Academic Advancement - 2012
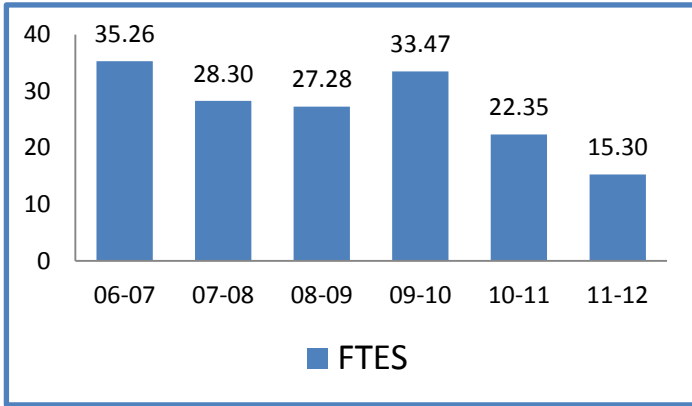
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	844	703	668	766	635	424
FTEF	2.63	3.48	1.57	2.86	1.62	1.00
WSCH per FTEF	402	244	521	351	414	459

	06-07	07-08	08-09	09-10	10-11	11-12
Success	58%	55%	56%	69%	76%	89%
Retention	126%	98%	125%	89%	92%	96%
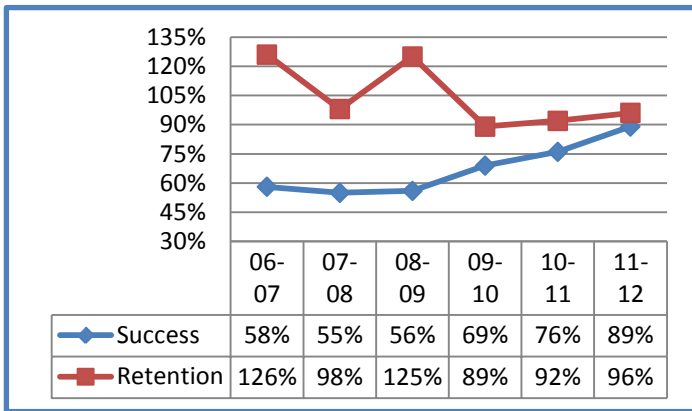
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	58	52	49	47	36	21
% of online enrollment	10%	11%	14%	6%	8%	10%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:
ACAD 001 is required of all students taking 9 or more units. This course must be completed within a student's first two semesters of coursework. Students are exempt from this requirement if they have already earned 30 units or more of college credit, or if they have already earned an associate or baccalaureate degree. The rest of the courses offered through this department are designed to help students perform well in their other classes.

Assessment
- Student Learning Outcomes (SLO) are used for credit courses within this department.
- Campus surveys and statistics

Program Goals:
- Provide the quality educational experience students are expecting when taking these basic-skills and Tutoring classes.

Challenges and Opportunities:
- Offering enough sections is a challenge. Currently there are only 4 sections of ACAD 001 offered due to campus-wide course cut-backs. One of those sections is an online course. Other challenges are that only one section each of ACAD 010: Tutor Training and ACAD: 600 Supervised Tutoring are currently being offered. There are no degrees or certificate issued within this department and it no longer has any full-time faculty.
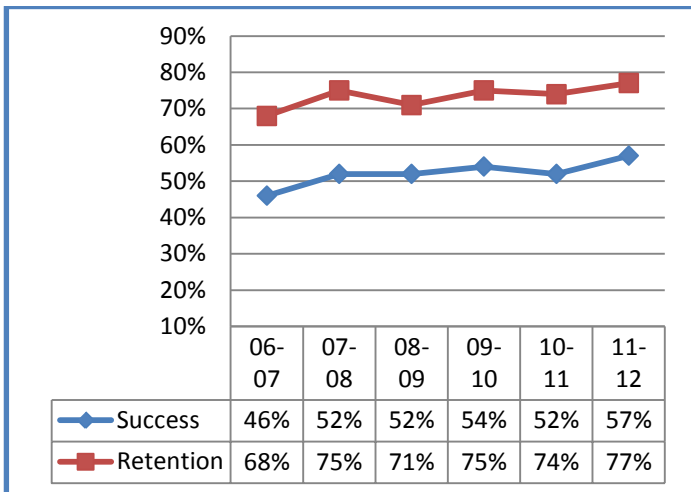
Action Plan:
- Update curriculum when applicable.
- Continue offering as many sections as possible based on funding and planning.

Accounting - 2012
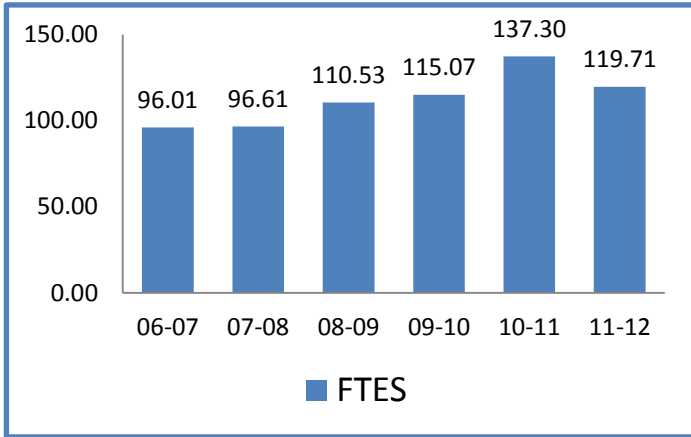
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated enrollment	775	800	922	963	1,166	1,008
FTEF	6.19	6.52	7.26	6.52	7.52	6.45
WSCH per FTEF	465	445	457	529	548	557

	06-07	07-08	08-09	09-10	10-11	11-12
Success	46%	52%	52%	54%	52%	57%
Retention	68%	75%	71%	75%	74%	77%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	26	28	31	28	32	28
% of online enrollment	45%	39%	27%	32%	31%	43%
Degrees awarded	3	0	10	6	6	12
Certificates awarded	3	3	1	4	7	8

Data includes: SBVC, SOFF and SBBHS

Description:

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

Assessment

- We have experienced a decline in FTES (13%) as a result of budget restrictions. This can be illustrated in the 14% reduction in course offerings and overall reduction in each course CAP by 12%.To meet the demand of working students, there has been an increase in our online offerings by 39%. With said reductions, we have still been able to maintain the quality of our program increasing the success rate by 9%.

Program Goals:

- Increase Accounting offerings to meet community needs.
- Evaluate the Accounting programs for possible re-configuration in cooperation the community of which we serve.
- Explore the possibility of expanding partnerships regionally in Accounting.
- Increase the use of technology to improve orientation to learning objectives and the requirements for success in the programs.
- Develop materials and/or courses accounting ethics, forensic accounting international financial reporting standards.
- Improve articulation with transfer institutions for all disciplines in accounting, at the program level where possible.
- Increase the number of students interning, and/or performing in the community.
- Strengthen the accounting program through strategic allocation of funds, development of community connections, and recruitment in the local high schools.
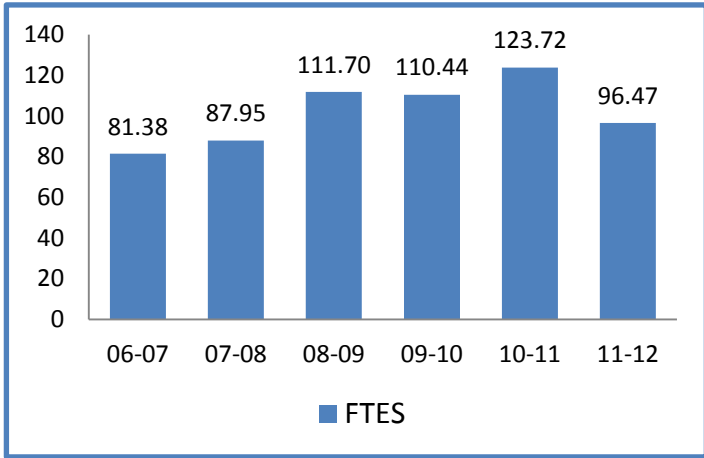
Challenges and Opportunities:

- The budget crisis here in California has caused the Community College District to be more frugal with funds. As a result of this, we find ourselves reducing the number of offerings each semester (24%). It has forced us to evaluate our offerings and increase efficiency /effectiveness in every course in the Accounting discipline. In addition, we have reduced our full-time CPA and do not plan any addition of that staff in the near future.
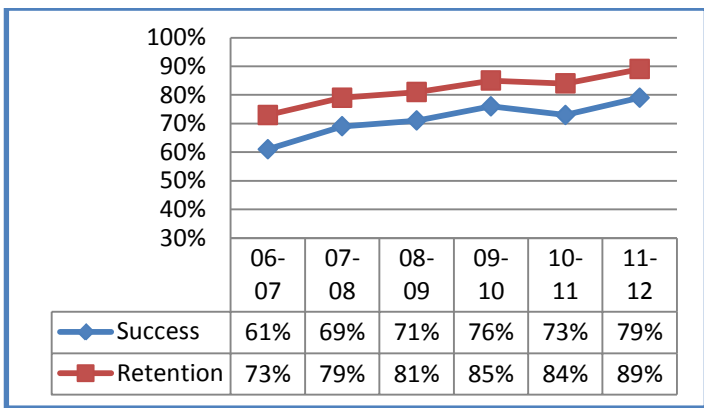
Action Plan:

- Develop/send out a survey to identify the number of accounting majors and their current and future needs.
- Continue to implement new certificates and accounting course offerings recommended by the community advisory committee.
- Increase Degree/Certificate Rates.
- Develop/monitor "internship" employment program.
- Develop/implement SLO assessment processes for Accounting at the program level.
- Continue to reassess Accounting course level SLOs.

Administration of Justice - 2012

Description:

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

FTES chart values: 06-07: 81.38, 07-08: 87.95, 08-09: 111.70, 09-10: 110.44, 10-11: 123.72, 11-12: 96.47

■ FTES

Assessment

- AOJ demonstrated high enrollment and growth since 08-09.
- Budget cuts have reduced course offerings by over 40%.
- WSCH per FTEF significantly above college norm.
- FTEF demonstrates need for 3-4 additional full time faculty.
- Student success and retention rising steadily since my arrival in 06-06-07.
- Degrees and certificates awarded almost doubled since 06-07.
- FTES demonstrates significant course offerings reductions.

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	815	880	1,118	1,102	1,235	934
FTEF	6.00	6.40	6.20	5.40	6.00	4.60
WSCH per FTEF	407	412	541	614	619	629

Program Goals:

- New more rigorous AS-T degree begins FA13.
- Continue online course offerings growth if funding allows.
- Maintain high student success and retention rates.
- Continue to revise and update courses for relevancy and currancy.
- Recover lost sections and continue to fill classes.

