment growth goals, the department pivoted and began focusing on the following:

- Completely redesign and relaunch SBVCs website (17-month process resulting in May 2011 relaunch)
- Create internal communication tool (50 issues of Monday Morning on Mt. Vernon Avenue newsletter published between February 2012 to May 2013 through tenure of three interim presidents)
- Continue to focus on press releases/publicity
- Establish and grow engagement on social media channels.

Challenges and Opportunities:

As the Director departs after being here for nearly six years, this vacancy will bring about the loss of momentum in key areas that were strengths of the Marketing & PR Office and heavily impacted students and the community as evidenced by social media engagement numbers. Additionally, revolving presidential leadership and ongoing vacancies throughout multiple management positions will likely take precedence in the timeline of hiring a new director, and the loss of institutional memory will not be easily recouped.

An opportunity to allocate more resources beyond a \$32,000 annual spending budget to Marketing & PR may present itself as a necessity as the campus evolves from a period of over-enrollment (2009-2013) to a phase that may necessitate recruiting more FTES (2014 and beyond).

Action Plan:

- Hire an interim director as soon as possible to avoid losing momentum in key areas (website, social media, special event preparation/coordination, community relations)
- In the absence of a Director of Community Relations, SBVC Foundation Director, and Marketing & PR Director, campus leadership must establish a plan to insist that remaining managers seek out opportunities to engage with external community groups to broadcast the programs and services of the campus to potential students, donors, and event/program participants.
- Raise the internal profile/importance of marketing/public relations within campus constituencies by showcasing value to the entire campus and inextricable connection to fulfilling precepts of the strategic/master plans.

Research, Planning & Development — 2012-2013

Research Requests	10-11	11-12	12-13
Research requests using online RR Form	39	36	31
Percentage of online requests completed on time	Not recorded	Not recorded	65%

Yr = June–May

Research Requests	10-11	11-12	12-13
Research reports and assistance without RR Form (via email/phone)	34	37	38

Department Service	10-11	11-12	12-13
Number of SBVC departments served	62	58	58
Number of focus groups held	3	4	13
Number of IRB requests fulfilled	4	5	4
Number of partnerships	3	3	4

Survey Count	10-11		11-12		12-13	
	Sent	Ret'd	Sent	Ret'd	Sent	Ret'd
Campus Climate (Online)	13489	854	12929	311	13568	651
District Program Review (Online)	1680	540	1680	511	1686	622
Placement & Prerequisite	9842	4627	8902	4109	8816	5019
STEM	n/a	n/a	3587	1570	3166	2506

	10-11	11-12	12-13
Management Evaluation (Assists clerical staff with SNAP survey software)	12	14	6
SWOT (Surveys)	1	1	2

Description:

The Office of Research & Planning serves all campus constituents by supplying reports with data and analysis to support campus planning, grants and continuous program improvement. Reports assess and track student performance, demographic, and economic data. ORP assists with developing methods, measures, maps, and database systems to assess and evaluate programs. ORP also supports SLO data collection tracking and analysis. It provides data to all campus committees, including the program review committee. ORP supports the District office administering surveys for district level planning and evaluation. It maintains a website with tables, graphs, maps, and summary reports to communicate information to the campus community and the surrounding community. ORP is responsible for most local, state, and federal reporting of campus data.

Assessment:

- The department is stretched thin with a small staff and growing demands for empirical accountability from state and federal agencies. Although we are currently meeting the demands of the campus and district, we are in a reactive mode, responding to deadlines, with no time for creative investigation. ORP distributed and analyzed nearly 12,000 paper surveys during the 2012-13 academic year with a 60% return rate. The scanning process for paper surveys has a 35% error rate—meaning that 35% of the entries must be corrected and hand entered.
- The office distributed over 13,000 online surveys; the response rate was less than 5% for students and better but low for all other groups. These data were analyzed and reports were created to be used in a wide variety of documents.

Challenges and Opportunities:

- The biggest challenge is the trend toward increasing accountability. The state and federal government are requiring more and more in-depth reports.
- Grant-funded programs are requiring more in-depth program evaluation.
- We are also challenged with low response rates for online surveys. This is an area that needs improvement. We are planning promotional activities through the marketing & public relations to increase the response rate among faculty and staff. We are planning marketing and promotional activities with associated student government to increase the response rate among students.
- Finally, we are challenged with a small staff in an office with high demand. Also, the office was recently reorganized, and we are adjusting to structural changes in the division.
- Because of accreditation and planning activities, we have the opportunity to work more closely with other departments and divisions.
- Keep up with the demands created by the upcoming accreditation visit.

