SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL MASTER PLAN DATA SHEETS -- 2016-2017
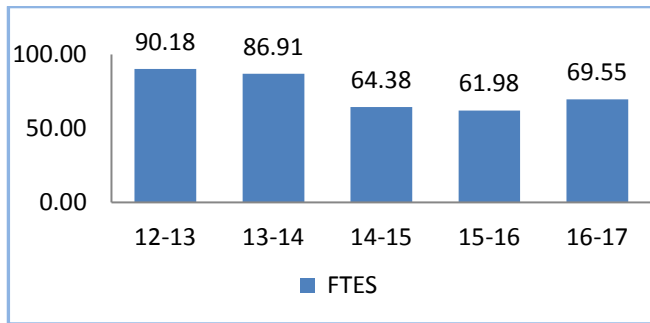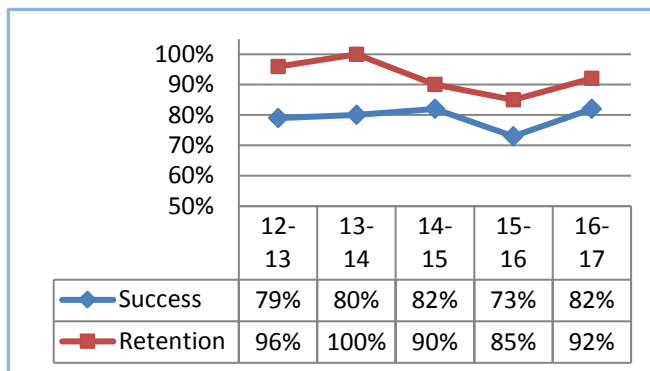
APPLIED TECHNOLOGY, TRANSPORTATION & CULINARY ARTS DIVISION (INSTRUCTION)

Aeronautics — 2016-2017

Description: The airframe and powerplant technician program prepares students for employment in the aviation industry as a certified airframe and powerplant mechanics. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours power plant, and 400 hours in the airframe and power plant general curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. Industry analyst from Boeing predicts that 127,00 new mechanics and 112,000 pilots will be needed by 2035 , as per Boeing Long-term Market report (extracted 10-11-17; http://www.boeing.com/commercial/market/long-term-market/pilot-and-technician-outlook/)

Bar chart: FTES by year — 12-13: 90.18, 13-14: 86.91, 14-15: 64.38, 15-16: 61.98, 16-17: 69.55

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	431	304	242	237	273
FTEF	6.09	5.69	5.98	5.84	5.98
WSCH per FTEF	445	458	323	319	349

Line chart: Success and Retention by year

	12-13	13-14	14-15	15-16	16-17
Success	79%	80%	82%	73%	82%
Retention	96%	100%	90%	85%	92%

	12-13	13-14	14-15	15-16	16-17
Sections	17	12	14	13	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded*	0	3	3	1	1
Certificates Awarded*	39	42	4	29	21

Assessment:
- FTES increased 7.5% from last year 2015-16 although still higher than the previous two periods the increase in this current period is a positive step forward for the program.
- Duplicated enrollment has also stabilized by increasing about 1.1%.
- FTEF is at 5.98 which is an overall increase over the last three periods.
- WSCH is increasing. Nevertheless, due to the class size limit and the lab/lecture ratio which is 60%-70% of lab instruction.
- Student success has increased to 82%, a high for the last four reporting periods.
- Retention has risen to 92% from the previous period but still low compared to 2012-13 reporting.
- Certificates for the department are at 21. Although the number is low compared to previous recording periods, this may be attributed to the lack of continuity with only adjunct faculty at the beginning of the reporting period. The current number reflects the full-time position being filled in the second half of the reporting period. The department fully expects the number of certificates to continue to increase.

Progress from Last Year's Action Plan:
- As of January 2017, the department has hired a full-time instructor. The continuity between the aeronautics courses has greatly increased.
- New aeronautics general course offered in the evening.
- Four new trainers purchased.
- New apprentice partnership with SkyWest Airlines for aero students.

Aeronautics — 2016-2017

SAOs/SLOs/PLOs:
The success of aeronautics students revolves around Federal Aviation Administration (FAA) Part 147 certifications and their ability to Interpret airframe and powerplant manuals (#3) and successfully write descriptive discrepancy reports, and perform required inspections on aircraft among other PLOs. Our PLOs and SLOs reflect the requirements of the FAA part 147 CFR. Nevertheless, they need to be updated to better reflect industry needs while still being in line with FAA requirements. The FAA regulations allows a part 147 school to teach beyond their requirements. Through advisory meetings we have learned that we require updates our PLOs SLOs and SAOs, to a higher industry standard while keeping within the requirements of the FAA. Over 90% of the PLOs have met the PLOs based on the curriculum we offer. Furthermore, the feedback received from industry advisories has demonstrated a need to reassess these PLOs.
To accomplish this we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required competency levels. This will in turn require additional faculty, lab support, equipment, supplies, etc.

Departmental/Program Goals:
- Increase outreach and program promotional activity to improve student enrollment.
- Increase student success and retention rates by providing high-quality education, innovation, instruction and services to a diverse community of learners.
- Update instructional technology and teaching aids to meet industry needs.
- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce to foster economic growth.
- Explore industry partnerships to provide our students with internship and or employment opportunities.
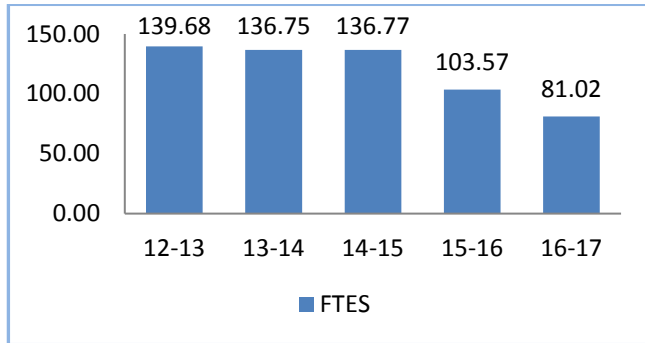
Challenges & Opportunities:
- New equipment for training and updating is quite expensive and far exceeds allocated budgets. Grant monies have to supplement and are generally hard to obtain for the program. Nevertheless, application for 2nd and 3rd round Strong Work Force Grant have been submitted and could allow for more class offerings and new equipment.
- One full-time faculty has been hired but this will still impact this year's department performance statistics due to the learning curve and time lag of implementing new plans.
- Hiring part-time faculty remains to be challenge due to high employability in the industry and low adjunct faculty pay scale.
- Due to severe space constraints two lab sections are taught in one lab at the same time.
- Outreach programs and program promotion has to be done by part time faculty at their own expense.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Hire additional full-time faculty to reduce current overload and to better serve the aeronautics airframe and powerplant evening night program.	1	Funding	Aug 2018
• Hire full-time lab assistant for aeronautics airframe and powerplant new night program.	1	Funding	Aug 2018
• Purchase new equipment to supplement night program	2	Funding	Jul 2018
• Purchase additional instructional supplies	3		Ongoing
• Review and rewrite current SLOs and PLOs	4	Funding	Oct 2018

Automotive Collision — 2016-2017

Description: The collision repair, refinishing & street rod program instructs students in collision repair, frame straightening, refinishing, estimating, street rod fabrication, auto interiors 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 editions to the program are the auto estimating that started in fall 2014, street rod, fall 2015 and interior restoration, fall 2017. The department updated the curriculum in fall 2017 to reflect the industries fast changing hybrid programs. The automotive department and instructors are certified by ICAR which is a nationally recognized organization.

Bar chart — FTES:
- 12-13: 139.68
- 13-14: 136.75
- 14-15: 136.77
- 15-16: 103.57
- 16-17: 81.02

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	575	580	617	484	376
FTEF	10.19	10.44	11.39	11.12	10.52
WSCH per FTEF	411	393	360	279	231

	12-13	13-14	14-15	15-16	16-17
Success	86%	85%	83%	88%	84%
Retention	94%	95%	93%	95%	95%

	12-13	13-14	14-15	15-16	16-17
Sections	25*	25*	29*	29*	27*
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	0	4	2	5
Certificates awarded	31	35	17	15	46

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

Assessment:
The program data shows decreasing enrollment from 2012-17. This is likely due to a lack of marketing from SBVC.

The success and retention rates have remained above the school average by twenty and six percentage points, respectively.

Due to decreased enrollment, the WSCH per FTEF has declined some. With increased marketing and high school partnerships, this should increase.

Sections have decreased slightly in alignment with the enrollment and low marketing.

Certificates have increased nearly 50% and AS degrees by 400% from 2012-13 to 2016-17.
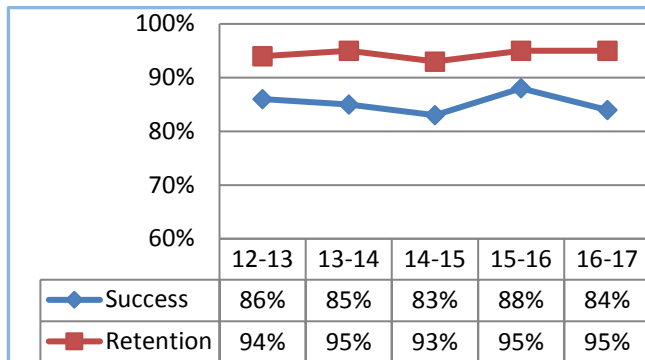
Progress from Last Year's Action Plan:
The department continues to recruit and promote our programs to diverse groups in the community and high schools. During spring 2017, our department collaborated with Colton High School to create and implement recruitment activities. These included a car show with at least 70 outside participants and many hands on demonstrations.

The department will continue to request an increased budget during the needs request process. Last year's budget request was fulfilled, but ongoing funds are required to stay up to date with current industry trends and standards.

Students continue to be gain employment in paid internships with Service King Auto Collision, which also prepares them for work at other collision businesses.

The department has made advances in green technology curriculum by purchasing a Ford Fusion Hybrid with money from the RAMP Up Grant. This grant, along with Strong Workforce, are examples of our continuous utilization of grant funding.

Automotive Collision — 2016-2017

SAOs/SLOs/PLOs:
All of the department SLOs were met with 90% or greater; therefore, there were no changes made to the evaluation process.

With the addition of the our hybrids and brand new electric vehicle, students are better able to meet the PLO, "diagnose and repair vehicle damage on full frame and uni-body vehicles" due to the difference in body design.

Departmental/Program Goals:
Although enrollment is down, award count has increased, meaning students are moving through the program more efficiently with high success and retention rates. With increased marketing in the community, enrollment should increase and improve the WSCH/FTEF as well. Increased community awareness of the college is part of Strategic Goal 3.

Concurrent high school enrollment courses have been a positive trend for many departments. The department is exploring this option at Redlands High School and possibly Pacific High School. This will increase access as mentioned in Strategic Goal 1.

The department continues to offer quality education in vehicle restoration, interiors restoration and in green technology, now made increasingly possible with our new hybrid and electric vehicles. Continuous improvement of facilities aligns with Strategic Goal 6.

We will be restructuring the existing lab space to better support our students to increase their success.

The addition of industry and education partners (Chief Automotive, Caliber Collision, Service King, NAPA, U-SAV-Mor Paints, Victor Valley and RCC, etc.) will help with our technical information, equipment, demonstrations and internships for continued student success, as described in Strategic Goal 5.

**Challenges & Opportunities:**
The department building has been renovated. With the help of program review and grant monies, the department has purchased new Ford Fusion Hybrid vehicle with RAMP Up funding and increased instruction supplies with program review funds. The 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. The solution was to use an existing 40-foot container and move it to the auto compound which has been helpful. The collision department has increased sections in the past ten years, but space has remained the same, so reutilizing space is necessary.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach through better marketing.	Increase enrollment	Work with SBVCs marketing dept.	Summer 2018
Explore concurrent enrollment opportunities.	Increase enrollment	Support from SBVC and high school administrators	Summer 2018
Continue to explore grant opportunities	Maintain state-of-the-art facilities and equipment	Administrative support	Ongoing
Request a permanent budget increase			Fall 2017

Automotive Technology — 2016-2017

Description: The automotive program provides high quality engine and transmission repair, Bureau of Automotive Repair Smog analysis, front-end alignment, hybrid vehicle diagnostics, and other services to a diverse community of learners. Provide students with the needed skills in order to be successful in today's automotive industry and transfer to universities. All courses offered apply towards a certificate or degree and allow students to workday or evening in order to complete the required courses and complete their certificate or degree and enter into industry or transfer.
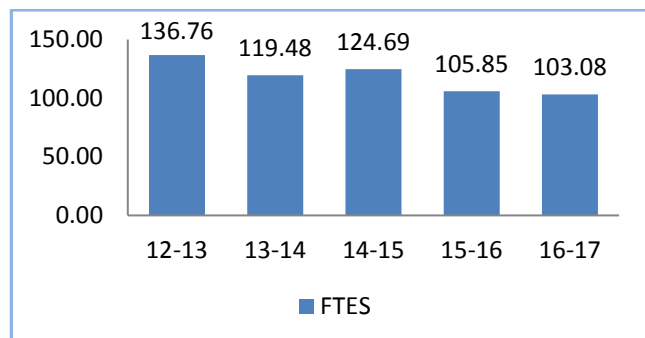
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	599	531	558	479	467
FTEF	9.16	8.45	8.39	8.32	8.66
WSCH per FTEF	448	424	446	382	357

	12-13	13-14	14-15	15-16	16-17
Success	75%	73%	76%	80%	77%
Retention	87%	95%	90%	93%	93%
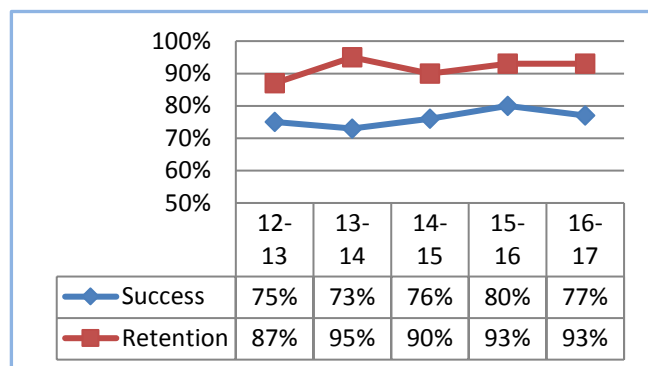
	12-13	13-14	14-15	15-16	16-17
Sections	30*	22*	28*	28*	29*
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	3	1	3	8
Certificates awarded	20	16	12	26	21

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

Assessment:
The automotive technology data shows decreasing enrollment from 2012-17. This is likely due to a lack of marketing from SBVC.

The success and retention rates have remained above the school average by ten and three percentage points, respectively.

Due to decreased enrollment, the WSCH per FTEF has declined some. With increased marketing and high school partnerships, this should increase.

Sections have decreased slightly in alignment with the enrollment and low marketing.

Certificates have remained constant and AS degrees have increased by 800% from 2012-13 to 2016-17.
FTES in 2016-17 dropped two 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.

Progress from Last Year's Action Plan:
Two hybrid and one electric vehicle have been purchased with Strong Workforce grant funds.

Community and high school outreach continues to be a priority.

Additional SBVC marketing is needed, as well.

To remain current in the automotive industry, the department now provides a preventative maintenance certificate and a hybrid/electrical course.

Automotive Technology — 2016-2017

SAOs/SLOs/PLOs:
All of the department SLOs were met with 80% or greater; therefore, there were no changes made to the evaluation process.

Departmental/Program Goals:
Several department goals are to assist the students in all aspects of their education plan and provide support whenever needed to transition into the work industry and/or university.

Another goal is to increase EV and hybrid diagnostic and repair within 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 now align the curriculum with local feeder high schools. This increases access as described in Strategic Goal 1.

The department continues to upgrade tools, equipment, and learning modules and provide the students with the best opportunity to succeed and be prepared in the automotive industry as described in Strategic Goal 5.

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 other students in other community college automotive programs. It will also show the community that SBVC knows what is needed in our local community to foster student and community success.

The department continues to prospect and apply for external funding through grants to support the needs of our program. Will also submit proposals to increase quality and enrollment in our program through the $200M Strong Workforce Program.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach through better marketing.	Increase enrollment	Work with SBVCs marketing dept.	Summer 2018
Explore concurrent enrollment opportunities.	Increase enrollment	Support from SBVC and high school administrators	Summer 2018
Continue to explore grant opportunities	Maintain state of the art facilities and equipment	Administrative support	Ongoing
Request a permanent budget increase			Fall 2017
Increase outreach through better marketing.	Increase enrollment	Work with SBVC marketing dept.	Summer 2018

Culinary Arts — 2016-2017

Description: The culinary department trains students to go out into the industry and become gainfully employed or transfer to a four-year college. Within the program there are courses that allow students to learn and understand all aspects of the food service industry, including customer service, catering, running a restaurant, food truck and coffee shop. Upon completion of this program the student will be able to open their own food service establishment or manage a food service establishment for a chain or small restaurant. The skills taught in this program are baking, cooking, business, and management, hands-on skills running a student run restaurant and catering.
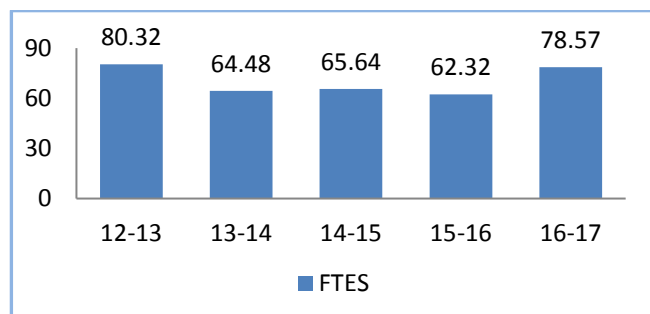
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	375	362	344	287	384
FTEF	3.93	4.19	5.25	4.85	5.54
WSCH per FTEF	613	461	375	385	425

	12-13	13-14	14-15	15-16	16-17
Success	72%	81%	85%	92%	73%
Retention	92%	91%	97%	98%	89%
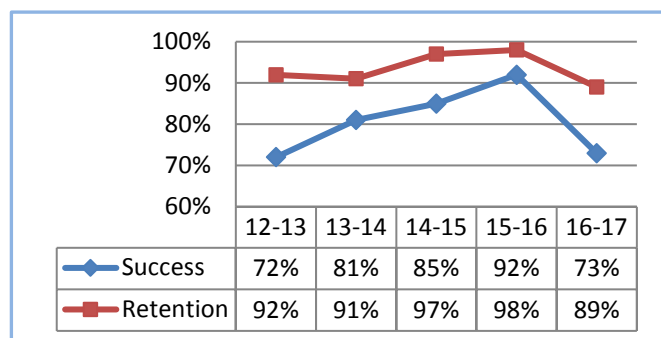
Assessment:
FTES has fluctuated over the years. Department is hopeful that with the new one year program FTES will continue to increase.

- FTEF has fluctuated in the past few years also. This will continue to increase as the program grows.
- Duplicate enrollment has also fluctuated since 2012-13 but is at 384 for 2016-17. The department goal is to have every student on duplicate enrollment.
- WSCH per FTEFs has also fluctuated since 2012-13—613; 2013-14—461; 2013-14 and 2014-15—375 WSCH per FTEF; 2015-16—385; 2016-17—425. Student contact hours should increase with the new program.
- Success rates for the program will fluctuate depending on the skill level of the student we attract in the program. In 2016-17 our success rate is down from the past couple of fiscal years. The department has revamped the program and is hoping with this revamp the success rate of the students will go back to match the years past.
- Retention the retention for the program has also decreased from years previous. The faculty of the department has concluded this reduction is because of the program change. The program change will take the students one year to complete and hopefully that will raise the success rate of the program and the retention rate.
- Certificates awarded is down in 2016-17 from the last couple of years. With the new program in place the certificates will increase because certificate completions will be at the end of each program. Instructors will help students apply for the certificates instead of relying on the students to apply for certificates themselves.
- Degrees awarded overall has been low for the program. Most of the students walk with their certificates and then go into the industry to work. Some of our students transfer to Cal Poly and Cal State SB. The department was tracking the students; however, this became overwhelming, and the chair could not keep up with all past and present students

Progress from Last Year's Action Plan:
Last year's action plan consisted of creating a one year culinary and baking program, purchasing a food truck and increasing enrollment within the program.

- The department has accomplished starting a baking program. The baking program has started out strong. The department is recruiting for next fall's baking program students as the program starts once a year.
- The new one-year culinary program has also started. This program has not taken off as planned as enrollment is down. However, the department is actively recruiting with hopes that the next fiscal year enrollment will increase. If not, the culinary program will be reevaluated once again.

Culinary Arts — 2016-2017

	12-13	13-14	14-15	15-16	16-17
Sections	11	17	20	18	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	4	3	6	6	3
Certificates awarded	17	14	20	33	15

- The food truck is currently out for bid. The department is hoping to have the truck for the 2ⁿᵈ annual Foodie Fest that will take place in April.
- Marketing for the program has not occurred as planned. The department is in need of more full time help in order to correct the culinary web pages so they are accurate and marketing help to get the word out regarding our new programs.
- Increased enrollment will hopefully happen when the department corrects the web pages and marketing for the program occurs.
- Hiring full time, temporary faculty for the baking program is under way.
- Hiring two full-time, temporary lab techs is underway.
- Hiring a manager for The Den has not been done. Instead a professional expert was hired to assist and manage The Den. This will position will turn into a full-time position eventually, if The Den is successful over the next two years.

The department chair is working diligently on trying to accomplish the items on last year's action plan however has been met with some road blocks. For instance; the department chair was not told that to purchase a food truck that cost is over a certain amount of money will have to go out to bid. So this process delayed the purchase. Also, grant money is being used to hire faculty and lab techs for the department. This has also been a lengthy process and has been met with challenges.

SAOs/SLOs/PLOs:
The department creates SLOs and PLOs based on the advisory committee meetings that are made up from many different aspects of the food service industry. The entire program SLOs, PLOs and department goals are based on the recommendations of this committee and that is what the program is based on. Industry needs and trends fuel the courses created that make up the program.

When SLOs are assessed, it might mean the department needs to update the SLO if the assessment shows that the SLO is not being met or that the instruction on that particular topic needs to be adjusted.

The SLOs tell the program what equipment is needed, how many staff are needed, and how the program should be set up in order for the students to succeed.

Departmental/Program Goals:
The department will increase student success within the program based on the one year program. Upon completion of the program all students will receive certificates. This will allow the student to become gainfully employed or transfer to a four-year college.
- Increase enrollment thru advertising and concurrent enrollment.
- Increase accessibility for all students. Offer classes on the weekend for the weekend college students. This will start in fall 2018. Lecture courses such as sanitation and safety.
- Create a hospitality program–there are over 9,000 jobs available in hospitality in our region. These courses will be designed to close that gap.
- Create online courses within the culinary department
- Complete Small Work Force grants for 2019-20
- Complete the purchase of the food truck, 12/2018

Culinary Arts — 2016-2017

Challenges & Opportunities:

Opportunities:
- Concurrent enrollment
- Visibility of program thru food truck and advertising
- Creating a hospitality program
- Weekend classes
- Marketing

Challenges:
- Finding instructors to teach concurrent enrollment courses in the high schools
- Purchasing the food truck
- Finding instructors to teach weekend classes
- Having time to market the program or finding a marketing person
- Hire full time instructors for baking and culinary programs

Action Plan:

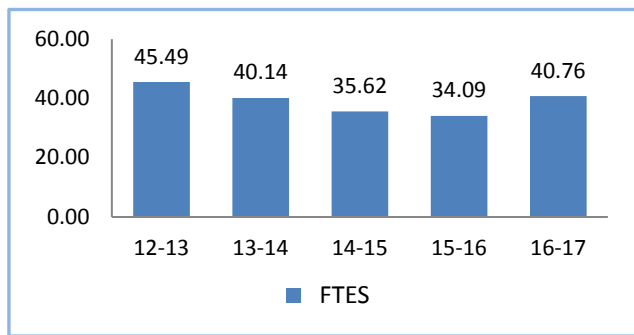| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Work with the marketing staff to correct the web pages for the program. Add a web page for The Den. Market the culinary/baking program.	Yes	Time	12/17
• Increase enrollment	Yes	Time	12/2018
• Offer weekend courses	Yes	Time	12/2018
• Create a hospitality program	Yes	Time to enter curriculum and approval from consortium	10/2019
• Work with CTE Dean to increase Concurrent enrollment	Yes		08/2019
• Finalize food truck and bring online for spring 2018	Yes	The district to complete the bid process. The department needs to work with the company that wins bid to custom create the food truck.	12/18
• Complete Small Work Force grants and reports	Yes		2017-2018
• Hire two full-time instructors, one for baking and one for culinary	Yes	The SWP grant will pay for one the salaries for one year however, after the grant ends the positions will become institutionalized.	2019
• Complete the hiring process for the two full-time, temporary lab technicians	Yes		

Diesel — 2016-2017

Description: SBVC is the only public college in the Inland Empire/Desert Region that offers a diesel program, despite the expanding logistic industry in the region. The diesel classes are offered morning through evening to accommodate working students' schedules. A new Heavy/Medium Duty Diesel Technology Associates Degree Program, as well as new curriculum for compressed natural gas, have been recently added.

The diesel department has also completed its first year of concurrent enrollment with Pacific High School. There are several delays in signing high school students up in the program, but the demand is there for students to fill seats, and the process has been improving each semester. Four out of 19 high school students are continuing with the program. As fall 2017 semester closes, these four students that pass with a letter grade C or better will have acquired 12 units of the 34 units completed toward the certificate program.

Additionally, the department has met with the English department to discuss concurrent enrollment for English 914 and/or 015 for high school students.

The diesel department maintains relations with the local industry to stay current on trends and regional needs. One current trend is diesel electric trucks, so the department is working with the electronics/electricity department to develop curriculum that will meet the needs of the industry and state approval.


	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	274	217	200	183	207
FTEF	3.9	3.94	4.63	4.29	4.11
WSCH per FTEF	350	305	231	239	298

	12-13	13-14	14-15	15-16	16-17
Success	78%	84%	85%	87%	95%
Retention	96%	95%	95%	91%	97%

	12-13	13-14	14-15	15-16	16-17
Sections	14	12	14	13	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	4	8	7	7	6

Assessment:
FTES is the highest it has been over the last four years. WSCH/ FTEF (efficiency measure) has increased 25% since last year due to an increase in enrollment and a small decline in faculty hours due to one less section offered. The increased enrollment is likely a result of our department visiting high schools and CTE colleges within the Inland Empire, as well as concurrent high school enrollment. This has increased the awareness and image of the department.

Success and retention are the highest they have been in five years, with success up eight percentage points and retention up six from last year. A possible reason for this increase may be the equipment upgrade, a new training module engine and the necessary tools received in fall 2016 for lab.
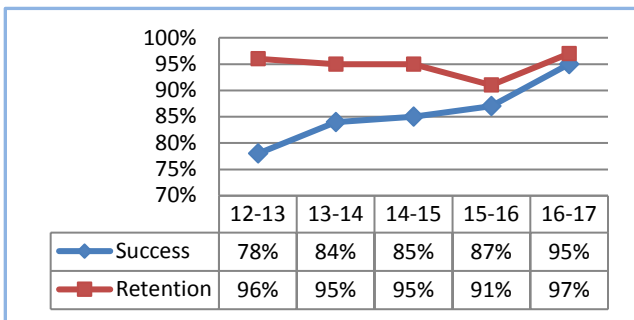
Section count is down from the last two years, but FTES, enrollment, and WSCH/FTEF, and faculty availability have all increased, so 2017-18 should see an increased section count. The certificates count has remained constant, but an increase in the number of awards should increase in 2017-18 with the increase in FTES, enrollment, and performance measures (success/retention).

Progress from Last Year's Action Plan:
To increase the number of awards received, a new associate's degree has been approved and implemented for the fall 2017. Additionally, a new certificate, diesel engine and fuel injection technology certificate, has been board approved with the rollout date planned for fall 2018.

The facility request for classroom expansion, improved lighting, and acoustic insulation has not yet been approved. Measurements were taken in spring 2017, but there has been no recent follow-up.

The previous (2015-16) plans to work with NATEF were cancelled after further inquiry into the process.

Diesel — 2016-2017

SAOs/SLOs/PLOs:
All of the department's SLOs were met with 80% or greater; therefore, there were no changes made to the evaluation process.

However, to address the gap in PLO-level achievement, a 60% evaluation pass rate, an increase to 70%, meaning that 70% of the students are expected to pass the final evaluation of course success.

Departmental/Program Goals:
In alignment with Strategic Goal 6, classroom expansion, improved lighting, acoustic insulation, and updated training equipment for the upcoming CNG curriculumare needed.

To address Strategic Goals 1 and 2, a new associate's degree has been approved and implemented for the fall 2017. Additionally, a new certificate, diesel engine and fuel injection technology certificate, has been board approved with the rollout date planned for fall 2018. Additionally, reinstatement of not-for-credit, local industry training for their employees to stay current in industry trends is needed. Previously, this was grant-funded. This will remain in limbo until a sustainable funding source can be found.

Strategic Goal 3 may be addressed by expanding the industry advisory board membership pool.

Challenges & Opportunities:
Challenges
- The challenges of the program are to develop new courses to meet renewable energy programs and hybrid 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 energy-efficient vehicles.
- This includes renovation of the current facility to meet the program needs which would include adding a building to expand training opportunities. Additionally, a cover for the outside lab to protect the expensive equipment that students are using in the lab which is currently open to the environment. The cover would be an average of 70 ft. wide x 120 ft. long x 15 ft. high to include lights, fan and electrical outlets.

Opportunities
- The new associate's degree will allow more students to acquire the skills needed to fill industry jobs in the local community. The new CNG curriculum will allow SBVC to become one of the leaders in the renewable energy industries.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Continue to communicate the importance of this upgrade with the VP, Administrative Services.	Facility upgrades	VP Approval and funds	Fall 2018 Fall 2020
Implement two more certificates that are industry driven by the advisory committee: manual/automatic transmissions, diesel/electric.	Add new certificates	Curriculum, regional consortium, and state approval	

Electricity/Electronics — 2016-2017

Description: The department provides a comprehensive educational theoretical and hands on 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, electrical power technology, industrial automation technology, as well as green technology (pertaining to solar technology). The general electricians program is approved by the Department of Industrial Relations of the State of California. Many of the other programs curricula matches and exceeds the Electronics Techology Association certification standards and/ or the Federal Communications Commission standards. The core courses common to electrical and electronic fundamentals are articulated with four-year university for BS in engineering and or engineering technology.
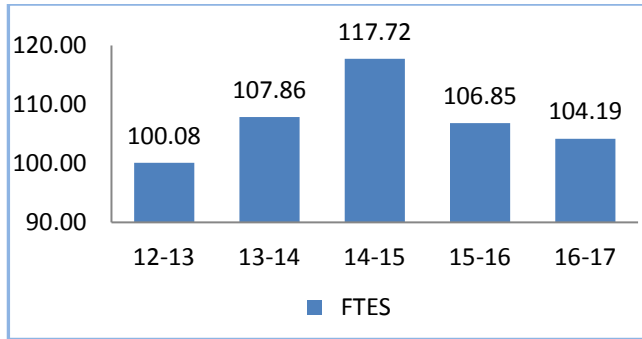
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	752	789	847	768	735
FTEF	7.10	8.20	10.46	11.28	11.09
WSCH per FTEF	423	395	338	284	282

	12-13	13-14	14-15	15-16	16-17
Success	79%	80%	80%	79%	81%
Retention	92%	93%	91%	90%	91%
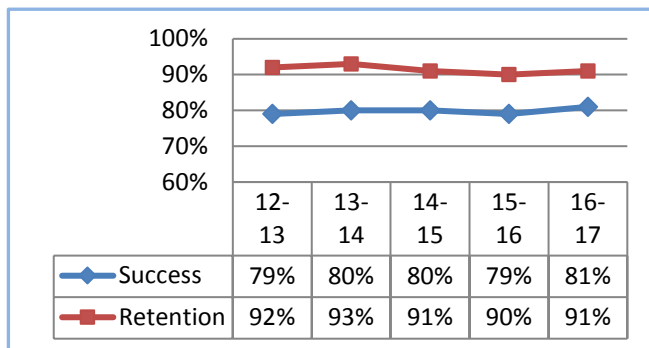
	12-13	13-14	14-15	15-16	16-17
Sections	30	34	42	45	43
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	4	10	13	10	8
Certificates awarded	23	19	28	28	26

Assessment:
1. Enrollment rate remains steady and has slightly dropped from previous year's level but is still within the historical five-year average. The continued job growth and low unemployment economy has lured potential students away from school enrollment and career improvement. Many instances of students dropping classes once a job is found.
2. Success and retention remained strong and have actually increased due to quality improvement in curriculum in terms of updates to industry standards as well as better equipped laboratory environment. Certificates and degrees awarded have been on the increase to further support good retention numbers.
3. WSCH continued to drop but only slightly and is now stabilizing to the correct level. This reduction is due to reducing overall class size in lecture and lab sections in order to deliver superior quality hands on training and to increase student success rates. This policy was started four years ago and has shown noticeable improvements in our student success and retention.

Progress from Last Year's Action Plan:
1. Department representatives have participated with more outreach and on campus events, showcasing typical projects and systems that students are involved within our programs to help promote our programs to increase enrollment and gather potential student information.
2. Have offered more tutoring hours and workshops to increase student success and retention and also to provide student mentoring to facilitate the learning experience.
3. Continued curriculum course modifications to include any and all code updates as well as new industry standards as per the recommendations of our advisory committee members.
4. Hired a part-time faculty subject matter expert in the avionics field to teach the our avionics course to augment our existing curricula for avionics.
5. Acquired new lab testing and trainer equipment to augment and improve our labs.

Electricity/Electronics — 2016-2017

SAOs/SLOs/PLOs:
Data from the PLOs three-year reports have shown that for all offered certificates and degrees, student outcomes exceed 90% consistently indicating that program goals are being met well. The PLOs themselves have been examined and been found to strongly correlate to program goals. For example, the PLO stating that students "Select and operate electronic test equipment during troubleshooting and repair operations, with an emphasis on safety in use and accuracy in results," happens to be a global PLO across all programs consistently is met by the students with over 90% attesting to the effectiveness of our educational curriculum and program goals. In addition, we actively review course SLO to insure that they are consistent and duly support the PLOs and our department goals. We incorporate any modifications that must be included that would be needed to support any updates in industry standards.

Departmental/Program 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 by providing tutoring and workshops to strengthen student knowledge. Provide lab technician support for the lab intensive curriculum of all our programs.
3. Continue to refine and update curriculum to introduce the most up to date technologies found in the industry and to increase enrollment in the avionics and communications technology fields.
4. To obtain qualified faculty working with 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. Therefore we are requesting additional lab space so that we can introduce new SCADA and Mechatronics lab equipment that will be incorporated within our programs.
3. During low-unemployment economy periods, students focus and priority is not on careers but remains to be employment.
4. Seek out industry partnerships to explore internships for students to provide a pathway for employment for our students and thus improve program efficacy.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Hire full -time lab technician to assist in all our lab intensive programs and classes.	2	Funding	2018-2019
2. To obtain additional classroom/lab space dedicated to new SCADA and Mechatronic trainers needed to expand our industrial automation certifications	1 (growth, enrollment) &2	Funding	2018-2019
3. Increase outreach and program marketing to increase enrollment	1	Funding	Ongoing

Food & Nutrition — 2016-2017

Description: The food and nutrition program allows students upon completion to several start points in the food and nutrition sector. The students can become gainfully employed in the following areas; dietetic aide, nutrition supervisor, High school cafeteria manager, a dietician in a hospital, convalescent home and or school district. This program offers a variety of courses for the interested student. Students can transfer or choose to work in the industry upon completion of their degree or certificate. This program transfers to Cal Poly, Cal State and the UC system. The program is being revamped and should start offering courses in the fall 2018.
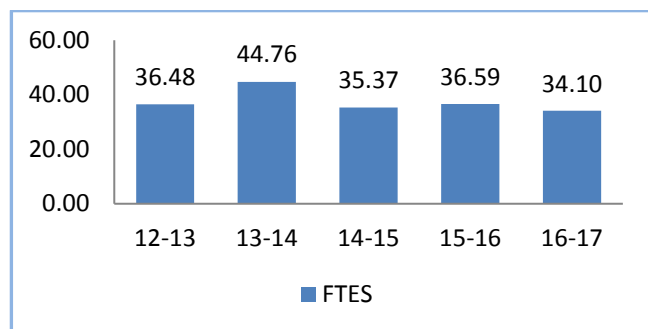
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	354	443	353	366	341
FTEF	1.80	2.20	2.20	2.40	2.20
WSCH per FTEF	608	610	482	457	465

	12-13	13-14	14-15	15-16	16-17
Success	71%	67%	68%	64%	62%
Retention	90%	86%	93%	93%	89%
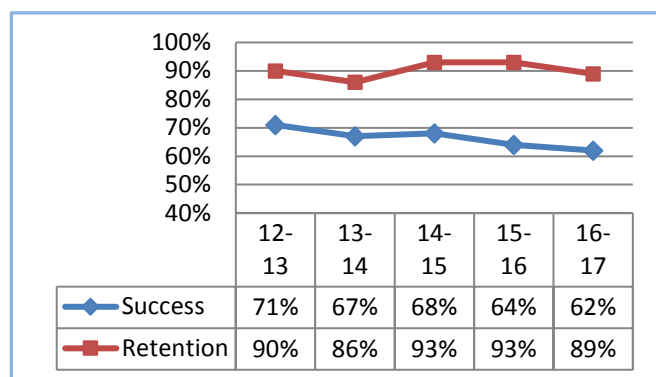
Assessment:

- FTES: 2013-14 was the highest FTES at 44.76, since then the FTES has slowly declined. This is because the State Chancellor's Office no longer validated the certificates offered within the program. The department chair has redesigned the program to meet the TMC at the State Chancellor's office and it will be approved for fall 2018 catalog.

- Duplicate enrollment in 2012-13 was 354; 2013-14 was 443; 2014-15 was 353; and, in 2015-16 was 366. The numbers have gone up in 2015-16 from 2014-15; for 2016-17 the numbers have fell even further due to lack of program continuity. However, with the new program starting in fall 2018 the department expects the enrollment to go up from previous years.

- FTEF in 2014-15 the FTEF were 2.20 and 2.40 in 2015-16, the department ran with two adjunct faculty. The department currently has three adjunct faculty however still does not have the new curriculum up and running as projected.

- Eventually the department would like to hire a full-time faculty for this department. The current evaluation of the department as far as FTEF in 2016-17 2.20 FTEF. The FTEF dropped due to the lack of program consistency.

- WSCH per FTEF: WSCH per FTEF in 2014-15 was 482, in 2015-16, 457, and in 2016-17, WSCH was 465 for the program. The numbers have declined due to certificates not being approved by the State Chancellor's Office; however, this will change in 2018 as the new food & 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 2015-16 at 64% from 2014-15 at 68% and now in 2016-17 success rates dropped to an all-time low of 62%. 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 2014-15, 2015-16 at 93%, 2016-17 retention is 89%. This is an acceptable level for the department.

Food & Nutrition — 2016-2017

	12-13	13-14	14-15	15-16	16-17
Sections	9	11	11	12	11
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	2	2	2	1

- Currently, the department has no online courses. The department chair will look into offering online courses.
- Awards and degrees within this area of study shows N/A in all years.
- Certificates awarded: The year with the most certificates awarded was 2010-11 at 12, from then on the department has struggled with these statistics. The department hopes that with the new program starting in the fall 2018 the certificates and transfers and possibly the degrees will increase dramatically.

Progress from Last Year's Action Plan:
There was no progress made last year with new curriculum. The curriculum committee did not approve some of the programs proposed. The department chair is meeting with curriculum committee to see what exactly needs to happen to get the new programs online for fall 2018.

As soon as the curriculum committee approves the curriculum the program will become accessible to the students.

Faculty has been put in place for the new program with the current population of students currently on campus. If the program grows as anticipated the program will need a full-time faculty.

SAOs/SLOs/PLOs:
- The SLOs at this point are all out-of-date at the State Chancellor's Office which is why the new programs were written. New programs for food & nutrition follow the CID created and approved by the State Chancellor's Office. All SLOs have been updated within the system or are at the VPIs office.
- SLOs drive the curriculum for this department. Assessment of the SLOs will be done on a yearly basis during the first few years of the new program, then changed to every third year.

Departmental/Program Goals:
- The department goals are to get the new program up and running by 2018.
- Hire two more adjunct instructors for the program.
- Increase degree, transfers and certificates for the program.
- Create a partnership with surrounding hospitals and convalescent homes so students can intern before entering the industry.

Challenges & Opportunities:
Challenges:
- The challenges are getting the curriculum through the curriculum committee.
- Hiring new qualified staff.
- Making sure the program is in the catalog properly.
Opportunities:
- Working with area hospitals and convalescent houses.
- Having nutrition and fitness graduates for the first time going out into the industry.
- Online classes for students

Food & Nutrition — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Work with curriculum to make sure the new programs are in the 2018 catalog.	Yes	Completion of current processes with curriculum committee and the chancellor's office.	2018
Hire more adjunct.	Yes	Build a pool	2018
Create contracts with area hospitals and convalescent hospitals in the immediate area.	Yes	A person to set these up the contracts as the department chair does not have time.	2018

Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) — 2016-2017

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. It also offers Refrigeration Services Engineers Society (RSES) classes that must be taken by a NATE certified professional in the HVAC/Refrigeration field to keep current with industry standards.
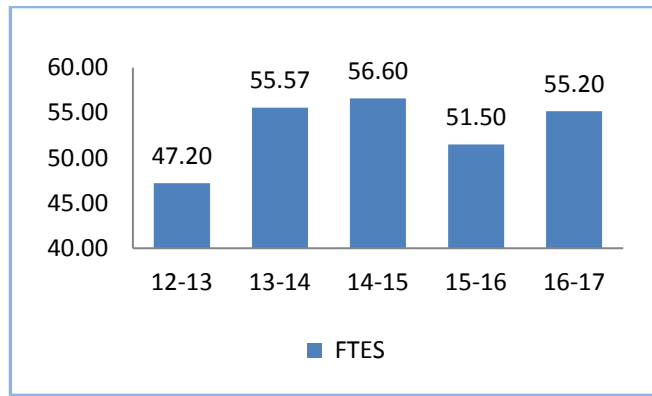
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	229	271	276	252	269
FTEF	3.34	4.48	4.82	4.82	5.51
WSCH per FTEF	425	372	352	320	301

	12-13	13-14	14-15	15-16	16-17
Success	86%	89%	88%	91%	83%
Retention	94%	96%	94%	96%	90%
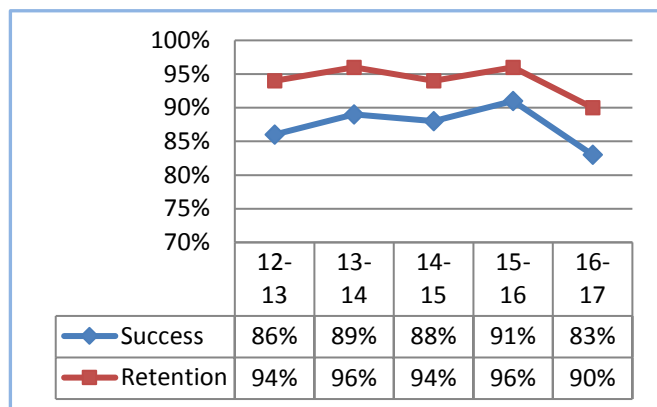
	12-13	13-14	14-15	15-16	16-17
Sections	10	13	14	14	16
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	2	3	4	2
Certificates awarded	8	8	12	16	14

Assessment:
1. FTES and enrollment has increased close to past previous peak level reached in 2014-15 which is a 6.7% increase from the previous year due to class section expansion and the hiring of a full-time faculty that is able to bring in his vast HVAC experience to the field.
2. FTEF has also increased warranting the hiring of a full-time faculty since this department has not had a full-time faculty in over eight years.
3. WSCH continued decline due to lab intensive classes and the reduction of student number per section as well as offering more sections of the beginning courses. This number is expected to further drop in order to provide a more quality based teaching of this intensively hands on program.
4. Student success and retention has slightly declined due to an anomaly. No particular reason is found for this slight decline since our SLO shows high percentage of success.

