



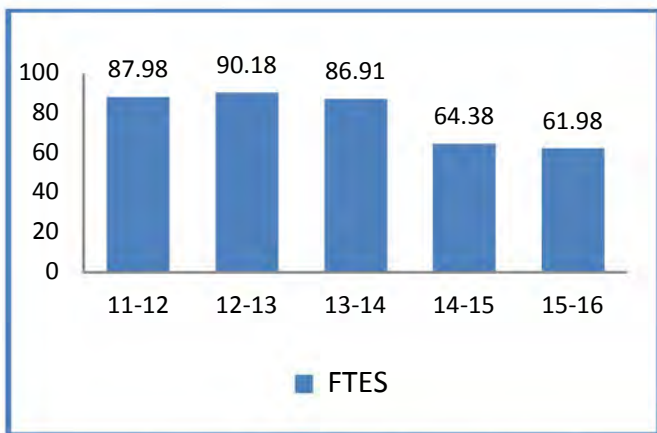
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

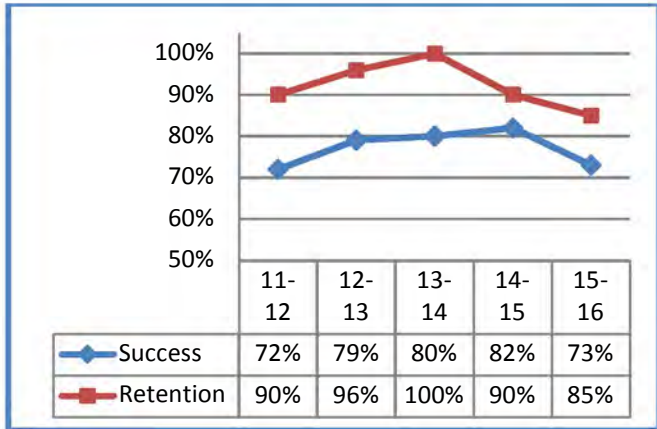
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2015-2016**

**APPLIED TECHNOLOGY, TRANSPORTATION &
CULINARY ARTS DIVISION
(INSTRUCTION)**

AERONAUTICS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	477	417	431	304	242	237
FTEF	7.02	6.82	6.09	5.69	5.98	5.84
WSCH per FTEF	402	387	445	458	323	319



Description:

The Airframe and Powerplant Technician program prepares students for employment in the aviation industry as Certified Airframe and Powerplant Mechanics. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours in Powerplant, and 400 hours in Airframe and Powerplant general curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. Industry analyst from Boeing predicts that 556,000 new mechanics and 498,000 pilots will be needed by 2032.

Assessment:

Although the FTES has slightly decreased by 3.7% from last year, it is stabilizing compared with the drastic drop of 25% from the previous 2 years. WSCH is stabilizing as well to its low peak due to the class size limits and the lab/lecture ratio which is about 60%-70% lab instruction. Enrollment is also stabilizing as evidenced by only an estimated 2% decrease that was caused by the lack of a full-time faculty and a Faculty Chair to oversee the program as subject matter experts. FTEF is hovering around 6 with no full-time Faculty on board for the last three years, one of the factors student success and retention have also dropped as the program does not have a dedicated faculty to provide student support, motivation and mentorship.

Department Goals:

- Increase outreach and program promotional activities to high schools and the community to increase student enrollment.
- Increase student success and retention rates by having supplemental instructions/tutors and faculty office hours.
- Update instructional technology and teaching aids to align and meet with the needs of the industry.
- Build and increase industry and employer partnerships to provide internship/work experience opportunities for our students.
- Update existing curriculums and equipment used in the lab to align with the industry/employer needs.

Challenges & Opportunities

- Lack of adequate funds to upgrade equipment and tools used in the lab to align and meet the skills and competencies needed by the employers and the industry.
- Need to increase qualified adjunct Instructor pool. Hiring part-time faculty remains a challenge due to their high employability rate in the industry and low adjunct faculty pay rate.
- Lack of lab space due to severe space constraint, 2 lab sections are taught in the same lab at the same time.
- Need to increase our program marketing and outreach to the high schools and the community in collaboration with our Marketing and Outreach department.
- The program will continue to explore external funding through grants. We will also actively participate and propose our program needs to request funds through the Strong Workforce Program. A new full-time Aeronautics Instructor is in the recruitment process that will help address our statistical issues.

AERONAUTICS — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	20	19	17	12	14	13
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	2	2	0	3	3	1
Certificates Awarded*	40	36	39	42	4	29

Award Source:

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

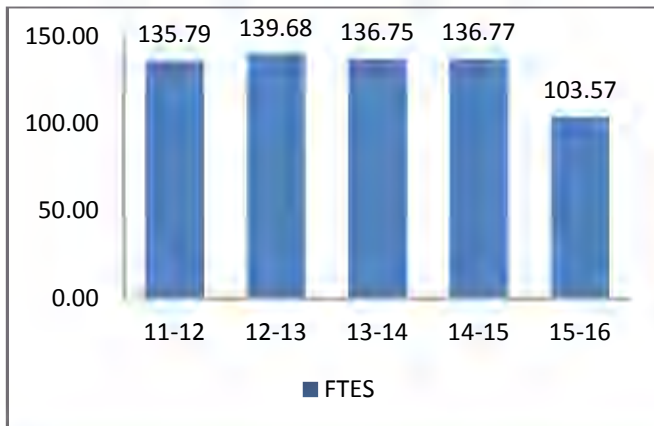
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*Data will be available in October 2016

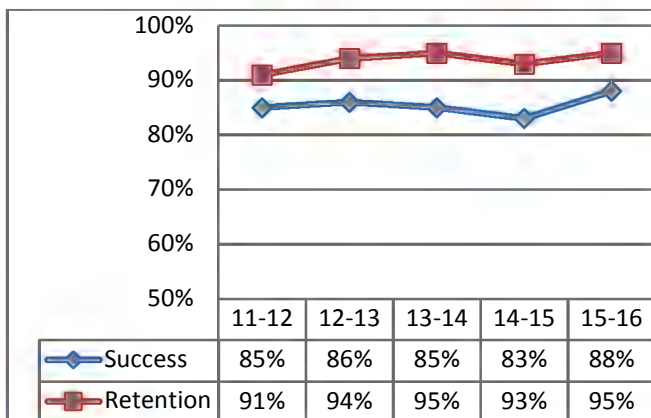
Action Plan:

- Provide supplemental instructions/tutoring to improve student success and retention.
- Aggressive program promotion and marketing events to local high schools and prospective students to increase enrollment.
- Increase partnerships with the industry and employers, such as flight/aviation schools, for internship/work experience opportunities for our students.
- Prospect for grants and funding from the Strong Workforce Program to procure new tools and equipment that are environmentally friendly, alternative fuel powerplants and high technology composite structures.
- Explore the possibility of co-locating or having a satellite location at the San Bernardino International Airport.

AUTOMOTIVE COLLISION — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	584	555	575	580	617	484
FTEF	9.38	9.38	10.19	10.44	11.39	11.12
WSCH per FTEF	440	434	411	393	360	279



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	23*	23*	25*	25*	29*	29*
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	0	0	1	0	4	2
Certificates awarded	15	48	31	35	17	15

*Four of these courses overlap with Auto Technology (Auto 50, 52, 84, 56)

Data includes: SBVC, SOFF and SBBHS

Source:

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

Code: J949

Description:

The Collision Repair, Refinishing & Street Rod Program instructs students in collision repair, frame straightening, refinishing, estimating, street rod fabrication and vehicle restoration. Students acquire job skills that range from minor repairs and uni-body frame replacement to spot jobs and complete vehicle refinishing. The newest edition to the program is the auto estimating in Fall 2014, street rod in Fall 2015 and interior restoration sometime in 2017. The Automotive department and instructors are certified by ICAR which is a nationally recognized organization.

Assessment:

The Collision, Refinishing and Street Rod Program data shows increased in enrollment from 2010-2015 but dropped in 2015-2016 due to a stronger economy, where presumably some of our students landed jobs, as evidenced by the low unemployment rate.

- The success and retention rates slightly increased by 2% from 2014-2015.
- Certificate and degree completions were lower than the previous year possibly due to the stronger economy.
- WSCH per FTEF was slightly lower as a result from lesser class capacity to give students more attention during the hands-on portion of their lab
- The FTEF data indicates the need for additional full-time faculty as well as lab assistants for support.

Department Goals:

Skills learned in the programs overlap into other industries, with 72% of the San Bernardino population employed in blue collar jobs. The department will:

- Continue to offer quality education in vehicle restoration, interiors restoration and in green technology. This includes clean air refinishing techniques for collision and hybrid/alternative fuel body repair classes. To do this, we will need the latest technology and equipment.
- Restructure the existing lab space to better support our students to increase their success.
- Collaborate with our industry, education and employer partners such as Chief Automotive, Caliber Collision, LKQ, Service King, Victor Valley & RCC, etc., to help our students with technical information, equipment, demonstrations and internships/work experience for continued students' success.

Challenges & Opportunities:

The Collision Department recently had its building renovated. With the help of program review and grant funds, the department has purchased new and updated equipment, such as a frame rack, one aluminum repair station and three welding stations. The program advisory board has recommended that we restructure our space to keep up with industry standards. A challenge is where to put the cabinets, tooling, welding machines and supplies. One solution is to move the existing 40-foot container purchased years ago for street rod and move it to the auto compound. The Collision Department has doubled in sections in the past ten years, but space has remained the same, so reutilizing space is necessary.

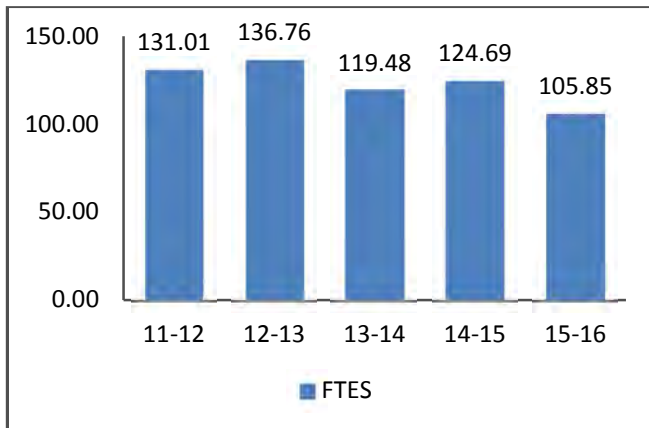
AUTOMOTIVE COLLISION — 2015-2016

Action Plan:

The department plans to continue to recruit and promote its programs to all diverse groups in the community and provide the resources needed for student success. The department will continue to request budget augmentation through the program review process in order to obtain the necessary updated tools and equipment to meet industry standards and employers' needs. Skills learned in the Collision, Refinishing and Street Rod Programs overlap into other industries with 72% of the San Bernardino population employed in blue collar jobs. The department will continue to provide quality education in vehicle restoration, interiors restoration and in green technology. This includes clean air refinishing techniques for collision and hybrid/alternative fuel body repair classes.

We will continue to prospect and apply for external funding through grant funding to support the needs of our program. We will also submit proposals to increase quality and enrollment in our program through the \$200M Strong Workforce Program.

AUTOMOTIVE TECHNOLOGY — 2015-2016



Description:

The Automotive program provides high-quality instruction and services to a diverse community of learners. We provide our students with the needed skills in order to succeed in today's industry and to transfer to four-year college. All courses offered apply towards a certificate or degree and allow our students to work day or evening in order to complete the required courses and complete their certificate or degree and enter into industry or transfer. The FTES in 2015-16 dropped a few points due to the state of the economy. As local economy provides the jobs for the community, we will see slight drops in enrollment due to the need of the community to go to work.

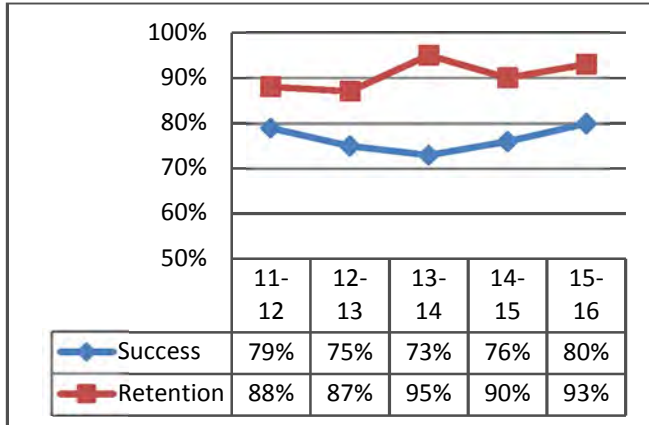
	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	618	567	599	531	558	479
FTEF	9.16	8.41	9.16	8.45	8.39	8.32
WSCH per FTEF	456	467	448	424	446	382

Assessment:

The Automotive Mechanical Department continues to upgrade tools and equipment providing the students with the latest diagnostic tools and equipment that mirrors today's industry. The success and retention rate both continue to rise due to the department's improvements in area of live modules. The live modules provide the students with learning stations which allow them to work at their own pace and complete the task in the lab. The students can also revisit problems with the instructor and the modules are used to demonstrate the systems.

Department Goals:

Several of the department goals are to assist the students in all aspects of their education plan and provide support whenever it is needed. Another goal is to add EV and Hybrid Diagnostic and Repair to our curriculum and eventually to develop its own certificate program. The department continues to service all diverse groups and recruits underserved populations in the community and from the local feeder high schools. The department continues to upgrade tools, equipment, and learning modules and provide the students with the best opportunity to succeed.



Challenges & Opportunities:

There are several challenges--one being a lack of funding for EV & Hybrid vehicles, tooling and equipment. Another challenge is the age of the building and the limitations that come with it. A new building is desperately needed so that our students will experience what all other students on campus experience. It will also show the community that SBVC knows what is needed in our local community to foster student and community success.

We will continue to prospect and apply for external funding through grants to support the needs of our program. We will also submit proposals to increase quality and enrollment in our program through the \$200M Strong Workforce Program.

AUTOMOTIVE TECHNOLOGY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	31*	28*	30*	22*	28*	28*
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	3	1	3
Certificates awarded	6	5	20	16	12	26

*Four of these courses overlap with Auto Collision (Auto 50, 52, 84, 56)

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

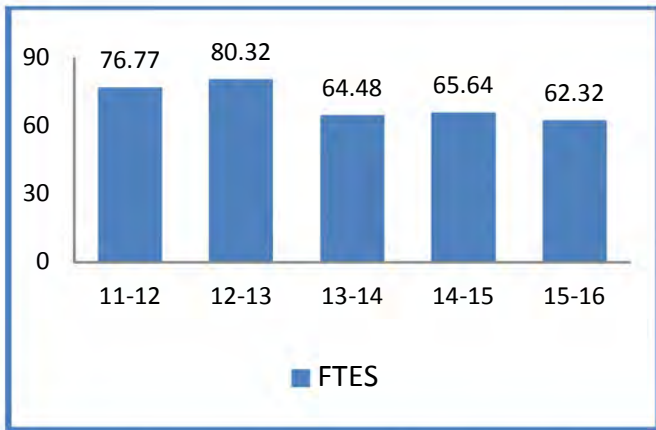
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Action Plan:

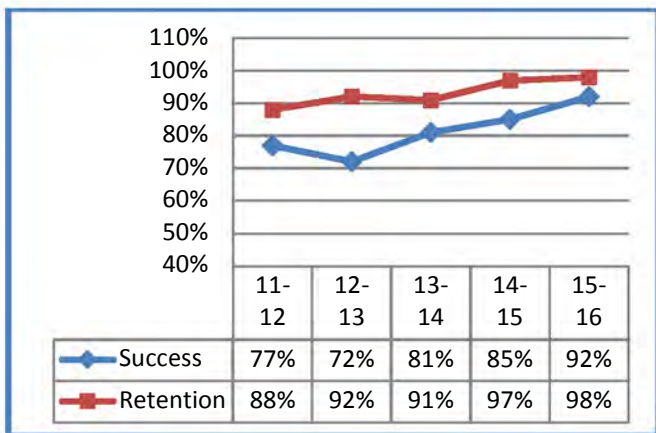
The department plans to continue to recruit and promote our programs to all diverse groups in community and continue to provide the resources needed for students to succeed. The department will continue to request budget augmentation through the program review process, request tools, equipment and training modules to be purchased and provide the students with the best possible resources to complete their educational goals. The data does not show the number of certificates the department issued in 2015-16 but it is anticipated that it will be higher than the previous year.

Through the \$200M Strong Workforce Program, we will actively participate in the regional and local planning and discussions in order to increase the quality of our program as well as increasing our enrollments. We will also explore other external grant funding opportunities to help in meeting the needs of our department.

CULINARY ARTS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	307	326	375	362	344	287
FTEF	3.32	3.73	3.93	4.19	5.25	4.85
WSCH per FTEF	612	618	613	461	375	385



Description:

The Culinary Program is an intense program that allows students to focus on learning the following skills:

- Students learn how to run a restaurant which includes the following skills, work each station within the lab, customer service, team work, receiving products, proper storage of food and chemical products, food safety, sanitation, how to read a recipe, flavors of foods, wine cookery, and a variety of cooking techniques.
- The program also trains students on purchasing techniques, writing menus, food and labor cost, wines and spirits, catering, baking, small business management and human resources within the industry. Culinary math is also a large part of this program.
- Upon completion of the program the students will be able to run their own restaurant or catering business or work for someone and run their restaurant or catering business.

Assessment:

- 2012-13 was the highest duplicated enrollment for the program, since then the numbers have declined significantly. In 2012-13, the only full-time faculty had cancer and essentially the remainder of the semester was canceled. The instructor was out for a month and returned in the spring semester. At that time there were subs hired however the program suffered significantly for it. The program is trying to rebuild but as you can see the duplicate enrollment in 2014-15 decreased again to 344 and again in 2015-16 to 287. The department has spoken with the Dean about advertising the program to try and bring the numbers back up to where they were in 2012-13.
- FTEF has declined from 2014-15 to 2015-16 as well. In 2014-15 FTEF was 5.25 and in 2015-16 FTEF is 4.85. However, WSCH has gone up in 2015-16 to 385 from 375 the previous year. This is a clear indication that the program needs more than one full-time faculty and several adjunct instructors. One full-time faculty is not adequate to run a department such as culinary arts.
- Success rates within the program are strong, 2014-15 success rate was 85% and 2015-16 success rate is 92%.
- Retention is also up from the previous year to 98% from 97%.
- Certificates and degrees awarded for the Culinary Arts Program—the degrees and certificates have been slowly rising. The department has hired a professional expert to help in this area. In 2014-15, 20 certificates were awarded, that being the largest amount to date. With the new one-year program being implemented in the fall 2017, all students will apply for their certificates before leaving to go into the industry or work on their GEs. This will increase the certificates each year. Graduation is still an issue as the department has students that stay and graduate and some that obtain the certificates and go directly into the work force.

CULINARY ARTS — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	9	10	11	17	20	18
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	1	0	4	3	6	6
Certificates awarded*	2	8	17	14	20	33

TOP Code: 130630/130710

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

*Data will be available in October 2016

Department Goals:

- Hire at least one full-time staff for the Culinary and Baking program.
- Increase the adjunct instructor pool by hiring qualified part-time instructors.
- Launch new one-year Culinary program that will be available in fall 2017.
- Launch the Baking program for offering in fall 2017.
- Purchase a catering truck with SBVC logo to be used by Culinary Arts students by 2017.
- Partner with Rialto ROP, Silverado High School and Granite High Schools to offer concurrent enrollment.
- Articulate with area schools that are not currently articulated with SBVC.
- Renew articulation with Cal Poly Pomona, Long Beach, and San Jose Colleges.
- Market the program to gain more students.
- Open the Den under the Culinary Department starting Spring 2017.
- Continue to seek external funding through grants, participate and submit proposals that will improve the quality of the program and increase enrollment through the \$200M Strong Workforce Program.

Challenges & Opportunities:

Opportunities:

- Marketing the baking and culinary programs.
- Open the Den
- Partnerships with local high schools
- Gain more access to the community by purchasing a catering truck for use in the catering services in San Bernardino and surrounding areas. The money for this will come from a proposal that we plan to submit through the \$200M Strong Workforce Program.
- Hire more faculty to teach within the program—full-time and adjunct.
- Launch the new one-of-a-kind culinary and baking program which will bring in students.
- Outfit North Hall kitchen to become a functional kitchen and hold specialty classes there.
- Partnerships with local ROP and high schools are already taking place. MOUs are being created to satisfy both parties for concurrent enrollment as well as college courses being taught at the ROP locations.
- Partnership with the County of San Bernardino to use the old Radisson Hotel facility kitchen to teach culinary courses and or baking. The MOU has not yet been developed but dialog is on-going between stakeholders.
- Create partnerships with area businesses in order to offer paid externship for our students. The money for this will come from a proposal that we plan to submit through the \$200M Strong Workforce Program.

Challenges:

- Finding qualified instructors full-time and adjunct to teach within the program and to teach at each outlying facility.
- Supplying the Den with the equipment needed to run efficiently.

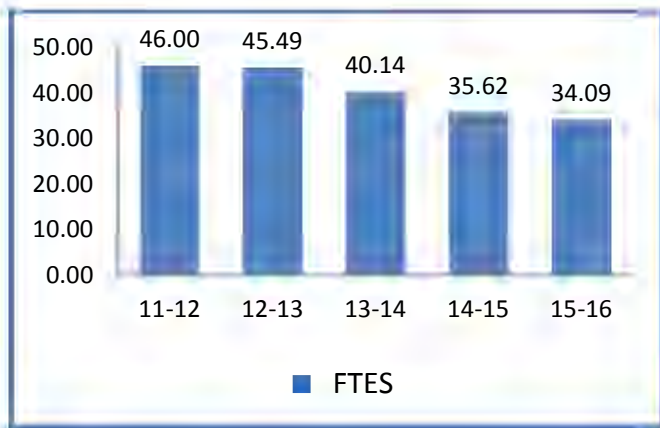
CULINARY ARTS — 2015-2016

- Finding a company that will contract with SBVC to market effectively for our programs.
- Have the students and faculty support the Den and Sunroom rather than go to surrounding restaurants or fast food. Without support the students don't build the skills necessary to become employed.
- Finding time to meet with industry to solidify the plans for externships in their various establishments.

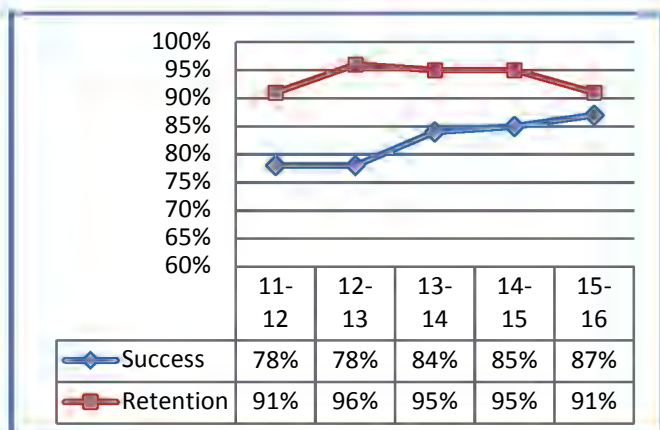
Action Plan:

- The Culinary Department has already submitted the revised Culinary Program and the New Baking Program to the Desert Consortium for 2nd read. Once these programs pass second read, the programs will be put into curriculum for approval and in the catalog to start in fall 2017.
- The department is working on plans to submit for the \$200M Strong Workforce Program (SWP) funding in order to offset the equipment need for the new baking program and the catering truck.
- The department has opened the adjunct instructor application process to create a larger qualified adjunct instructor pool for the up and coming new programs. Full-time faculty will be requested through the program review needs assessment process.
- The needs assessment will encompass any equipment needs the programs need in order to move forward--such as a dough sheeter, a dough cutter, small wares, a catering truck, larger walk-in and freezer and a rotating oven.
- The needs assessment will also address creating a budget for the baking program separate from the culinary department budget. This budget should be able to have any funds earned by the department come back into the program.
- The needs assessment will also address creating a budget for the Den separate from the Baking and Culinary Programs. This budget should be able to have any funds earned by the Den come back into the Den.
- The department is writing a plan to use SWP money to pay for marketing for all Hospitality programs and baking within the region. This funding is being requested through the 40% funding through Desert Consortium.
- The department is writing a plan to use SWP money to create paid externships for students in the hospitality and food service industries. This funding is being requested through the 40% funding through Desert Consortium.
- The Culinary Department is proposing a new hospitality program to start in 2018. This program is being developed in the hospitality work group thru Desert Consortium. The hospitality program proposal is going to curriculum for approval and then to the board of trustees for their approval. Upon approval from the board the proposal will go to the first read within the Desert Consortium.

DIESEL — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	245	240	274	217	200	183
FTEF	3.74	3.4	3.9	3.94	4.63	4.29
WSCH per FTEF	352	405	350	305	231	239



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	12	12	14	12	14	13
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	10	2	4	8	7	7

Award Source:

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

TOP Code: 094700

*Data will be available in October 2016

Description:

Heavy/Medium Duty Diesel Technology Associate degree program has been added to the Diesel program. The AS Degree has been approved in by the State Chancellors Office in Sacramento December 2014. The AS degree is under review by the ACCJC. SBVC is the only public college in the area that offers a Diesel program in the Inland Empire Desert Region. The diesel classes are offered week days in the morning and evening to accommodate the working student's schedule. This offering works well with all students and supports industry demands. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

Assessment:

The students that attend the Heavy/Medium Duty Diesel Technology classes are required to take 30 units of lecture and lab training to achieve the certificate offered within the department. Success and retention are average with a small decline in retention in 2015-16 due to students finding jobs and not continuing their education.

Department Goals:

- Expand customized non-credit courses for incumbent workers.
- Encourage students to achieve newly created AS degree as soon as its approved by the ACCJC.
- Broaden the industry advisory board membership pool and further explore internship/work experience opportunities for our students.
- Update training equipment to teach CNG (compressed natural gas) which will be included in the 2014-16 GHG14 emission standards for diesel program

Challenges & Opportunities:

- The challenges of the program are to improve the success and retention rate and develop new courses to meet renewable energy programs that will align with other colleges within the area.
- Newer teaching modules and tools are needed to keep up with the new standards for trucks.
- The information in the college catalog still needs minor updating to indicate the new department chair and remove the Diesel 019 which is no longer being taught and add Diesel 064. This incorrect information within the catalog is not allowing students to sign up for classes in a timely manner.

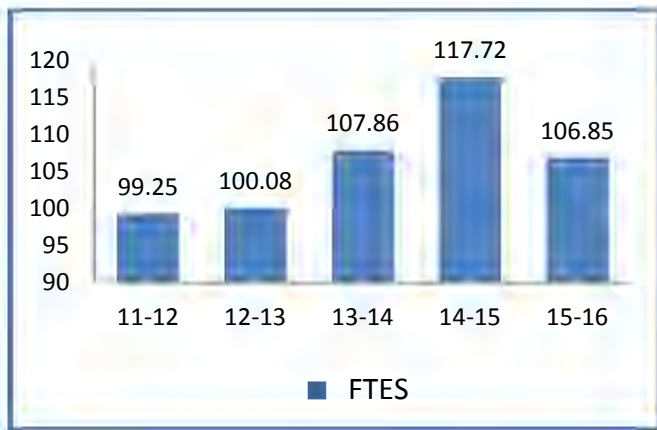
Action Plan:

- Continue to request budget augmentation to adequately meet the program's needs.
- Renovate the current facility to meet the program needs which would include adding a building in the back of the parking lot to expand training.
- Remove the old uninhabitable buildings that are at the front of the lot to clean up the area and install new storage facilities.
- Increase the number of certificates awarded in the Diesel program
- Add AS Degree to the diesel program for fall 2017.
- Continue to prospect for external funding through grant

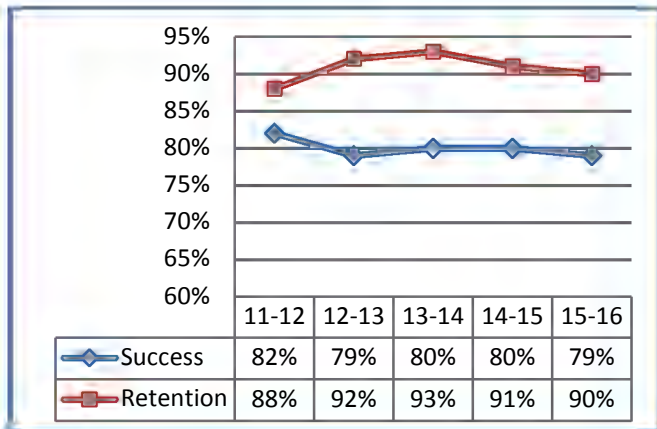
DIESEL — 2015-2016

funds and submit proposals through the \$200M Strong Workforce Program in order to improve the quality of the program, increase student enrollment and meet program needs.

ELECTRICITY/ELECTRONICS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	755	738	752	789	847	768
FTEF	7.57	6.96	7.10	8.20	10.46	11.28
WSCH per FTEF	402	427	423	395	338	284



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	32	29	30	34	42	45
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	11	13	4	10	13	9
Certificates awarded*	30	18	23	19	28	27

Award Source:

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

TOP Code: 0934XX

*Data will be available in October 2016

Description:

The Department provides a comprehensive educational program that prepares and enables students to obtain entry level positions as General Electricians or Electronic Technicians in a variety of fields such as Electronics Technology, Computer Technology, Electronic Communications, Industrial Electronics, as well as Electrical Power Technology. The Core courses common to Electrical and Electronic fundamentals are articulated with the 4- year universities related to their Bachelor of Science degree in Engineering and/or Engineering Technology.

Assessment:

1. Enrollment and retention rates have shown a decline that is comparable to the 2013-14 level. This is possibly attributed to the improvement in the economy and our potential students have obtained employment instead of enrolling in our program.
2. Success rate remains relatively strong although slightly lower than previous year; but FTEF has significantly increased and will reflect better retention in the future.
3. WSCH continued to drop due to the reduced overall class size in some sections of lectures and labs. This is in order to deliver superior quality hands-on training and to increase student success rates. This policy was started three years ago and has shown noticeable improvements in our student success and completion rates.

Department Goals:

1. To increase enrollment and counter the improved economy effects of students pursuing employment instead of career paths and enrolling in schools.
2. To improve student success and retention rates.
3. Continue to refine and update curriculum to introduce the most up to date technologies found in the industry.
4. To obtain qualified faculty working in the most current industry technologies to teach the updated curriculum materials.
5. Create new industry partnerships to enhance internship opportunities for our students.

Challenges & Opportunities:

1. Hard to find qualifying part-time faculty to teach during daytime, especially in good economic times.
2. Classroom and lab spaces are being used to capacity. Space remains a premium and to increase class sections or sizes remain a challenge.
3. During low-unemployment economy periods students' focus and priorities are not on careers but remains to be on employment.
4. Strengthen industry/employer partnerships to explore internships/ work experience opportunities for students.

The program will continue to seek external grant funding including participation in the \$200M Strong Workforce Program in order to grow and meet the needs of our program needs to prepare our students for jobs in the electricity/electronic or related fields.

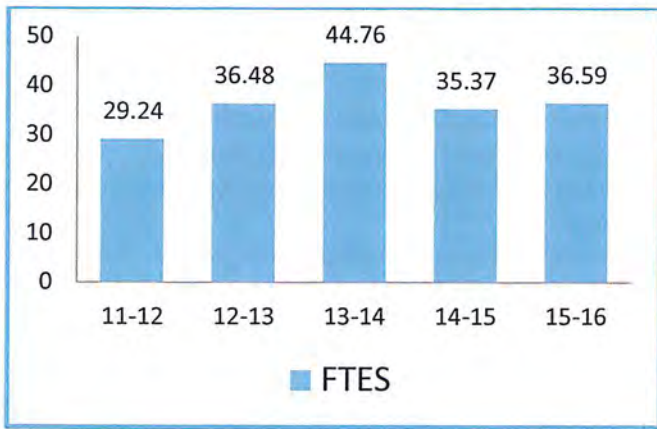
ELECTRICITY/ELECTRONICS — 2015-2016

Action Plan

1. We will increase our marketing and outreach efforts to promote our programs in collaboration with the Marketing and Outreach Department.
2. We will actively participate in on- and off-campus events to raise awareness of our programs in order to increase enrollment
3. We will use student equity funds to provide tutoring as well as conduct review workshops to increase our student success and retention rates.
4. We will continue to update our curriculum that will contain the most up to date technologies found in the industry.
5. We will increase our qualified adjunct instructor pool who has the knowledge and industry experience to teach the updated curriculum materials.
6. We will continue to acquire the needed updated lab equipment and tools to support the updated curriculum and align with the industry/employers' need.

We will actively prospect grant opportunities to benefit our programs including participation in the \$200M Strong Workforce Program.

FOOD & NUTRITION — 2015-2016



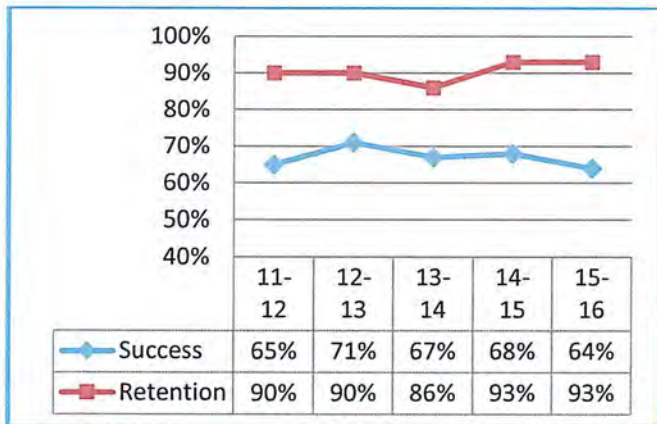
Description:

The Food and Nutrition Program is designed to enhance the knowledge of the students in the area of health, personally and globally. Within the courses the students learn to address trends within the industry, Genetically Modified Organisms within Foods, how to prepare healthy foods and the science behind food, how to modify diets, and work in hospitals, clinics, retirement homes and rest homes. The students are able to earn certificates upon completion of their courses. All of the courses transfer to UC and CSU systems.

Assessment:

- FTES: 13-14 was the highest FTES at 44.76, since then the FTES has slowly declined. This is because the State Chancellors office no longer validated the certificates offered within the program. The department chair has redesigned the program to meet the TMC at the State Chancellors office and it will be approved for fall 2017 catalog.
- Duplicate enrollment in 12-13 was 354, 13-14 was 443, and in 14-15 353 and in 15-16 366. The numbers have gone up in 15-16 from 14-15 however with the new program starting in fall 2017 the department expects the enrollment to go up from previous years.
- FTEF in 14-15 the FTEF were 2.20 and 2.40 in 15-16, the department currently runs with 2 adjunct faculty. The department chair is opening the adjunct application to have a better pool for the hiring process. The department chair is working on hiring for fall 2017. Eventually the department would like to hire a full time faculty for this department.
- WSCH per FTEF: WSCH per FTEF in 14-15 was 482 and in 15-16 457. The numbers have declined due to the certificates not being approved by the State Chancellors office however this will change in 2017 as the new Food and Nutrition certificates will be out and the new program will be in the catalog and courses offered. Currently this WSCH per FTEF is acceptable because of the lack of valid certificates within the program.
- Success rates within the program have gone down in 15-16 at 64% from 14-15 at 68%. This again is due to the courses not being offered to the students. This will be remedied with the new program.
- Retention has remained the same in 14-15 and 15-16 at 93%. This is an acceptable level for the department.
- Currently the department has no online courses. With the new program starting in fall 2017, online courses can be made available to the students.
- Awards and Degrees within this area of study shows N/A in all years except 15-16 which is blank.
- Certificates awarded- The year with the most certificates awarded was 10-11 at 12, from then on the department has struggled with these statistics. The department hopes that with the new program starting in the fall 2017 the certificates and transfers and possibly the degrees will increase dramatically.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	411	278	354	443	353	366
FTEF	1.60	1.20	1.80	2.20	2.20	2.40
WSCH per FTEF	770	731	608	610	482	457



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	11	6	9	11	11	12
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	12	1	0	2	2	2

TOP Code: 130620

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

*Data will be available in October 2016

FOOD & NUTRITION — 2015-2016

Department Goals:

- Hire a full time faculty to run the department and interface with the students.
- Bring the new program online starting fall 2017.
- Increase enrollment with the new program.
- Increase certificates, degrees and transfers throughout the program.
- Increase FTEF throughout the program.
- Make courses available online.

Challenges & Opportunities

Challenges:

- Hiring a qualified full-time faculty.
- Starting online courses and finding staff to teach these courses.
- Marketing this program is a challenge. However, the department chair is working with the department dean to get this program marketed within our region.