	06-07	07-08	08-09	09-10	10-11	11-12
Success	61%	69%	71%	76%	73%	79%
Retention	73%	79%	81%	85%	84%	89%

Challenges and Opportunities:

- Continue a viable and academically rigid program in the midst of significant budget cuts statewide and locally.
- Recover sections cut once budget improves.
- Continue the hard work done to improve student success and retention despite the budget woes.
- Continue course revisions to keep new C-ID designations.

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	30	32	31	32	30	23
% of online enrollment	10%	22%	26%	19%	23%	17%
Degrees awarded	22	23	35	31	23	50
Certificates awarded	15	16	21	24	18	26

Action Plan:

- Continue giving students campus lists of resources for tutoring on reading and writing skills.
- Update and republish the AOJ/Corrections color brochure widely used on campus.
- Hold an industry advisory meeting in SP13.
- Go over all program SLOs with instructors in a group meeting.
- Continue course SLO assessment each semester.

Aeronautics - 2012
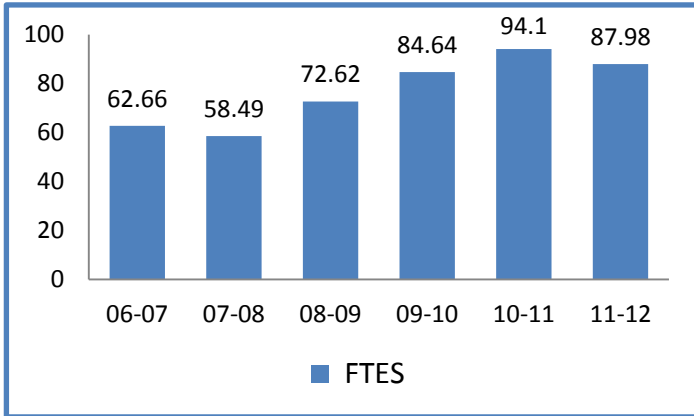
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	318	294	376	431	477	417
FTEF	6.61	6.68	7.22	7.02	7.02	6.82
WSCH per FTEF	284	263	302	362	402	387

	06-07	07-08	08-09	09-10	10-11	11-12
Success	67%	68%	75%	74%	69%	72%
Retention	90%	85%	88%	90%	87%	90%
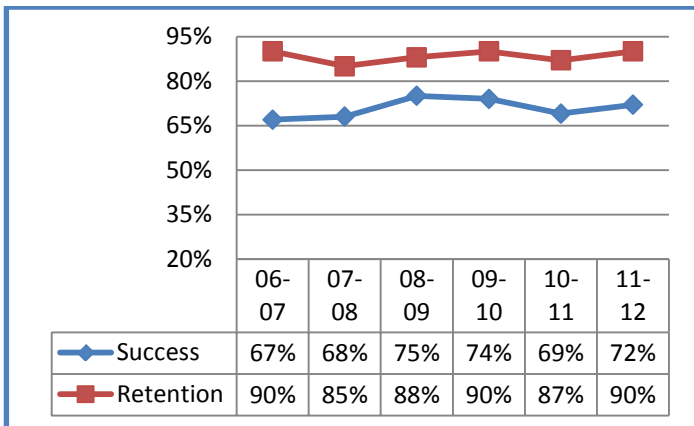
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	19	19	21	20	20	19
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	4	1	1	2	2	2
Certificates Awarded	28	22	19	36	40	36

Description:

The Airframe and Powerplant Programs prepare students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum has a specified number of hours in various subject areas such as structures, composites, electrical, hydraulics, pneumatics, reciprocating and gas turbine engines, propellers, fuel metering, and ignition systems. Certified technicians are qualified to perform maintenace on small general aviation aircraft to large commercial aircraft.

Assessment

- Steady increase in FTES; students enroll in multiple classes to obtain a certificate.
- WSCH/FTEF increased steadily till 2011 but dropped last year which is of some concern. The efficiency is low.
- Student success and retention indicate high standards of achievement; student in the program are career oriented.
- The Aero Dept is number three on the campus in number of certificates awarded.
- Number of AS degrees are low as students find employment..

Program Goals:

- Continue to develop new and expanding associations with industry representatives.
- Update instructional technology and teaching aids.
- Adapt to new regulatory and environmental requirements
- Foster an administrative mindset that recognizes the industry needs as outlined in the Cal Industry-Occupational Matrix, Occupational Code 51-2011, that project a 17.4% increase in demand for maintenace technicians

Challenges and Opportunities:

- Students are not cognizant of the advantages of an AS degree, with the accompanying soft skills, that make a graduate more employable.
- It is a challenge to make students, counselors and community representatives aware of opportunities in avaition for women who are 2.3% of current workforce.
- The need for a lab assisitant with student safety as a primary consideration.
- The Aeronautics program at SBVC is not well marketed to prospective students..

Action Plan:

- Work with the counseling department and research data that indicate the increased wage earning capabilities of a employee with a associates degree as compared to a employee without the degree.
- Develop contacts in employment and government agencies and share the program opportunities.
- Develop and share information and resources with organizations that focus on developing employment and eductional opportunities for women in aviation.

Anthropology - 2012
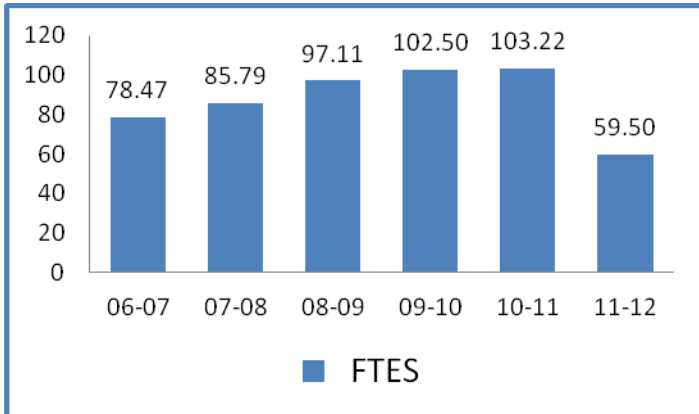
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	786	857	970	1025	1034	595
FTEF	5.00	5.00	5.00	5.20	5.20	2.80
WSCH per FTEF	471	515	583	581	595	638

	06-07	07-08	08-09	09-10	10-11	11-12
Success	60%	61%	62%	63%	56%	68%
Retention	75%	79%	76%	76%	76%	89%
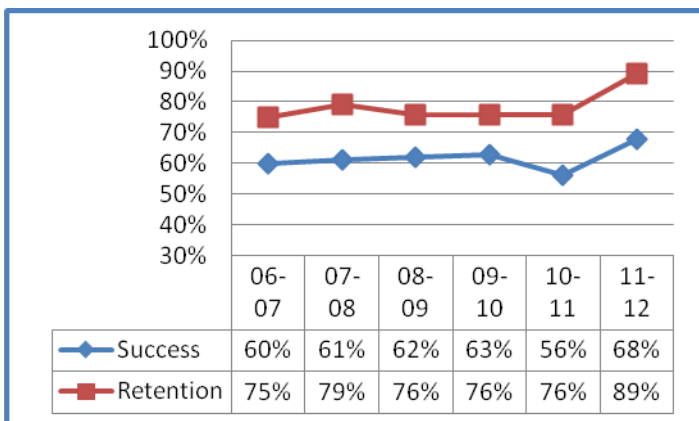
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	33	34	32	31	29	17
% of online enrollment	40%	44%	43%	48%	52%	36%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- FTES have dropped due to campus wide budget cuts.
- Anthropology was cut by more than 40% since 10-11.
- WSCH/FTEF are significantly above campus average.
- Overturn in adjunct faculty has impacted performance.
- Retention and success rates have returned to normal and significantly increased from past years.
- Anthropology courses fill quickly.
- Courses meet GE in areas other than social sciences.

Program Goals:

- Campus assessment rankings have indicated a need for full time anthropology faculty.
- Develop processes to inform students of the new anthropology transfer degree.
- Continue to focus on student performance.
- Advocate for additional anthropology sections.

Challenges and Opportunities:

- The program continues to operate with no full time faculty.
- Faculty chair has to continually rely on adjunct faculty for discipline expertise.
- Section cuts to the program have severely impacted the ability to offer the full spectrum of courses.
- Anthropology was targeted for disproportional cuts due to no full time faculty member.
- Anthropology transfer degree has been approved which creates opportunities for greater institutional commitment.

Action Plan:

- Continue to submit needs assessment for full time anthropology faculty.
- Build robust anthropology website.
- Develop flier for new anthropology transfer degree.
- Continue to advocate for additional sections through division.
- Continue to analyze retention and success data through efficacy processes and communication with adjunct departmental faculty.

Architecture - 2012

FTES
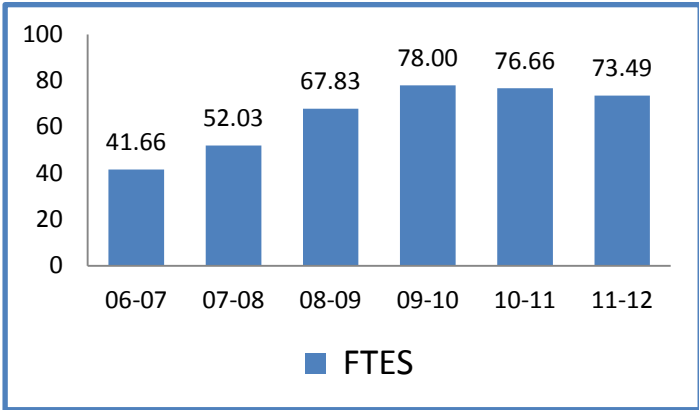
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	247	376	480	563	539	463
FTEF	3.76	5.24	6.30	5.74	6.24	4.99
WSCH per FTEF	332	298	323	363	369	442

	06-07	07-08	08-09	09-10	10-11
Success	56%	53%	53%	56%	65%
Retention	81%	83%	76%	79%	83%
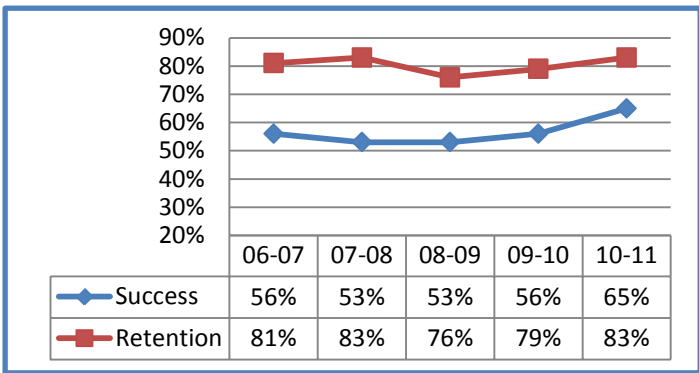
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	14	25	28	26	25	20
% of online enrollment	37%	58%	59%	39%	32%	20%
Degrees awarded	0	0	0	0	1	0
Certificates awarded	0	0	1	0	1	0

Description:

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

Assessment

- The FTES generation of the program grew significantly until the college was forced to scale back instructional offerings.
- The efficiency of the program has also improved to an acceptable level for laboratory based instruction.
- The success and retention rates of students has also markedly improved.