Progress from Last Year's Action Plan:
1. The RSES certification, which is the industry recognized certification, has been completed and approved and classes have just started to be offered.
2. Continued to grow our part-time faculty pool since it is very hard to find industry professionals willing to teach the subject matter since they are paid higher wages providing services to the public.
3. Increased outreach and promotional activities within campus and with local chapters of the refrigeration services boards. More activities are needed to increase enrollment.

Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) — 2016-2017

SAOs/SLOs/PLOs:
Analysis of PLO data for the past three years yields that the student's success rate has consistently exceeded 93% on the average indicating that we have a viable program. Also, looking at a the PLO that states that students "Be eligible to sit for industry/federal-style examination (RSES, NATE) on the theory and procedures of HVAC/R technology," and having a 93% success rate relates that program efficacy is robust. Also, course PLOs are routinely visited and are modified as per the recommendation of the faculty, as well as our advisory committee members who are part of the industry. These recommendations also influence departmental goals that deal with aligning the program to meet industry needs and standards.

Departmental/Program Goals:
1. Continue to update course content to include smart technologies and continue to offer the industry recognized certificate program (RSES) to be integrated with our existing program.
2. Continue to update and add laboratory equipment to meet industry standards.
3. Increase number of sections in daytime to increase enrollment and attract a different student population since currently the majority of classes are in evening.
4. Continue to initiate outreach and program promotional activities to increase student enrollment.
5. Establish more industry-wide partnerships to provide student internship opportunities and provide a pathway for student employment opportunities.

Challenges & Opportunities:
1. Hard to find part-time faculty to teach in morning section. All are typically employed in the industry.
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. Seek out industry partnerships to explore internships for students.

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Seeking out industry partnerships for apprenticeship opportunities for students	5	Funding	Ongoing
2. Obtain a secondary lab space, since program growth will require us to have a secondary lab space to expand our teaching capabilities, as well as add newer lab equipment.	2 & 3	Facilities dunding	Ongoing
3. Perform more outreach and program promotions	1	Funding	Ongoing

Inspection Technology — 2016-2017

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 topics that include: testing of construction materials, non-structural plan review, interpretation and use of building codes and related laws. It takes a minimum of two years for students to complete the certificate and/or degree major for the inspection technology program. Graduates of the program typically work as building inspectors for government agencies in building and safety or code enforcement
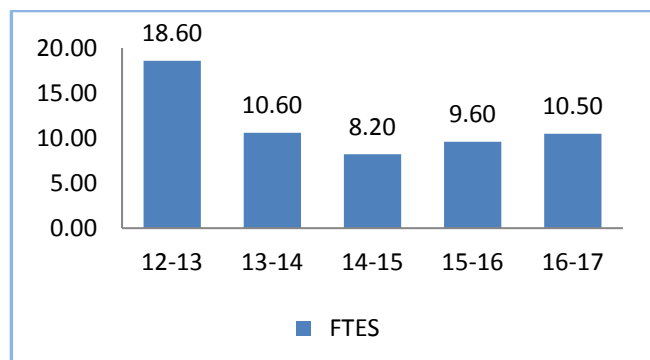
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	186	106	82	96	105
FTEF	1.40	1.20	1.00	1.40	1.40
WSCH per FTEF	399	265	246	206	225

	12-13	13-14	14-15	15-16	16-17
Success	86%	85%	95%	84%	80%
Retention	99%	94%	99%	96%	93%
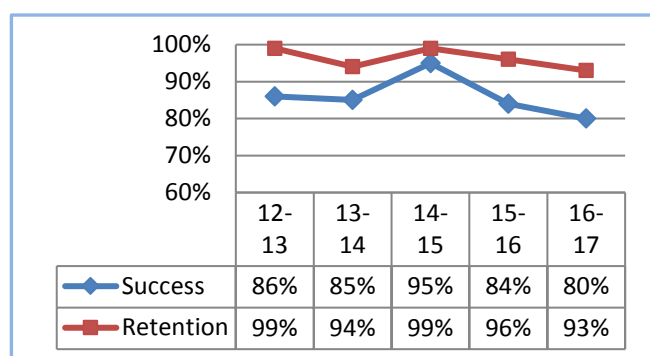
	12-13	13-14	14-15	15-16	16-17
Sections	7	6	5	7	7
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	3	2	1	0
Certificates awarded	5	3	2	2	3

Assessment:
- The FTES is starting to show a steady increase/ improvement since the drop during 2012-15 that was caused by economic crash and housing market failure.
- There also appears to be a small and steady increase in enrollments.
- The success and retention show a small decline as enrollment goes but remains high due to the specialized nature of the program
- The WSCH per FTEF is beginning to improve as the enrollments are steadily climbing
- Sections offer remain steady and completions have remained steady but very low.

Progress from Last Year's Action Plan:
- The program is still in need of improved outreach.
- The faculty chair, with the help of the adjuncts, has put together the desperately needed program updates to align with industry requirements and standards. These changes have been submitted and should be reflected in the fall 2018 catalog and schedule.
- The inspection adjuncts are local building officials and code enforcement officers. They have been providing valuable input to improve the program. They will also be presenting at the International Code Council (ICC) regional meeting to verify the curriculum updates with an industry advisory.

Inspection Technology — 2016-2017

SAOs/SLOs/PLOs:
One of the PLOs assess the students to see if they are at an "entry level employment in the building inspection field as an inspector of residential, commercial or code enforcement areas" (89.58% of students have met the PLOs according to the SLO cloud), and the other PLOs assesses a student's ability to interpret and use several of the most important sections of building code (between 78.05% and 88.24% of students have met the PLOs).

These PLOs influence the program goals by demonstrating that the program is doing well but could do better with how students are trained. The curriculum was not updated for many years and has just been submitted for improvements. However, even though updates have been submitted, it is vital that these changes/updates become a continuous process for the program as meeting industry demands and the success of the students must come first. As the curriculum is improved, there must also then be other areas of focused resources to support program improvement including: stipends for program improvement, outreach/marketing and the hiring of new faculty.

Departmental/Program Goals:
1. Hire one of the adjunct faculty additional hours to help as a subject matter expert with scheduling, program review, curriculum, etc.
2. Increase enrolment by improving outreach and marketing
3. Continue to update and improve curriculum
4. Recruit more faculty
5. Increase the number of certificates/degrees awarded

Challenges & Opportunities:
- The inspection technology program has no full-time faculty. This has made it difficult to make any updates or improvements. The current faculty chair, who is also the chair of welding technology and machine Trades programs, is not a subject matter expert for the program but is the first one in close to ten years to make an effort to improve the program.
- The faculty work in the industry which makes them uniquely qualified to properly train their students for the industry
- Minimal outreach and marketing funds/opportunities available.
- Qualified faculty are difficult to recruit.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Find a stipend for an adjunct to help with running the program	1	Funding	August 2018
Increase enrollment	2	Outreach	This needs to be ongoing
Recruit more faculty	4	Marketing support outreach/ marketing/HR support	August 2018

Machinist Technology — 2016-2017

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).

FTES bar chart: 12-13: 40.91, 13-14: 32.70, 14-15: 26.34, 15-16: 23.77, 16-17: 23.88
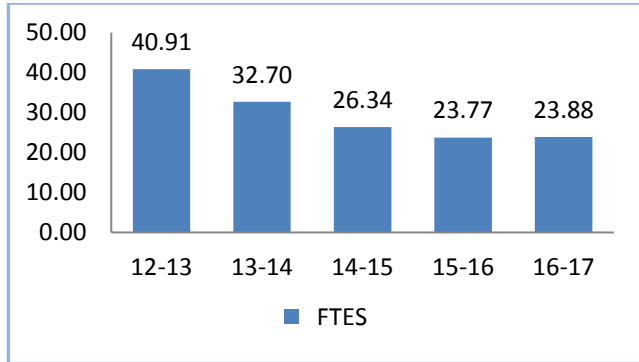
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	220	190	141	133	139
FTEF	3.08	3.10	3.10	2.26	3.38
WSCH per FTEF	399	316	255	316	212

	12-13	13-14	14-15	15-16	16-17
Success	72%	87%	85%	75%	82%
Retention	92%	98%	96%	92%	93%
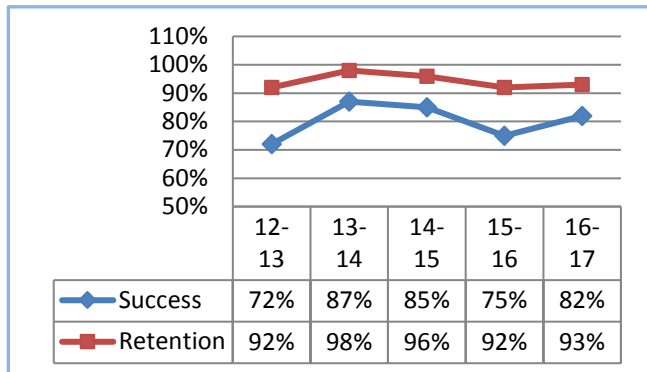
	12-13	13-14	14-15	15-16	16-17
Sections	17	16	17	15	15
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	4	3	0	0
Certificates awarded	21	3	9	6	4

Assessment:

- The FTES dropped drastically from the 2012-13 year to the 2015-16 year. 2016-17 shows a very slight improvement over 2015-16 but the FTES is still low. It appears that the program is beginning to stabilize but action is necessary to ensure improvements.
- The enrollment has followed a similar trend as the FTES. One possible reason cited by the faculty in the program is issues with unreasonable prerequisites and lack of curriculum updates.
- WSCH per FTEF decreased from the 2015-16 year to 2016-17 year because of increased course sections and low enrollments in each section.
- Retention has remained almost constant and very high. The success has varied a little more than the retention and shows a bit of instability most likely caused by the need for equipment repairs/updates, curriculum improvements and industry partnerships.

Progress from Last Year's Action Plan:

- Advanced manufacturing curriculum has been submitted
- The program applied for SWP funding and was denied but will continue to apply for funds
- Full time faculty internships did help keep faculty knowledge up to date but did not draw incumbent workers into the program as effectively as planned.
- A high school dual enrollment partnership has been established
- Career and technical education outreach events have been a focus but have not increased student enrollment as anticipated.

Machinist Technology — 2016-2017

SAOs/SLOs/PLOs:

The PLOs for the machinist technology program focus on skills required by the industry. As an example, one of the PLOs states "Properly use hand grind cutting tools in machine tool cutting operations." Percentage of students who met the PLOs range from 78.57% to 93.33%.

These show a fairly high percentage of students who have met the PLOs based on the curriculum we offer. The feedback received by our industry advisories has shown us that we need to more rigorously asses these PLOs. To do this, we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required certifications. This will in turn require additional faculty, lab support, equipment, supplies, etc.

Departmental/Program Goals:

1. Work with the United States Department of Labor to form an apprenticeship program that will increase access to employment
2. Join/become a member of the manufacturing association
3. Increase marketing and outreach
4. Develop and improve curriculum (mechanical drafting, machine tool integrator, robotics, quality control technician, etc.)
5. Partner with the industry to strengthen the machinist technology advisory committee
6. Purchase/upgrade equipment
7. Certify machine trades staff with NIMS to improve access to professional development
8. Establish and maintain partnerships with community organizations including high schools
9. Continue to apply for SWP funds
10. Increase enrollment

Challenges & Opportunities:

- Low enrollment
- Conventional machines require maintenance and accessories
- The program only has six operational computer numerical control (CNC) machine tools
- The machinist technology program was able to purchase two brand new CNC machines with a grant
- The program has up-to-date software
- The program does not have the most up to date five axis machines
- Opportunities for networking and building partnerships with the industry
- Lack of funding for additional purchases and improvements to equipment
- Limited marketing and outreach support

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Form an apprentice program	1	Management support	10/15/17
Increase enrollment by improving marketing and outreach	3/9	Marketing and outreach support	This needs to be ongoing
Submit curriculum improvements	4	Faculty time	Oct 2018
Plan an advisory meeting	5	Faculty time and funding	Nov 2017/ Apr 2018 Jul 2018
Purchase equipment	6	Funding	

Water Supply Technology — 2016-2017

Description: The water supply technology program is designed to serve students who are employed or interested in employment in the field of water and 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. The program offers a vocational certificate as well as an Associate degree.
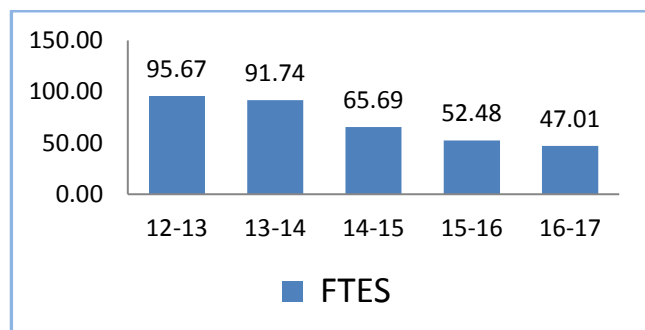
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	952	933	758	595	564
FTEF	6.39	8.09	6.98	6.69	6.13
WSCH per FTEF	449	340	282	235	230

	12-13	13-14	14-15	15-16	16-17
Success	78%	75%	81%	85%	71%
Retention	95%	93%	96%	97%	91%
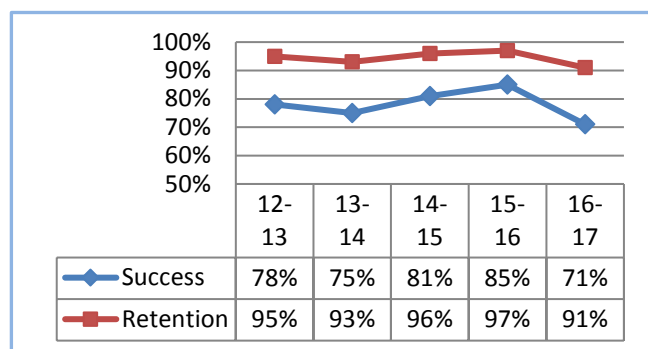
	12-13	13-14	14-15	15-16	16-17
Sections	39	45	45	47	42
% of online enrollment	3%	0%	0%	4%	14%
Degrees awarded	8	20	9	12	15
Certificates awarded	12	5	15	14	12

Assessment:
After impressive growth through 2014, WST Program enrollment has continually declined beginning in AY 2015.

- Productivity numbers (WSCH/FTEF) are below the established target for the college; hence, the lower efficiency percentage.
- While the boom in FTES was not expected to last, there has been a change in enrollment activity both in traditional and online courses. Despite the low fill rates of the traditional courses; hybrid course offerings demonstrate a marked increase.
- Certificate and degree completion rates have either held steady or declined slightly, but, the stagnant completion rates are disappointing.
- Overall, the student success/retention percentile has improved in five years though it fell slightly in the last year.
- Increased program requisites are resulting in over-prepared students for the workforce. Curriculum modifications should result in real-world preparation for an occupation. Due care must be taken to align program courses with local and regional business needs.
- The WST Program must find a way to direct its own students into open courses or risk depriving SBVC of the opportunity to serve them and the FTES.

Progress from Last Year's Action Plan:
- Track students to determine certification/job placement rate: This goal attainment is problematic for two reasons: 1) an inability to accurately cross reference WST Program student's names with information on public mailing lists of certified operators; 2) and, the treatment of identifiable information stored in operator databases disclosed in a relationship of trust but also with an expectation of confidentiality.
- Increase partnerships to improve work experience enrollment: WST Faculty annually host an exam workshop series and conference which is used as a method to promote program course offerings thereby increasing stake holder involvement.
- Develop schedule to align with time when students can enroll: Monitoring actual enrollments more closely to avoid repetition of undesirably small classes. More attention is given to the state of enrollments at a point when the primary population has registered.
- Provide adequate support service to adjunct faculty and students to sustain/improve the quality of the program: With all the changes occurring in higher education, each educational program is being challenged to attract and retain students by offering creative educational options.

Water Supply Technology — 2016-2017

- <u>Use grant funds to improve enrollment numbers in the program and increase class sizes:</u> The program sought external funding sources through the Department of Agriculture and Strong Workforce Program Investment Opportunities.

SAOs/SLOs/PLOs:
The PLOs are in direct alignment with the expected range of knowledge identified by state licensing officials for minimally competent water industry operators. Therefore, an SLO Assessment Test consisting of one key question for each SLO component becomes the "body of evidence" that identifies the learning targets and the assessment tool to be employed to measure learning. State licensing officials have set a demonstrated proficiency target (e.g., examinees must attain a passing score of 50% for all mathematical calculations along with an overall exam score of 70%). A similar grading rubric, at or less than 70 is deemed either "acceptable" or "unacceptable" and evaluated to determine the proportion of students whose test scores met or failed to meet the target. One negative aspect of the assessment process was its use to conflate course requisites and SLOs, which threatened the pedagogical integrity and curricular design of the program. The lessons learned are as follows: 1) Requisites and other limitations on enrollment can serve as a precursor for more challenging curriculum; and, 2) The assessment process must provide focused feedback (i.e., academic quality vs. rigor) in determining where the program can best prepare students, as well as effect improvement.

Departmental/Program Goals:
Pedagogical innovations, accountability, and learning outcomes define the program benchmarks established in formulating the departmental goals:
1. Active, Student Centered Teaching, and Learning:
   a. Meaningfully design and align curriculum to help students succeed in achieving educational goals.
   b. Design and develop or revise instructional materials such as on-line educational resources
2. Private Support for Education-Increased Outreach:
   a. Acknowledge increased competition for students from private educational and training providers
   b. Build strong alliances by networking with industry and the community
   c. Seek external funding opportunities
3. Professional Development Support for Innovation:
   a. Course management systems
   b. Online enhanced instruction
4. Student Success: Ongoing Evaluation:
   a. Measure and document the effectiveness of active learning with student involvement
   b. Establish methods and processes for assuring the quality of online instruction

Challenges & Opportunities:
The challenge of program sustainability remains: providing employers the proper training vehicle necessary to fill vacancies with students knowledgeable in the operation and maintenance of potable and non-potable water systems. On a positive note, water and sanitation services are recession proof essential public services. More importantly, the program is designed to provide students with the expected range of knowledge to gain employment, divided into levels or "building blocks" allowing each student to meet their specific career goals, and college credit may be earned for internship work experience.

Nevertheless, inadequate curricular design may persuade students to seek open seats at other institutions, thereby further eroding program enrollment numbers. To encourage greater full-time enrollment, more work is needed in forming stronger alliances with water agencies. Meanwhile, the program is examining non-credit course offerings at accessible off-campus locations, increased online delivery options, the development of articulation agreements and partner status with four-year colleges. Lastly, budget gaps can be addressed by seeking funding through grants offered by environmental agencies, utility organizations, and the U.S. government.

Water Supply Technology — 2016-2017

Action Plan:

Action Step(s)	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Identify instructional needs and gaps 2. Design, develop, or revise curriculum to ensure students have real-world skills to bring to the workforce	Active, student centered teaching, and learning	Curricunet training	Oct 2018 Ongoing
3. Increase outreach and networking activities 4. Seek external funding opportunities 5. Complete staff training in course management system and on-line enhanced instruction	Private support for education Professional development training	------------------- One for training Canvas training	Oct 2018
6. Measure and document the effectiveness of active learning with student involvement 7. Establish methods and processes for assuring the quality of online instruction	Student success	-------------------	Ongoing

Welding Technology — 2016-2017

Description: The welding technology program continues to keep in step with the 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 and layout. Students in the program are being prepared to successfully complete the AWS SENSE level 1 Welder Certificate and pass the Los Angeles 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.
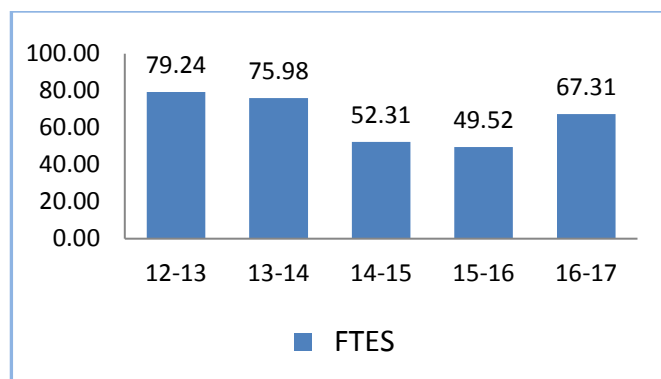
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	429	463	338	326	463
FTEF	6.59	7.84	7.82	7.06	7.96
WSCH per FTEF	361	291	201	210	254

	12-13	13-14	14-15	15-16	16-17
Success	85%	74%	78%	91%	82%
Retention	96%	88%	96%	98%	94%
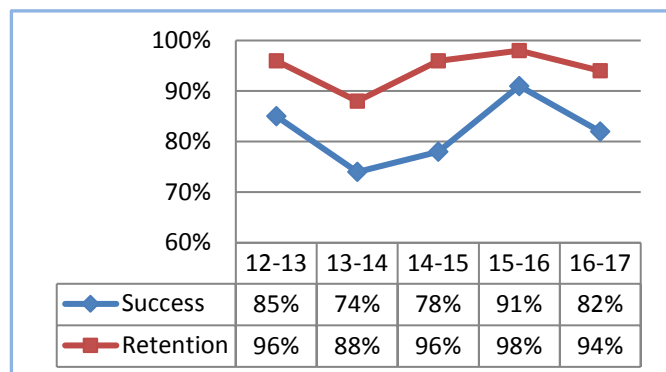
	12-13	13-14	14-15	15-16	16-17
Sections	32	39	32	28	32
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	1	0	1	8
Certificates awarded	4	1	6	3	5

Assessment:
- There has been significant improvement in the FTES for the 2016-17 year as adequate time has passed since the issues caused by the T120/T121 lab renovation project.
- Student enrollment and completions are on the rise and show a marked improvement. 2016-17 enrollment matches 2013-14 showing that the program has regained the enrollment losses caused by the renovation project. In addition, prerequisites have been updated and it is now easier for students to complete the program in a reasonable time frame.
- WSCH per FTEF also shows improvement from the 2014-15 and 2015-16 years.
- The success and retention has been on the rise over the last serval years but shows a small drop for the 2016-17 year. In order to regain this and maintain the growth from the 2013-14 through 2015-16, the department needs more staff. The full-time instructors our having to do more than a normal teaching load; they teach, perform the job functions of a lab assistant, maintain the equipment, and teach an overload because of the shortage in welding faculty. This takes away from and reduces instructor time with the individual students. This hurts success and retention for students because they feel that their needs are not being met. The addition of a third full time faculty and a full-time lab assistant will help in maintaining and improving these numbers.

Progress from Last Year's Action Plan:
- A small amount of the needed equipment was purchased
- The program has worked extremely hard to acquire funding through SWP but were not funded by either local or regional funds
- Eight new courses have been created and submitted as well as three courses modified by the faculty to improve the curriculum for the welding technology program.
- Four new certificates have been proposed to expand/improve the curriculum to meet industry requirements.
- The electrical has been fixed in T112B
- A second full-time faculty has been hired for the fall 2017.

Welding Technology — 2016-2017

SAOs/SLOs/PLOs:
The success of welding students revolves around industry recognized certifications and their ability to read drawings and successfully fabricate based on a drawing. Our PLOs and SLOs need to be updated to better and more accurately reflect this. However, there are several PLOs that we have that come close: 1) entry into the welding field as a certified/licensed welder; 2) reading and interpreting welding symbols and blueprints; 4) layout and fitting of steel structures, and, 5) performance standards that meet the American Welding Society's guidelines.

These show a fairly high percentage (between 90.16% and 93.48%) of students who have met the PLOs based on the curriculum we offer. The feedback received by our industry advisories has shown us that we need to more rigorously asses these PLOs. To do this, we need to expand some of the course offerings to more comprehensively cover and prepare students for industry required certifications. This will in turn require additional faculty, lab support, equipment, Supplies, etc.

Departmental/Program Goals:
1. Hire an additional full-time faculty and lab assistant to improve student success and retention.
2. Increase class offerings to improve CTE certificates and increase student access to the program.
3. Improve and modernize equipment to improve student success.
4. Purchase instruction supplies to support student success even with increased enrollment
5. Revise the SLOs and PLOs to meet industry standards.
6. Increase the number of student completing the program certificates.
7. Increase the number of students completing industry recognized qualifications.

Challenges & Opportunities:
- The program has a shortage of instructors. We are having trouble meeting the needs of current classes and the addition of new classes will put us behind. An additional full-time instructor is desperately needed as qualified adjunct instructors are proving difficult if not impossible to find.
- Not having a full-time lab assistant is hurting student success and retention. Instructors our doing the job that a lab assistant would do, as well as their own which takes away time from students.
- Applications for 2nd and 3rd round Strong Work Force Grant have been submitted and could allow for more class offerings and new equipment.
- The program is in need of repairing/maintaining worn equipment. By repairing some the old machines that have not become outdated, the school could both save money and increase access to students by increasing the possible capacity in each course.
- Additional instructional supplies are needed to support the increased enrollment in the program.
- Addition of new classes and updated SLOs/PLOs will enhance student success and job opportunities.

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Hire an additional full-time faculty and reduce overload of the faculty	1	Funding	Aug 2018
• Hire a full-time lab assistant so faculty can focus on student success	1	Funding	Aug 2018
• Purchase new equipment	3	Funding	Jul 2018
• Repair equipment	3		Jul 2018
• Purchase instruction supplies	4	Funding	Ongoing
• Review and rewrite the SLOs and PLOs	5	Faculty time/ support	Oct 2018

SAN BERNARDINO VALLEY COLLEGE
# EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2016-2017

ARTS & HUMANITIES DIVISION
(INSTRUCTION)

Art — 2016-2017

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.
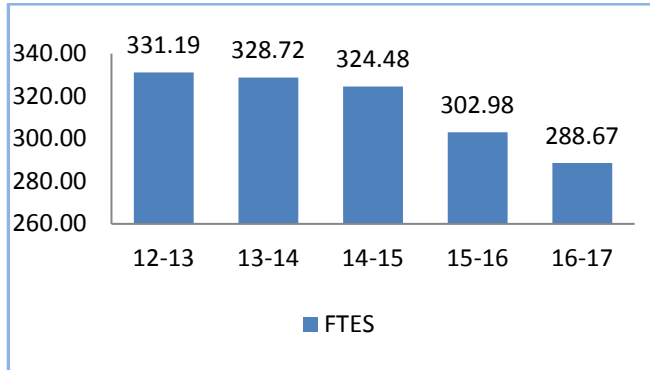
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,152	2,209	2,263	2,177	2,089
FTEF	17.66	19.00	19.18	18.95	18.66
WSCH per FTEF	563	519	507	480	464

	12-13	13-14	14-15	15-16	16-17
Success	77%	78%	75%	76%	78%
Retention	90%	91%	90%	90%	91%
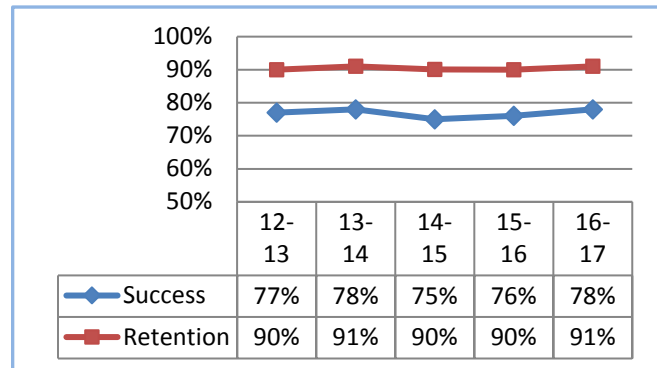
	12-13	13-14	14-15	15-16	16-17
Sections	73	80	130	150	149
% of online enrollment	3%	3%	4%	5%	7%
Degrees awarded	9	16	14	22	30
Certificates awarded	9	7	7	6	18

Assessment:

Comparing the 2015-16 and 2016-17 academic years indicates:

- There was a decrease of 14.31 FTES
- Duplicated enrollment decreased by 88
- FTEF decreased by .29 and the WSCH per FTE decreased by 16. The decline in FTES, Duplicated enrollment and FTEF may be linked to the enrollment drop the campus has experienced in 15-16. An additional consideration is we lack a full-time art historian to help grow the program through additional sections that can't be readily filled by adjunct instructors, through and through curriculum development.
- Success rate increased by 2% and is at the same level it was for the 2013-14 academic year. Retention rate increased by 1% and again is at the same rate it was for the 2013-14 academic year.
- The % of online enrollment increased by 2%, degrees awarded increased by 8 and certificates awarded increased by 12. This is a significant increase in degrees and certificates awarded.

Progress from Last Year's Action Plan:

We have yet to receive an additional full-time faculty member through the program review request procedure:

- We have added Art 108 and Art 161 as hybrid courses.
- We have received approval for Art 121, Three-Dimensional Design. The course will not receive state approval until 2018 and will not be offered until 2019. This is the remaining courses required for the TMC model.
- We have hosted art-related career day events.

Art — 2016-2017

SAOs/SLOs/PLOs:
The goal most significantly influenced by the assessments of PLOs and SLOs has been aligning courses with the TMCs for studio and art history courses. Feedback from the curriculum committee and transfer coordinator has influenced how the courses align with the TMC and the criteria for Art 121, Three-Dimensional Design.

Departmental/Program Goals:
- To increase enrollments in alignment with the increase in college enrollments
- To continue to pursue TMCs once Art 121 receives State approval
- To establish a budget for the Art Gallery needs such as traveling exhibitions, catalogs, posters through the program needs assessment process
- To host art career events to increases awareness of art careers and art classes if the events continue to be funded through grants
- To provide awareness of training opportunities for instructors teaching online or hybrid courses
- To begin reevaluating SLOs

Challenges & Opportunities:
The challenges are lack of an additional full-time faculty member, especially in the area of art history. 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. An additional challenge is presented by the number of students attending art classes who have additional physical and mental needs. The instructors are not prepared to handle the increase in students numbers we are experiencng for students with special needs.

The opportunities are increased enrollment through online and hybrid offerings, increased student success and retention by aligning courses with TMCs when Art 121 is approved by the State Chancellor's Office, increased awareness of employment opportunities in the arts through a career day and increased awareness of the Art Gallery. Funding from three grants, the Here to Career, Strong California Work Force and Perkins also provide opportunities for curriculum development and equipment purchases that might not otherwise be possible.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Request full-time art historian through the program needs assessment process.	Increase enrollment and advance curricula	Program needs assessment	Fall 2017
Develop brochures and promotional materials to increase awareness of the degrees and certificates		Copy and design	Spring 2018
Submit TMCs once Art 121 has been approved by the state	Complete TMCs	Waiting on state	Fall 2019
Submit request for Art Gallery budget through program needs assessment	Art Gallery budget	Program needs assessment	Fall 2017
Increase awareness careers in art and design	Host a Career Day	Perkins funding	Spring 2018
Continue to have department meetings where online instruction is on the agenda	Increased awareness of online teaching practices	Department meetings and professional development opportunities	Ongoing
Begin reevaluating SLOs	Reevaluate SLOs	Department meetings and discussions among the faculty	Spring 2018

Communication Studies — 2016-2017

Description: The communication studies department has a FTEF load equivalent to 9 FTF. However, the department functions with four FTF, and nine adjunct faculty. The 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, the COMMUNICATION STUDIES department is the only area where the A1 requirement for CSU transfer can be met***. Courses are taught in various learning environments and various times, in order to create more access for students. Course offerings include tradional face-to-face classes, various late-start schedules, 100% online, online-hybrid, morning, mid-day, and evening.

FTES bar chart: 12-13: 269.13, 13-14: 263.63, 14-15: 274.24, 15-16: 257.59, 16-17: 247.08
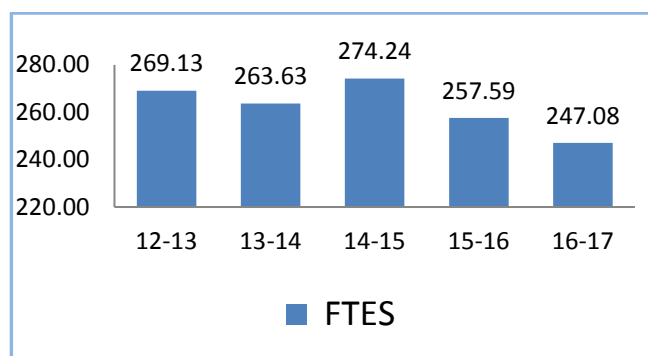
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,613	2,636	2,760	2,596	2,488
FTEF	17.00	17.40	18.20	18.18	17.60
WSCH per FTEF	475	455	452	425	421

	12-13	13-14	14-15	15-16	16-17
Success	68%	66%	64%	65%	65%
Retention	89%	88%	89%	87%	87%
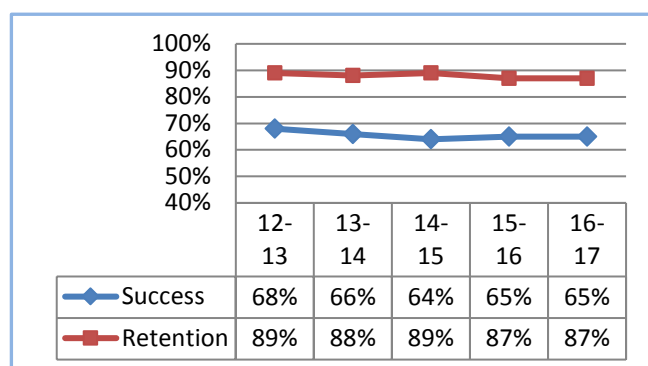
	12-13	13-14	14-15	15-16	16-17
Sections	85	87	91	92	88
% of online enrollment	9%	12%	13%	14%	16%
Degrees awarded	N/A	4	9	10	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- Department maintains FTEF load of nine, but functions with four FTF and nine adjunct faculty.
- Department FTES increased between 2012-13 and 2014-15, and as a result, the department maintained number of course offerings 2015-16. However, noticed a drop in productivity and after re-evaluating the following year (2016-17), decided to reduce number of sections offered to meet the current needs of our students, which explains the decrease in FTES in 2016-17.
- As a result of our assessment and adjustment made in 2016-17, WSCH per FTEF remained consistent with the previous year.
- Department SUCCESS and RETENTION rates seem to be consistent with our college average (SBVC success 66% and retention 89%).
- Department productivity rate will never reach the general campus goal because of our class caps. Class caps have been set according to pedagogical factors that influence the success of our students in the course. Approximately 85% of our course offering have a cap of 30 rather than 35, largely due to the multiple presentations required in those courses.
- As a result of our steady increase in % of online enrollment, the department continues to increase online offerings to continue to meet the needs of the students.
- The department is pleased with the steady number of AA-T degrees awarded, and tripling in the past five years!

Progress from Last Year's Action Plan:
Progress has been made from last years action plan. The Communication Studies department always continues to assess student needs regarding course offerings in order to continue serving them to the best of our ability. As a result of this, number of sections offered were slightly reduced in 2016-17, and as a result we maintained steady productivity. However, online offerings have been expanded on as a result of our steady % of online enrollment increasing.

Due to our commitment in marketing the AA-T in Communication Studies, the number of degrees awarded has tripled in the past five years.

Communication Studies — 2016-2017

SAOs/SLOs/PLOs:
Our program SLO summary for the past three years demonstrates approximately 83% of our students have met the PLOs.

Departmental/Program Goals:
- INCREASE ACCESS by expanding the number of FTF, and continue to evaluate our course offerings.
- PROMOTE STUDENT SUCCESS through evaluating the use of low-cost and free online resources that can be used in our classes, and maintaining up-to-date curriculum. The department looks forward to continuing to host the annual speech and debate tournament.
- IMPROVE COMMUNICATION through continuing to promote our program, and grow the number of AA-T degrees awarded.

Challenges & Opportunities:
- The communication studies department looks forward to expanding the program; however, this goal will remain difficult to achieve as long as it continues to function with four FTF. ACCESS and STUDENT SUCCESS will be jeopardized if the department continues to function with four FTF, and nine adjunct faculty, but with a FTEF load equivalent to nine FTF.
- The department is concerned about being able to maintain student success with only four FTF while having load for nine FTF. In fall 2015, the department experienced a challenge staffing all of the sections offered. For the first time ever, each FT faculty member agreed to teach an over/overload (one section over the overload limit) to avoid cancelling classes. One FT faculty member overextended themselves taking on two sections over the limit, teaching nine classes. The department continues to lose adjunct faculty to full-time jobs, and it is making it difficult to staff our classes. This shortage is not unique to SBVC. Many surrounding communication studies departments have contacted SBVC, looking for adjunct faculty, including our sister school Crafton Hills College.
- While our success rates are on target with the campus success rates, the department will continue to evaluate success rates and examine approaches to take to increase them.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Continue advocating for more full-time faculty through program review documents.	Increase number of full-time faculty	Funding	Now
Evaluate different approaches that can be taken to improve success rates. Examine success rates between full-term and short-term classes. Evaluate low-cost and free online resources that can be used in classes, and continue to maintain up-to-date curriculum.	Increase success rates.	More full time faculty and additional research.	Now, but hopefully see statistics changing by fall 2020 (three years)
Continue to market program by distributing department brochures to help inform our students of our department offerings and our AA-T degree. We will also be more visible by attending appropriate events to promote department.	Continue to increase the number of degrees awarded.	Update and print brochures and fliers to distribute.	Fall 2018

Dance — 2016-2017

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.
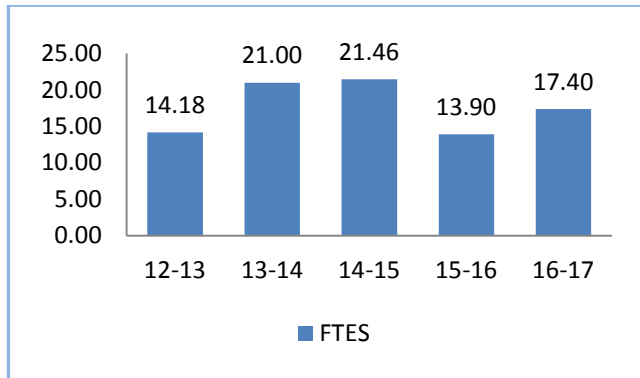
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	72	105	115	76	87
FTEF	1.16	1.14	1.63	1.06	2.00
WSCH per FTEF	367	551	395	394	261

	12-13	13-14	14-15	15-16	16-17
Success	69%	63%	63%	67%	62%
Retention	86%	86%	82%	86%	80%
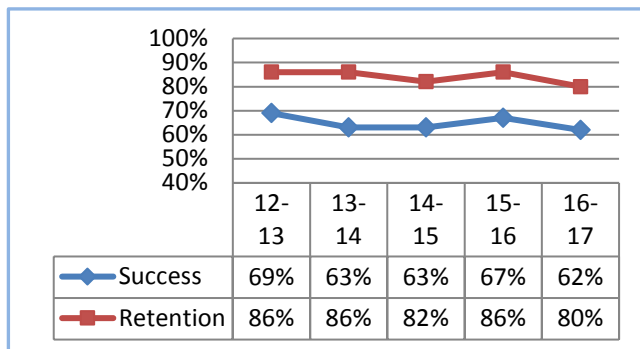
	12-13	13-14	14-15	15-16	16-17
Sections	8	8	19	12	20
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
Enrollments have fluctuated over the past five years, but are again rising now that they are located in the new dance studio. The program remains strapped, however, for facility use which has access to the studio only two days/week. The program has been able to add ballet and plans to bring back the History of Dance course, which meets GE requirements, in an effort to boost enrollments. Success and retention rates also fluctuate with enrollments. The program runs entirely with part-time faculty teaching "stacked sections," so though the data reflects 20 sections; in reality, three classes are offered.

Progress from Last Year's Action Plan:
The program's primary goal has been to increase enroll-ments. Staff have participated in a variety of outreach activities with the performing arts department, hosted showcases and workshops, and are partnering with Heidi Duckler Dance Studio this fall in a performance and series of workshops centered around the fish sculpture. These efforts have helped to increase FTES by 3.5 last year. Early data shows the program is on track for continued growth this year.

SAOs/SLOs/PLOs:
Faculty have assessed SLOs in all courses offered. Assessment indicates that students are successful in achieving expected outcomes. All students participate in end of semester showcases as part of their final assessment. As the program has grown, the showcase has moved back to the auditorium for these showcases.

Dance — 2016-2017

Departmental/Program Goals:
The department's primary goal is to increase enrollments, providing greater access to performance education to the students. There are several activities planned to accomplish this goal, which include continued outreach and recruitment with area high schools, greater publicity for showcases, and increased partnerships with the other programs within the performing arts.

Challenges & Opportunities:
Because most of the courses in the dance program have limited transfer and degree applicability (lifelong learning), counselors do not frequently recommend them. The department intends to work with the articulation officer to explore curricular enhancements to improve transferability of the performance-based courses. An additional challenge is the limited time available for dance courses in the studio as it is shared with the kinesiology department. The department desires to add additional courses, but must balance this with limited classroom availability.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Participate in outreach/recruitment activity including faculty concert, Wolverine Showcase and other local events	Increase enrollment	Faculty time	2017-18
Increase course offerings to include Dance 200	Increase enrollment	Faculty time	SP 2018
Add current course curriculum to include alternative dance forms such as hip hop and/or ballroom	Increase enrollment	Faculty time	2017-18

Modern Languages — 2016-2017

Description: The modern languages department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and American Sign Language (ASL) courses for non-native and native speakers. The goal for non-native speakers is to learn these languages for personal or professional reasons, and/or to meet foreign language degree requirements. The goal for native speakers is to improve their reading, writing, listening and speaking skills. All transfer level courses are articulated with CSU/UC system.
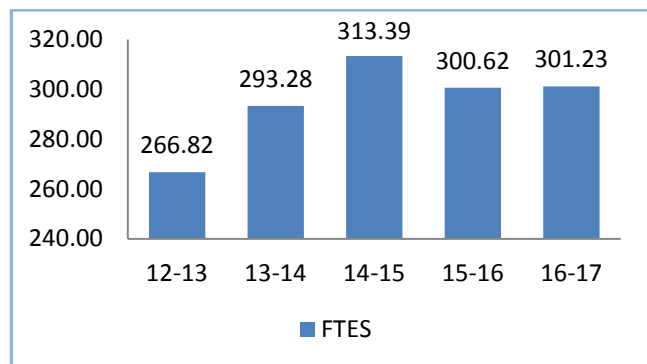
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,677	1,879	2,012	1,943	1,965
FTEF	15.47	18.06	19.33	21.13	20.86
WSCH per FTEF	517	487	486	427	433

	12-13	13-14	14-15	15-16	16-17
Success	83%	76%	72%	72%	75%
Retention	89%	90%	88%	88%	89%
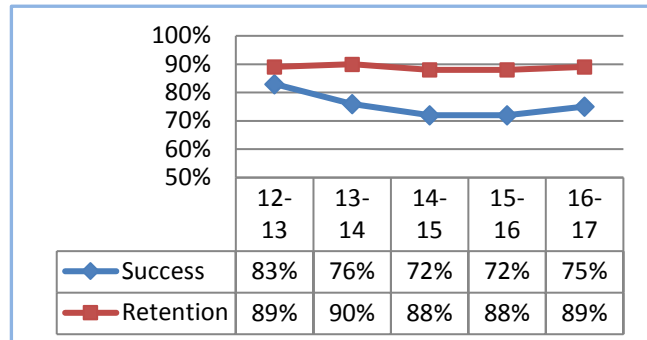
	12-13	13-14	14-15	15-16	16-17
Sections	52	59	63	68	72
% of online enrollment	14%	9%	11%	18%	15%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
- FTES increased gradually during 2013-14 and 2014-15; however, 2015-16 FTES decreased slightly due to similar sections being offered at the exact time. For 2016-17, FTES remained consistent and saw a slight increase from the previous year.
- The WSCH decreased from 517 in 2012-13 to 433 in 16-17 as certain sections were underenrolled and honors classes continued to be offered in spite of their low enrollment to allow students to complete a full course series.
- Pass rates decreased gradually from 2012-13 to 2015-16 as finacial aid changes forced some students to complete 60% of their courses even if they failed such courses but they improved to 75% in 2016-17 as faculty worked individually with those students. Retention levels have remained steady around 89%.