Opportunities:

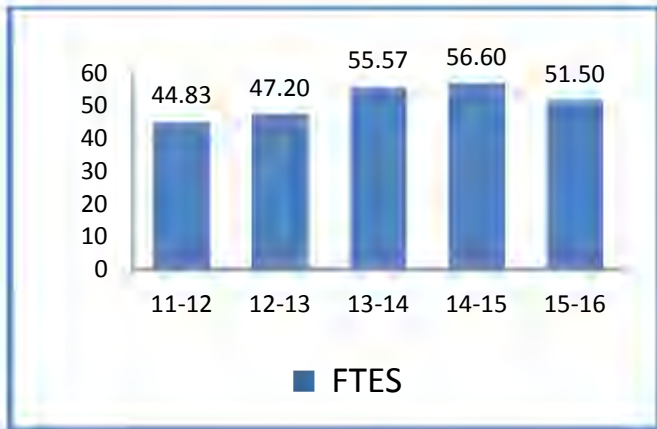
- Hire a full-time faculty for this department.
- Market the program.
- Articulate with new colleges in our area.
- Articulate the program with regional high schools.
- Increase certificate, degree and transfer models for this program.
- Gain state approval for the new certificates offered within this program.
- Continue to seek external funding through grants, participate and submit proposals that will improve the quality of the program and increase enrollment through the \$200M Strong Workforce Program.

Action Plan:

The department is working with the division dean on the marketing proposal.

- The department is working with the dean to gain approval through the program review process and the college council to allocate and hire a full time faculty for the program.
- The department will build and strengthen partnership opportunities with the industry and the various employers within the area to develop Internship/work experience possibilities for our students that may lead into full-time employment for them.
- Continue to prospect for external funding through grants and submit proposals through the \$200M Strong Workforce Program in order to improve the quality of the program, increase student enrollment and meet program needs.

HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION (HVAC/R) — 2015-2016



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.

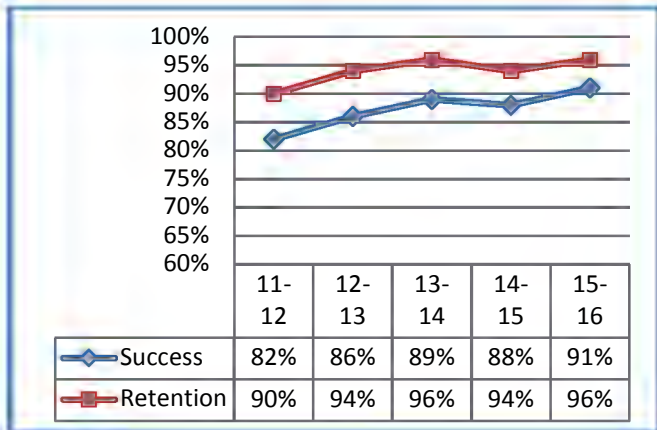
Assessment:

1. The FTEF has remained steady and unchanged while FTES has slightly declined common to most programs on campus. The decline matches the division and college-wide trends possibly due to the improved economy resulting to a low unemployment rate.
2. The WSCH continued a slight decline due to the lab intensive classes wherein students' capacity per section were reduced to improve the quality of the instructional delivery. Improved student success and retention rates were dramatically noticed.
3. Student success increased back to the previous two year levels while success rates have surpassed these levels as stated in the above item.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	258	218	229	271	276	252
FTEF	3.98	3.44	3.34	4.48	4.82	4.82
WSCH per FTEF	381	391	425	372	352	320

Department Goals:

1. Update course content to include smart technologies and continue to develop an industry recognized certificate program (RSES) to be integrated with our existing program.
2. Continue to update laboratory equipment to meet industry standards.
3. Increase number of section offerings during the day to increase enrollment and attract new student population since currently all classes are in the evening and are mostly attended by incumbent workers.
4. Expand our marketing and outreach strategies to increase student enrollment and counter the college-wide trend of reduced enrollment due to high employment economy.
5. Establish more industry-wide partnerships to provide student internship/work experience opportunities.



Challenges & Opportunities:

1. Hard to find part-time faculty to teach in morning section due to most qualified instructors are typically already employed in the industry or own their own business.
2. Classroom and Lab spaces are being used to capacity. Space remains a premium and to increase class sections or sizes remain a challenge. Only one LAB serves the program and that continues to limit growth.
3. During low-unemployment economy periods, students' focus and priorities are not on their educational goals but remain to be on gainful employment.
4. Seek out industry partnerships to explore internship/work experience opportunities for students.
5. Lack of funding to adequately upgrade lab tools and equipment to meet new technologies and needs of the industry and employers.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	12	10	10	13	14	14
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	2	1	0	2	3	4
Certificates awarded*	14	6	8	8	12	16

Award Source:

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

TOP Code: 094600

*Data will be available in October 2016

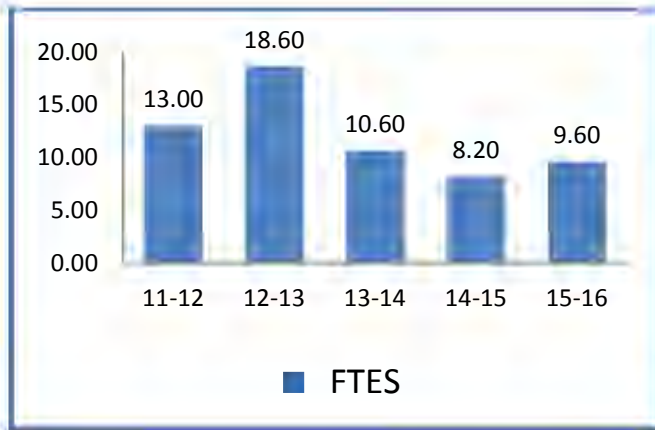
HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION (HVAC/R) — 2015-2016

The department will continue to prospect external grant funding including submitting proposals for consideration under the \$200M Strong Workforce Program in order to grow and enhance the program.

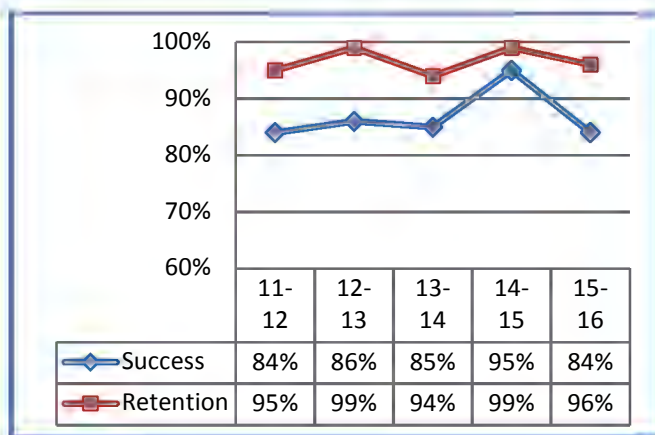
Action Plan:

1. Continue to develop industry recognized certifications.
2. We will work with HR to increase the pool of qualified part-time faculty who may be available to teach during the day.
3. We will encourage and provide the adjunct faculty with training opportunities through professional development to stay current with the emerging technologies in this field.
4. Build and strengthen industry/employers' partnerships to explore internship/work experience opportunities for our students.
5. Promote and market the program through outreach programs that include visiting local high schools and establishing information booths in industry conventions and trade shows to promote the program in order to increase enrollment targeting under represented students.
6. Continue to pursue and apply for grant funds including submitting proposals under the \$200M Strong Workforce Program to improve the quality and increase enrollment of students in the HVAC/R program.

INSPECTION TECHNOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	179	130	186	106	82	96
FTEF	1.20	1.20	1.40	1.20	1.00	1.40
WSCH per FTEF	448	325	399	265	246	206



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	6	6	7	6	5	7
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	3	1	1	3	2	1
Certificates awarded*	4	1	5	3	2	2

Award Source:

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

TOP Code: 095720

*Data will be available in October 2016

Description:

The Inspection Technology program is based on Title 24 of the California Code of Regulations. The program provides training in construction inspection. The curriculum covers the review of construction materials, non-structural plan review, interpretation and use of building codes and related laws. It takes a minimum of two years to complete the certification program. Graduates of the program typically work as building inspectors for government agencies in building and safety or code enforcement.

Assessment:

- The Success and retention rates are high due to the specialized nature of the program.
- There has been a small increase in the FTES and enrollment because the economy and housing market have been slowly recovering.
- Due to the effect the slow recovery in the housing market has had on construction the WSCH/FTEF has continued to maintain a small drop.
- Updates: adding new construction codes into the program and High School outreach should help improve enrollment.

Department Goals:

- Update existing curriculum to industry standards including adding new code classes and updating some courses to meet industry standards.
- Increase enrollment by pursuing outreach to high schools to inform students of the possible opportunities in building inspection and construction.
- Seek external funding through grants to pay faculty stipends in upgrading curriculums and purchase of the required reference manuals and materials needed to accommodate the updates.
- Put together a program advisory committee.

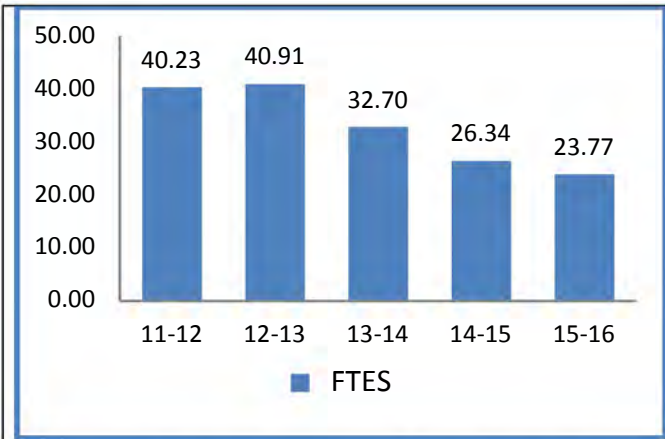
Challenges & Opportunities:

- Low enrollment caused by the sluggish economy.
- High School outreach.
- Program updates needed to align with industry standards.
- A strong advisory board is needed to help give direction in program updates.
- Explore the possibilities of obtaining funding through the \$200M Strong Workforce Program to increase enrollment and quality of the program.

Action Plan:

- Pursue high school and community outreach to promote the program.
- Enhance and update existing curriculum to align with the industry requirements and standards.
- Coordinate with the industry/employers to put together a program advisory committee to best align with industry standards and employers' needs.

MACHINIST TECHNOLOGY — 2015-2016



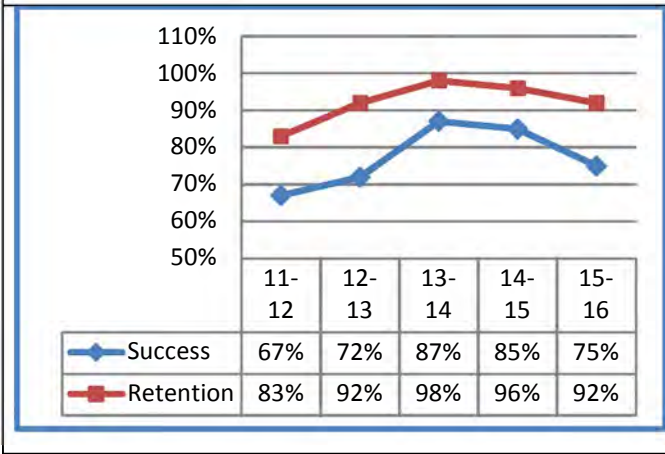
Description:

The Machinist Technology program is designed to train first-time students and to re-train those employed in several fields of the machine trades industry. Curriculum includes: Conventional Machining, Computer Numerical Control (CNC), Computer - Aided Drafting (CAD), Computer-Aided Manufacturing (CAM), Tool & Die, Metrology, Inspection, and Print Reading. The program offers an A.S. degree and certificates in Machinist Technology. The program offers students the opportunity to obtain National Industry Metal Skills (NIMS) credentials accredited by the American National Standards Institute (ANSI).

Assessment

Based on enrollment trends, course prerequisites prevented students from taking machine-related courses. This has resulted in low enrollments and class cancellations. After careful evaluation and consideration, it was determined that removing the prerequisites will not affect the successful learning outcomes of the student, thus the prerequisites to the courses have been removed and have gone through the curriculum approval process. Hopefully, the changes will be reflected on the fall 2017 college catalogue and class schedule. FTEF declined as a direct result of three adjunct instructors not returning due to availability issues as all of them have full-time employment outside of their teaching career. FTEF also dropped due to less section being offered and the challenge of finding qualified adjunct instructors. However, the WSCH per FTEF has increased due to the interest shown by current students to learn in the program and the quality instructions being provided by the faculty (who recently became a full-time faculty) who taught most of the Machinist Technology classes that were offered.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	260	206	220	190	141	133
FTEF	4.69	3.02	3.08	3.10	3.10	2.26
WSCH per FTEF	320	400	399	316	255	316



Department Goals:

1. Update Tool and Die curriculum with NIMS standards and offer Mach 061 Jig and Fixture Making and Mach 160 Tool and Die courses. These specialized courses are required to obtain degree and/or certificate for tool and die program (these courses have not been offered in more than three years);
2. Develop curriculum and add sections for advanced manufacturing in automated and robotics manufacturing;
3. Certify Machinist Technology faculty with NIMS Industry-recognized certifications;
4. Increase program awareness, partnerships with industry and improved networking with the community and local high schools, continuations, and options for youth;
5. Develop new curriculum for Quality Control Inspectors Certificate;
6. Increase qualified Adjunct Instructor pool.

MACHINIST TECHNOLOGY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	27	16	17	16	17	15
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	2	0	2	4	3	0
Certificates awarded*	8	10	21	3	9	11

Award Source:

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

TOP Code: 095630/095600

*Data will be available in October 2016

Challenges & Opportunities:

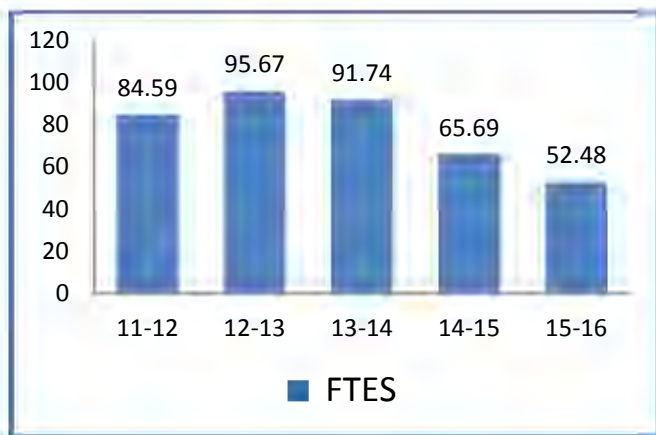
1. The program has three out of eight Computer Numerical Control (CNC) machine tools that are operational, we are using the latest revisions of the software programs being used in the lab. This keeps the advanced manufacturing program meeting industry standards and demands. However, since the program has not implemented any new machine tools since 2008, the program desperately needs to update to the newer machine tools such as the multi axis, five axis, to keep current with the industry trends; There are not enough CNC machine tools for the students to learn hands-on in the lab. The program needs to acquire more CNC machine tools, automated, and robotics equipment. Current conventional, CNC machine tools, and inspection technology are needed to be modernized or upgraded;
2. We need to further promote our programs to the feeder high schools and the community to increase enrollment;
3. We need to recruit and increase our qualified Adjunct Instructor pool.

The program will continue to seek external funding through grants and will also actively participate in proposing our program needs through the \$200M Strong Workforce Program in addition to the annual program review process. We will continue to collaborate with the Marketing and Outreach Department in promoting our programs. We will also recruit qualified adjunct instructors through job fairs and referrals from our industry partners and advisory board.

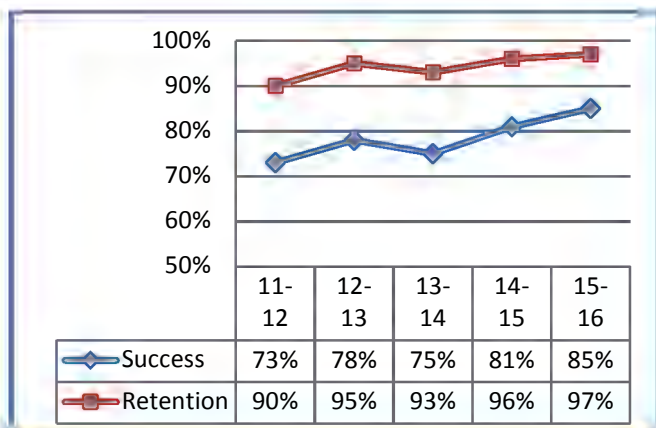
Action Plan:

1. Develop advanced manufacturing curriculum to meet the needs of the industry;
2. Work with advanced manufacturing initiatives and explore grant opportunities to obtain external funding to acquire new equipment and other program needs;
3. Explore faculty internship at local companies to keep current with industry as well as attempt encourage incumbent workers to enroll in our program;
4. Work with the high schools to streamline career pathways and dual enrollment;
5. Participate in career and technical education events to further promote our program in collaboration with our Marketing and Outreach Department.
6. Collaborate with our HR Department to widely publicize our Adjunct Instructor job posting to the specific trade industry and employers in order to recruit qualified Adjunct Instructors to increase our instructor pool.

WATER SUPPLY TECHNOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,015	852	952	933	758	595
FTEF	7.04	5.76	6.39	8.09	6.98	6.69
WSCH per FTEF	370	441	449	340	282	235



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	47	37	39	45	45	47
% of online enrollment	2%	0%	3%	0%	0%	4%
Degrees awarded*	3	4	8	20	9	12
Certificates awarded*	14	9	12	5	15	14

Award Source:

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

TOP Code: 95800

*Data will be available in October 2016

Description:

The Water Supply Technology Program is designed to serve students who are employed or interested in employment in the field of water/wastewater. The program provides technical courses in water distribution, water treatment, wastewater collection, wastewater treatment, water use efficiency, as well as backflow prevention and cross-connection control. The courses prepare students to upgrade their skills and/or prepare them for licensing examinations and certifications from the California State Water Resource Board, American Water Works Association, California Water Environment Association, and other agencies.

Assessment:

- Student enrollment has decreased; however, student success and retention have improved
- Number of certificates awarded has improved
- Efficiency has continued to decline due to low enrollment in some classes
- The FTEF has slightly decreased compared to 2014-15

Department Goals:

- Track students to determine certification/job placement rate
- Increase partnership to allow more work experience opportunities to students
- Develop schedule to align with time when students can enroll
- Provide adequate support service to adjunct faculty and students to sustain/improve the quality of the program
- Use grant funds to improve enrollment numbers/class size.

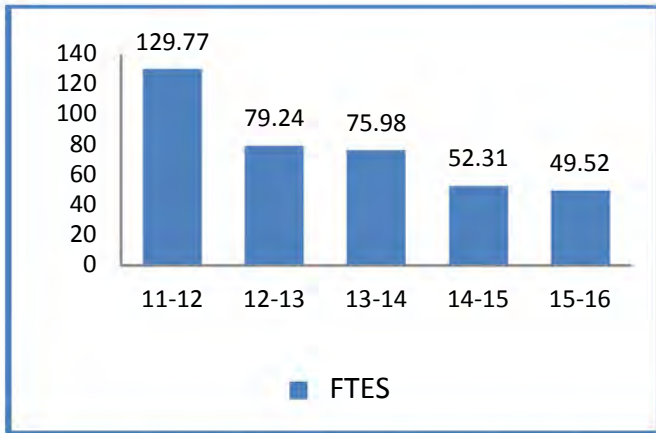
Challenges & Opportunities:

- Inadequate number of backflow stations in the lab.
- Develop tracking mechanisms for students who go to work before completing a SBVC degree or a certificate
- Assign class/lab rooms, if possible, when schedule is prepared
- Classes are held in different building; not conducive to formation of informal social interaction between students.
- Build more industry partnership to improve cooperative work experience and job placement

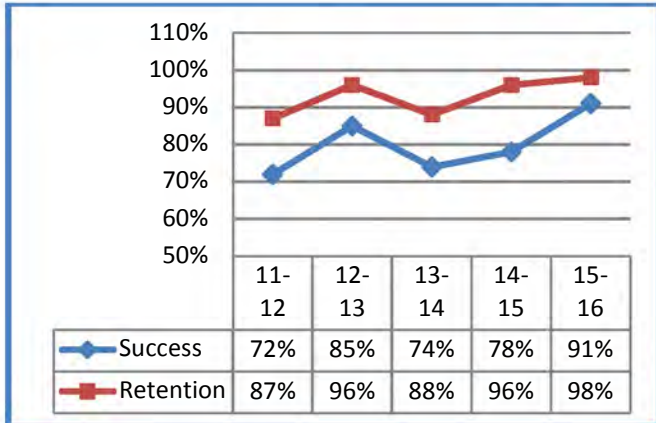
Action Plan:

- Install additional backflow stations
- Prospect and apply for new grant funding and align the goals of the grant to improve enrollment in the program
- If possible, assign classroom to every course at the time schedule is prepared and hold all the water classes in one building and in a limited number of classrooms to allow students to form informal community and networking opportunity
- Review and analyze previous enrollment data to properly schedule classes that will accommodate the availability and needs of the students

WELDING TECHNOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	506	374	429	463	338	326
FTEF	8.05	8.47	6.59	7.84	7.82	7.06
WSCH per FTEF	524	460	361	291	201	210



Description:

The Welding Technology Program strives to keep up with the most current industry standards. This includes: Oxy-fuel processes, Shielded Metal Arc Welding, Gas Metal Arc Welding, Flux-cored Arc Welding, Gas Tungsten Arc Welding, and fabrication. Students in the program are being prepared to successfully complete the AWS SENSE level 1 Welder Certificate and pass the LA City certification test for structural welders. The department provides the needed training for our students to obtain the skills required to enter the welding profession and receive high paying jobs with opportunities for advancement.

Assessment:

- The FTES is still low due to the recent back lab renovation project where we limited class sizes. However, it is now stabilizing since the project is complete.
- Student enrollment and completions remain low caused by unrealistic prerequisites delaying student educational goals.
- A temporary full time faculty, and remodeled facility helped improve student success and retention. To maintain this increase, a permanent full time faculty needs to be hired to replace the temporary full time hire.

Department Goals:

- Continue to update equipment to meet industry standards.
- Strengthen articulations and concurrent enrollment agreements with local High Schools.
- Update and strengthen curriculum to align with national standards (AWS SENSE)
- Fix the broken Electrical that is desperately needed to support student learning in the front welding lab (T112B)
- Hire a second full time faculty
- Add several new certificates to the program to align with AWS SENSE

Challenges & Opportunities:

- Curriculum and prerequisites are delaying student success
- New Welding club is making it possible for students to compete in Skills USA
- Electrical issues in the front welding lab (T112B)
- Addition of new certificates will enhance student success and post-graduation opportunities.
- Only one full time faculty makes it difficult to facilitate changes and program growth
- Newly strengthened advisory board
- Participate and submit proposals to improve the quality of the program and increase enrollment through the \$200M Strong Workforce Program.

WELDING TECHNOLOGY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	52	34	32	39	32	28
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	0	0	1	1	0	1
Certificates awarded*	6	3	4	1	6	3

Award Source:

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

TOP Code: 095690

*Data will be available in October 2016

Action Plan:

- Request quotes to procure new equipment and tools.
- Prospect additional funding through grants and the \$200M Strong Workforce Program to meet program needs.
- Improve outreach with local high schools
- Work with faculty and the curriculum committee to update curriculum, prerequisites and certificates.
- Work with facilities and maintenance to develop a plan for fixing/updating electrical in T112B
- Continue to request for a second full time faculty
- Continue to work with and strengthen the program advisory committee.



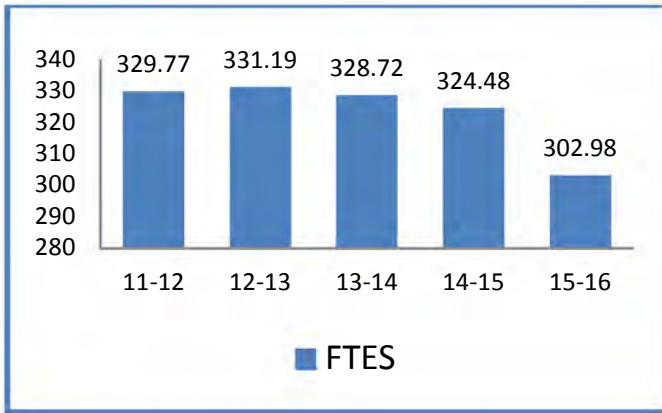
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2015-2016**

**ARTS & HUMANITIES DIVISION
(INSTRUCTION)**

ART — 2015-2016



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:

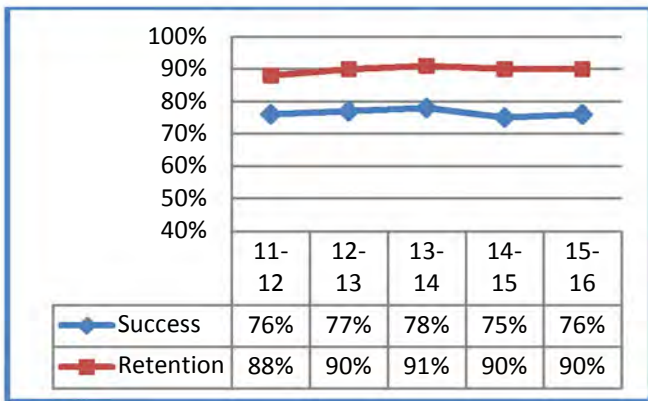
Comparing the 2014-15 and 2015-16 academic years indicates:

- There was a decrease of 21.5 FTES
- Duplicated enrollment increased by 86
- FTEF increased by .23 and the WSCH per FTE decreased by 27. The decline in FTES, duplicated enrollment and FTEF may be linked to the enrollment drop the campus has experienced in recent years
- Success rate increased by 1% and retention rate remained the same
- The % of online enrollment increased by 1%, degrees awarded increased by 7 and certificates awarded decreased by one

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	2,754	2,224	2,152	2,209	2,263	2,177
FTEF	20.66	18.12	17.66	19.00	19.18	18.95
WSCH per FTEF	564	546	563	519	507	480

Department Goals:

- To increase hybrid and online course offerings
- To increase the number of degrees and certificates awarded
- To align courses with the TMC for studio and art history courses
- To establish a budget for Art Gallery needs such as traveling exhibition, catalogs, and posters
- To host an art career day to increase awareness of art careers and art classes



Challenges & Opportunities:

- The challenges are lack of full-time faculty, especially an art historian
- There are FTEFs for ten full-time faculty, yet the department has three full-time faculty
- Additional challenges are maintaining and increasing sections offered and students who are underprepared and lack basic skills
- The opportunities are increased enrollment through online and hybrid offerings, increased student success and retention by aligning courses with TMCs, increased awareness of employment opportunities in the arts through a career day and increased awareness of the Art Gallery

ART — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	95	75	73	80	130	150
% of online enrollment	4%	0%	3%	3%	4%	5%
Degrees awarded*	10	13	9	16	14	22
Certificates awarded*	3	9	9	7	7	6

TOP Code: 100200/061410/103000

Award Source:

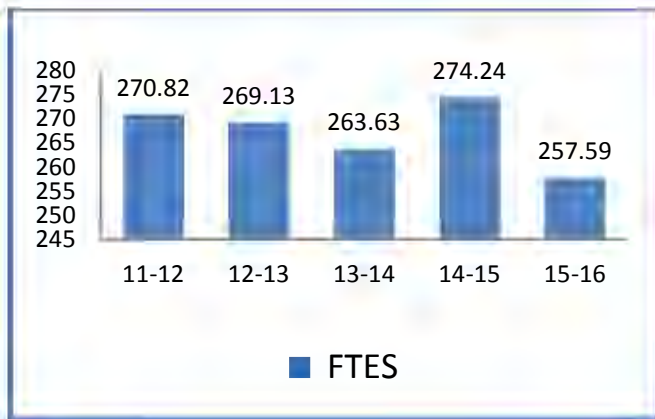
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*Data will be available in October 2016

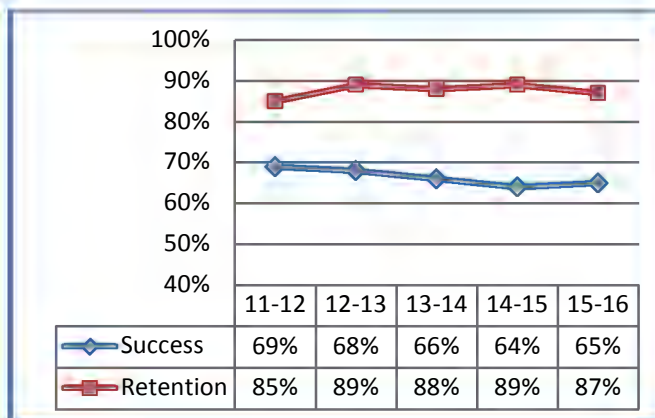
Action Plan:

- Continue to request an additional full-time faculty member through Program Review
- Continue to develop hybrid and online art classes
- Align courses with the TMC model
- Request an Art Gallery budget through Program Review
- Host art-related career day event

COMMUNICATION STUDIES — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	2,932	2,725	2,613	2,636	2,760	2,596
FTEF	17.80	17.00	17.00	17.40	18.20	18.18
WSCH per FTEF	490	478	475	455	452	425



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	91	85	85	87	91	92
% of online enrollment	13%	12%	9%	12%	13%	14%
Degrees awarded*	N/A	N/A	N/A	4	9	10
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

TOP Code:150600

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

*Data will be available in October 2016

Description:

The Communications Studies department serves an important role by preparing students for occupational and personal success through developing their communication skills. The department offers a variety of 100-level communication courses that meet general education requirements. Notably, this program is the ONLY area where the A1 requirement for CSU transfer can be met.

Assessment:

- Department maintains FTEF load equivalent to nine, but functions with four FTF and eight adjunct faculty
- Fifty-six percent of our sections are taught by adjunct faculty
- Department FTEF has continued to demonstrate growth each year since fall 2011
- Department retention for the past five years has remained steady, averaging 88%
- The department has maintained a stable success rate in the past three years, and has increased 1% in the last year
- The AA-T in Communication Studies was recently state approved in fall 2013
- In only three years, the number of degrees awarded has more than doubled from four to ten!

Department Goals:

- The Communication Studies department will continue to promote the recently state approved AA-T in Communication Studies, and to continue to monitor the number of degrees awarded
- We look forward to continuing to host our annual speech and debate tournaments
- Continue to promote our department further, and network with CSUSB and local high schools

Challenges & Opportunities:

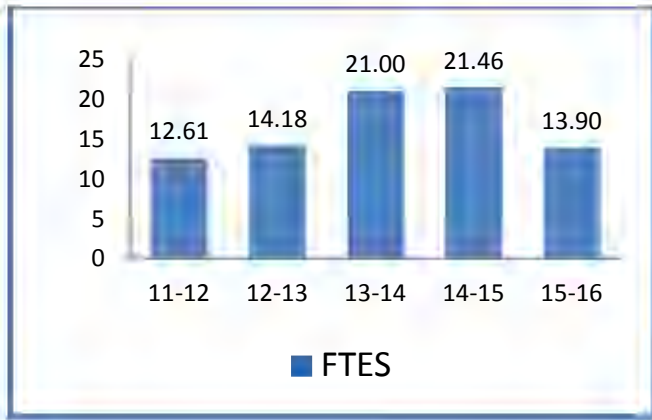
- ACCESS and STUDENT SUCCESS will be jeopardized if the Communication Studies department continues to function with four FTF, and eight adjunct faculty, but with a FTEF load equivalent to nine FTF
- The Communication Studies department has been experiencing a challenge staffing all of the sections offered
- For the first time in the past 15 years, each full-time faculty member in the department agreed to teach an over/over load (one section over the over load limit) to avoid cancelling classes
- One full-time faculty member overextended themselves taking on two sections over our limit, teaching nine classes
- We are losing adjunct faculty to full-time jobs, and it is making it difficult for us to staff our classes
- This shortage is not unique to SBVC—many surrounding communication studies departments have contacted us, looking for adjunct faculty, including our sister school, CHC

COMMUNICATION STUDIES — 2015-2016

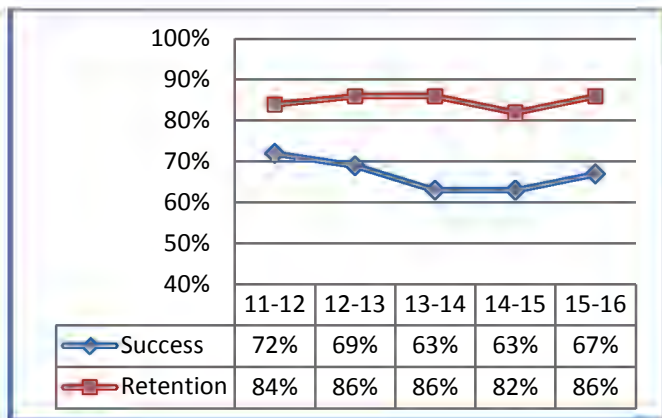
Action Plan:

- The Communication Studies department plans to continue to assess student needs regarding course offerings in order to continue serving our students to the best of our ability
- We look forward to expanding our program--however, this goal will remain difficult to achieve as long as we continue to function with four FTF
- Our department will continue to remain concerned about being able to maintain student success with only four FTF while having load for nine
- Our department is committed to continue advertising the AA-T in communication studies, helping students succeed in their educational and career goals
- We will continue to distribute our department brochures to help inform students of our department offerings and our Communication Studies AA-T degree.

DANCE — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	128	61	72	105	115	76
FTEF	1.16	1.00	1.16	1.14	1.63	1.06
WSCH per FTEF	707	378	367	551	395	394



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	10	5	8	8	19	12
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment:

- There has been a drop in FTES as the dance program was severely limited in available offerings, due to the loss of the dance studio in the Auditorium
- The program had a temporary home in the old gymnasium, only at 8:00 am—this resulted in one of the disciplines being cancelled during spring semester (jazz) for low enrollment
- With this cancellation, the FTEF also dropped in 2015-2016, while WSCH/FTEF remained consistent
- Success and retention rates also remained consistent

Department Goals:

- The department's primary goal, now that it is housed in a more appropriate facility in the physical education building, is to increase enrollments in all dance disciplines; and to add offerings to the program, including dance rehearsal and performance and production courses
- The department recognizes that most students in the program are female, and will make special efforts to recruit additional male students, to more closely align with college averages

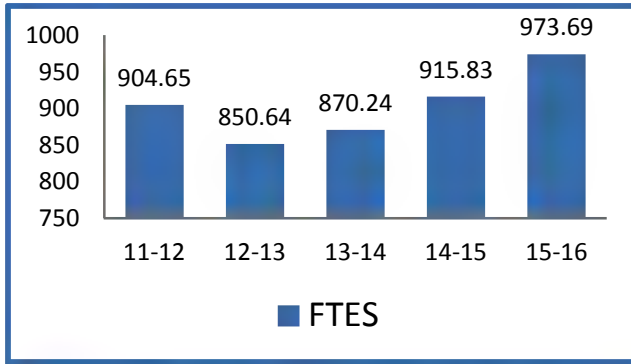
Challenges & Opportunities:

- With the opening of the new facility, there is tremendous opportunity for program enhancement and growth
- Marketing for this growth is a challenge, as there are no full-time faculty in the program
- In order to achieve the goals for programmatic growth, additional part-time faculty will need to be acquired

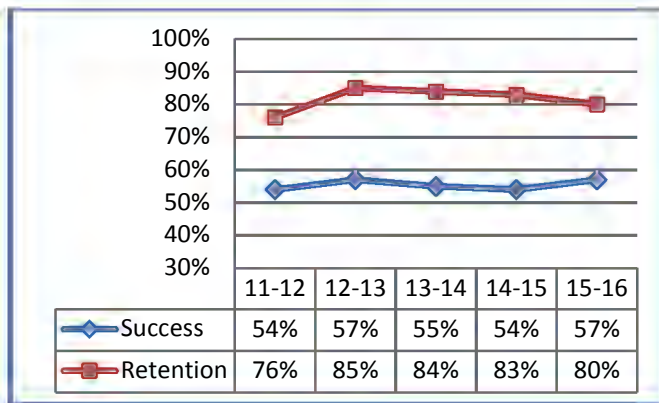
Action Plan:

- The program will work with marketing to create targeted outreach to grow enrollments in our existing disciplines
- Ballet will expand to include intermediate and advanced classes
- The department will explore scheduling options to add additional courses and disciplines such as rehearsal and performance, production, and tap.

ENGLISH — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	6,999	6,894	6,461	6,679	7,024	7,462
FTEF	64.91	65.83	63.58	64.10	68.23	72.23
WSCH per FTEF	423	412	401	407	403	404



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	260	260	257	270	282	304
% of online enrollment	9%	9%	11%	10%	12%	12%
Degrees awarded	N/A	N/A	N/A	2	2	10
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Data includes: SBVC, SOFF and SBBHS

Description:

The English department offers a comprehensive 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, AA-T English degree majors, and ESL students. Our courses are designed to foster practical and academic writing, critical thinking, comprehension skills, and communication skills.

Assessment:

- From 2013-14 to 2015-16 there has been a significant increase in FTES of 130—this 12% increase paired with consistent WSCH, retention, and success rates indicate a strong, stable department that is able to grow and keep classes full while meeting student needs without compromise
- Though not sustainable over time, the 12% increase was achieved with no additional full-time faculty
- The increase in FTEF is consistent with the need increases in FTES and enrollment and supports the need to hire more full-time faculty: current load for 36 full-time faculty vs. current # of actual full-time faculty-17
- It is expected that the department WSCH will always be lower than the college norm due to contractually set class caps that the WSCH formula does not consider
- Online courses are still 12% of offerings, which means more online sections due to rise in FTES/classes offered overall
- The number of AA-T English degrees has increased 500% indicating the department's degree program is maturing and the department's outreach is successful.