Program Goals:

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

Challenges and Opportunities:

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

Action Plan:

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

Art - 2012

FTES chart:

06-07	07-08	08-09	09-10	10-11	11-12
280.82	295.17	317.80	364.14	388.14	329.77
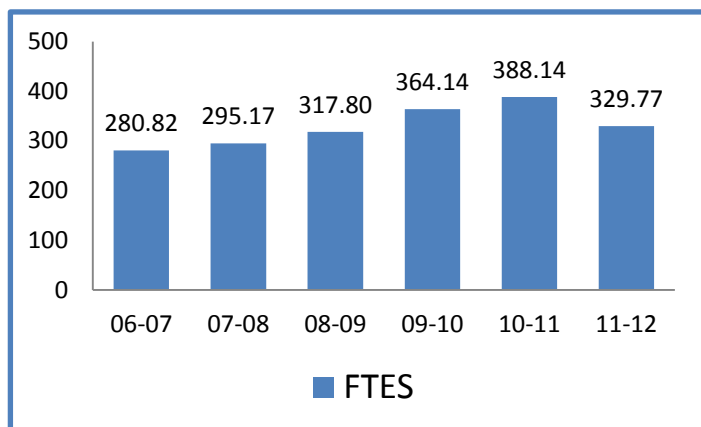
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,056	2,093	2,258	2,583	2,754	2,224
FTEF	20.31	19.92	20.66	20.26	20.66	18.12
WSCH per FTEF	415	445	461	539	564	546

	06-07	07-08	08-09	09-10	10-11	11-12
Success	60%	57%	63%	63%	70%	76%
Retention	78%	75%	78%	81%	83%	88%
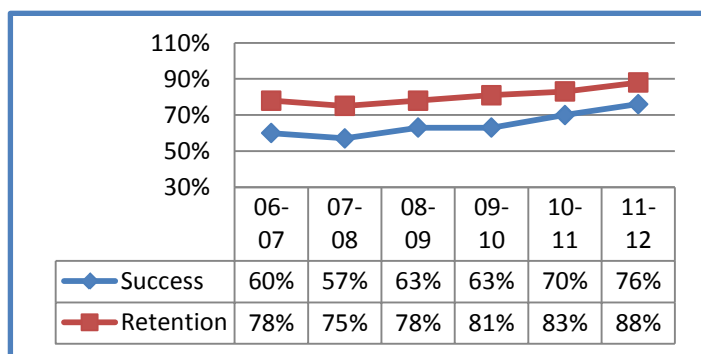
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	90	88	93	91	95	75
% of online enrollment	2%	5%	8%	4%	4%	0%
Degrees awarded	13	2	9	6	10	13
Certificates awarded	7	8	3	2	3	9

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, and computer animation, the personal interests of our community members and to provide critical thinking skills and multicultural experiences that can be usefully applied in other areas of education and life.

Assesment

- Enrollment in art classes increased 9% from 2006-2007 to 2011-2012
- There has been steady growth in duplicated enrollment even with mandated budget cuts
- WSCH per FTE increased by 9% in 2009-2010 and has remained stable during the past three years
- Success rate has increased by 8% from 2004-2005 to 211-2012
- Retention rate has increased by 9% from 2006-2007 to 2011-2012

Program Goals:

- Update the curriculum for Art Department's degree and certificate progams
- Level courses for Art 124x4, 126x4, 132x4, 175x4, 212x4, 240x4, and 270x4
- Evaluate and implement changes to the SLOs
- Increase the number of degrees and certificates awarded. There was a 46% increase in degrees awarded from 2009-2010 to 2011-2012 and a 22.22% increase in certificates awarded during the same period. A goal is to continue with the growth despite section cuts

Challenges and Opportunities:

- Develop strategies to maintain growth during times of decreased funding
- Continue to encourage students to enter art, graphic design, and photography competitons and to apply for scholarships
- Seek grant opportunities
- Develop strateties to increase internship opportnities
- Lack of full time faculty. There are FTEFs for nine full time faculty, yet we are a department of only three full time faculty

Action Plan:

- Regular deptment meetings to discuss maintaining department growth during budget cuts, curriculum, and SLOs
- Identify potential grant funding
- Develop a plan to work more closely with students on their future educational and career plans
- Continue to request an additional full time faculty member

Automotive Technology - 2012
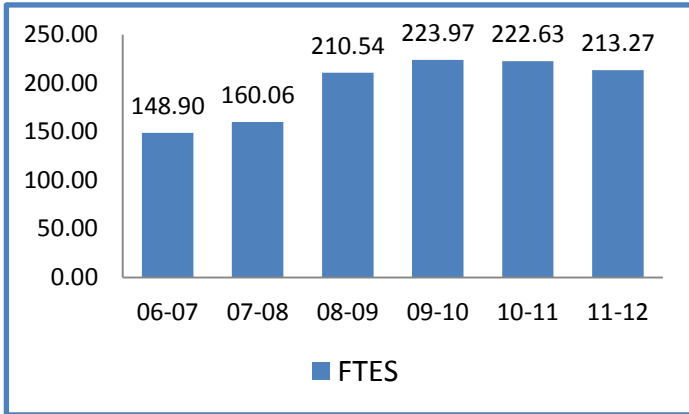
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	491	560	738	873	931	863
FTEF	13	13.65	14.33	15.01	14.8	14.05
WSCH per FTEF	345	352	441	448	451	445

	06-07	07-08	08-09	09-10	10-11	11-12
Success	73%	73%	73%	75%	78%	83%
Retention	84%	88%	87%	88%	87%	90%
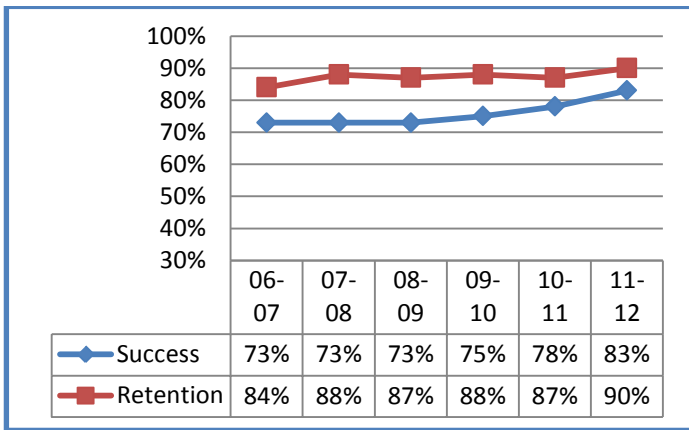
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	43	46	48	50	43	40
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	3	1	3	3	0
Certificates awarded	25	13	33	27	21	53

Description:

The Automotive Department provides training in Collision Repair, Mechanical Repair, and Smog Check Program. The program are certified by National Automotive Technicians Education Foundation (NATEF) and Inter-Industry Conference on Auto Collision Repair (I-CAR). Many of the students, the department serves are displaced workers, disadvantaged students, and special needs students The students are trained for higher wage jobs available in the local community.

Assessment

- In the last six years both the success rate and retention rates have increased
- The number of sections and students were steadily increasing till the college cut backs in 20 reduced sections offered.
- The efficiency has been improving steadily to WSCH/FTEF of 445 are which is vergood because many classes are laboratory based.
- Number of certificate awarded has almost doubled in last two years though the number of sections have been reduced by 20%
-

Program Goals:

- Update the curriculum to include green technology such as electric, hybrid, and clean fuel cars
- Switch to waterborne from solvent based paint
- Update the curriculum to provide tier stackable certificates which start with basic skills and end in high skill credentials
- Update the laboratory and classroom facility to accommodate the new training modules and tools
- Seek internship opportunity for the students
- Broaden the advisory committee base.

Challenges and Opportunities:

- The lab space is limited and the facility is outdated.
- The program complexity is growing with green and emerging technology
- As technology changes rapidly, new tools and model cars have to be purchased during a time when budgets are shrinking
- Students work outdoors in collision repair because indoor space is not available in the division

Action Plan:

- Update the curriculum to offer stackable classes by fall 2014
- Update the curriculum to offer green technology by 2015
- Seek opportunities and apply for grants to implement green curriculum
- Train faculty in green and hybrid technology
- Update the laboratory and building to meet codes using existing college funds.
- Build relationship with Auto Manufacturer to obtain vehicle specific training.

Biology - 2012
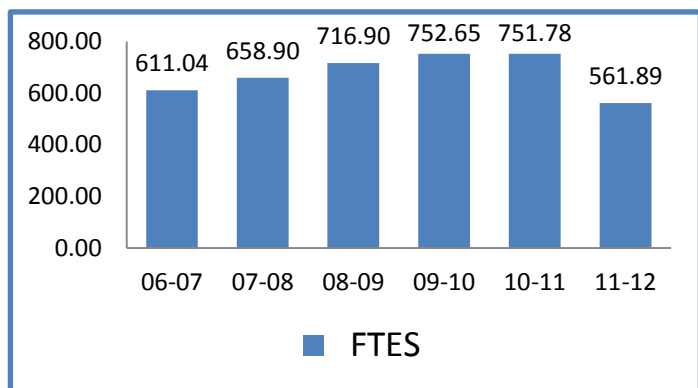
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	3,153	3,371	3,752	3,892	3,752	2,744
FTEF	31.05	35.58	35.91	35.15	34.46	29.94
WSCH per FTEF	590	556	599	642	654	563

	06-07	07-08	08-09	09-10	10-11	11-12
Success	51%	52%	53%	51%	52%	57%
Retention	69%	72%	69%	71%	71%	76%
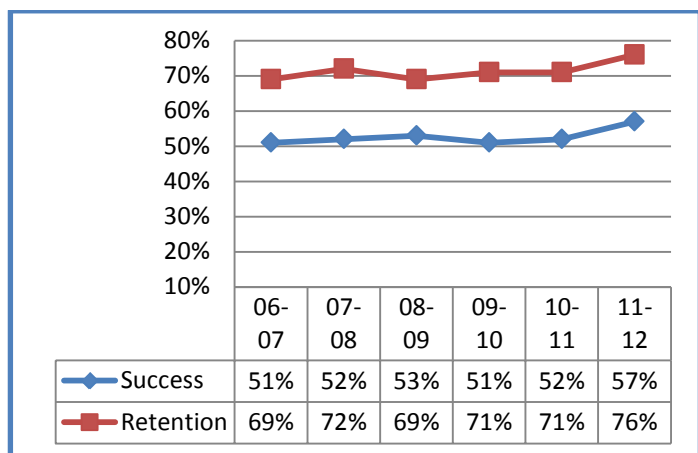
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	130	147	149	143	135	105
% of online enrollment	1%	2%	2%	1%	2%	3%
Degrees awarded	8	2	5	1	4	4
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- The declines indicated in FTES are linked to section cutbacks and budget restrictions
- The above declines are linked to the decrease in course offerings and the institution of Chem prerequiste in some of our Human Anatomy & Physiology
- 10% increase in student success from '09-'10
- 7% increase in retention from '09-'10
- Decline in WSCH/FTEF due to maintaining daily/weekly distribution of course offerings while decreasing sections