Progress from Last Year's Action Plan:
- After working with articulation counselor, Spanish 156 was recommended to be dropped as a prerequisite and a new description for Spanish 157 was created.
- FT ASL faculty worked with American Sign Language Teachers Association (ASLTA) Honor Society for students to be able to earn honors recognition upon graduation.
- Several FT faculty keep SIs for their classes and keep sending students to the student success center for individual tutoring.
- The FT ASL instructor has brought diverse groups to SBVC for deaf-awareness events.
- The FT ASL instructor mentors the ASL club. The SPA club is in hiatus at the moment.
- ASL FT faculty met and coordinated with ASL adjunct faculty to revise ASL SLOs for ASL 109 and 110.

Modern Languages — 2016-2017

SAOs/SLOs/PLOs:
The annual SLO assessment has shown that individual instructors have their own criteria for assessing their SLOs. Therefore, after reviewing these discrepancies (four SLOs vs. 40 assessment approaches), the department has met as a group to create a uniform policy in their assessment techniques (i.e. use the same criteria, follow uniform policies). By creating a general consensus, the department strives to streamline its goals for the 2017-18 school year.

Departmental/Program Goals:
- Create an AA-T degree in Spanish
- Continue to improve student pass rates for all courses
- Expand partnerships with local high school, community organizations and student services to improve visibility
- Create appropriate curriculum for non-credit ASL courses
- Establish advisory committee to work on the process of creating an interpreter training program
- Revise ASL SLOs for ASL 110, 111, and 112 to reflect course expectations
- Launch Mandarin (Chinese) 101 and 102
- Participate in work group to create the necessary infrastructure of an education abroad program
- Create department brochure

Challenges & Opportunities:
- Take the opportunity to revise and collaborate with part-time ASL faculty to adopt uniform textbooks for ASL 109/110
- 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
- Continue to expand online language offerings without reducing the number of on-campus classes
- Develop needs assessment proposal to support the hiring of an additional full-time ASL faculty member

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Work with curriculum committee to complete the process	AA-T in Spanish	Curriculum process	6/2018
• Full-time Spanish faculty working with articulation officer to articulate requirements	Spanish 157 review	Time	12/2017
• Interested faculty working to create the appropriate process in Curricunet	Expanded offerings	Guidance	12/2017
• Use of Starfish and tutoring programs	Improve pass rates	Starfish training	Ongoing
• The department will work with Middle College and local schools to offer its classes onsite	Expand partnerships	Outreach/interest	In progress
• Maintain an open and ongoing dialogue with part-time faculty	Revise ASL SLOs	Commitment from PT ASL faculty	In progress

Music — 2016-2017

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. The program contributes to campus culture through its many student and faculty concerts and other performances.

FTES chart: 12-13: 173.95; 13-14: 167.07; 14-15: 138.32; 15-16: 136.65; 16-17: 156.78
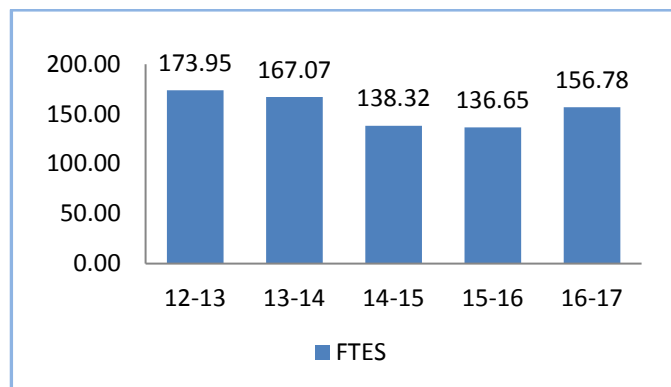
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,313	1,312	1,127	1,106	1,369
FTEF	8.76	9.58	11.12	11.44	14.08
WSCH per FTEF	517	523	373	358	332

	12-13	13-14	14-15	15-16	16-17
Success	72%	67%	67%	70%	73%
Retention	92%	90%	90%	90%	93%
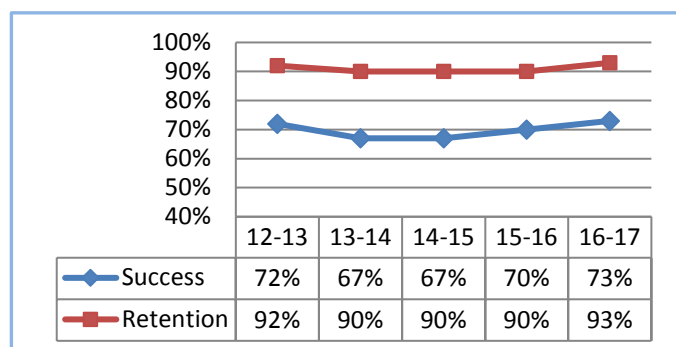
	12-13	13-14	14-15	15-16	16-17
Sections	50	55	75	91	105
% of online enrollment	0%	6%	8%	8%	10%
Degrees awarded	0	0	2	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
The program experienced a significant increase in enrollment from a previous year of 136.65 to 156.78 FTES. Our appreciation, history and other academic music classes continue to have wait lists with full classes. Preliminary figures (this semester) indicate a growth of 9.8 FTES. The WSCH per FTEF is lower because we are expanding our program to include instrumental music. This will take a few semesters to grow to capacity. Success and retention rates have been climbing at a steady pace over the past four years. Two students completed degrees last year and our new AA-T degree is helping to achieve more students declaring music as a major or minor.

Progress from Last Year's Action Plan:
An ambitious recruitment effort has been undertaken. The instrumental program held its first honor band last spring. Additionally, the vocal programs performed for approximately 5,000 students from feeder schools (elementary through high school) both at SBVC and on their campuses. Faculty have held workshops with student assistance at area schools. Performance groups continue to perform throughout the Inland Empire.

The AA-T degree has received state approval and students now have the ability to transfer seamlessly to Cal State campuses. Additionally, curriculum for additional instrumental classes has been submitted to the curriculum committee.

Music — 2016-2017

SAOs/SLOs/PLOs:
In reviewing the SLOs from professors, students are clearly achieving the objectives set out for the multitude of music classes taught by our highly trained and experienced faculty. SLO data in performance classes, compared to traditional academic courses indicates higher degrees of success in achievement. Students who actively participate in making music achieve at higher levels. As a result, students in academic courses are encouraged to participate in performance classes and are provided incentives to attend performances.

Departmental/Program Goals:
While we experience high enrollments in our academic music classes (those that fulfill the humanities general education transfer requirements) our performance music classes (ensembles, applied music, and workshops) are not highly enrolled. The department has learned that counseling, financial aid and other offices frequently advise students away from performance classes based on some misunderstandings about education plans and majors/minors in music. The program is reaching out for clarification and understanding from many areas impacting our enrollment in this most important aspect of our music program.

Additional goals include expanding the instrumental program to include multiple ensembles (jazz and orchestral). The faculty director is in communication with the athletics program to begin a pep band, as well.

The department plans to develop a degree and certificate in commercial music, providing an additional route to a music career for our students.

Challenges & Opportunities:
The majority of focus and challenges for the program is to expand the offerings in the performance areas. Specifically, we are working very hard to provide individual instrumental instruction, instrumental ensemble instruction complete with a schedule of instrumental performances that match the offerings of the vocal, choral and operatic side of the program. With the hiring of our newest full time music professor (an instrumental ensemble specialist) we are seeing a significant growth in the number of offerings, experiences and performances. It is our intention to inaugurate a commercial music program with classes being offered in the next two years. To do so, curricula must be created this summer and a specialist to create that curricula with courses that dovetail with the state university's programs is being sought. Further, in the near future, we intend to integrate the two sides of the program (instrumental/vocal) with performances of the opera and nascent orchestral program. Our band program has already had a number of very successful concerts and has seen a number of brand new students arriving on campus from the community to participate in our instrumental program!

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
To continue to build our curricula for ensembles. (jazz, string, wind, brass)	Offer additional instrumental ensembles.	Hire additional faculty, expert in jazz & orchestra development	Fall 2018
To increase the outreach programs provided by performances of the various musical ensembles	To perform for children's audiences of 15,000 students in the school year 2017-18.	Funding for the opera and musical showcase programs	Spring & Summer 2018
Develop a commercial music program	Create curricula for such a program.	To hire a specialist to construct appropriate curricula and submit for fall review.	Fall 2018.

Reading & Study Skills — 2016-2017

Description: The reading & study skills department offers courses designed to improve reading comprehension, vocabulary development, critical thinking and study skills. Entering students use their assessment scores to select the appropriate course as determined through the SBVC assessment process. READ 950, Reading Skills II, is the prerequisite course for ENGL 914, Basic Writing. Other developmental reading courses, READ 905, 920, and 015, prepare students for success in other courses across disciplines. In addition, the department offers college-level, transferable courses. READ 100, College Academic Reading; and READ 102, Critical Reading as Critical Thinking, meets the CSUs "critical thinking" requirement, General Education Breadth A3.
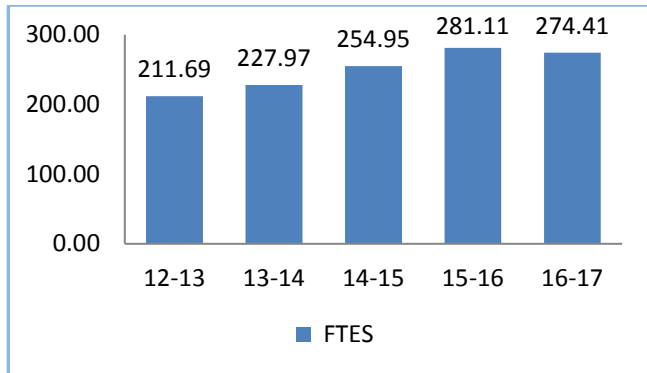
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,150	1,255	1,326	1,360	1,471
FTEF	15.62	17.53	18.40	19.12	20.05
WSCH per FTEF	407	390	416	441	411

	12-13	13-14	14-15	15-16	16-17
Success	67%	63%	69%	71%	66%
Retention	91%	88%	90%	91%	86%
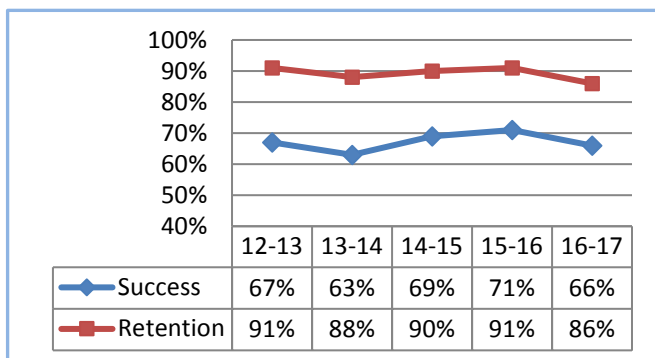
	12-13	13-14	14-15	15-16	16-17
Sections	48	53	56	57	61
% of online enrollment	17%	15%	16%	25%	30%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
FTES appear to have stabilized, indicating the department has met demand. Increased enrollment is attributed to additional sections; early projections indicate department's growth will continue. The department currently operates with only three FT faculty, with load for 10; 70% of its courses are taught by PT faculty. FTEF increased; however, productivity cannot be sustained over time without additional FT faculty. For pedagogical reasons, classes are capped lower than the expected average of 35; as a result, WSCH/FTEF will always be lower than 525. 66% of its success rate is aligned with the college's, and has a five-year average retention rate of 89.2%, comparable to the College's 88.6%. However, both its success and retention dropped 5%. Several likely factors contributed. Mid-FA16, the department lost one FT faculty. This unexpected loss had a rippling effect on instruction as 16 classes had to be immediately divided amongst remaining faculty. Moreover, two of its sections were designated FYE; enrollment was low, contributing to the lower retention rate. Additionally, mid-SP17, the department also lost one PT faculty, leaving three more classes needing to be immediately staffed, causing further instructional discontinuity. Also, another accelerated cohort was offered to all students. However, success and retention were considerably low, too, contributing to its reduced success and retention rates. Sections grew primarily because of additional summer course offerings. The % of online enrollment increased, because of the additional online labs offered.

Progress from Last Year's Action Plan:
The department increased its sections. It analyzed the success and retention rates of its accelerated courses and learning communities, determining that the department will continue existing partnerships; monitor their effectiveness, and seek new opportunities to serve students, while exploring options to reduce the number of steps, and the amount of time students spend, in its remediation sequence, without compromising rigor and instruction. The department strengthened its curriculum and improved SLOs to better prepare students for ENGL 914, and across other disciplines, by embedding into its instructional practices grammar and reading workshops. Also, its FT and PT faculty met to review SLOs and revise them as needed. The department renewed its commitment to proving quality curriculum and instruction

Reading & Study Skills — 2016-2017

across the full span of adult literacy, developmental to college-level.

SAOs/SLOs/PLOs:
SLOs were evaluated at the end of every semester. In addition, the department hosted its 2nd annual SLO summit where its FT and PT faculty met, reviewed its SLOs and revised them as needed. Through this event, its SLOs were strengthened and instructional best practices shared. SLOs were used to influence department goals, we reviewed reflection comments. There were many reflections about attendance. For example, "students who are afraid of failure stop attending. . . " which prompted the department's reconsideration to develop a noncredit reading course, which will give students the opportunity to take course(s) and repeat lower-level, basic skills reading courses until the student passes, without penalty, and in a non-threatening, cost-effective manner.

Departmental/Program Goals:
Secure the reading lab's technology funding for *Reading Plus*; 2) Establish and maintain an appropriate ratio of FT to PT faculty; 3) Increase the number of accelerated reading courses and explore other options to reduce the number of steps and amount of time students spend in its remedial sequence; 4) Regularly evaluate SLOs in all its courses, and maintain up-to-date curriculum; and, 5) Explore new opportunities to participate in learning communities**.**

Challenges & Opportunities:
Opportunities: 1) Renew *Reading Plus* subscription and explore other OER options; 2) Hire FT faculty; 3) Schedule two accelerated basic skills reading classes; 4) Maintain up-to-date curriculum that is relevant to community needs; and, 5) Participate in learning communities: FYE, Tumaini, CTE.
Challenges: 1) Budgetary constraints may be an issue as funding for *Reading Plus* is about $50K; 2) The department is scheduled to replace one FT retiree, barring a failed hiring search; 3) Success and retention rates in accelerated basic skills reading sections have been lower than in other sections; the department will need to reevaluate time, format, and frequency of accelerated class offerings; 4) It has limited sections and resources in which to offer additional specialized reading cohorts, while meeting the demand of the general student body; and, 5) Although the department will explore opportunities to design a noncredit reading course series, it has limited resources to sustain long-term success as it has not secured technology funding for its reading lab; 70% of its classes are currently taught by PT faculty, and instructional space is limited.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Participate in the program review process; inquire with student equity and basic skills 2. Hire FT faculty 3. Consult noncredit faculty coordinator 4. Offer additional accelerated reading classes 5. Evaluate SLOs and update curriculum	Fund *Reading Plus* for the reading lab Hire one FT faculty Explore noncredit to credit pathway Offer two more accelerated classes Maintain up-to-date curriculum	Secure funding Support Support and information Faculty and staff participation Faculty participation	FA17 FA17 FA17 FA18 FA17

Radio/Television/Film — 2016-2017

Description: The 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. The RTVF Department also coordinates the Inland Empire Media Academy, whose mission is to, in part, establish an active partnership among local school districts, community colleges, universities, and businesses in order to provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community. This mission is accomplished in part through a strong partnership with KVCR-TV and FM where students in the RTVF program help produce news and entertainment programs for broadcast. This partnership ensures our students graduate from SBVC with practical experience at a broadcast station, leading to better employment opportunities.
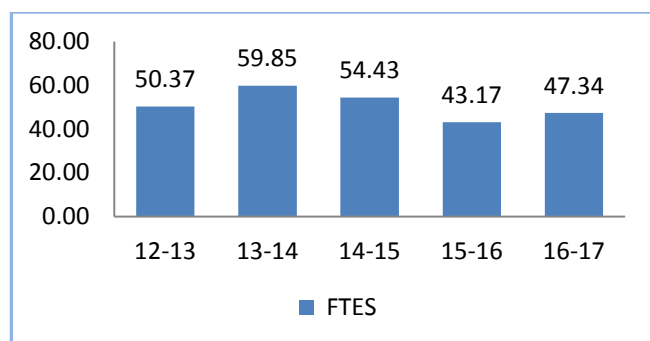
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	388	424	370	289	322
FTEF	3.81	5.05	4.43	4.13	3.99
WSCH per FTEF	396	355	369	314	356
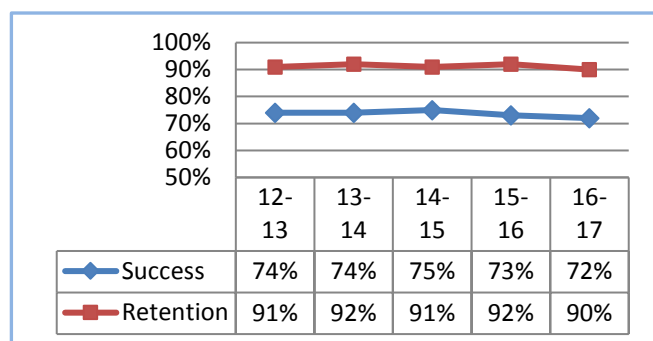
	12-13	13-14	14-15	15-16	16-17
Sections	32	39	34	30	28
% of online enrollment	41%	23%	21%	13%	18%
Degrees awarded	6	7	10	7	11
Certificates awarded	3	1	2	2	3

Assessment:
The department hit a low FTES of 43.17 in 2015-16, but is trending back up in 2016-17 (47.34). The high year is an anomaly due to fewer low-enrolled laboratory classes and one additional higher-enrolled lecture class. The low fall 2015 was in part due to RTVF 104 having 9 out of 30 seats filled and RTVF 133 having 5 out of 15 seats filled. Both classes are required for graduation, so canceling was not an option.

WSCH/FTEF is trending up significantly in 2016-17 (356) over 2015-16 (314), higher than our highest enrollment year of 2013-14. The department's success and retention rates are remaining relatively static, slightly lower than last year, but remaining in the low 70s for success and 90% retention rate. The 2016-17 school year saw the highest number of degrees awarded (11) and tying the highest number of certificates awarded (3), indicating that more students are completing degrees. While the overall number of degrees and certificates seems small, this is in part due to the fact that not all courses in the degree transfer to four-year universities in the major; therefore, a number of transfer students opt for the liberal arts option and take only electives in RTVF.

Progress from Last Year's Action Plan:
1. Outreach activity: *Ongoing*–to local area high schools in Rialto, Colton, San Bernardino, and Redlands internships from student equity; *Completed*–two interns produced a series of instructional videos for the student equity program.
2. Grant through CSUSB to improve student digital literacy: Ongoing–one intern completed a project in spring 2017, two interns completed hours at KVCR in summer 2017; additional internships planned over next four years.
3. Improve working relationship with KVCR (re: provide students with on-air experience and mentoring); Completed–after meetings with the KVCR leadership, the district board, and the college president, it was agreed to both paid and volunteer positions for students on a variety of news and entertainment programming.
4. Preparing certificate program for editing: In curriculum development now–the plan is to complete approval to offer classes in fall 2018.

Radio/Television/Film — 2016-2017

SAOs/SLOs/PLOs:
A common reflection in the courses is "A majority of the students have an excellent grasp of concepts, outcomes and objectives. Those who did not meet course expectations are due to poor participation, lack of work turned in and poor test performance." This is reflected in our success rate overall of 72%. This matches overall meeting SLOs in classes, which averages percentages in the mid-70s. Two courses that were previously taught online (RTVF 104 and 106) are now being taught on campus to increase both retention and success.

While all our lab classes incorporate project-based learning, two faculty received training in project-based learning in spring 2017 and are incorporating new techniques to improve learning and hopefully improve poor participation and poor test performance.

Departmental/Program Goals:
1. Complete courses and certificate for video editing for fall 2018 (Goal 2: Promote Student Success)
2. Improve student success rates in individual classes (Goal 2: Promote Student Success)
3. Hire a replacement faculty for RTVF in spring 2018 to be Media Academy Coordinator and News Producer for KVCR-TV (Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)
4. Increase the amount of cash prizes for spring 2018 film festival to at least $5,000 (Goal 2: Promote Student Success)
5. Increase the number of film festival submissions to at least 30 from local area high schools, community colleges, and universities (Goal 1: Increase Access; Goal 2: Promote Student Success)
6. Work with district personnel to train student interns to operate the new video equipment in the district board room (Goal 1: Increase Access; Goal 2: Promote Student Success)
7. Work with KVCR-TV to create local news programming using student crews (Goal 1: Increase Access; Goal 2: Promote Student Success; Goal 3: Improve Communication, Culture, and Climate)

Challenges & Opportunities:
Significant challenges are the specialized needs of this highly interactive area of study. Laboratory classes must remain well below the average class size of 35 in order to ensure safety and quality instruction. As the department grows with new IEMA funding and closer ties to KVCR, additional lab sections will need to be added.

The windfall the district received from the sale of KVCR bandwidth ensures not just the growth of the IEMA and the stations, but paid internship opportunities and reaching out.
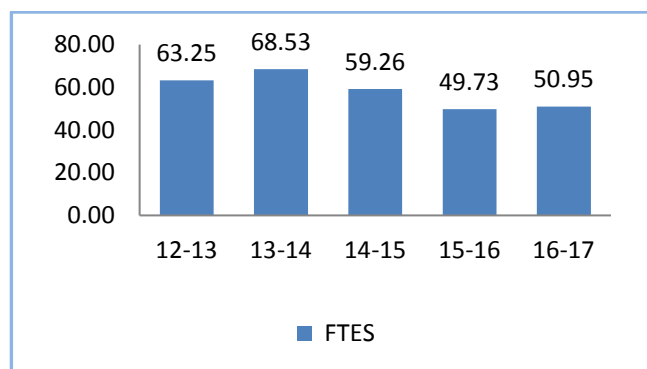
Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Write and evaluate curriculum 2. Submit to curriculum committee	Curriculum	Assistance from Curriculum com	Fall 2018
3. Work with HR to write job description, advertise position 4. Form hiring committee from college and KVCR, interview and hire	Hiring	Assistance from HR Approval from President's office	Spring 2018
5. Advisory meeting on September 22 6. Solicit donations, plan and prepare promotional materials	Increase the film festival	Assistance from RTVF advisory com	Spring 2018
7. Advisory meeting on September 22 8. Plan and prepare promotional materials 9. Contact RTVF departments at local HSs, colleges, and universities		Assistance from RTVF advisory com; graphics from art department; printing; mailing	Spring 2018
10. District completes board room renovation 11. Faculty receive training 12. Begin intern training	Train student interns	Train faculty	Spring or Fall 2018

Theater Arts — 2016-2017

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 Department coordinates several student performances each year.

SBVC theatre arts is an award-winning department and an active participant in the Kennedy Center American College Theatre Festival (KCACTF) and the Inland Theatre League. The faculty consists of one full-time and five adjunct professors.

FTES

| | 80.00 | 63.25 | 68.53 | 59.26 | 49.73 | 50.95 |

Bar chart values: 12-13: 63.25, 13-14: 68.53, 14-15: 59.26, 15-16: 49.73, 16-17: 50.95

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	398	447	389	336	369
FTEF	3.44	4.35	4.43	5.06	5.43
WSCH per FTEF	552	472	401	295	282

	12-13	13-14	14-15	15-16	16-17
Success	85%	83%	79%	86%	87%
Retention	95%	94%	92%	95%	94%

	12-13	13-14	14-15	15-16	16-17
Sections	14	18	17	19	22
% of online enrollment	0%	6%	6%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
Enrollment in theatre classes indicates a slight increase from last year's 49.73 to 50.95 this year. Performance classes continue to struggle with enrollment issues; the department is working to increase student interest as well as reaching out to the community. The Performing Arts Club (PAC) and the department participate in several community outreach events including San Bernardino Arts Night and the SBVC Holiday Festival. PAC is active on campus, participating in events such as Club Rush and New Student Welcome Day.

The program reflects retention rates that are among the highest in the college (94%) and a continued increase in success rates (from 86% to 87%).

The number of sections increased from 19 in 2015-16 to 22 in 2016-17. This increase in sections reflects the desire to build the program and to offer all core courses for the major in rotation.
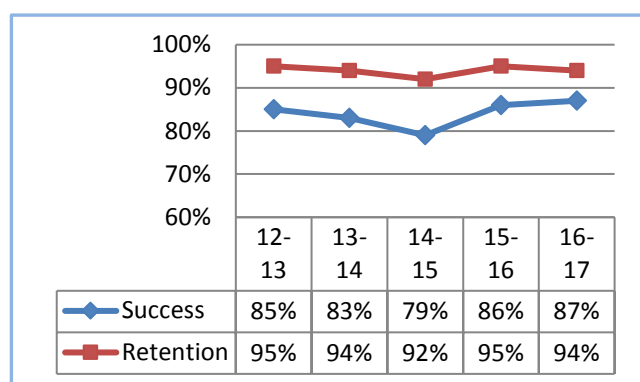
The program is still in its infancy and, as such, no degrees were awarded this past year. Per anecdotal information, the number of majors continues to increase as does the number of students interested in minoring in theatre and related areas.

Progress from Last Year's Action Plan:
The department produced the musical *Avenue Q* and *A New Day*, a devised piece by SBVC students. *Avenue Q* received nine ITL nominations and won six awards, including a Founder's Award. KCACTF respondents attended and responded to both productions resulting in several nominations for SBVC students. The department continues to explore marketing strategies to increase audience size. Recent strategies include the creation of an online ticket sales page through Square and various social media pages. Further exploration is necessary to further increase audience size.

Theater Arts — 2016-2017

SAOs/SLOs/PLOs:
The PLOs require a greater commitment to technical courses. The SLOs of such courses require technical equipment/ materials and instructors with specialized technical knowledge.

Departmental/Program Goals:
1. Increase enrollment by 2%.
2. Continue to offer high quality theatre productions, in terms of student experience and outcome.
3. Continue to offer a variety of theatrical experiences for the community.
4. Seek opportunities to increase exposure and recognition for theatre arts students, the department, and the college.
5. Increase technical theatre offerings and consider technical theatre certificate.

Challenges & Opportunities:
The principal challenge is to increase the number of students enrolled in performance classes. Because performance classes do not qualify as general education humanities courses, students are often funneled into non-performance classes. Misunderstandings with education plans and financial aid have exacerbated the problem. The performing arts department (theatre, music, and dance) must seek opportunities to enlighten students, counselors, and financial aid staff about the benefits of performance courses.

The department received nine nominations and won six ITL Awards for *Avenue Q*, including one Founder's Award. Nine SBVC students competed in KCACTF in Mesa, Arizona, in February 2017 with two students cast in festival performances and several offered admittance into professional training programs. Five students have been nominated for the 2018 festival for *A New Day. It's a Wonderful Life* has also been submitted for the 2018 festival. Department success at the festival promotes the students, the department, and the college, but financial support is desperately needed.

The degree requires a greater commitment to technical courses. A full-time technical theatre professor is needed to boost and maintain the technical courses. A technical theatre professor could guide the creation of a technical theatre certificate. Current technical staff are overbooked with campus events.

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Encourage students to attend and participate in Theatre productions and activities.	1, 5	N/A	Sp 2018
Meet with counselors and financial aid to foster understanding of benefits and job opportunities offered by performance classes to reduce enrollment problems.	1, 2, 3, 5	N/A	Sp 2018
Explore marketing solutions	1, 4	Marketing	Sp 2018
Explore sources of financial support for KCACTF (and other competition/festival) participation	4	Foundation, General fund	Sp 2018
Hire full-time technical theatre faculty and increase pool of adjuncts qualified to teach technical theatre courses	5	Program review prioritization	Ongoing

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2016-2017

MATHEMATICS, BUSINESS & COMPUTER
TECHNOLOGY DIVISION
(INSTRUCTION)

Accounting — 2016-2017

Description: The department offers high quality accounting programs which will prepare our students for successful careers in business and government. Provide students with a broad based understanding of the concepts of the accounting field. The programs serve transfer, degree, and certificate seeking students. The program also serves CPA candidates who require additional courses for licensure. The courses offered satisfy transfer requirements and/or offer the specialized training required by the industry for successful employment. Department offers an AA degree in Accounting and Certificates in both accounting and bookkeeping.


FTES chart: 12-13: 112.68; 13-14: 122.22; 14-15: 136.93; 15-16: 133.43; 16-17: 135.57
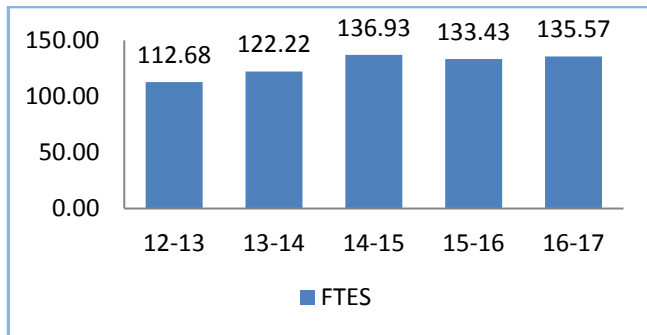
Assessment:
The department experienced a slight (2%) increase in FTES. Three additional courses were added this year (total 42 sections). Online enrollment decreased by 11% due to the additional face-to-face courses. Success and retention rates remain strong at 63% (2% increase) and 86% (2% increase) respectively. In addition, 38% more degrees were awarded, certificates awarded increased by 5% most likely due to the changes in education requirements for the profession, which include required additional units to become a licensed CPA.

	12-13	13-14	14-15	15-16	16-17
Duplicated enrollment	935	1,025	1,142	1,115	1,121
FTEF	6.52	7.14	8.01	9.21	10.01
WSCH per FTEF	519	514	513	435	406

Progress from Last Year's Action Plan:
- Continue to develop new course/program offerings or improve existing courses as recommended by the community advisory board.
  - Integrated an ethics component into all of our courses. Also enhanced our hybrid and online offerings to include graded writing activities.
- Continue to increase the course offerings
  - Offered three additional course sections this year to better meet the needs of students.
- Continue to assess the accounting SLOs at both the program and course level.
  - SLO assessment was completed in a timely manner for both accounting and certificate programs.
- Continue to develop a plan to communicate current information about careers in accounting to students.
  - Information is distributed to students in all courses. All accounting instructors are active in the profession and share their current experiences with students.

	12-13	13-14	14-15	15-16	16-17
Success	61%	61%	58%	61%	63%
Retention	86%	86%	82%	84%	86%
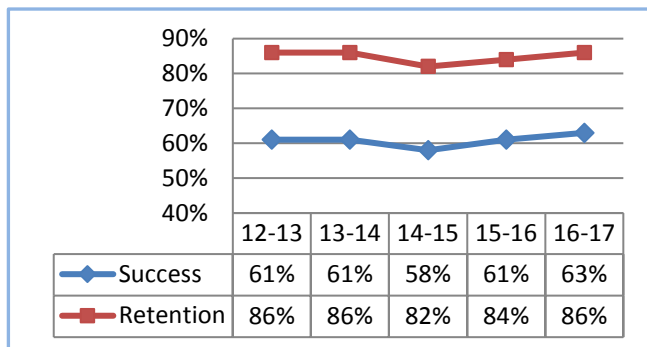
	12-13	13-14	14-15	15-16	16-17
Sections	28	30	34	39	42
% of online enrollment	38%	50%	62%	72%	64%
Degrees awarded	23	29	30	39	54
Certificates awarded	11	28	15	21	22

Accounting — 2016-2017

SAOs/SLOs/PLOs:
The assessment of SAOs/SLOs/PLOs has allowed us to evaluate the quality of instruction we offer to students. The objectives are reevaluated annually to ensure currency in the discipline. As a result of the assessment, texts have been standardized, course resources, course management systems, and course coverage for multiple sections of the same course.

Departmental/Program Goals:
1. Increase the accounting offerings to meet community needs.(Goal 1 Access)
2. Continue to evaluate the accounting programs for possible reconfiguration to meet the needs of students and profession (Goal 2 Success and Goal 5 Evaluation and Accountability)
3. Continue to increase the use of technology to improve learning skills.(Goal 2 Success)
4. Continue to standardize the online content of all courses.(Goal 2 Success)

Challenges & Opportunities:
- The budget crisis here in California has caused the district to be more frugal with funds. The accounting department will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses.
- The biggest challenge is staffing classes. With one full-time tenured faculty member nearing retirement, and a new full-time faculty, both are CPAs. The department continues 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. The department hopes to find additional qualified adjunct faculty to lighten the load on the full-time faculty. There is the competition with other, better funded colleges and universities in the Inland Empire for adjuncts.

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Locate and hire qualified adjunct faculty 2. Meet with professionals to discuss needed skills 3. Identify and learn new technology 4. Update the standardization of online content	1. Increase # of courses 2. Evaluate programs 3. Increase technology in courses 4. Standardize content	Courses allocated and funding. No additional Possibly funding No additional	Ongoing Ongoing Ongoing Ongoing

Business Administration — 2016-2017

Description:
The business administration department inspires students to pursue productive careers in the business world. The department 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.
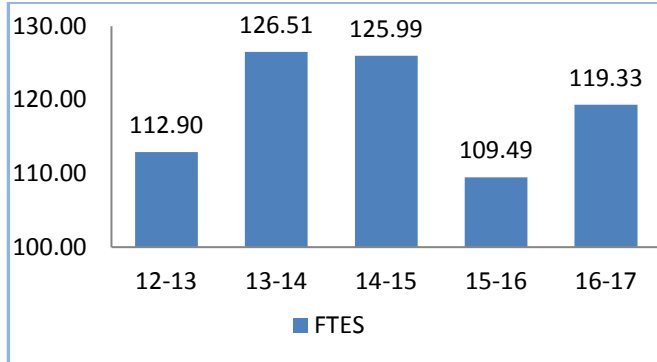
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,097	1,259	1,265	1,099	1,195
FTEF	5.80	7.20	7.20	7.60	8.40
WSCH per FTEF	584	527	525	432	426

	12-13	13-14	14-15	15-16	16-17
Success	74%	77%	73%	71%	72%
Retention	92%	91%	89%	89%	87%
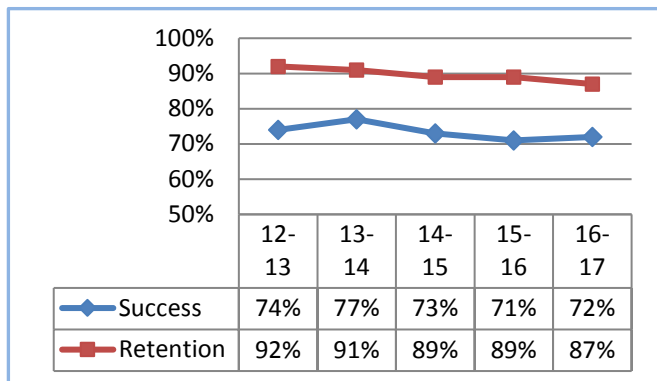
	12-13	13-14	14-15	15-16	16-17
Sections	29	38	36	39	43
% of online enrollment	31%	40%	36%	36%	58%
Degrees awarded	53	59	78	87	135
Certificates awarded	3	7	4	1	1

Assessment:
As a result of unemployment going down, approx. 1% (reported Aug 2017), now being at 5.8% many students are needing more flexibility in their schedules in order to be able to continue their education—illustrated in the growh of our online offerings from 36% to now 58%. Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), efforts have continued to garner a 55% growth in degrees/certificates awarded. The success rate has increased slightly (from 71% to 72%), believed to be a result of our attention to add additional learning tools like posted handouts and/or videos. In addition, by paying attention to non-participating students and then ultimately dropping them as a result of this non-participation, the overall success has risen, though decreased the overall retention rate (89% to 87%). The main growth as stated is in the AS-Ts awarded (87 to 135—55% growth). This truly makes sense being that we have increased the flexibility of our offerings allowing the working students to take additional courses. The FTEF is up from 7.60 to 8.40. The FTES has increased from 109.49 in 2015-16 to 119.33 in 2016-17 which makes sense being that we now offer 58% of our courses online. Duplicated enrollment is up from 1,099 in 2015-16 to 1,195 in 2016-17. Again, many attributed to flexibility in offerings. In addition, as a result of the aggressive push of the district/college to increase the overall FTES for funding purposes, now letting courses go that would have NOT run in the years past—as illustrated in the drop of WSCH from 432 in 2015-16 to 426 in 2016-17.

Progress from Last Year's Action Plan:
SLO/PLO assessment illustrates a constant strong success of the courses and programs offered in BUSAD. Based on the assessment of the demand focused at a growth rate of 14% through 2020—according to the Labor of Bureau Statistics, and the constructive input of our advisory committee members, many courses are being offered online, and many new certificates created to meet and/or increase the demand for the overall BUSAD program and its offerings. In addition, the management/leadership certificate was created and is at the first step through the consortium of intent and will be submitted this fall 2017 semester the second/last round—which is the recommendation process. This certificate is antici-pated completion in spring 2018. Upon completion of this certificate, the department will begin the process of submitting several entrepreneurship certificates: (1) Small Business Management and Entrepreneurship, (2) Real Estate, (3) Tax and, (4) Catering. In addition, we built six non-credit courses to also get these entrepreneurs to seek further education from the college and ultimately transfer to Cal State San Bernardino in hopes of acquiring a BAdegree in Entrepreneurial Management. We have made modifications to existing certificates and courses to accommodate the community needs.

Business Administration — 2016-2017

SAOs/SLOs/PLOs:
SLO/PLO assessment continues to illustrate a constant strong success of the courses and programs offered in BUSAD. For example in 2014-15, (300 students), the average SLO assessment was 87.67%, in 2015-16, (298 students) this same assessment yielded a 69.46% drop largely due to instructors not dropping non-participating students, which went back up to a 85.93% in 2016-17, (398 students) success amongst all of the BUSAD 100, Introduction to Business offerings. As for the reported PLOs for the BUSAD certificate, the data illustrated a 71.48% success in 2015-16 to 81.44% in 2016-17 for the BUSAD AA degree, the data illustrated a 76.35% success in 2015-16 to 84.06%, and for the Retail Management certificate that data illustrated a 79.78% success in 2015-16 to 81.20% in 2016-17.

Departmental/Program Goals:
- ✓ Create and submit NEW certificates in entrepreneurship.
- ✓ Continue to explore OER opportunities within all BUSAD course offerings.
- ✓ Continue to evaluate course offerings and SLOs to assure student success.
- ✓ Continue to assess ONLINE course offerings to assure increase in FTES.
- ✓ Continue to implement and adjust curriculum offerings recommended by advisory committee for community needs.

**Challenges & Opportunities:**
The Business Administration department has evaluated efficiency and effectiveness in every course within the discipline. Modifications were made to existing certificates and courses to accommodate the community needs. With the most recent hiring of a new instructor, the program can continue to broaden course offerings and certificates even further—primarily in the entrepreneurial discipline. With the amount of curriculum changes, the main challenge is internally getting the new faculty member up to speed and ALL the changes approved for final offering. With increased demand, modification of existing certificates and addition of a new faculty member, we should see expect to see a continued concentrated growth in 2017-18.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
✓ Create and submit NEW certificates in entrepreneurship.	Goal #1	None required	05/18/18
✓ Explore OER opportunities within all BUSAD course offerings.	Goal #2	None required	05/18/18
✓ Continue to implement and adjust curriculum offerings recommended by advisory committee for community needs.	Goal #3	None required	05/18/18
✓ Continue to evaluate course offerings and SLOs to assure student success.	Goal #4	None required	05/18/18
✓ Continue to assess ONLINE course offerings to assure increase in FTES.	Goal #5	None required	05/18/18

Economics — 2016-2017

Description: Economists apply economic analysis to issues within a variety of fields, such as education, health, development, and the environment. Some economists study the cost of products, healthcare, or energy. Others examine employment levels, business cycles, exchange rates, taxes, inflation, or interest rates. Economists often study historical trends and use them to make forecasts. They research and analyze data using a variety of software programs, including spreadsheets, statistical analysis, and database management programs. Many economists work in federal, state, and local government. Federal government economists collect and analyze data about the U.S. economy, including employment, prices, productivity, and wages, among other types of data. They also project spending needs and inform policymakers on the economic impact of laws and regulations. Economists working for corporations help them understand how the economy will affect their business. Specifically, economists may analyze issues such as consumer demand and sales to help a company maximize its profits. According to the Bureau of Labor Statistics (BLS) the median wage of a professional economist was $138K annual income. This puts economists near the top compared to many other majors in business and social sciences. The growth in employment for economists is forecast to average about 4% per annum (which is about the same as the average growth in employment for business services occupations listed by BLS for the Inland Empire). There is not currently a degree program in economics. The economics program has been an integral part of almost any business concentration within the areas covered by AA degree in business administration. The AA degree in business administration has core requirements which include both of the 200-level principles courses the department offers: Econ 200 (Principles of Macroeconomics) and Econ 201 (Principles of Microeconomics). Thus, growth or decline in the student enrollments in business (Accounting, Marketing, and Business Administration) would be one of the drivers of enrollments in the economics area. Because business services is a sector expected to have strong growth in the Inland Empire, it is expected to see growth in enrollments in business administration, and consequently economics, to meet the forecasted growth in employment opportunities.
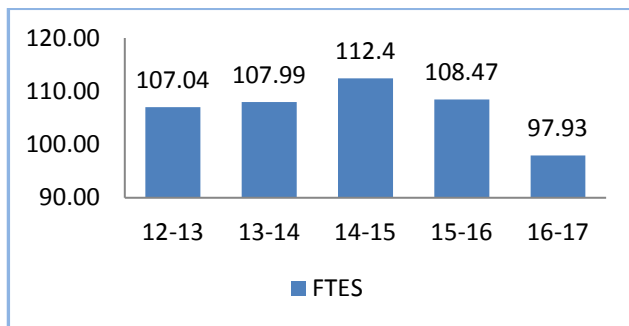
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,025	1,078	1,104	1,062	950
FTEF	4.94	5.34	5.53	5.53	6.00
WSCH per FTEF	650	607	609	588	490

	12-13	13-14	14-15	15-16	16-17
Success	73%	70%	69%	74%	85%
Retention	91%	91%	87%	91%	94%
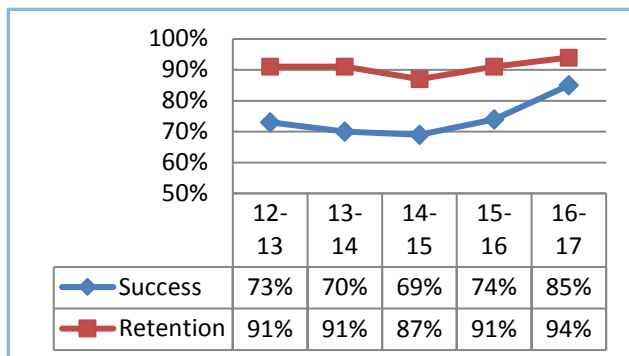
Assessment:
The most significant driver of enrollment decline is the imposition of a math prerequisite (Math 090) for both of our principles courses tied to the AA degree in business administration. There is a 13 % decline in FTES to a low 97.93 FTES in 2016-17. The decline starts after the prerequisite is implemented. A similar decline in economics FTES was reported by economics departments throughout the community college system. The pre-requisite was put in place for curriculum to align with UC and CSU lower-division requirements in economics. Before the pre-requisite placement, FTES was quite stable, averaging about 109 in the three years preceding academic year 2015-16 (the first academic year that saw the prerequisite placement). Other economics departments in the state recorded similar enrollment decline; some reported a 20% decline. This information was acquired in discussions on a list-serve of California community college faculty interested in aligning economics curriculum and having input in creating the requirements for an economics AA-T. Therefore, we can be certain that in the absence of the new pre-requisite, we would see a continuation of the level of FTES around 109 to this day.