Department Goals:

- Hire two full-time, tenured faculty
- Promote AA-T English degree, expand literature. course offerings
- Create course, career, transfer pathways for English majors
- Increase reassigned time for Lead Writing Center instructor, and increase Writing Center budget to \$80K
- Explore possibility of pre/post assessment workshops
- Prepare for CAI and Canvas, and OEI
- Create second Puente cohort
- Promote college-wide minimum academic writing standard
- Explore the possibility of expanding summer bridge
- Maintain technical support for dept. laptops in B213
(see corresponding actions listed below)

Challenges & Opportunities:

Challenges:

- Not enough classrooms to accommodate number of sections needed
- The current full-time to part-time ratio is below 51%—currently 48
- Not sufficient administrative support to function effectively and efficiently with a large department of 50 part-time faculty and 17 full-time faculty

ENGLISH — 2015-2016

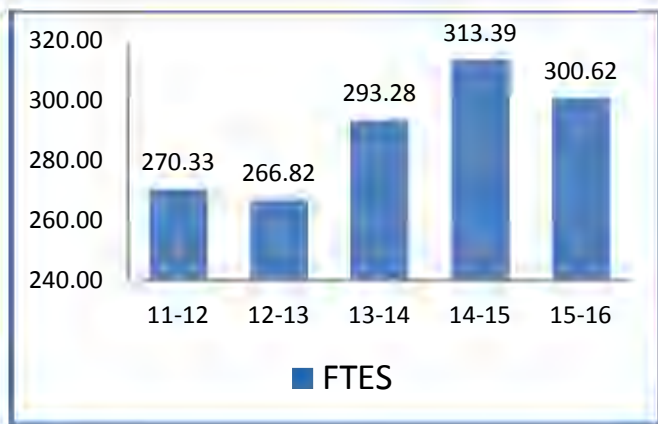
Opportunities:

- CAI, OEI, and Canvas; Strong Workforce, SSSP; non-credit offerings
- Second Puente program cohort by FA17

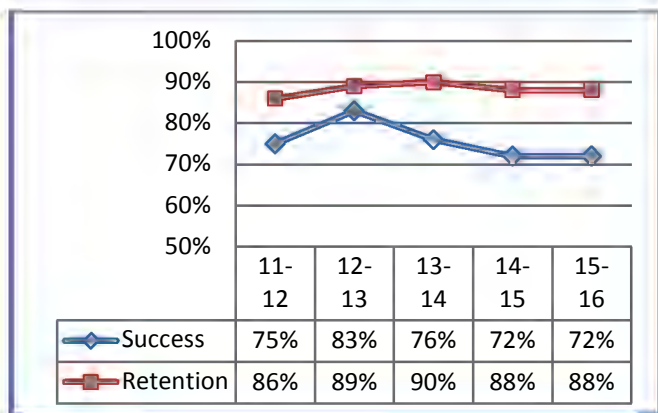
Action Plan:

- Submit program review request for two full-time faculty
- Increase number of literature classes to expand literature offerings and maintain updated Bb community to promote AA-T degree
- Create career information sheets for students and counselors
- Submit program review requests for Writing Center budget and reassigned time
- Form assessment sub-committee, meet with colleagues in math and reading
- Encourage faculty to attend training
- Work with counseling to identify and train second counselor and English faculty team, attend Puente training
- Facilitate professional development workshops to direct faculty to the *Brief Digital Guide to Academic Writing* developed by English faculty
- Form sub-committee to work with counseling and student services to create an academically focused English component of the Summer Bridge program
- Submit program review requests for laptop cart technical support

MODERN LANGUAGES — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,993	1,755	1,677	1,879	2,012	1,943
FTEF	17.75	15.48	15.47	18.06	19.33	21.13
WSCH per FTEF	519	524	517	487	486	427



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	59	51	52	59	63	68
% of online enrollment	9%	16%	14%	9%	11%	18%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	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-heritage and heritage speakers. The goal for non-heritage speakers is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. The goal for heritage speakers is to improve their reading, writing, listening and speaking skills. All transfer level courses are articulated with CSU/UC system.

Assessment:

- FTES increased gradually during 13-14 and 14-15; however, 15-16 FTES decreased slightly due to similar sections being offered at the exact time, honors and advanced classes not full, and contracted classes—for 16-17, the department offered a more efficient schedule
- The WSCH decreased from 519 in 10-11 to 427 in 15-16 as certain sections were underenrolled and honors classes continued to be offered in spite of their low enrollment
- Pass rates increased initially but returned to 72% in 15-16 as financial aid changes forced some students to complete 60% of their courses even if they failed
- This may explain why retention levels increased from 86% in 11-12 to 88% in 15-16

Department Goals:

- Create an AA-T degree in Spanish
- Establish ASL advisory committee to possibly create an ITP program
- Reevaluate heritage speaker track
- Work with new president to restart the summer study abroad program
- Improve student pass rates for all MLD courses
- Expand partnerships with campus departments and community organizations
- Support Sigma Delta Mu and ASL Club
- Revise ASL SLOs to reflect course expectations

Challenges & Opportunities

- Take the opportunity during content review to revise and adopt uniform textbooks for ASL 109/110 and do content review for French 101/102
- Find ways to reinstitute a study abroad program
- Create a comprehensive language program to offer higher levels (SPA 104/ 158, FRE 102), and continue offering beginning Arabic courses and create SPA 156 as a prerequisite for SPA 157
- Continue to increase retention and success rates for online courses currently offered

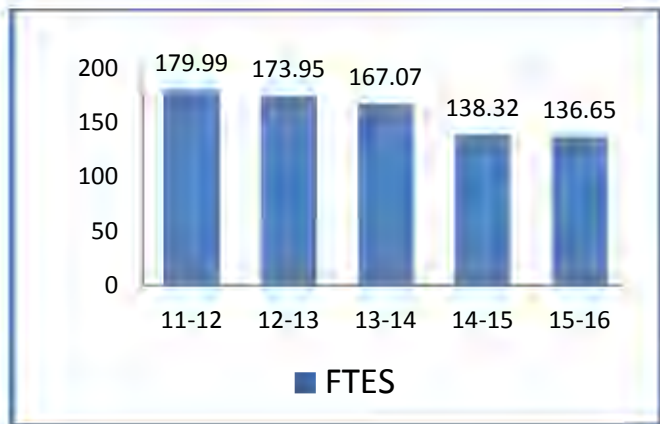
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MODERN LANGUAGES — 2015-2016

Action Plan

- Create Spanish 156 as a prerequisite for 157 in Curricunet
- Host first ASL advisory committee in 2016-17
- Refer students to student success center as well as SI program
- Continue to do outreach and participate in community events
- MLD faculty advise SDM and ASL club
- ASL faculty will meet to discuss, review and revise ASL SLOs.

MUSIC — 2015-2016



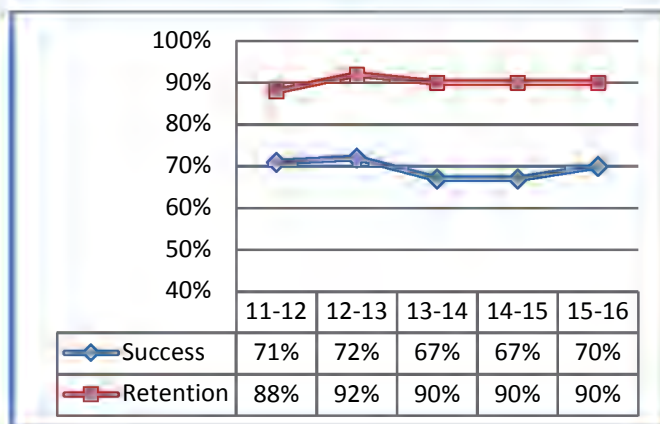
Description:

The faculty and students in the Music department share a deep love for their art and a common desire to achieve excellence. The curriculum provides preparation for careers in music while also preparing students for transfer to four-year institutions. The department offers a balanced education within a multi-faceted musical experience. It is the goal of the department to help students develop their musical and intellectual potential to their highest possible level.

Assessment:

- There has been a significant decline in both FTES and enrollment over the past five years, however, current semester (FA16) EIS data (87.2 FTES) reflects an increase which, if repeated in SP 17 will result in numbers similar to 12-13
- Evidence indicates that changes in legislation which limit elective courses is contributing to this drop as financial aid will not support classes which do not appear on educational goal plans. Success and retention remain consistent with approximately 70% success and 90% retention
- These numbers are strong, reflecting the quality education in each section of music
- Over the past three years, the music department has expanded its online offerings, currently offering 8% of courses in an online format, providing access to students in the music appreciation thread of courses which meet both music degree and GE breadth requirements.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,588	1,424	1,313	1,312	1,127	1,106
FTEF	9.14	9.23	8.76	9.58	11.12	11.44
WSCH per FTEF	611	585	517	523	373	358



Department Goals:

- Increase the number of students who identify as music majors
- Increase enrollments in music performance classes
- Complete the AA-T degree through state approval so that it can be offered during the 17-18 academic year
- Develop an instrumental program
- Contribute to SBVCs strategic initiatives of Student Success and Communication, Culture & Climate by providing opportunities for engagement through performance

Challenges & Opportunities:

- The department is thriving with nine part-time and two full-time faculty; however, performance courses require substantial time and energy outside of traditional class times
- Requirements include managing concert schedules, contracts and outreach events
- We have a tremendous opportunity to expand the departmental offerings by moving into an instrumental program
- Our newest full time faculty member is working arduously on instrumental offerings, creating an atmosphere conducive to the creation of a band and orchestra in the immediate future.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	57	53	50	55	75	91
% of online enrollment	0%	0%	0%	6%	8%	8%
Degrees awarded	0	0	0	0	2	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

TOP Code: 100400

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

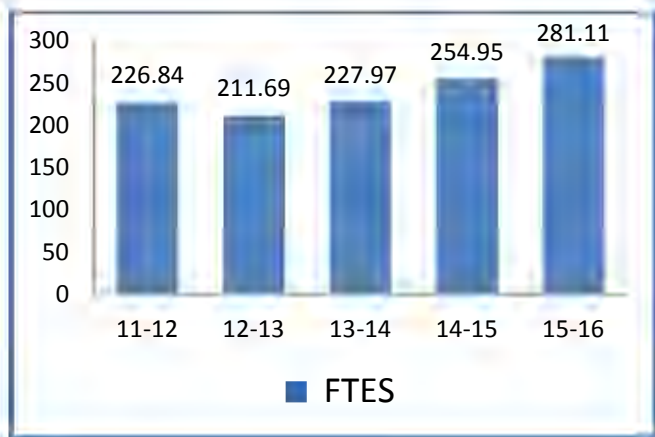
*Data will be available in October 2015

MUSIC — 2015-2016

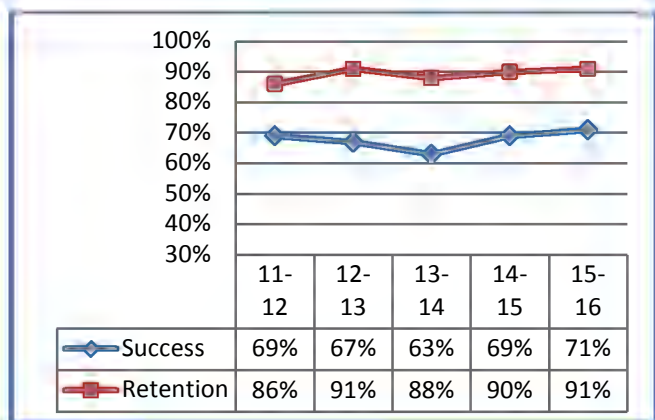
Action Plan:

- In order to meet the departmental goals for increasing enrollment and identified music majors, we have embarked on an ambitious program of recruitment
- This includes performances with the high schools, traveling to the high schools with ensembles, hosting festivals with the high schools and teaching concurrent and dual enrollment courses at the high schools
- Full time faculty members are in the process of updating curricula and preparing the AA-T degree for state approval
- Our newest faculty member is currently working on the development of a concert band, jazz band and other smaller instrumental ensembles—initial steps have included a successful summer band and the creation of guitar ensembles
- Many ensembles will continue to provide support to campus activities: Black History Month concerts, and concerts for Veteran's groups

READING & STUDY SKILLS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,043	1,183	1,150	1,255	1,326	1,360
FTEF	12.70	15.08	15.62	17.53	18.40	19.12
WSCH per FTEF	469	452	407	390	416	441



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	39	46	48	53	56	57
% of online enrollment	8%	20%	17%	15%	16%	25%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Reading and Study Skills department offers courses designed to improve reading comprehension, vocabulary development, critical thinking and study skills. In addition to preparing students for success in college-level courses, the department offers READ 950, the prerequisite reading course for English composition, based on students' individual assessment scores. Additionally, the department offers READ 100, College Academic Reading; and READ 102, Critical Reading for Critical Thinking, which meets the CSU "critical thinking" requirement, GE Breadth A3.

Assessment:

The department shows continual growth and improvement as evidenced by the following:

- Enrollment has increased from 1,043 in 10-11 to 1,360 in 15-16
- FTEF has also increased from 12.70 in 10-11 to 19.12 in 15-16
- WSCH/FTEF has recently increased from 390 in 13-14 to 441 in 15-16
- Retention has increased from 86% in 11-12 to 91% in 15-16
- Success rate has increased from 69% in 11-12 to 71% in 15-16
- Sections have increased from 39 in 10-11 to 57 in 15-16
- Online and hybrid sections have increased from 15% in 13-14 to 25% in 15-16
- The department has load for nine (9) full-time faculty members, but operates with only four (4)

Department Goals:

- Increase the number of sections offered in both developmental and college-level reading classes
- Analyze the success and retention rates of accelerated courses and learning communities to determine future alternative scheduling options
- Strengthen reading and study skills curriculum and instruction to better prepare students for English composition courses, and across other disciplines
- Continue to improve student success and retention rates across all reading courses
- Renew the department's commitment to provide quality curriculum and instruction across the full span of adult literacy: pre-primer-level to college-level reading skills.

Challenges & Opportunities:

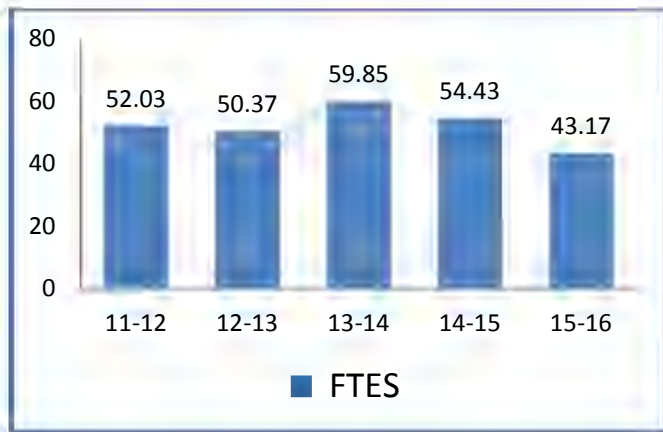
- With the anticipated implementation of statewide, common assessment, the department may need to add more courses to meet the needs of students who assess into its basic skills sequence
- There is a need for more training on the department's new web-based, reading intervention program: Reading Plus, as it is used in the lab portion of its developmental sequence
- There is a need for the consistent use of data to inform instruction
- There is limited Reading Lab space to schedule lab classes.

READING & STUDY SKILLS — 2015-2016

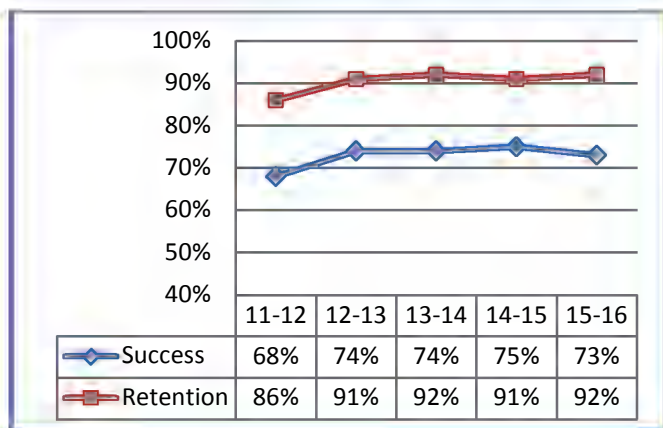
Action Plan:

- Provide a variety of classes—morning, afternoon, evening, weekend, online, hybrid, late-start, short-term, and full-term
- Continue to provide technical training and support for department faculty
- The department will continue to have regularly, monthly meetings to share best instructional strategies to improve success and retention rates
- Offer a range of courses designed to improve adult literacy, from pre-primer-level to college-level reading abilities
- Schedule at least one section of READ 100, College Academic Reading, for students assessing at the 10th, 11th, and 12th grade reading levels.

RADIO, TELEVISION & FILM (RTVF) — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	353	376	388	424	370	289
FTEF	4.20	3.92	3.81	5.05	4.43	4.13
WSCH per FTEF	363	398	396	355	369	314



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	37	33	32	39	34	30
% of online enrollment	49%	61%	41%	23%	21%	13%
Degrees awarded*	0	2	5	7	10	7
Certificates awarded*	0	3	3	1	2	2

TOP Code: 0604XX/061220

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

*Data will be available in October 2016

Description:

The Radio, Television & Film (RTVF) department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The department provides 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.

Assessment:

- FTEF dropped significantly in 2015-16
- There is no obvious reason for the drop other than low-enrolled classes, based on the parallel drop in WSCH per FTEF
- However, our retention rate remains high (92%) and our success rate is remaining in the low to mid 70s

Department Goals:

- Our first priority is to continue the rise in student success and maintain or increase our retention rates while improving our enrollments
- Our second priority is to encourage student completion of degrees and/or certificates
- Our third priority is to provide production students with valuable hands-on projects with real clientele to provide them with portfolios upon completion that lead to employment

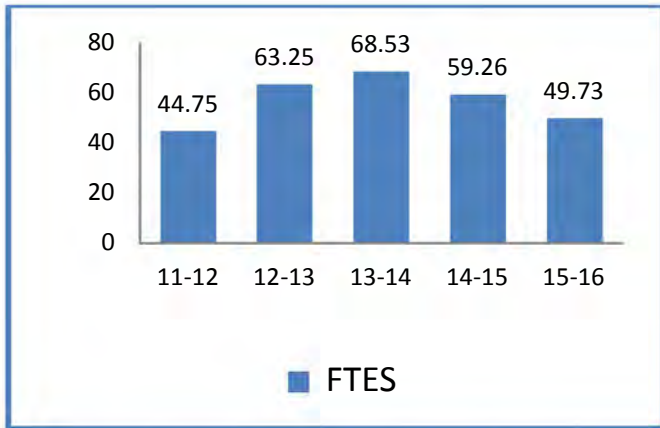
Challenges & Opportunities:

- The Inland Empire Media Academy, of which the RTVF department is part, continues to provide internships for students seeking practical experience
- We are fundraising to support a series on KVCR, Inland Unsolved, that serves the community and provides students experience in producing, shooting, and editing
- We are partnering with CSUSB on a Title V Cooperative Grant with the objective of improving the digital literacy of students in the areas of Communication Studies, Music, and Computer Science and Engineering in order to prepare students for careers in the digital economy

Action Plan:

- In addition to outreach activity, we will (a) provide practical experience to students through internships from Student Equity to produce educational videos, (b) coordinate with grant coordinators at CSUSB to improve RTVF students' digital literacy through the Title V grant, and (c) improve the working relationship with KVCR-TV to provide students with on-air broadcast experience and mentoring
- Because of the strong interest in our editing program and in summer classes, we will offer a script writing class and an editing class in summer 2017
- We are preparing a certificate in video editing to prepare students for careers as professional video editors. The strong interest in editing has increased enrollments; the certificate program should encourage more students to enroll and complete the program

THEATER ARTS — 2015-2016



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.

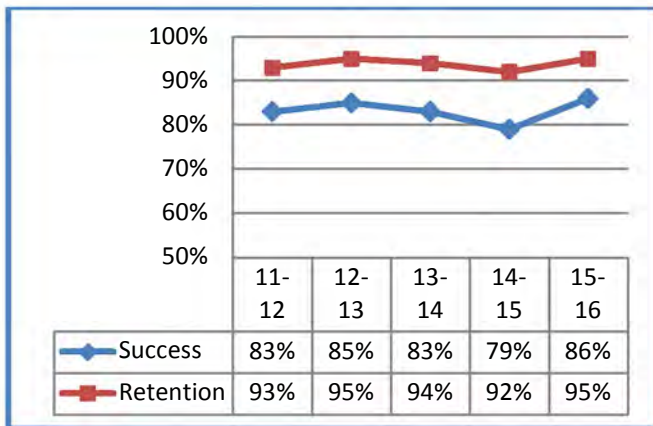
Assessment:

The Theatre Arts department experienced a decrease in enrollment during 2016-2016. This campus-wide trend had a disproportionate impact on the arts. Students report being steered away from performing arts classes by the Counseling Department when developing educational plans. Despite the drop in FTES, the success and retention rates increased by 7% and 3 % respectively.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	371	338	398	447	389	336
FTEF	3.64	2.38	3.44	4.35	4.43	5.06
WSCH per FTEF	469	564	552	472	401	295

Department Goals:

- The department strives to offer high quality theatre productions, in terms of experience and outcome.
- The department will continue to offer a variety of productions to the community
- The department will seek out opportunities to increase exposure and recognition for the Theatre Arts students, the department, and the college
- The department will continue to explore marketing strategies to increase audience size



Challenges & Opportunities:

- Nine SBVC students competed in KCACTF in Hawaii in 2016, with Stephen Diaz winning "Next Step"
- Director, set designer, & four actors received Inland Theatre League Nominations for *Into the Woods*
- Five students have been nominated for KCACTF in Arizona in February, 2017 for *Rebel without a Cause*
- Fall 2016 production of *Avenue Q* entered in KC
- Selected Topics course and Advanced Improv course approved by curriculum committee
- Theatre Arts worked with other departments for artistic collaboration and space utilization
- SBVC Theatre continues to partner with RTF
- Theatre and PAC held a Talent Show & performed for schools, SB Art Night, & the 66ers zombie night
- One Theatre Technician was increased to full time
- Degree requires commitment to technical courses
- New offices in Auditorium increased efficiency and safety
- Collaboration with dance remains difficult without a dedicated space for dance within the Auditorium
- Theatre Technicians are spread thin with campus events

THEATER ARTS — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	15	13	14	18	17	19
% of online enrollment	0%	0%	0%	6%	6%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Action Plan:

- The department will explore the possibility of creating a Technical Theatre Certificate and increase pool of qualified technical instructors
- Continued promotion of SBVC Theatre Arts through KCACTF and ITL
- Establish and maintain connections with local schools, theatres and community groups
- Promote the arts on campus by supporting the SBVC Performing Arts Club



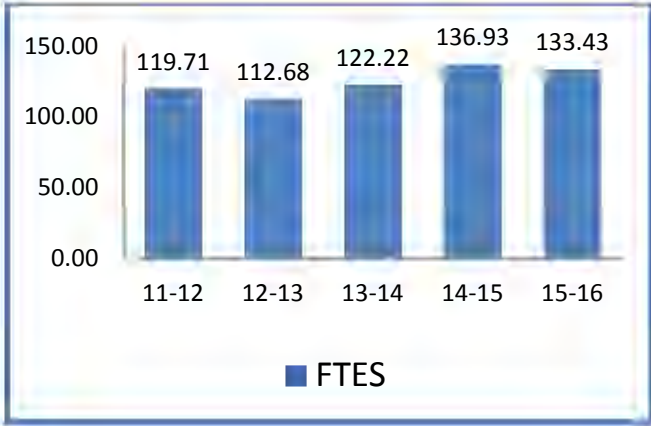
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

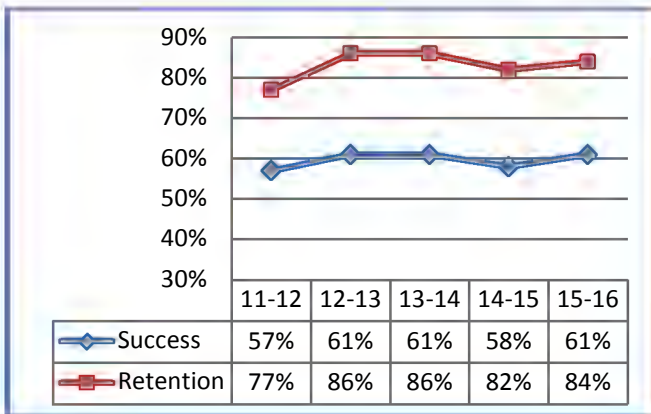
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2015-2016**

**MATHEMATICS, BUSINESS & COMPUTER
TECHNOLOGY DIVISION
(INSTRUCTION)**

ACCOUNTING — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicate enrollment	1,166	1,008	935	1,025	1,142	1115
FTEF	7.52	6.45	6.52	7.14	8.01	9.21
WSCH per FTEF	548	557	519	514	513	435



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	32	28	28	30	34	39
% of online enrollment	31%	43%	38%	50%	62%	72%
Degrees awarded*	6	12	23	29	30	39
Certificates awarded*	7	8	11	28	15	23

TOP Code: 050200

Award Source:

https://informer.sbccd.ca.us:1443/DashboardViewer.html?locale=en_US&embed=08a-a99a-4da2-8c50-3dcb54fbf48e

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 slight (3%) decrease in FTES
- We were able to add five additional courses this year (total 39 sections)
- Our online enrollment increased by 16%
- Our success and retention rates remain strong at 61% (5% increase) and 84% (2% increase) respectively
- In addition, we awarded 30% more degrees certificates awarded increased by 53% most likely due to the changes in the education requirements for the profession, which include required additional units to become a licensed CPA

Department 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 and the industry
- Continue to increase the use of technology to improve learning skills.
- Continue to standardize the online content of all courses.
- Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local communities.

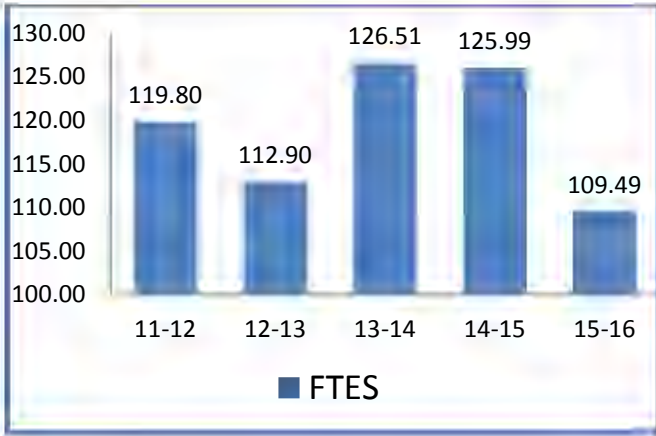
Challenges & Opportunities:

Our biggest challenge is staffing classes. We have one full-time tenured faculty member nearing retirement, and a new full time faculty, both are CPA's. We have continued to search for qualified adjunct instructors who can teach during the day and evening. All faculty are teaching at close to maximum load in order to staff the classes. We hope to find additional qualified adjunct faculty to lighten the load on the full time faculty

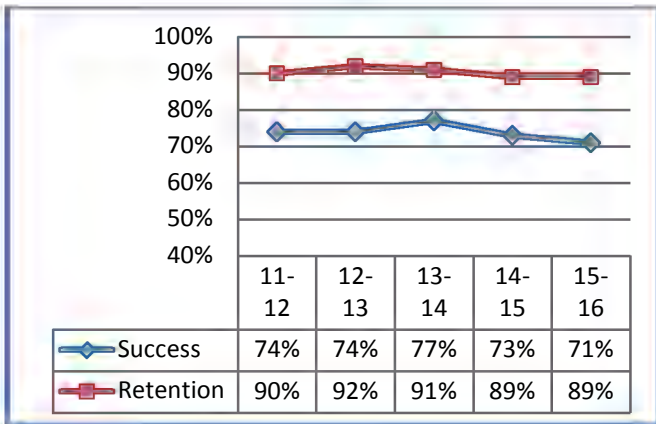
Action Plan:

- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board
- Continue to increase the course offerings
- Continue to assess the accounting SLO's at both the program and course level
- Continue to develop a plan to communicate current information about careers in accounting to students
- Seek funding for full-time faculty and professional experts through involvement with Strong Workforce planning and program development including re-institution of work experience and internship programs

BUSINESS ADMINISTRATION — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,502	1,198	1,097	1,259	1,265	1,099
FTEF	7.00	5.80	5.80	7.20	7.20	7.60
WSCH per FTEF	643	620	584	527	525	432



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—both from a hard skills and soft skills perspective. The program offers an AA and AS-T degree in Business Administration. The program also offers Certificates of Achievement in Business Administration, Retail Management and soon Management/Leadership and Entrepreneurship.

Assessment:

- As a result of unemployment—going down approximately 2.3% (reported August 2016)—now being at 6.2%—many students are needing more flexibility in their schedules in order to be able to continue their education
- In addition, local employers are requiring employees to further education for personal/business growth
- Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), our efforts have continued to garner a 12% growth in degrees/certificates awarded—with the primary growth being in AS-T
- The success rate has dipped slightly (from 73% to 71%)—believed to be a result of more online/hybrid offerings
- This can be attributed to the difference between SLO acquisition in face-to-face offerings vs. online/hybrid
- **The main as growth, as stated, is in the AS-T's awarded (50 to 58—15% growth)**
- This truly makes sense since, in the past several years, many students—as a result of the economic downturn—started or came back to the community college to get their lower-level or GE requirements completed

Department Goals:

- Continue to increase offerings to meet community needs
- Continue to expanding partnerships regionally with employers (Stater Bros., Amazon, Cardenas, Ashley Furniture, etc.) and four-year academic institutes
- Explore the potential for reinvigorating the business offerings
- Continue to develop new online and hybrid courses
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program
- Develop and offer non-credit courses in entrepreneurship

--continued on page 2--

BUSINESS ADMINISTRATION — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	35	29	29	38	36	39
% of online enrollment	17%	31%	31%	40%	36%	36%
Degrees awarded*	34	48	53	59	78	88
Certificates awarded*	14	13	3	7	4	4

TOP Code: 050500

Award Source:

https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en_US&8b5d08a-a99a-4da2-8c50-3dcb64fbf48ex

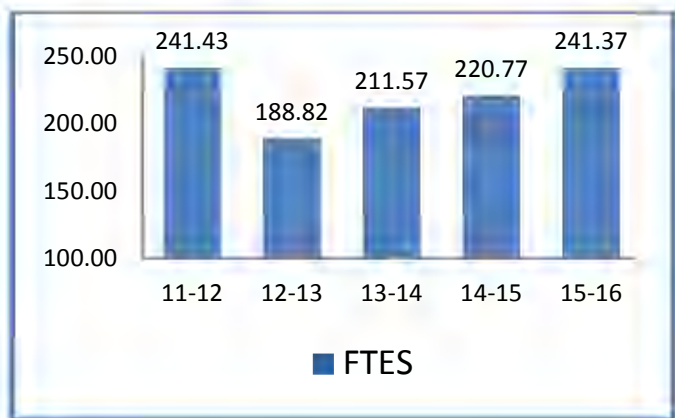
Challenges & Opportunities:

- We have evaluated efficiency and effectiveness in every course within the discipline
- We have made modifications to existing certificates and courses to accommodate the community needs
- With the most recent hiring of a new instructor, we should be able to broaden our course offerings and certificates even further—primarily in the entrepreneurial discipline
- With the amount of curriculum changes, the main challenge, internally, is getting the new faculty member up to speed and ALL the curricular changes approved for final offering
- With the increase in demand, modification of existing certificates and the addition of a new faculty member, we should see a greater, more concentrated growth in 2016-2017

Action Plan:

- Create NEW certificates in entrepreneurship
- Continue to implement and adjust curriculum offerings recommended by advisory committee
- Expand hybrid and online offerings to assure growth and proper connection with the community
- Develop and implement SLO assessment at the program level
- Continue to reassess course level SLO's
- Establish internships or work experience opportunities with industry partners

COMPUTER INFORMATION TECHNOLOGY — 2015-2016



Description:

The CIT Program serves students needs in three ways: 1) Acquisition of basic through advanced computer technology skills; 2) Acquisition of computer skills applicable to current work requirements; 3) Preparation for pursuing education in computer technology at a four-year institution

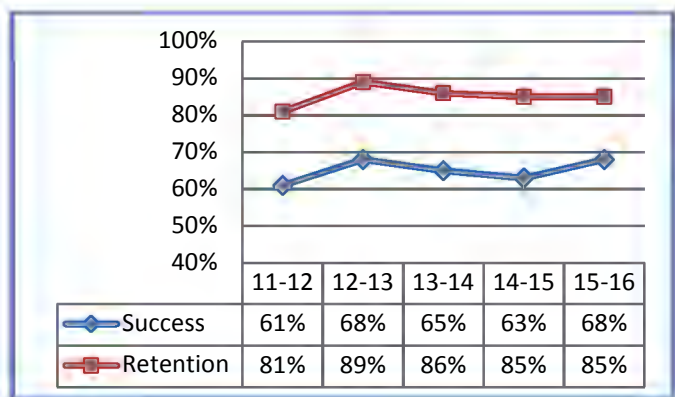
Assessment:

- The data is consistent with recovery from the California State Budget crisis
- Since the FTES low in 12-13 there has been a three-year, 28% climb
- The 15/16 FTES has recovered to the 11-12 levels
- Growth should slow or stop
- The rest of the data is generally consistent with the exception of efficiency
- While WSCH/FTEF remains below the 11-12 level, it continues to improve
- Student success and retention is stable but degree and certificate awards are down
- After years of growth the drop off can be attributed to many degrees and certificates being withdrawn from the catalog due to state approval concerns.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicate Enrollment	2,564	2,089	1,924	2,159	1,945	1,753
FTEF	17.31	14.48	14.75	16.59	16.78	17.81
WSCH per FTEF	502	500	384	383	395	407

Department Goals:

- Maintain academic standards of courses
- Promote student academic achievement
- Offer courses that are relevant to local job market
- Maintain hardware and software currency
- Promote SBVC CS and CIT programs to local HS students
- Enhance transferability and articulation of courses
- Pursue internship and work experience possibilities



Challenges & Opportunities:

Challenges

- State & ACCJC approval of degrees and certificates
- Streamlining student completion process
- Book cost and availability at SBVC bookstore

Opportunities

- Career opportunities created by emerging technologies
- Grant funding
- CSUSB new Information Systems & Technology BS degree
- Active student club
- Medical Coding and Billing Certificate

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	90	71	72	77	79	74
% of online enrollment	67%	72%	75%	77%	85%	92%
Degrees awarded*	5	9	10	13	18	13
Certificates awarded*	13	7	15	13	8	13

Action Plan:

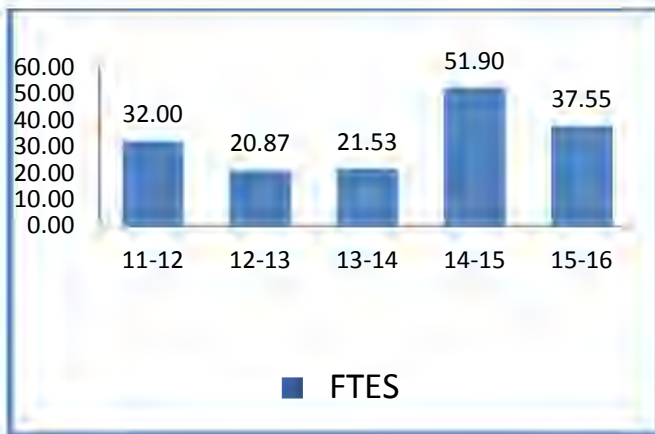
- Monitor progress of certificate and degree approvals
- Create an AS degree aligned with new CSUSB IS&T BS degree
- Expand use of Academy models
- Develop outreach and articulation for HS programs
- Develop non-credit CIT program(s)
- Develop non-credit computer lab course
- Explore internship and work experience possibilities with industry partners

TOP Code: 051400/070200

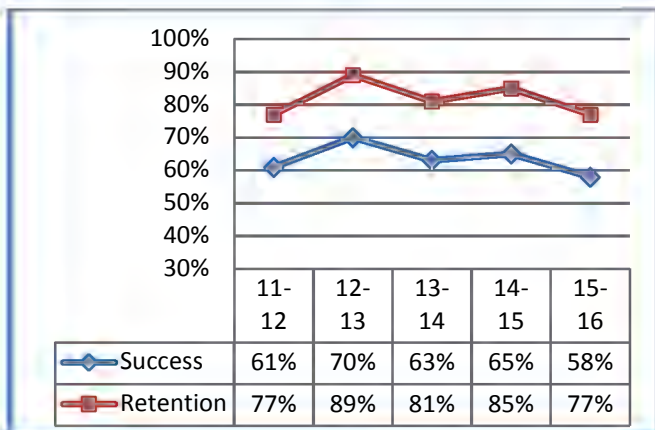
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

COMPUTER SCIENCE — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	185	175	183	191	295	217
FTEF	2.44	2.10	2.38	2.68	3.98	3.02
WSCH per FTEF	417	457	263	241	391	373



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	9	8	9	9	13	11
% of online enrollment	89%	88%	89%	89%	92%	82%
Degrees awarded*	0	0	0	1	0	0
Certificates awarded*	0	0	2	1	0	0

TOP Code: 0707XX

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

*Data will be available in October 2016

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 data is difficult to analyze given that 14/15 is an outlier
- 14/15 FTES is more than 12/13 and 13/14 combined
- The 15-16 FTES is lower but still higher than any year except 14-15
- It is anticipated that FTES will remain around the levels of 11/12 and 15/16
- Productivity has recovered from a low in 13/14
- Student success and retention is trending down
- Success is the lowest of any year on the chart and retention is tied for last
- Degrees and certificate awards remain elusive—this can be attributed to cancelling courses required for students to complete degrees and certificates due to low enrollment

Department Goals:

- Increase the number of students who earn a CS degree and certificate
- Improve student success and retention
- Offer a certificate aligned with Microsoft programming certification(s)

Challenges & Opportunities:

Challenges

- Cancellation of classes due to low enrollment
- High unit courses required for CS AS-T degree (e.g., Physics 201
- at SBVC is a 6 unit class whereas in the TMC it is only allowed 3 units)
- Proliferation of programming languages
- No game development certificate

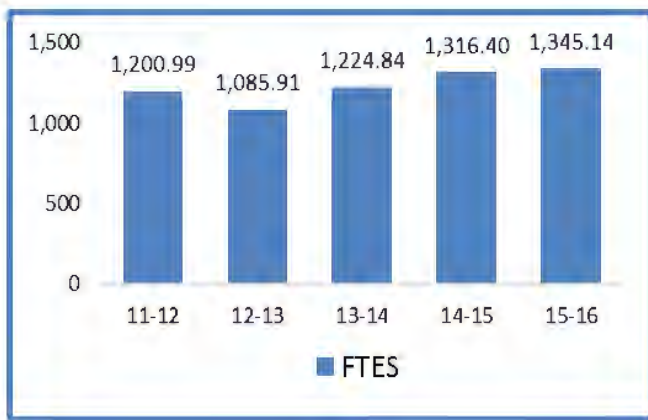
Opportunities

- Virtual Lab
- Microsoft IT Academy
- Grants

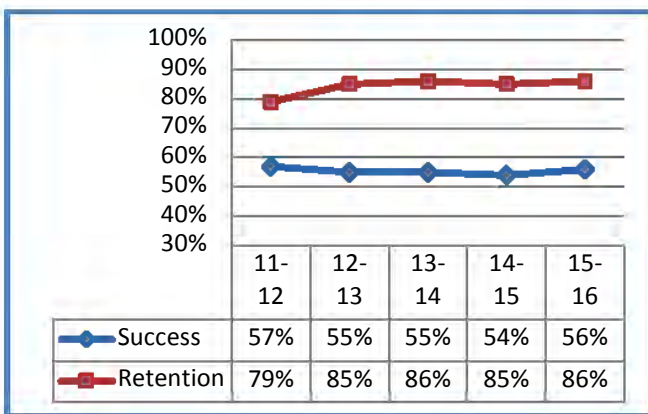
Action Plan:

- Advocate for offering low-enrolled classes that complete degrees and certificates
- Work through Academic Senate to address high unit courses offered by other departments
- Investigate Microsoft IT Academy membership
- Investigate game development certificate
- Develop curriculum in web and mobile app development in
- Conjunction with Title 5 funding
- Explore internship and work experience opportunities
- Use Strong Workforce funds to develop pathways to certificate programs from high school to SBVC and CSUSB

MATH — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	9,248	9,226	8,396	9,558	10,132	10,292
FTEF	66.87	67.27	64.26	71.22	77.31	82.23
WSCH per FTEF	528	536	507	516	511	491



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	278	261	250	280	299	317
% of online enrollment	5%	12%	15%	14%	17%	21%
Degrees awarded*	12	7	20	18	14	19
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

TOP Code: 170100

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

*Data will be available in October 2016

Description:

The department offers courses in mathematics from arithmetic through differential equations and linear algebra. Students desiring basic skills and advanced mathematical methods find meaningful activities in the math program. Job opportunities in pure mathematics exist and there are even more jobs available in education, business, engineering, nursing, manufacturing, computer technology, and many other technical fields that rely on mathematics. Students planning to transfer to four-year institutions should consult with a counselor regarding the process and requirements.