Program Goals:

- Finalize and submit a transfer degree biology majors course sequence aiming for a Fall 2014 start
- Expand the implementation of Biotechnology program
- Expand the native plants gardens to nursing areas
- Develop a departmental philosophy
- Identify student skill development through Pre-Nursing and Biology Major's course sequences
- Increase interactions with Science Success Center
- Improve student success

Challenges and Opportunities:

- Maintain and build upon the increases in student success and retention
- Identify student skill development through Pre-Nursing and Biology Major's course sequences
- Plan for near term retirement(s) of full time faculty and staff
- Ensure adequacy of budget to meet the course offerrings of the Department

Action Plan:

- Develop a strategic plan for growth in the Dept consistent with departmental philosophy.
- Initiate an SI program in Biology
- Initiate a process of systematic data gathering of student entrance and exit skills from each biology course in a sequence.
- Identify ideal characteristics in hiring new, full time faculty and develop a job annoucement that reflects these characteristics
- Expand study skill workshop offerings

Business Administration - 2012
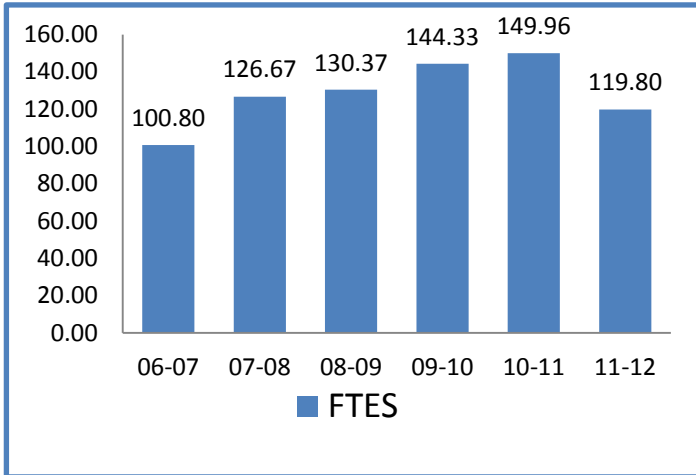
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,012	1,274	1,309	1,445	1,502	1,198
FTEF	6.60	7.60	7.40	7.00	7.00	5.80
WSCH per FTEF	458	500	529	619	643	620

	06-07	07-08	08-09	09-10	10-11	11-12
Success	63%	66%	69%	70%	65%	74%
Retention	80%	83%	83%	90%	84%	90%
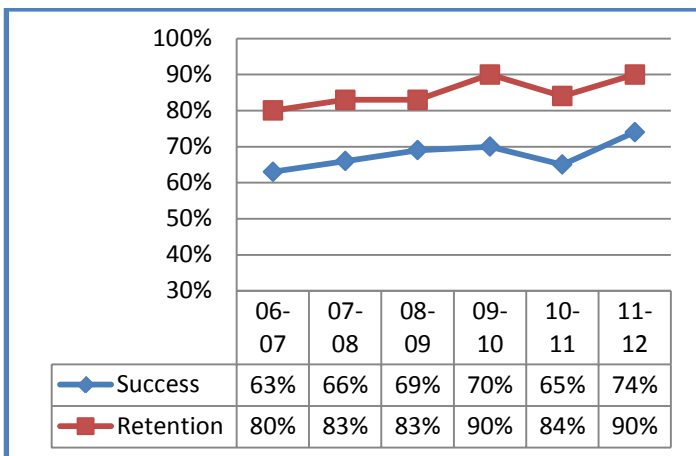
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	36	41	40	38	35	29
% of online enrollment		8%	15%	13%	17%	31%
Degrees awarded	25	40	45	42	34	48
Certificates awarded	4	9	14	14	14	13

Description:
We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives. The program offers an AA and soon AA-T degree in Business Administration. The program also offers Certificates of Achievement in Business Administration and in Retail Management.

Assessment
As a result of unemployment (8/11) being 14.7%, many are returning to school. Local employers require employees to further education for personal/business growth. Continual efforts to offer distributed education (increase by 82% year-to-year), community involvement and counseling, our efforts have garnered a 15% growth in degrees/certificates awarded. A feat, considering a 28% reduction in our FTES as a result of capacity and course reduction.

Program Goals:
- Increase offerings to meet community needs.
- Expanding partnerships regionally.
- Explore the potential for re-invigorating the Business offerings.
- Develop new online and hybrid courses.
- Use community input to improve student learning outcomes and use community linkages to develop additional experiential learning opportunities
- Increase use of technology to improve orientation to learning objectives and the requirements for success in the program

Challenges and Opportunities:
Budget crises inspire frugality; course offerings have decreased. We have evaluated efficiency and effectiveness in every course within the discipline. We have reduced our full-faculty. Similar challenges at transfer institutions force many students back to community colleges to complete general education requirements – and lower level business requirements – increasing the need for more sections and the importance of articulation agreements.

Action Plan:
- Develop a certificate program in Entreprenuership/Small Business Management.
- Continue to implement new certificates and course offerings recommended by advisory committee.
- Expand hybrid and online offerings to assure growth in FTES.
- Develop and implement SLO assessment process for Business Administration program level.
- Continue to reassess course level SLO's
- Finalize the AA-T for Business Administration

Chemistry - 2012

FTES chart: 06-07: 230.55, 07-08: 265.65, 08-09: 272.50, 09-10: 366.64, 10-11: 381.01, 11-12: 348.96
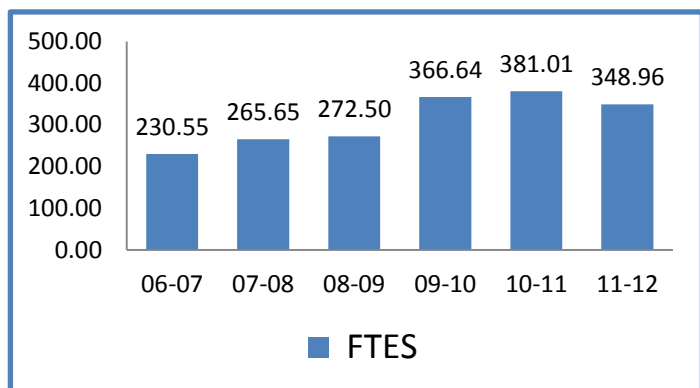
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,149	1,266	1,366	1,744	1,767	1,611
FTEF	17.68	21.02	20.72	21.77	22.66	20.03
WSCH per FTEF	391	379	395	505	504	523

	06-07	07-08	08-09	09-10	10-11	11-12
Success	55%	55%	56%	58%	58%	53%
Retention	71%	72%	72%	71%	72%	69%
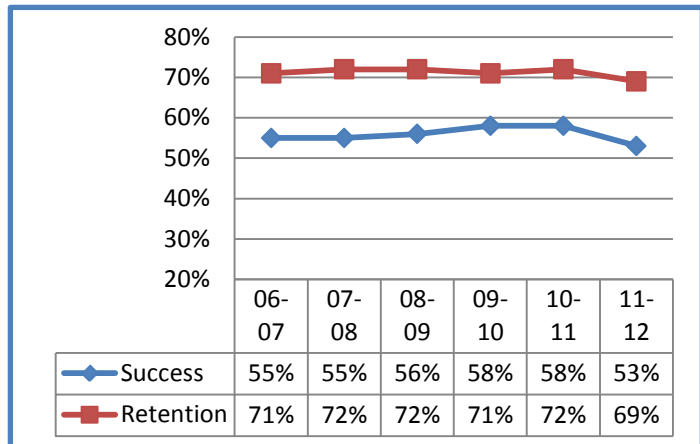
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	62	75	74	79	82	75
% of online enrollment	4%	3%	4%	4%	4%	3%
Degrees awarded	10	4	5	5	5	5
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- The data show that enrollment has dropped slightly as the institution has cut instructional offerings.
- The efficiency of the program has dramatically risen as double sections were created to save on costs.
- With the increase in double lecture sections, success and retention rates have fallen slightly as less individual attention is available to individual students in lecture.
- The number of degrees seems fairly constant.

Program Goals:

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

Challenges and Opportunities:

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

Action Plan:

- We must increase the number of Chem101 sections without sacrificing major's preparation.
- Implement and evaluate Supplemental Instruction for major's preparation courses.
- Maintain our position in the region as the largest community college Chemistry program in the Inland Empire.

Child Development - 2012

FTES
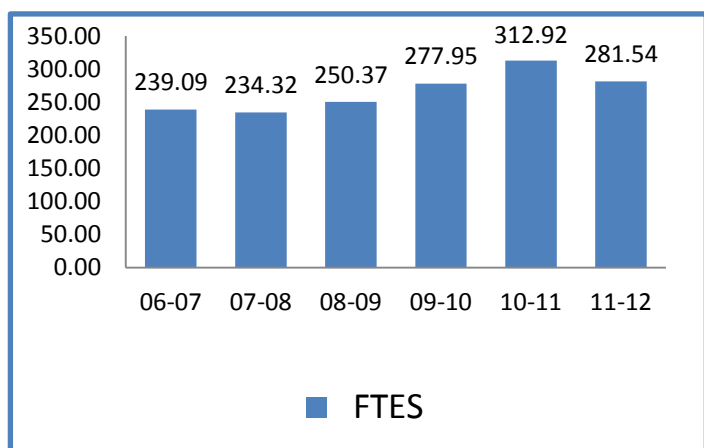
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,350	2,240	2,394	2,550	2,869	2,499
FTEF	17.49	17.11	17.40	15.97	15.92	13.74
WSCH per FTEF	410	411	432	522	590	615

	06-07	07-08	08-09	09-10	10-11	11-12
Success	58%	61%	64%	66%	65%	66%
Retention	74%	77%	80%	83%	83%	87%
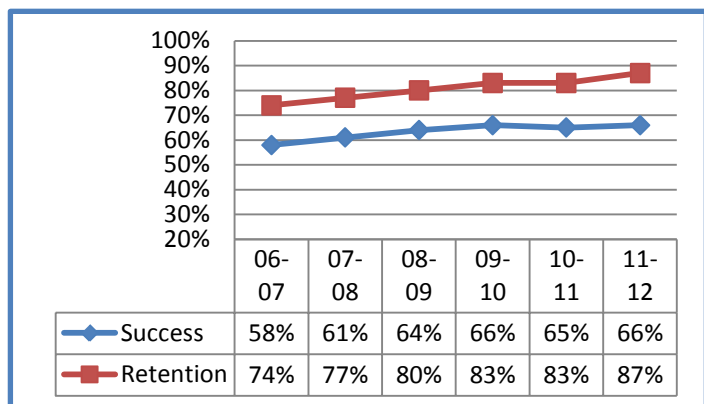
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	102	92	93	86	86	73
% of online enrollment	1%	2%	2%	2%	8%	8%
Degrees awarded	38	28	35	18	16	12
Certificates awarded	51	60	66	41	29	22

Description:

The Child Development Department has an academic as well as a vocational orientation which perpares students for transfer or immediate employment. The CD Department currently has eight certificates and four degrees including a new ECE AS-Transfer degree effective fall 2013. All certificates and degrees and their repective courses were updated and approved during 2012-13 and match C-ID and CD curriculum alignment project criteria. Approximate 8% of CD courses are offered in hybrid format.