Progress from Last Year's Action Plan:
Last year we anticipated having SPSS (a statistical package) for the computer labs in social science—that is an unmet need. The software makes obtaining statistics easier and produces statistical measures that require less time manipulating the data and more graphics data interpretation. We have requested this software over the last two needs assessment cycles with no funding. In terms of increasing

Economics — 2016-2017

	12-13	13-14	14-15	15-16	16-17
Sections	28	30	31	32	33
% of online enrollment	36%	33%	35%	38%	38%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

enrollments, the department is looking at the structure and requirements for SBVC to offer an Associate's degree in economics. We are putting a revised 100-level course with an emphasis on a survey level course that draws students into an economics major. At this point, looking at other economics programs with an Associate's degree offerings in terms of a course to add in a specialized economics field. Courses such as labor economics and environmental economics would be new offerings for students in the new AA degree for economics. Initially, it might be a good idea to have a class cross-listed with sociology, e.g., labor economics which could draw sociology and economics majors to build numbers for a class connected to a new AA.

SAOs/SLOs/PLOs:
Assessment of SLOs has had a very positive influence on faculty cooperation. There has been a marked increase in utilization of formative assessment and problem oriented learning to share ways we faculty make it stick more effectively.

Departmental/Program Goals:
The economics department is committed to student success. There is a more distinct focus on taking ownership of student learning by emphasizing basic skills. Time devoted to evaluating whether deficits exist and then taking the time to address those and modify curriculum so as to be more inclusive of different viewpoints and different learning styles is paying off. Student success is trending upward from 69% in 2014-15 to 85% 2016-17.

While enrollment is down, retention has improved (greater retention contributes to an increase in enrollments overall). Retention increased from 87% in 2014-15 to 94% in 2016-17. Given that more online classes were added (38% of the class offerings online), the increase in retention is an impressive achievement. Overall, our focus on basic skills and curriculum transformation toward active, problem-oriented learning is promoting Strategic Goals 1 and 2.

Challenges & Opportunities:
The economics department has been proactive in promoting the Early College Initiative. In spring 2017, the department offered to participate in the upcoming Early College course offerings, and planned a blended section for the Middle College students. In addition, proactive measures occurred in the spring to go forward with teaching a Principles of Microeconomics Econ 201 class at the Dolores Huerta Continuation School in Rialto. This meant staffing the class by hiring a new faculty member on very short notice. This was challenging. However, when interaction took place with the high school personnel, staff witnessed the high caliber of students in this fall's on-site Econ 201 at the high school—everyone seemed enthusiastic and early college has been a positive experience. The planning began late in the Spring 2017. This was the first off-site early college class the Economics department offered, and, hopefully, this may lead to more contract education opportunities for the department in the future. Early college may be an opportunity to get under-represented groups such as women and ethnic minorities interested in seeking career opportunities in the economics field. Women make up 57% of Bachelor' s degrees, and yet only comprise 33% of first-year graduate students enrolled in economics at U.S. colleges and universities. Economics as a STEM discipline could afford underrepresented groups of students a better chance at getting the higher salaries associated with STEM disciplines.

Mathematics — 2016-2017

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 even more 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.
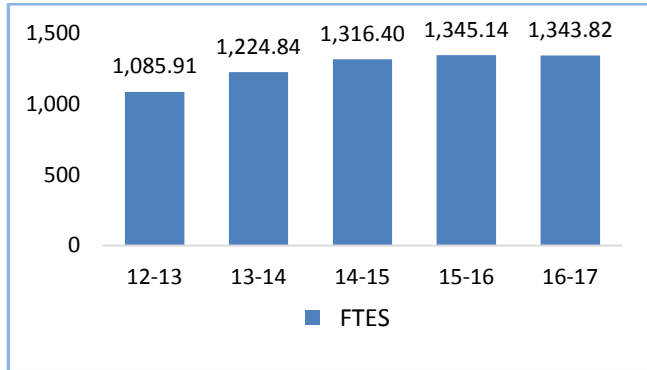

Assessment:
Data show the department continues to grow. During a five-year period, FTES has risen from 1185 to 1343 (21%). Likewise, FTEF has increated from 64.26 to 87.49 (36.24%). Efficiency has fallen from 507 in 2012-13 to 461in 2016-17. Success rates have stayed steady running at 54% to 57% in the last five years. Retention rose have stayed steady as well running between 85-87%. The number of sections has continued to increase over the last five years going from 2050 – 332 for a total increase of 32.8%,

Progress from Last Year's Action Plan:
The department has continued to grow by offering a greater variety of classes. The number of online sections has grown in the past two years. The number of short term classes, including 15-week, 12-week and 8-week classes as well of grown.

The number of upper-division classes has increased including Math 250, 251 and 252. We are now able to offer both Math 265 and 266 every semester.
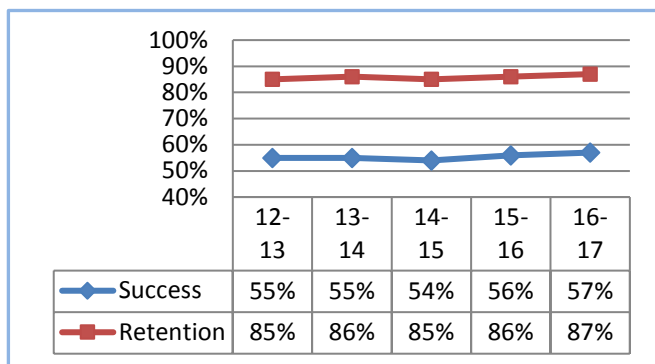
We are now staffing the noncredit lab using a full-time instructor to encourage continuity and growth.

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	8,396	9,558	10,132	10,292	10,274
FTEF	64.26	71.22	77.31	82.23	87.49
WSCH per FTEF	507	516	511	491	461

	12-13	13-14	14-15	15-16	16-17
Success	55%	55%	54%	56%	57%
Retention	85%	86%	85%	86%	87%

	12-13	13-14	14-15	15-16	16-17
Sections	250	280	299	317	332
% of online enrollment	15%	14%	17%	21%	24%
Degrees awarded	20	18	14	19	23
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Mathematics — 2016-2017

SAOs/SLOs/PLOs:
The department goal of integrating mathematical concepts and principals to other sciences led the department to apply for and awarded a Mesa grant in which our upper-division math courses will be paired with various science courses in cohorts.

Degrees awarded has increased from a low of 14 to 23 this past year. This is driven by the departmental goal of preparing students to an accredited, four-year college or university with junior class standing in mathematics or a related major.

Departmental/Program Goals:
1. Continue to increase the number of upper division classes for students to attain a degree to transfer to a four-year college.
2. Continue to support the noncredit lab and the resources available for students to more quickly complete basic skills classes which will grow the number of students ready to take college level math courses.
3. Complete the process of designing the curriculum for both a pre-stats and a transfer-level stats course aimed at helping non-Stem students to complete the math requirements in two semesters.
4. Continue working with chemistry and physics with the Mesa grant.

Challenges & Opportunities:
- Maintaining growth in scarcity is difficult. As more technology is integrated into the math curriculum, the use of computer labs for support is not as readily available in which to offer courses.
- With the MESA grant, the department can link math and science classes increasing the number of students prepared to transfer to a four-year college
- Continue to develop the pre-stats and stats courses to be ready to offer starting in spring or fall 2019.

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Complete the Pre-Stats and Stats courses	3	Time	Fall 2018
Determine a director for the grant	4	Time/Faculty	Jan 2018
Support the Math 601 lab	2	Faculty	Continuing

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
# DATA SHEETS -- 2016-2017

SCIENCE DIVISION
(INSTRUCTION)

Architecture — 2016-2017

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, architectural engineering and construction management. The drafting classes serve career and technical education students as well as support major's preparation.
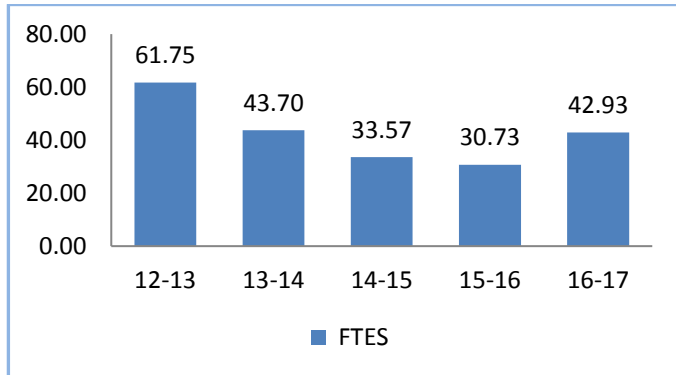
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	357	283	239	221	268
FTEF	4.67	4.20	2.94	3.21	4.17
WSCH per FTEF	397	312	342	287	309

	12-13	13-14	14-15	15-16	16-17
Success	73%	65%	65%	70%	71%
Retention	89%	88%	88%	91%	90%
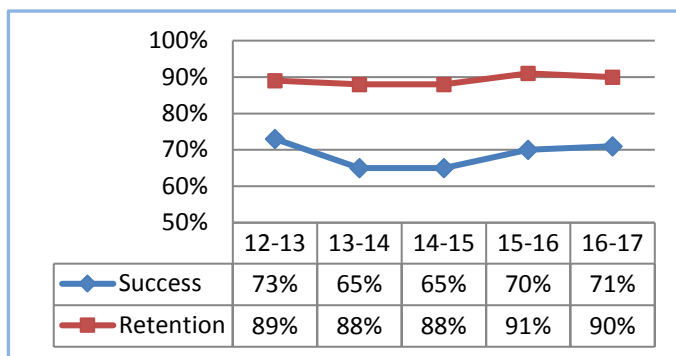
	12-13	13-14	14-15	15-16	16-17
Sections	17	15	11	12	14
% of online enrollment	12%	13%	27%	33%	29%
Degrees awarded	0	1	0	0	0
Certificates awarded	0	1	0	0	0

Assessment:

The FTES generation of the program grew significantly until the college was forced to scale back instructional offerings. The program has not yet fully recovered. FTES improved by 39.7%, compared to last year, which indicates an increasing demand for the program.

- Success and retention remain fairly consistent over the years, improving slightly in the past couple years from 70% to 90%, respectively. The campus is transitioning from Blackboard to Canvas as a course delivery system. Serious impacts are anticipated as we transition due to the student and faculty demands. Canvas has been a demanding system with greater limitations than Blackboard. MANY of the quiz and activities that functioned well in Blackboard need to be redesigned and are limiting the variety of learning styles that we may appeal to.
- Degrees and certificates awarded stagnated recently, likely owing to courses not being offered on a consistent rotation. We have established a two-year cycle to ensure that all architecture courses are offered, in order to facilitate degree and certificate completion. The majority of transfer students are being accepted without the AA in architecture into primarily architecture, but also urban planning programs.

Progress from Last Year's Action Plan:

- Department continues to transfer students to universities without fulfillment of AA degrees in architecture and city and regional planning at Cal Poly Pomona and San Luis Obispo, as well as new school of architecture at San Diego, University of Nevada, and Arizona State.
- The program has accomplished much of the curriculum revision. In order to better align with the transfer universities, we continue to redesign courses to achieve better articulation with the transfer institutions.
- Student participation in community events and competition is growing. Examples include American Institute of Architects (AIA) Pasadena/Foothill competition (receiving 4 of 6 total awards presented); events at the Historic California Theater; an activity book for youth prepared by architecture students was requested to be reprinted for ALL third grade students in the district; entry to an international competition last fall; students attending Mid Century Modernism week celebrated in Palm Springs; other AIA meetings and events in Pasadena Foothill, Inland California and Desert Chapters, as well as CSI, Construction Specification

Architecture — 2016-2017

Institute Inland Empire meetings, are now open to our students free of cost.
- Three students from SBVC earned the three scholarships available from AIA. This process involves interviews by a panel of architects and student project presentations.

SAOs/SLOs/PLOs:
- PLO success is > 80%, according to mapping to the grid, which indicates that the course SLOs and PLOs are in good alignment, and relevant to the curriculum.
- SLO data and reflections for Arch 100/101 show > 90% of students meet the assessment, based on a series of exercises/projects.
- SLO data and reflections for Arch 145/145 (history courses) show > 89% meet the assessment. These courses are offered in both online and face-to-face format. We will look to disaggregate the data to see if there is an effect based on course format.

Departmental/Program Goals:
- **Increase Access**: Continue to build and maintain partnerships with organizations and K-12 systems Continue to promote courses in architectural history and design to high school students.
- **Promote Student Success:**
    o Continue redesign of curriculum to strengthen articulation with Cal Poly.
    o Increase numbers of degrees and/or certificates awarded.
    o Secure adequate budget/funding to meet Program needs for technology, supplies, and field trips.
- **Provide Exceptional Facilities**: Complete at least two additional areas of the designs in the physical sciences building alcoves and project display on campus and at events.

Challenges & Opportunities: Challenges & Opportunities:
One major challenge is articulation with transfer institutions. Most universities award credit only by portfolio review for transfer students. **We have achieved articulation** with private universities and an agreement relative to the architectural history courses with Cal Poly Pomona. The units have now been aligned with our 100 and 101 design courses with the state university. The architectural history classes are now UC transferable, as well as the ARC 120. Cal Poly has actually increased the number of our students accepted based on their monitoring of our transfer student success. The curriculum continues to undergo revision, with the goal of achieving stronger articulation.

The physical layout of the lab supports single student lecture delivery and limits group learning and projects.

Consistent funding/department budget continues to be inadequate. We applied to the SB Arts Commission for fund printing and a student stipend, however were not successful. We will continue to seek funding opportunities as this is a great means of sharing the SBVC campus with elementary students as well as the cultural aspects of the community.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Revise architecture, design, and drafting curriculum to specifically align with Cal Poly's courses/course outlines.	Strengthen articulation with Cal Poly.	Time	Launch all courses: May 2018
Complete curriculum revision (above); implement two-year rotation for course offerings.	Increase degrees & certificates awarded	N/A	Spring 2019
Apply for Perkins funding for CAD software. Apply for Needs Assessment for CAD software, classroom/lab supplies, and field trips.	Secure adequate budget/funding	Funding	Spring 2018 Fall 2018

Biology — 2016-2017

Description:
The biology department offers courses to prepare students for opportunities towards three major areas; 1) general education science requirements; 2) Allied health careers; 3) Biology major transfer students. The development of lifelong skills as they relate to creative and critical thinking, analyses of quantitative information, deductive and inductive reasoning, and written communication are stressed.

FTES bar chart: 12-13: 490.38, 13-14: 517.89, 14-15: 510.18, 15-16: 510.96, 16-17: 538.09

■ FTES
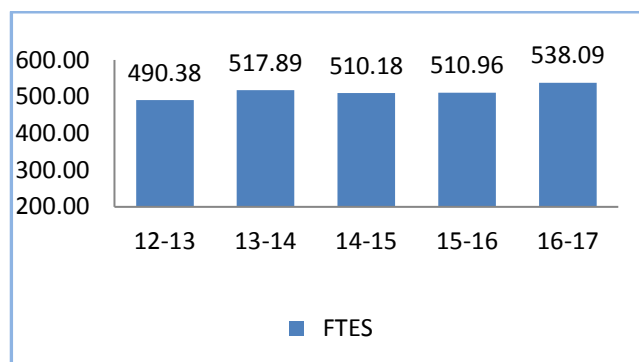
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,406	2,659	2,587	2,561	2,725
FTEF	29.58	31.41	30.73	32.32	34.24
WSCH per FTEF	497	495	498	474	471

	12-13	13-14	14-15	15-16	16-17
Success	64%	59%	58%	64%	64%
Retention	85%	82%	84%	86%	85%
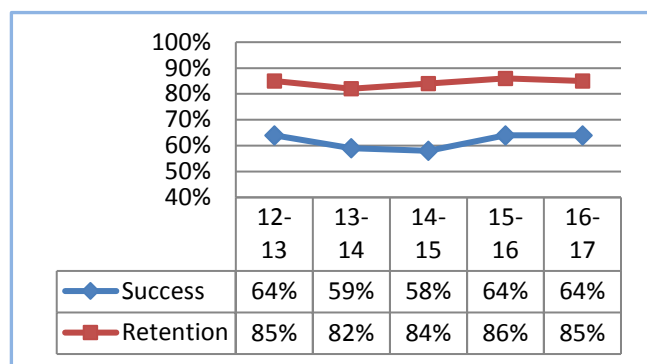
	12-13	13-14	14-15	15-16	16-17
Sections	100	107	108	109	118
% of online enrollment	4%	6%	9%	6%	6%
AS Biology Degrees Awarded	6	6	8	10	17
AA Lib Arts: Bio&PhySci Degrees Awarded	129	151	148	152	210

Assessment:
- FTES increased by 5.3% in the most recent academic year, and 9.73% in the past five years.
- In the past five years, FTEF has increased steadily with a gain of 15.8%.
- Success and retention have stabilized around 64% and 85%, respectively.
- In the past five years, sections offered increased by 18% while still offering hybrid courses at 6%.
- The average WSCH per FTEF is 487 for the past five years.
- In the past academic year, duplicated enrollment increased by 164 students; a gain of 13.3% for the past five years.
- FTEF has steadily increased by 15.7%.
- Sections increased by 8% offered the past year.
- AS Biology degrees increased by 183% in the past five years.
- A gain of 70% in AS Biology degrees in the past academic year.

Progress from Last Year's Action Plan:
- The department's discussions for a strategic plan for growth have addressed logistical needs of room availability, course sections, and breadth of courses. Discussions will continue to create a concrete plan that is consistent with our departmental philosophy and logistical challenges and demands.
- To advocate for shortage in full-time faculty, staff, and budget the department submitted program review documents. Also the dept. chair held discussions with the president, VP of administration, VP of instruction, and dean of science to address how these significant needs affect the three different areas in the department.
- As the success center undergoes administrative updates, the department has continued to advocate for biology tutors and SI leaders to support the breadth of courses in biology.
- SLOs have been reviewed for their suitability and quality across courses, some have been modified along with input from part-time faculty.
- Discussions on how to gather long-term and reliable student data entry & exit data are currently being held in the dept.
- As the campus is transforming to a drought-tolerant landscape, faculty are developing interpretive signs to inspire and to disseminate information about the natural history (native plants, cultural plant uses, and local

geology) of Southern California. This activity supports a multidisciplinary effort for developing a college landscape committee.

SAOs/SLOs/PLOs:
The biology PLOs have several skill-based outcomes which must engage students in a diversity of hands-on activities on and off campus. The department's goal of expanding the botanical and zoological collections have exposed students directly with skill-learning and provided a guided vision to possible career opportunities. Our continued support for an outdoor classroom and a college with a teaching landscape directly influences our students, but particularly in their success to transfer, and their attainment of an AS or AST degree. Students have acquired skills and knowledge more readily.

Our discussions of SLO assessments and data have impacted our dialogue with adjunct faculty because it provides us with common goals to our teaching and mentorship of the students. We also are oriented in mentoring adjunct faculty as the discussions are goal-oriented toward an effective student-learning environment.

Departmental/Program Goals:
- Reduce teaching load taught by part-time faculty by hiring new full-time faculty [Strategic Initiatives: 2.16, 2.18].
- Increase number of degrees awarded under revised AS and new AS-T degrees and gather preliminary student data on career/college choices [Strategic Initiatives: 2.16, 5.2.3; 5.2.1;2.6.2].
- Increase and gather data on number of students transferring to four-year colleges [Strategic Initiatives: 2.6.3(.1-.3);2.6.2; 2.16, 5.2.3; 5.2.1].
- Develop partnerships with local, regional, and/or state organizations as the department's botanical and zoological collections are expanded [Strategic Initiatives: 2.8.9; 2.9.3; 2.17].
- Support SBVCs transformation to an outdoor classroom and a resource for community education [Strategic Initiatives: 3.12; 3.10; 6.1; 6.1.4; 6.1.5; 6.1.6; 6.3; 2.9.3; 2.18].
- Host an annual end-of-year platform for biology major students (alumni and current) to showcase their professional experiences in coursework, internships, and/or research work [Strategic Initiatives: 3.1; 3.1.1; 2.9.3; 2.18].
- Establish articulation agreements with local high schools for entry to general education biology courses and/or CTE-biology related coursework [Strategic Initiatives:2.9.1; 2.8.9].
- Update biology website with insightful content on coursework, career opportunities, and biology-related community education [Strategic Initiatives: 3.1; 3.1.6; 2.9.3; 2.18].
- Increase student success [Strategic Initiatives: 2.5, 2.17,2.13, 5.2.3; 5.2.1; 2.6.2, 3.1; 3.1.1; 2.9.3; 2.17].

Challenges & Opportunities:
- Challenge: Low percentage of classes taught by full time faculty.
- Challenge: Poor lighting and sound issues in lecture rooms limits teaching and learning. Poor lighting is also a safety hazard.
- Challenge: Lack of deionized water system in all labs and lab preparation areas.
- Challenge: Lack of consistent and adequate funding to support fundamental field biology, maintenance and repair of lab equipment, and general instructional supplies.
- Challenge: Night and weekend courses without A&P lab tech support.
- Opportunity: Increase OER courses and student success.

Biology — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Faculty advising & website improvement; promote visits to counselors; conduct and/or promote visits to four-year universities; host alumni; advise of deadlines for degrees, and transfer applications; perform end-of-semester student surveys; request college data to find potential gaps an/or areas to target improvement; increase student academic support for every course. 2. Pilot concurrent enrollment of GE courses; promote pre-allied health courses with instructor visits to local high schools. 3. Submit program review request; dialogue with administrators; provide evidence of need.	1. Increase number of AS and AS-T degrees and number of transfer students while gathering data. 2. Establish articulation agreements with local high schools for entry to gen ed biology courses and/or CTE-biology related coursework. 3. Hire new full-time faculty.	1. Hire full-time faculty; increase counselor numbers and/or counseling access; survey & research resources; increase budget to support and increase steady hours & number of tutors/SIs. 2. Hire new faculty (FT/PT); high school counseling and faculty professional development. 3. Budget for new faculty employment; office space.	1. F2019 & ongoing 2. S2018 3. S2018

Chemistry/Physical Science — 2016-2017

Description: The chemistry program provides instruction and laboratory experience appropriate for general education requirements in the area of physical sciences, pre-nursing and other 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, clinical, physical therapy, and medical schools.
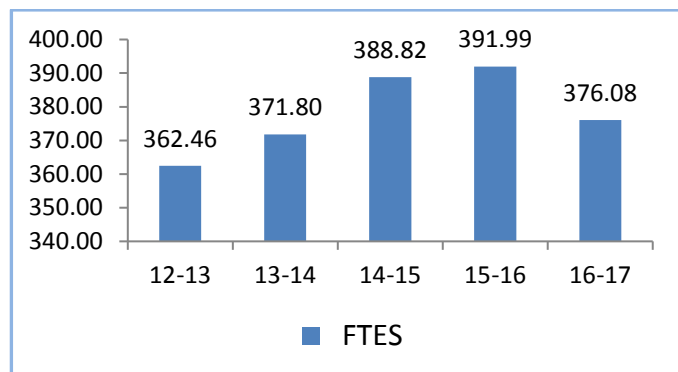
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,678	1,737	1,801	1,864	1,769
FTEF	22.01	24.81	25.84	27.83	27.79
WSCH per FTEF	494	450	451	423	406

	12-13	13-14	14-15	15-16	16-17
Success	56%	55%	54%	60%	58%
Retention	80%	80%	80%	84%	82%
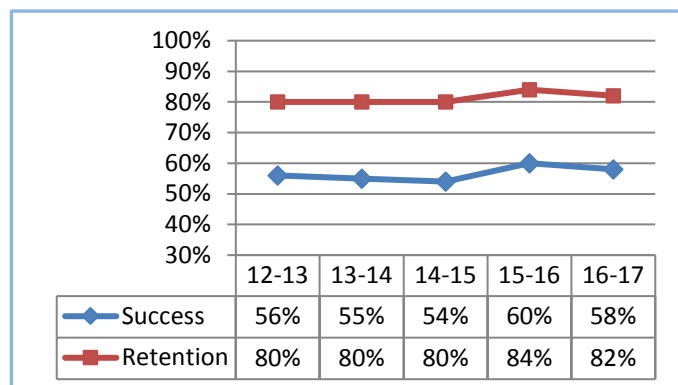
	12-13	13-14	14-15	15-16	16-17
Sections	78	91	94	97	97
% of online enrollment	4%	7%	3%	4%	4%
Degrees awarded*	9	8	7	12	14
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
The data show slightly decreased enrollment for 2016-17, which is common for the region given the improved economy (more students are working). 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 lack of providing single sections at a variety of times (e.g., Saturdays). Providing more classes at different times increases 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 pedagogical reasons and safe laboratory practices, and therefore have decreased efficiency. The department has increased the number of STEM majors by offering additional sections of general and organic chemistry. Student success and retention have dipped slightly compared to last year, but are still higher than the other three years within this time period. This change may be correlated with reduced services provided at the student success center during that year, due to grants that ended. Over the past couple years, we have been holding regular faculty workshops, which focus on entry/exit skills as related to student success. This may account for the increase in success & retention for 2015-16 and 2016-17 compared to earlier years.

Progress from Last Year's Action Plan:
- Sustain the number of major's preparation sections: We maintained seven sections of CHEM 150; three sections of CHEM 151; three sections of CHEM 212; and, two sections of CHEM 213 each semester. Degrees awarded doubled in two years (from 7 to 14), between 2014-15 and 2016-17.
- Explore innovative approaches to increase the success rates of our allied health and STEM students: Continue to offer at least one learning community per semester.
- Expand SI access in an efficient manner across our courses: We have transitioned back to a facilitator-workshop model (e.g., MESA) rather than a strict SI model, which tends to work better for science students. With the acquisition of the MESA grant in fall 2017, we will be able to increase workshop offerings.
- Maintain our position as the largest community college Chemistry program in the Inland Empire: We continue to offer multiple sections of all majors' prep courses (CHEM 101, 150, 151, 212, and 213) every semester, including CHEM 205 once per year. Most community

Chemistry/Physical Science — 2016-2017

colleges do not offer CHEM 205; we have run it consistently for more than ten years.
- Evaluate our new allied health course (CHEM 105) designed for CSU transfer nursing students: We have increased from one to two sections since spring 2017, and will evaluate in more detail after fall 2017, when two semesters have elapsed.

SAOs/SLOs/PLOs:
The SLO success in CHEM 150 and CHEM 151 was lower than we thought it should be, and further evaluation showed that the questions for the assessments needed to be broken down into smaller, more stepwise pieces, to better accommodate how students learn and retain the information. In recent years, we shifted most of the majors' prep SLO assessments to be incorporated as part of the final exams, rather than as separate quizzes. This change was done to better accommodate the cumulative nature of these assessments.

Departmental/Program Goals:
- Build a robust adjunct pool.
- Improve student success.
- 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.
- Investigate non-credit/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 find more 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%. The past two semesters, several adjunct faculty found full-time jobs in the *middle* of the semester, requiring emergency, immediate staffing which proves to be difficult.
- **Improving student success:** The success rate continues to be 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 the number of supplemental instruction (SI) facilitators and tutors and the lack of support to provide for their necessary training. We continue to explore innovative ideas to help our students succeed, while maintaining the rigor of our curriculum.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Communicate each semester with surrounding chemistry/biochemistry departments to actively encourage MS graduates to apply.	Build adjunct pool.	N/A	May 2018
Achieve objectives with MESA grant (spring 2018 start date); launch workshops in chemistry content, leadership, transfer, etc.	Increase majors & STEM degrees	Tutors & facilitators	May 2018
Improve students' access to facilitated workshops. Explore different modes of offering courses that align with our student population, such as corequisite credit courses if noncredit options are not allowed. Research, faculty discussions, and possible curriculum design to take place during 2017-18.	Improve student success	Tutors & facilitators; additional faculty	May 2018 and ongoing

Environmental Science — 2016-2017

Description: Awareness of the issues of environmental quality is increasingly important in business, industry, and government. The growing human population and increasing consumption of resources are creating unprecedented pressures on our planetary life support systems. Environmental science majors need to complete an interdisciplinary set of core requirements that provide a basic understanding of the physical, biological, and social sciences and the relevance of these sciences to environmental processes and issues. In addition, the coursework will prepare students for related baccalaureate majors, including: biology, chemistry, engineering, geography (including emphasis in geographic information systems (GIS)), geology, mathematics, oceanography, and physics. For non-majors, the program's goal is to educate students to make better-informed choices about key environmental and health issues.

FTES chart: 2012-13: 147.97; 2013-14: 158.71; 2014-15: 183.28; 2015-16: 190.97; 2016-17: 174.38
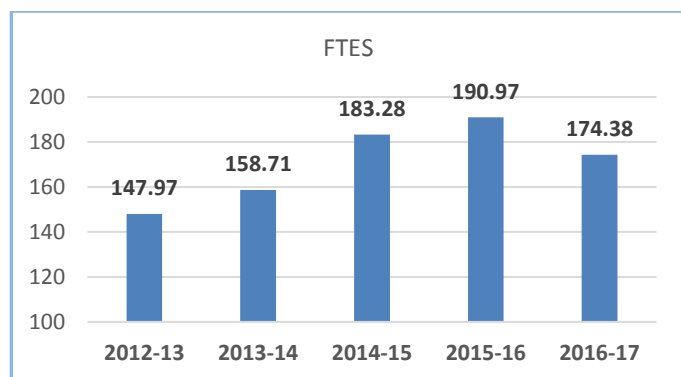
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	633	679	784	814	753
FTEF	11.06	11.78	13.78	14.90	14.55
WSCH per FTEF	401	404	399	385	360

	12-13	13-14	14-15	15-16	16-17
Success	69%	63%	62%	67%	64%
Retention	85%	84%	83%	87%	84%
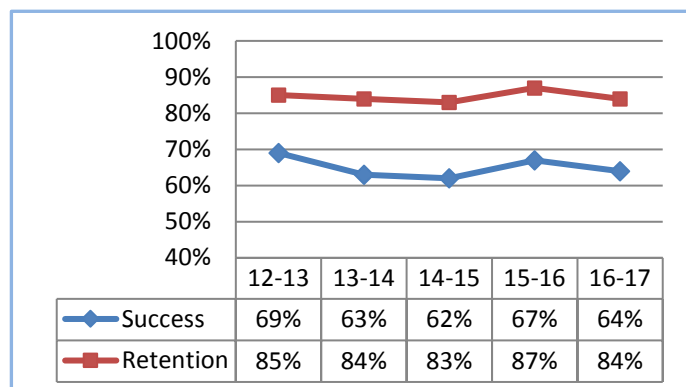
	12-13	13-14	14-15	15-16	16-17
Sections	32	36	39	37	36
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	1	2	3	6
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
Although a stand-alone environmental science course, revised AS degree, and new AS-T degree are in the curriculum approval process, they will not be offered until the 2018-19 academic year. Therefore, the 2016-17 EMP document analyzes data from five core courses within the existing AS degree: BIOL 205 (replaced BIOL 201), BIOL 206 (replaced BIOL 202), CHEM 150/150H, CHEM 151/151H, and MATH 250. It is likely that only a small number of students enrolled within these courses are actively pursuing an environmental science AS degree. Nonetheless, this analysis is a nascent step towards characterizing the degree. In future years, the analyses will more precisely capture trends and allow resources to be more adequately directed toward students.

Realizing the imperfect nature of this analysis, it is nonetheless important to note that FTES and duplicated enrollment increased from 2012-13 through 2015-16. A decline in 2016-17 may be partially attributed to a significant curriculum revision within the biology sequence (e.g., BIOL 205, 206, and 207 replaced BIOL 201 and 202). This could also reflect larger campus-wide trends where students may be prioritizing employment opportunities over academic opportunities.

Promising trends indicate increasing awareness and interest in the environmental science AS degree, as degrees awarded have increased during the five-year period. It is hoped that the curricular revisions, within the context of local, state, national, and global environmental awareness, will continue to propel this important program.

Progress from Last Year's Action Plan:
First, no progress was made on procuring grant funding for a full- or part-time coordinator for this degree program. At present, a full-time faculty member is serving as faculty chair/coordinator. Second, there has been only nascent coordination with key stakeholders, including department faculty who teach within the interdisciplinary environmental science program, transfer institutions, STEM club (and related student organizations), and student success center. Third, there has been significant progress on curricular revisions, including AS degree, AS-T degree, and introductory environmental science course. The revised curriculum will be available to students in fall 2018. It is anticipated that this will partially address some of the concerns and goals expressed within the action plan.

Environmental Science — 2016-2017

SAOs/SLOs/PLOs:
The three-year, program-level analysis of three key course SLOs suggests that 47-55% of students are successfully meeting the defined SLOs. This is in contrast to the 62-69% overall success rate for the core courses within this interdisciplinary program. From the perspective of the Environmental Science program, these success rates should be increased and improved. While these are rather taxing and academically rigorous science and mathematics courses, it is nonetheless a realistic goal to improve success and transfer rates. Some of this can be achieved through SLO (and PLO) revisions, curricular revisions, SI/tutorial support, learning cohorts/communities, and related efforts to encourage student success, transfer, and employment. This especially aligns with department goals, including: ongoing course and degree curriculum modification and adaptation to better meet transfer and employment demands, closer and more strategic coordination with departments that comprise the degree program, and enhanced degree awareness and marketing strategies (that could include visits to four-year transfer institutions and potential employers, as well as on-campus SI/tutorial support).

Departmental/Program Goals:
First, the department will participate in curriculum modification that adapts to changing transfer institution and employment demands. Included within this goal are curriculum updates that capture individual course modifications on the SBVC campus. For example, if the mathematics or physics departments update curriculum, then it will be captured within the environmental science degrees (AS and AS-T). Second, the department will request establishment of a budget within the program review needs assessment process. While the various programs that comprise this interdisciplinary degree already have established institutional budgets, it is not realistic to expect them to devote precious resources to the environmental science program. If approved, the budget would facilitate outreach and marketing efforts, student success workshops, and site visits to four-year transfer institutions and regional employers. Third, the department must increase awareness within the following populations: potential SBVC students (e.g. high school and community outreach efforts), resident SBVC students (e.g. workshops and brief in-class presentations that incorporate student organizations and on-campus SI/tutorial support), and SBVC faculty who teach within one of the many environmental science disciplines (e.g. professional development and in-class presentations).

Challenges & Opportunities:
In order to meet department goals, more human and fiscal capital must be obtained. The greatest challenges include lack of advertising and awareness, lack of a budget, and lack of devoted faculty able to promote the department, liaison with on- and off-campus environment science faculty, coordinate with potential area employers and internship sites, and procure institutional and grant funding. Perhaps an existing full-time faculty could receive release time in order to recruit and retain students. Specific activities could include professional development and in-class workshops and presentations for full- and part-time SBVC faculty, informational and student success workshops for potential and current SBVC students, and outreach to area high school faculty, counselors, and students. In addition, students must be introduced to four-year transfer institutions and potential internship and employment sites.

The greatest opportunities include a willing population of SBVC faculty and students to support the program, nearby four-year transfer institutions, area high schools that incorporate environmental science into the curriculum, and nascent but growing internship and employment opportunities for environmental science degree graduates.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Increase outreach and marketing efforts. • Curricular updates that meet transfer/career demands. • Establishment of a department budget. • Release time for dedicated faculty. • Successful grant funding implementation.	Increase FTES, enrollment, success, retention, transfer, and degree completion for Environmental Science students.	Institutional- and grant-supported budgets, as well as faculty release time.	End of the 2018-19 academic year (but these actions must be ongoing).

Geography — 2016-2017

Description: The geography department provides students with natural/physical science and social science transfer opportunities. Students can choose from two degrees, an AS or an AA-T. Geography courses are offered in traditional face-to-face and online formats. Schedules range from full- to compressed-calendar format, and courses are offered from the morning through evening to facilitate student access. Student success is accommodated through various mechanisms, including tutorial/SI support, office hour support, and online course management systems. Geography Degrees prepare students for transfer, as well as careers within planning, environmental, marketing, logistical, climatological, governmental, political, legal, and educational sectors.
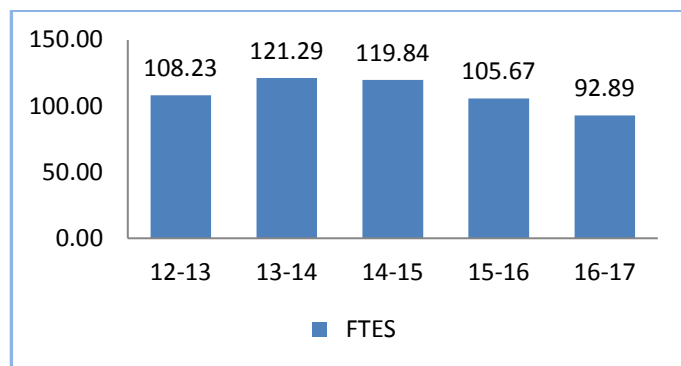
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,031	1,179	1,157	1,015	903
FTEF	5.74	6.60	7.90	6.55	8.01
WSCH per FTEF	566	551	455	484	348

	12-13	13-14	14-15	15-16	16-17
Success	71%	70%	74%	73%	71%
Retention	91%	89%	92%	91%	91%
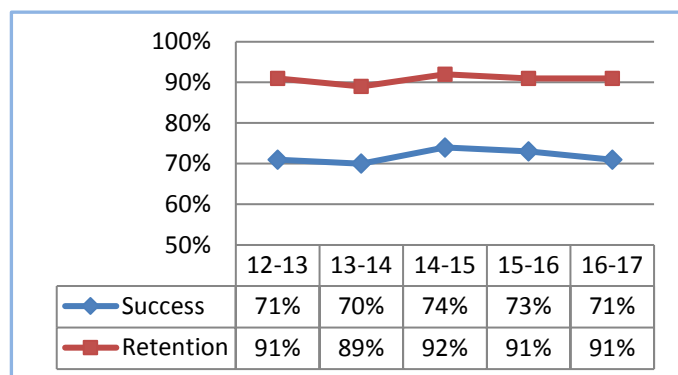
	12-13	13-14	14-15	15-16	16-17
Sections	35	40	49	52	52
% of online enrollment	3%	0%	2%	13%	17%
Degrees awarded	1	2	4	3	5
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
The FTES data indicate a decline since 2013-14 and 2014-15. The duplicated student enrollment duplicates this trend. This may be partially explained by a steadily improving economy where potential students are choosing employment rather than college. It may also be partially attributed to course sections being offered in a schedule that is not responsive to student needs. The department is analyzing historical enrollment data and scheduling future courses, including online sections, to be more accommodating. In addition, the department is coordinating with counseling faculty and marketing staff to better advertise the program.

In light of declining enrollment and increasing FTEF and total number of course sections, geography department efficiency has also declined. The intent of offering a larger variety of courses and sections is to increase options and access for students. However, past enrollment data must better guide the course scheduling process. This may require fewer total sections at different times and formats. Closer coordination with counselors and marketing experts may also improve overall enrollment and efficiency.

In general, success and retention have remained stable since 2012-13. The department endeavors to improve both measures through faculty and tutorial support. The number of degrees awarded have increased, but the department aims to increase the number of geography majors.

Progress from Last Year's Action Plan:
The department is utilizing social media and will expand coordination with counseling faculty and marketing personnel to more effectively advertise the program and recruit additional students and geography majors. Partnerships with universities, internship sites, educational grants, and employers have yet to be explored. An SBVC geography scholarship will be available to students for the first time this academic year. Curriculum revisions are in progress and all geography courses, with the exception of laboratory courses, will be approved for online delivery beginning in the fall 2018 semester. Additional honors-level sections and degree revisions are also an important component of the curricular revisions and will be approved in the fall 2018 or 2019 semester. As enrollment, FTES, FTEF, and efficiency increase, the department will request additional full-time faculty.

Geography — 2016-2017

SAOs/SLOs/PLOs:
The most recent (ending in 2016-17) three-year, program-level SLO summary for both geography AS and AA-T Degrees indicates that 74-76% of students have met the three identified SLOs. This is general agreement with success rates that have fluctuated between 70-74% during the past five academic years. Essentially, the SLOs chosen to represent the AS and AA-T degrees reflect basic cartographic and geographic literacy, as well as knowledge of the breadth of geography and its contributions to a better understanding of human-environment interactions. These program-level SLOs and longitudinal student achievement integrate and support selected program goals. Specifically, geographic and cartographic aptitude may serve as a basis to increase the number of geography majors and earned degrees, as well as the number of students who successfully transfer to four-year universities. The interdisciplinary nature of the SLOs and related student performance supports ongoing, regular curriculum development, as well as development of global studies, environmental studies, and environmental sciences degree programs. In addition, the data suggest that geography students should be involved with interdisciplinary learning communities.

Departmental/Program Goals:
The geography department goals align with college strategic directions and goals, including: 1) increasing student access; 2) promoting student success; 3) improving communication, culture, and climate; and, 6) providing exceptional facilities. The first department goal is to increase the overall student enrollment in all geography sections, as well as the number of geography majors and AS and AA-T degrees awarded. This includes increased marketing and outreach, closer coordination with counselors, and new and existing curricular development, including honors-level, non-credit, service-learning, and regional field studies courses. The second department goal is to offer all geography courses in a schedule and delivery method that accommodates student needs. This includes traditional, full-term, short-term, and distributed education formats. The third department goal is to permanently fund tutorial and SI support for all geography students. This includes institutional funding such as basic skills and STEM programs, as well as external grant funding. The fourth department goal is to increase and maintain funding for exemplary field trips, as well as classroom and laboratory equipment and supplies. This incorporates the program review process. The fifth department goal is to expand and strengthen relationships with four-year transfer institutions, as well as internship sites and employers. The sixth department goal is to hire an additional full-time faculty.

Challenges & Opportunities:
The primary challenge for the geography department is declining student enrollment and decreased efficiency. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, AS and AA-T degree options, and tutorial/SI student support. A secondary challenge, related to the primary challenge, is the relatively small number of geography majors and earned degrees. Some of the same existing opportunities could address this challenge. A tertiary challenge is relatively stagnant funding for field trips and supplies for classrooms and laboratories. Opportunities exist within the institutional program review process, as well as grant funding. A quaternary challenge is the imperfect linkage between the geography department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Increasing outreach and marketing, revising and creating new course and degree curriculum, analyzing current and past student enrollment data to better inform fall, spring, and summer semester scheduling, and participating in program review and grant funding processes.	Increasing student enrollment, majors, and earned degrees.	Counseling, marketing, curriculum, scheduling, program review, and grant funding.	Ongoing, but data from 2017-18 should serve as a bench-mark.