Assessment:

- The charts show a 12% increase in FTES between 11-12 and 15-16, from 1200.99 to 1345.14—with a 2.2% increase in the last year alone.
- In the last five years, FTEF has increased from 67.27 to 82.23 (14.9%). Efficiency has fallen from 536 to 507 during the two years 11–13, increased in 13-14, slightly falling in 14-15 to 511. In 15-16 it fell again to 491.
- Success rates have been steadily holding at 54-57% in the last five years.
- Retention rates rose in 12-13 and have stayed steady as well at 85%. Sections decreased from 11-13 and have since increased a total of 26.8% in the last three years.

Department Goals:

- The department wishes to continue growth, particularly in the number of sections offered and FTES.
- The department wishes to continue growth in success and retention rates.
- The department wishes to improve access to the math courses students need for a degree and /or to transfer

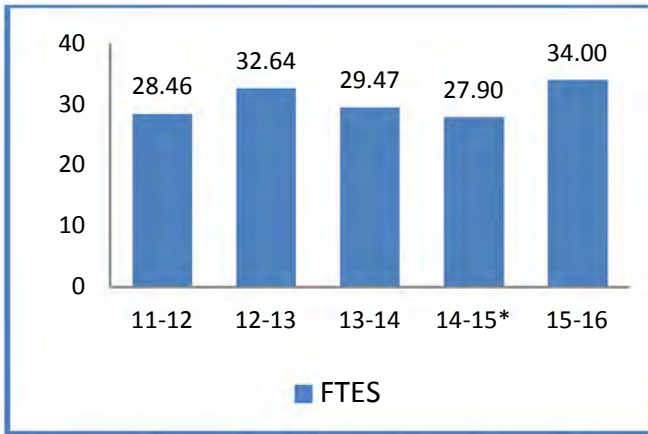
Challenges & Opportunities:

- Maintaining growth is difficult in scarcity. Finding available classrooms and computer labs for our classes can be difficult
- The department offers many courses, making content review arduous, especially with the expectations of maintaining and assessing student learning outcomes. Faculty is aware of course content and makes improvements.
- Efficiency is declining as faculty are proactive in dropping students for non attendance that would lead to failure.
- With the resources available through the AB86 grant, the department has started a noncredit lab with the opportunity to increase student success in the basic skills classes and to better prepare for the assessment exam.

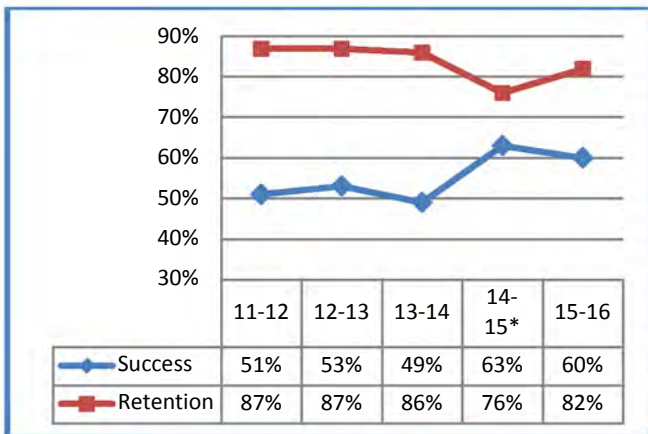
Action Plan:

- Continue to provide pre-assessment opportunities throughout the year including offering workshops and testing on the feeder high school campuses.
- Continue to search for viable solutions for limited space; continue to offer online and hybrid courses, short term classes, and weekend classes.
- Continue to increase the number of upper division classes needed for students to attain a degree in math and/or transfer to a four-year school.
- Continue to support the new noncredit lab and the resources available for students to more quickly complete basic skills classes.

REAL ESTATE & ESCROW — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	494	286	327	297	179	340
FTEF	2.80	2.00	2.00	2.20	1.60	4.20
WSCH per FTEF	517	427	490	402	523	243



Description:

People study real estate (RE) at SBVCs 50+-year-old program for a wide range of reasons. Some attend SBVC to become real estate agents, real estate brokers, informed customers, investors, or to find employment in real estate-related fields. Others attend to receive a real estate certificate from the SBVC certificate program or an AA real estate degree (which requires a total of 60 units, including general education). There are also those who study real estate in order to transfer to a CSU to earn an advanced degree as a business major/RE minor.

Assessment:

- FTES are on the rise by 22% (27.90 to 34)—this is largely due to the adjustments made in offering the courses 100% online
- Courses are now offered 100% online and are now showing higher enrollment numbers per class than in the past
- REALST 100 classes now have wait lists
- FTEF has increased from 1.60 in 2014/2015 to 4.20 in 2015/16, largely to the 50% increase in our course offerings from 8 courses to 12 courses
- Success rates have dipped slightly—believed to be a result of the online offerings
- The number of degrees/certificates has remained constant, but one would anticipate an increase in the coming academic year as a result of higher enrollments and reduction in requirements for state licensing

Department Goals:

- Have a clear pathway for students to receive an AA degree and/or certificate in a timely fashion
- Make adjustments to certificates and/or degrees to meet the changes in the REALST offerings
- Have RE courses not yet approved for online education, be approved, which will provide greater access for students
- Increase the number of RE courses that are transferable to CSUs

Challenges & Opportunities:

- With the most recent upturn in the economy, we are seeing an increase in the opportunities in the real estate industry
- Many people are either coming back to the real estate industry and are in need of recertifications, or are looking to capitalize financially, and are looking to get their real estate license
- The change in the real estate license requirements has forced us to reexamine our offerings, the manner in which we offer them, and the content of our offerings
- This is difficult to accomplish as a result of having no full-time instructor applied to the discipline—only part-time adjuncts are employed at this point in time
- The full-time instructor retired in spring 2014

REAL ESTATE & ESCROW — 2015-2016

	10-11	11-12	12-13	13-14	14-15*	15-16
Sections	16	10	10	11	8	12
% of online enrollment	56%	80%	80%	73%	100%	92%
Degrees awarded*	2	2	3	2	1	2
Certificates awarded*	5	5	4	4	1	0

TOP Code: 0511XX

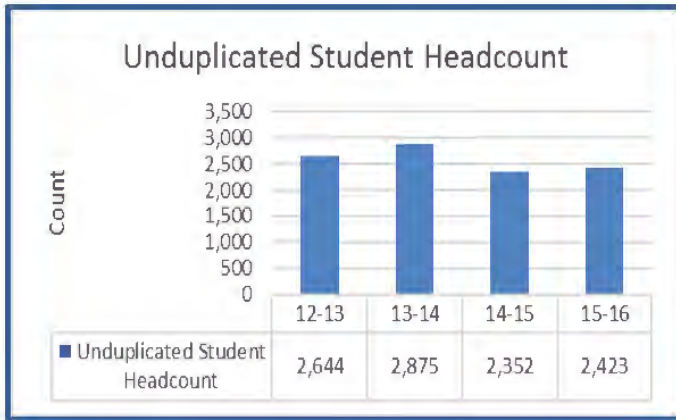
Award Source:

<https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en-US&embedToken=b8b5d08a-a99a-4da2-8c50-3dcb64bf48e>

Action Plan:

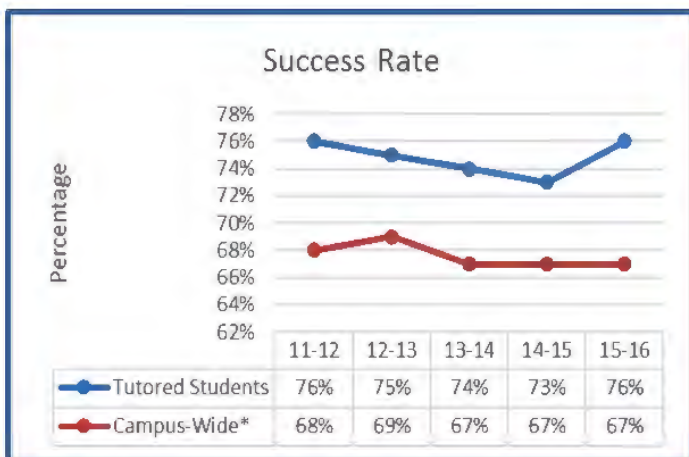
- Continue to implement and adjust curriculum offerings recommended by advisory committee and industry needs
- Expand online offerings to assure growth and proper connection with the community
- Develop and implement SLO assessment at the program level
- Continue to reassess course level SLOs
- Seek to secure additional resources to fund full-time faculty and professional experts through the Strong Workforce initiatives to revamp curriculum and create work experience and internship opportunities.

STUDENT SUCCESS CENTER/TUTORING — 2015-2016



Success Center Student Contact Hours	
2015-2016	33,335
2014-2015	32,291
2013-2014	42,902
2012-2013	46,218

Ethnicity	13-14	14-15	15-16
Asian	8%	8%	5%
Black	17%	18%	14%
Hispanic	61%	62%	64%
White	12%	11%	10%
Gender	13-14	14-15	15-16
Female	61%	63%	62%
Male	39%	37%	38%



Description:

The Student Success Center is a supportive and student centered learning environment designed to provide academic support through tutoring and Supplemental Instruction (SI) in multiple subjects. Through a variety of methods: walk-in, scheduled appointments, group tutoring, and group workshops the Student Success Center (SSC) provides tools that empower students to take responsibility and increases their success academically.

Please note: no STEM data for SI use or instruction is included in this document.

Assessment:

- Data shows that the Success Center continues to show significant positive gains for students receiving academic support versus students who do not
- While SSC unduplicated head count hours have decreased, there was an increase in the number of unduplicated students attending the Success Center
- Supplemental Instruction and workshops are not reflected in this number
- The overall retention rate for students who attended tutoring is 92%, compared to an 88% retention rate for all students from 12-16. This demonstrates that tutoring and SI support have a positive impact on student retention

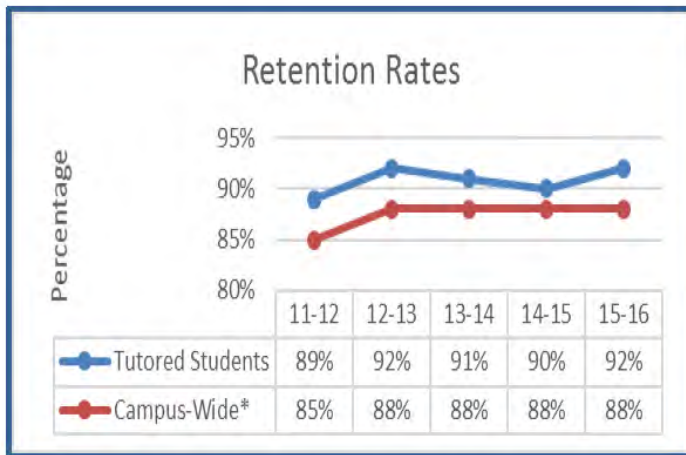
Department Goals:

- Assist in the creation of curriculum to enable the generation of FTES through positive attendance to stabilize funding for tutoring, SIs and support staff
- Provide a stable academic support program, which meets student academic support needs
- Increase the number of hours and unduplicated student head count of students that utilize the services from the SSC
- Identify a director and faculty to provide leadership and curricular support
- Increase students understanding of course material which translates to increases in student success and retention
- Create opportunities for first-generation, low-income students and other targeted populations to interact with each other, connect with faculty members, and access academic support services

Challenges & Opportunities:

- Consistent funding is needed for SIs, tutors and support staff.
- The Success Center does not have a director currently in place
- In years 15-16 the SSC had a total of 86 SIs and 81 tutors for the year (Fall 32 SIs/32 tutors, Spring 54 SIs/49 tutors) funded by a Title 3 grant which ended in August, 2016.
- The SSC continues to provide academic support with a limited staff of 26 SI's and 19 tutors
- To accommodate students in the face of reduced funding, the SI model has been restructured but increased funding is needed to meet all students' SI needs

STUDENT SUCCESS CENTER/TUTORING — 2015-2016



- The Tutorial Coordinator position is currently unfilled
- A permanent SI coordinator is needed
- Creating curriculum to provide positive attendance funding opportunities
- Because of budget constraints the SSC hours were decreased from 58 to 41, closing earlier and no longer offering Saturday hours. While student attendance has increased additional hours are needed
- Need textbooks and supplies for the SSC

Action Plan:

- Fill the positions of Director and Tutorial Coordinator
- Create a permanent SI Coordinator position
- Seek funding sources to stabilize the funding for SSC supportive staff (tutorial coordination, SI coordination, tutoring and SIs)
- Generate FTES
- Create a progression of ACAD classes for Tutors and SIs
- Work with management/faculty/curriculum to create a non-credit staffed lab with courses to support student success in the basic skills classes



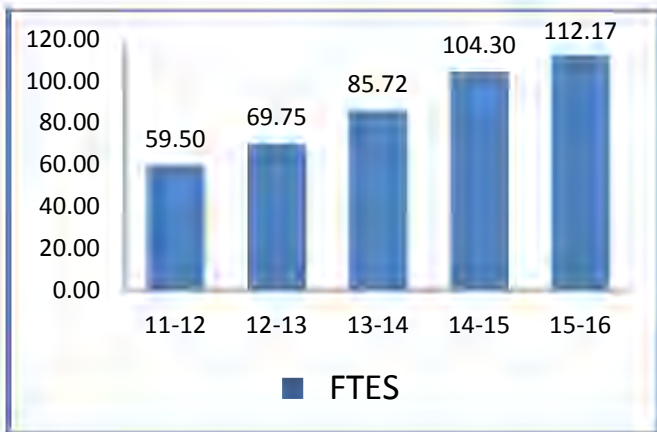
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2015-2016**

**SCIENCE DIVISION
(INSTRUCTION)**

ANTHROPOLOGY — 2015-2016



Description: Top Code 2202.00 – Anthropology

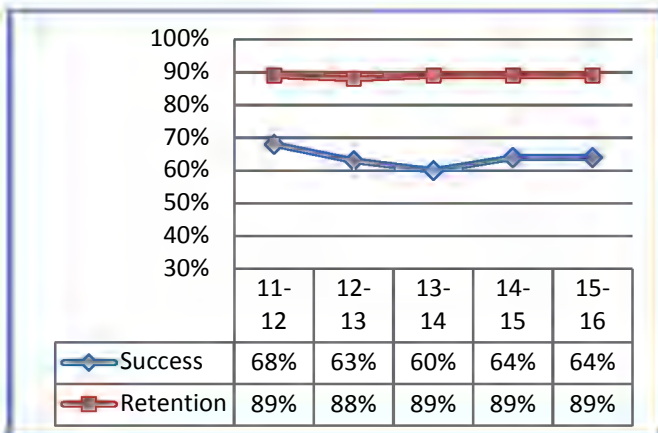
The origins, physical and cultural development, technologies, social customs, and beliefs of mankind. Anthropology is the study of humanity in all times and places. As such, it has the broadest scope of any of the social sciences. The program offers course work in the four subspecialties of anthropology 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 continued to increase – although much less so than between 13-14 and 15-16, demonstrating the Anthropology program has been in growth mode but may be reaching a plateau. Related, FTEF increased, now with load for 3 full-time instructors up from 2. WSCH remains above average although the decrease points to a pattern of growth in course offerings that may have reached its max. Success and retention remain constant despite implementation of tutoring (SI and Student Success Center) and increase in online sections offered. Considering that Basic Skills students enroll in Anthropology courses (which have no prerequisites), the retention and success rates seem to be on par for the District.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1034	595	681	27	1045	1,122
FTEF	5.20	2.80	3.20	4.20	5.20	6.20
WSCH per FTEF	595	638	654	570	602	543

Department Goals:

- Improve success rates.
- Grow the program in specific directions.
- Develop and/or participate in Learning Communities.
- Continue to assess equipment and supply needs.
- Keep faculty in the program informed of professional development related to technology and student success.
- Implement lab course.



Challenges & Opportunities:

- NH 336, where most Anthropology classes are held is not designed for a lab course. Instruction and class size need to be examined. Possible requests could improve the lab's implementation.
- Textbook costs impact student success, but no open access Anthropology texts exist to the knowledge of faculty in this program.

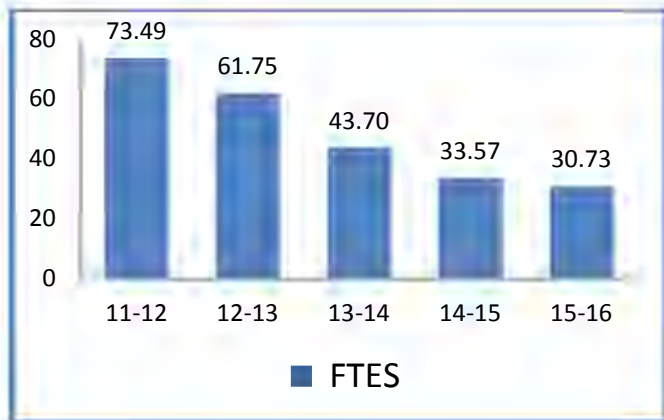
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	29	17	18	27	34	38
% of online enrollment	52%	36%	44%	37%	35%	47%
Degrees awarded*	N/A	N/A	N/A	1	3	4
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

*Data will be available in October 2016

Action Plan:

- Continue to send Anthro bulletins to faculty and communicate about needs.
- Assess NH 336 for lab activities.
- Update the website.
- Research and strategize specific directions to grow if possible.
- Seek opportunities to participate in Learning Communities.
- Seek and develop strategies to lower costs of and increase access to reading materials.
- Continue to mentor and utilize tutors.

ARCHITECTURE — 2015-2016

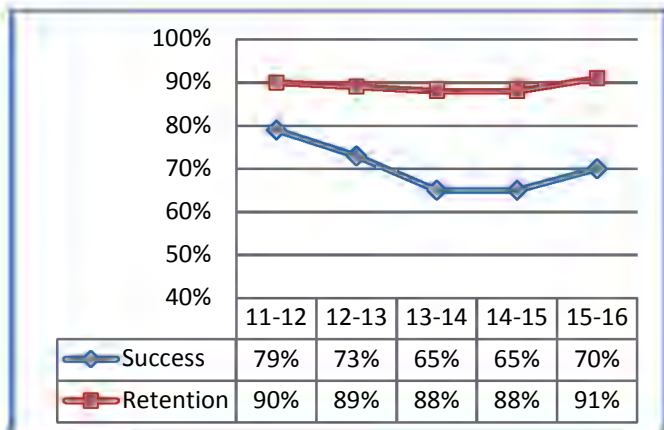


Description: The Architecture, Environmental Design, and Drafting Program serves a variety of students through instructional course offerings. The Architectural History courses serve both as major's preparation and as general education courses. The Architectural Design sequence serves as major's preparation for transfer students to a variety of architectural related fields, including Landscape Architecture, City and Regional Planning, Urban Planning and Construction Management. 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 program has not yet recovered. The success and retention rates of students are good. The retention rates raised and have remained at a relatively level 90% actually increased to 91%. The FTES rates have dropped but will increase as soon as the ARCH 200 and 201 courses can be offered again. The ARCH 200 is being offered in the Spring 2017 and both are progressing through curriculum.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	539	463	357	283	239	221
FTEF	6.24	4.99	4.67	4.20	2.94	3.21
WSCH per FTEF	369	442	397	312	342	287

Department Goals: The program has accomplished much of redesign based on lengthy conversations within the division and with an advisory group. The program now has the possibility of some lecture content in an online format for design students and has increased the number of units to better align with the transfer universities. The department has continued to achieve student success in terms of transfer to universities without fulfillment of AA degrees. The department seeks to offer more courses more frequently. Student participation in community events and competition continues to grow and exhibit success.



Challenges & 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. We have achieved articulation with private universities and an agreement relative to the Architectural History courses with Cal Poly Pomona. We have aligned our 100 and 101 design courses with the State University as well. The architectural history classes are now UC transferable, as well as the ARC 120. Cal Poly has actually increased the number of students accepted based on their monitoring of transfer student success.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	25	20	17	15	11	12
% of online enrollment	32%	20%	12%	13%	27%	33%
Degrees awarded*	1	0	0	1	0	0
Certificates awarded*	1	0	0	1	0	0

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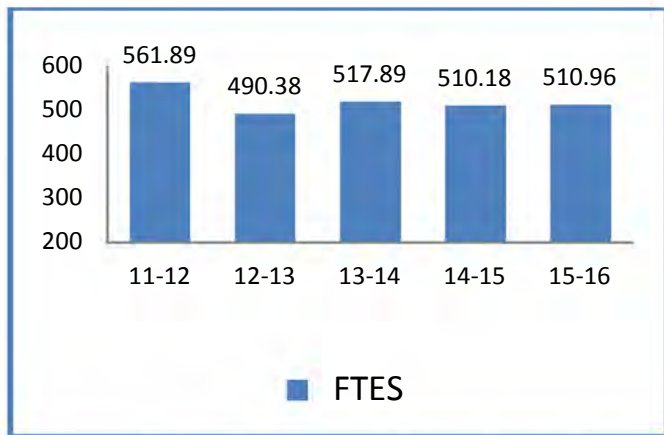
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

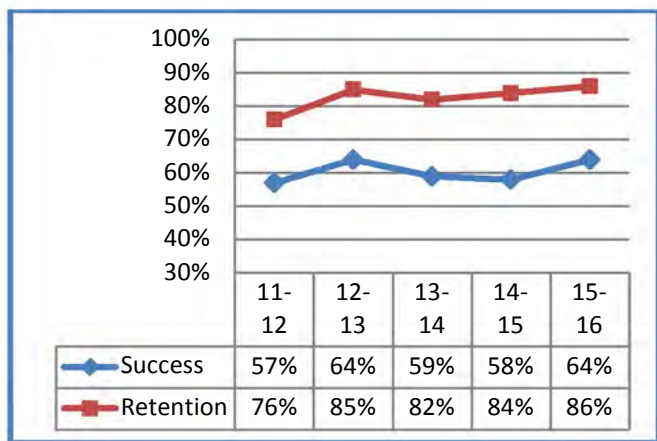
Action Plan:

- Submit needs request for model construction studio and other needs through program review
- Continue to explore transfer & career programs in alternative segments including urban planning, landscape, & construction management
- Work with campus administration to get certificates approved, offer second level courses
- Implement on-line and hybrid offerings
- Investigate ways to improve degree and certificate awards
- Make efforts to document the number of students successfully transferring into the university without degrees or with general degrees specifically into the architecture and related fields at the university

BIOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	3,752	2,744	2,406	2,659	2,587	2,561
FTEF	34.46	29.94	29.58	31.41	30.73	32.32
WSCH per FTEF	654	563	497	495	498	474



Description:

The Biology Department offers courses to prepare students for 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, deductive/ inductive reasoning, and written communication are stressed.

Assessment:

- Success and retention are increasing.
- The learning support via Student Success Center is essential
- Student success and retention rising.
- FTEF has increased from the past academic year.
- Room size has effected efficiency.
- We have many biology majors that transfer without receiving a degree.

Department Goals:

- Hire replacement faculty.
- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Increase the number of students transferring to 4 year colleges.
- Implement the new department philosophy plan.
- Continue to support SBVC's transformation to a drought tolerant landscape.
- Acquire state of the art equipment to help prepare students for use when transferring.
- Develop strategies for adjunct mentoring.
- Hired a general technician for nights and weekends.
- Continue to support SBVC's transformation to a drought tolerant environment conducive for teaching. Support maintenance of new Biology pond at the Gym.
- Expand department's botanical and zoological collections.

Challenges & Opportunities:

- Low percentage of classes taught by full time faculty.
- Poor lighting and sound issues in lecture rooms makes teaching difficult.
- Train new faculty on the use of the new snorkel system.
- Lack of funds for supplies & field experiences.
- Lack of consistent and adequate funding for maintenance of equipment.
- Plan for three semester majors program.
- Work with SI's to ensure we're meeting student needs.
- Night and weekend courses without tech support.

BIOLOGY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	135	105	100	107	108	109
% of online enrollment	2%	3%	4%	6%	9%	6%
A.S. Biology Degrees Awarded*	4	4	6	6	8	
A.A. Lib Arts: Bio&PhySci Degrees Awarded*	54	92	129	151	148	

Action Plan:

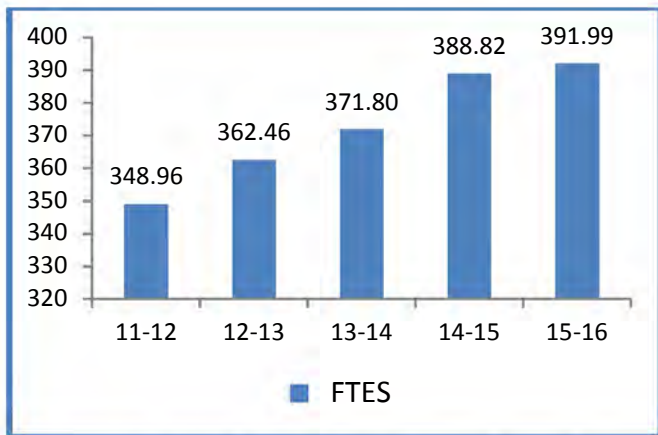
- Advocate for faculty, staff, increased budget, and maintenance funds.
- Discuss a strategic plan for growth in the Dept. consistent with departmental philosophy.
- Advocate for new opportunities in the Success Center.
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence.
- Review and refine SLO course level assessments. Advocate for development of landscape committee.

TOP Code: 040100

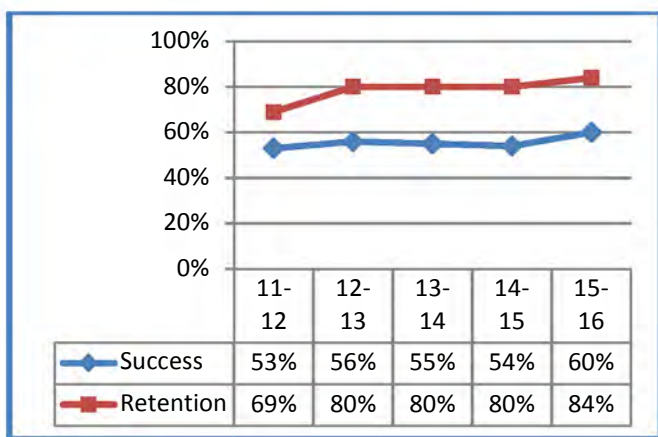
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

CHEMISTRY & PHYSICAL SCIENCE — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,839	1,611	1,678	1,737	1,801	1,864
FTEF	23.06	20.03	22.01	24.81	25.84	27.83
WSCH per FTEF	505	523	494	450	451	423



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, physical therapy, and medical schools.

Assessment:

The efficiency of the program has decreased, but is still at an acceptable level for laboratory-based instruction. Some factors contributing to decreased efficiency include the need to offer single sections at a variety of times (e.g., Saturdays) in order to increase access and FTES. Another reason could be related to our attempts to increase the number of Chemistry and STEM-related degrees. The classes required for these majors have lower caps due to safe laboratory practices and therefore decrease efficiency. The department has increased the number of STEM majors by offering additional sections of general and organic chemistry. Student success and retention are improved compared to recent years, which may be due in part to faculty workshops, which focus on entry/exit skills and student success.

Department Goals:

- Increase the number of science and engineering majors to affect the economic viability of the region.
- Continue to increase the number of STEM degrees granted.
- Continue to improve student success.
- Maintain laboratories with equipment and supplies needed for quality education.
- Investigate non-credit options to enhance problem-solving skills necessary to succeed in chemistry.

Challenges & Opportunities:

- Identifying and retaining adjunct faculty. Every semester we must scramble to identify part-time faculty as our current pool finishes graduate school and/or finds permanent employment. For the past few years we have cancelled classes or asked for waivers for faculty to teach above 67%.
- Improving student success. While there is a noteworthy improvement in 15-16, the success rate is still lower than desired. Recent issues include students enrolling in too many units, students not understanding the time necessary to succeed in chemistry, and a decrease in supplemental instruction (SI) facilitators and tutors. We continue to explore innovative ideas to help our students succeed, while maintaining the rigor of our curriculum.

CHEMISTRY & PHYSICAL SCIENCE — 2015-2016

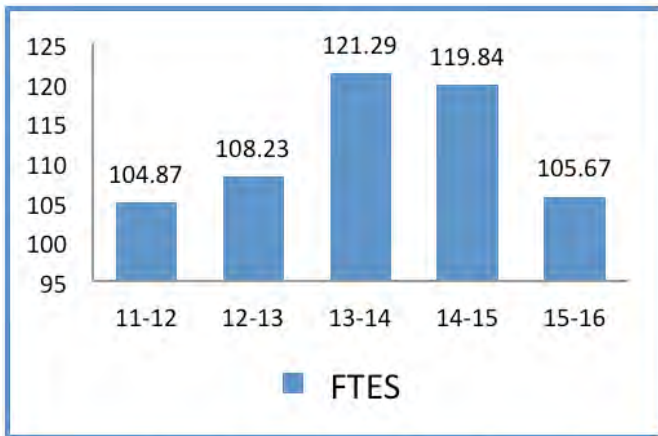
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	84	75	78	91	94	97
% of online enrollment	4%	3%	4%	7%	3%	4%
Degrees awarded*	5	5	9	8	7	12
Certificates awarded *	N/A	N/A	N/A	N/A	N/A	N/A

*These degrees are in Chemistry.

Action Plan:

- Sustain the number of major's preparation sections and continue to expand pathways leading to STEM degrees.
- Explore innovative approaches to increase the success rates of our allied health and STEM students.
- Expand SI access in an efficient manner across our courses.
- Maintain our position as the largest community college Chemistry program in the Inland Empire.
- Evaluate our new allied health course (CHEM 105) designed for CSU transfer nursing students.

GEOGRAPHY — 2015-2016



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; and human interaction with the physical environment through forms of agriculture, language, religion, and cities.

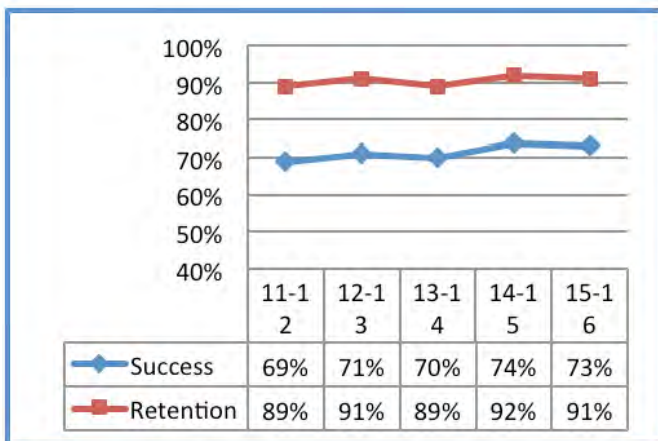
Assessment:

- FTES generally reflects economic conditions, with recession impacting 2011-12 and recovery impacting 2015-16.
- Until 2014-15 and 2015-16, efficiency rates have remained above the college goal of 525. The recent decline may be attributed to offering too many sections of selected courses.
- FTEF increased during 2013-14 and 2014-15, potentially demanding additional faculty in the coming years.
- Success and retention rates have exceeded college averages and, in general, have been stable since 2011-12.
- The number of AS and AA-T degrees awarded must increase.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,124	1,044	1,031	1,179	1,157	1,015
FTEF	5.94	5.74	5.74	6.60	7.90	6.55
WSCH per FTEF	558	548	566	551	455	484

Department Goals:

- Increase the number of AS and AA-T degrees awarded.
- Create service learning, non-credit, and regional field studies courses, as well as Global Studies AA-T degree.
- Develop learning communities with other disciplines, as well as support for tutors and SI leaders.
- Increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education.
- Identify study abroad opportunities.
- Cultivate relationships with four-year institutions and area employers as a means to increase transfer and career opportunities.



Challenges & Opportunities:

- The AA-T Geography Transfer Degree should increase the number of degrees awarded, but additional student recruitment is needed.
- 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, Environmental Science/Studies, and other disciplines.
- FTEF growth supports hiring an additional full-time faculty member in the future.

GEOGRAPHY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	33	33	35	40	49	52
% of online enrollment	0%	0%	3%	0%	2%	13%
Degrees awarded*	2	3	1	2	4	3
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

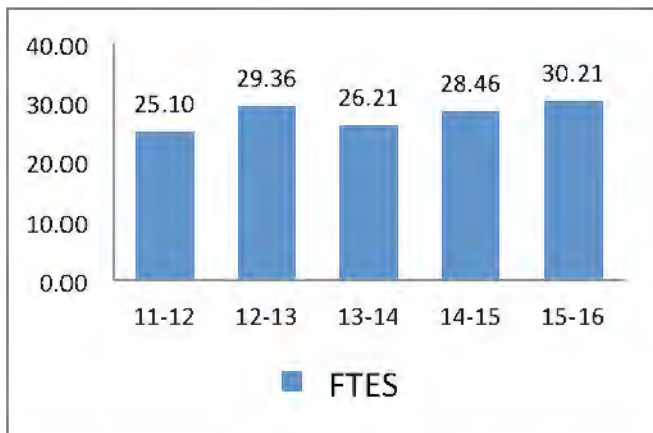
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Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

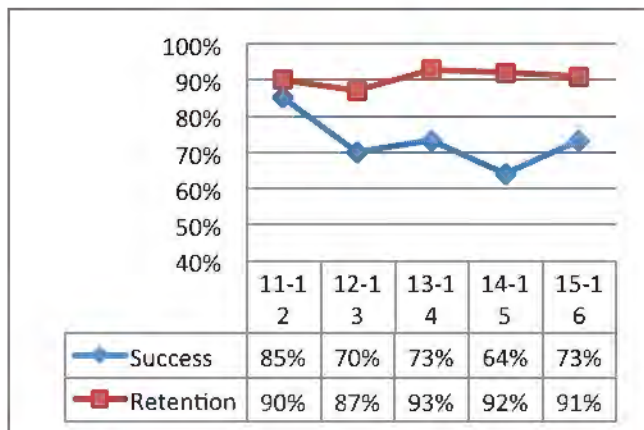
Action Plan:

- Advertise the Geography Department more effectively.
- Increase the number of Geography graduates and transfer students by cultivating expanded univeristy, grant, scholarship, research, internship, and career opportunities.
- Increase the number of distributed education and Honors courses.
- Continue to revise curriculum, including new course, certificate, and degree development.
- Hire another full-time Geography faculty in the coming years.