Assessment

- Excellent growth trends until budget cuts in 11/12
- FTEs are still higher now than from 06/07 through 9/10
- Success rates have gradually increased 8% since 06/07
- Retention has gradually increased 13% since 06/07
- Sections dropped from 102 in 06/07 to 73 in 11/12
- Decrease in sections lowering #s of certificates and degrees
- 8% online offerings in 11/12 compared to 1% in 06/07
- Courses are popular; jobs are available

Program Goals:

- To increase sections offered
- To increase numbers of certificates and degrees awarded
- To hire one full-time faculty member to help with departmental work including certificate and degree work
- To offer all courses for all certificates and degrees within a two year time period
- To maintain a high quality Child Development program
- To maintain partnerships with the Mentor Program and CDTC
- To maintain community partnerships and agreements

Challenges and Opportunities:

- Decrease in full-time faculty by 3 since 06/07
- Decrease in sections offered
- Decrease in certificates and degrees since 06/07 due to section cuts and loss of CD full-Time faculty
- Departmental advising for 8 certificates and 4 degrees is challenging
- Increase in workload for CD Department Chairs and CD faculty to maintain, assess and update course and program SLOs for 37 courses and 12 programs
- To continue to offer quality instruction

Action Plan:

- To develop a plan to offer all courses over 2-years
- To continue partnerships and contracts
- To continue SLO Assessments for three-year plan
- To continue to hold regular Advisory Meetings
- To continue to hold faculty meetings and communicate with faculty regularly to support student learning
- To continue to strive for excellence in Child Development
- To create a new CD brochure for 2013-14
- To create better CD career pathway information for students

Computer Information Technology - 2012

FTES
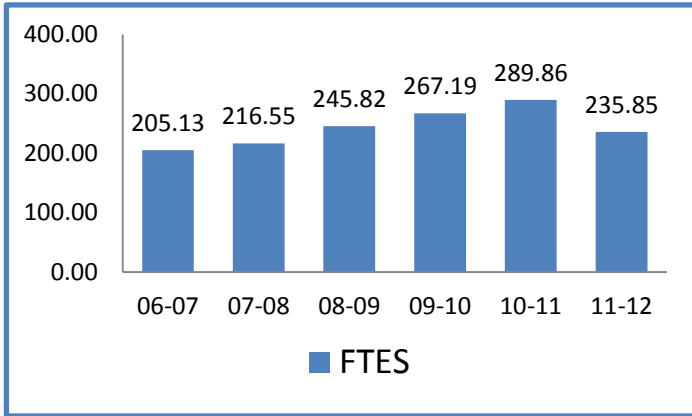
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,815	1,918	2,199	2,357	2,564	2,089
FTEF	16.00	17.13	16.31	15.85	17.31	14.48
WSCH per FTEF	385	379	452	506	502	489

	06-07	07-08	08-09	09-10	10-11	11-12
Success	58%	59%	58%	61%	60%	61%
Retention	78%	76%	76%	80%	78%	81%
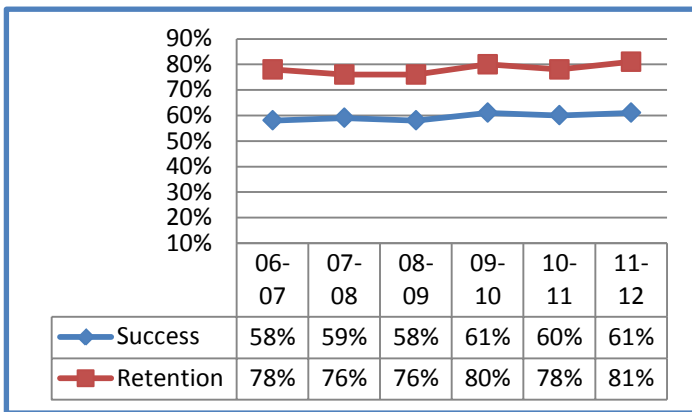
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	86	89	86	84	90	71
% of online enrollment	20%	48%	65%	54%	67%	72%
Degrees awarded	7	4	11	7	5	9
Certificates awarded	6	4	6	7	13	7

Description:

The CIT Program serves students needs in three ways:

- Acquisition of basic through advanced computer technology skills
- Acquisition of computer skills applicable to current work requirements
- Preparation for pursuing education in computer technology at a four-year institution

Assessment

- The data indicates a mature program that consistently serves the needs of students while maintaining academic standards:
- FTES and enrollment variance is consistent with campus-wide trends and is stable over the reporting period
- WSCH per FTEF is trending upwards
- Online course offerings continue to grow providing student access while success and retention rates remain stable

Program Goals:

- Continue to offer online courses
- Continue course SLO assessment and implement program level SLO assessments
- Approve new certificates in Medical Information Technology
- Create Information Security courses

Challenges and Opportunities:

- Funding continues to be the biggest challenge with cuts in sections available impacting students opportunities to complete degrees and certificates
- Updates to technology require frequent course updates
- Continuing need for staff development with new Windows and Office Suites available

Action Plan:

- Continue staff development activities for new and updated technologies
- Trim down Certificates and degrees to allow students to complete in less time
- Update requirements to meet new technology needs

Communication Studies - 2012
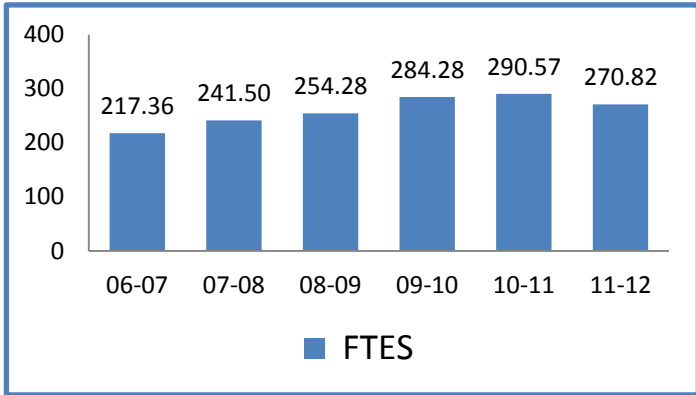
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,144	2,363	2,600	2,889	2,932	2,725
FTEF	16.80	18.00	17.77	17.80	17.80	17.00
WSCH per FTEF	388	403	429	479	490	478

	06-07	07-08	08-09	09-10	10-11	11-12
Success	57%	57%	61%	62%	63%	69%
Retention	76%	77%	79%	80%	82%	85%
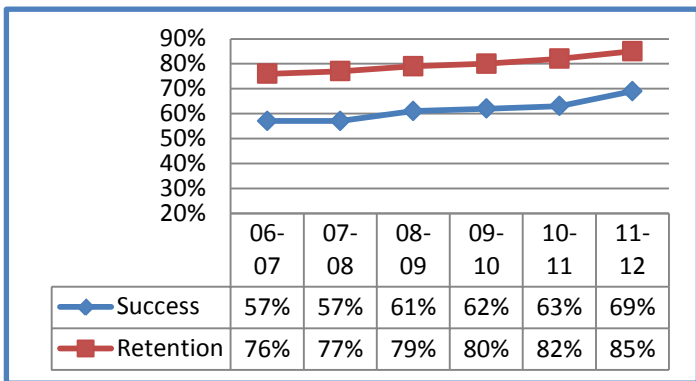
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	87	94	93	92	91	85
% of online enrollment	6%	8%	12%	13%	13%	12%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Communication Studies has a FTE load equivalent to 8 FTE. However, our Communication Studies department functions with 4 FTE, and 11 adjunct faculty. The department offers a variety of 100 level Communication courses that meet General Education requirements. Our courses are taught in various learning environments, which include tradional face to face classes, weekend offerings, various late start schedules, online hybrid, morning, mid day, and eveining classes.

Assessment

- Between the academic years of F06 and S11, the department experienced 34% growth.
- FTES dropped 2011-2012 due to budget cuts and class reductions across campus.
- Department FTE load of 8, but function with 4 full time faculty and 11 adjunct faculty.
- Department WSCH continues to improve.
- Online enrollment has almost doubled in the past six years.
- Department retention rates have increased.

Program Goals:

- The Communication Studies Department has recently fullfilled past goals set by the department.
- We have recently gone through a department name change to stay consistenct with our Discipline and local colleges. We have changed from Speech to Communication Studies.
- We have also recently established a partnership with Hunt Elementary working with 4th graders and improving their public speaking skills.
- Submit a TMC:Communication Studies

Challenges and Opportunities:

- ACCESS and STUDENT SUCCESS will be jeopardized if the Communication Studies Department continues to function with 4 FTF, and 11 adjunct faculty, but with an FTEF load equivalent to 8 FTEF.
- We are not capable of fully accommodating our students at peak offering times.
- Our department is committed to providing opportunities for acquiring educational and support services, as well as helping students succeed in their educational and career goals

Action Plan:

- The Communication Studies Department plans to continue to assess student needs regarding course offerings in this time of budget cuts and section reductions across campus in order to continue serving our students to the best of our ability.