Geology/Oceanography — 2016-2017

Description: The geology-oceanography department offers courses that examine the earth's geological history, structure, earth processes 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.
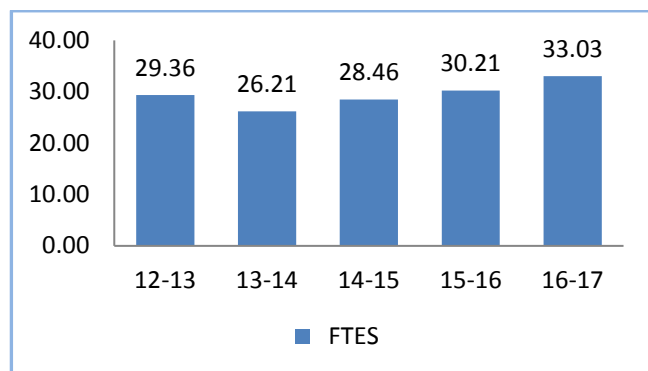
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	289	268	286	318	316
FTEF	1.48	1.98	2.18	2.78	3.92
WSCH per FTEF	595	397	392	326	253

	12-13	13-14	14-15	15-16	16-17
Success	70%	73%	64%	73%	80%
Retention	87%	93%	92%	91%	93%
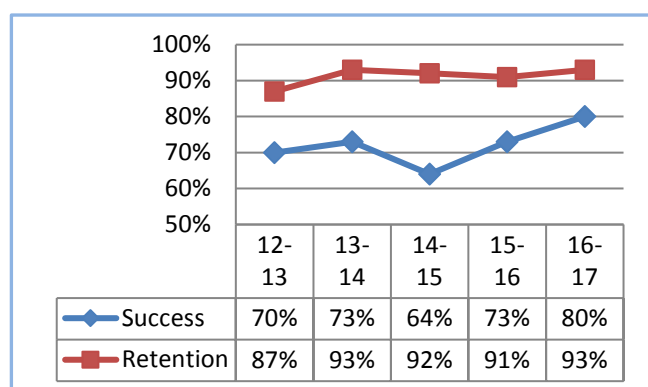
	12-13	13-14	14-15	15-16	16-17
Sections	11	15	16	20	24
% of online enrollment	9%	8%	0%	5%	4%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

FTES and duplicated enrollment increased since 2014-15. Simultaneously, efficiency has decreased, attributed to an overall increase in course sections offered and FTEF. While the total number and diversity of course sections have increased, the per-section fill rates have decreased.

Student success has dramatically increased since 2014-15, and retention has remained quite stable and above 90% since 2013-14. Geology AS and AS-T degrees have not been awarded; however, curriculum has 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.

Future course scheduling will take into account data analysis of student demand. More sections will be offered where demand appears to be greatest and fewer sections offered where demand is least. For example, an increasing number of geology sections are being scheduled within online and hybrid distance education (DE) formats. Geology and oceanography laboratories are being scheduled to accommodate evening student demands. Multi-semester and multi-year course sequencing will better allow students to complete degrees in a timely manner. Closer coordination with counselors and marketing experts, as well as non-credit courses, may also improve overall enrollment and efficiency. Now that the department is under the leadership of a full-time faculty member, many of these issues can be more fully addressed.

Progress from Last Year's Action Plan:

The department offers diverse courses, including DE formats, so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers. Future curricular development will include establishment of honors-level and non-credit courses. The department is developing research opportunities for Geology AS/AS-T degree students.

Through the program review needs assessment process, the department advocates for budget increases in order to expand field trip, instructional supply, and tutorial opportunities. In addition, the department is leveraging existing and future grants to enhance services to students. The department must redouble its efforts to coordinate with counseling and marketing experts as a means to recruit, retain, and successfully graduate students.

Geology/Oceanography — 2016-2017

SAOs/SLOs/PLOs:
The most recent three-year PLO analysis of the geology AS degree indicates that approximately 90-93% of students have successfully met the six SLOs identified within the degree. While this is above the overall student success rate, it suggests that most students are engaging with primary learning objectives. In order to ensure future student success, tutorial/SI support must be adequately funded. Offering courses in a format and schedule that better accommodate student needs will enhance student access. This includes a diversity of courses in face-to-face and DE formats offered in a sequence that will better recruit, retain, and graduate geology/earth science students in a timely manner. The actual course content, reflected within the course- and program-level SLOs, has been recently modified within the curriculum process. Regular curricular revisions will ensure that students are well prepared for transfer to four-year institutions, as well as careers within the earth and environmental sciences. Budgets must be enhanced in order to support lecture and laboratory classrooms with equipment and supplies needed for quality education.

Departmental/Program Goals:
The geology/oceanography department goals align with college strategic directions and goals, including: 1) increasing student access; 2) promoting student success; 3) improving communication, culture, and climate; and, 6) providing exceptional facilities. The first goal includes improving student lab space in order to develop student research opportunities for geology AS/AS-T degree students. This has the potential to increase the department's visibility and recruit majors, especially from STEM students. The second goal is to secure permanent office space within the physical sciences building for the full-time faculty member. The ideal scenario is to combine the office with the student laboratory/research facility described within the first goal. The third goal is to more closely collaborate with professional organizations like the Geological Society of America (GSA), Southern California Friends of Mineralogy (SCFM), and others in order to increase student participation in local scientific conferences related to the discipline. Ancillary benefits include increasing the number of geology majors, as well as transfer, scholarship, and employment opportunities. The fourth goal is to enhance the stature and visibility of the department. This can be achieved through various means, including collaborating with counseling and marketing personnel, developing honors-level and non-credit courses, creating research and scholarship opportunities, enhancing budgets for expanded field and tutorial opportunities, and leveraging STEM, geology, and other student clubs and organizations.

Challenges & Opportunities:
The primary challenge for the department is the relatively small population of students enrolling in geology and oceanography courses and associated lack of awarded degrees. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, AS and AS-T degree options, and tutorial/SI student support. A secondary challenge is relatively stagnant funding for field trips and supplies for classrooms and laboratories. Opportunities exist within the institutional program review process, as well as grant funding. A tertiary challenge is the imperfect linkage between the department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers. A quaternary challenge is the lack of permanent office facilities for the full-time faculty member. There are opportunities to address this challenge by leveraging existing storage/preparation space and creating a combined faculty office-student laboratory/research activity hub.

Geology/Oceanography — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Coordinate with administrative services, program review and curriculum committees, four-year universities, professional organizations, and employers.	Increase student enrollment, majors, and graduates.	Faculty office space, student research space, enhanced budget, curriculum modification, counseling and marketing coordination, and community outreach.	Ongoing, but major milestones achieved within the 2018-19 academic year.

Geography Information Systems (GIS) — 2016-2017

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. GIS is an important skill utilized within the following employment sectors: planning, architecture, criminal justice, marketing, logistics, environmental research and remediation, utilities, military, search and rescue, fire fighting, and more.
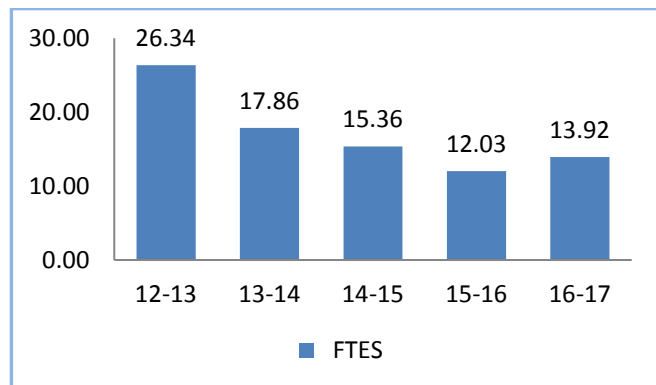
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	187	134	101	81	89
FTEF	1.95	2.22	1.66	2.35	2.07
WSCH per FTEF	405	241	278	154	201

	12-13	13-14	14-15	15-16	16-17
Success	72%	77%	79%	72%	64%
Retention	89%	92%	96%	86%	80%
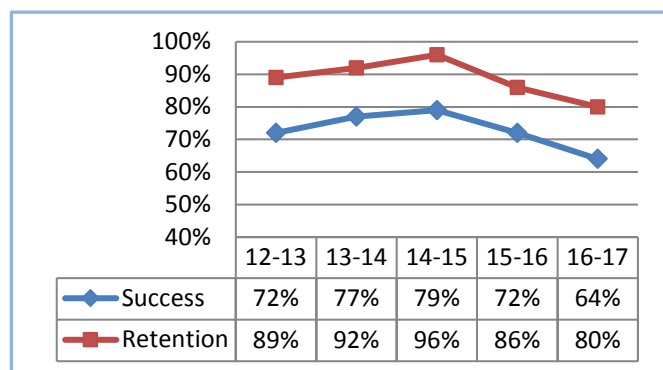
	12-13	13-14	14-15	15-16	16-17
Sections	12	17	20	20	18
% of online enrollment	0%	0%	0%	20%	22%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	7	17	5	2	3

Assessment:
After a four-year decline, FTES, student enrollment, and efficiency increased in 2016-17. However, significant improvement must occur to ensure the viability of the GIS certificate program. On- and off-campus outreach and marketing must expand in order to increase FTES and overall student enrollment. In addition, a stronger partnership with counseling faculty and offering the complete certificate online could increase student enrollment and successful certificate completion. Courses necessary to complete the 19-unit certificate are approved for online delivery, and the State Chancellor's Office has reapproved the GIS certificate. These valuable resources must be leveraged to increase student enrollment. At present, evidence suggests that most GIS students do not pursue GIS courses beyond the introductory level (e.g., GIS 100 and 130).

Student success and retention have declined since 2014-15. This is partially attributed to faculty not dropping students if they aren't attending class meetings and also due to course scheduling not meeting student needs. As an increasing number of GIS courses are offered online, steps must be taken to ensure student success and retention.

There is a miniscule institutional budget to support the GIS program, but additional funding is necessary. In particular, there is a strong, ongoing need for tutorial/SI support for students. This may help address FTES, enrollment, success, and retention concerns, and also the relatively low number of awarded GIS certificates, as will the recent State Chancellor's Office reaffirmation.

Progress from Last Year's Action Plan:
Although annual industry advisory committee meetings maintain partnerships with area employers and transfer institutions, more progress must occur. Specifically, more student work experience (internship), employment, and transfer opportunities must occur. While nascent outreach and marketing have occurred on and off campus, these efforts must increase. A colloquium series, workshops, and classroom presentations would assist more traditional marketing efforts. Online curricular development is a positive step. Additional steps should include creation of non-credit GIS courses (offered on and off campus), as well as more thoroughly incorporating GIS courses into other degree and certificate programs on campus. A full-time GIS

Geography Information Systems (GIS) — 2016-2017

faculty could address many of goals, challenges, and actions necessary to create a more robust GIS certificate program.

SAOs/SLOs/PLOs:
Many of the course- and program-level SLOs need updating to reflect ongoing curricular modifications. Curricular and SLO modifications should be tailored to changing industry and academic trends. At present, three out of five program-level SLOs have been assessed. More than 80% of students met the three program-level SLOs. Essentially, the SLOs assess basic, technician-level GIS skills that most employers and four-year transfer institutions demand. While the SLO assessment data are laudable, student enrollment, retention, success, and certificate completion must improve.

Departmental/Program Goals:
The GIS department goals align with college strategic directions and goals, including: 1) increasing student access; 2) promoting student success; 3) improving communication, culture, and climate; and, 6) providing exceptional facilities. The first department goal is to increase the overall student enrollment in all GIS sections, as well as the number of GIS certificates awarded. This includes expanded marketing and outreach, closer coordination with counselors, OER textbook adoption, and new and existing curricular development, including honors-level, non-credit, service-learning, and industry-specific courses. The second department goal is to offer all GIS courses in a schedule and delivery method that accommodates student needs. This incorporates flexible scheduling so that students can earn the GIS certificate in two to three semesters, including online. The third department goal is to permanently fund tutorial and SI support for all GIS students. This includes institutional funding such as basic skills and STEM programs, as well as external grant funding. The fourth department goal is to increase and maintain funding for exemplary site visits, as well as classroom and laboratory equipment and supplies. This incorporates the program review and grant funding processes. The fifth department goal is to expand and strengthen relationships with work experience (internship) sites and employers, as well as four-year transfer institutions. The sixth department goal is to hire an additional full-time faculty.

Challenges & Opportunities:
The primary challenge for the GIS department is declining student enrollment, success, and retention. Existing opportunities that could ameliorate this challenge include social media and counseling outreach, revised curriculum, adaptive course scheduling, recently reapproved certificate, and tutorial/SI student support. A secondary challenge, related to the primary challenge, is the relatively small number of earned certificates. Some of the same existing opportunities could address this challenge. A tertiary challenge is relatively stagnant funding for site visits and supplies for classrooms and laboratories. Opportunities exist within the institutional program review process, as well as grant funding. A quaternary challenge is the imperfect linkage between the GIS department and other resources, including interdisciplinary programs, four-year universities, research opportunities, and employers. A promising prospect is partnering with the ESRI GIS certification program. By preparing students to successfully pass the entry-level GIS certification exam, a greater number of GIS students may qualify for employment. Tangential benefits include increased student enrollment and successful GIS certificate completion.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Increased outreach and marketing on and off campus, adaptive curricular and program revision, aligning curriculum with the ESRI GIS certification program, offering a fully online GIS Certificate, and participating in program review and grant funding processes.	Increased student enrollment, success, retention, and certificate completion.	Counseling, marketing, curriculum, partnerships, scheduling, program review, and grant processes.	Ongoing, but data from the 2017-18 academic year will serve as a benchmark.

Nursing — 2016-2017

Description: The nursing department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Students are accepted into the program biannually, either as a first-semester nursing student or through the Licensed Vocational Nurse (LVN) bridge course. Graduates of the program are eligible to take the national licensing exam (NCLEX-RN) in order to become licensed as a Registered Nurse in the state of California.

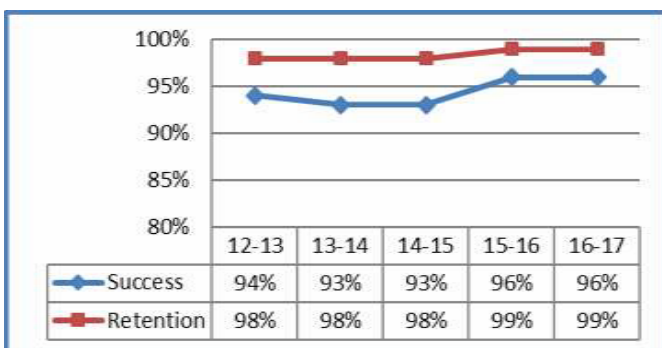The program is regulated by the California Board of Registered Nursing (BRN) and the Nurse Practice Act. The program also sustains ACEN accreditation with the Accreditation Commission for Education in Nursing (ACEN). ACEN accreditation is a voluntary, yet a specialized accreditation for pre-licensure nursing programs. Participating in the ACEN accreditation process awards nursing programs the opportunity to validate its commitment to providing a quality nursing program. The accreditation process assures that awarded programs meet expected standards of educational quality specific to nursing education.
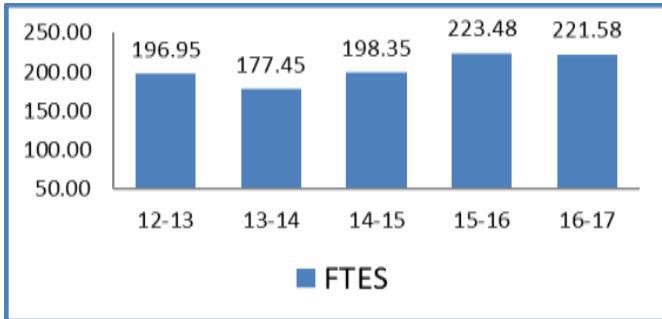
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,047	952	1,050	1,134	1,128
FTEF	29.98	29.56	32.16	35.62	37.07
WSCH per FTEF	197	180	185	188	179

	12-13	13-14	14-15	15-16	16-17
Sections	62	57	58	58	78
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	76	73	58	72	92
Certificates awarded	N/A	N/A	N/A	N/A	N/A

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 numbers have been sustained at more than 220 for the past two academic years due to continuation of the Enrollment & Growth grant. Among many opportunities, this grant allows for the program to admit more students into the program than in previous academic years.
- The NCLEX licensing examination (NCLEX-RN) year to date pass rate for 2016-17 period is 78.67.
- The 2016-17 pass rate is consistent with the 2015-2016 pass rate of 78.57%, however, the fourth quarter pass rate of 55% was a major outlier which had a negative and critical impact on the overall pass rate for the 2016-17 period. The pass rate for 2016-17 prior to the fourth quarter results was averaging 86.9%.
- Graduates testing during the fourth quarter tested 4-6 months post completion of the program. This appears consistent with research, which suggests that success rates begin to decline for graduates testing more than 3 months post-graduation.

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
75%	100%	85.71%	55%

Progress from Last Year's Action Plan:

- Faculty are referencing available evidenced-based care resources and utilizing such guiding principles as a way to direct their teachings.
- Faculty are incorporating NCLEX-style questions into their exams. Select-all-that-apply questions are being introduced in first semester and carried out throughout. Some faculty have shifted their exams to timed computerized exams instead of the traditional paper exams.
- Faculty have attended workshops/seminars to learn various teaching strategies. Faculty are incorporating/ trialing different teaching modalities to help students build/retain knowledge.
- The faculty team is advancing professionally. Currently have team members recognized in the following roles:
  - Assistant director/department chair (shared by two team members)
  - Clinical placement coordinator
  - Clinical nurse educator (CNE)
  - Geriatric specialist

Nursing — 2016-2017

- Curriculum revision is currently being prepared for submission to Curricunet and the BRN with the request to be approved for implementation as of fall 2018.
- Partnerships have grown with the Inland Coalition of Healthcare Professionals. This awards the program relationships with high schools in order to provide opportunities for nursing outreach events.

SAOs/SLOs/PLOs:

Faculty collect and evaluate SLOs every semester. Findings are then discussed and trends identified. Ideas for revisions, restructuring and reevaluation are discussed at the annual end of program review. A three-year review of the SLOs was also completed at the end of spring 2016. The next three-year review will reflect fall 2016 to spring 2019.

- As part of the curriculum revision, the PLOs and course SLOs were evaluated and revised accordingly in order to provide clear and measurable outcomes. Courses have already began to use these new SLOs. These new SLOs will be evaluated every semester and then collectively as part of the new three-year review due in 2019. The new PLOs will be implemented with the new curriculum.
- In 2013, the end of program review was implemented. Faculty meet at the end of the spring term to discuss various components of the curriculum. Faculty provide insight and data related to their course, course outcomes, student performance, student needs, etc. The director uses the program evaluation tool to help assess and review the nursing program.
- Program/department goals are discussed and evaluated in order to identify trends, challenges and opportunities for growth and improvement.

Departmental/Program Goals:

- To have state-of-the-art technology that supports student learning for the discipline
- To improve/maintain student success rate to greater than or equal to 94% in the program
- As per ACEN and BRN recommendations, have sufficient staff for student success
- Faculty to continue to expand knowledge and skills to remain current with advancing practice
- Maintain qualified and consistent adjunct clinical faculty
- To have adequate space--adding more skills lab space--to provide for expectations by accrediting agencies ACEN and BRN for increased use of technology and simulation
- To hire nursing counselor from Enrollment & Retention grant for remediation purposes
- Per BRN and ACEN recommendations, increase faculty training for the incorporation of human-patient simulation
- Improve NLCEX pass rate to national average

Challenges & Opportunities:

- Improving the NCLEX pass rate
- Funding for professional development
- Expanding clinical sites
- 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
- Continue conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN)
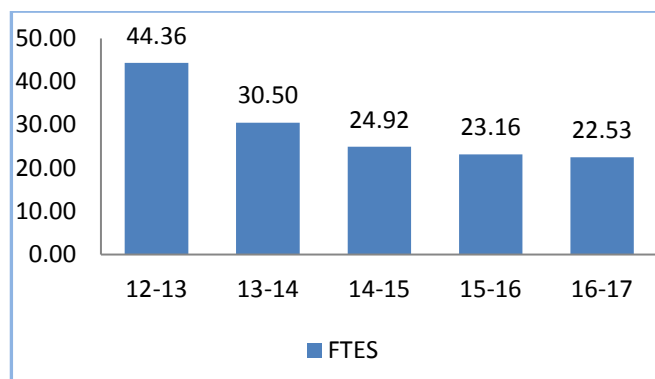
Nursing — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Input into Curricunet Allocate funding to submit to the BRN	Complete curriculum revision. Submit to SBVC Curricunet and BRN	Time allocation to put into Curricunet system and funding to submit to the BRN.	Oct/fall 2017
Implement NCLEX-style questions with incorporation of select-all-that-apply formatting All faculty to have at least one computerized exam by end of fall 2017	Improve NCLEX pass rate	Time to create online exams and for Canvas training	Begin fall 2017. Reevaluate at end of term.
Explore funding opportunities, professional development versus grant Explore local and low-cost opportunities	Professional development for faculty	Funding and potentially sub coverage for courses	Ongoing
Continue to work with the Grant and Health Workforce Initiative (HWI) for resources and allocation of funding.	State-of-the-art technology	Funding for simulation room, equipment, training, staff	Simulation room is expected to be completed summer 2018.
Advertisement and recruitment to fill vacant positions. Approval of new simulation position. Grooming of adjunct instructors. Faculty mentoring, team-building workshops, faculty recognition, etc.	Adequate and qualified staff	Advertisement, recruitment, training, and team-building.	Ongoing

Pharmacy Technology — 2016-2017

Description: The pharmacy technology program is designed to prepare students for entry-level employment as a pharmacy technician, while working under the direct supervision of a pharmacist. Students who complete our program sit for the Pharmacy Technician Certification Board (PTCB) and apply for a California State Board of Pharmacy Technician License. There are two options for our program, the certificate and the Associates degree.
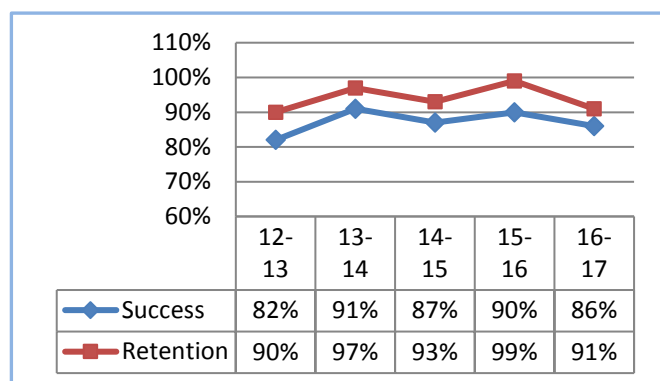

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	335	194	167	154	150
FTEF	3.35	3.18	3.18	3.46	3.73
WSCH per FTEF	397	288	235	201	181

	12-13	13-14	14-15	15-16	16-17
Success	82%	91%	87%	90%	86%
Retention	90%	97%	93%	99%	91%

	12-13	13-14	14-15	15-16	16-17
Sections	14	12	12	13	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	6	20	8	19	12
Certificates awarded	9	23	2	5	8

Assessment:
- Though not reflected in this data the number of students enrolled in the first semester program has increased to 18-21 students for fall 2017.
- This increase in enrollment is due to the recent American Society of Health-System Pharmacists (ASHP) accreditation. Anticipate to continue to increase FTES for the 2017-18 school year.
- Success and retention have declined due to the implementation of higher standards that are required of ASHP

Progress from Last Year's Action Plan:.
- The pharmacy technology program was granted a one-year accreditation by ASHP; a follow up report is due once a year on the progress of our program. This college has the only accredited pharmacy technology program offered within a community college setting in San Bernardino County
- The pharmacy technology program currently offers classes in the evening. This fall semester we offered one Introduction day course.
- Purchase the majority of our lab equipment with the help of Perkins Grant funds.

Pharmacy Technology — 2016-2017

SAOs/SLOs/PLOs:

Departmental/Program Goals:
The pharmacy technology program was granted a one-year accreditation by the American Society of Health-System Pharmacists (ASHP); a follow up report is due once a year on the progress of our program. SBVC has the only pharmacy program within a community college setting in San Bernardino County that is accredited. There is one profit school accredited in Ontario.

In order to maintain accreditation, the department needs to meet the requirement of hiring a full-time faculty member who will serve as the program director. A program director will oversee the program and be in charge of placing 20-30 students per year, in externship rotation. The program director will also manage pharmacy sites and contract agreements. The program director will continue to market our program at the local high school careers fairs. The program will meet all industry and job outlook needs.

Challenges & Opportunities:
- Keep accreditation with the American Society of Health-System Pharmacists (ASHP) current.
- Hire a full-time director through the Strong Workforce grant fund.
- Align program to better suit industry needs and enhance community involvement.
- More clinical sites, including Walmart and a hospital setting.
- Summer 2018 finish renovation on the pharmacy laboratory.
- Purchase the remaining equipment with Perkins grant funds.
- Keep track of students that finish the program and obtain employment.
- Job placement assistance for students.
- Continue to have two advisory meetings per year.
- Renew ASHP accreditation.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Full time coordinator/director will allow for campus out-reach, monitor externship sites, contract with more pharmacies in our area, including a hospital.	Jan 2018	Strong Workforce application. 50,000 was granted for the renovations of the new lab. Full-time director to oversee accredit-tation.	
Expansion and renovation of our new pharmacy lab.	Jul 2018		
Continue accreditation with the American Society of Health-System Pharmacists (ASHP).	Jun 2018		

Physics/Astronomy — 2016-2017

Description: The physics/astronomy/engineering department offers general education physics/astronomy/engineering courses; the department offers a physics sequence for majors in the life sciences, biology, pre-nursing/medicine, and allied health programs; a physics sequence for majors in astronomy, chemistry, computer science, engineering, geology, physics, and other physical sciences; and some basic engineering courses. The department operates a planetarium and an observatory supporting physics/astronomy instruction and offering astronomy/planetarium programs for both local schools and the general community.
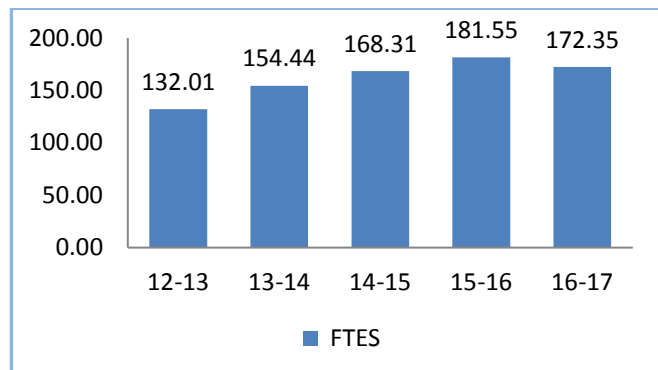
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	656	771	797	885	860
FTEF	6.29	7.20	8.42	9.12	9.60
WSCH per FTEF	630	643	599	597	539

	12-13	13-14	14-15	15-16	16-17
Success	80%	75%	76%	76%	77%
Retention	94%	92%	89%	90%	90%
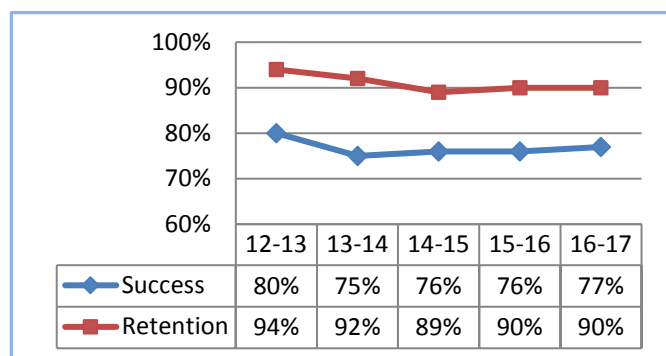
	12-13	13-14	14-15	15-16	16-17
Sections	27	33	38	44	44
% of online enrollment	7%	6%	5%	5%	5%
Degrees awarded	1	4	1	8	19
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: FTES and duplicated enrollment both increased steadily from 2012-13 thru 2015-16, slightly dropping in 2016-17, in spite of the department's recent opening of an off-track physics sequence. However, often, with the economy's improvement, fewer students enroll in college classes. FTEF has steadily increased by 53% from 2012-13 thru 2016-17, as the department has offered another engineering course together with the off-track physics sequence. The WSCH/FTEF productivity peaked at 643 in 2013-14, and dropped significantly to 539 in 2016-17; although adequate, the drop may be partially due to the drop in FTES in 2016-17, and student enrollment is often low in new and off-track sections.

Success and retention rates remained high, averaging 76.8% and 91%, respectively, for the period 2012-13 thru 2016-17, indicating relative instruction success.

The number of sections offered steadily increased to reflect student demand by 63% from 2012-13 thru 2016-17; mirroring the increase in FTES. The percent of online enrollment remained steady at about 5.6% throughout the same period; only the astronomy hybrid course has online enrollment. The number of degrees offered spiked at 19 in 2016-17, compared to an average of about 3.5 per year, in 2012-13 thru 2015-16; this anomaly reflects the increasing number of students wishing to pursue degrees in engineering or allied health fields.

Progress from Last Year's Action Plan:
With continuing assistance from the retired planetarium specialist, physics lab tech has received extensive training in Planetarium operations, and is currently presenting programs in fall 2017. Several physics labs were revised and updated with new equipment obtained through program review and with assistance of a department lab technician. Another engineering course was offered to educate SBVC students about general engineering careers and opportunities. The department continues, with the help of the SBVC student success center, to support the SI and tutoring services in physics and to support general tutoring services in engineering and astronomy. Department continues to test existing practice problem-solving software and consult with other colleges to determine the most appropriate software for use at SBVC; also investigating the possibility of using Open Educational Resources (OER) for students in all department courses. Department continues its efforts to formulate a hybrid Physics 101 course by investigating similar online courses offered by other colleges.

Physics/Astronomy — 2016-2017

SAOs/SLOs/PLOs:
Some of the general program SLOs that apply to all department courses would be for students to solve work-related problems by employing physical concepts to formulate and solve representative physical models, and to demonstrate a proficiency in standard physical science laboratory techniques. When the related physics/astronomy/engineering course SLOs are assessed, the student assessment outcomes have driven the department's efforts to create more tutoring/workshop and SI opportunities for students through the student success center to offer more engineering courses, to obtain through program review an increase in the physics lab tech position to full-time to facilitate student and faculty needs, to update our physics labs/equipment in maintaining quality education, and to secure, through program review, a replacement of the planetarium specialist and the hiring of a full-time physics/astronomy faculty.

Departmental/Program Goals:
The department seeks to create more tutoring/workshop and SI opportunities for students through the student success center; to strengthen the engineering program and offer more engineering courses; to maintain lab equipment and supplies for quality education; to continue to update the physics/astronomy labs and their corresponding equipment needs; to incorporate the use of online practice problem-solving software as Mastering Physics or Web-Assign in upper-level physics and/or engineering courses; to increase the physics lab tech position to full-time to facilitate increasing faculty needs and assist in maintaining the planetarium program; to hire a new planetarium specialist to maintain the planetarium programs and community outreach activities; to hire another full-time physics/astronomy faculty to improve the quality of instruction. More tutoring and workshops, maintaining/updating labs and associated equipment, using online problem practice software, having a full-time lab tech, and hiring a replacement planetarium specialist will maintain or increase the present student success and retention rates; hiring another full-time physics/astronomy faculty will improve student success and retention rates and also increase the WSCH per FTEF productivity ratio. Each of these goals coincides with the strategic goal to promote student success.

Challenges & Opportunities:
The department is pursuing the development of strategies to increase student success rates and retention rates, and to maintain a high efficiency of classes as determined by the WSCH per FTEF productivity ratio; to develop ways to encourage more students to major in the physical sciences, to encourage more pre-med students to attend SBVC, and to increase the average number of physics/astronomy degrees awarded per year; to enhance the engineering curriculum with more engineering-related offerings, and encourage more pre-engineering students to attend SBVC; to identify and retain qualified adjunct to teach all physics, astronomy, and engineering classes; to investigate the possibility of using Open Educational Resources (OER) for students in all courses; to create a hybrid Physics 101 course with online lectures and on-campus labs and/or tests.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Hire full-time physics faculty	Hire PHYS faculty	Program review	Fall 2018
Increase physics lab tech position to full-time	Full-time lab tech	Program review	Fall 2018
Update/revise physics/astronomy labs	Update labs	Program review	Fall 2018
Enhance engineering curriculum, offer more ENGR courses	Strengthen ENGR	Local universities	Fall 2020
Test existing physics practice online problem-solving software	PHYS software use	Schools, publishers	Fall 2020

Psychiatric Technology — 2016-2017

Description: The psychiatric technician program is a one-year program consisting of two,18-week terms (17 units each) and one, 10-week summer term (12 units). The content of the program includes: nursing science, developmental disabilities, and mental disorders. The program admits 20-30 students 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.

Bar chart of FTES:
- 12-13: 82.90
- 13-14: 76.41
- 14-15: 69.61
- 15-16: 73.28
- 16-17: 89.65
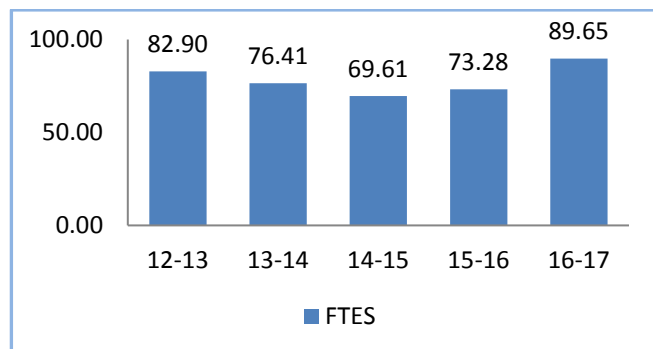
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	80	74	67	70	86
FTEF	11.18	10.46	9.74	9.59	11.02
WSCH per FTEF	222	219	214	229	244

	12-13	13-14	14-15	15-16	16-17
Success	90%	93%	94%	96%	98%
Retention	98%	97%	97%	97%	98%
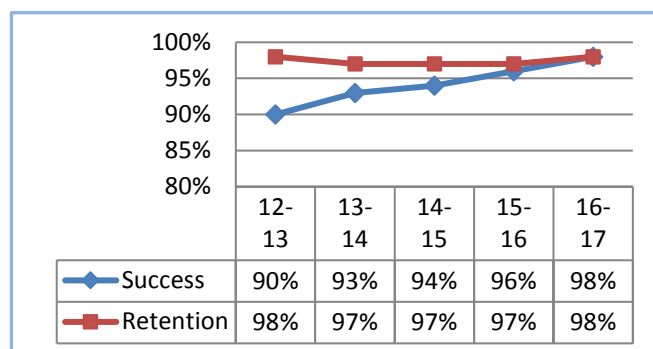
	12-13	13-14	14-15	15-16	16-17
Sections	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	19	16	18	24	20
Certificates awarded	36	28	34	30	34

Assessment:
The psychiatric technician program is in good standing with the BVNPT result of first time test takers; SBVC has held the position of being number one or two in the state with an above 90% pass rate.

FTES: Recruitment efforts to increase the number of applicants have extended to local high schools and their career fairs. The department is in the process of looking for new clinical sites since it is limited due to the facility only allowing eight student at ARMC with a 24 maximum at any given time. This impacts the number of students that can be admitted each semester. Currently applying for funding to add an additional position to assist with recruitments and identifying additional clinical sites.

WSCH/FTEF: This area reflects the requirement of the clinical sites to allow eight students per faculty. Retention and success rates remain high and stable. According to the BVNPT state licensing, first-time pass rates for Jan-Dec 2016 was 96%.

Progress from Last Year's Action Plan:
The advisory meeting was successful; gathered information that will help improve the program. Last year's field experience to the BVNPT hearing was successful. There is a new faculty member with 30+ years of experience working in one of the clinical sites, bringing a wealth of knowledge.

The psychiatric technician program was able to update the video library with much needed videos and six more tablets. Courses are continually evaluated to assure students can earn their degrees and certificates. Brochures are distributed during on and off campus events to perspective students. Still in search of new avenues for funding.

Psychiatric Technology — 2016-2017

SAOs/SLOs/PLOs:
The assessment of the PLO's and SLO's has maintained a steady success rate. We look to see if students are meeting the SLO's and if not the instructors collaborate on how to better prepare the students before they complete the program.

Departmental/Program Goals:
The psychiatric technology program would like to meet the demands of this growing profession by expanding enrollment and actively recruit students from the surrounding high schools by bringing awareness to the opportunities of this health care profession. The department would like to open doors for viable students that are living within the economically depressed community. The community is diverse with a large minority population. Many of the students are first-generation college students and many in the community are unaware that this program exists. Recruitment and promotional efforts are slow but active since there are no faculty to pursue this avenue.

The program goals include encouraging faculty to improve and expand knowledge, skills, and teaching approaches by attending conferences and seminars; increase the availability of multimedia resources for use by students and faculty; maintain first time pass rate at 95% or higher; and secure funding and resources for activities for students that support a quality program.

Challenges & Opportunities:
To help grow the program (more clinical sites are necessary for increased enrollment) and bring awareness to the psychiatric technician program by providing the funds to employ a program assistant. Finding qualified adjunct faculty is difficult; RNs & PTs earn equivalent or more at their primary employers. SBVCs hiring process and low pay scales prevent timely hiring of qualified faculty. A full-time faculty will be retiring in May leaving a void of one of the program's most valuable asset. All full-time faculty are on overload to assure continuity and student success.

Efforts will continue to enhance support for the annual advisory meeting. The focus will be on building the relationship between SBVC and local agencies. One of the challenges continues to be identifying and securing additional clinical sites due to lack of resources in the area. Since clinical locations are limited, simulation programs for active learning experiences are of high importance.

Action Plan:

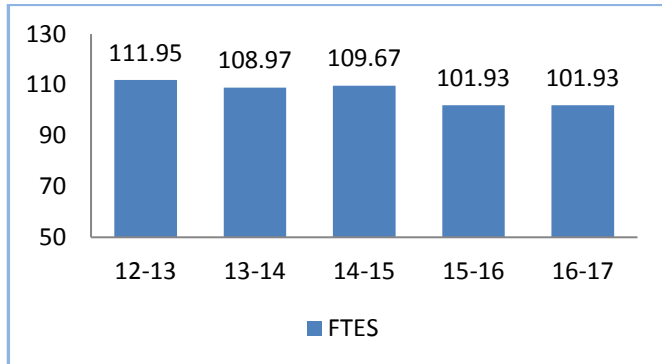| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Search for qualified instructors with experience and expertise in developmental disabilities, mental disorders and nursing science. 2. Implement active learning simulation. 3. Expand recruitment efforts by distributing brochures at local events, and attending on and off campus events. 4. Network with potential facilities and staff in search of clinical sites. 5. Improve advisory meeting attendance.	To educate and prepare students to become competent psychiatric technicians with qualified instruct-tors, ample clinical sites and continu-ally improve the program.	1. Advertisement for instructors. 2. Collaborate with clinical site representatives. 3. Search for off-campus events to promote the program.	12/2018

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2016-2017

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

Administration of Justice — 2016-2017

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.

FTES bar chart:

12-13	13-14	14-15	15-16	16-17
111.95	108.97	109.67	101.93	101.93

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,095	1,081	1,098	1,020	909
FTEF	5.40	5.40	5.60	5.64	5.40
WSCH per FTEF	622	605	588	542	506

	12-13	13-14	14-15	15-16	16-17
Success	72%	73%	75%	68%	70%
Retention	88%	89%	88%	85%	86%

	12-13	13-14	14-15	15-16	16-17
Sections	27	27	28	29	27
% of online enrollment	30%	30%	25%	24%	26%
Degrees awarded	44	46	54	52	66
Certificates awarded	21	16	27	19	17

Assessment:
- FTES down slightly from 2014-15 but identical to 2015-16
- FTEF shows a consistent need for more faculty
- WSCH per FTEF still above the college norm
- Student success and retention slightly above the prior school year
- Percentage of online enrollment slightly above the prior two school years
- Degrees awarded the highest in the last five years replacing certificates as the focus of the program

Progress from Last Year's Action Plan:
- Providing campus resource lists, especially for tutoring in reading and writing skills may have assisted the increase in student success and retention
- Continuing mentorship of newly hired faculty representing underserved communities and guiding them towards learning online instruction
- Continual course and program SLO assessment and evaluation by departmental faculty

Administration of Justice — 2016-2017

SAOs/SLOs/PLOs:
- AS-T degree program three-year assessment shows that 88.74% of the students meet/exceed SLO standards over the last three years.
- AA Degree program three-year assessment shows that 92.8% of the students meet/exceed SLO standards over the last three years.
- AOJ Certificate three-year assessment shows that 92.8% of the students meet/exceed SLO standards over the last three years. All course SLOs were examined and revised in 2015 by the advisory group and they seem to be more accurately assessing student performance which is the high 80s and 90s percentiles.

Departmental/Program Goals:
The main goal and focus the next school year will be to identify adjuncts that are willing and able to learn the new Canvas learning management system and assist them in becoming proficient instructors. This will continue to provide better access to students who cannot attend brick and mortar classes; which is one of the strategic goals of the college.

Challenges & Opportunities:
It has been a challenge to locate additional adjunct faculty willing or capable of teaching online in the new Canvas LMS. Once located, this will provide an opportunity for the personal and professional growth of quality instructors and provide increased access for students as reflected in the college mission.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Obtain/locate adjunct faculty that can teach online in the new Canvas system.	Have new adjunct trained in Canvas by FA2018 semester.	None	FA18

Anthropology — 2016-2017

Description: [Top Code 2202.00 Anthropology: The origins, physical and cultural development, technologies, social customs, and beliefs of mankind.] Anthropology has been called the most scientific of the humanities and the most humanistic of the sciences as it takes a broad approach to the study of humanity, integrating biological, archaeological, cultural, and linguistic perspectives. The SBVC anthropology department offers courses in all four subfields and in selected areas including religion and visual culture. Faculty have expertise in the areas of North American archaeology, gender studies, culture and education, and urban horticulture, and their research has taken them to Vietnam, Morocco, and Armenia. Taking classes in anthropology develops skills of critical thinking and enriches understanding of human diversity. Anthropologists often aim for their work to be useful in solving real-world issues faced by humans today. Anthropology majors may find careers in teaching, cultural resource management, advocacy, marketing, or conflict resolution, although anthropological insights can be useful in a vast range of occupations.
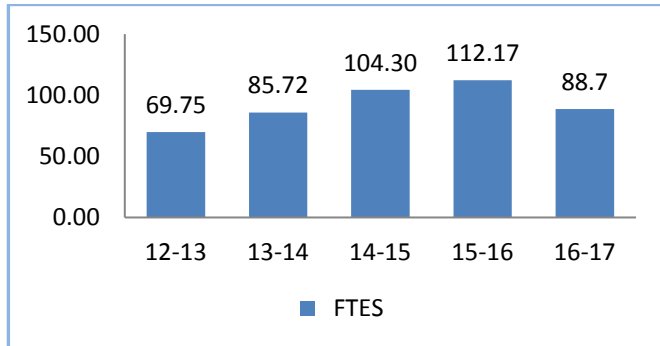
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	681	27	1045	1,122	887
FTEF	3.20	4.20	5.20	6.20	6.00
WSCH per FTEF	654	570	602	543	444

	12-13	13-14	14-15	15-16	16-17
Success	63%	60%	64%	64%	67%
Retention	88%	89%	89%	89%	90%
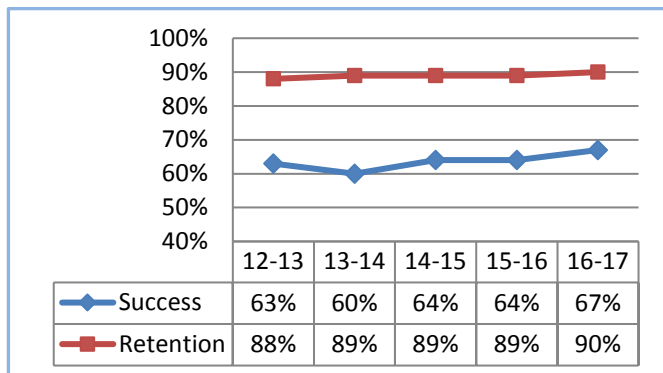
	12-13	13-14	14-15	15-16	16-17
Sections	18	27	34	38	32
% of online enrollment	44%	37%	35%	47%	59%
Degrees awarded	N/A	1	3	4	3
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
FTES have decreased as part of a general trend in college enrollment. With some anthro classes less than fully enrolled due to keeping open as many sections allowable during a downward enrollment trend, productivity also decreased. Perhaps more individual attention in classes where the student-faculty ratio was narrower and continued use of SI with an experienced tutor contributed to the slight uptick in success rates which are on par for state success rates in anthropology (less than a percent difference, via Datamart). Retention rates are slightly higher than State retention rates (by 3%, Datamart). Reduction of sections affected more face-to-face classes, and more hybrids were offered in 2016-17. Shorter term courses were also more frequently offered. This leads to consider that course format plays a role in success rates and analysis of the relation between course format and success will continue to affect scheduling. The dept. maintains load for two full-time faculty. For the level of enrollment, the number of degrees awarded remains low. Without accurate counts of Anthro major transfers to UCs and private schools (Anthro majors are strongly advised against completion of the AA-T unless transferring to CSU) and other data, the reasons for such are difficult to accurately identify, but all anthropology courses fit into various GE patterns.