Action Plan:

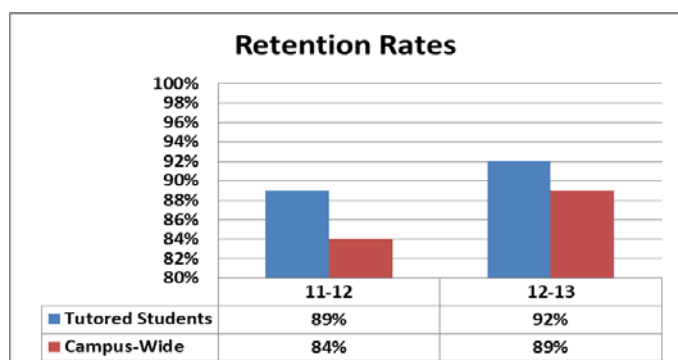
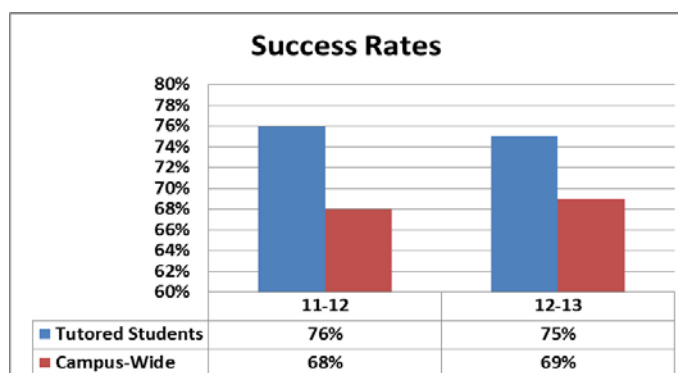
- Establish a paid internship program to employ professional experts
- Create a more efficient method of prioritizing requests.
- Raise the visibility of the department by making more presentations on and off-campus
- Review and revise the webpage
- Review and revise OR&P mission and vision statement
- Rewrite the SBVC Research Plan
- Create a more efficient workflow system
- Improve workflow tracking procedures--accurate record of research requests and turnaround times.
- Improve paper survey procedures--more accurate scanning and data entry
- Establish more on-campus and off-campus partnerships

Student Success Center/Tutoring — 2012-2013

Unduplicated Headcount	Campus		Success Center	
	Count	% of Campus	Count	% of Campus
2012-2013	15,441	100%	2,644	17%
2011-2012	16,593	100%	1,842	11%

Demographics 2012-2013	Campus		Success Center	
	Count	% of Campus	Count	% of Success Center
Ethnicity				
Asian/Native American	899	6%	251	10%
Black	2,126	14%	461	17%
Hispanic	9,183	60%	1,530	58%
White	2,639	17%	354	13%
Gender				
Female	8,396	54%	1602	61%
Male	7,016	45%	1042	39%
Disability				
Students with disability	931	6%	217	8%
Age				
Age Range	16 - 82		16 - 80	
Average Age	28		28	

Success Center Student Contact Hours	
2012-2013	46,218
2011-2012	25,480



Description:

In keeping with our belief that students' academic success is achieved as a result of understanding and developing their unique processes as learners, the Student Success Center/Tutoring provides quality instructional assistance and services to our diverse student population through a variety of venues, which include: drop-in and group tutoring, one-to-one scheduled appointments, facilitated workshops, and Supplemental Instruction.

Assessment:

Data gathered by the SARS system shows that students who utilize tutoring services have better success and retention rates than the campus wide population. "Tutor Surveys" encourages students to assess their experience and the individual tutor's performance. During Fall Semester 2013, Tutors begin the use of the Institutional Core Competencies Grid to identify areas of Tutors' interactions and support of individual students.

Program Goals:

Our goal is to encourage and assist enrolled students by providing free-of-cost skilled peer tutoring for individuals and small groups so that they may:

- Become comfortable with course materials.
- Develop learning strategies and skills and gain the confidence needed to become independent learners.
- Develop their individual potentials for success in the classroom and in life.

Challenges and Opportunities:

In 2012/2013 there was growth of 614 unduplicated headcount for students receiving tutoring which supports the need for growth established in the California Community Colleges Task Force for Student Success recommendation 3.4 which emphasizes challenges for tutoring support for basic skills including limited number of computers available, space limitations prohibit growth and identifying funding for additional tutors. Other challenges include: Inequities in funding of tutor's rates of pay for various disciplines and unmet needs in non-STEM disciplines Institutionalization of current funding levels after the STEM grant ends

Action Plan:

- Submit Program Review Needs Assessment requests for facilities enhancement and tutor funding.
- Seek additional grant funding for non-stem disciplines.
- Track unmet requests for academic support to identify areas of need.