Computer Science - 2012
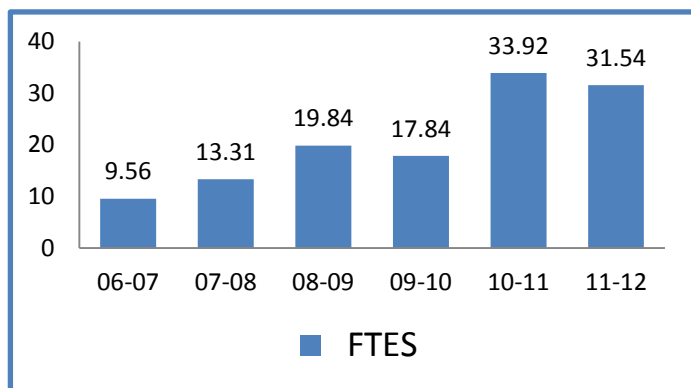
Description:
The Computer Science program provides preparation for students planning to transfer to a four-year institution, experience in computer programming for students enrolled in science or engineering disciplines and academic computer science preparation for students interested in pursuing employment after Valley College

Assessment
- The changes made in curriculum and instruction are beginning to show improvements in terms of enrollment
- The retention rate and success rates are still too low
- The number of certificates and degrees awarded is very low

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	54	73	109	100	185	175
FTEF	1.22	1.90	2.30	1.49	2.44	2.10
WSCH per FTEF	235	210	259	359	417	451

Program Goals:
- Develop a transfer degree
- Improve student success
- Encourage underrepresented students to major in computer science

	06-07	07-08	08-09	09-10	10-11	11-12
Success	67%	64%	60%	64%	51%	61%
Retention	76%	75%	71%	79%	76%	77%
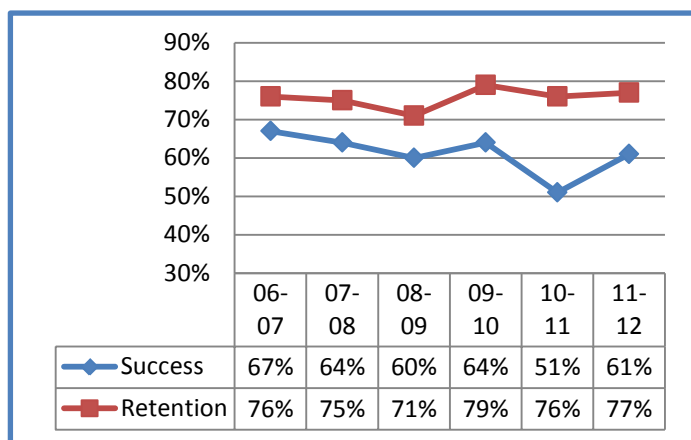
Challenges and Opportunities:
- Low student success rate
- Low number of certifcates and degrees awarded
- Certificate needs to be updated
- Monitor success rate with increasing online course offerings

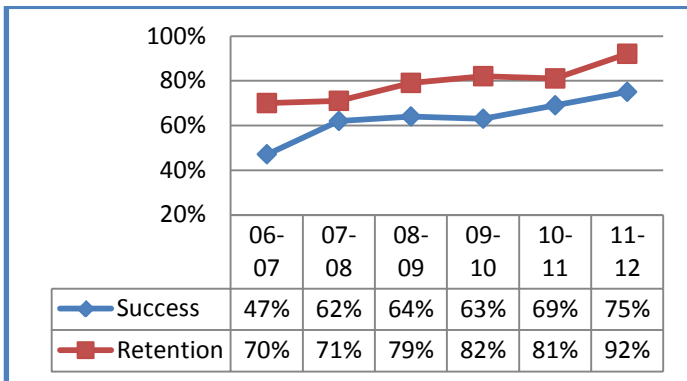|	06-07	07-08	08-09	09-10	10-11	11-12
Sections	6	8	11	7	9	8
% of online enrollment	0%	25%	17%	29%	89%	88%
Degrees awarded	2	1	1	1	0	0
Certificates awarded	0	0	0	2	0	0

Action Plan:
- Continue to build interest and enrollment in the CS program
- Produce a two-year schedule to facilitate students completing the program
- Update certificate
- Continue active student club
- Expand extracurricular activtities related to Computer Science

Corrections – 2012
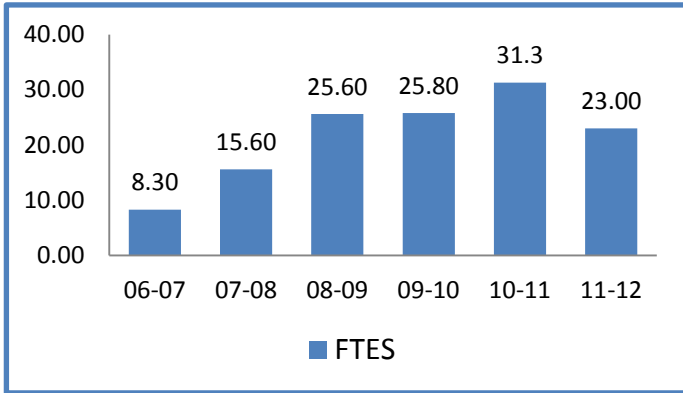
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	83	156	256	257	313	225
FTEF	0.60	1.20	1.60	1.40	1.60	1.20
WSCH per FTEF	415	390	480	553	587	575

	06-07	07-08	08-09	09-10	10-11	11-12
Success	47%	62%	64%	63%	69%	75%
Retention	70%	71%	79%	82%	81%	92%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	3	6	8	8	8	6
% of online enrollment	0%	0%	0%	13%	0%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	0	1	2	2	6

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

Assessment
- Excellent growth until budget cuts in 11-12 cut sections
- Student success and retention shows steady growth above
- college norms.
- Actual certificates awarded is 11, not 6
- WSCH per FTEF above target number.
- FTEF shows program needs a full-time faculty.
- Percentage of online enrollment increasing despite cuts.
- Shows students pack courses when available.

Program Goals:
- Recover sections lost in budget cuts.
- Return to 4-6 sections a semester as finances improve.
- Add more online sections.
- Continue SLO assessments and make improvements if necessary.

Challenges and Opportunities:
- Budget cuts have reduced course offerings by 50%.
- Keep C-ID designation on introduction course.
- Continue to increase student success and retention.

Action Plan:
- Give students campus lists of resources for tutoring to help reading and writing skills improve.
- Update AOJ/Corrections color brochure.
- Continue SLO assessments each semester.
- Hold advisory meeting in SP13.
- Hold instructors accountable for SLO assessments.
- Try to hold on to program during cuts.

Culinary Arts - 2012

FTES chart:
	06-07	07-08	08-09	09-10	10-11	11-12
FTES	28.92	50.59	67.12	66.37	67.77	76.77

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	114	242	311	293	307	326
FTEF	2.39	3.26	3.61	3.68	3.32	3.73
WSCH per FTEF	363	466	558	541	612	618

	06-07	07-08	08-09	09-10	10-11	11-12
Success	70%	69%	67%	65%	73%	77%
Retention	96%	83%	84%	81%	80%	88%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	9	12	11	11	9	10
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	1	0	2	0	1	0
Certificates awarded	0	0	4	8	2	8

Description:

The culinary arts program prepares students for careers in the food service industry. Hospitality is the second largest employing industry in the state of California and the United States. Successful completion of one of the vocational certificates qualifies students for certification and membership in the American School Food Service Association. Many of the courses are articulated with four year institutions and can be used towards bachelor's degree.

Assessment
- FTES have continued to rise since 06-07.
- There is load for 3.73 FTEF but only one full time faculty.
- Succes rates are rising slowly since 2010, but they are low.
- Retention is high.
- Certificate and decree completions are low.
- WSCH/FTEF rates have improved steadily since 2007 and are remarkabley high because many courses are lab intensive.

Program Goals:
- To improve student success.
- To increase the number of degrees and certificates awarded.
- Continue to have a tutoring session for the students that need help with math and learning in general.
- To recruit and hire two more adjunct instructors.
- Hire a full time lab-tech.
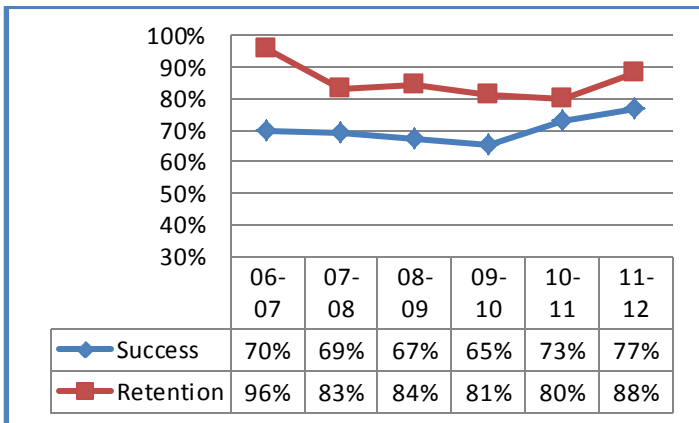
Challenges and Opportunities:
- Students enroll in culinary courses who lack many basic skills.
- The program does not have a full time lab tec
- Students leave the program before completing their degrees or certificates because they find entry level jobs.
- To find adjunct instructor who have both, an AA degree and indusrty experience.

Action Plan:
- A committee was formed to evaluate the creditials of a new adjunct instructor who does not have AA degree.
- The department is in the process of updating the curriculum to add a start point and end point in the program.
- Pre-requistes were added to courses effective fall 2013; will assess the success rates in these courses.
- Hire a full time lab-tech.
- Offer stackable certificates

Dance - 2012
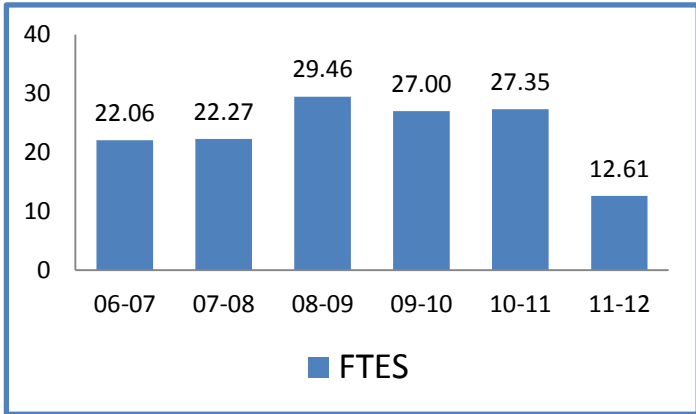
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	130	132	176	134	128	61
FTEF	1.62	2.50	2.08	1.81	1.16	1.00
WSCH per FTEF	475	267	425	448	707	378

	06-07	07-08	08-09	09-10	10-11	11-12
Success	45%	46%	63%	63%	70%	72%
Retention	67%	72%	77%	79%	85%	84%
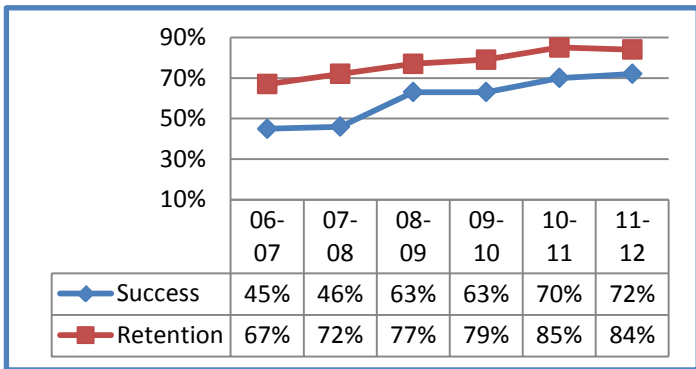
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	6	9	9	9	10	5
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

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

Assessment

- The dance program came into existence in 2005-2006. For four years, there was a steady increase in enrollment. Beginning in 2009-2010, enrollment figures fell and continued to decline in 2011-2012. This can be attributed to scheduling cuts and the offering of only two dance courses (stacked.) with full elimination of core dance courses during the fall semester (one section was offered to support the theatre program.) The dance studio mandates

Program Goals:

- The goal is to continue to offer courses in light of mandated schedule cuts. Classes fill to capacity, but are taught by adjunct faculty. The program would have greater opportunity for growth with a full-time faculty member to provide needed support. Evidence shows that additional classes could fill.
- Attendance at dance recitals is high and generates a great deal of enthusiasm. The program intends to build on this through community outreach.