Progress from Last Year's Action Plan:
All actions were successfully carried out as listed in last year's action plan. The dept. continues to communicate regularly with faculty about institutional trends and training, continues to utilize SI and train SI tutors, faculty developed a new course as the result of researching trends and interests in the field, the website was updated, NH 336 was assessed for lab activities and limitations were discussed with faculty, and the dept. has implemented zero-textbook-cost sections. Opportunities were sought to develop a learning community, but this has not been possible to implement. This remains an area to explore.

Anthropology — 2016-2017

SAOs/SLOs/PLOs:
Assessment continues on a semester basis. Percentages of students who met PLO's in 2016-17: 79% and 83% respectively. For ANTHRO 102 SLOs: 80% and 85%. For ANTHRO 106 SLOs: 80% and 81%. These numbers are higher than the overall success rates for the Anthro program, indicating that students may be doing well on particular assignments and tests but not well on others, producing an average lower score for the class total grade. It could also be that bias in the SLO assessment process lends toward showcasing more successful (shallower) assignments and tests concerned with knowledge of the "lowest common denominator." Faculty continue to utilize SLO data to reflect on student learning and instructional methods.

Departmental/Program Goals:
1. Continue to **improve success rates** by increasing the number of zero-textbook-cost sections, continuing to utilize SLO data and training part-time faculty to utilize such, continuing to utilize SI, and continuing to advertise and explain Anthro degree transfer needs differentially (CSU vs UC). Continue to explore opportunities to participate in a learning community and to develop a field course. Continue to communicate with part-time faculty about institutional trends. Continue to analyze relation of course format and term offerings in relation to retention and success. Continue to assess anthro materials, supplies, and equipment for student success. Continue to monitor articulations and approvals of new courses.
2. Seek funding for **increased budget** to support new lab course being offered in fall 2018.
3. Modify and expand the stacking of **honors sections** to improve access to anthropology for honors students. Increase number of students who participate in Honors Transfer Council of California Conference.

Challenges & Opportunities:
- Faculty and students are currently adjusting to the use of **Canvas**. Student familiarity with Canvas is low and faculty are not yet all experts in this LMS. Maintaining high-quality online and hybrid sections as well as supplemental support for face-to-face classes is a serious challenge. Additionally, approximately one-third of the Anthro course offerings have not yet been transitioned to the Canvas platform due to the rotation of course offerings.
- The ANTHRO 106L **lab course** will be offered starting in fall 2018. With a small, fundamental set of supplies currently held by the department **funding** is needed to maintain supplies and equipment. Additional equipment also needs to be purchased.
- Few quality OERs exist for use in Anthro courses, but the dept. should move toward **total zero-textbook-cost**.
- Lack of a study abroad coordinator or program and lack of a grants specialist on campus are challenges to the establishment of a **field course** or off-campus learning experience that is expected in providing anthropology students with skills for the workplace.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Create materials for students that map out specific transfer pathways to various institutions. Integrate materials into one helpful document.	1	Create document	Spring 2018
Continue to research zero-textbook-cost materials and communicate with faculty. Increase number of zero-textbook-cost sections.	1		Ongoing
Seek funding for increased budget for lab course via the needs assessment process.	1 and 2	Needs assessment forms	Fall 2017
Offer more Honors sections.	1 and 3	Scheduling forms	Spring 2018
Transition remaining anthro courses to Canvas and continue to dialogue with faculty about best practices.	1	Canvas shells	Spring 2018

Child Development — 2016-2017

Description: The child development department has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The department currently has eight certificates and three degrees, including an ECE AS-T degree. All courses in the TMC are C-ID approved. The department has strong articulation agreements and partner-ships with secondary institutions, public and private universities and community agencies, including a special MOU with the University of La Verne. Currently, there are three full-time faculty and 60% of courses are taught by adjunct faculty. The child development department 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. Students have two supplemental instructors (SIs) to support student success.
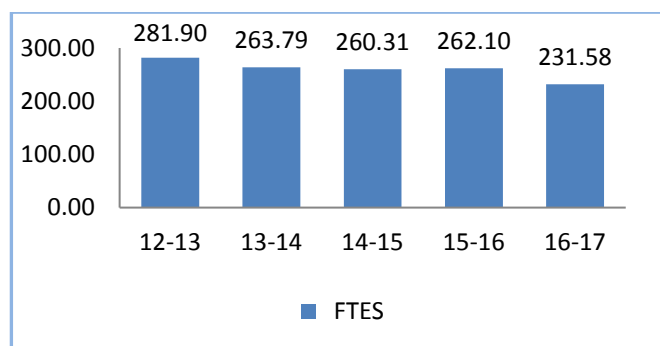
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,494	2,336	2,293	2,254	2,026
FTEF	14.01	13.49	14.57	16.28	15.95
WSCH per FTEF	604	587	536	483	436

	12-13	13-14	14-15	15-16	16-17
Success	73%	73%	70%	71%	70%
Retention	90%	90%	89%	91%	91%
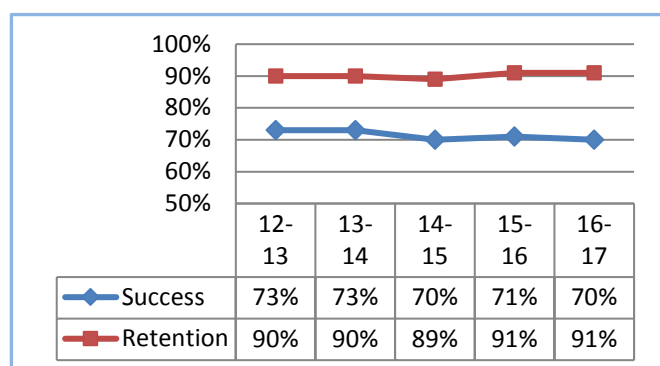
	12-13	13-14	14-15	15-16	16-17
Sections	74	71	76	83	81
% of online enrollment	12%	10%	16%	16%	27%
Degrees awarded	26	31	33	39	65
Certificates awarded	46	55	50	37	38

Assessment:

- Section offerings from 83 in 2015-16 to 81 in 2016-17. FTES have dropped to 231.58 as SBVC overall has fewer FTES. FTEF are strong at 15.95 showing a need for 7-8 full-time faculty. Efficiency has dropped to 436 as we have had to offer all of our courses to help our existing students complete programs despite overall FTES declining—65 degrees and 38 certificates awarded (due to faculty advising for completing programs and transfer success).
- Success rates are at 70% which is similar to the last two years.
- Retention rates remain very high at 91%.
- In order to increase access, 27% of courses were offered in a hybrid format which has increased from 2015-16.
- From 2015-16 to 2016-17, degrees awarded increased from 37 to 65 which shows a 57% increase in degrees awarded.
- Certificates earned remained consistent with the previous year from 37 to 38.

Progress from Last Year's Action Plan:

- The department has maintained and increased partner-ships & contracts & outreach to high schools and ROP programs by offering directors meetings, an annual child development conference, advisory board meetings, preschool service partnership, partnership with CSUSB and University of La Verne, high school, electronic brochure access. (Access and Student Success)
- As planned, the department has offered most all courses in certificate & degrees in one year and maintained quality programs with the exception of the family child care certificate. (Access & Student Success)
- As planned, the department offered more support and resources for students: child development meetings, brochures, smooth career pathway, orientations, conferences, academic advising to ensure success, contracts/grants, & SI support. (Student Success)
- Department was #2 in program review this year and since the #1 position was hired, is currently #1 until the next program review cycle is over. We have not, as yet, hired a full-time faculty to help with department work, the Education program, new partnerships and the TK program. (Student Success)

Child Development — 2016-2017

SAOs/SLOs/PLOs:
Department Chairs have encouraged faculty to assess all CD course SLOs each semester for the past four years. Faculty meet 2-3 times per year to discuss course SLO assessment results. At these meetings, each faculty member shares how the course SLO assessments have led to overall course improvements. These meetings help new and existing adjunct and full-time faculty with course SLO strategies. Some suggestions this year have been: Spending more time covering assignments, clarifying written directions, allowing students to rewrite assignments, clarifying information on the syllabus, clarifying rubrics, and changing the value of assignments to make certain students complete them. Using SIs and other SBVC resources has been discussed and recommended. We have added English 015 departmental advisories on all CD courses and English 914 prerequisites on four courses due to SLO assessments with agreement from the department advisory board.

PLO assessments for the three-year cycles are good, showing positive results for all programs except for the family child care certificate. The certificate has not had success after we combined three, one-unit courses into one, three unit course. Our advisory board suggested adding DE to the course, which we hope will contribute to CD 075 course and program success.

Departmental/Program Goals:
1. Offer all courses needed for the degrees and certificates in one year, to prepare students employment, career attainment & transfer (Access & Success) (Except for the FCC Certificate until 2018-19 when the CD 075 course can be offered online)
2. 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 BS program, Head Start Friday program, High School & ROP and other university including CSUSB Articulations, etc. (Access and Student Success)
3. Update all courses, programs, due for content review during 2017-18, & update CD Brochures (Access & Student Success)
4. Hire one 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 2009—departmental advising for eight certificates and three degrees is a challenge—lost education program due to lack of FT faculty.
- An opportunity would be to hire a full-time faculty member to help with CDD workload & to bring back the education courses.
- Maintaining department responsibilities including vocational and academic responsibilities including articulation, content review for academic and CTE, advisory boards, community partnerships, site visits, vocational and academic advising & maintaining State Contracts is a challenge for 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) Having SIs has been a wonderful opportunity (Student Success).
- Labor Market and COE data shows that locally there will continue to be many jobs in the field. (CTE two-year review).

Child Development — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Hold four department meetings to coordinate courses	#1	IO support	5/24/2018
Hold two University of La Verne orientation meetings, seven director meetings	#2	SBVC support	5/24/2018
Hire one full-time child development & education faculty member	#4	President support	5/24/2018

Corrections — 2016-2017

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.

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	144	225	236	148	134
FTEF	0.80	1.20	1.20	1.20	1.20
WSCH per FTEF	549	562	590	370	337

	12-13	13-14	14-15	15-16	16-17
Success	75%	74%	69%	74%	69%
Retention	97%	94%	86%	86%	84%
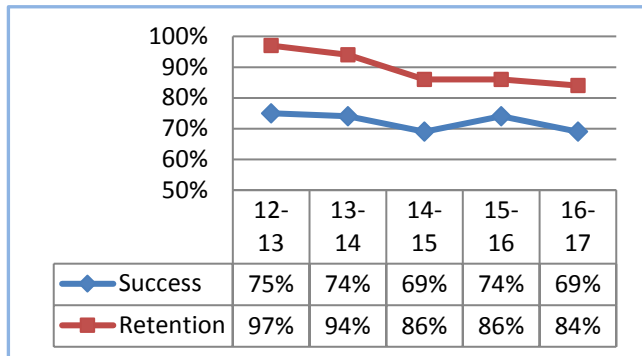
	12-13	13-14	14-15	15-16	16-17
Sections	4	6	6	6	6
% of online enrollment	0%	0%	33%	17%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	2	3	3	0	0

Assessment:
Although the FTEF has remained constant for the last three years, the WSCH per FTEF has dropped from the high 500s to 370 as a result of the drop in FTEs from the low 20s in 2014-16 to 13.47 in 2016-17.

Student success and retention both dropped in 2016-17, but this is such a small certificate program that large swings in statistics can occur from small enrollment changes..

Progress from Last Year's Action Plan:
Courses have continued to be assessed (SLOs) each time they are offered and completed.

Late start courses have resulted in a few more students enrolling. Still unable to identify new online instructors due to the low enrollment of students.

Only online instructor retired rather than learning new Canvas LMS.

Corrections — 2016-2017

SAOs/SLOs/PLOs:
Three-year assessment of SLOs and PLOs show that students meet or exceed the standard 86.5% of the time. SLOs were assessed and updated in March 2015 to better measure the subject matter. We will reassess in three years as goals haven't changed based upon SLO/PLO assessment.

Departmental/Program Goals:
- Continue to make sure CORREC101 maintains its C-ID designation.
- Identify more potential students by attending job fairs outreach and handing out brochures of the program.
- Identify any instructor who can teach online with the new Canvas LMS.

Challenges & Opportunities:
- Closing of several for-profits colleges may drive potential students back to the community colleges may provide more students in this certificate program.
- High employment rates in entry-level jobs has reduced student enrollment in night courses. If outreach efforts do not work may need to apply for money for advertising.
- Corrections job opportunities are still very high and the sudden loss of student enrollment over the last two years is confounding.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Outreach at job fairs to increase enrollment • Locate/identify new online adjunct faculty	Ongoing Adjunct faculty to learn Canvas	Brochures None	Ongoing FA18

Criminal Justice/Police Science — 2016-2017

Description: The criminal justice/police science department offers law enforcement courses designed for entry-level officers. Presently offering a fulltime (6 month academy), part time extended academy (12 months) and a three-step modulized academy (18 months). The curriculum is certified by the Commission on Peace Officer Standards and Training and upon successful completion each student receives a certificate allowing him/her to be hired as a police officer, school police officer, or deputy sheriff anywhere in California.
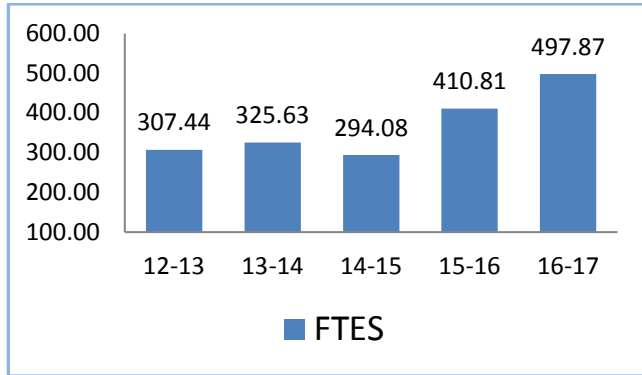
Assessment:
- Good enrollment growth since 2012-13 (190.43)
- WSCH per FTEF above college goals.
- FTEF demonstrates need for additional faculty
- Student retention and success rates very high
- Certificates awarded in 2016-17 increased 85 over previous year

Progress from Last Year's Action Plan:
- Completed the POST self-evaluation prior to October 2017 BCCR audit
- All academy instructors were recertified through AICP prior to December 2016
- More than three staff meetings were held in the last year
- Received approval of our substantive change proposal through the Accrediting Commission for Community and Junior Colleges (ACCJC)

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

	11-12	12-13	13-14	14-15	15-16
Success	85%	89%	85%	86%	86%
Retention	95%	96%	93%	92%	91%
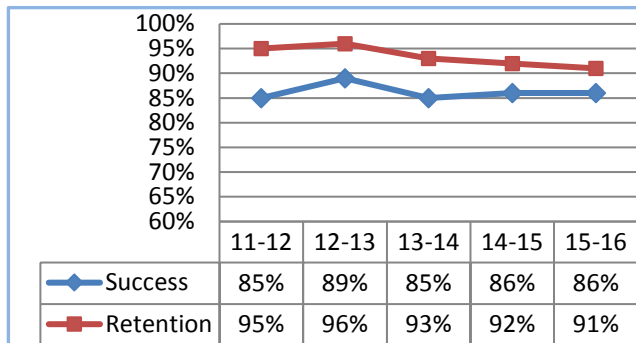
	12-13	13-14	14-15	15-16	16-17
Sections	27	21	22	22	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	207	238	208	245	330

Criminal Justice/Police Science — 2016-2017

SAOs/SLOs/PLOs:
During this reporting period all three police academies have maintained a 98% average on the end of course SLO tests. Students in all three academies continue to graduate with a 91% average on all twenty six Peace Officer Standards and Training (POST) Learning Domain tests. The hiring rate of all students attending the three academies is over 90%.

Departmental/Program Goals:
- Visit all feeder high schools and provide information on our three academy programs (Strategic Goal 1–maintain partnerships)
- Improve our partnership with San Bernardino County Sheriff's Academy by offering more Advanced Officer classes (Strategic Goal 2–expand partnerships)
- Continue providing quality law enforcement training with a greater emphasizes on accountability, ethics, and character development (Strategic Goal 5–accountability)
- Complete content review this school year and required efficacy examination in Criminal Justice/Police Science (Strategic Goal 5–effective program review)

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

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Develop curriculum for fifteen Advanced Officer classes	Improve our partnership with San Bernardino County Sheriff's Academy by offering advanced officer classes	Existing staff/ resources	Jun 2018
Prepare calendar listing visits of all feeder high schools	Visit all feeder high schools and provide information on our three academy programs. Part of Statewide *Career Pathways.*	Existing staff/ resources and collaboration with the high schools	Jun 2018
Review and read code of ethics daily. Academy Director emphasizes accountability, ethics and character development during "Day One" of all three police academies.	Continue providing quality law enforcement training with a greater emphasizes on accountability, ethics and character development	Existing staff/ resources	Jun 2018
Prepare calendar listing dates of content review training, committee meetings, completion of draft report, completion of final report and date of submission of report	Complete content review this school year and required efficacy examination in criminal justice/ police science	Existing staff/ resources	Jun 2018

Health Education — 2016-2017

Description: 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, which are scheduled to begin in the FA'18 semester. The department is updating Health 103, Introduction to Holistic Health, which will provide an additional option for students to take. Health courses provide students with guidelines for healthy living, which may improve their overall health and quality of life.
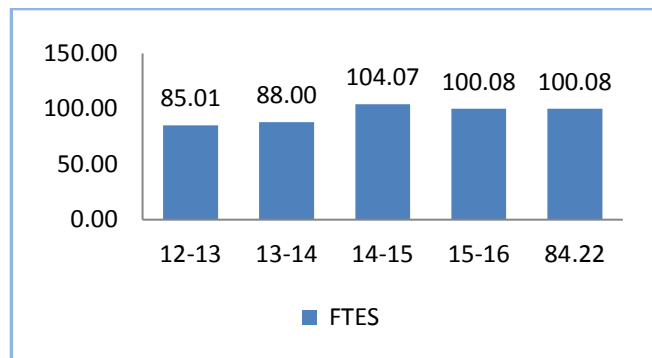
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	821	880	1,046	1,002	842
FTEF	4.00	4.20	5.20	5.40	6.20
WSCH per FTEF	638	629	600	556	407

	12-13	13-14	14-15	15-16	16-17
Success	78%	72%	63%	66%	66%
Retention	94%	93%	90%	88%	87%
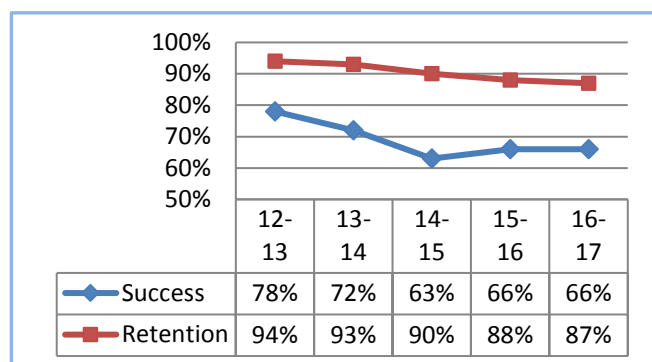
	12-13	13-14	14-15	15-16	16-17
Sections	20	21	27	27	31
% of online enrollment	35%	38%	44%	52%	61%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
- There was a slight increase in enrollment from 2012-13 to 2013-14 with an additional larger increase from 2013-14 to 2014-15 before declining slightly in 2015-16.
- The increase in enrollment is consistent with the increase in sections offered. Enrollment showed a large increase from 880 in 2013-14 to 1,046 in 2014-15. Enrollment was essentially the same in 2015-16 before decreasing in 2016-17.
- Success rates decreased from 78% in 2012-13 to 63% in 2014-15 before rising again slightly to 66% in 2015-16.
- Retention rates have remained relative steady fluctuating anywhere from 87%-94% for an overall average of 90.4%. In 2016-17 online sections accounted for 61% of all health sections.

Progress from Last Year's Action Plan:
- In regards to last year's action plan:
- No new courses have been developed as of yet
- The department participated in the program review and needs assessment processes to stay current
- We are still searching for opportunities to develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles
- Potential cross-discipline degrees such as public health are still being explored

Health Education — 2016-2017

SAOs/SLOs/PLOs:
SAOs – N/A
PLOs – N/A
SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Departmental/Program 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

Challenges & Opportunities:
- Use professional development resources to create new curriculum
- Use professional development resources to train faculty in teaching hybrid, online and ITV courses
- Create opportunities to work with other SBVC college programs through certifications

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Develop new courses • Increase training opportunities for ITV and hybrid courses • Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyles • Research potential cross-discipline degrees such as public health	• Create one or two courses • Offer online/hybrid and/or ITV courses • Increase course offerings	• Professional development funding • Professional development funding or workshops • Professional development funding or workshops	• Jun 2018 • Jun 2018 • Jun 2018

History — 2016-2017

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. Our courses meet both social science and humanities requirements for our AA/AS general education requirements, and are also listed in the liberal arts degrees under both the social science and humanities emphasis. Additionally, we provide courses that meet the American Institutions requirement for all CSU students. In the past year, we have gotten approval for five courses to meet the American Institutions requirement, including: History 100, History 101, History 137, History 138, and History 138. Additionally, we offer a California history courses that is required for some education degrees and certificates. In the past year, we have created a history major (ADT) that is in the process of approval (waiting for two history course C-ID approvals). We have expanded our section offerings, specifically our specialty courses so that our most popular classes (Chicano History, California History, Racial and Ethnic Groups in United States History, and African American History) courses are available in the classroom, in hybrid format, and online. Additionally, our department works with student services in offering learning community courses in the Tumaini program (African American history cohorts) and in the First Year Experience Program (Racial and Ethnic Groups in US History). As we offer multiple sections of United States history honors courses, our department has created a Honors Colloquium so that our honors students may present their research to our larger community.


	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,981	3,099	3,335	3,435	3,289
FTEF	14.80	16.00	17.40	18.60	19.60
WSCH per FTEF	615	580	574	553	501

	12-13	13-14	14-15	15-16	16-17
Success	71%	68%	65%	67%	67%
Retention	91%	90%	88%	89%	88%

	12-13	13-14	14-15	15-16	16-17
Sections	77	87	94	100	107
% of online enrollment	38%	37%	39%	41%	44%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A
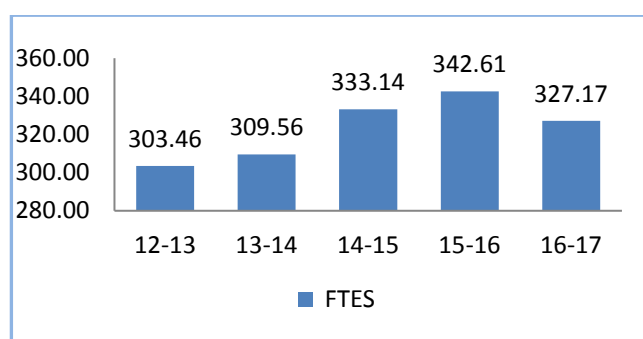
Assessment:
We have seen a decrease in our FTES in the past year from 342.61 to 327.17 in 2016-17. This decrease is easily explained by the fact that we were mandated to drop our class section caps from 40 to 34 so that we could match the "seat" maximums mandated by fire code. It was anticipated that we would lose FTE due to these new restrictions, and we have added online sections for the 2017-18 year to make up for the lost FTE. This change would also have an impact on our duplicated enrollment and WSCH. Our retention and success numbers stayed solid at 67% for success and 88% for retention. Considering that our courses mandate a minimum of nine pages of written assignments (without any pre-requisites), the success and retention rates demonstrate successful teaching techniques.

We continue to grow our department by offering more sections (seven more than last year) and have emphasized the importance of offering courses through different modalities—online, hybrid, and in classroom. We have also found great success in our short term courses—regarding retention and successful course completion.
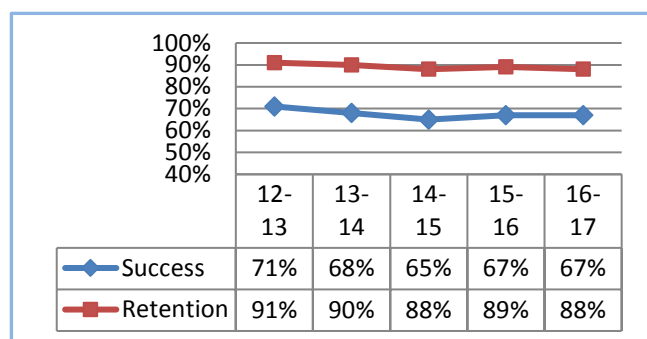
Progress from Last Year's Action Plan:
Of our goals from last year, we have completed the most important one, which was Canvas training—for our department only. We provided three workshops for history department faculty (three hours each). It was impressive that ALL of our online faculty participated in these workshops, which took place in the spring and summer 2017. Additionally, the department chair created a guide for teaching on Canvas, that included mandated standards. This guide was specifically adapted from the Course Design Rubric for the Online Education Initiative (California Community Colleges).

We reevaluated the social justice major and have chosen not to participate in that for now. We are still in the process of creating the Women's History and Asian-American history courses.

History — 2016-2017

SAOs/SLOs/PLOs:
The information from the SLOs demonstrates that the students who stay in our courses (past census, and past W date) have very high rates of success. After meeting with department faculty, we saw no reason to change our SLOs.

Departmental/Program Goals:
1. Increase full time faculty from three to four by adding a full time World History instructor
2. Complete and submit Women's History and Asian-American History courses for the curriculum committee
3. Complete the C-ID process so that our History ADT will no longer be in limbo (let me explain that the History 101 and History 171 courses C-ID are changed every two to three years to reflect the latest events in US and World history which provides great challenges to keep the C-IDs up to date).
4. Continue participation in the Tumaini and First Year Experience programs.
5. Continue our commitment to support the Honors Program (we offered two more sections this year)
6. Continue to mandate the highest standards for our online instructions program; work with the online coordinator to push for college-wide standards for online classes
7. Continue providing professional development workshops for history department faculty (12 of which are adjunct faculty)

Challenges & Opportunities:
Doing what was done last year: the greatest challenge is only having three full-time faculty in a department where our FTEF is 19.6, and where we currently offer enough sections to support 11 full-time faculty. We currently have 12 adjunct faculty who have maxed out their loads (three classes each) and all of our full-time historians are teaching overloads. We have had to cut our World History sections because we cannot find faculty with that level of expertise to teach those courses. Additionally, the sections of World History that we offered had very low success rates. We need a dedicated world historian who can build that program. While we are working on adding new courses, it is discouraging to continue to grow a program without institutional support.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Work within needs assessment to ask for another full-time position (World History instructor)	Goal 1	District Funding	Unknown
2. Work with faculty to develop and update courses	Goals 2 and 3	N/A	Spring 2018
3. Work with student services to continue participation in learning communities	Goals 4 and 5	SSSP funding	Spring 2018
4. Work with honors coordinator to offer courses	Goal 5	N/A	Spring 2018
5. Meet with online coordinator	Goal 6	N/A	Spring 2018
6. Work collaboratively with history department faculty to create and generate workshops for professional development	Goal 7	N/A	Spring 2018

Human Services — 2016-2017

Description: The human services department provides four vocational educational certificates, (case management, human services, career specialist and alcohol and drug counseling certificate), and a AA degree in human services. Classes offer prerequisites for careers and technical programs such as social workers, counseling, probation, outreach, educational and home health care and other administrative or clerical assistants, alcohol/drugs counselors, mentors and prevention specialists, and any number of careers in the helping fields. There are over 35 sections taught every semester by two full-time faculty and 16 adjunct faculty. Courses are offered day, night, and weekends, specialized courses for training and continuing education units, and a variety of events on campus including prevention campaigns such as Red Ribbon Week and Alcohol Awareness Week, Agency Forums (where services, employment, internship and volunteer opportunities are discussed by community providers to our students), and guest speakers, films and outreach events designed to bring the community on campus or for us to help in the local community. There are over 70 graduate students a year with a certificate or degree or both. The full-time faculty serve on outside executive and community service boards, networking and providing new opportunities for community agency partners and the program here at SBVC. The full-time faculty load is five, and with only two, we are stretching to maintain our programs. A program this size and this successful can only maintain its efficiency for so long. Missing opportunities for growth of our program for students, and the campus community, missing or being late on deadlines, and the health of our existing faculty as we work in overload mode most of the time, could be a result of continually not being granted another full time faculty.
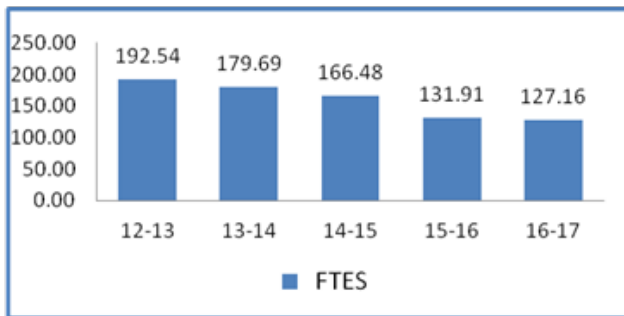
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,296	2,121	1,962	1,605	1,531
FTEF	10.43	10.32	11.39	10.83	12.06
WSCH per FTEF	544	523	439	365	316
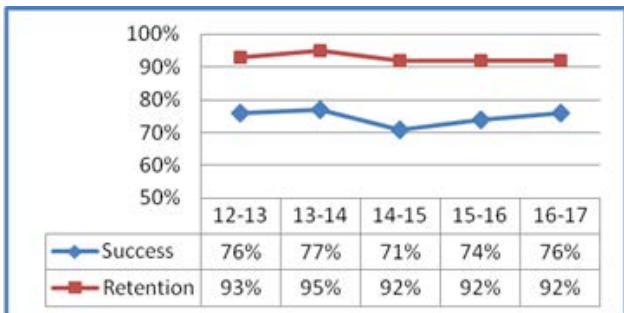
Assessment:
In alignment with the rest of the campus, human services has seen a drop in enrollment. It becomes increasingly more difficult to do outreach and be in an expansion pattern of service when we are trying to maintain deadlines, department meetings, committee assignments, administrative and direct services to students and serve on outside boards, visit agencies where students are interning, and maintain visibility in the community to increase community partnerships which result in employment and intern opportunities for the graduates of our certificate programs. Though our department enrollments are down, the consistent need for full-time faculty remains the same. The fluctuation in FTEFs is due in part to the low enrollment campus wide, work experience courses, stacked courses, and current faculty being stretched beyond capacity; and, still we have maintained an efficiency in the program within only a few percent of where we were in 2012-13.

This is highlighted further in success and retention of our program as we saw a 1% drop in 2012-13 and 2016-17. The department is doing what it can to increase enrollment. Offering new course sections online, at night on weekends. Also bringing in new adjunct faculty with specialty courses and trainings, to encourage enrollment from the community. We will be expanding this coming semester to the high schools with our first concurrent enrollment course.

This shows in our % of enrollment online which has gone from 0% to 4%, to 8% and now 15%. We also have continued to increase the amount of certificates and AA degrees awarded, even though we are not operating at maximum efficiency with only two full-time faculty in the department. The LMI data from the strong workforce shows a visible need for human services and alcohol and drug counselors over the next five years.

Human Services — 2016-2017

	12-13	13-14	14-15	15-16	16-17
Sections	63	64	70	71	75
% of online enrollment	0%	0%	4%	8%	15%
Degrees awarded	24	33	37	32	33
Certificates awarded	37	41	40	45	43

Progress from Last Year's Action Plan:
There was a significant increase in online enrollment from 8% to 15%. We have increased our community class offerings, from two (2) cohorts at the county offices to three (3), and coming in spring our first high school course offering. A part-time professional expert was hired through strong workforce funding, even though our request was for one full-time faculty position and two part-time professional experts.

SAOs/SLOs/PLOs:
Courses and programs are being assessed regarding SLOs and PLOs. This has very little effect on our program outcomes. Students are learning and always have been based on industry standards, outside accreditation of our program, and labor market and advisory committee influences. Continue to have department meetings regarding SLOs and PLOs and how to incorporate that assessment into future goals.

Departmental/Program Goals:
Our department goals will remain hiring two new full time faculty to the department. We cannot grow this program without time to adequately address outreach efforts to the community, continue to research new industry trends that would support a new certificate in the medical field, and increase enrollments not only to our program but this campus and our sister campus as well.

We will utilize the professional to assist us in the beginning stages of this process, but a part time employee is not adequate for the needs to both maintain our large program, and support the growth of additional certificates, degrees, and student opportunities.

Challenges & Opportunities:
Stated throughout and above, based on our faculty load we need at least two additional full time faculty.

Maintain our current program and increase enrollment in the existing certificates

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Continue to work with all funding sources available to us to hire additional faculty and staff			Ongoing
Continue to work in the community doing outreach to bring in new community providers and opportunities for students			Ongoing
Continue to meet regarding SLOs, PLOs, and course development			Ongoing

Kiniseology — 2016-2017

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 which are slated to be offered starting in fall 2018.
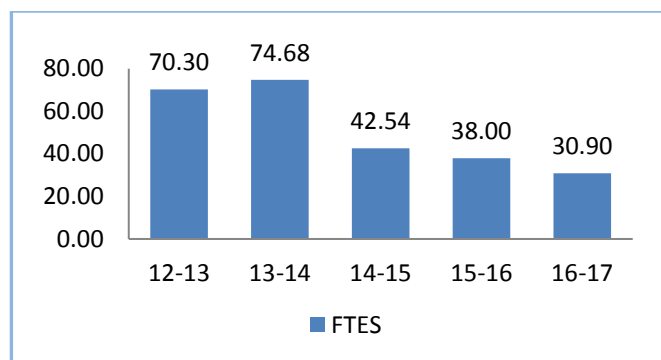
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	612	667	395	349	293
FTEF	3.92	4.05	2.89	2.95	3.15
WSCH per FTEF	538	554	442	386	294

	12-13	13-14	14-15	15-16	16-17
Success	86%	80%	79%	69%	75%
Retention	93%	93%	93%	93%	91%
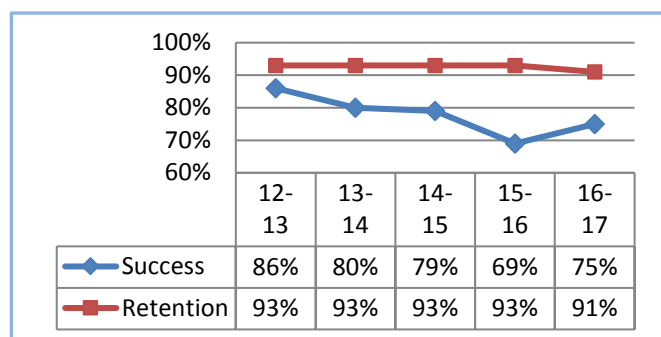
	12-13	13-14	14-15	15-16	16-17
Sections	21	22	14	15	16
% of online enrollment	0%	0%	0%	7%	6%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
- Enrollment increased from 612 in 2012-13 to 667 in 2013-14. However, enrollment dropped considerably from 667 in 2013-14 to 293 in 2016-17.
- Overall, success rates decreased from 86% in 2012-13 to 69% in 2015-16 before increasing again to 75% in 2016-17.
- Meanwhile, retention rates were consistently either at 93% until decreasing slightly to 91% in 2016-17.
- The number of sections offered also decreased from 21 in 2012-13 to 16 in 2016-17.
- There were no sections offered online from 2012-13 to 2014-15.
- In 2015-16 and 2016-17 online enrollment accounted for 7% and 6%, respectively.

Progress from Last Year's Action Plan:
- One new course "Theory of Coaching" was developed and board approved in May 2016
- The department participated in the yearly program review and needs assessment processes to stay current
- The department continued to look for opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles
- The department continued to explore the ITV possibilities for offering more courses

Kiniseology — 2016-2017

SAOs/SLOs/PLOs:
SAOs – N/A
PLOs – N/A
SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Departmental/Program Goals:
- To increase number of sections offered
- To increase the number of online, hybrid and/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 lack of variety of courses leads to redundancy in the courses offered which may affect enrollment
- While the computer lab in Gym 140 theoretically increases our ability to offer more sections of our courses, not having access to that lab nullifies that space's existence for our department.
- 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:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
- Continue to develop new courses - Continue to participate in the yearly program review and needs assessment processes to stay current - Continue to seek opportunities to develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles - Try to gain access to the computer lab in Gym 140 - Explore the ITV possibilities for offering more courses	One or two new courses Research the curriculum of other colleges and universities to find potential new courses Meet with the faculty of other departments to discuss the possiblity of creating an annual event	Professional development funding Student services funding ASG funding	June 2018 June 2018 June 2018

Kiniseology Team/Fitness/Adapted — 2016-2017

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 individualized modifications as needed. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.
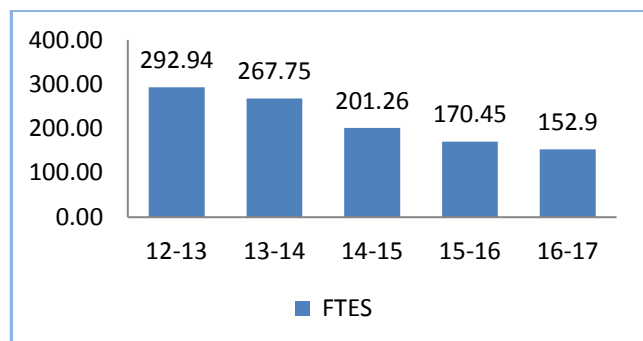
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,759	2,680	2,015	1,703	1,527
FTEF	10.75	11.46	10.30	9.01	9.87
WSCH per FTEF	818	701	586	568	465

	12-13	13-14	14-15	15-16	16-17
Success	82%	82%	79%	80%	81%
Retention	91%	90%	90%	91%	90%
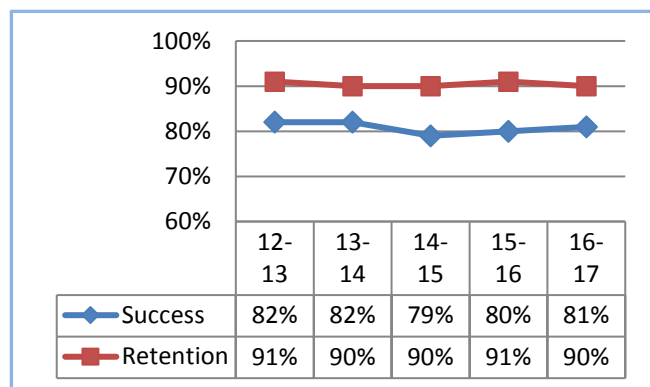
	12-13	13-14	14-15	15-16	16-17
Sections	77	81	202	188	188
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- Enrollment has decreased from 2,759 in 2012-13 to 1,527 in 2016-17.
- Conversely, the number of sections offered has increased from 77 in 2012-13 to a high of 202 in 2014-15, before dropping down to 188 in both 2015-16 and 2016-17.
- Success rates have remained steady ranging from 79-82% with an overall average of 81%.
- Retention rates have remained steady and high at 90-91%.
- Due to the physical participation required in these classes, there are no online classes offered.

Progress from Last Year's Action Plan:

- No new courses have been developed
- The department participated in the program review process, but did not receive funding for new equipment. New equipment was acquired through funding from the gym building project
- We are still searching for opportunities to develop collaborative relationships with other campus entities

SAOs/SLOs/PLOs:

SAOs – N/A

PLOs – N/A

SLOs are used to help guide the instructors with regard to course content and desired outcomes.

Kiniseology Team/Fitness/Adapted — 2016-2017

Departmental/Program Goals
- To increase enrollment per each section 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. Anticipating through the needs assessment process to acquire the equipment needed for existing, as well as courses being developed.
- Since courses have been leveled, students may only take each course one time which will limit the number of students participatin in these courses.
- Even with the new facility, sharing the gym spaces with other departments limits our ability to offer certain courses.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Develop new courses • Participate in the program review and needs assessment processes 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.	One or two new courses Acquire new equipment Create an annual event	Professional development funding Program review funding Professional development funding	June 2018 June 2018 June 2018

Kiniseology/Athletics — 2016-2017

Description:
Athletics has several primary objectives: 1. Help student athletes graduate and, or transfer; 2. help student athletes obtain scholarship opportunities; and, 3. produce competitive, wining individuals and teams on the field/court and classroom. Courses in the kinesiology, athletics and health department are designed to increase student's skills in activities which 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.
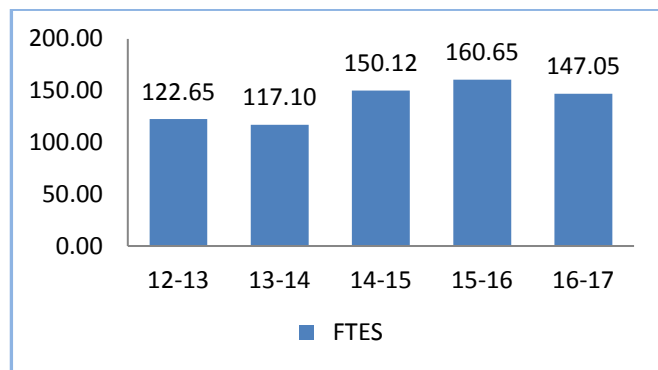
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	370	347	644	730	662
FTEF	5.76	5.71	8.58	8.96	8.87
WSCH per FTEF	639	615	525	538	498

	12-13	13-14	14-15	15-16	16-17
Success	95%	95%	93%	96%	94%
Retention	97%	97%	97%	99%	95%

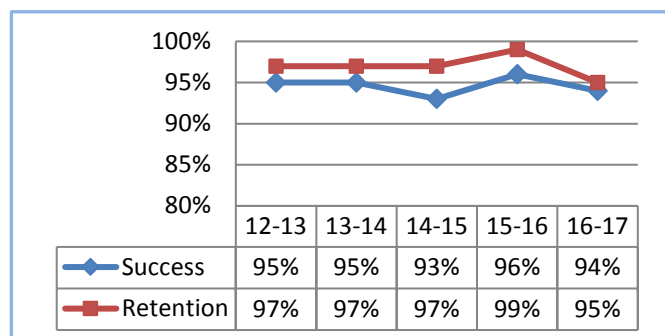|	12-13	13-14	14-15	15-16	16-17
Sections	45	45	31	34	34
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
- Kinesiology/athletics had a decrease in several measures from previous year. The largest program (football) has been in transition for one year. There was interim head coach and recently hired a permanent replacement. When there is uncertainty of leadership, students will have a tendency to not participate or leave the program. Kinesiology/athletics softball numbers have dropped, the reason being there is no facility on campus and little logistical support for softball off-campus.
- While numbers are still very high compared to the rest of the campus, the two factors stated above can be the reason why our number are slightly down.
- Retention rate reflects the success of our coaches and their programs in their class/practice setting.
- Data shows effectiveness of Kin-X classes.
- As athletics settles in and figures out the logistics of the new facilities addition sections maybe added.