GEOLOGY/OCEANOGRAPHY – 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	485	251	289	268	286	318
FTEF	2.36	1.25	1.48	1.98	2.18	2.78
WSCH per FTEF	617	588	595	397	392	326



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	14	8	11	15	16	20
% of online enrollment	0%	0%	9%	8%	0%	5%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificate s awarded	N/A	N/A	N/A	N/A	N/A	N/A

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

Assessment:

- FTEF, enrollment, and FTEF have increased since 2013-14.
- Efficiency has fallen below the institutional goal of 525 since 2013-14, as the department increases the diversity of courses and schedules to better serve multiple student needs.
- Retention has remained above institutional averages, and success has rebounded since 2014-15.
- Geology AS and AS-T degrees have not been awarded, however, curriculum has recently been updated to align with C-ID requirements and should allow students to earn degrees.
- Curriculum has been updated, including prerequisite and online modifications, to allow greater student access to Earth Science courses and degrees.

Department Goals:

- Ensure continued funding for SI and tutorial support.
- Maintain curricular and SLO updates to meet changing transfer and career demands, including distance education (DE) and Honors level courses.
- Incorporate environmental and energy (fossil fuel and alternative) research and careers into course curriculum.
- Offer historical, mineralogy, national parks, California, and field courses on a rotating basis to increase options for students, including the number of majors, degrees, transfers, and career-prepared students.
- Maintain laboratories with equipment and supplies needed for quality education.

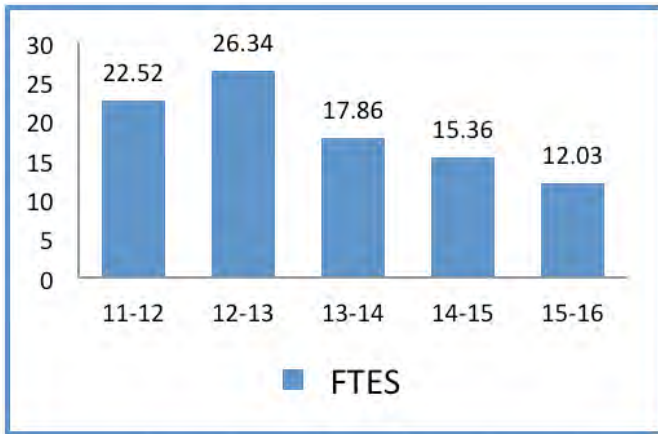
Challenges & Opportunities:

- The new full-time faculty will facilitate growth in FTEF, enrollment, efficiency, success, retention, and earned degrees.
- Renewed hiring within the environmental, energy, and geotechnical sectors should increase student interest in the program.
- Improved budgets, and increased grant opportunities have the potential to expand program development.
- Thanks to grant funding, the current SI leader is facilitating student success and retention.

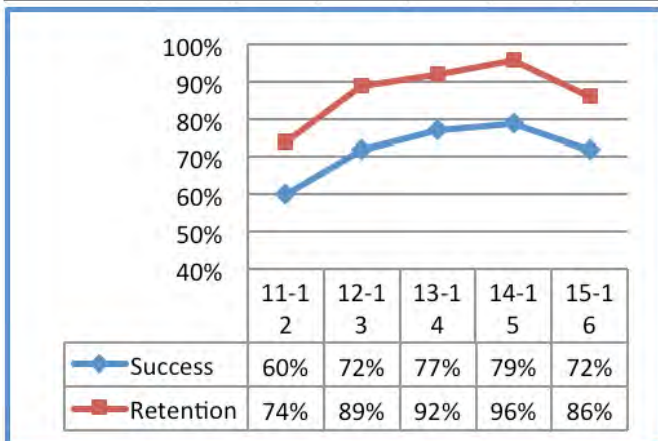
Action Plan:

- Offer diverse courses, including DE and Honors formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers.
- Coordinate with the institution to increase the department budget for crucial field trip, equipment, tutor, and SI leader expenses and services.
- Increase the visibility of the program and better link it with other SBVC science and CTE programs, as well as off-campus entities.
- Pursue grant and scholarship opportunities to better prepare students for four-year schools and geotechnical industries.

GEOGRAPHIC INFORMATION SYSTEMS (GIS) — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	239	173	187	134	101	81
FTEF	2.45	2.45	1.95	2.22	1.66	2.35
WSCH per FTEF	389	276	405	241	278	154



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:

- FTES and enrollment rates have declined since 2012-13, possibly due to insufficient marketing and dearth of online courses. Recruitment efforts and curriculum approval for online courses will be the focus. This may be partially addressed through the Perkins grant.
- Success and Retention rates have fluctuated, but have generally improved since 2011-12.
- The program lacks a full-time faculty assigned 100 percent to this discipline.
- Efficiency will increase with a larger student population, partially addressed through ongoing grant marketing and outreach activities.

Department Goals:

- Provide students with the skills needed to enter geospatial technology related fields.
- Maintain laboratories with equipment and supplies needed for quality education.
- Advocate for full time faculty that could be shared with Geography and possibly Earth Science.
- Use grant funding to increase GIS awareness on and off campus.
- Develop service based learning and non-credit courses.
- Cultivate additional internship, employment, and professional conference opportunities.
- Expand distributed education (DE) courses such that students could earn the GIS Certificate online.

Challenges & Opportunities:

- There is a potential to increase enrollment in entry-level GIS courses for non-traditional GIS students.
- Strengthen partnership with local high schools, offering entry-level GIS courses, including ROP programs.
- Leverage grant funding for GIS tutors and SI leaders to extend lab hours.
- Lack of computer lab infrastructure to host simultaneous labs creates scheduling issues. Portable notebook computers are a partial solution.
- Lack of a full-time faculty curtails program development

GEOGRAPHIC INFORMATION SYSTEMS (GIS) — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	15	15	12	17	20	20
% of online enrollment	27%	0%	0%	0%	0%	20%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	14	7	17	5	2

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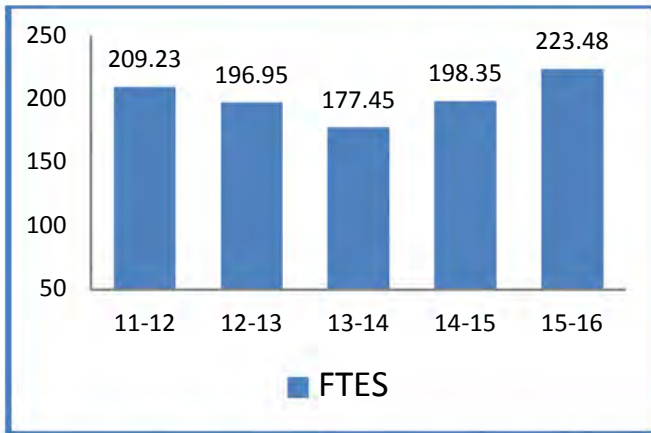
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

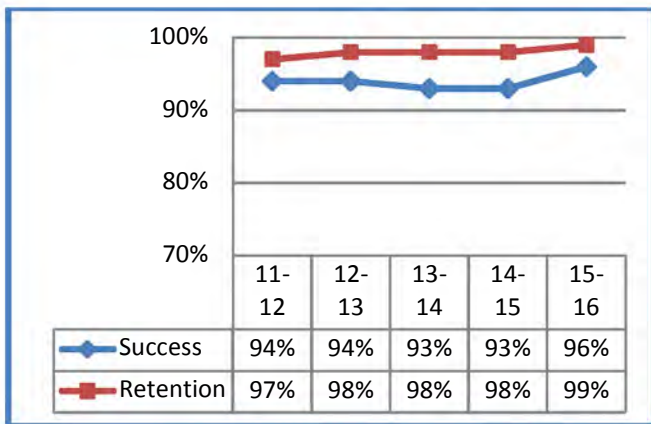
Action Plan:

- Partner with local agencies and businesses to provide internship opportunities, including non-credit options.
- Incorporate entry-level classes in other certificate and degree programs.
- Offer colloquium series – open to campus and community – focused on industry based GIS applications.
- Build on existing faculty, curricular, institutional, and industry relationships to increase student enrollment, transfer, and career placement.
- Hire a full-time GIS faculty member.

NURSING — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,326	1,122	1,047	952	1,050	1,134
FTEF	30.03	30.28	29.98	29.56	32.16	35.62
WSCH per FTEF	254	207	197	180	185	188



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 as a registered nurse in the state of California. Licensed vocational nurses may also take courses to prepare for RN licensure.

Assessment:

- Program meets the standards of and is accredited by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN)
- FTES increased because 54-57 students now admitted due to Enrollment & Growth Grant 2015-16 (35% of class are LVN)
- NCLEX licensing exam year to date pass rate for 2015-16 is 78.57%

Department Goals:

- To have state-of-the-art technology/equipment that supports student learning for the discipline
- To maintain student success rate to greater than or equal to 95% in program
- As per ACEN and BRN recommendations to have sufficient staff for student success, including a Skills Lab/Simulator Coordinator
- Faculty to continue to expand knowledge and skills to remain current with advancing practice
- Maintain qualified and consistent adjunct clinical faculty (BSN & MSN prepared) per regulatory bodies
- To have adequate space, adding more skills lab space, to provide for expectations by accrediting agencies ACEN and BRN for increase use of technology and simulation
- To maintain the nursing counselor to support student success & remediation from Enrollment & Growth grant
- Increase incorporation of human-patient simulation as per BRN and ACEN recommendation and provide more training for faculty

Challenges & Opportunities

- Improving the NCLEX pass rate
- Funding for professional development
- Expanding clinical sites, community health
- Incorporation human-patient simulation into all courses
- Seeking a half-time simulator technician support specialist as recommended by BRN and ACEN
- Funding from Enrollment & Growth Grant for HESI examinations and remediation materials for all courses
- Finish curriculum revision by end of Fall 2016
- Continue conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN)

NURSING — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	66	64	62	57	58	58
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	83	87	76	73	58	72
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

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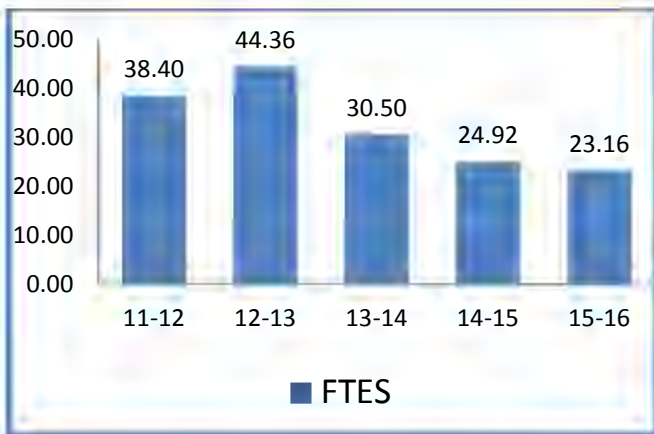
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.a

*Data will be available in October 2016

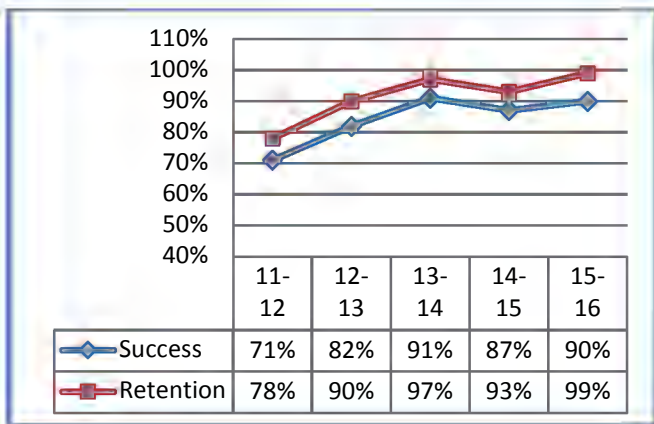
Action Plan:

- Develop evidence-based skills in writing and revising NCLEX-style test items in all classes
- Curricular innovations to help students build skills and knowledge
- Identify professional development opportunities to improve faculty exposure to advancing practice
- Complete curriculum revision Fall 2016 with initiation Fall 2018
- Work with community to build clear pathways from high school to RN to BSN
- To hire replacement faculty

PHARMACY TECHNOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	351	281	335	194	167	154
FTEF	3.02	3.02	3.35	3.18	3.18	3.46
WSCH per FTEF	485	381	397	288	235	201



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	12	12	14	12	12	13
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	6	13	6	20	8	19
Certificates awarded*	21	6	9	23	2	5

TOP Code: 122100

Award Source: http://datamart.ccco.edu/Outcomes/Program_Awards.aspx

*Data will be available in October 2016

Description:

The Pharmacy Technology program prepares students to work in institutional and retail pharmacy settings. This program also prepares students for the national certification exam and for their registration to the California State Board of Pharmacy. There are two options for our program, the Certificate and the Associates degree. We are currently seeking ASHP accreditation.

Assessment:

- The number of students enrolled has decreased due to changes in curriculum
- The changes have been made based on the model
- Curriculum for ASHP accreditation and standards.
- Accreditation standards and the requirement of more courses has affected our enrollment
- We anticipate increased FTES for the 17-18 school year
- Our retention and success rate has increased in 15-16

Department Goals

- Hire a part time person to manage all ASHP accreditation requirements, contracts, and applications
- Hire a full time faculty member
- Complete Laboratory classroom for PHT060 AND PHT070.
- Purchase remaining equipment for the lab to meet ASHP standards
- Continue to prepare for ASHP site visit in December
- Continue to update and improve our curriculum to match the model curriculum standard with ASHP
- Continue to expand contract agreements in the community.
- Establish at least one hospital clinical experience agreement
- Participate in the strong workforce grant

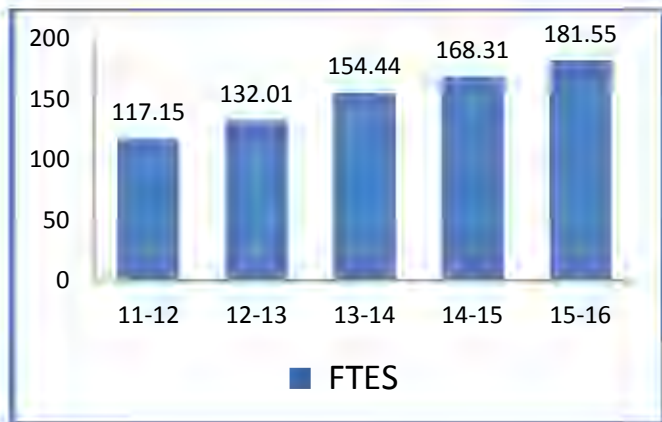
Challenges & Opportunities:

- Managing the requirements for ASHP accreditation standards including contracts and record keeping without any full time department members
- Keeping track of students once they finish our program.
- Job placement assistance for students
- Holding two advisory meetings per year
- Ensuring student success without a full time faculty member

Action Plan:

- Engage in continuous improvement of faculty and staff learning
- Increase professional growth opportunities for faculty and staff in support of student learning and retention
- Identify suitable adjunct pharmacy technician instructors for future terms
- Establish and maintain reputation for effective teaching that translates to appropriate pass rates on national pharmacy technician certification examinations
- Partner with other schools within the region and external for the advancement of our mission and to build pathways from secondary schools to our program
- Hire new faculty through the strong workforce grant

PHYSICS/ASTRONOMY — 2015-2016



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 the community.

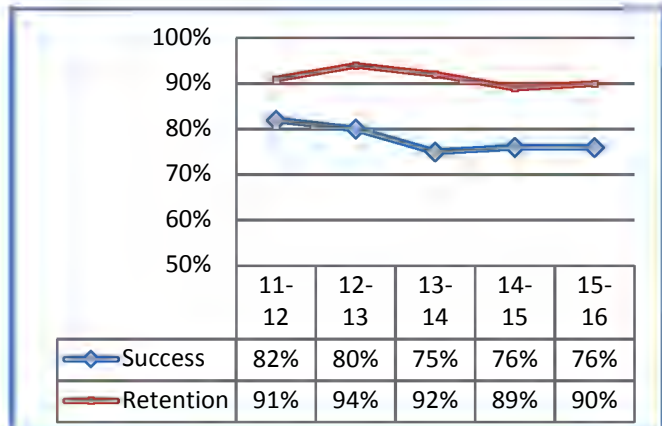
Assessment:

- FTES, enrollment, and WSCH/FTEF increased steadily, on average, through 15-16 since the slight drop in 11-12 resulting from section cutbacks and budget restrictions
- Retention rates slightly increased 12-13 and leveled off through 15-16; success rates dropped slightly from 11-12 and leveled off through 15-16
- With new sections opening, FTES, enrollment, and FTEF have increased, while WSCH/FTEF has oscillated since 10-11 and leveled off during 14-16; these variations may be due to 11-12 cutbacks
- Number of degrees awarded has averaged two per year

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	814	604	656	771	797	885
FTEF	6.08	5.95	6.29	7.20	8.42	9.12
WSCH per FTEF	684	591	630	643	599	597

Department Goals:

- Create more tutoring/workshop and SI opportunities for students through the Student Success Center
- Strengthen the Engineering program and offer more ENGR courses
- Increase the Physics Lab Tech position to full-time to facilitate increasing faculty needs and assist in maintaining the Planetarium
- Maintain lab equipment and supplies for quality education
- Update the Physics/Astronomy labs and their equipment needs
- Incorporate the use of on-line practice problem-solving software as Mastering Physics or Web-Assign in upper level courses
- Replace the Planetarium specialist to maintain the Planetarium programs and outreach activities
- Hire a full-time physics/astronomy faculty



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	36	26	27	33	38	44
% of online enrollment	6%	8%	7%	6%	5%	5%
Degrees awarded*	0	2	1	4	1	9
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

Challenges & Opportunities:

- Develop strategies to increase student success rates and to maintain high productivity of classes determined by WSCH/FTEF
- Develop ways to encourage more students to major in the physical sciences, to encourage more pre-med students to attend SBVC, and to increase the number of degrees awarded
- Enhance the department's curriculum with more engineering-related offerings and encourage more preengineering students to attend SBVC
- Identify and retain qualified adjunct to teach all physics, astronomy, and engineering classes
- Create a hybrid Physics 101 course with online lectures and on-campus labs and/or test

TOP Code: 191100/190200

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

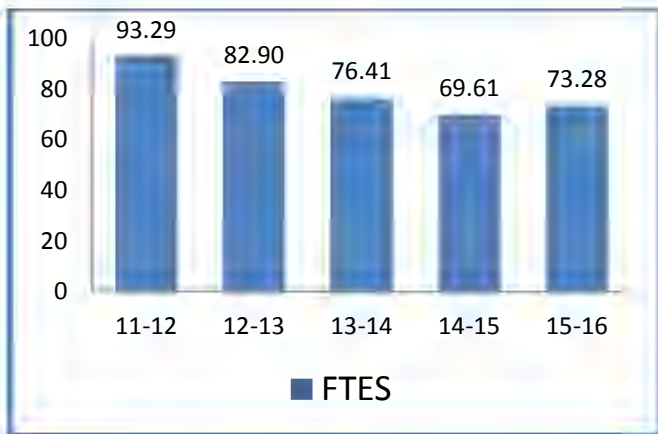
*Data will be available in October 2016

PHYSICS/ASTRONOMY — 2015-2016

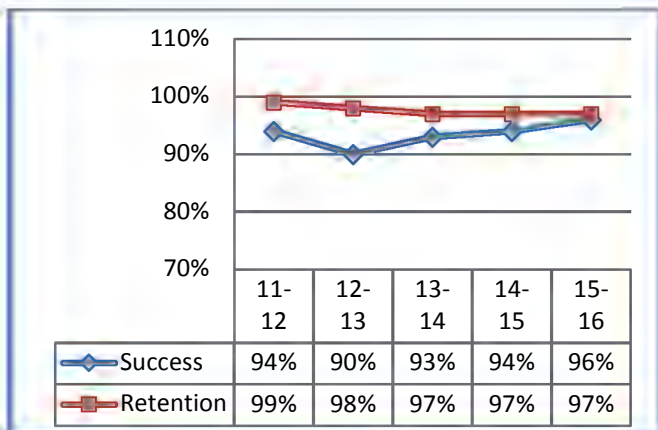
Action Plan:

- With Program Review, upgrade the Physics Lab Tech position to full-time, and train the lab tech in all operations of the Planetarium
- Update/revise the physics/astronomy labs and related equipment with department lab technician
- With local universities, enhance department engineering curriculum and encourage more preengineering/premed students to attend SBVC
- Incorporate and support the operation of the SI program in all physics, astronomy, and engineering courses
- Test existing practice problem-solving software and consult with other colleges using such software to determine the most appropriate software for use at SBVC
- Consult on-line instructors to formulate hybrid Physics 101 course

PSYCHIATRIC TECHNOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	101	92	80	74	67	70
FTEF	12.18	11.88	11.18	10.46	9.74	9.59
WSCH per FTEF	257	236	222	219	214	229



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	4	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded*	15	8	19	16	18	24
Certificates awarded*	38	37	36	28	34	30

TOP Code: 123900

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

*Data will be available in October 2016

Description:

The Psychiatric Technician Program is a one-year program consisting of two, 18 weeks (17 units each) and one, 10-week term summer session (12 units). 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.

Department Goals:

- Retention and success rates are high and stable.
- State licensing first time pass rates have been 95% for January through December 2014 testing dates. (Last report provided by the BVNPT)
- Retention and success rates exceed the college average.
- Shows a recent period of small increase in FTES
- WSCH/FTEF reflects the requirement of clinical sites to allow eight students per faculty.

Department Goals:

- Expand the multimedia collection for students and faculty use.
- Maintain first time pass rate at 95% or higher the next three years.
- Encourage faculty to improve and expand knowledge, skills, and teaching approaches.
- Provide funding and resources for activities for students that support a quality program.

Challenges & Opportunities:

- Continue to meet the faculty to student ratio of 1:8 as required by our clinical facilities
- Build and cultivate a pool of adjunct faculty
- Enhance support for annual advisory meetings
- Strengthening the partnerships between SBVC and community agencies
- Utilize funding for Professional Development, i.e., for all full time instructors to attend our association's annual meeting
- SBVC hiring process and low pay scales prevent timely hiring of qualified faculty

Action Plan:

- Utilize funding and support for annual advisory meetings
- Seek qualified instructors with experience and expertise in areas of developmental disabilities, mental disorders and nursing science
- 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
- Find funding source for required field trips



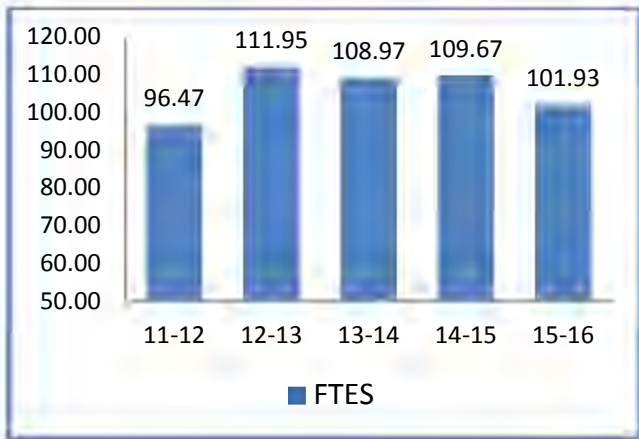
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

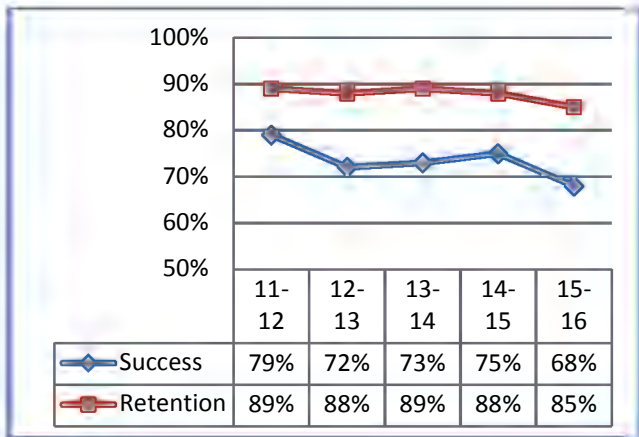
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2015-2016**

**SOCIAL SCIENCE, HUMAN SERVICES &
PHYSICAL EDUCATION DIVISION
(INSTRUCTION)**

ADMINISTRATION OF JUSTICE — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,235	934	1,095	1,081	1,098	1,020
FTEF	6.00	4.60	5.40	5.40	5.60	5.64
WSCH per FTEF	619	629	622	605	588	542



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	30	23	27	27	28	29
% of online enrollment	23%	17%	30%	30%	25%	24%
Degrees awarded*	23	50	44	46	54	52
Certificates awarded*	18	26	21	16	27	19

TOP Code: 210500

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

*Data will be available in October 2016

Description:

The Administration of Justice 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 four-year academic program.

Assessment:

- Enrollment leveling off after 11-12 budget cuts, but will be dropping in 15-16
- FTEF demonstrates need for more faculty
- WSCH per FTEF still above the college norm
- Student success rate dropping slightly in 15-16 (7%)
- Student retention consistently high in the mid-80s
- Online access still consistent at 24%
- Degrees and certificates not available

Department Goals:

- Continue to direct more students into the more rigorous AS-T degree which began in FA13
- Develop more online instructors once SBVC changes online format from Blackboard
- Revise and update courses for relevancy and currency to comply with recently updated C-ID Administration of Justice requirements
- Go through Content Review this school year and required efficacy examination in Administration of Justice and Corrections
- Bring up success rate next semester

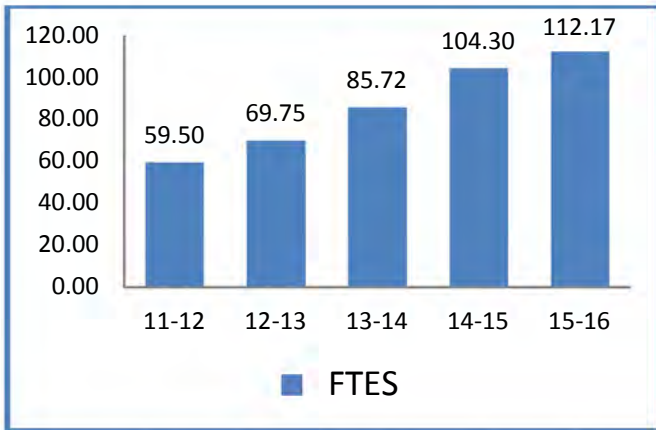
Challenges & Opportunities:

- To maintain academically rigid program while keeping high retention and success rates
- Continue course revisions as directed by C-ID
- Seems to be a trend of less students attending SBVC since recent improvement of employment figures, however, closing of ITT-Tech and other for-profit "colleges" may provide new or returning students

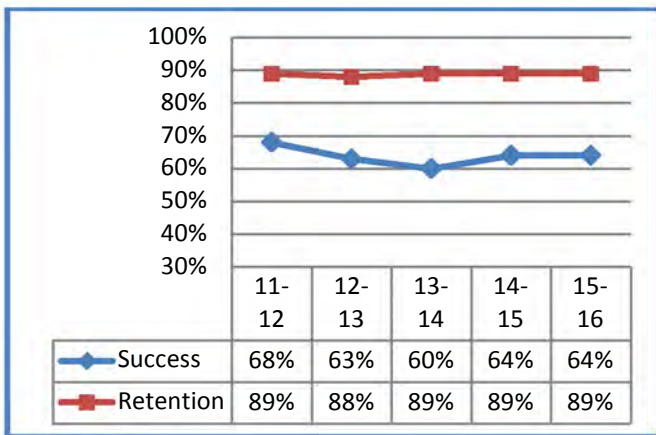
Action Plan:

- Give campus resource lists; especially for tutoring in reading and writing skill enhancement
- Hold an advisory committee in FA16
- Continue mentoring new diverse faculty hired in late 2015 and early 2016
- Continue course SLO assessment
- Update and publish the Administration of Justice /Corrections color brochure widely used by students and counselors
- Go over course SLOs with Administration of Justice faculty and change/update as necessary

ANTHROPOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1034	595	681	27	1045	1,122
FTEF	5.20	2.80	3.20	4.20	5.20	6.20
WSCH per FTEF	595	638	654	570	602	543



Description: Top Code 2202.00 – Anthropology

The origins, physical and cultural development, technologies, social customs, and beliefs of mankind. 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:

FTEES continued to increase—although much less so than between 13-14 and 15-16, demonstrating the Anthropology program has been in growth mode but may be reaching a plateau. Related, FTEF increased, now with load for three full-time instructors up from two. WSCH remains above average although the decrease points to a pattern of growth in course offerings that may have reached its max. Success and retention remain constant despite implementation of tutoring (SI and Student Success Center) and increase in online sections offered. Considering that Basic Skills students enroll in Anthropology courses (which have no prerequisites), the retention and success rates seem to be on par for the District.

Department Goals:

- Improve success rates
- Grow the program in specific directions
- Develop and/or participate in Learning Communities.
- Continue to assess equipment and supply needs
- Keep faculty in the program informed of professional development related to technology and student success.
- Implement lab course

Challenges & Opportunities:

- NH 336, where most Anthropology classes are held is not designed for a lab course. Instruction and class size need to be examined. Possible requests could improve the lab's implementation.
- Textbook costs impact student success, but no open access Anthropology texts exist to the knowledge of faculty in this program.

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ANTHROPOLOGY — 2015-2016

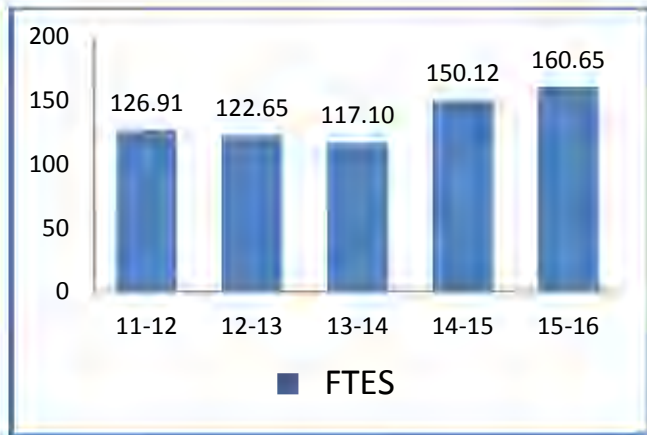
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	29	17	18	27	34	38
% of online enrollment	52%	36%	44%	37%	35%	47%
Degrees awarded*	N/A	N/A	N/A	1	3	
Certificates awarded*	N/A	N/A	N/A	N/A	N/A	N/A

*Data will be available in October 2016

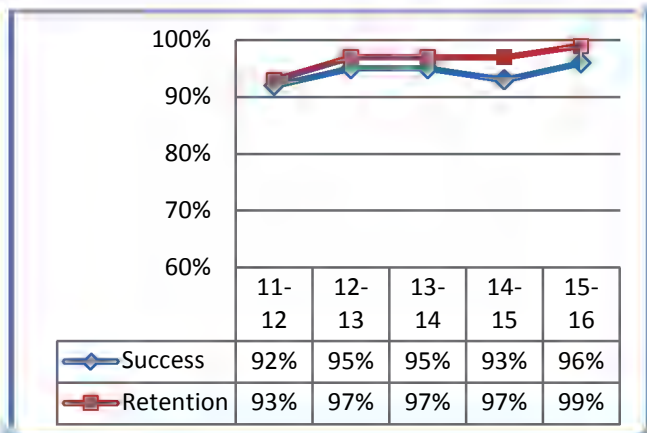
Action Plan:

- Continue to send Anthro bulletins to faculty and communicate about needs.
- Assess NH 336 for lab activities.
- Update the website.
- Research and strategize specific directions to grow if possible.
- Seek opportunities to participate in Learning Communities.
- Seek and develop strategies to lower costs of and increase access to reading materials.
- Continue to mentor and utilize tutors.

KINESIOLOGY/ATHLETICS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	479	382	370	347	644	730
FTEF	4.32	5.28	5.76	5.71	8.58	8.96
WSCH per FTEF	1,042	721	639	615	525	538



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	47	40	45	45	31	34
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

Courses in the Kinesiology and Health Department are designed to increase student's skills in activities that produce positive physiological results and promote lifelong awareness in health and fitness. Varsity classes (Kin-X) allow students to perform at a maximum level while competing in intercollegiate sports. Kin-X classes satisfy the Kinesiology requirement for graduation and, or transfer.

Assessment:

- Kinesiology (Kin-X) again, shows another significant increase from 2014-15 to 2015-16 with just a slight increase in sections offered. A difficult task to achieve considering the logistical problems of managing classes and practice while construction of the new gymnasium project was under way. Our coaching staff has done a tremendous job of maintaining a high level of success and retention during the facilities transition.
- Retention and success rate have increased from last year. A reflection of how well our coaching staff performs in the class/practice setting.
- Data shows effectiveness of Kin-X classes.

Department Goals:

- To increase opportunities for students to participate in intercollegiate sports.
- To increase graduation and transfer rates.
- 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 have the budget increased to meet yearly increases in basic day to day operational cost.

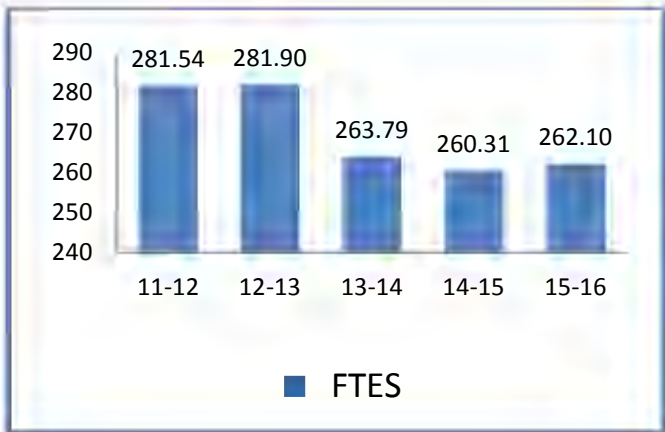
Challenges & Opportunities:

- If the Athletic department is to build upon the success it has experienced in the past it will need to meet every goal stated above. The data clearly shows if we are to increase our numbers will need to increase our support (budget) for our students.
- With the completion of the new gymnasium project we have an opportunity to grow our program and build upon our success.

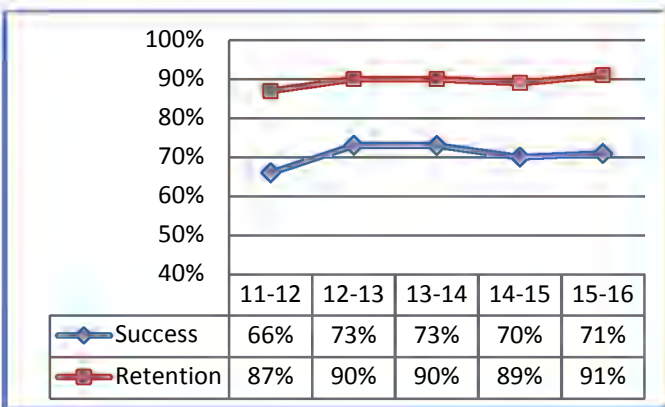
Action Plan:

- 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 and community.
- Continue to increase our fundraising efforts.

CHILD DEVELOPMENT — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	2,869	2,499	2,494	2,336	2,293	2,254
FTEF	15.92	13.74	14.01	13.49	14.57	16.28
WSCH per FTEF	590	615	604	587	536	483



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	86	73	74	71	76	83
% of online enrollment	8%	8%	12%	10%	16%	16%
Degrees awarded*	16	12	26	31	33	35
Certificates awarded*	29	22	46	55	50	37

TOP Code: 1305XX

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

*Data will be available in October 2016

Description:

The Child Development Department (CDD) has an academic, as well as a vocational, orientation which prepares students for transfer and immediate employment. CDD currently has eight certificates and three degrees, including an ECE AS-T degree. All courses in the TMC are C-ID approved. CDD has strong articulation agreements and partnerships with secondary institutions, public and private universities and community agencies, including a special MOU with ULV. Currently, there are three full-time faculty and 63% of courses are taught by adjunct faculty. CDD has two state contracts. Courses are offered to provide access to students during the day, in the afternoons, on Fridays and Saturdays, short-term, and in hybrid and ITV formats.