Progress from Last Year's Action Plan:
- Continued to participate in the program review process.
- Continuing to work on being more transparent, open and informative by providing data which shows overall GPA, graduation and transfer rates in comparison to general population.
- Continuing to work with other programs such as the counseling department and "outreach" to increase enrollment and performance measures.
- Worked with the foundation to host 90th Gala.
- Worked with alumni association to honor 1982 State Championship Football Team.
- Worked with foundation to host annual golf tournament fundraiser.
- Host many athletic clinics and tournaments which involved our surrounding communities.

Kiniseology/Athletics — 2016-2017

SAOs/SLOs/PLOs:
- In order to meet and maintain eligibility requirements set by CCCAA, student/athletes must be consistently evaluated throughout the year for number of units enrolled, GPA maintained at a 2.0 or above, and enrolled in classes that satisfy the requirements for graduation or transfer. Athletics will help to ensure these standards are met.
- Athletics will help provide information and a plan of action to assist the college in becoming compliant with Title IX regulations.
- Athletics will continue to work with the counseling department to improve the tutorial center (The Huddle).

Departmental/Program Goals:
- To add more certified athletic trainers to staff which will help ensure the wellbeing of our student athletes
- To increase graduation and transfer rates.
- To become fully compliant with Title IX by increasing opportunities for the under-represented gender to participated in intercollegiate sports.
- To add more full-time faculty to our coaching staff to increase enrollment and retention.
- To increase community involvement working with the foundation and the alumni association
- To have the budget increased to meet the yearly basic day to day operational cost.

Challenges & Opportunities:
- With the completing of the new gymnasium and stadium we have the opportunity to increase our FTES by increasing the numbers on our rosters. We can do this by marketing our new facilities to the surrounding communities.
- The challenge would be our budget. Currently we are working with the college to provide athletics with a adequately funded budget but, if we were to increase our roster sizes we would have to have our budget increased.
- Providing adequate certified trainers to cover athletic events which is mandated by the California Community College Athletics Association.
- Title IX is a big challenge for us! SBVC is currently not in compliance with federal regulations regarding Title IX. We need to increase opportunities for the under-represented gender in athletics (female).

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
- Continue to work towards compliance with Title IX. Currently working with the dean and upper administration planning a strategy for the college in working towards compliance with Title IX. "proportionality," "expansion," "accommodation." - To come in compliance with the CCCAA Bylaw 9, continue to request additional certified athletic training staff through program review. - Continue to collaborate with other programs on campus. Work with the counseling department to improve upon the success of our tutoring center "The Huddle." - Continue to request full-time instructor/coach to help increase the success of our enrollment and retention.	Compliance with Title IX Additional athletic trainer Increase graduation and transfer rate More full-time faculty.	Expansion of opportunities for the underrepresented population in athletics Approval of position and funding to support position. More tutors, expansion of operation hours. Increase funding Approval of position and funding to support position	None S2018, F2018 Currently operating, ongoing process None

Kiniseology/Athletics — 2016-2017

• Continue to strengthen relationships with the foundation and community. Work with the foundation in hosting events which celebrate our alumni and raise money for scholarships and athletics. Gala, hall of fame and golf tournament.	Increase community involvement	Monies for marketing and event hosting	Ongoing
• Request additional funding of budget and continue to increase our fundraising efforts. Increase efforts to provide more camps/clinics for the community and "showcase" our facilities, while raising money which supplements our inadequate budget.	Increase budget	Increase budget, availability of facilities with nominal cost fee assessed	Ongoing

Political Science — 2016-2017

Description:

Investigating how *binding decisions are* made in respect to the allocation of values in human settlements and governance is the typical inquiry of political science. Accordingly, one widely-held definition of political science, and one postulated by eminent scholar David Easton, conceives of political science as the "study of the authoritative allocation of values." Hence, institutions and processes—be they local, national or global—through which policies are made are of particular interest to the student of politics. The methodology of political inquiry includes both qualitative and quantitative theoretical methods.

The department offers courses that are transferrable to the UC and CSU systems. In addition, it offers an AA-T degree under the transfer model curriculum which allows a student to simultaneously earn an AA degree and be able to transfer to CSU as a junior. Political science courses help to prepare students for careers in government (including the foreign and national security bureaucracy); politics; journalism; business, teaching; industry; and community and industrial relations.
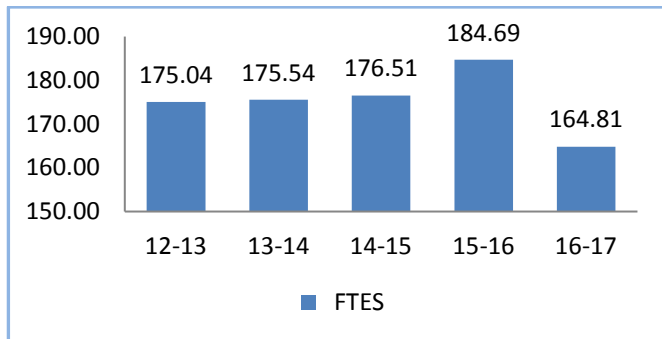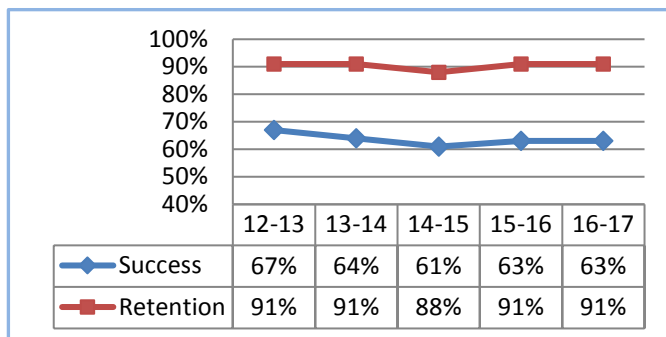

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,720	1,674	1,726	1,791	1,629
FTEF	8.40	8.58	9.71	11.31	11.36
WSCH per FTEF	625	614	546	490	435

	12-13	13-14	14-15	15-16	16-17
Success	67%	64%	61%	63%	63%
Retention	91%	91%	88%	91%	91%

	12-13	13-14	14-15	15-16	16-17
Sections	45	45	51	59	58
% of online enrollment	22%	20%	20%	19%	19%
Degrees awarded	N/A	N/A	2	2	9
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:

- The department has recorded a steady growth in FTEs, at least since the past four cycles, and reaching a peak of 184.69 in 2015-16, witnessed a precipitous drop in the 2016-2017 cycle. FTEs in 2016-17 was 164.81. Worked with staff in Research, Planning to troubleshoot and develop an explanation. Beyond the general idea that the economy was improving, there was no other concrete explanation. Offerings and access remained basically stable in 2016-17 when viewed against previous cycles. So, it is baffling. Our Big Bear High School section had zero enrollment. This is an area to look into for some, albeit, modest improvement.
- Disturbingly, efficiency continued its downward trend over the past three cycles, hitting a low of 435 in the 2016-17 cycle. To arrest this trend we may resort to fewer classes, but the dilemma is that this might adversely affect FTEs which we already have concern about.
- The service learning courses may also come in for closer scrutiny if enrollment does not rise above single-digit numbers.
- At 63%, success rate held steady compared to the 2015-16 cycle, but striving to get to the high of 67% it registered in the 2012-13 cycle. Towards this end, continue to participate in the SI program for tutoring.
- Retention has remained quite strong standing at 91% over the past two cycles.
- Online enrollment has remained fairly stable at 19% in the past two cycles, but can reach for the 22% of 2012-13. Hopefully, the online course introduced for the service learning courses may help shore up our numbers in this regard if enrollment picks up.
- The number of degrees awarded by the program was nine, a significant jump from two degrees awarded in each of the two previous cycles.

Progress from Last Year's Action Plan:

- Efforts to secure "internships" for service learning course (POLIT 139) have borne some fruits. Assigned students to the San Bernardino City Clerk's office,

Political Science — 2016-2017

American Lung Association, Court Appointed Special Advocates (CASA), and the district office of California Assemblywoman Eloise Gomez Reyes.

- Collaboration with the counselors appears to be effective in increasing political science majors.

SAOs/SLOs/PLOs:
Assess department SLO data in 2017-18. Thereafter, examine whether goals need to take into consideration the results of our assessment.

Departmental/Program Goals:
Continue to raise the number of students who major and receive degrees in political science. This goal accords with the SBVC strategic plan (1) of raising student success. More specifically, it agrees with the strategic plan of raising the number of students with "terminal educational plan."

Raise enrollment in service learning course and agencies in the off-campus community where students can do volunteer service. This goal is consistent with strategic plan (3) of expanding networking with the off-campus community and increasing potential job possibilities for students.

Challenges & Opportunities:
Facing twin challenges of diminishing FTEs and efficiency. May be able to raise efficiency by cutting the number of sections offered, but, unfortunately, this will be at the expense of FTEs. The recent cap placed on the number of persons that can be in the classrooms to comply with fire code may also result in lower efficiency and enrollment. However, if students who cannot get into a section because of the fire code enroll in other sections, they may raise efficiency in those other classes. So, this may turn out to be an opportunity. In addition, if enrollment rises in POLIT 139 above single-digit and not cancel the class, may be able to push up the proportion of online classes currently offered.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Step up awareness of our program's AA-T degree by making and distributing posters; have our instructors continue to promote AA-T in their classes; and our counselors to continue informing new and continuing students about our program.	Raise the number of political science majors	Time and getting the collaboration of colleagues, but no special additional resources	No set deadline—ongoing
Step up awareness of our service learning course by making and distributing posters; having our counselors to continue to inform new and returning students about the course; and enlisting the cooperation of Associated Student Government.	Raise enrollment in POLIT 139	Time and getting the collaboration of colleagues, but nothing special	No set deadline—ongoing

Psychology — 2016-2017

Description: Psychology is the scientific study of behavior and mental processes such as 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 pre-requisites for career and technical programs. The psychology program has made contributions to the campus goals of increased student access, promoting student success, and improving communication, culture, and climate.
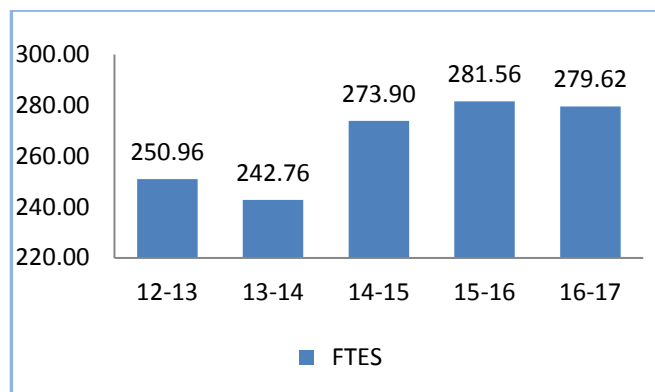
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	2,434	2,434	2,739	2,826	2,710
FTEF	12.20	12.40	13.79	15.40	17.40
WSCH per FTEF	617	587	596	548	482

	12-13	13-14	14-15	15-16	16-17
Success	68%	66%	65%	64%	68%
Retention	90%	90%	90%	88%	89%
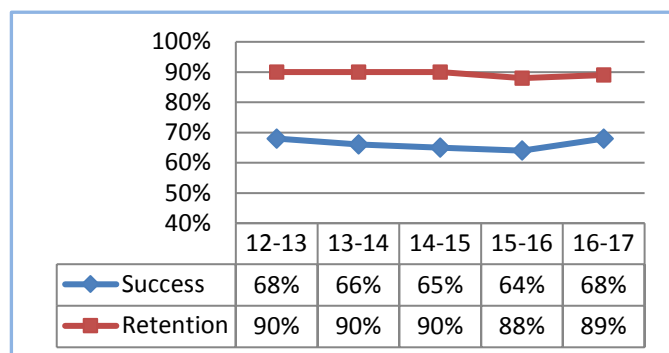
	12-13	13-14	14-15	15-16	16-17
Sections	65	66	75	82	87
% of online enrollment	20%	23%	25%	26%	28%
Degrees awarded	N/A	11	20	31	52
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
Faculty load, FTEF, FTES, success rates and increase in AA-T degrees awarded demonstrate the urgent need for at least three more full-time faculty

- WSCH per FTEF rates have become lower as more advanced classes, with smaller class sizes, have been offered to increase the number of transfer degrees awarded
- FTEF rates are still higher than 2012-16 rates
- FTES rates are only slightly lower than 2015-16 and still higher than 2012-15 rates
- Success rates have increased to the 2012-13 levels
- Retention rates are slightly higher than 2015-16, but slightly lower than 2012-15 rates
- The number of psychology transfer degrees awarded has increased 68% over the number of degrees awarded in 2015-16 and 373% since 2013-14 when the first degrees were awarded indicating continued student interest in psychology and student success in obtaining the transfer degree.

Progress from Last Year's Action Plan:
1. One request for more full-time psychology faculty hires was ranked as number four of all the campus full-time faculty requests by the program review committee
2. Software needed for statistics and research methods classes was approved and installed on computers in campus areas for student access
3. Improved student success rates while maintaining retention rates
4. Added more introductory and advanced classes in psychology
5. Enhanced communication with adjunct faculty who teach approximately 90% of psychology course offerings

Psychology — 2016-2017

SAOs/SLOs/PLOs:
Students are regularly assessed on SLOs and meet the assessment criteria in the psychology program. The program summary report indicates that students have more difficulty in meeting the program level outcomes in PSYCH 105 (Statistics) and PSYCH 201 (Research Methods). As these courses are among the most difficult in the program, it is not surprising that students have more difficulty meeting the assessment criteria. Obtaining the software needed for statistical analyses needed in PSYCH 105 and PSYCH 201 was included in previous goals to support student learning and success in these courses. PLOs and SLOs for other courses in the psychology program demonstrate that students are meeting the assessment criteria. The goal of having more full-time faculty in psychology is related to maintaining and increasing the number of students meeting the assessment criteria.

Departmental/Program Goals:
1. Hiring at least three more full-time faculty in psychology will help support college strategic goals of increased access and promoting student success
2. Pursuing continued funding for software needed for statistics classes (also a general ed requirement) and research methods classes will support the college's goals of increased access and promoting student success
3. Continued development and implementation of strategies for increasing student success will help support the college's goals of increased access and promoting student success
4. Obtaining funding for student attendance at annual Western Psychological Association (WPA) conferences will support the college's goal of improving communication, culture and climate

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. Obtaining continued funding of 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 90% of the courses taught by adjunct faculty

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. To submit requests for more full-time psychology faculty hires to the program review committee	Hiring more full-time faculty is the highest priority	Recommendation from program review and approval from college council	2017
2. To submit requests for continued funding of software needed for statistics and research methods classes	Continue to pursue funding for software needed for statistics and research methods classes is the next priority	Recommendation from technology committee and college council	2017
3. To continue to work on strategies to improve student success rates while maintaining retention rates	Work on improving student success rates and maintaining retention rates is the third priority	More full-time faculty and continued tutoring support	2017-18
4. To submit request for funding for student attendance at annual WPA conferences	Obtain funding for student attendance at annual WPA conferences is the last priority	Recommendation from program review and approval from college council	2017 and each year thereafter

Sociology — 2016-2017

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.
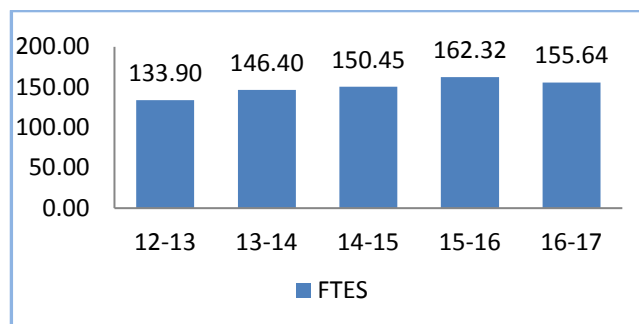
	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	1,315	1,472	1,505	1,628	1,558
FTEF	6.80	7.40	7.60	8.97	9.4
WSCH per FTEF	591	594	594	543	497

	12-13	13-14	14-15	15-16	16-17
Success	59%	51%	47%	52%	56%
Retention	85%	80%	76%	80%	83%
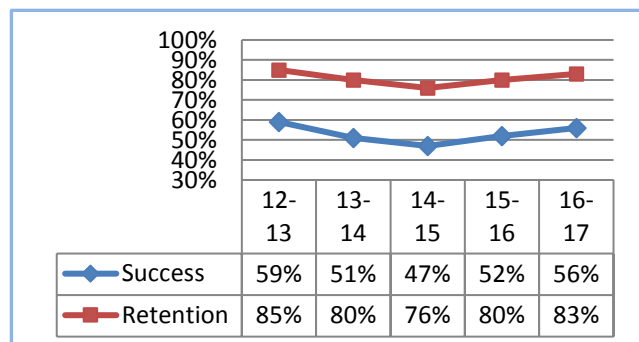
	12-13	13-14	14-15	15-16	16-17
Sections	36	40	40	47	49
% of online enrollment	50%	48%	48%	43%	43%
Degrees Awarded	N/A	12	17	15	24
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment:
Both FTES and efficacy dropped year-year and most likely reflects the college wide trends. However, the efficiency score of 497 is of concern to the program since this is a significant drop from the 525 statewide and college norms and has now dropped for the second year. Both the success and retention rates have edged upward and this is a positive sign considering that this is a second year that program saw an increase in the success rates and hopefully will continue to trend upward. The program continues to offer a significant number of online sections, although the number has dropped slightly from previous year. The number of AA-T degrees have increased and it is still early to make any conclusions regarding this data.

Progress from Last Year's Action Plan:
1. Long term planning of course offerings: The program continues to assess course and section offerings and has begun offering hybrid classes. The faculty chair regularly observes registration trends and makes adjustments to the schedule.
2. Participation in Supplemental Instruction: The program continues to participate in these efforts and now has three peer sociology tutors. One of the tutors facilitates student success workshops for sociology students throughout the semester.
3. Use of technology in the classroom: Since acquiring tablets for the classroom a few faculty use these on a regular basis.
4. Maintain departmental website: The program webpages have been thoroughly overhauled to reflect common student inquiries.
5. Monitor SLO data as it relates to student success: Almost 100% of faculty participate in the assessment of SLOs in their classes and faculty chair continues to prepare evaluation reports which are made available to faculty in the departmental Bb and Canvas shell.
6. Increase retention and success: Both retention and success rates have increased year-year.
7. Promote department and AA-T sociology degree: The program webpages have been updated to provide students with detailed information about the degree, transfer information, and local university information including videos.

Sociology — 2016-2017

SAOs/SLOs/PLOs:
The program continues to assess SLOs and PLOs for every course. During the 2017-18 year all sociology courses will be evaluated as part of its three-year cycle and this also includes the PLOs. Program faculty will be encouraged to participate in this process and will also examine the appropriateness of the SLOs. Any updates to the SLOs will be updated in the SLO Cloud and faculty class syllabi. SLO evaluation reports will continue to be uploaded and made available to the program faculty via the Canvas departmental shell.

Departmental/Program Goals:
College Strategic Goals and Links to Program Goals
1. <u>Increase Access</u> – the program will continue to monitor and modify section offerings to increase efficacy.
2. <u>Promote Student Success</u> – the program will continue to focus on increasing student success rates.
3. <u>Improve Communication, Culture and Climate</u> – the program will focus on facilitating access to resources that promote a positive leaning environment.
4. <u>Maintain Leadership and Promote Professional Development</u> – the program will focus on facilitating access to professional development opportunities and other activities which promote a positive teaching environment.
5. <u>Effective Evaluation and Accountability</u> – program will continue to focus on SLO and PLO assessment and evaluation, and the evaluation of other departmental activities, including the delivery of the mandatory curriculum.
6. <u>Provide Exceptional Facilities</u> – the program will continue to participate in needs assessment activities to provide students and faculty access to on-campus and online which promote positive learning and teaching experiences.

Challenges & Opportunities:
The program continues to have limited access to on-campus space but has started to transition to more hybrid offerings which does allow for the scheduling of more face-face-student-faculty hours. The program continues to struggle with the retention of adjunct faculty but it is anticipated that some of these issues will resolve themselves as a certain number of new adjunct faculty will be retained. Faculty are currently transitioning to Canvas and it is unknown what effect this transition will have on student success and retention. The program has devoted and will continue to devote resources to supplementary activities to promote student and faculty communication and success. Last year, the program secured informational fliers to promote sociology as a major, overhauled the college program webpages, and converted the departmental Bb shell to a departmental Canvas shell. The department created social media channels including Facebook and Twitter accounts. The program peer tutors continue to work with students and the program now offers regular student success workshops including how to read a sociology textbook, overcoming procrastination, identifying learning styles, etc. Some of these workshops have low attendance but some especially the textbook reading workshop have solid student attendance. Three program faculty have adopted OER and ZTC sections which most likely contribute to student success.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Evaluate SLOs and PLOs	2, 5	N/A	2017-18
2. Update departmental Canvas, webpages, and social media	1, 3, 4, 6	N/A	2017-18
3. Promote OER instructional materials to faculty	1, 2, 3, 4	N/A	2017-18
4. Purchase cabinet for classroom	3, 6	Division funding	2017-18
5. Create departmental fliers	1, 2, 3	N/A	2017-18
6. Ongoing communication with faculty about professional development opportunities	4	N/A	2017-18
7. Encourage faculty to communicate to students student success peer tutor and workshop opportunities	1, 2, 3	N/A	2017-18
8. Monitor changes in curriculum for AA-T Sociology			
9. Update syllabi templates to reflect Canvas information	3, 5	N/A	2017-18
	3, 5	N/A	2017-18

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2016-2017

STUDENT SERVICES DIVISION

Admission & Records — 2016-2017

Description: Admission to the college & registration; residency determination; evaluation of prior credit; evaluation of graduation requirements; maintenance of student academic records in perpetuity; processing of grade changes, incompletes; processing of add/drop; late Add petitions; veteran's certification, information, and referral; online application, registration, and transcript request services; petitions for academic exception, i.e., repeat a course, remove a grade, missed deadlines, etc.; eligibility determination of concurrently enrolled high school students; acceptance of payment for enrollment and auxiliary fees; adjudicating and processing petitions for academic exception; adjudicating and processing petitions for readmission; requests for background checks in accordance with FERPA; response to subpoenas in accordance with FERPA; welcome letters sent to every new applicant; drops for nonpayment; reinstatement of registration; communication with faculty and campus about important admissions, records, and registration deadlines and processes.

Readmissions & Academic Exceptions Petitions

Late Add Petitions

Enrollment Status
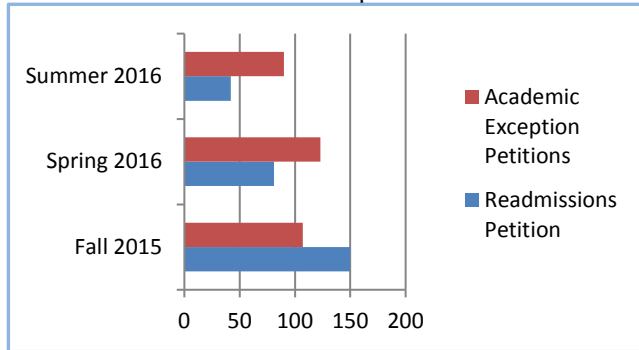
Assessment:
- Table 1 shows the number of petitions: readmissions & Academic
- Exceptions reviewed and processed within the last year
- Table 2 shows the number of late adds we process per term after the initial two-week add period
- Table 3 shows the number of first time students enrolled for the 2014-15 year

Progress from Last Year's Action Plan:
- Increase use of electronic communication with students
- Reduce the number of late-add petitions that are processed per term
- Hope to install admissions & records student services tracking system
- Track number of payments received over-the-counter

Admission & Records — 2016-2017

SAOs/SLOs/PLOs:

Departmental/Program Goals:
- More staff professional development participation
- Improve and streamline the pre-requisite clearance process
- Improve technology services in Admissions & Records
- Increase customer service efficiency

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

CalWORKS — 2016-2017

Description: CalWORKs is the welfare reform program established by Assembly Bill (AB) 1542. San Bernardino Valley College's 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.

	12-13	13-14	14-15	15-16	16-17
County-Referred Program Participants	84	173	201	280	247
Exempt Program Participants	38	42	39	53	36
Self-Initiated Program Participants	2	2	3	2	1
Self-Referred Program Participants	182	245	285	155	147
Total student Count	306	462	528	490	431

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.

Progress from Last Year's Action Plan:
Work with campus administration to seek resolution in identifying adequate space to accommodate a sufficient computer lab for CalWORKs student's use.

	12-13	13-14	14-15	15-16	16-17
Female	255	388	458	433	377
Male	51	74	69	57	54
Unknown			1		

Hours worked per week

CalWORKS — 2016-2017

Employed under Subsidy Program
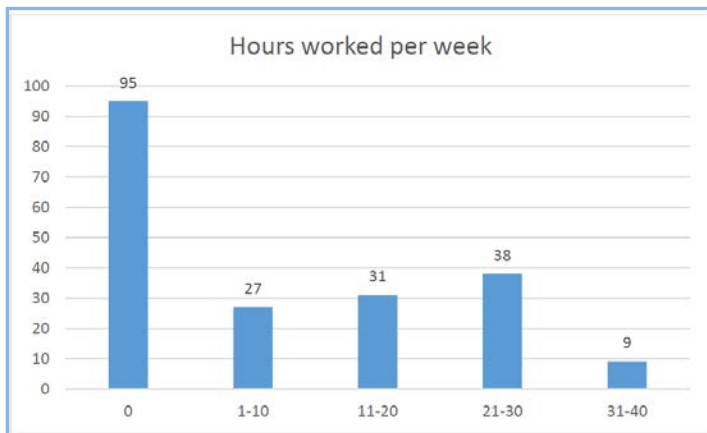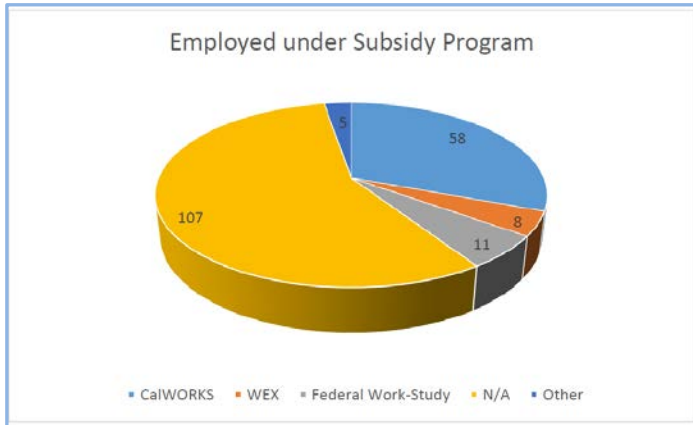
SAOs/SLOs/PLOs:
Internal and external marketing efforts to publicize CalWORKs work-study opportunities and incentives to eligible students and employers (on and off campus) increased the number of placements and employer partnerships. This is a result of receiving additional college work-study funds for CalWORKs student placements from the San Bernardino Transitional Assistance Department (TAD).

SBVC CalWORKs Student Job Placements
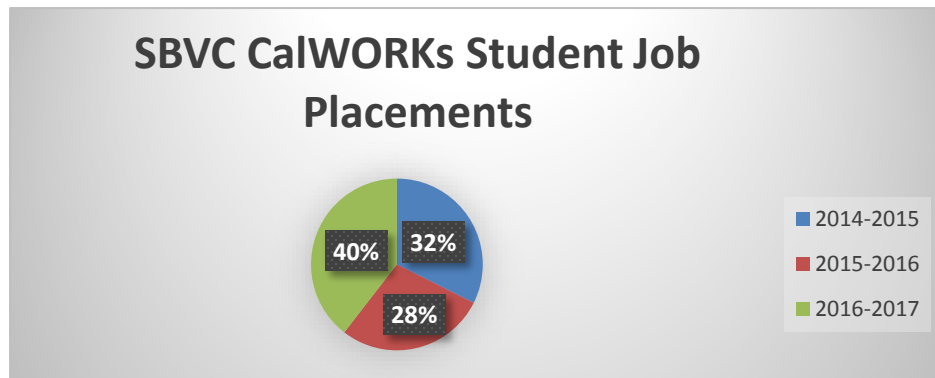
Departmental/Program Goals:
- Encourage all CalWORKs students to utilize employment services (ongoing).
- Increase unsubsidized employment opportunities for students (ongoing)

Challenges & Opportunities:
Challenge: The lack of space for program growth and for a sufficient computer lab for CalWORKs students to conduct daily educational and employment related task within the office.
Opportunity: The Transitional Assistance Department (TAD) awarded SBVC CalWORKs Program $150,000 to cover 100% of CalWORKs work-study student wages. This funding allowed for additional work-study placements along with additional work-study sites and partnerships with local employers.

CalWORKS — 2016-2017

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Provide student population that do not qualify for assistance from specialized programs on campus with nutrition and supportive service opportunities.	Implement CalFresh and Fresh Success program for students that qualify.	Meet with community college that has a thriving program and obtain resources on process and implementation of these programs. Work with community counterparts that specialize in this area of need and develop a partnerships to best serve the students.	Next fiscal year

Cooperative Agencies Resources for Education (CARE) — 2016-2017

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

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

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

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

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

Progress from Last Year's Action Plan:
- To enhance our working partnerships with financial aid and CalWORKs departments and share lists of students who may be receiving TANF services
- Recruit at student classrooms to enhance students' aware-ness of program and how they can benefit from resources and become successful

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Cooperative Agencies Resources for Education (CARE) — 2016-2017

Departmental/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 the county to sign in a timely manner
- Enhance our participation with not only community, but also our local high schools and the county

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Counseling — 2016-2017

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 %	12-13	13-14	14-15	15-16	16-17
African-American	15.20%	15.50%	14.70%	12.30%	16.97%
American Native	0.60%	0.70%	0.70%	0.30%	0.72%
Asian	4.00%	3.90%	3.50%	4.40%	6.03%
Hispanic	47.90%	50.90%	51.20%	63.20%	61.80%
Pacific Islander	0.50%	0.50%	0.50%	0.30%	0.34%
White	13.80%	12.40%	12.50%	12.80%	13.17%
Unknown	16.60%	14.60%	15.30%	2.90%	4.30%

Students Who Receive Counseling

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Success	72%	71%	69%	69%	70%
Retention	91%	90%	90%	89%	89%

Retention Rate - S Dev Course Completion vs Non completion

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Retention Rate with Sdev Completion	94%	93%	95%	96%	95%
Retention Rate without Sdev Completion	90%	89%	89%	88%	89%

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

Progress from Last Year's Action Plan:
- Advocate for additional two (2) 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
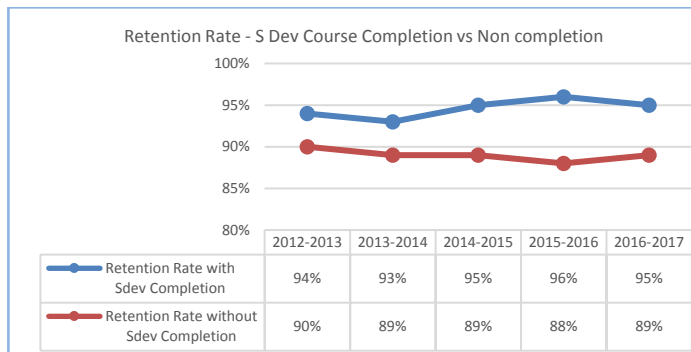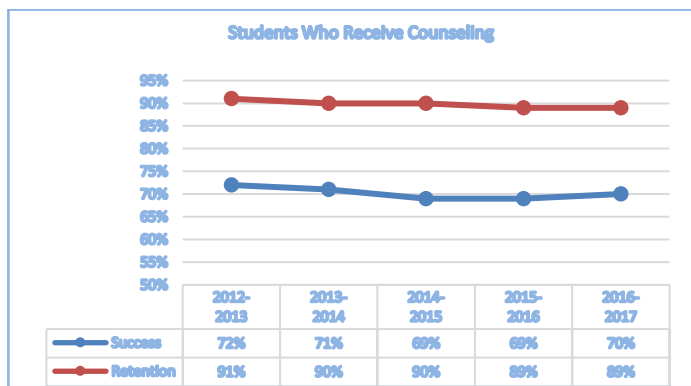
Counseling — 2016-2017
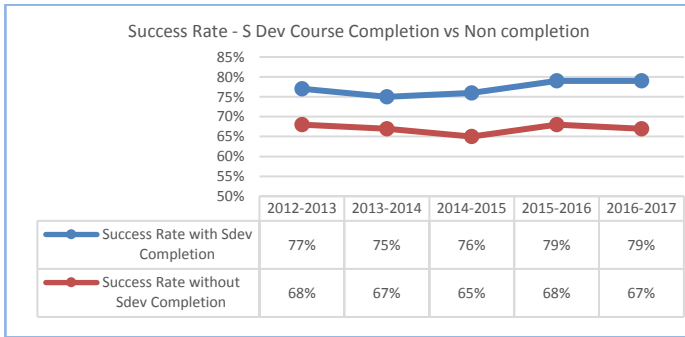
Success Rate - S Dev Course Completion vs Non completion

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Success Rate with Sdev Completion	77%	75%	76%	79%	79%
Success Rate without Sdev Completion	68%	67%	65%	68%	67%

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program 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

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Disability Student Program Services (DSPS) — 2016-2017

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.

DSPS ETHNICITY 2016-2017

- Unknown/Non-Respondent 0.83%
- White Non-Hispanic 15.82%
- African-American 20.19%
- American Indian/Alaskan Native 0.62%
- Asian 1.46%
- Filipino 0.62%
- Hispanic 54.84%
- Two or More Races 5.62%
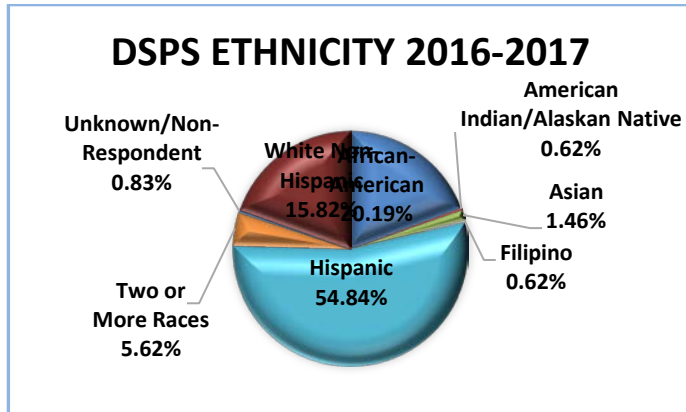
Assessment:

- 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

Progress from Last Year's 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 meeds assessment process

DSPS AGE GROUP 2016-2017

- Unknown 0.09%
- 1 - < 18 0.61%
- 50 + 13.94%
- 18 & 19 14.05%
- 40 to 49 10.72%
- 35 to 39 5.93%
- 30 to 34 8.64%
- 25 to 29 15.09%
- 20 to 24 30.70%
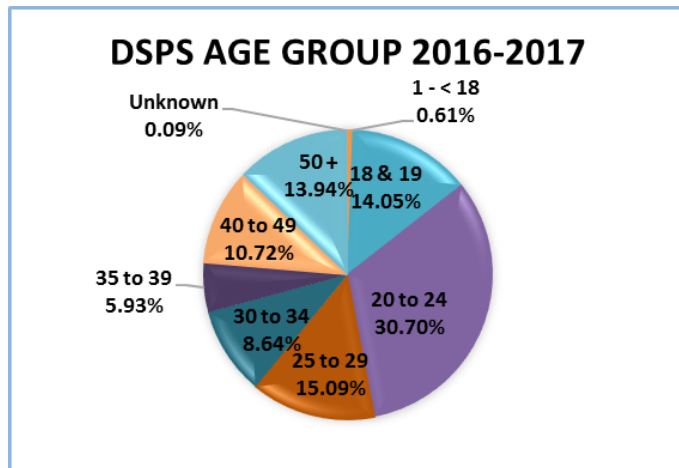
DSPS Disability Types 2016-2017	
Acquired Brain Injury	2.81%
Developmentally Delayed Learner	3.75%
Hearing Impaired	3.85%
Learning Disability	13.94%
Physical Disability	13.94%
Other Disability	34.44%
Psychological Disability	24.45%
Speech/Language Impaired	0.21%
Visually Impaired	2.60%

Disability Student Program Services (DSPS) — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/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 ten percent. 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. (2016-17 Goal)

Challenges & Opportunities:
- DSPS is challenged by an increasing number of students seeking services and an 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: [Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.]

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Extended Opportunity Programs & Services (EOPS) — 2016-2017

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. The program also facilitates the successful completion of their goals and objectives in college. Students are eligible on the following factors: a) income level; b) maintain full-time status; c) less than 70 degree- applicable units; d) have California residency; and, e) be educationally disadvantaged.

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

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

Ethnicity %	12-13	13-14	14-15	15-16	16-17
African-American	109	112	111	104	130
American Indian/ Alaskan	4	3	3	3	6
Asian	23	27	28	36	44
Filipino	2	2	1	3	0
Hispanic	358	495	540	589	608
Multi-Ethnicity	20	23	24	20	23
Pacific Islander	4	4	5	4	0
Unknown	3	2	1	1	1
White	77	76	71	63	75

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 indicating ethnicity. A survey will be created to include ethnicity to better track the ethnicity of our students.
- Our Hispanic population mirrors our community and has increased each year, and our Asian population has increased slightly.

Progress from Last Year's Action Plan:
- 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.

Extended Opportunity Programs & Services (EOPS) — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/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, Afro-American, and white populations

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

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Financial Aid — 2016-2017

Description: The financial aid department is responsible for the administration and disbursement of federal and state financial aid (including grants and federal work-study), scholarships and enrollment fee waivers. The office assists students with the entire financial aid application process. Awarding financial aid in compliance with all applicable rules and regulations is a top priority. These programs assist students in paying for their educational expenses, i.e., registration fees, books, supplies, room and board, transportation, and personal miscellaneous expenses.

Pell Grant

	2014-15	2015-16	2016-17
■ Pell Grant	4,968	5,694	4978

Number of Pell Grant Recipients (4,600 – 5,800)

	Annual 2016-2017 Student Count	Annual 2016-2017 Award Count	Annual 2016-2017 Aid Amount
San Bernardino Total	13,407	37,996	$28,639,119
Board of Governors (BOG) Enrollment Fee Waiver	13,053	23,415	$9,472,315
Grants	5,044	14,098	$18,482,936
Loans	35	58	$294,405
Scholarship Total	81	90	$118,443
Scholarship: institutional source	2	2	$2,298
Scholarship: non-institutional source	79	88	$116,145
Work Study Total	119	335	$271,020
			$57,396,681

BOGW

	2014-15	2015-16	2016-17
■ # of BOGWs	23,463	23,535	23,415

BOGWs Award (23,350 – 23,550)

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

Assessment:
The number of students receiving a Pell grant has decreased from the previous year. The goal of the financial aid office is to increase the total number of Pell grant recipients by improving availability of financial aid information, increase productivity, minimize wait times, and reduce number of visits a student makes to the financial aid office to complete student file.
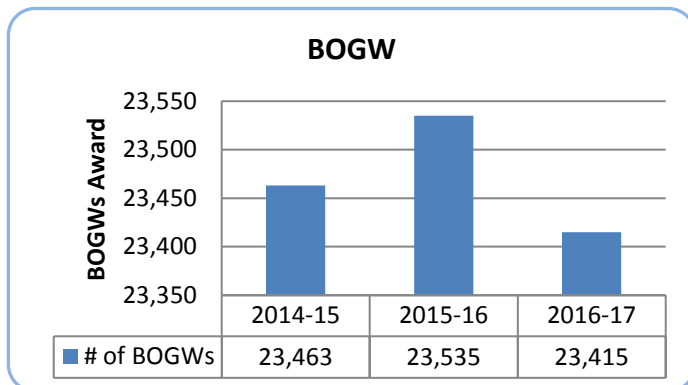
The financial aid office disbursed over $57.3 million in financial assistance funds and 77% of our students received some type of financial aid assistance.

The number of students receiving a Board of Governors Fee Waiver (BOGW) had a slight decrease from the previous year. This is a result of the new BOGW progress require-ments applicable fall 2016 which requires that BOG Fee Waiver recipients maintain a minimum cumulative GPA and rate of completion.

Progress from Last Year's Action Plan:
- The financial aid department plans to improve the office functions by implementing auto-packaging and training staff on the new process
- Expedite processing of student files for disbursement
- Increase the number of financial aid workshops
- Increase the number of students 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

Financial Aid — 2016-2017

SAOs/SLOs/PLOs:
Students were asked to rate their familiarity with the financial aid application process. Of 74 students surveyed, approximately 17% of students who answered the survey were not familiar or did not feel confident on how to fill out their FAFSA and/or complete the application process. A few students were engaged in a conversation to understand why their responses were negative, although they had completed the FAFSA. Their answer was, in summary, that they did not understand the complete process and the multiple steps, and multiple documents required, in addition to filling out the online form.

At this time, this is not sufficient data to represent the total number of students that applied and received financial aid and to support whether our program is effective and influenced our program goals. The indicators that will be measured will be the total amount of applications received and processed, total amount of awards disbursed, and the processing time. This will be measured through formal and informal surveys, total amount of student complaints, and by the total amount of awards disbursed. The expected results of these indicators are to demonstrate a faster file processing turnaround time while reducing the amount of student complaints for late disbursements.

Departmental/Program Goals:
- Increase the number of students who file a FAFSA application by the priority deadline (Strategic Goals: 1,2)
- Expedite the turnaround time from application submission to disbursement of aid (Strategic Goals: 1,2)
- Increase the number of financial aid students who use the prepaid card (Strategic Goals: 1,2)
- Promote student understanding of the Satisfactory Academic Progress standards (Strategic Goals: 1,2,3)

Challenges & 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
- Students that do not meet satisfactory academic progress lose eligibility for federal and state financial aid

Action Plan:

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Increase outreach and marketing efforts, improve website, email communication to students and front counter services	Increase number of applications	Outreach Materials	May 2018
Provide staff additional training and support through webinars, conference attendance, and staff meetings Promote use of Wolverine Card at counter, by website, email communication	Expedite turnaround time for students to receive payment	Funding allocated for conferences	May 2018
Provide online SAP workshop to all students to reduce the total number of students becoming ineligible for financial aid due to not meeting satisfactory academic progress	Increase number of FA students who utilize prepaid card	Outreach Materials	May 2018
	Increase student knowledge of SAP	SAP Online Training	May 2018

First Year Experience — 2016 – 2017

Description: The First Year Experience (FYE) program is designed to successfully transition first year students into college. FYE oversees other student support programs: Valley-Bound Commitment (VBC); Dreamers; Tumaini; and, Guardian Scholars. All of these programs provide a supportive and welcoming environment where students connect with student support services on campus to ensure student success.