Assessment:

- Increase in section offerings from 76 in 12-13 to 83 in 15-16—FTEF are up slightly to 262.10. FTEF are at 16.28. Efficiency has dropped but with a three year average of 535
- Success rates are at 71% which is about the same as the fast few years
- Retention rates are very high at 91%
- 16% of courses were offered in a hybrid format
- Degree and certificate data is not yet available, but we anticipate the numbers remaining about the same as last year—around 30 degrees and 50 certificates. There is enough load for 8 full-time faculty—currently there are three full-time CD faculty—64% of sections are taught by ten adjunct faculty

Department Goals:)

- Offer all courses needed for the degree and certificates to prepare students employment, career attainment & transfer (Access)
- Maintain and increase partnerships in the community, such as California ECE Mentor Program (state contract), director meetings, CD planning council, special needs committee, monthly ECE director's meetings, CD training consortium (state contract), University of La Verne CD BA program, Head Start Friday program, Adult Ed and ROP and other university including CSUSB Articulations, etc. (Access and Student Success)
- Hire a full-time faculty to help with the departmental work, assessment, curriculum, & partnerships acquire Perkins funding to meet the needs of students, and bring back education program; develop new TK program (Student Success)

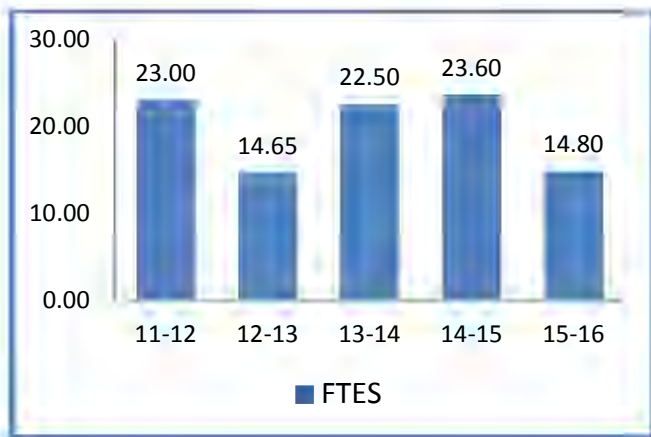
Challenges & Opportunities:

- Decrease in full-time faculty/ increased work load since '09 departmental advising for eight certificates and three degrees is a challenge—lost education program due to lack of full-time faculty
- Maintaining departmental responsibilities including articulation, advisory boards, community partnerships, site visits, vocational and academic advising & maintaining state contracts is a challenge with current full-time faculty.
- Partnerships are beneficial to students including work, transfer, student support & career advancement, but increase workload for faculty/need more support for students (Success).
- COE data shows that locally there will continue to be many jobs in the field.

Action Plan:

- Continue to maintain and increase partnerships, contracts and outreach to high schools and ROP programs (Access and Student Success)
- Offer all courses in certificate & degrees in one year and maintain quality programs (Access & Student Success)
- To increase support resources for students—meetings, brochures, smooth career pathway, orientations, conferences, academic advising to ensure success, contracts/grants (Student Success)
- Hire full-time faculty to help with department work, and start education program, Perkins, new partnerships, and TK program (Student Success)

CORRECTIONS — 2015-2016



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:

- Enrollment decline in 15-16 to 12-13 level; sharply lower than 13-15
- WSCH per FTEF dropped from 590 to 370 on 15-15
- FTEF still shows need for full time faculty
- Retention and success still very high with success increasing 5%
- Online enrollment drop matching enrollment decline

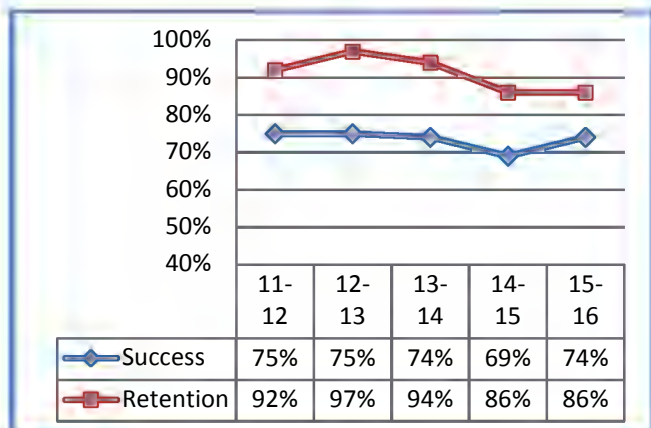
	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	313	225	144	225	236	148
FTEF	1.60	1.20	0.80	1.20	1.20	1.20
WSCH per FTEF	587	575	549	562	590	370

Department Goals:

- Maintain C-ID designation on CORREC101
- Continue SLO assessments and make improvements as needed
- Maintain/increase alternative scheduling of classes
- Increase certificates achieved by students

Challenges & Opportunities:

- Closing of several for-profit “colleges” should drive students back to SBVC
- Keeping C-ID designation as statewide elements may change
- Try to find the students that are not taking the night courses that historically filled and provide them with an alternate schedule
- Lower enrollment possibly due to recovering employment picture



Action Plan:

- Add more online classes once college changes from Blackboard
- Continue to mentor and develop our diverse faculty
- Continue course/program SLO assessment each semester
- Add more late-start classes at night to attract students
- Creative course scheduling starting in SP17 to attract lost students

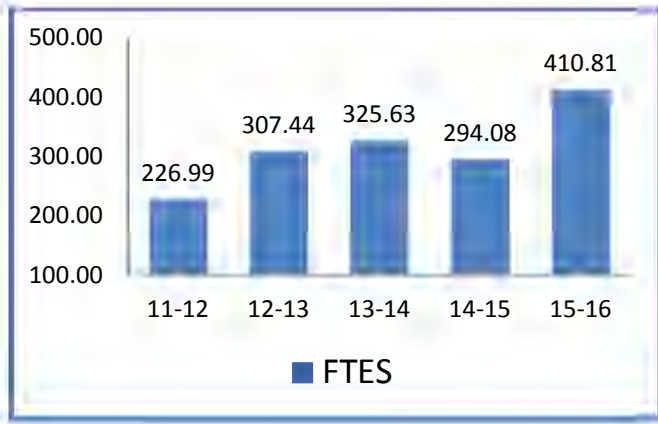
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	8	6	4	6	6	6
% of online enrollment	0%	17%	0%	0%	33%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	2	6	2	3	3	0

TOP Code: 210510

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

*Data will be available in October 2016

CRIMINAL JUSTICE — 2015-2016



Description:

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

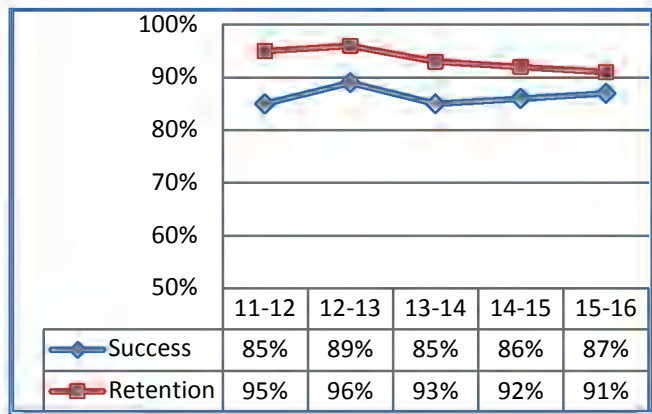
Assessment:

- Good enrollment growth since 10/11(129 FTEs)
- WSCH per FTEF above college goals
- FTEF demonstrates need for additional faculty
- Student retention and success rates very high
- Certificates awarded continue to increase

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicate Enrollment	782	693	961	1,070	859	1,225
FTEF	9.35	9.60	10.48	7.32	9.02	9.74
WSCH per FTEF	713	709	880	1335	978	1265

Department Goals:

- Prepare for upcoming Peace Officer Standards and Training (POST) BCCR audit in 2016
- Ensure all academy instructors recertify through the AICP website
- Schedule two staff meetings in the upcoming year to discuss the progress of the Extended Academy
- Obtain approval of our Substantive Change Proposal through Accrediting Commission for Community and Junior Colleges (ACCJC)



Challenges & Opportunities:

- Maintain the high rates of success and retention of students attending the full-time basic academy as the enrollment increases
- Develop strategies to improve the number of students hired from the part-time, extended academy
- Add one more full-time basic academy in the upcoming year to meet the increased demand for police officers in our region

Action Plan:

- Continue course SLO assessment
- Hold an advisory committee meeting in Spring 2017
- Increase the number of law enforcement agencies recruiting at our academy
- Ensure all applicable laws governing off campus safety courses are followed

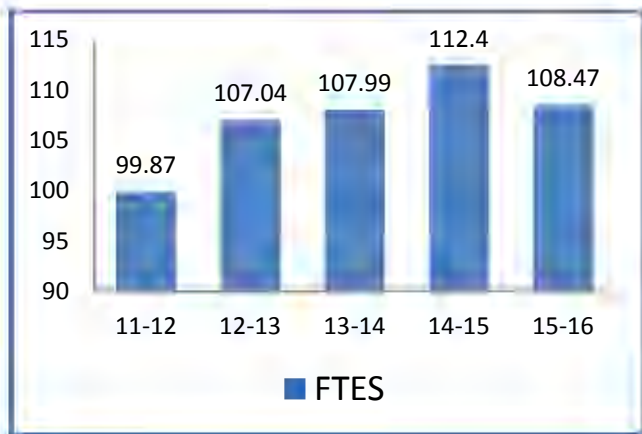
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	26	31	27	21	22	22
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded*	4	9	207	238	208	245

TOP Code: 210540/210550

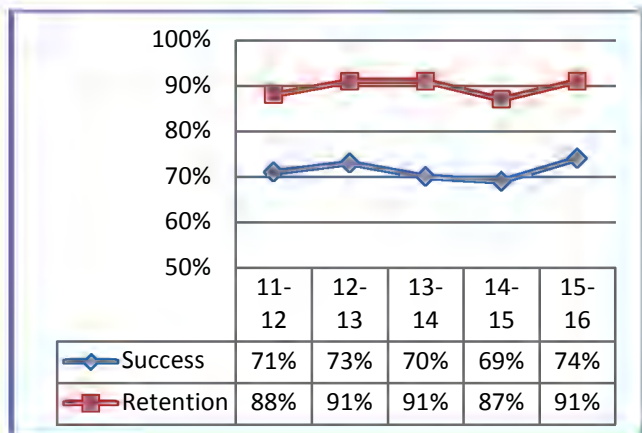
Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Note: Beginning 12-13, POST certificates are now included in the certificate c

ECONOMICS — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,069	982	1,025	1,078	1,104	1,062
FTEF	5.34	5.14	4.94	5.34	5.53	5.53
WSCH per FTEF	613	583	650	607	609	588



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	28	27	28	30	31	32
% of online enrollment	29%	30%	36%	33%	35%	38%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	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 produce various goods and services, with scarce resources, and how these are distributed within society, now and in the future. The program itself has provided insight for several institutional initiatives in the past, including student leadership and honors program classes and activities.

Assessment:

Since 2011-2015:

- FTES has grown by 8%
- Duplicated enrollment has increased 8%
- FTEF has improved by 8%
- WSCH per FTEF has leveled off and is not growing
- Success rates are at the highest level since 2011
- Retention rates have also remained fairly constant, matching their highest level ever 90%
- The percent of online enrollment continues to rise

Department Goals:

- To work with department faculty and Curriculum Committee an Associate's Degree in Economics for Transfer (AAT)
- To review SLOs for all Economic courses
- To provide tutors early in the semesters
- To continue to select high quality low priced textbooks

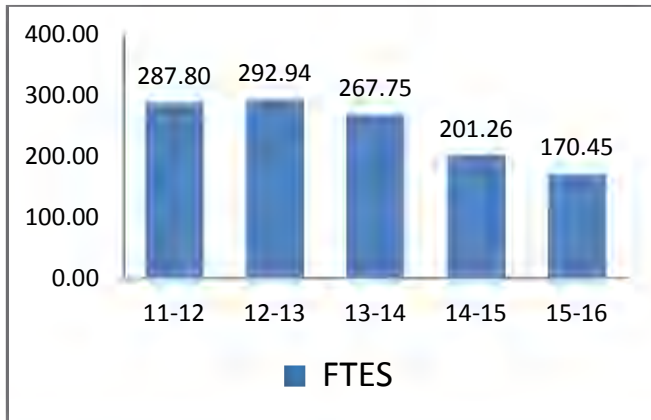
Challenges & Opportunities:

- There has been a drop FTE in the program because of the newly instituted Math 090 prerequisite for Econ 200 and Econ 201. This is necessary to meet the articulation requirements for transferring the classes to UC and CSU.
- In crafting the AAT we need to decide which classes to teach as electives. The plan is to build back the numbers and grow by establishing an Economics major at Valley College.
- To continue providing high quality in the Econ 208 classes, transfer to UC now requires rigorous use of higher-level software programs such as SPSS.

Action Plan:

As part of the transition to Canvas, we hope to meet the coming OEI instructional rubric so that we can fill empty seats to build the transfer program in the elective classes. This will be a high bar for the new online classes. The plan is to develop the classes in line with the rubrics for the Online Educational Initiative (OEI).

KINESIOLOGY: TEAM/FITNESS/ADAPTED — 2015-2016



Description:

The Kinesiology (KIN) 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 KIN—Individual Activity courses focus on individual skill development and fitness/health improvement, as opposed to team-oriented courses which focus on teamwork, skill development as part of a unit, as well as fitness/health improvement. KIN Adapted courses offer students with disabilities the same opportunities as other students with the added benefit of modifications as needed. All of the courses can be used for electives in Category V, which is required for graduation and/or transfer.

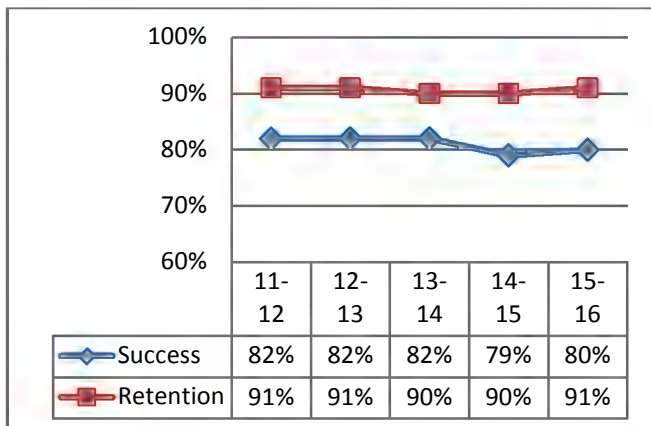
	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	3,299	2,697	2,759	2,680	2,015	1,703
FTEF	12.32	10.22	10.75	11.46	10.30	9.01
WSCH per FTEF	802	845	818	701	586	568

Assessment:

- Enrollment has decreased from 287.80 in 11/12 to 170.45 in 15/16
- Conversely, the number of sections offered has increased from 73 in 11/12 to a high of 202 in 14/15, before dropping down to 188 in 15-16
- Success rates have remained steady ranging from 79%-82% with an overall average of 81%
- Retention rates have remained steady and high at 91%
- Due to the physical participation required in these classes, there are no online classes offered

Department Goals:

- To increase enrollment
- 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
- Find ways to utilize the new facility to increase enrollment



Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of appropriate equipment. We are hoping that through the needs assessment process, we will be able to acquire the equipment needed.
- Since we have leveled the courses, students may only take each course one time which will limit the number of students who can participate in our courses.
- Even with the new facility, sharing the gym spaces with other departments limits our ability to offer certain courses.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	88	73	77	81	202	188
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

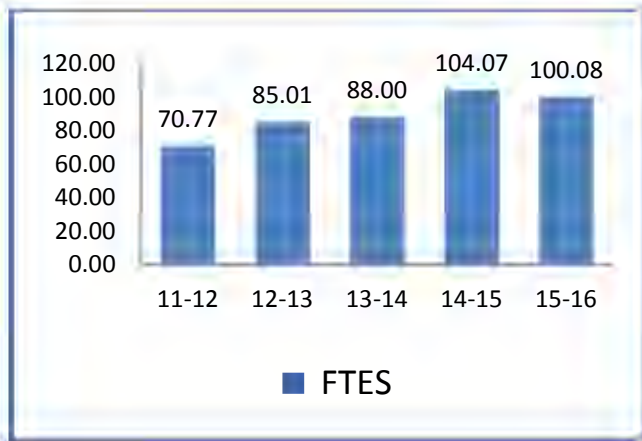
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KINESIOLOGY: TEAM/FITNESS/ADAPTED — 2015-2016

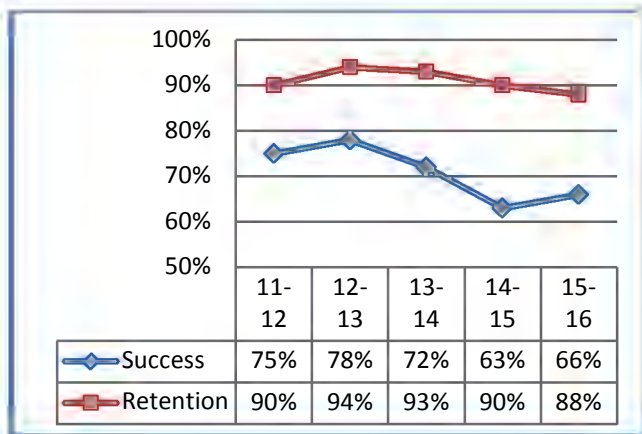
Action Plan:

- Develop new courses
- Participate yearly in the program review and needs assessment process in an attempt 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, group fitness challenges, etc.

HEALTH EDUCATION — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	789	709	821	880	1,046	1,002
FTEF	3.80	3.40	4.00	4.20	5.20	5.40
WSCH per FTEF	624	624	638	629	600	556



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	19	17	20	21	27	27
% of online enrollment	26%	29%	35%	38%	44%	52%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Health Education department offers transfer-level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill a general education requirement for the SBVC associates degrees, with Health 101 being a required course for the forthcoming Kinesiology A.A. and A.T. degrees. Health courses provide students with guidelines for healthy living, which may improve their overall health and quality of life.

Assessment:

- Enrollment increased from 11/12 to 14/15 before declining slightly in 15/16
- The increase in enrollment is consistent with the increase in sections offered. Enrollment showed a large increase from 880 in 13/14 to 1,046 in 14/15
- Success rates decreased from 78% in 12/13 to 63% in 14/15, before rising again slightly to 66% in 15/16
- Retention rates have remained relative steady fluctuating anywhere from 88% to 94% for an overall average of 91%
- In 15/16, online sections accounted for 52% of all health sections

Department Goals:

- To increase number of sections offered as budget allows and demand requires
- To increase number of evening, ITV and/or Saturday courses
- To increase the variety of courses offered through the development of new courses
- Develop more hybrid courses

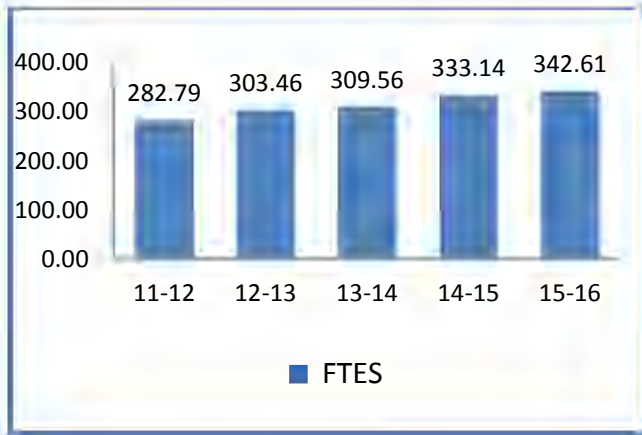
Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of curriculum.
- Use professional development resources to create new curriculum
- Use professional development resources to train faculty in teaching hybrid, online and ITV courses

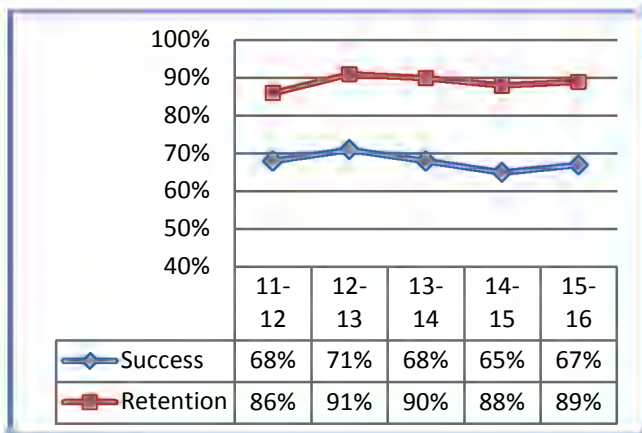
Action Plan:

- 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 collaborative opportunities for healthy lifestyles
- Research potential cross-discipline degrees such as public health

HISTORY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	3,230	2,754	2,981	3,099	3,335	3,435
FTEF	16.40	14.20	14.80	16.00	17.40	18.60
WSCH per FTEF	586	597	615	580	574	553



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	83	73	77	87	94	100
% of online enrollment	36%	36%	38%	37%	39%	41%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The History department offers lower-division courses that transfer and articulated to California State University, University of California, and local area private colleges and universities. We provide courses that meet the American Institutions requirement for all CSU students. Additionally, we offer a California History course that is required for some education degrees and certificates. In the past year, we have created a History Major (ADT) that was approved by the curriculum committee in fall 2015. We are continuing to add to our courses by introducing a Women's History course, two World History Honors courses, and an Asian-American History course—all of which will begin the curriculum process in the fall semester 2016.

Assessment:

- The History department is a highly successful academic department. We have continued to offer more courses in the past year, growing from 333.14 in 14-15 to 342.51 FTES for 15-16 year.
- Our FTEF is 18.60, the highest it has been since I joined the department as chair in '97.
- Our WSCH/FTEF is down from 574 to 553, but that can be expected with the growth of section offerings.
- Our success and retention numbers are slightly up, with our success moving from 65% to 67% and our retention inching up from 88% to 89%. This may be due to changes in our course offerings to more short terms classes (which are more successful for students), or could be the excellence of our teaching faculty—most of whom are sadly only here part time.
- Additionally, we successfully completed the Program Efficacy Review in spring 2016. The review acknowledged our need for more full-time faculty.

Department Goals:

We have achieved several goals from last year, so the new goals include:

- Creating a Social Justice Major (ADT)
- Moving the Women's History, World History Honors courses, and Asian American History courses through curriculum
- Training on CANVAS for our faculty

Challenges & Opportunities:

- One challenge includes proper training and preparation for the shift from Blackboard to Canvas since 41% of our courses are offered online. We are offering 50 sections of history in the Spring '17—of those half are either completely online or hybrid. Additionally, many of our traditional classes are augmented with materials on Blackboard.
- Considering there are three full time faculty and ten adjunct faculty, there are many people who need training on CANVASA and that should begin this year—not next year.

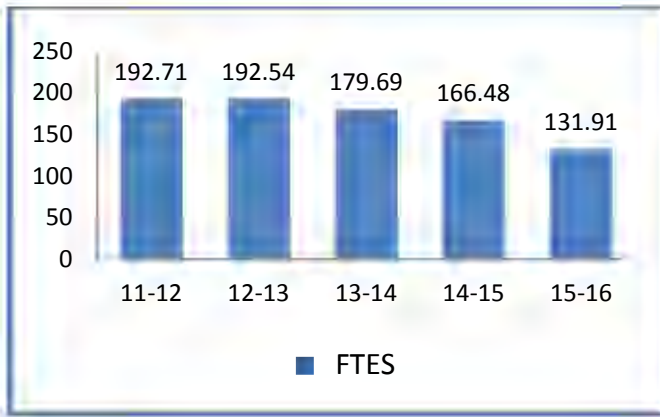
HISTORY — 2015-2016

- Another major challenge is our need for a full time world historian. We can easily get faculty to teach US history, but finding people who are properly trained—especially for the first half of World History (170) is becoming increasingly difficult. We offer 11 sections of World History, and truly need the addition of a full-time faculty with that specialty.
- For a department that offers enough courses (50 in Spring 2017) to have ten full-time faculty, asking for one more full-time faculty for a total of four, does not seem unreasonable.
- The opportunity is to develop the Social Justice Major (EDT) and to work with counselors and faculty at other colleges to develop that program.
- Another opportunity does come from changing from Blackboard to Canvas. It will be a great opportunity for everyone in the department to work collaboratively to create exciting assignments that will reflect our SLOs and course objectives.

Action Plan:

- Submission of new coursework through curriculum in Fall 2016
- Working collaboratively to create Social Justice Major with counseling and other college faculty
- Holding History department meetings to learn Canvas and work together to create new changes in course assignments
- Go through the Program Review needs assessment to ask for another full-time faculty position

HUMAN SERVICES — 2015-2016



Description:

The Human Services department provides four vocational educational certificates and also an AA Degree in Human Services. Classes offer prerequisites for careers and technical programs such as social workers, counseling, alcohol/drug counseling and any number of careers in the helping fields. The following are the vocational educational certificates that are offered by the Human Services department: Alcohol and Drugs Studies Certificate, Human Services Certificate, Case Management in the Public Sector Certificate and Career Specialist Certificate.

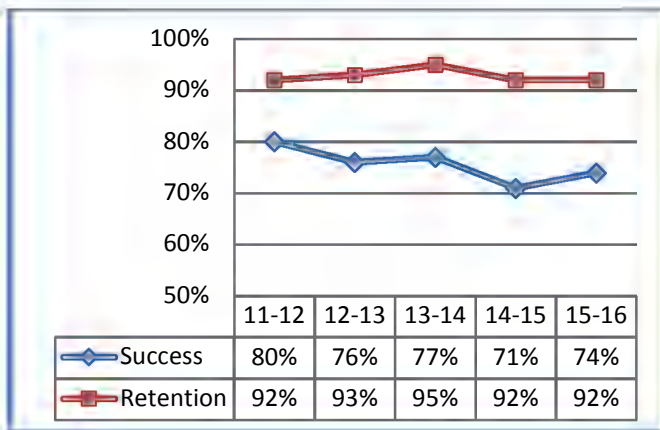
Assessment:

- Online enrollment has increased to 8%, meeting the needs of our student population.
- Retention rates remain consistent over the past year, and our success rates increased by 3% over last year. This in part is due to an aligned curriculum to industry standards and providing a clear pathway for students to enter the workforce.
- Efficiency rates remain consistently high, (92% or higher), over the past five years despite changes in sections due to district budget allotment.
- The FTEF and WSCH reflect the trend across the college with enrollment. Fewer students may be attending but more are completing, passing the state exam, and finding employment. Faculty load for this program is five full-time faculty. As a CTE program with work experience courses, two additional faculty are needed to maintain efficiency and student success in our program.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	2,928	2,287	2,296	2,121	1,962	1,605
FTEF	12.89	10.62	10.43	10.32	11.39	10.83
WSCH per FTEF	552	544	544	523	439	365

Department Goals:

- To hire two more full time faculty
- To continue to increase online courses
- To continue to build on our offerings of classes offered in the community; currently, we have increased these cohorts to two (2) county offices from 0 in 13/14
- To develop a Behavioral Health Technician Certificate and/or a Peer Support Certificate based on the changing trends in the work force, and strong workforce development funds
- To continue to utilize funding available for a professional expert to help with curriculum alignment to industry standards, new program development and outreach efforts in the community.



Challenges & Opportunities:

- Maintaining the high efficiency of our program over the years with only two full-time faculty.
- Our program offers 20-25 sections a semester, visits over 32 works experience sites as a CTE program, sit on multiple advisory and executive boards outside of teaching a full load and providing excellent service to our students.
- Outreach efforts to high schools and community need to be increased to continue to see an increase in enrollment.
- We need at least two additional full time faculty in the department.

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	82	64	63	64	70	71
% of online enrollment	2%	0%	0%	0%	4%	8%
Degrees awarded*	26	22	24	33	37	32
Certificates awarded*	33	29	37	41	40	45

TOP Code: 2104XX

Award Source:

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

*Data will be available in October 2016

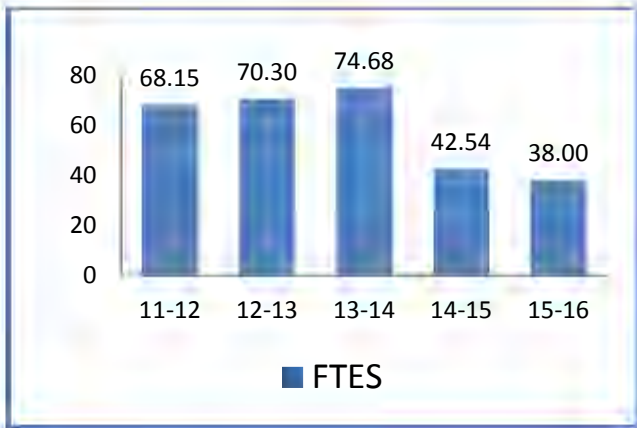
HUMAN SERVICES — 2015-2016

- Despite these challenges we have continued to attend to direct student support, work on curriculum, and maintain linking vocational educational certificates to present jobs in the community.

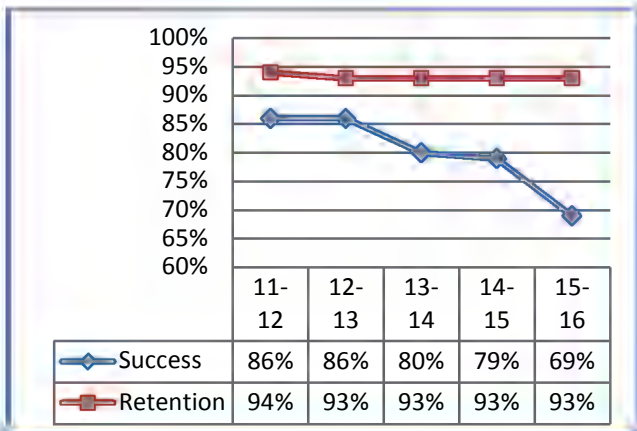
Action Plan:

- Continue to update our 35+ sections in curriculum and aligning our courses with industry standards.
- Continue to utilize any available funding for Professional Expert to help with community outreach efforts and new program development
- Continue to maintain visibility in the community and partnerships with employment agencies for our students
- Continue to offer more online courses to serve the changing needs of our student population.

KINESIOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	614	602	612	667	395	349
FTEF	3.93	3.93	3.92	4.05	2.89	2.95
WSCH per FTEF	531	520	538	554	442	386



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	24	21	21	22	14	15
% of online enrollment	0%	0%	0%	0%	0%	7%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Kinesiology (KIN) department offers a variety of courses which provide students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. Specifically, the KIN courses are lecture-based classes 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. Some KIN courses are also either required or electives for the KIN A.A. and A.A.-T degrees.

Assessment:

- Enrollment remained steady from 10/11 to 12/13 and then increased from 612 in 12/13 to 667 in 13/14
- However, enrollment dropped considerably from 667 in 13/14 to 349 in 15/16
- Overall, success rates decreased from 86% in 11/12 to 69% in 15/16
- Meanwhile, retention rates were consistently either at 93% or 94%
- The number of sections offered also decreased from 24 in 10/11 to 15 in 15/16
- There were no sections offered online

Department Goals:

- To increase number of sections offered
- To increase the number of online, hybrid or ITV courses offered
- To increase the variety of courses offered through the development of new courses or updating historical courses
- To ensure that the courses articulate with the UC/CSU system

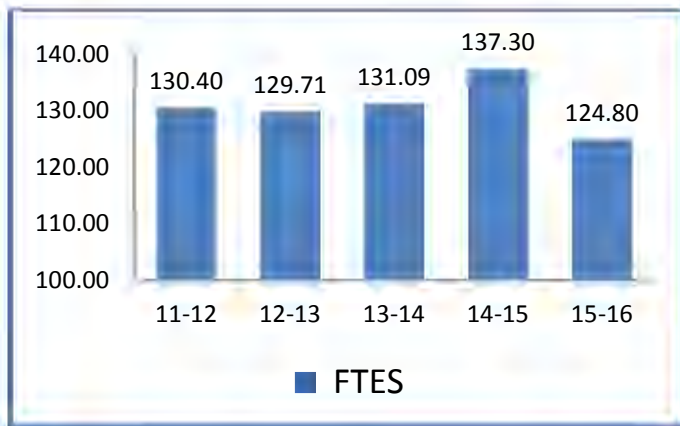
Challenges & Opportunities:

- The variety of courses offered is somewhat limited
- New smart classroom spaces increases our ability to offer more sections of our courses
- Offering online, hybrid or ITV courses is a possible avenue for making more courses available
- Explore the possibility of creating personal trainer or similar certification programs

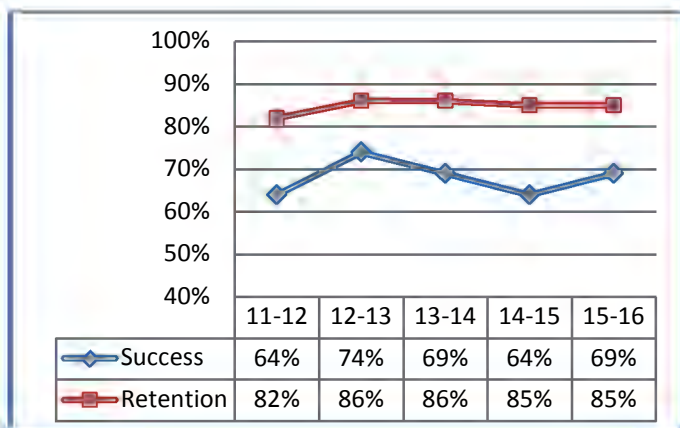
Action Plan:

- 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
- Utilize smart classroom spaces in order to offer more sections
- Explore the ITV possibilities for offering more courses

PHILOSOPHY/RELIGIOUS STUDIES — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,479	1,303	1,259	1,308	1,373	1,248
FTEF	9.00	7.80	7.40	7.80	8.20	8.40
WSCH per FTEF	494	502	526	504	502	446



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	53	46	44	45	52	53
% of online enrollment	62%	61%	61%	58%	60%	60%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

TOP Code:150900

Award Source: http://datamart.ccco.edu/Outcomes/Program_Awards.aspx

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 satisfy requirements for students transferring to four-year colleges.

Assessment:

- FTEs vary depending on the sections offered, but are stable at above 8. We surpassed, by more than 100%, our goal of a 2% increase in our Success rate.
- Retention is stable at 85% and mirrors the rate for both the college and the division.
- Our WSCH per FTEF have contributed to the division goal of 525, but have not reached that number independently since 11-12. This number has recently decreased along with the decrease in class size due to lower enrollment overall.
- Percentage of online enrollment is stable at approximately 60%.

Department Goals:

- Offer at least one online section of every course offered each semester. Offer at least 50% of sections online each semester.
- Improve success rate by another 2% over the prior goal between fall and spring semesters.
- Publicize and market the AA-T in Philosophy to interested students.

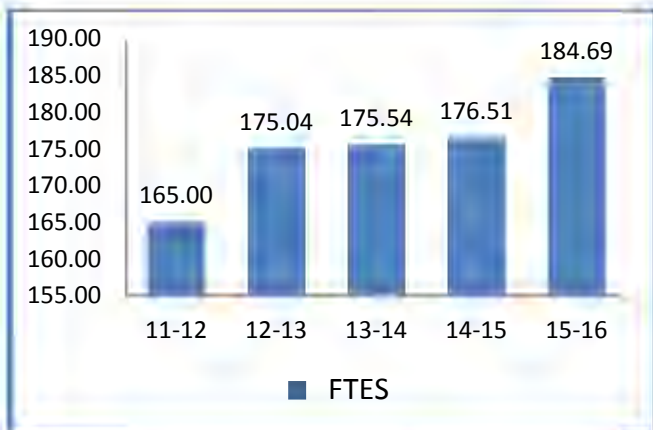
Challenges & Opportunities:

- The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities in a culture that misunderstands, and undervalues, the study of philosophy and religious studies. This misunderstanding is evidenced in assessments, like this one, that prioritize quantitative over qualitative measures.
- 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.

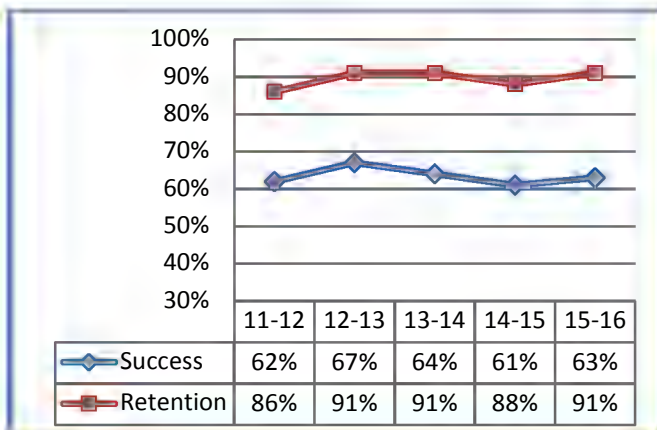
Action Plan:

- Publicize and market the AA-T in Philosophy.
- Develop departmental strategies for improving success. Work collegially with other departments in the division to improve success and retention.

POLITICAL SCIENCE — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,800	1,631	1,720	1,674	1,726	1,791
FTEF	9.20	8.60	8.40	8.58	9.71	11.31
WSCH per FTEF	572	576	625	614	546	490



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	48	45	45	45	51	59
% of online enrollment	19%	20%	22%	20%	20%	19%
Degrees awarded	N/A	N/A	N/A	N/A	2	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

Political Science is the systematic study of the processes that precede and may eventuate in binding decisions regarding the distribution of values in the body politic. In a democracy, the processes may include debates, compromises, votes, mobilization of popular support, and litigation. These processes may take place in various institutions and different settings; and the values sought after and allocated may be tangible or intangible. Proceeding from the empirical, political science employs both quantitative and qualitative research methods to try and understand these processes. This department offers an AA-T degree which simultaneously allows a student to earn an Associate of Arts degree and to transfer to UC and CSU as a junior in a Political Science program. Political Science courses help to prepare students for careers in government (including the foreign service, the intelligence services, and the military), law, journalism, business, teaching, and community organizing.

Assessment:

- Student enrollment grew by 4.6% over the 14-15 enrollment level
- Efficiency fell by 11.4%, from 546 (14-15) to 490 (15-16). This drop is both surprising and disturbing. I plan to speak with Dr. James Smith and other colleagues to see what we can do to raise efficiency
- Success rate witnessed a slight increase, from 61% in the 14-15 cycle to 63%. Even though we made a slight gain, we want to raise this number. I want to speak to my colleagues in the department to be aware of this fact, and see what to do
- Our retention rate remains resiliently high at 91%. It grew a notch, from 88% in 14-15 to 91% in 15-16
- We offered 59 sections in 15-16, a 17.6% increase over the 14-15 offering of 51. This was possible in part by our willingness to collaborate with other programs and offer courses to their students. For example, we offered courses through the First Year Experience program and with the Middle College High School initiative
- Our online classes saw a 1% dip in 15-16, from 20% in 14-15 to 19%. This slight decrease can be explained by the fact that we offered more regular (non-online courses) in 15-16 than in the previous cycle

Department Goals:

- One of the short-term goals of our department is to create an Honors course, attach it to POLIT 138 (Student Leadership on Campus), and deliver it online (hybrid)
- Another short-term goal is to create an Honors course, attach it to POLIT 139 (Student Leadership in the broader community), and deliver it online (hybrid)
- Our short- to medium-term goal is to raise student enrollment in both of these service-learning courses
- One ongoing goal is to continue to raise awareness of our AA-T degree and increase the number of students who major in political science. Also, we will continue to look for ways to create new courses. In this respect, we still have our eyes on creating transferable courses in Constitutional Law (parts 1 & 2) as indicated in the last cycle (14-15)

POLITICAL SCIENCE — 2015-2016

- We awarded two degrees in the last cycle. We are not sure what the figure is in the 15-16 cycle. The plan is to speak with Dr. James Smith to clarify why the figure for 15-16 is not in the chart.

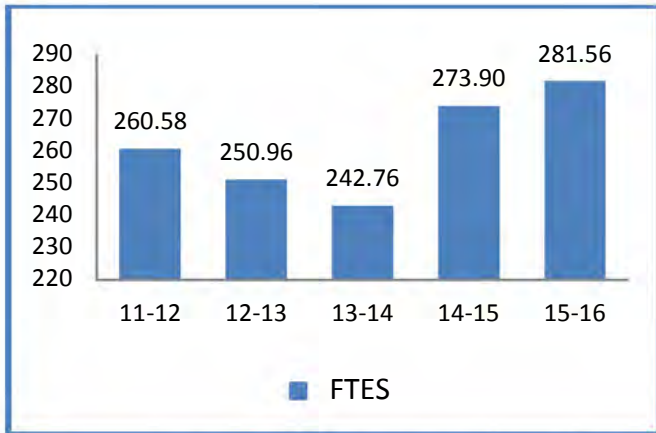
Challenges & Opportunities:

- Raising the number of students who major in political science remains a challenge. The higher the number of political science majors we have, the higher the likelihood that we will create new courses.
- Similarly, it has been a real challenge achieving a decent enrollment in our service-learning classes, POLIT 138 and POLIT 139.
- We also face the challenge of finding appropriate agencies in the broader community who will work with us and provide some internship for our students in POLIT 139.
- As for opportunities, we were able to hire a full-time instructor to fill the position created by a retirement. With the new faculty, we can offer more online classes; we now have four of our faculty—in a department of nine—who can teach online classes.
- We were also able to launch a Model United Nations club this past summer on June 15, 2016. The event was very well attended, and the club received the recognition of the Associated Student Government. We hope there will be a sustained student enthusiasm to mature, grow, and sustain the club. It is part of creating more activities and opportunities for political science majors, and the student body in general.

Action Plan:

- To increase enrollment in the service-learning courses (POLIT 138 and POLIT 139), we launched an online component for both of these classes; and are also working with the Curriculum Committee to launch both of these courses as Honors courses. I have asked Melinda Moneymaker, and she has agreed, to help us explore ways with the agencies she currently works with—to see if they could take some of our POLIT 139 students. Also exploring other channels as well.
- To raise the percentage of online classes we offer I have created an additional online section for the spring 2017 semester.
- Regarding efficiency, as I indicated above, I will be consulting with Dr. Smith and other colleagues to see what strategy we need to pursue to improve our numbers.
- With respect to increasing the number of Political Science majors, I will continue to work with our academics counselors to keep informing students about our AA-T degree program. Similarly, our instructors will be sharing with our students the career opportunities that a major in Political Science can afford them.

PSYCHOLOGY — 2015-2016



Description:

Psychology is concerned with the study of human behavior, thoughts, and emotions. It is a broad discipline which involves both pure science and practical application of science to matters of daily living. The AA-T (transfer degree) in Psychology provides students with a clear path to transfer to CSU. Psychology offers classes that meet general education requirements for many AA degrees and transfer degrees as well as classes that are prerequisites for career and technical programs such as Human Services, Nursing, and Psych Tech. The Psychology program has made contributions to the campus goals of student access and student success, and community.

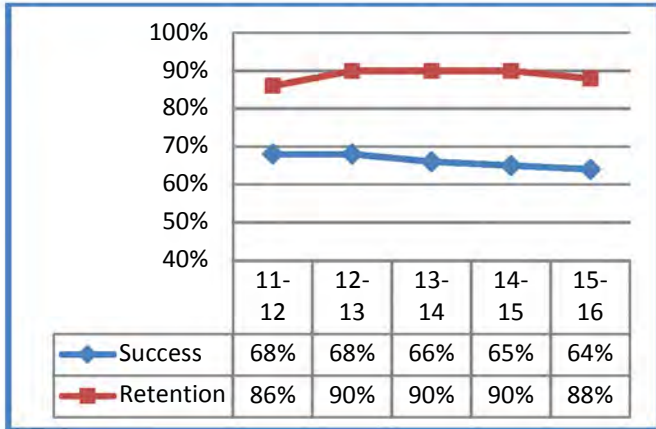
Assessment:

Faculty load, FTEF, FTES, success rates and WSCH/FTEF demonstrate the urgent need for at least three more full-time faculty

- Efficiency rates continue to be high, although rates have become lower as more advanced classes have been offered
- FTES rates are the highest rates in five years
- Success rates have slightly declined for the past five years due to lack of full-time faculty and will continue to decline without more full time faculty
- Retention rates are lower than 2014-15 rates but higher than 2010-11 rates

Number of online sections slightly increased to 26% and this may have impacted success rates.

	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	2,985	2,511	2,434	2,434	2,739	2,826
FTEF	15.20	12.60	12.20	12.40	13.79	15.40
WSCH per FTEF	586	620	617	587	596	548



Department Goals:

1. To hire at least three more full-time faculty to assist in teaching advanced and introductory classes in psychology
2. To develop and implement strategies for increasing student success in psychology classes and increasing the number of students obtaining psychology AA-T degrees
3. To increase the number of sections offered for general ed and core classes in the AA-T and maintain an updated curriculum
4. To obtain software needed for statistics classes (also a general education requirement) and research methods classes

Challenges & Opportunities:

1. Increasing student success and access with only two full-time faculty members
2. Developing and implementing strategies to improve success rates and maintain retention rates as course offerings increase in advanced psychology classes
3. To have software for statistics and research methods classes so students can learn how to input, evaluate, and analyze data
4. To continue to offer quality instruction and diversity in course offerings with 87% of the courses taught by adjunct faculty

PSYCHOLOGY — 2015-2016

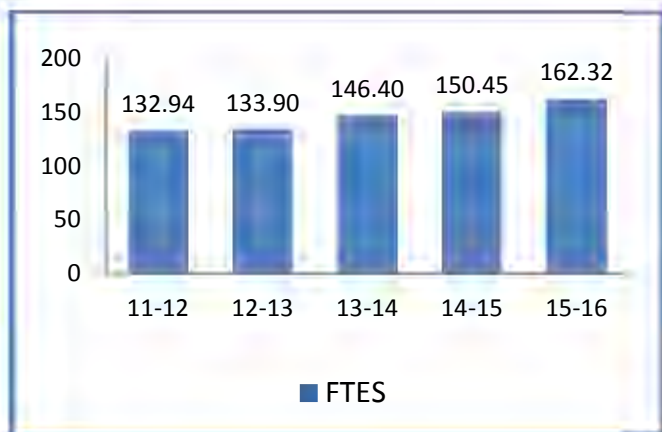
	10-11	11-12	12-13	13-14	14-15	15-16
Sections	80	68	65	66	75	82
% of online enrollment	20%	19%	20%	23%	25%	26%
Degrees awarded*	N/A	N/A	N/A	11	20	31
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.
TOP Code: 200100

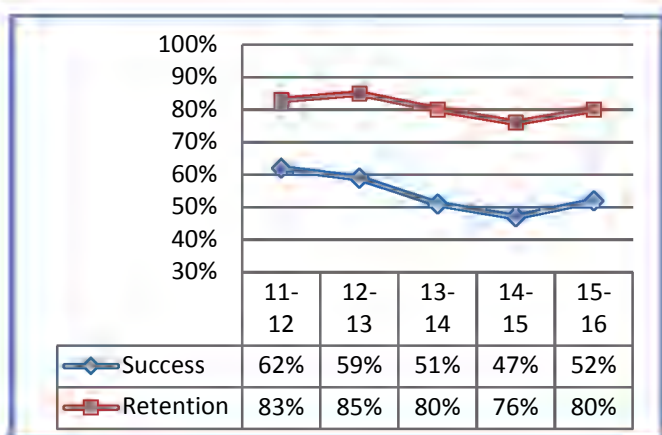
Action Plan:

1. To continue to submit requests for more full-time psychology faculty hires to the program review committee
2. To continue to work on strategies to improve student success rates while maintaining retention rates
3. To evaluate how the number of advanced course offerings in psychology impact student access
4. To enhance communication with adjunct faculty who teach approximately 87% of psychology course offerings
5. To continue to submit requests for software needed for statistics and research methods classes

SOCIOLOGY — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,517	1,303	1,315	1,472	1,505	1,628
FTEF	8.00	6.80	6.80	7.40	7.60	8.97
WSCH per FTEF	567	574	591	594	594	543



Description:

Sociology is a social science involving the study of societies. Through analyses of society, its institutions, groups, processes, and social lives of people, sociologists attempt to understand and predict social interactions and change. Sociology prepares students for further study of and careers in social work and counseling, social services, probation, corrections, law enforcement, research, public policy, law, education, and other fields which require an understanding of social life. The sociology program includes basic introductory courses in sociology, social problems, institutions, and social inequality.

Assessment:

FTES have been steadily increasing as the district is funding additional class sections. WSCH/FTEF dipped year-year however it continues to remain above the 525 state average. The dip is most likely due to the increase in section availability offered by the department and overall FTES issues campus wide. Both success and retention rates have increased. This is probably attributed to the ENGL and MATH advisories which were placed on all sociology courses for the first time in 2015-16. Student access to peer tutoring has stabilized as the department now participates in the new Supplemental Instruction program available to social science faculty. Additionally, as of Spring 2016, the department now has one additional full time sociology instructor. District data shows there were 15 AA-T sociology degrees awarded in 2014-15 and again in 2015-16. The lack of growth is not a concern for the department at this time since the degree is still new and more data is needed to identify solid trends and comparisons to other similar disciplines.

Department Goals:

1. Long term planning of course offerings.
2. Participation in Supplemental Instruction.
3. Use of technology in the classroom.
4. Maintain departmental website.
5. Monitor SLO data as it relates to student success.
6. Increase retention and success.
7. Promote department and AA-T sociology degree.

Challenges & Opportunities:

The department needs to continue to engage in creative scheduling of classes to meet student needs and access while managing limited access to physical space. The program offers 43% of its sections online and it is anticipated that there will be challenges for both students and faculty during the Blackboard to Canvas transition. The department is currently experiencing an overturn in adjunct faculty and it is unknown how this may impact student success.

SOCIOLOGY — 2015-2016

	10-11	11-12	12-13	13-14	14-15	15-16
Sections	42	36	36	40	40	47
% of online enrollment	48%	50%	50%	48%	48%	43%
Degrees Awarded*	N/A	N/A	N/A	12	17	
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Award Source: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 220800

*A.A.-T Degrees were established in 2013. Data will be available in Oct. 2016

Action Plan:

1. Reduce section offerings, offer hybrid sections, and learning communities, and continue to monitor enrollment trends.
2. Encourage faculty to promote peer-tutoring and workshops.
3. Engage faculty in the use of new technology.
4. Update departmental website.
5. Maintain SLO and PLO assessment and review processes.
6. Continue to evaluate impact of advisories and student peer tutor, and other student success data.
7. Create and update department marketing literature.
8. Encourage faculty to seek out Canvas professional development to prepare for the Blackboard-Canvas transition.



San Bernardino
Valley College

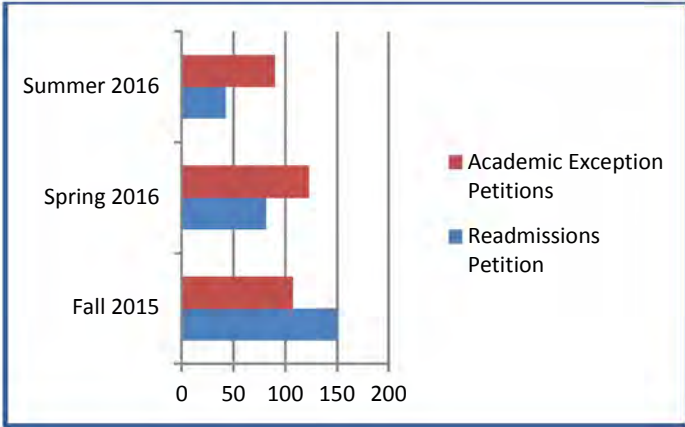
**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2015-2016**

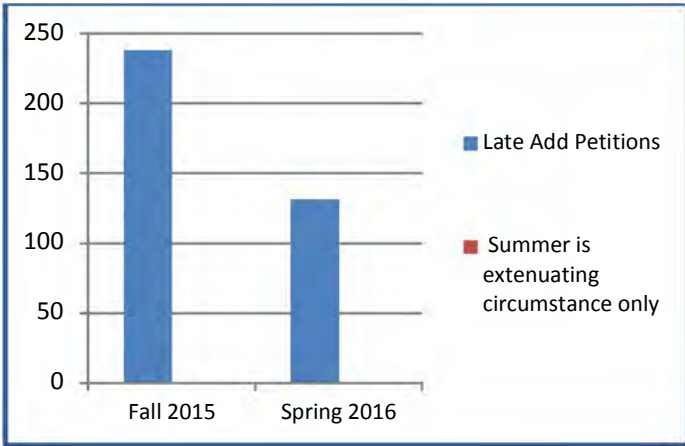
STUDENT SERVICES DIVISION

ADMISSIONS & RECORDS — 2015-2016

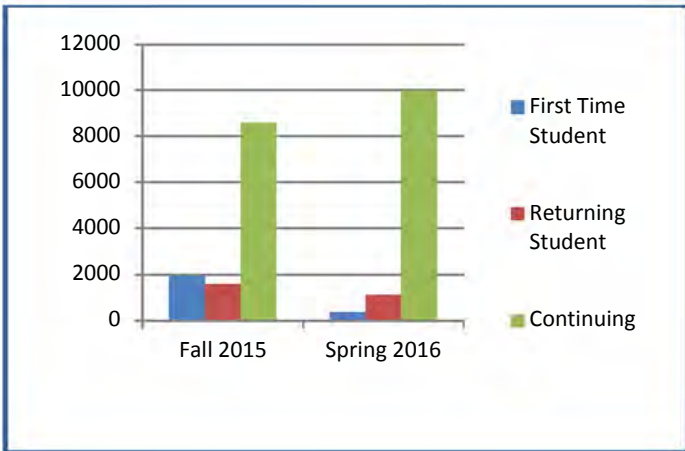
Readmissions & Academic Exceptions Petitions



Late Add Petitions



Enrollment Status



Description:

Provides the following services to prospective students and students in general:

- Admission to the college & registration
- Evaluation of prior credit
- Maintenance of student academic records in perpetuity
- Processing of add/drop information, and referral
- Veteran’s certification, information, and referral
- Petitions for Academic Exception, i.e., repeat a course, remove a grade, missed deadlines, etc.
- Acceptance of payment for enrollment and auxiliary fees
- Adjudicating and processing petitions for readmission
- Response to subpoenas in accordance with FERPA
- Drops for nonpayment
- Communication with faculty and campus about important admissions, records, and registration deadlines and processes
- Residency determination
- Evaluation of graduation requirements
- Processing of grade changes, incompletes
- Late Add petitions
- Online application, registration, and transcript request services
- Eligibility determination of concurrently enrolled high school students
- Adjudicating and processing petitions for academic exception
- Requests for background checks in accordance with FERPA
- Welcome letters sent to every new applicant
- Reinstatement of registration

Assessment

- Table 1: shows the number of petitions: readmissions & Academic
- Exceptions reviewed and processed within the last year
- Table 2: shows the number of late adds we process per term after the initial two-week add period
- Table 3: shows the number of first time students enrolled for the 14-15 year

Program Goals:

- More staff professional development participation
- Improve and streamline the pre-requisite clearance process
- Improve technology services in A&R
- Increase customer service efficiency

Challenges and Opportunities:

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

Action Plan:

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

CalWORKS — 2015-2016

	12-13	13-14	14-15	15-16
County-Referred Program Participants	84	173	201	280
Exempt Program Participants	38	42	39	53
Self-Initiated Program Participants	2	2	3	2
Self-Referred Program Participants	182	245	285	155

Description:

CalWORKS is the welfare reform program established 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, gas cards, child care assistance, educational counseling, and employment services.

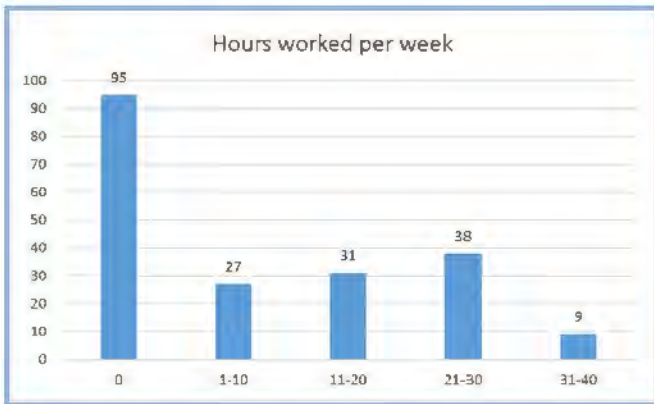
Assessment:

An employment survey of four questions was distributed to over 300 CalWORKS students. The overall data indicated that CalWORKS students are taking advantage of employment services within the department. Students that take advantage of utilizing employment services are more likely to receive employment placement on or off campus in either a subsidized or unsubsidized position.

	12-13	13-14	14-15	15-16
Female	255	388	458	433
Male	51	74	69	57
Unknown	N/A	N/A	1	N/A
Total Student Count	306	462	528	490

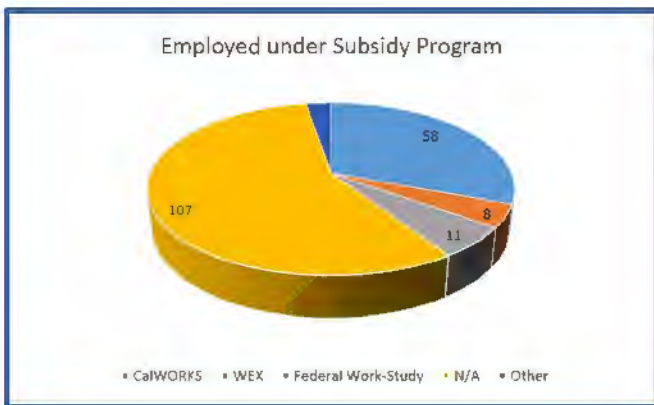
Program Goals:

- Encourage all CalWORKS students to utilize employment services (ongoing)
- Increase unsubsidized employment opportunities for students (ongoing)



Challenges & Opportunities:

- Challenges:
 - The lack of space for a sufficient computer lab for CalWORKS students to conduct daily educational and employment related task within the office
 - “Same-Day-Pay” process continues to impact CalWORKS student’s course enrollment which impacts the student’s eligibility for CalWORKS Program services. Students are continually dropped due to non-payment.
- Opportunity:
 - Additional CalWORKS work-study funds were available at the State Chancellor’s level during the 15-16 fiscal year. SBVC CalWORKS was approved for an additional allocation of \$100K from the State Chancellor’s Office to cover the cost of work-study wages for SBVC CalWORKS students. The Transitional Assistance Department awarded SBVC CalWORKS Program \$50K to cover 100% of CalWORKS work-study student wages. The initial work-study allocations and the additional work-study allocations covered student work-study wages in the amount of \$292K for fiscal year 15-16.



Action Plan:

- Work with campus administration to seek resolution in identifying adequate space to accommodate a sufficient computer lab for CalWORKS student’s use
- Probe administration to seek possible remedy for “Same-Day-Pay” issue which effects CalWORKS student college and program enrollment status

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE) — 2015-2016

Academic Year	11-12	12-13	13-14	14-15	15-16
SBVC-CARE unduplicated students	65	62	58	47	47

Gender %	11-12	12-13	13-14	14-15	15-16
Female	63	59	55	46	46
Male	2	3	3	1	1
Unknown	N/A	N/A	N/A	N/A	N/A

Ethnicity %	11-12	12-13	13-14	14-15	15-16
African-American	23	15	16	14	16
American Indian/Alaskan	N/A	N/A	N/A	N/A	1
Asian	N/A	N/A	N/A	N/A	1
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic	36	40	37	24	21
Multi-Ethnicity	N/A	N/A	2	2	2
Pacific Islander	N/A	N/A	N/A	N/A	N/A
Unknown	1	1	N/A	NA	1
White	4	5	3	7	5

Description:

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

Assessment:

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

Program Goals:

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

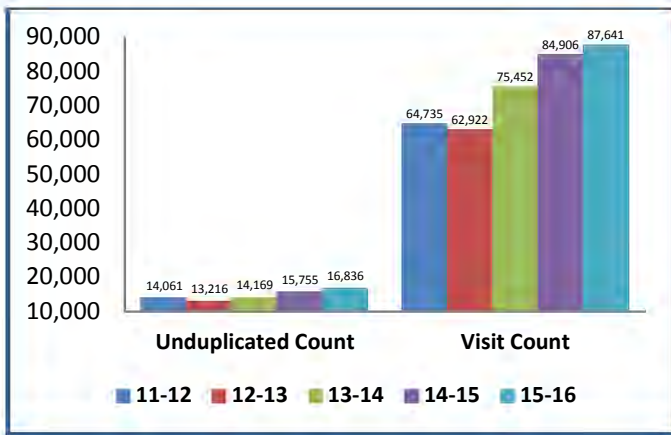
Challenges & Opportunities:

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

Action Plan:

- To enhance our working partnerships with Financial Aid and CalWORKs departments and share lists of students who may be receiving TANF services
- Recruit at student classrooms to enhance students' awareness of program and how they can benefit from resources and become successful

COUNSELING — 2015-2016



Description:

The Counseling department is committed to enhancing college success and career readiness of students in the general population within the framework of the Student Success Act. Since 2014, it has conducted an intentional focus on all prospective and new students who have been provided core services of college orientation, assessment, counseling, academic advising, abbreviated education plans, and other related services including career counseling and follow-up services. Additionally, these students are required to have an academic goal and course of study or major as well as possess an individualized comprehensive education plan through counseling sessions and use follow-up services whenever necessary until goal achievement. Also, the department renders all services to continuing students including approximately 22 other distinct services.

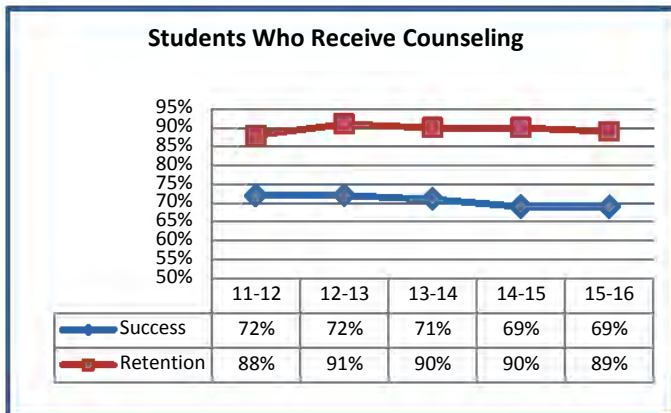
Ethnicity %	11-12	12-13	13-14	14-15	15-16
African-American	16.1%	15.2%	15.5%	14.7%	12.3%
American Native	0.7%	0.6%	0.7%	0.7%	0.3%
Asian	3.5%	4.0%	3.9%	3.5%	4.4%
Hispanic	44.9%	47.9%	50.9%	51.2%	63.2%
Pacific Islander	0.6%	0.5%	0.5%	0.5%	0.0%
White	13.1%	13.8%	12.4%	12.5%	12.8%
Unknown	19.6%	16.6%	14.6%	15.3%	2.9%

Assessment:

- Marked increase in services utilization
- Evidence of need to encourage healthy help-seeking by some ethnicities
- Closely maintained performance outcomes with the imperative to elevate overall academic success
- Demonstrated success behaviors of completers of SDEV 102 and 103 courses

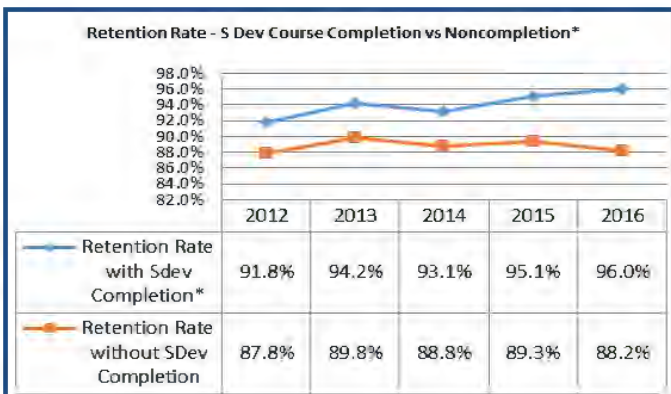
Department Goals:

- Deliver enhanced core services as mandated by AB 1456
- Fortify developmental and comprehensive counseling services particularly for identified at-risk groups
- Continue to augment counseling interventions to increase retention and success and instill accountability among general population students for demonstrated academic success behaviors and goal completion
- Implement the pilot run of the Educational Planning Initiative platforms called Starfish Retention Solution and prepare for pilot development of Degree Planner for education planning and degree audit



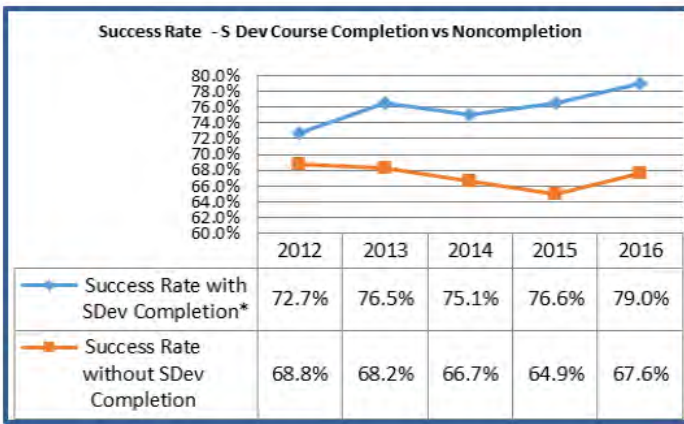
Challenges & Opportunities:

- Increased demand for counseling services and heightened need for additional counselors and clerical staff
- Increased awareness among the college community as well as feeder high schools for more robust collaboration due to the Student Success Act imperatives
- Heightened demand for streamlined processes in the use of new technology during pilot and production phases of statewide-adopted portals and platforms



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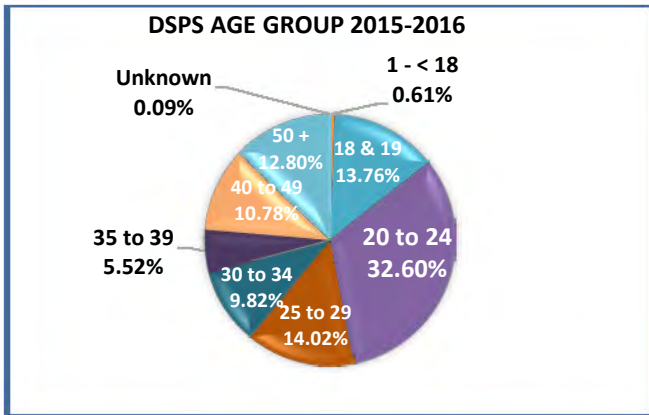
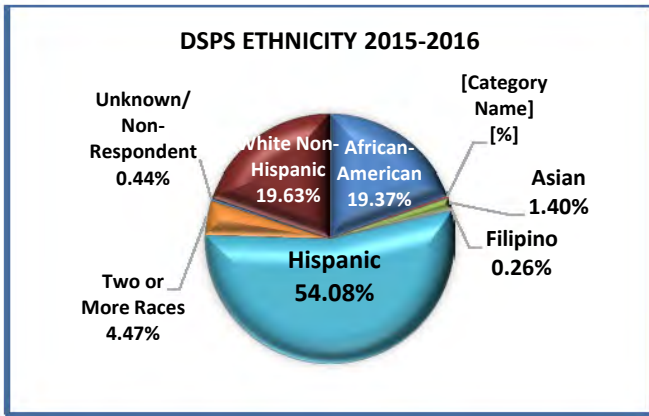
COUNSELING — 2015-2016



Action Plan:

- Advocate for additional two full-time counselors and a clerk
- Promote enhanced partnership with Instruction for integrative approaches within the counseling and teaching environments
- Reinforce training among counseling faculty and staff on the newer features of technology to further promote best practices
- Sustain delivery of competent services and interventions to students and fortify campaigns for comprehensive education plans and students' preemptive use of counseling services
- Provide enhanced services and expanded interventions to identified groups
- Collaborate in the pilot and production runs of Starfish Retention Solution and Degree Planner to ensure success in their implementation

DISABLED STUDENT PROGRAMS & SERVICES (DSPS) — 2015-2016



DSPS Disability Types 2015-2016	
Acquired Brain Injury	2.02%
Intellectual Disability	3.24%
Deaf and Hard of Hearing	5.26%
Learning Disability	11.66%
Physical Disability	13.06%
Other Disability	39.88%
Mental Health Disability	22.35%
Speech/Language Impaired	0.18%
Blind and Low Vision	2.37%

Description:

DSPS provides academic adjustments, auxiliary aids, services and educational assistance courses to students with disabilities to ensure that they have full access to and equal participation in all educational opportunities at SBVC. The specific disability must be verified and must be associated with an educational limitation that precludes the student from fully participating in general education. An academic accommodation plan is developed for each student which links student’s goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation. Academic adjustments and auxiliary aids include alternate media, assistive technology, ASL interpreters, assistive listening devices, spell checkers, and computer-assisted real time transcription. Services include DSPS learning disabilities assessment, education planning, vocational counseling, referral to campus/community resources, and priority registration. Finally, educational assistance courses provide: 1) instruction in, and determine eligibility for, learning disability services; 2) instruction/tutoring in math skills; and, 3) specialized instruction in reading and spelling.

Assessment:

- African-American and Hispanic students comprise 73.45% of the program
- The age distribution of students is diverse with 60.99% under age 30
- The highest percentage of students served have mental health, physical, learning and “other” disabilities

Program Goals:

- Increase the enrollment of students from feeder high schools by five percent a year. This goal was achieved. Compared to the previous academic year, students served by DSPS increase by over 10%. Most of these students transitioned from local high schools. Outreach efforts strongly contributed to this increase.
- Increase the number of students who enroll in Student Development 900, 905, and 906 course sections. This goal was partially reached, in that compared to the previous academic year, enrollment increased in SDEV 900 by 24% and in SDEV 905 by 14%. In contrast, enrollment declined in SDEV 906 by 23%. Consideration will be given to changing the days/times that SDEV 906 is offered in order to increase future enrollment.
- Convert hard copy files into electronic versions in order to ensure efficient use of physical space as well as foster student access and success. (16-17 Goal)

DISABLED STUDENT PROGRAMS & SERVICES (DSPS) — 2015-2016

Challenges & Opportunities:

- DSPS is challenged by an increasing number of students seeking services and inadequate number of counselors needed to both provide core services as directed by SSSP and maintain compliance with ADA and newly adopted Title V regulations.
- Increase DSPS presence by attending campus events and disseminating disability-related information in electronic format to faculty and staff.

Action Plan:

- Collect data related to Service Area Outcomes (SAOs)
- Collect data related to Student Learning Outcomes (SLOs)
- Advocate for a full-time DSSP Counselor through needs assessment process

EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS) — 2015-2016

Academic Year	11-12	12-13	13-14	14-15	15-16
SBVC Unduplicated Students	539	600	744	784	823

Gender %	11-12	12-13	13-14	14-15	15-16
Female	330	405	498	521	581
Male	209	195	246	263	242
Unknown	0	0	0	0	0

Ethnicity %	11-12	12-13	13-14	14-15	15-16
African-American	131	109	112	111	104
American Indian/Alaskan	5	4	3	3	3
Asian	13	23	27	28	36
Filipino	0	2	2	1	3
Hispanic	292	358	495	540	589
Multi-Ethnicity	17	20	23	24	20
Pacific Islander	2	4	4	5	4
Unknown	5	3	2	1	1
White	74	77	76	71	63

Description:

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

Assessment:

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

Program Goals:

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

Challenges & Opportunities:

Students completing the requirements for semester basis

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

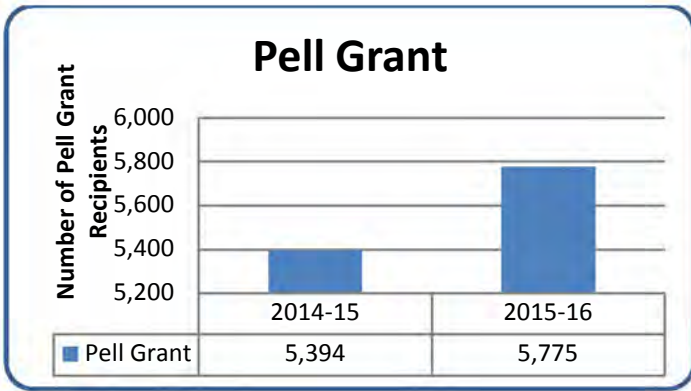
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EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS) — 2015-2016

Action Plan:

- Enhance our partnerships with different departments to provide more access to students. The department incorporated workshops and announcements through Blackboard and many students are taking advantage of this opportunity.
- In the future, more services will be accessible to our student population.
- Recruit students in general and advertise our program to increase our ethnicity participation and recruit more male participants.

FINANCIAL AID — 2015-2016



Description:

The Financial Aid department oversees and is in charge of administering federal and state financial aid programs. The programs encompass grants, loans and work study. These programs assist students in paying for their educational expenses, i.e., registration fees, books, supplies, room and board, transportation, and personal miscellaneous expenses.

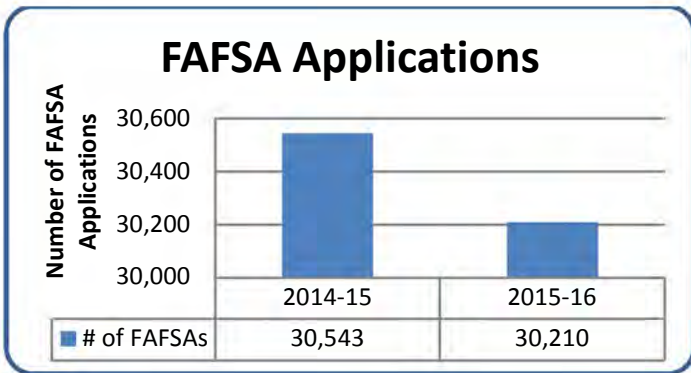
Assessment:

The number of students receiving a Board of Governors Fee Waiver (BOGW) has increased over the past two years. The number of students receiving a Pell Grant has increased over the last two years. It is believed the number of Pell Grant recipients increased due to the extended processing time during the 2015-2016 award year. Additionally, the overall number of FAFSA applications received also decreased. The Financial Aid Office anticipates a gradual increase in these numbers for future award years.