Academic Year	14-15	15-16	16-17
SBVC Duplicated Enrollment	67	70	71

Gender %	14-15	15-16	16-17
Female	31	34	23
Male	36	36	47
Unknown	0	0	1

Ethnicity %	14-15	15-16	16-17
African-American	30	31	14
American Indian/ Alaskan	0	0	0
Asian	1	1	0
Hispanic	34	37	48
Multi-Ethnicity	3	0	2
Pacific Islander	0	0	0
Unknown	0	0	1
White	1	1	6
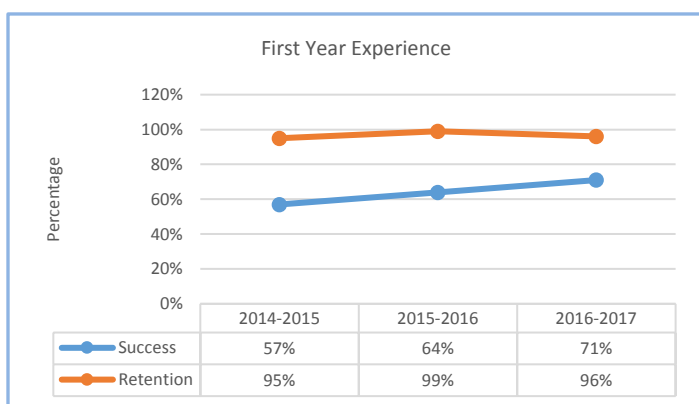
Assessment:

- Students participating in the First Year Experience and Valley-Bound Commitment programs will develop tools (steps to success) to assist students in navigating their first year of college
  - ➢ Measurements:
    - o End of the year evaluation
- Students who complete the First Year Experience and Valley-Bound Commitment programs will have a clear understanding of the student support services on campus to transition into for their second year
  - ➢ Measurements:
    - o End of the year evaluation
    - o FYE survey satisfaction

Progress from Last Year's Action Plan:

- Provide more access to students in our service area to San Bernardino Valley College
- Enhance the relationships in the K-12 school districts and community-based organizations to ensure a seamless pipeline to San Bernardino Valley College (SBVC)
- Market and promote all student equity programs

First Year Experience

	2014-2015	2015-2016	2016-2017
Success	57%	64%	71%
Retention	95%	99%	96%

First Year Experience — 2016 – 2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program Goals:
- Increase the number of students who successfully complete courses in their first year.
- Provide resources and services that promote student success: Summer Bridge; orientation; counseling; tutoring; course completion; degree completion; and, transfer.
- Successfully transition students to another student support services program for the duration of their academic career at SBVC.

Challenges & Opportunities:
- Provide more access to students in our service area to SBVC.
- Enhance the relationships in the K-12 school districts and community-based organizations to ensure a seamless pipeline to SBVC.
- Market and promote all student equity programs.

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

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Puente — 2016-2017

Description: The Puente Project is a national-award winning program that has helped tens of thousands of educationally disadvantaged students who enroll in four-year colleges and universities earn degrees and return to the community as leaders and mentors to future generations. Started in 1981 (1984 at SBVC), Puente combines accelerated instruction, intensive academic counseling, and mentoring by members of the community.

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC Duplicated Enrollment	31	34	36	33	27

Gender	12-13	13-14	14-15	15-16	16-17
Female	19	20	22	18	19
Male	12	14	14	15	8
Unknown	0	0	0	0	0

Ethnicity	12-13	13-14	14-15	15-16	16-17
African-American	2	1	1	1	0
American Indian/ Alaskan	0	0	0	0	0
Asian	1	0	0	1	0
Hispanic	27	31	34	28	27
Multi-Ethnicity	0	1	0	2	0
Pacific Islander	0	0	0	0	0
Unknown	0	0	0	0	0
White	1	1	1	1	0
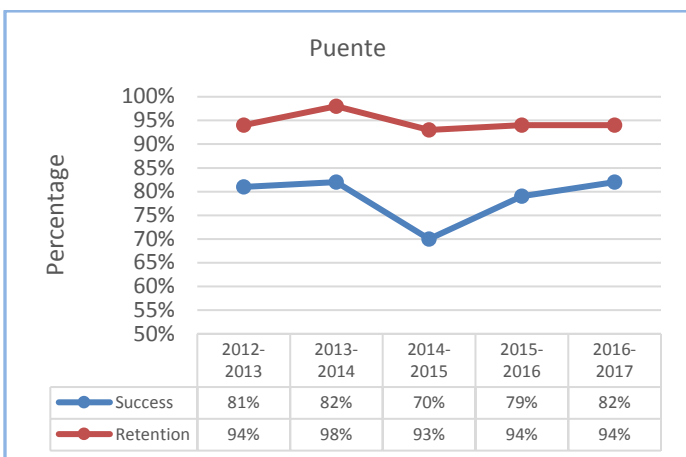
Assessment:
- For 2016-17 retention rates have remained steady and above the rates of students campus-wide. Success has had escalation from the previous year by an increase of 3%.
- Based on the gender of enrollment, our female student population was greater than male enrollment by over 100%.
- According to CCCCO and the Puente Project State Office, SBVC showed 2016-17 44% male enrollment and 56% female in comparison with 30% males and 70% females at SBVC.

In our next recruitment efforts, Puente to target more male student enrollment. The ethnicity of our students show lack of variety from various ethnic groups. Hispanics comprised 100% of SBVCs Puente enrollment in 2016-17; statistics from CCCCO and Puente Program also reflect the same data where 78% Hispanic enrollment was prominent in 2016-17. During outreach events along with other SBVC student services and student support programs we will promote the Puente Program to male and all ethnic student populations.

Progress from Last Year's Action Plan
Outreach was completed in English 914 courses through the end of spring 2017 semester as well as follow-up with students interested in joining Puente fall 2017 throughout the summer 2017. Three orientations were held summer 2017 and on a regular basis in the Puente Office. Puente was present at New Student Welcome Day for fall 2017 outreach efforts.

Puente

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Success	81%	82%	70%	79%	82%
Retention	94%	98%	93%	94%	94%

Puente — 2016-2017

SAOs/SLOs/PLOs: The goal is to increase the number of students that transfer to four-year colleges/universities and return as mentors and leaders to our community. Recruit and register in both courses 30-35 students in order to form a Puente learning community. Puente Program Model at SBVC requires Phase I (Fall) students to enroll in English 015 and SDEV 015 (Puente Student Success Strategies). Moving to Phase II (Spring) Transfer Level English and SDEV 102-Transfer Level Credit for CSUs and UCs. In 2016-17, outreach was a priority for Puente for student familiarity of our student support service opportunities as well as presenting to other services among SBVC campus and community partnerships. A temporary, full-time counselor started the co-coordinator role and counselor support in summer 2017 for Puente. In our SAO, Puente continues to enhance procedural knowledge for student support services and applies SBVCs culture factors involved in students' completion of college success not only on campus but in the students' future.

Departmental/Program Goals:
1. <u>Increase Access:</u> Outreach to various programs and departments on campus for recruitment purposes.
2. <u>Promote Student Success:</u> Plan to change curriculum for SDEV 102 (spring course) in order to recruit from existing programs such as FYE and Valley Bound. Plan to change the mentor component to fall semester.
3. <u>Improve Communication, Culture + Climate:</u> Mentors are community leaders who agree to work with one or two students in the spring semester.
4. <u>Maintain Leadership + Promote Professional Development:</u> Puente staff attends regional trainings once every semester to stay current in their fields. Plan to start the Inland Empire Puente Alliance for Region IX colleges to maintain leadership skills and professional development. Less staff turnover by hiring a permanent Puente counselor.
5. <u>Effective Evaluation + Accountability:</u> Keep track of phase III student transfer rates
6. <u>Provide Exceptional Facilities:</u> Have one classroom assigned for both English and SDEV courses to enhance a sense of community in our cohorts.

Challenges & Opportunities:
<u>Challenges:</u> Maintaining a strong relationship with Phase III students after the one-year program completion in order to find data of students that transfer to four-year colleges and universities. This data would be helpful in finding mentors for the most current Puente program. Creating a community of SBVC Puente alumni for current student cohort as a unit in existent curriculum for feedback and benefits of the Puente program. Permanent position of Puente co-coordinator.

<u>Opportunities:</u> Permanent position of Puente co-coordinator. Increase male student population, Collaborate with student support programs on-campus and at off-campus events, Second Puente program cohort, and change SDEV curriculum in order to make Puente FYE/Valley Bound student eligible.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
1. Start a second Puente cohort 2. Attend to more off-campus events for partnerships 3. Same as #2. 4. Students from other SSPs won't be disqualified from enrolling in our Puente Program	1. Hire a permanent counselor in order to maintain program stability and student success 2. Recruitment: More male student population 3. Attend and collaborate with other student support programs for cultural and academic activities 4. Change SDEV 102 Curriculum to a new Puente SDEV course	1. Adjust reassign time for current counselor and English Professor 2. Meetings with student support programs at SBVC. 3. Same as #2.	1. F2018 2. S18 3. Same as #2. 4. S2019

Success Through Achievement & Retention (STAR) — 2016-2017

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

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC Duplicated Enrollment	193	191	203	173	211

Gender %	12-13	13-14	14-15	15-16	16-17
Female	65%	63%	61%	65%	60%
Male	35%	37%	39%	35%	40%
N/A	0%	0%	1%	1%	0%

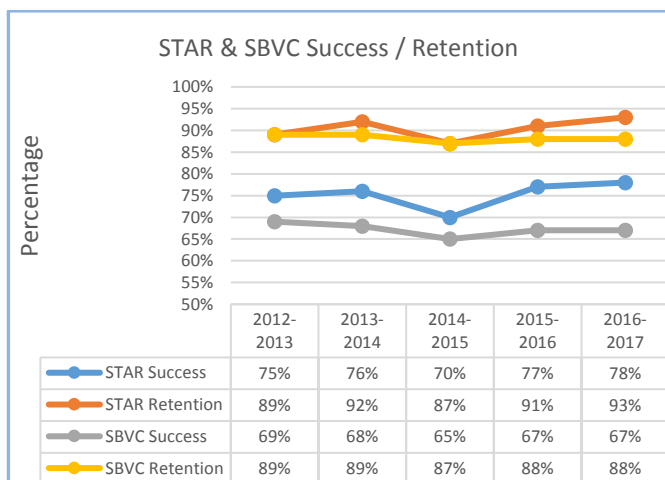| Demographics – Academic Years – 2015-16 to 2016-17		
Demographic Measure	Program: STAR	Campus-wide
Asian	5.0%	5.0%
African-American	18.3%	12.4%
Hispanic	67.0%	64.9%
Native American	1.0%	0.2%
Pacific Islander	0.0%	0.2%
White	0.0%	13.5%
Unknown	0.7%	0.4%
Female	63.4%	57.5%
Male	36.6%	42.5%
Disability	9.0%	6.0%
Age Min:	17	11
Age Max:	82	81
Age Mean:	32	26

Assessment:
Documentation will be collected and kept in student files indicating enrollment status and progress. (Class schedules & transcripts, registration, program application, and program completion data, transfer acceptance letter.)

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

STAR & SBVC Success / Retention

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
STAR Success	75%	76%	70%	77%	78%
STAR Retention	89%	92%	87%	91%	93%
SBVC Success	69%	68%	65%	67%	67%
SBVC Retention	89%	89%	87%	88%	88%

Success Through Achievement & Retention (STAR) — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program Goals:
- Empower students to achieve their educational goals allowing them to graduate and/or transfer to a four-year university
- Provide outstanding services to students
- 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

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 continue with the budget cuts from the past three years.

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Student Life — 2016-2017

Description: The Office of Student Life (OSL) assumes a leadership role in creating a campus environment that integrates the learning experience which complements the academic curriculum. We provide programs and services to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of our global society. Student engagement is increased through implementation of campus wide programs which provides opportunities to develop and enhance characteristics of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, and resources to meet the mission of the college. Specifically, the office supports and advises the Associated Student Government (ASG) comprised of elected student leaders that represent the student population, and the InterClub Council (ICC) comprised of representatives from each of the clubs. Additionally, the OSL oversees and supports current clubs and assists students in navigating through the process of creating new clubs. We offer support and training to faculty club advisors on matters relating to student travel, budget management, and spending. The office also oversees the student ID card process. We are responsible for ensuring that students are afforded their procedural due process rights through the student conduct and grievance processes, and play a critical role in the Behavioral Intervention Team.
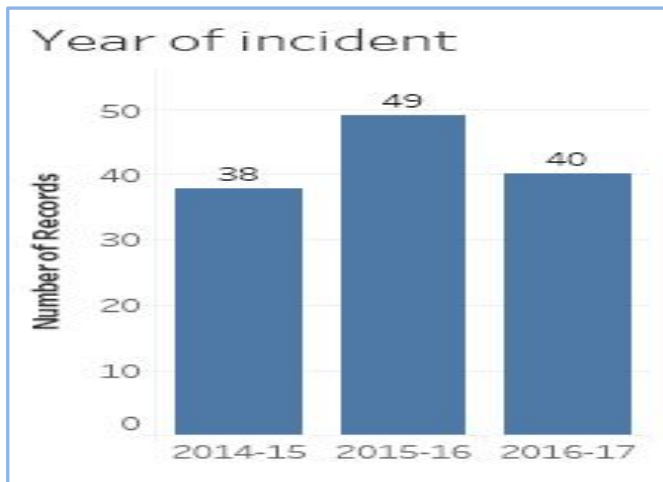

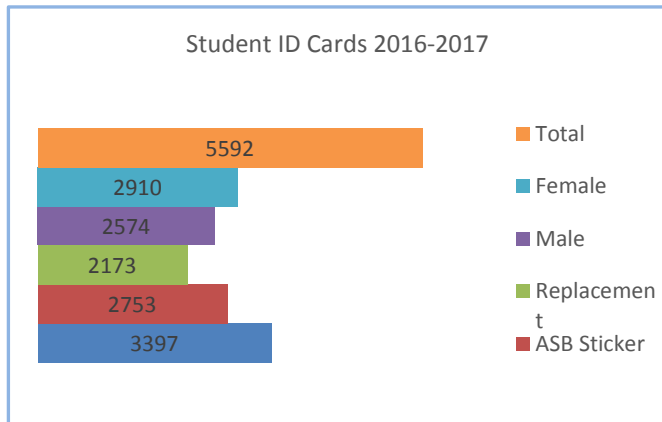*Figure 1.* Year of Incidents (Data collected through the end of fall 2016)

Figure 2. Student ID Cards Created

Assessment:
The Office of Student Life receives a number of student conduct incident reports each semester. While the office also assists students in the grievance process and conducts Title IX investigations, student conduct is process is routinely utilized. Figure 1 illustrates the number of student conduct cases per year. There were 38 in 2014-15, and 49 in 2015-16 which represents a 22 percent increase. In 2016-17, data analyzed was only done for the fall semester. However, the fall semester produced 40 incidents which is already 82% of the total incidents of the year before. This indicates a trend of increased student conduct cases. These cases, tied with the procedural due process right of students, may take time away from other services of the office.

OSL also produces identification cards for students. These cards serve not only as identification, but also as their Omnitrans bus pass. In other words, these identification cards assist in a student's access to our college. The office produced 5,592 cards. Of those cards printed 3,397 were for new students, while 2,173 cards were printed as a replacement. Many of the replacement cards were printed because a student lost it, the card was worn out from swiping their cards, or they were returning to campus after an extended period of time and needed to update their photo.

Progress from Last Year's Action Plan:
Last year the office created three main goals to achieve in the 2016-17 academic year. The first, was to develop/ implement a system that gave accurate rosters for club involvement. To meet this goal, the Associated Student Government (ASG) purchased ChapterSpot, a roster database management system and communication and reporting tool. Currently, there is a little uncomfortableness by clubs and club advisor to utilize the software.

The second goal was to work with Research, Planning & Institutional Effectiveness to assess student conduct and club rosters. The office was able to collect data regarding

student conduct, but was not adequately ready to assess club rosters.

The third goal was to collaborate with the InterClub Council (ICC) to recognize clubs for their programming throughout the year. ICC and ASG successfully held separate recognition events to highlight clubs and individual members on ASG. We hope this will continue and increase retention of club members.

SAOs/SLOs/PLOs:
Assessment of our SAOs indicates that there has been an increase of student conduct. The office began to utilize Maxient software to make the student conduct process more efficient. The goal to move forward in engaging faculty and students have led to identifying gaps in our support system.

Departmental/Program Goals:
1. Fully implement the Maxient software system to all stakeholders by spring 2018.
2. Support the incorporation of a student pantry by fall 2017.
3. Assess fiscal costs of renovating the student lounge and conference room by spring 2018.
4. Solidify permanent staffing needs by summer 2018.
5. Develop personal and professional opportunities for club presidents and ASG leaders.

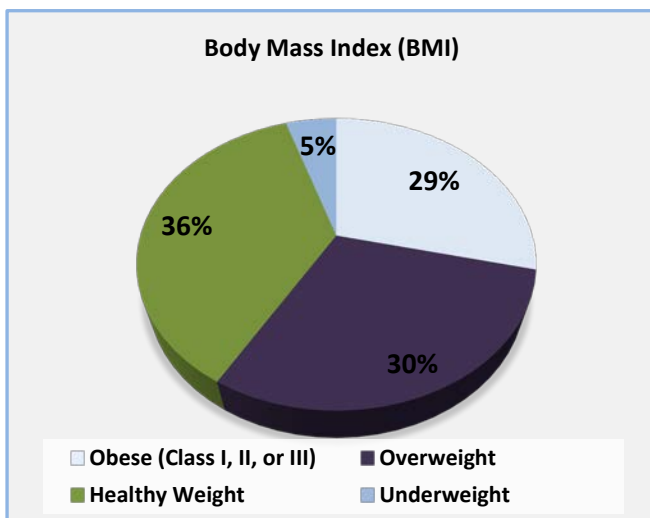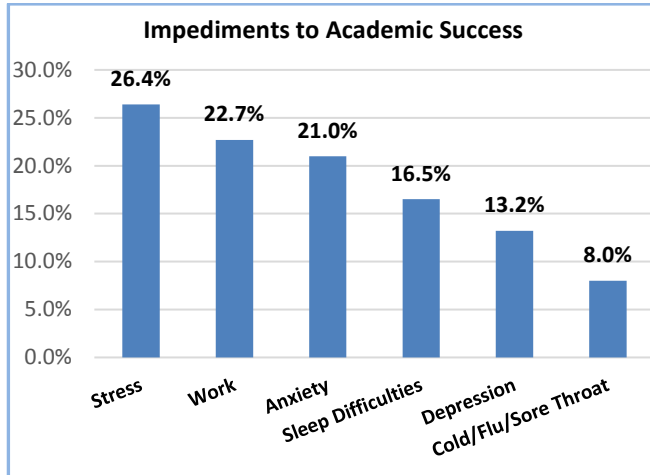**Challenges & Opportunities:**
- The Office of Student Life (OSL) has limited funding to meet all of the goals. OSL received funding from ASG per year and does not have consistent funding. Another challenge is the limited staffing in OSL with one manager and two classified staff.
- An opportunity is to work with faculty club advisors to create new expectations and standards in advising.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
• Create job aids to assist stakeholders in utilizing Maxient and create training sessions with Rania Hamdy.	Goal 1	Funding for the print shop; time	Jan 2018
• Work with ASG to provide support for the food pantry; this may include supplies, a washer and dryer, and other necessities to make the pantry successful.	Goal 2	Time to work with ASG; and time commitment from limited staffing.	Fall 2017
• Work with administrative and technology services to evaluate costs for furniture, technology needs, and maintenance.	Goal 3	Funding from the campus center	Sp 2018
• Evaluate staffing needs and hire as funding allows; fill any substitute and interim positions with human resources.	Goal 4	Funding for employees	Sum 2018
• Work with colleagues from other institutions and either develop programming to increase the personal and professional development of student leaders or identify conferences to send students.	Goal 5	Funding resources and time	Sp 2018

Student Health Services — 2017- 2018

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

Impediments to Academic Success

Body Mass Index (BMI)

- Obese (Class I, II, or III)
- Overweight
- Healthy Weight
- Underweight

Average BMI for SBVC students is 27.5 (overweight).

Healthy Lifestyle Summary	Percent
Eat 5+ servings of vegetables or fruits/daily	3.1
Do Cardio 3+ times/week for 30+ min.	33.9
Do Strength training 3+ times/week	24.7
Desire Nutritional Info. from Campus	54.7
Desire Physical Activity Info. from Campus	50.4
Desire Stress Reduction Info. from Campus	58.3
Desire Sleep Difficulty Info. from Campus	53.0
Desire Depression/Anxiety Info. from Campus	52.9

Assessment:

The American College Health Association; National College Health Assessment II was administered during spring semester 2016 and revealed the most prevalent Physical and Mental Health issues at SBVC. A representative sample of SBVC students completed the survey. Some of the most prevalent findings are displayed in figures 1, 2, and 3.

Four of the top five impediments to academic success identified by students are mental health related issues. Students also indicated a desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties. Issues with weight and healthy lifestyle were also prevalent in the data. More than half of students surveyed were overweight or obese based on self-report of height and weight. Stress, lack of exercise, poor sleep, and low intake of fruits and vegetables are all risk factors for overweight and obesity. Again more than half of students indicated a desire for information on nutrition and physical activity from the campus. Sustained stress, lack of sleep, poor nutrition, and lack of exercise also weaken the immune system leaving students at greater risk for colds, flu, and sore throat. These trends will guide our programing and goals for this year. Our focus will be on stress management, early identi-fication and treatment for anxiety and depression, improved fruit and vegetable intake, and increased physical activity.

Progress from Last Year's Action Plan:

- Sustained activities such as Strengths, Kognito, and health fairs which include mental health activities, begun in 2012 to encourage a campus climate of caring, early identification, and referral for suicide prevention and reduction of stigma are ongoing offerings.
- Individual Gallup strengths coaching services are available.
- Strengths based student success offerings to support student success, equity, and reduce mental health risk were expanded. Strengths development interventions are offered in a number of student development courses and faculty are invited to learn this intervention and weave it into their course curriculum & advising.
- "Stress Solutions-Student Sessions" to assist student in managing stress and begin to learn self-compassion and care started FA2016. This program was very successful with 466 students participated in 1:1 stress solutions sessions out on campus last fall 2016 and 300-400 more participated in spring 17. Peer mentors were also trained in providing this experience to peers with supervision.
- Key staff positions to enhanced student success and access to services. (FT nurse practitioner, mental health therapist, increase of part time clerical assistant to FT) were initiated/requested.
- "PHQ-4" early identification screening, of students visiting SHS, for symptoms of depression and anxiety continue. We also participate and provide services for the BIT Behavioral

Student Health Services — 2017- 2018

Intervention Team for early ID and assistance of at risk students.

SAOs/SLOs/PLOs:
The data collected as part of the 2016 SAO to complete the NCHA assessment with a representative sample of SBVC students continues to heavily impact decision making regarding the most important initiatives for health education of students as well as continuation and development of new clinical service. The ongoing SAO regarding student satisfaction supports the fact that students feel they receive high quality, culturally sensitive, and relevant services from the department and clinicians. Added a question to the survey this year to gather student specific impacts as a result of interactions with our department and services. The SAO for increased access to mental health services will be retired for now but will continue to pursue this objective. New services and interventions were introduced including the "Crisis Text Line" and Stress Solutions Student Sessions. Continue to provide individual counseling services and early intervention screenings. Continuing expansion include the standardization across campus of suicide assessment using the Columbia Suicide Severity Rating Scale and efforts to hire a full time licensed Mental Health Clinician. This year's SAO will narrow our mental health focused out come to SUDs "Subjective Units of Distress" scale related to Stress reduction. Student health services will also introduce a new SAO related to the high levels of overweight, obesity, and stress documented by NCHA data that will involve encourage increasing our student physical activity levels and intake of fruits and vegetables. Will also encouraging STD screening and condom use in response to increased prevalence of gonorrhea and syphilis in our immediate area and continued high chlamydia rates.

Departmental/Program Goals:
- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes and the provision of **high-quality** and **innovative** services to our **diverse community** of learners.
- Continue to refine targeted services to meet the most prevalent needs informed by **evaluating** trends in SBVC specific data and service utilization, and maximizing use of existing resources in an efficient and **responsible** manner.
- Facilitate **access** to needed emotional and medical health care supported by wellness education services, strategic for **success** of SBVC students. Student **success** is dependent on good health of the whole person which includes body, soul, and spirit.
- Sexually transmitted infections are on the rise in our surrounding community. Gonorrhea rates have doubled and syphilis rates have tripled since 2011. Youth aged 15-24 years account for 59% of all new STDs reported in the county in 2016.

Challenges & Opportunities:
Challenges:
- Lack of full time mental health clinician/therapist to provide a consistent presence on campus for support of the campus community, response to mental health crisis, assistance with threat assessment, and improved access to and quality of services through effective supervision of non-licensed mental health clinicians.
- Lack of full time clerical support in the front office to address the high volume of phone calls, walk in traffic, administrative paperwork, competing demands of a college/medical/mental health blended office environment, and support of student/clinician/and campus community needs and requests. The secretary has difficulty providing the administrative support necessary for smooth office operations and business completion due to constant interruptions when a clerk is unavailable.
- Difficulty retaining qualified nurse practitioner services due to lack of FT contract and associated benefits.
- Available space limits access to additional mental health providers during times of peak demand for services. Peak demand typically is during the hours of 10:00am to 3:00pm, Monday through Thursday and during the last half of each semester.

Opportunities:
- Students expressed desire for information from the campus on mental health issues including stress, anxiety, depression, and sleep difficulties as well as information regarding healthy lifestyle changes supportive of healthy weight and risk factor reduction.
- Need for services to counter the most prevalent impediments to academic success on our campus including stress, managing work and school, anxiety, sleep difficulties, depression and cold/flu/sore throat.
- Improvement of stress management, physical activity, and fruit and vegetable intake in our students which support mental health, normal body weight, energy needed to cope with work and school and a healthy immune system.

Student Health Services — 2017- 2018

- Community partnerships for wellness education, free flu vaccine, free dental screening, free imbedded therapeutic counseling in the veterans center, and free wellness educational resources from the CCC Chancellor's Office.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Full-time mental health clinician.	Job description approved, funding identified, new hire.	Union support, funding, HR hiring process.	8/15/2018
Implement SUDs (Subject Units of Distress) measurement before and after student interventions to determine effectiveness of specific student interactions.	Develop SUDs tool, utilize with students, collect data.	Tool and incorporate into clinician practices	01/16/2018
Educate students on ways to increase physical activity and fruit/vegetable intake and how these behaviors positively impact healthy weight, increase energy, manage cortisol/stress, and improve immune function.	Incorporate into health fairs, partner with educators on campus, use a variety of media to get the message out.	Messaging in written media, electronic media PSAs, in person, and on social media	01/16/2018
Understand specific ways student health services help students with persistence, academic success, and quality of life.	Gather data from surveys	Completed Surveys	05/01/2018
Full-time nurse practitioner shared with Crafton Hills College	Complete job description, funding, new hire	Union support, funding, HR hiring process	8/15/2018
Increase part-time clerical assistant I to full time.	Funding and hire complete	Funding	8/15/2018
Increase student education regarding gonorrhea and syphilis in the surrounding community with students. Promote regular condom use and STD testing. Free condoms available at student health services.	Increase awareness re: STD impact. Increase screening and condom use in our students	Access to student groups to provide education, free condoms, en-courage screening and work with county resources.	6/30/2018

Transfer Center — 2016-2017

Description: The transfer center 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. The department works 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.

Demographics

Gender	13-14 (n=419)	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)
Female	60%	53%	63%	56%
Male	40%	37%	36%	38%

Ethnicity

Ethnicity	13-14 (n=419)	14-15 (n=526)	15-16 (n=963)	16-17 (n=1614)
Asian	5%	6%	5%	5%
Black	16%	13%	12%	13%
Hispanic	65%	61%	64%	64%
Native American	1%	<1%	<1%	<1%
Pacific Islander	0%	<1%	0%	0%
White	11%	8%	13%	9%
Declined to State	1%	11%	6%	6%

Transfer Enrollment Count

Reason	13-14	14-15	15-16	16-17
In-State-Private	185	152	162	120
Out-of-State	144	145	143	167
UC	30	56	41	54
CSU	197	342	387	445
Total	556	695	733	786

Assessment:

- In 2015-16, the 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 SBVCs 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 CSUs students are turning more to private and out of state universities. Transfer center has worked to increase the number of application workshops and university representatives visiting campus

Progress from Last Year's Action Plan:

- Developing a system to follow-up with students that identify transfer
- Continue to increase the number of information 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

Transfer Center — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program Goals:
Program goals are established by Title 5 requirements:
- Enhance and strengthen services that foster transfer aware-ness 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 impaction challenges and changing degree requirements

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

| Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Tumaini Program — 2016-2017

Description: The Tumaini Program is an open access learning community designed to increase personal and academic success of African-American students attending San Bernardino Valley College, under the statewide Umoja Community. The mission of the program is to retain students at the community college level, assist students in graduating with an associate's degree or certificate, and increase transfer readiness to the four-year college or university. The program offers opportunities for students who are interested in personal development through the enrichment of African-American history, literature and culture. There are two parts to the program: students enrolled in the "learning community" and students who are in the "program."

Academic Year	12-13	13-14	14-15	15-16	16-17
SBVC Duplicated Enrollment	20	35	40	30	31

Gender %	12-13	13-14	14-15	15-16	16-17
Female	45%	71%	65%	55%	55%
Male	55%	29%	35%	45%	45%
Unknown	0%	0%	0%	0%	0%

Ethnicity %	12-13	13-14	14-15	15-16	16-17
African-American	65%	63%	70%	69%	77%
American Indian/ Alaskan	5%	0%	0%	0%	0%
Asian	0%	0%	8%	3%	0%
Hispanic	30%	14%	8%	17%	13%
Multi-Ethnicity	0%	20%	15%	10%	6%
Pacific Islander	0%	3%	0%	0%	0%
White	0%	0%	0%	0%	3%
Unknown	0%	0%	0%	0%	0%
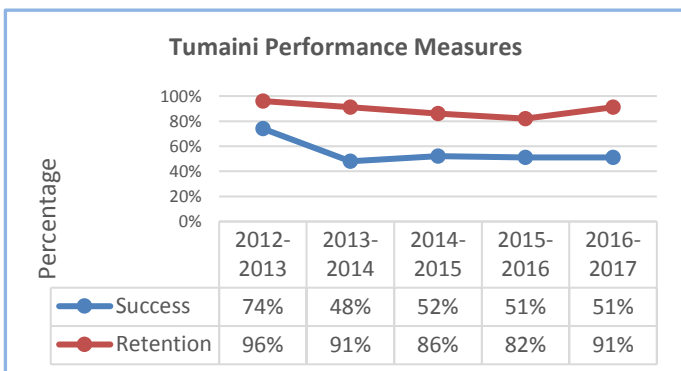
Assessment:
- In 2014-15 to 2015-16, the gap in gender has been narrowing, exhibiting an increase in male participation.
- Spring 2016, 30 students who attended the HBCU tour completed surveys to account for student equity funding.
- Over the past two years, both success and retention percentages have stabilized. The goal is for the program is to increase its numbers by 3% in 2016-17.
- Monitor and assess students' retention vs. success. The goal is to ensure students retained are passing their classes.
- Assess program SAO's and instructional SLOs.

Progress from Last Year's Action Plan:
- Marketing: conduct outreach and recruit students during Spring and Summer
- Require mandatory participation in study hall of all students enrolled in the learning community
- Bridge students to second year cohort
- Provide mentoring program (peer and professional)
- Provide tools/resources for students regarding what is takes to be a successful college student during orientation and Summer Bridge program.
- Provide referral(s) to mental health services for Tumaini students.

Tumaini Performance Measures

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Success	74%	48%	52%	51%	51%
Retention	96%	91%	86%	82%	91%

Tumaini Program — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program Goals:
- Increase the number of students who successfully complete courses and are retained at SBVC until they attain educational goals
- Expand to a second year experience to maintain student involvement and further support educational goals, including transferring to UC, CSU, and HBCU
- Provide activities that support student success: summer bridge, tutoring, counseling, and cultural and educational field trips

Challenges & Opportunities:
Challenges:
- Maintaining engagement of students who are underrepresented, underprepared, and below transfer-level courses.
- Obtain funding of faculty for second year cohort as well as gain faculty buy-in to teach additional courses.
Opportunities:
- Partner with Puente whenever possible
- Create community space/one-stop to access tutoring, counseling, resources, mentoring, computer space, etc., to meet challenges of typical program participant
- Expand impact of program on greater number of African-American and other students

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

Valley-Bound Commitment — 2016-2017

Description: The First Year Experience (FYE) program is designed to successfully transition first year students into college. FYE oversees other student support programs: Valley-Bound Commitment (VBC), Dreamers, Tumaini, and Guardian Scholars. All of these programs provide a supportive and welcoming environment where students connect with student support services on campus to ensure student success.

Academic Year	14-15	15-16	16-17
SBVC Duplicated Enrollment	222	245	236

Gender %	14-15	15-16	16-17
Female	112	128	139
Male	110	117	96
Unknown	0	0	0

Ethnicity %	14-15	15-16	16-17
African-American	21	30	16
American Indian/ Alaskan	1	0	0
Asian	6	9	6
Hispanic	159	187	191
Multi-Ethnicity	17	2	2
Pacific Islander	1	0	0
Unknown	0	0	8

Assessment:
- Students participating in the First Year Experience and Valley-Bound Commitment programs will develop tools (steps to success) to assist students in navigating their first year of college
  - ➢ Measurements:
    - o End of the year evaluation
- Students who complete the First Year Experience and Valley-Bound Commitment programs will have a clear understanding of the student support services on campus to transition into for their second year
  - ➢ Measurements:
    - o End of the year evaluation
    - o FYE survey satisfaction

Progress from Last Year's Action Plan:
- Provide more access to students in our service area to San Bernardino Valley College (SBVC)
- Enhance the relationships in the K-12 school districts and community-based organizations to ensure a seamless pipeline to SBVC
- Market and promote all student equity programs

Valley Bound

	2014-2015	2015-2016	2016-2017
Success	73%	75%	67%
Retention	95%	97%	94%
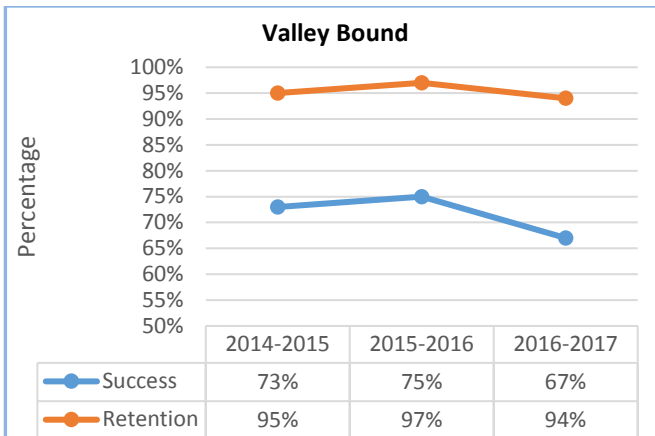
SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Valley-Bound Commitment — 2016-2017

Departmental/Program Goals:
- Increase the number of students who successfully complete their courses in their first year.
- Provide resources and services that promote student success: Summer Bridge, orientation, counseling, tutoring, course completion, degree completion, and transfer.
- Successfully transition students to another student support services program for the duration of their academic career at SBVC.

Challenges & Opportunities:
Some challenges are getting the FYE program up and going. This is the first year of the program's existence at Valley College. However, the FYE program has an opportunity to establish itself to be one of the premier programs on campus that assist first year college students to transition into a college environment.

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

Action Step	Departmental Goal	Necessary Resources to Complete Departmental	Target Completion Date

Veterans' Resource Center (VRC) — 2016-2017

Description: Provide optimal resources to veterans at SBVC in order to aide in civilian transition, increase success, and retention. The Veteran's Resource Center (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 do homework.

Term	F2012	F2013	F2014	F2015	F2016
SBVC Veterans' Unduplicated Headcount	447	396	333	379	463

http://datamart.cccco.edu/Services/Special_Pop_Count.aspx

Academic Year	12-13	13-14	14-15	15-16	16-17
Veteran Center Duplicated Enrollment (Visits)	679	352	477	454	779

Gender%	12-13	13-14	14-15	15-16	16-17
Female	17%	12%	16%	14%	17%
Male	77%	78%	73%	74%	81%
Unknown	5%	11%	12%	12%	1%

Ethnicity%	12-13	13-14	14-15	15-16	16-17
African-American	19%	18%	12%	9%	12%
Native-American/ Alaskan	1%	1%	1%	2%	1%
Asian	3%	2%	2%	2%	3%
Hispanic	42%	39%	48%	50%	54%
Pacific Islander	0%	0%	0%	0%	0%
Unknown	11%	14%	19%	16%	1%
White	24%	25%	17%	19%	24%
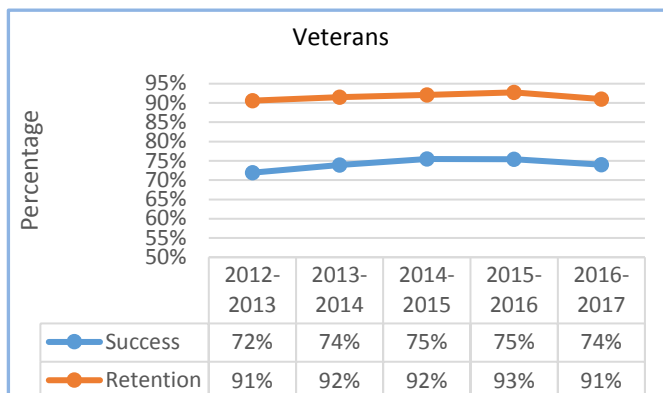
Assessment:
- Surveys were created that measured student's satisfaction of the VRC, what it is utilized for, and their overall satisfaction
- The overall population decreased since 2015-16, although data determined that retention is up
- The success and retention rate remained consistent for the past three years

Progress from Last Year's 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

Veterans

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Success	72%	74%	75%	75%	74%
Retention	91%	92%	92%	93%	91%

Veterans' Resource Center (VRC) — 2016-2017

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

Departmental/Program 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:
- Increase and ensure GPA, retention, graduation, and transferability of our student veterans

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

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date

SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
DATA SHEETS -- 2016-2017

NON-INSTRUCTIONAL DIVISIONS

Research, Planning, & Institutional Effectiveness — 2016-2017

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

SBVC Employee Count	F-12	F-13	F-14	F-15	F-16
Classified Staff	218	199	193	204	208
Faculty (FT & Adjuncts)	484	490	533	556	564
Administrators	17	15	17	20	19

Dept. Employees	12-13	13-14	14-15	15-16	16-17
Classified Employees*	2	2	2	4	4
Researchers	1	1	1	2	3
PT, Temporary/ Student Workers	1	3	2	1	1
Volunteers	N/A	1	2	0	0

*Includes Researchers

Dept. Service	12-13	13-14	14-15	15-16	16-17
Number of departments/ programs served	58	58	58	58	64
Number of focus groups held	13	3	5	7	1
Number of IRB requests	4	6	5	6	5
Number of partnerships	4	4	4	6	7

Research Req	12-13	13-14	14-15	15-16	16-17
Research requests using online RR Form	31	55	91	70	174
Research requests without RR Form (via email/phone)	38	6	8	15	16
Percentage of requests completed within ten working days	65%	97%	86%	94%	89%

Course/Student Count	12-13	13-14	14-15	15-16	16-17
Sections	2,329	2,510	2,844	2,958	3,094
Students Served	15,441	16,079	17,044	17,276	17,755

Assessment:
The SBVC population has increased since last year for both employees and students, as have the amount of course sections offered. Additional state mandates such as the creation of an integrated plan between Basic Skills Initiative, Student Equity, and the Student Success and Support Program have also contributed to a greater workload for the department. To close student achievement gaps, new support programs such as First Year Experience have also been expanding. Grant proposals are also ongoing. These all require research data support. The number of research requests received in 2016-17 was nearly 150% greater than in 2015-16. Despite this huge increase, staff managed to complete 89% of these within a ten-day period with the help of one additional full-time research assistant who was hired in summer 2016 and a part-time graduate student who advanced from project assistant I to a III with more higher-order duties . Despite the additional staffing, these data make it clear that the department staff are still extremely busy just maintaining basic data needs and continue to be in reaction mode. Extra time for campus/community focus groups, presentations, and exploratory research that serves the interests of the campus, local, and research community has not been available.

Progress from Last Year's Action Plan:
The research assistant position was filled in summer 2016; however this person, as well as the PA III, left SBVC summer 2017. These positions are currently vacant. A department budget has still not been created. Research briefs, papers, presentations, and forums have not been something created with the increased basic workload. The research analyst increased interaction with the campus via committee attendance, but increased departmental visibility is still needed to maintain a data-informed, decision-making culture. Partnerships between IR and off- campus organizations have remained steady. In 2016-17, established one additional partnership with New Hawk Research in San Bernardino. The department webpage has been maintained and updated through 2015-16, but time to create new Tableau/Informer dashboards and maps has been minimal. Campus climate survey return rates remain steady. A future implementation of a new survey tool (Qualtrics) is in the works and anticipated to increase survey response rates.

Research, Planning, & Institutional Effectiveness — 2016-2017

SAOs/SLOs/PLOs:
The volume of data support through research requests, report generation, department webpage updates, and survey dissemination has been maintained but not expanded.
Campus community focus groups have not been conducted due to an increased departmental workload along with decreased staff members.

Departmental/Program Goals:

To promote student access, success, effective evaluation and accountability and campus communication, department needs additional staff support (SI 1,2,3,4,5,6). A full-time research assistant was hired in summer 2016, but left in summer 2017, so this position is now vacant, as is that of the project assistant III who was with the department on a part-time basis for three years before leaving to fill a full-time position at another community college in summer 2017.
A short-term, part-time project assistant I was hired in October 2017, but training is required, so the research analyst must perform work (queries/data pulls) before handing it off to the assistant with additional explanation.
The addition of a research analyst instead of more PT/temporary positions would reduce individual workload and increase productivity.
Increased department visibility and positive campus and community impact through focus groups, presentations, and research papers demonstrate the importance of data-informed decision making within SBVC. More staff is needed to maintain the productivity, visibility, and innovation of Research, Planning and Institutional Effectiveness.

Challenges & Opportunities:
Maintaining minimum government and institutional requirements through data support continues to be a challenge with low numbers of permanent staff members. Short-term workers and students have been helpful to a point, but require a lot of training and only stay employed for a short time, sometimes only one semester. The time spent training temporary employees could be better spent training permanent staff.
Operating a department that is involved with every constituency on the campus continues to be difficult without an institutional budget.

Action Plan:

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Show need through the program review needs request process.	Increase staff by hiring another research assistant and adding an additional full-time research analyst.	Program review and administrative support	Spring 2018
Conduct focus groups, share presentations with committees, and disseminate research briefs throughout the campus.	Increase transparency to convey the importance of institutional research and data-informed decision making.	Additional staff members and institutional support	Fall 2018
Create and share reports/presentations utilizing survey data to show the importance of campus input in the operations and policies of SBVC. Increase survey-taking interest with better survey software (Qualtrics).	Improve survey return rates.	Additional staff members and institutional support	Fall 2018