Program Goals:

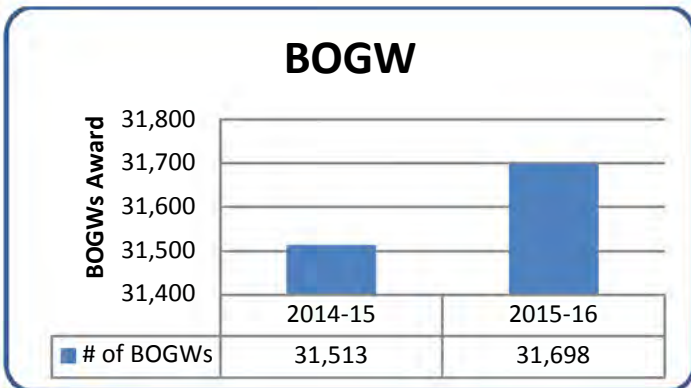
The departmental goals are the following:

- Increase the number of students who file a FAFSA application by the priority deadline
- Expedite the turnaround time from application submission to disbursement of aid
- Increase the number of financial aid student who use the prepaid card
- Train staff on AB540 as well as all facets of financial aid programs and regulations to ensure compliance



Challenges and Opportunities:

- The department is serving more students
- The number of student requests for consideration for special circumstances has increased
- Need to reduce the turnaround time from when an application is received to disbursement
- Cross train staff, particularly in AB540



Action Plan:

- The Financial Aid department plans to improve the office functions by implementing auto-packaging and train staff on the new process
- Expedite processing of student files for disbursement
- Increase the number of financial aid workshops
- Increase the number of student who receive financial aid and utilize the prepaid card
- Involve staff in staff development and/or training opportunities
- Assess the use of technology for the overall processing of files
- Evaluate the SAO assessments to determine further areas of needed improvement

Source: http://datamart.cccco.edu/Services/FinAid_Summary.aspx

FIRST YEAR EXPERIENCE — 2015-2016

Academic Year	2014-15	2015-16
SBVC Duplicated Enrollment	67	70

Gender %	2014-15	2015-16
Female	31	34
Male	36	36
Unknown	0	0

Ethnicity %	2014-15	2015-16
African-American	30	31
American Indian/Alaskan	0	0
Asian	1	0
Filipino	0	1
Hispanic	34	37
Multi-Ethnicity	3	0
Pacific Islander	0	0
Unknown	0	0
White	1	1

Description:

The San Bernardino Valley College (SBVC) First Year Experience (FYE) program is designed to successfully transition first-year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus to ensure student success.

Assessment:

- Students participating in the Summer Bridge component of the First Year Experience will be able to increase their knowledge and understanding of academic and vocation programs and student services
- **Measurements:** Pre/Post Summer Bridge Survey

Department Goals:

- To have 70 students to form two cohorts: males (35) and general population (35) focusing on foster youth and veterans to successful transition into college that will fast-track them to transfer
- 100% of the students were retained for the academic year

Challenges & Opportunities:

Challenges

- Class scheduling (work, family, back-to-back courses, and Library 110). Many of our students experience various barriers that challenge them to be successful and persist. The common theme in the fall 2015 semester was work and family obligations that prevented many students not to attend class and study for assignments and exams
- Faculty availability for meetings and trainings were offered to assist and provide best practices; however, many faculty members consistently did not attend due to various reasons

Opportunities:

- Progress reports, tutoring, workshops, counseling, and volunteer requirements to track and monitor student success. These interventions created motivational check points for students to persist
- BROTHERS Organization empowered males on-campus with practical knowledge of how to utilize the student services and programs available SBVC

Action Plan:

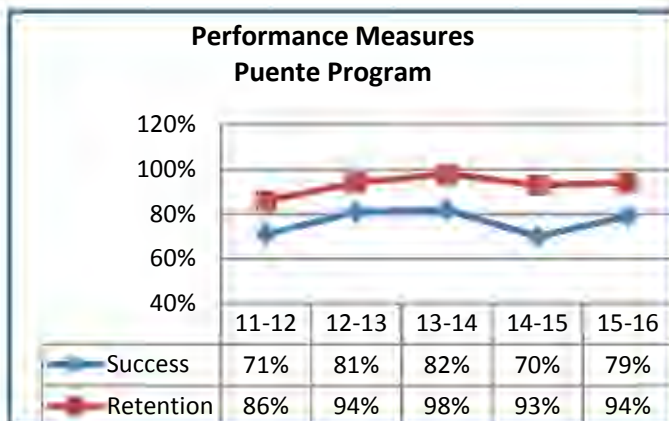
- As we make progress with the FYE programs, building relationships and working with additional departments, additional cohorts would be beneficial for the growth and success of each program
- To ensure commitment among faculty members, an interview process for FYE faculty that outline the requirements, expectations and opportunities. The FYE Director intends to work with the academic senate president, academic deans and department chairs to provide guidance and direction to create a process for prospective faculty to teach in the FYE program.

PUENTE PROGRAM — 2015-2016

Academic Year	11-12	12-13	13-14	14-15	15-16
SBVC Unduplicated Enrollment	63	31	34	35	34

Gender	11-12	12-13	13-14	14-15	15-16
Female	35	19	20	22	19
Male	28	12	14	13	15
Unknown	0	0	0	0	0

Ethnicity	11-12	12-13	13-14	14-15	15-16
African-American	11	2	0	1	1
American Indian/Alaskan	0	0	0	0	0
Asian	0	1	0	0	2
Hispanic	43	27	33	34	28
Multi-Ethnicity	0	0	0	0	2
Pacific Islander	1	0	0	0	0
Unknown	0	0	0	0	0
White	8	1	1	1	1



Description:

Puente's Community College Program was established statewide in 1981. The Puente Project has been at SBVC since 1984. Puente is a successful statewide transfer program that is open to all students, and the resources consist of counseling, mentoring, and writing components. Puente Project's mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn degrees, return to the community as leaders, and mentors for future generations.

Assessment:

- All students coming into the Puente Program have to be eligible for English 015 as determined by the SBVC assessment process or have successfully completed English 914.
- The key performance indicators are success and retention of students. The success rate increased by 9% from 14-15 to 15-16. The retention rate increased by 1% in 15-16 but has been consistent over the past five years in range of the mid-90%.
- Over the past five years, there has been a decrease in duplicated enrollment within the program from 63 in 11-12 to 33 in 15-16.
- In fall 2016, there was a satisfaction survey completed by participating students that attended the Hispanic Association of Colleges and Universities (HACU) conference to maintain accountability of student equity funding.

Department Goals:

- The goal is to increase the number of students that transfer to a four-year college or university and return as mentors and leaders to our community
- Recruit and enroll 30-35 students to form a Puente learning community. Students take two consecutive writing classes: English 015 (fall) and English 101 (spring). Classes are linked with a student development class each semester: SDEV 015 (fall) and SDEV 102 (spring)
- Increase outreach and student awareness of the Puente Program among the SBVC campus
- Hire a full-time counselor to focus primarily on the Puente Project

Challenges & Opportunities:

- Maintaining Phase III Puente students (mentorship) engaged and connected with Puente familia
- Puente alumni providing feedback to current students on the benefits of community involvement
- There is an opportunity to partner with Tumaini when possible on student field trips

Action Plan:

- Outreach is planned during the Welcome Day right before the fall 2017 semester
- Classroom presentations in English 914 through the end of spring 2017 and Summer 2017
- Orientations will then be held for all students interested in participating in the 17-18 Puente Project cohort in fall 2017 followed by a satisfaction survey.

SUCCESS THROUGH ACHIEVEMENT AND RETENTION (STAR) — 2015-2016

Academic Year	11-12	12-13	13-14	14-15	15-16
SBVC Duplicated Enrollment	179	193	191	203	173

Description:

Success Through Achievement and Retention (STAR), a federally funded TRIO Student Support Services program, provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their AA/AS degree, certificate and/or transfer to a four-year university.

STAR PROGRAM DEMOGRAPHICS

STAR is funded by the Department of Education to serve 200 students annually. Students must be either first generation college students, low-income or have a physical or learning disability.

Gender%	11-12	12-13	14-15	15-16
Female	68%	65%	61%	65%
Male	32%	35%	39%	35%
N/A	0%	0%	1%	1%

Assessment:

Each semester, documentation is collected and kept in student files indicating enrollment status and progress. (Class schedules & transcripts, registration, program application, and program completion data, transfer acceptance letter.) In addition, end of the year surveys are conducted. These surveys vary in content and cover areas like understanding of counseling services and goals, tools taken away from tutorial assistance, motivational factors behind their academic success and retention and overall satisfaction with the program.

Program Goals:

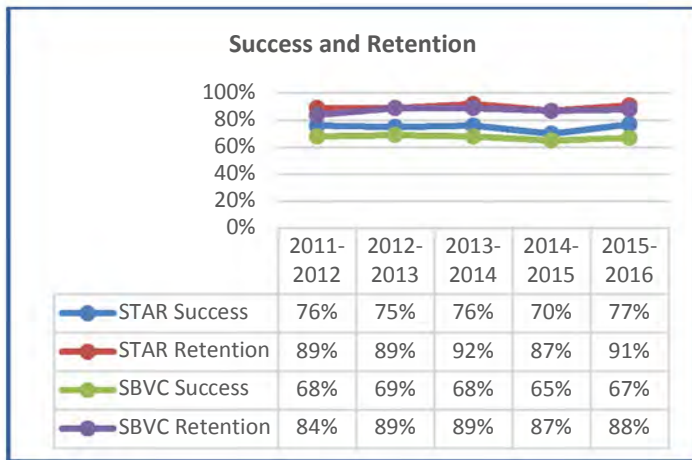
- Provide outstanding services to students
- Empower students to achieve their educational goals allowing them to graduate and/or transfer to a four-year university
- Teach students the importance of an educational goal plan and how to make adjustments to the plan when needed
- Maintain an positive learning environment for STAR students

Ethnicity %	11-12	12-13	13-14	14-15	15-16
African-American	44%	38%	29%	20%	15%
American Indian/Alaskan	2%	3%	3%	1%	1%
Asian	2%	4%	4%	4%	7%
Hispanic	39%	48%	54%	59%	62%
Multi-Ethnicity	0%	0%	0%	6%	6%
White	9%	7%	7%	10%	8%

Challenges & Opportunities:

- The program has many opportunities to help new students each year. With students successfully completing their graduation objectives, the program normally brings in 35-60 new students each academic year. This gives the program a chance to help a different cohort of students, as well as continuing students, each fall semester.
- Challenges that have arisen in the past few years are directly related to budget cuts. In addition to funding being level there was a time when it was reduced. This year the funding has returned to level funding, which will help in meeting expenses. However, due to the constant increase in salaries and benefits, there is a large possibility that the program's funding may not be enough to meet the fiscal needs in academic years 18-19 and 19-20.

SUCCESS THROUGH ACHIEVEMENT AND RETENTION (STAR) — 2015-2016

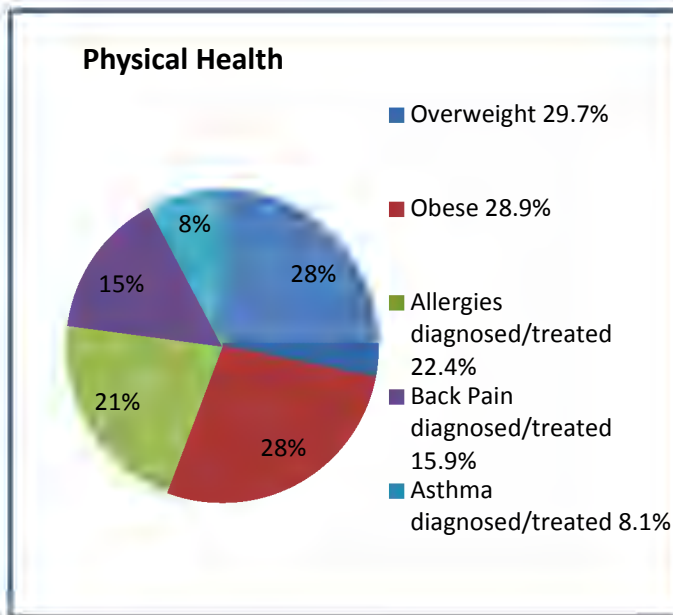
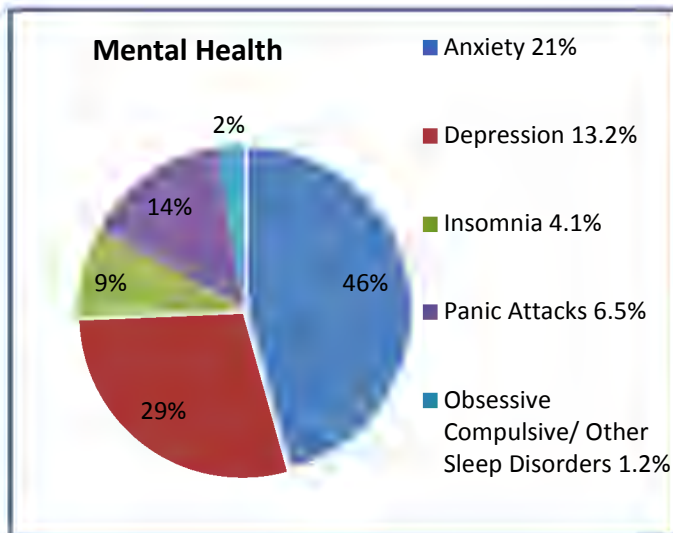
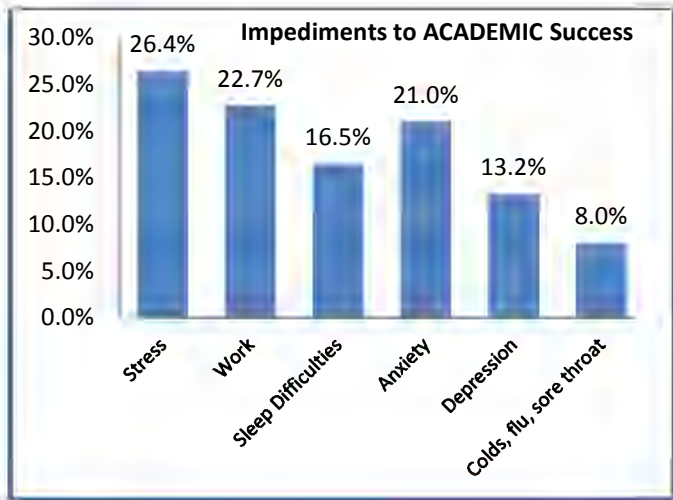


Action Plan:

Continue to enhance the following areas:

- Academic success strategies that begin as soon as a student is accepted into the program
- Track student participation, academic standing and review student progress to ensure that participants will meet, or have met, requirements for academic success and graduation and/or transfer
- Students will work directly with STAR counselors to create a full educational plan
- STAR will offer support services, grant aid, and a privately funded book scholarship to assist students in persisting towards graduation and/or transfer
- Students will participate in the STAR academic intervention plan, if their GPA falls below 2.3. Overall, staff will continue work to increase participant persistence rates

STUDENT HEALTH SERVICES — 2015-2016



Description:

SBVCs Student Health Services keeps its community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist students in achieving optimal health by providing mental health, physical health, strengths development, and health education services.

Assessment:

The American College Health Association; National College Health Assessment II was administered during spring 2016 and revealed the most prevalent physical and mental health issues at SBVC. A representative sample of students completed the survey. Some of the most prevalent findings are displayed in the tables displayed to the left.

Program Goals:

- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes
- Continue to refine targeted services to meet the most prevalent needs
- Facilitate access to needed emotional health and medical health care services for campus students

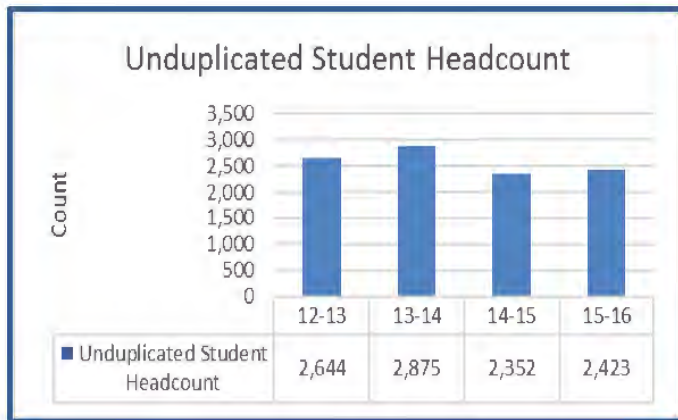
Challenges & Opportunities:

- Creative and effective use of physical facilities to meet the increased demand of students for services during peak hours
- Incorporating the campus community in the early identification and referral of students in need of our services
- Acquire full-time support staff to address the high volume of calls, administrative paperwork, and the competing demands of a blended health office
- Acquire full-time faculty licensed mental health provider to plan mental health services, be a consistent presence on the campus, respond to mental health crisis, and supervise trainees and interns

Action Plan:

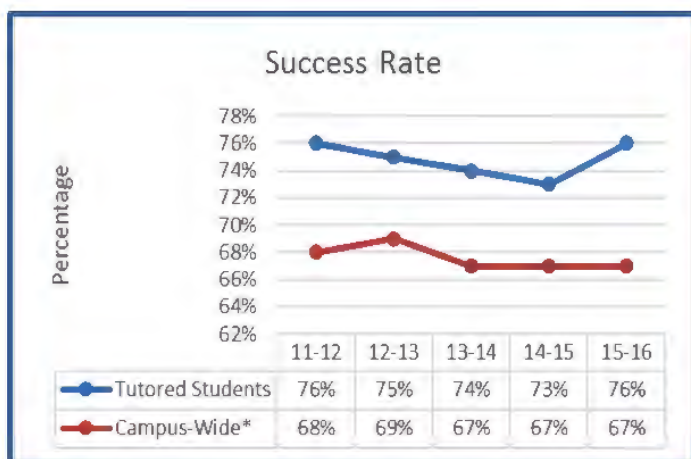
- Sustain activities such as Strengths, Kognito, and Mental Health Fairs begun in 2012 to encourage a campus climate of caring, early identification, and referral for suicide prevention and reduction of stigma
- Begin offering individual Gallup strengths coaching services
- Expand strengths based student success offerings to support student success, equity, and reduce mental health risk
- Pilot “Stress Solutions—Student Sessions” to assist student in managing stress and begin to learn self-compassion and care.
- Develop key staff positions to enhanced student success and access to services. (FT Nurse Practitioner and MH Counselor)
- Continue “PHQ-4” early identification screening, of students visiting SHS, for symptoms of depression and anxiety.
- Add, full-time Clerical Assistant position

STUDENT SUCCESS CENTER/TUTORING — 2015-16



Success Center Student Contact Hours	
2015-2016	33,335
2014-2015	32,291
2013-2014	42,902
2012-2013	46,218

Ethnicity	13-14	14-15	15-16
Asian	8%	8%	5%
Black	17%	18%	14%
Hispanic	61%	62%	64%
White	12%	11%	10%
Gender	13-14	14-15	15-16
Female	61%	63%	62%
Male	39%	37%	38%



Description:

The Student Success Center is a supportive and student centered learning environment designed to provide academic support through tutoring and Supplemental Instruction (SI) in multiple subjects. Through a variety of methods: walk-in, scheduled appointments, group tutoring, and group workshops the Student Success Center (SSC) provides tools that empower students to take responsibility and increases their success academically.

Please note: no STEM data for SI use or instruction is included in this document.

Assessment:

- Data shows that the Success Center continues to show significant positive gains for students receiving academic support versus students who do not
- While SSC unduplicated head count hours have decreased, there was an increase in the number of unduplicated students attending the Success Center
- Supplemental Instruction and workshops are not reflected in this number
- The overall retention rate for students who attended tutoring is 92%, compared to an 88% retention rate for all students from 12-16. This demonstrates that tutoring and SI support have a positive impact on student retention

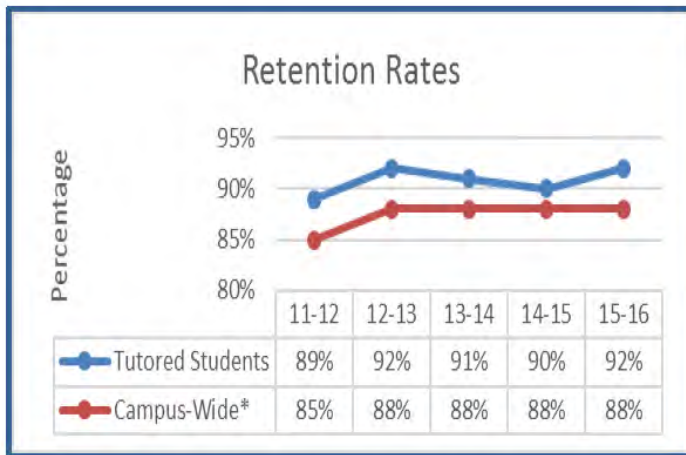
Department Goals:

- Assist in the creation of curriculum to enable the generation of FTES through positive attendance to stabilize funding for tutoring, SIs and support staff
- Provide a stable academic support program, which meets student academic support needs
- Increase the number of hours and unduplicated student head count of students that utilize the services from the SSC
- Identify a director and faculty to provide leadership and curricular support
- Increase students understanding of course material which translates to increases in student success and retention
- Create opportunities for first-generation, low-income students and other targeted populations to interact with each other, connect with faculty members, and access academic support services

Challenges & Opportunities:

- Consistent funding is needed for SIs, tutors and support staff.
- The Success Center does not have a director currently in place
- In years 15-16 the SSC had a total of 86 SIs and 81 tutors for the year (Fall 32 SIs/32 tutors, Spring 54 SIs/49 tutors) funded by a Title 3 grant which ended in August, 2016.
- The SSC continues to provide academic support with a limited staff of 26 SI's and 19 tutors
- To accommodate students in the face of reduced funding, the SI model has been restructured but increased funding is needed to meet all students' SI needs

STUDENT SUCCESS CENTER/TUTORING — 2015-16



- The Tutorial Coordinator position is currently unfilled
- A permanent SI coordinator is needed
- Creating curriculum to provide positive attendance funding opportunities
- Because of budget constraints the SSC hours were decreased from 58 to 41, closing earlier and no longer offering Saturday hours. While student attendance has increased additional hours are needed
- Need textbooks and supplies for the SSC

Action Plan:

- Fill the positions of Director and Tutorial Coordinator
- Create a permanent SI Coordinator position
- Seek funding sources to stabilize the funding for SSC supportive staff (tutorial coordination, SI coordination, tutoring and SIs)
- Generate FTES
- Create a progression of ACAD classes for Tutors and SIs
- Work with management/faculty/curriculum to create a non-credit staffed lab with courses to support student success in the basic skills classes

TRANSFER CENTER — 2015-2016

Demographics

Gender	12-13 (n=440)	13-14 (n=419)	14-15 (n=526)	15-16 (n=963)
Female	62%	60%	53%	63%
Male	38%	40%	37%	36%

Ethnicity

Ethnicity	12-13 (n=440)	13-14 (n=419)	14-15 (n=526)	15-16 (n=963)
Asian	6%	5%	6%	5%
Black	13%	16%	13%	12%
Hispanic	63%	65%	61%	64%
Native American	1%	1%	<1%	<1%
Pacific Islander	<1%	0%	<1%	0%
White	13%	11%	8%	13%
Declined to State	3%	1%	11%	6%

Transfer Enrollment Count

Reason	12-13	13-14	14-15	15-16
In-State-Private	190	185	152	162
Out-of-State	159	144	145	143
UC	33	30	56	41
CSU	338	197	342	387
Total	720	556	695	733

Description:

Transfer is to design, develop and implement a variety of transfer and career strategies that increase the number of SBVC students prepared to transfer to a baccalaureate level institution and ensure students are knowledgeable of their career goals and how that relates in the global market place. We work to foster a transfer culture on campus and to enhance student awareness of their educational options beyond the community college while increasing the number of students, especially historically underrepresented students, who apply to transfer from San Bernardino Valley College to a four-year institution.

Assessment:

- In 2015-16 Transfer Center served 963 students 437 more students with in office appointments. There are an additional number of students we serve out of the office on campus visits, workshops, and college fairs
- Transfer Center served 63% females, which is higher than the campus average. The student ethnicity reflects SBVC's campus averages
- Transfer enrollment numbers continue to increase over the last three years. Due to the growing limited options at many of the UC and CSU's students are turning more to private and out of state universities. We have worked to increase the number of application workshops and university representatives visiting campus

Program Goals:

Program goals are established by Title 5 requirements:

- Enhance and strengthen services that foster transfer awareness and readiness, transfer culture and increase transfer applications
- Ensure targeted student populations are identified, contacted and provided transfer support services in collaboration with faculty
- Ensure that students receive accurate and up-to-date academic and transfer information through counseling services
- In cooperation with the four-year college and university personnel, develop a schedule of services to transfer students

Challenges & Opportunities:

- System is needed that is designed to follow-up with students that identify transfer as an educational goal on their SBVC application, particularly underrepresented students
- Improve student awareness and understanding of transfer process, services and options by marketing transfer to the campus community and high schools.
- Increasing transfer applications to the four-year institutions with the impact challenges and changing degree requirements.

TRANSFER CENTER — 2015-2016

Action Plan:

- Developing a system to follow-up with students that identify transfer
- Continue to increase the number of Info sessions, transfer conference, tabling, classroom visits provided on campus.
- Work with the SBVC marketing department to develop new marketing strategies
- Continue to promote even more the application deadlines and workshops as well as a big campaign such as “Don’t Forget to Apply” campaign

VALLEY-BOUND COMMITMENT — 2015-2016

Academic Year	2014-15	2015-16
SBVC Duplicated Enrollment	222	245

Description:

San Bernardino Valley College (SBVC) is proud to announce the Valley-Bound Commitment for 2015-2016. This student success program is for low income students and is designed to remove economic barriers and strengthen the academic achievement of its participants through a learning community within the First Year Experience program.

Assessment:

- #1 Students participating in the Summer Bridge component of the Valley-Bound Commitment program will be able to increase their knowledge and understanding of academic and vocation programs and student services.
- Measurements: Pre/Post Summer Bridge Survey

Department Goals:

- To have 230 students to successfully transition into college that will streamline them into an AA/AS program, CTE program/certificate and/or transfer.
- Fifty percent of the students have a 3.0 GPA by the end of the academic year.

Challenges & Opportunities:

Challenges:

- VBC recruitment and program vision were a challenge with the transition of new leadership
- The transition had challenges with learning the vision of Valley-Bound and building relationships at the feeder high schools, community-based organizations and campus community

Opportunities:

- Progress reports, tutoring, workshops, counseling, and volunteer requirements to track and monitor student success
- These interventions created motivational check points for students to persist

Action Plan:

- To ensure commitment among our VBC students, it would be instrumental to interview each student for admission in each program
- The interview would provide the prospective students a direct and personal interaction on the requirements, expectations and opportunities in hopes to assist the FYE staff on selecting students that are motivated to succeed in college.

Gender%	2014-15	2015-16
Female	112	128
Male	110	117
Unknown	0	0

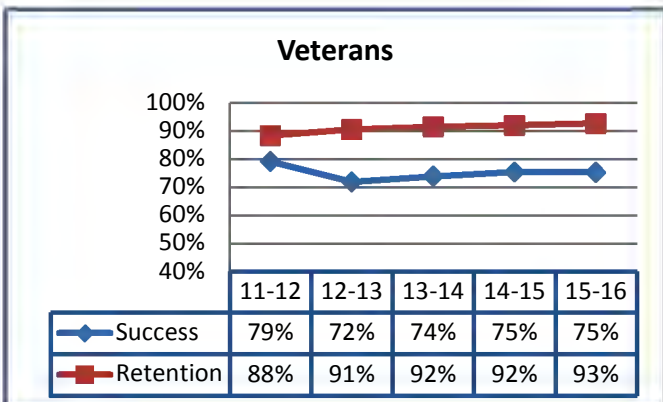
Ethnicity %	2014-15	2015-16
African-American	21	30
American Indian/Alaskan	1	0
Asian	6	7
Filipino	0	2
Hispanic	159	187
Multi-Ethnicity	17	2
Pacific Islander	1	0
Unknown	0	0
White	17	19

VETERANS RESOURCE CENTER (VRC) — 2015-2016

Academic Year	11-12	12-13	13-14	14-15	15-16
SBVC Duplicated Enrollment	173	679	352	477	282

Gender%	11-12	12-13	13-14	14-15	15-16
Female	22%	17%	12%	16%	14%
Male	65%	77%	78%	73%	74%
Unknown	13%	5%	11%	12%	12%

Ethnicity%	11-12	12-13	13-14	14-15	15-16
African-American	14%	19%	18%	12%	9%
Native-American	1%	1%	1%	1%	2%
Asian	5%	3%	2%	2%	2%
Hispanic	32%	42%	39%	48%	50%
Pacific Islander	0%	0	0%	0%	0%
Unknown	13%	11%	14%	19%	16%
Caucasian	31%	24%	25%	17%	19%



Description:

Provide optimal resources to veterans at SBVC in order to aide in civilian transition, increase success, and retention. The VRC provides resources for academic programs specifically catered towards veterans, veteran dependents and veteran spouses. The VRC can provide information about military transcript requests, Montgomery GI Bill and vocational rehabilitation, Troops to Teachers, veteran-specific scholarships, as well as the Yellow Ribbon Program. The VRC also offers computers for veteran students to apply to college, search for employment, apply for scholarships, apply for the GI Bill and to do homework.

Assessment:

- Surveys were created that measured student’s satisfaction of the VRC, what it is utilized for, and their overall satisfaction
- The overall population decreased since 15-16, although data determined that retention is up
- The success and retention rate remained consistent for the past three years

Department Goals:

- Continued increase of the success rate
- Increase Retention of veteran’s students at SBVC
- Increase GPA of veteran students at SBVC
- Increase transfer and graduation rates of veteran students at SBVC

Challenges & Opportunities:

Challenges:

- Recruitment for the program, ensuring that the services and resources are used by all veterans and dependents at SBVC
- Increase awareness of the program and resources (promotion) to student veterans

Opportunities:

- to increase and ensure GPA, retention, graduation, and transferability of our student veterans

Action Plan:

- Continue to implement quality resources to aid academic success
- Offer educational workshops and events geared towards education, resource allocation, and retention
- Incorporate quality recruitment efforts to duty stations and soon to be discharged military service personnel/veterans to increase FTEs



San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2015-2016**

NON-INSTRUCTIONAL DIVISIONS

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS — 2015-2016

Campus-wide Employee Count	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classified Staff	219	218	199	193	204
Faculty (FT & Adjuncts)	460	484	490	533	556
Administrators	18	17	15	17	20
RPIE Employees					
SBVC Employees	3	3	3	3	4
Temp/Student Workers	N/A	1	3	2	1
Volunteers	N/A	N/A	1	2	0

Department Service	11-12	12-13	13-14	14-15	15-16
Number of SBVC departments served	58	58	58	58	58
Number of focus groups held	4	13	3	5	7
Number of IRB requests fulfilled requests	5	4	6	5	6
Number of partnerships	3	4	4	4	6

Research Requests	11-12	12-13	13-14	14-15	15-16
Research requests using online RR Form	36	31	55	91	70
Research requests without RR Form (via email/phone)	37	38	6	8	15
%age of requests completed within 10 working days	Not recorded	65%	97%	86%	94%

*One of many grants supported by RPIE

Survey/Evaluation Count	12-13		13-14		14-15		15-16	
	Sent	Ret	Sent	Ret	Sent	Ret	Sent	Ret
Campus Climate and Engagemen	13,568	651	12,944	710	13,077	689	14022	1100
Community Surveys (phone)	N/A	N/A	N/A	N/A	10,000	1,242	300	85
District Program Review	1,686	622	1,677	810	1,681	792	N/A	N/A
Placement & Prereqs	8,816	5,019	3,150	2,626	N/A	N/A	N/A	N/A
Evals								
Mgmt—SNAP	6		11		9		13	

Description:

Research, Planning, & Institutional Effectiveness (RPIE) serves all campus constituents by creating detailed data reports that support campus planning, grants, and continuous program improvement. Reports assess and track student performance, assessment placement, enrollment projection, graduation and transfer rates, demographic, workforce, and economic data. RPIE assists with developing methods, measures, and databases to assess and evaluate programs. RPIE also supports SLO data collection, tracking, and analysis. It provides data to all student service departments and campus committees, including the program review committee. RPIE supports the district office by gathering requested data and administering surveys for district-level planning and evaluation. It maintains webpages with tables, graphs, maps, summary reports, gainful employment information, and other college planning documents to communicate information to the campus and surrounding community. RPIE is also responsible for most local, state, and federal, mandated reporting of campus data.

Assessment:

The department has maintained campus-wide data support in a timely manner despite the increasing state and federal demands for empirical accountability. The increased campus awareness of the research request process has allowed the generation of 65% more request completions than during 13-14; however, the department is greatly pressed by an increased quantity of projects and only one researcher and dean, responding to last minute requests and deadlines, with no time for creative investigation. Ideally, this department would like to write investigative statistical reports outside the scope of our regular reports. Unfortunately, a lack of time and staff does not allow this to occur.

Department Goals:

- The department would like to expand its staff so that investigative statistical reports can be written.
- We are beginning to create research briefs for campus-wide and community access, but this process is slow, as time does not usually allow for this.
- If additional staff is provided, more time for these research projects will be available.
- Open forum Q&A sessions throughout campus may also increase our visibility and campus-wide awareness of the campus planning processes to which we contribute.

Challenges & Opportunities:

- Fulfilling growing state and federal requirements is a continuous challenge, as well as the increased data-tracking and program evaluation for grant-funded programs. We accomplished our goal of becoming more visible, as shown in the 65% increase in research requests. However, staffing has remained the same, and the three department staff (Dean, Analyst, and Secretary) is not sufficient to accomplish required duties in addition to informational research papers and presentations.
- Low survey response rates also continue to be a challenge. Increased marketing of the surveys will be needed to generate a greater return rate.

-over-

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS — 2015-2016

Action Plan:

- Fill the classified position of research assistant in order to increase productivity and institutional effectiveness.
- Create a budget for OPIE so that additional staff, such as professional experts, may be employed.
- Raise the visibility of the department via research briefs, presentations, open forums, and marketing.
- Create research papers and presentations to share with the campus and institutional research community.
- Establish more on-campus and off-campus partnerships.
- Maintain and update the webpage as tool to share institutional and community information.
- Improve survey return rates so the opinions of the campus climate survey will encompass a greater portion of the campus.

GRANT DEVELOPMENT & MANAGEMENT — 2015-2016

Programs and Services Supported by Ongoing Major Grant Awards			
2012-13	2013-14	2014-2015	2015-2016
\$1,767,571	\$1,932,789	\$3,109,269	\$5,435,874

Departmental Efficiency and Productivity (Ratio of Salary to Income Generated)			
2012-13	2013-14	2014-15	2015-16
\$212,623	\$214,703	\$233,799	\$151,366
\$1,767,571	\$1,932,789	3,109,269	\$5,435,874
1:8	1:9	1:13	1:36

Ongoing Major Grant Awards - 2015-16	
HSI STEM PASS GO	\$1,091,028
MSEIP	\$290,295
MCHS	\$99,000
AB86	\$3,132,597
CTE	\$42,863
TAAACT	\$577,085
Nursing Enrollment	\$126,737
NSF Water Grant	\$76,269

Description:

The Grant Development and Management Department is responsible for the development, submission, and management of grant projects awarded by federal, state, and private entities. The grants team researches opportunities and ensures they are a good fit with college and district priorities. Additionally, the office administers and manages the project after funding is awarded. Grants are tools of change for an institution. Innovative grants projects raise community awareness of the college and build prestige. Grants assume an even more important role in supporting college priorities as state funding fluctuates.

Assessment:

- The department is fulfilling its purpose on campus and operating at a high level of performance as indicated by benchmarks for the profession.
- As shown in the performance measure comparisons table, grant awards have provided the foundation for the development of programs and resources that contribute to student success.
- Grants management is a time-consuming process. The more effective the Grant Development and Management department is at bringing in awards, the less effective the department will become unless staffing ratios match the workload created by new awards.

Department Goals:

- Increase collaboration with campus population and focus on success.
- Increase grant applications and awards and enhance student access and success through grant funded projects
- Educate campus population on grant timelines, process, and proper grant management

Challenges & Opportunities:

- Institutionalization of programs and positions that have been identified as a campus priority.
- Ample grants exist for colleges with SBVC social-economic base and demographics.
- Instability in staffing and resources have created a situation where at times there is limited ability to respond to funding opportunities. Regular funding for a grant writer is a must.

GRANT DEVELOPMENT & MANAGEMENT — 2015-2016

Performance Measures by Group – 2015-16	Success	Retention
MCHS - All SBVC Courses	88%	99%
Campus-wide - All Courses	67%	88%

*same courses as the HSI STEM_SI Group

Action Plan:

- Desire to build partnerships with adult education, K-12, and ROP institutional segments, as well as with business and industry.
- Initiate and manage projects as lead institution, with partners such as UC Riverside, CSUSB, and other colleges and universities; also participate as a partner in others' grants
- Create ongoing funding streams to support campus initiatives such as Strengths Quest, supplemental instruction (SI), and tutoring.
- Continue working with deans (instruction and student services) to prioritize and respond to grant opportunities.