Challenges and Opportunities:

- With the elimination of the current dance studio (as a result of the theatre renovation project) the dance program is being challenged to locate permanent practice and performance space. The temporary space will afford us an opportunity to increase enrollment by at least 5 students per stacked section. With an anticipated increased enrollment, we should return to the height of 29. 46 FTES.

Action Plan:

- In order to capitolize on the interest in the dance program the department is continuing to collaborate with both the music and theatre programs.

Diesel - 2012
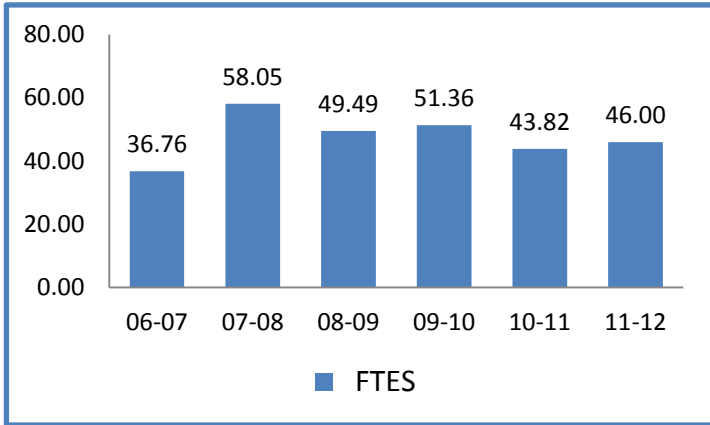
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	234	326	278	330	245	240
FTEF	4.52	5.27	4.42	4.42	3.74	3.4
WSCH per FTEF	244	330	336	349	352	405

	06-07	07-08	08-09	09-10	10-11	11-12
Success	59%	78%	73%	78%	78%	78%
Retention	83%	92%	86%	92%	89%	91%
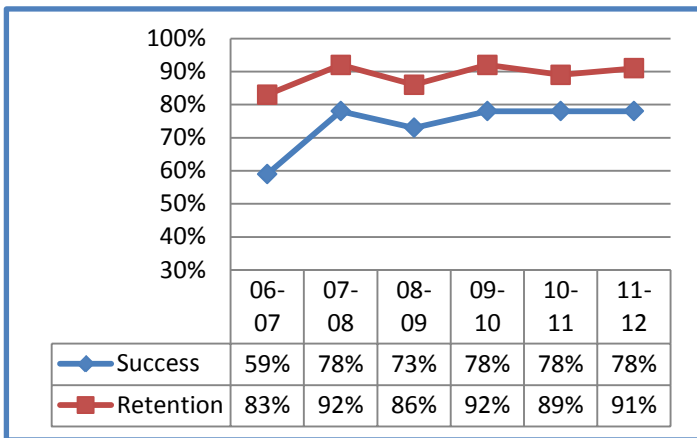
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	16	17	14	16	12	12
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	4	1	4	13	10	2

Description:

The Diesel Training program is a Certificate program and consists of 30 units. The updated curriculum aligns with National Automotive Technician's Foundation (NATEF) and will be offered starting in fall 2013. In the inland empire this is the only public institution offering diesel program; all other programs are available at for profit, private institutions. There is a growing need for the Diesel Technicians as the Logistics and Transportation industry in the inland empire expands steadily.

Assessment

- The student enrollment was increasing annualy, till sections were cut in 2010.
- There is a 2% increase in the retention rate while the success rate has remaines static around 78%
- One reason for low success rate is that advanced truck technology require students to be techinically better skilled.
- The efficiency has improved as the number of section have been cut by 25% in two years.
- The number of certificates has decreased significantly.

Program Goals:

- The department plans to apply for NATEF accreditation in fall 2014.
- Update the facility and purchase the tools required to meet the stringent NATEF accreditation standard.
- Collaborate with industry in the inland empire to offer customized training or non-credit training to offset some of the cuts in the program.
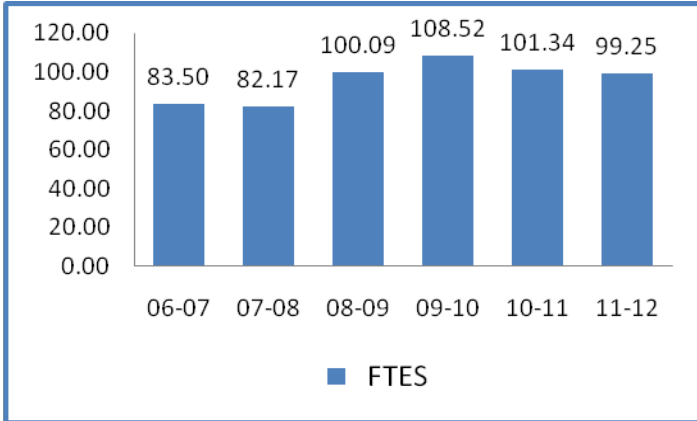- Implement hybrid and alternative fuel training as soon as feasible

Challenges and Opportunities:

- The current facility is inadequate for the program needs; class cap of 20 makes it inefficient
- Classroom size mandate enrollment limit of 20.
- The location of the facility away from the division office and the campus, makes it very inconvenient for students/faculty to access campus resources.
- Newer teaching modules and tools are needed to keep up with the new emmission standards for trucks.
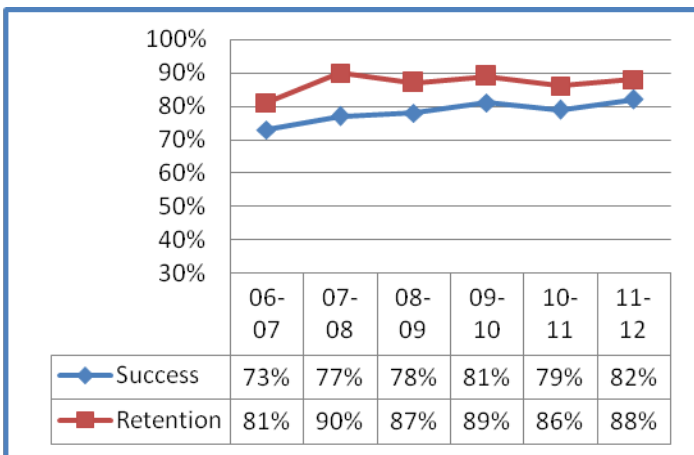- The department does not have a single full time faculty.

Action Plan:

- Offer the new curriculum NATEF aligned curriculum in fall 2014.
- Solicit donation for "newer" truck to be used in lab as teaching tool
- Prepare to apply for NATEF accreditation
- Relocate the program to a newer facility or renovate the current facility to meet the program needs
- Hire a full time faculty for leadership to shepherd the program to its potential.
- Increase the number of certificate awarded

Electronics & Electric Technology - 2012

Description:
The Electricity/Electronics Department prepares students for employment as entry level Electricians, Electronic Technicians, or Avionics Technicians. Students who seek a Certificate or an AS Degree in Electricity or Electronics complete a series of core courses common to Electricity & the National Electrical Code, Telecommunications & Data Networking, Computer Repair Fundamentals, and Avionics. Some of these courses are articulated with 4-year university for a BS in Engineering Technology

Assessment
- Enrollment was increasing till 2010 and then fell due to cuts in number of sections offered
- WSCH/FTEFhas increased by 37.8% and the FTEF has decreased by 16.2%
- The student success rate averages 79.4%
- The program ranks at #6 in the amount of certificates awarded at SBVC
- Student retention averages 88% which is much better than the college average

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	634	591	752	791	755	738
FTEF	6.31	7.90	8.02	8.09	7.57	6.96
WSCH per FTEF	397	310	374	402	402	427

Program Goals:
- Increase the number of sections offered so that students can complete their chosen certification program within three or four semesters
- Increase the number of women in the program
- Hire a full time faculty member with Green tech experience
- Increase the number of students transferring to four-year universities
- Update the curriculum to include Green and Sustainable technology

Challenges and Opportunities:
- The rapid rate of change in Green and Sustainable technologies and the corresponding changes in law requires less dependence on energy and more efficient equipment
- The department needs more laboratory space to effectively teach the solar (Photovoltaic) class
- Ability to meet with STEM groups is limited. We have only one full time faculty
- It takes sustained long term effort to recruit women as they are not traditionally attracted to the program
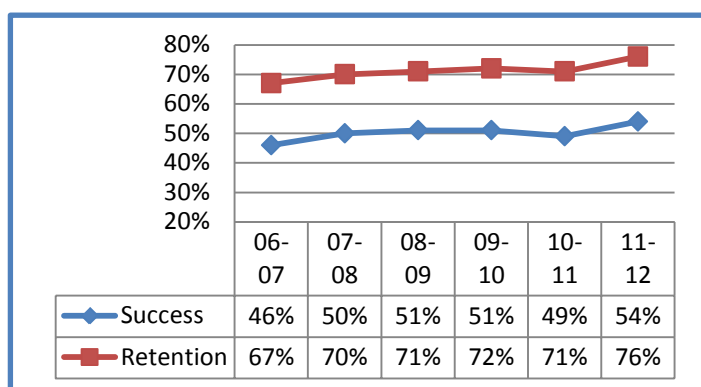
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	30	36	38	37	32	29
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	6	9	8	8	11	13
Certificates awarded	21	40	17	28	30	18

Action Plan:
- Provide adjunct and full time faculty with opportunities to train and stay current with the emerging technologies
- The Dept. Chair will contact STEM group on campus to inform prospective students about the opportunities for employment after successful completion of a certificate
- Actively work with local employers to help students obtain internship positions to enable them to have on-the-job experience in the field
- Hire a new faculty member

English - 2012

FTES chart:

	06-07	07-08	08-09	09-10	10-11	11-12
FTES	688.09	741.80	870.79	914.87	914.88	904.65
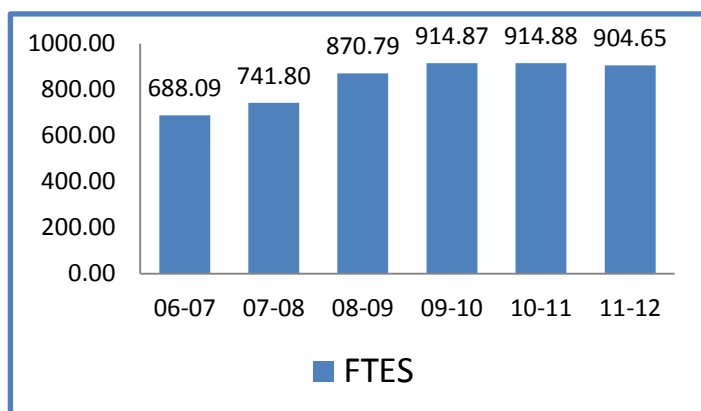
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	5,671	6,151	6,730	7,055	6,999	6,894
FTEF	56.95	58.69	63.89	64.50	64.91	65.83
WSCH per FTEF	363	379	409	426	423	412

	06-07	07-08	08-09	09-10	10-11	11-12
Success	46%	50%	51%	51%	49%	54%
Retention	67%	70%	71%	72%	71%	76%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	243	254	258	262	260	260
% of online enrollment	3%	5%	7%	11%	9%	9%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- Fewer FTES due to 15 section cuts/semester 11-12 year
- WSCH also reflects major section cuts
- Success % higher despite inaccurate placement by assessment
- Retention % up despite misplacement-students are scared due to slt to 3 strikes, priority reg. changes, fewer classes,increased fees
- Degree is not effective until Fall 2013
- Increased online sections due to lack of classrooms
- % online enrollment down because faculty aren't adding students

Program Goals:

- Maintain complete program that includes a college newspaper, required transfer-level composition and literature courses, and a complete ESL program
- Improve number and frequency of English courses held in computer lab classrooms
- Provide students accurate placement into English classes for maximum success
- Recruit students for TMC AA English Degree (FA13)
- Adjust Accuplacer cut scores since qualitative data indicates students are being misplaced

Challenges and Opportunities:

- Competing with disciplines in our division for sections
- Finding safe and functional classrooms conducive to learning
- Maintain program integrity despite severe section cuts
- Continue to offer required literature classes in a timely way so students are not delayed in completing a sequence which in turn delays their transfer
- Making progress on assessment cut score validation and subsequent cut score adjustments to improve accuracy of placement

Action Plan:

- Analyze the data so as to make necessary adjustments to placement cut scores so students are accurately placed or revisit writing test
- Maintain literature course rotation but try to increase frequency of offering key literature courses
- Partner with CSUSB to advertise TMC AA English Degree and gain enrollment for American Lit. courses (FA13)
- Continue partnerships across campus to utilize computer classrooms for more English sections

Geography -2012
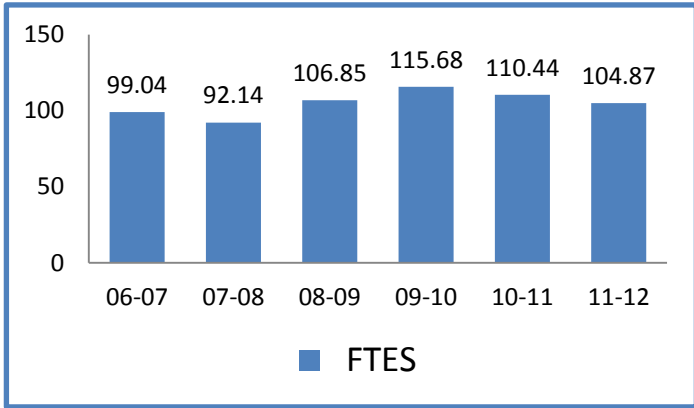
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	963	952	1,118	1,183	1,124	1,044
FTEF	5.80	5.00	6.54	6.14	5.94	5.74
WSCH per FTEF	512	494	490	565	558	548

	06-07	07-08	08-09	09-10	10-11	11-12
Success	62%	63%	61%	61%	63%	69%
Retention	79%	76%	84%	78%	79%	89%
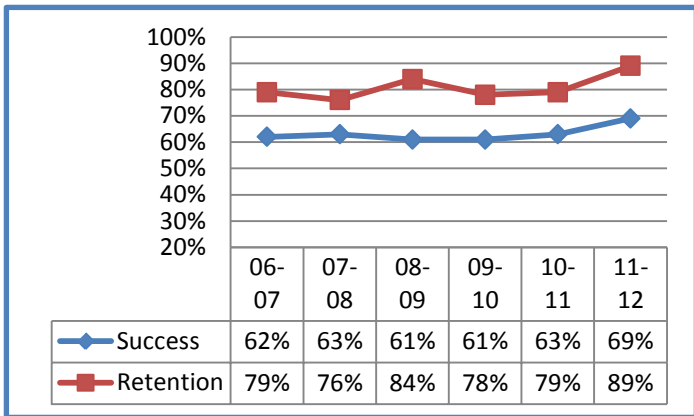
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	37	39	43	38	33	33
% of online enrollment						
Degrees awarded	1	0	0	0	2	
Certificates awarded						

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

Assessment
- FTES rates have fluctuated with overall college enrollment and budgetary trends since 07-08.
- Efficiency rates while fluctuating have remained above the college goal of 525 since 09- 10. The significant drop during the 11-12 year is most likely a result of section cap cutbacks brought on by budget considerations.
- Success and retention rates have exceeded college averages and, in general, have been trending upward for the past three years.

Program Goals:
- Increase the number of degrees awarded.
- Complete all course level SLOs and program level SLOs.
- Develop a geospatial technology course.
- Collaborate with other departments to offer service based learning opportunities.
- Maintain laboratories with equipment and supplies needed for quality education.

Challenges and Opportunities:
- With the creation of the AS-T Geography Degree for Transfer, we should see an increase in the number of degrees awarded.
- Continue to fund field study opportunites as budgets remain flat or decline.
- As the field of geospatial technology grows, emphasize how GIS can be used in the study of geography and environmetal science.

Action Plan:
- Advertise the Geography Department more effectively, both on and off campus.
- Increase the number of Geography graduates and transfer students by cultivating grant, scholarship, and research opportunies.
- Develop online/hybrid sections in geography.

Geology/Oceanography - 2012
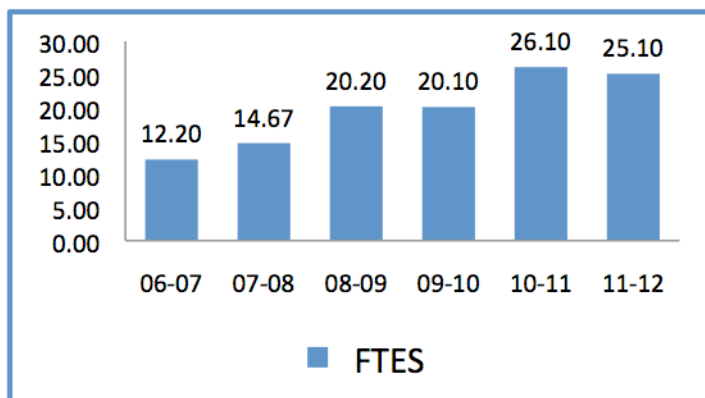
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	98	124	186	150	261	251
FTEF	1.08	1.38	1.88	1.08	1.28	1.28
WSCH per FTEF	339	319	322	558	612	588

	06-07	07-08	08-09	09-10	10-11	11-12
Success	76%	71%	63%	75%	73%	85%
Retention	85%	82%	75%	82%	82%	90%
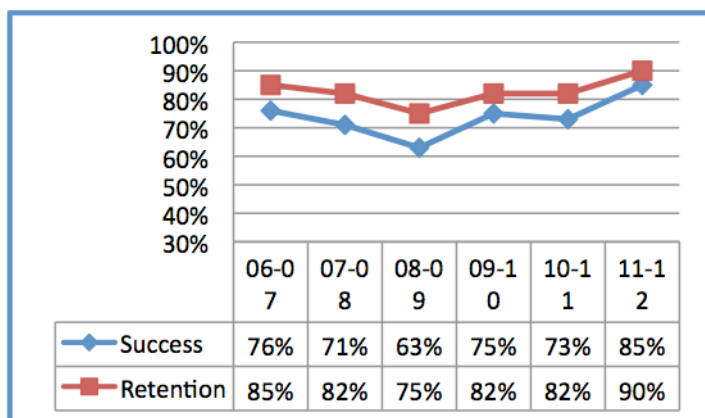
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	13	17	17	15	8	8
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- In general, FTES, enrollment, and efficiency have increased during the most recent six-year period.
- After declining somewhat, student retention and success have increased during the period.
- No Geology AS degrees have been awarded as a result of outdated curriculum and lack of a full-time faculty to teach certain advanced-level courses.
- Course and degree curriculum have been updated and will allow current and future students to earn AS and AS-T degrees.

Program Goals:

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

Challenges and Opportunities:

- Lacking a full-time faculty member, the department will continue to fall short of meeting stated goals.
- Renewed hiring within the environmental, energy, and geotechnical sectors will increase student interest in our program.
- Greater linkages with grant and scholarship opportunities must be forged.
- Communication with four-year transfer institutions must continue.
- Enhance linkages between Geology-Oceanography and SBVC science and CTE programs, including GIS and WST.

Action Plan:

- Hire a full-time Geology/Oceanography/Earth Science faculty.
- Increase student recruitment on and off campus.
- Offer diverse courses so that students can earn AS/AS-T degrees, successfully transfer to four-year institutions, and prepare for geotechnical careers.
- Continue to complete SLO assessments and curricular updates.
- Increase the visibility of the program and better link it with other SBVC science and CTE programs.
- Maintain necessary supplies.

Geographical Information Systems (GIS) - 2012

FTES
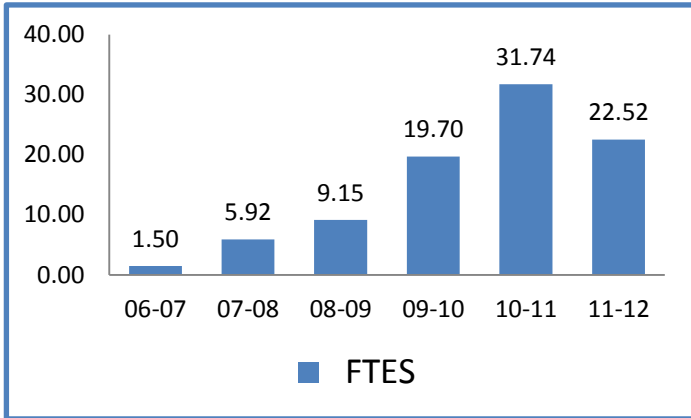
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	15	72	89	186	239	173
FTEF	0.20	1.32	1.69	1.69	2.45	2.45
WSCH per FTEF	225	135	162	350	389	276

	06-07	07-08	08-09	09-10	10-11	11-12
Success	60%	72%	76%	78%	77%	59%
Retention	67%	79%	85%	91%	88%	74%
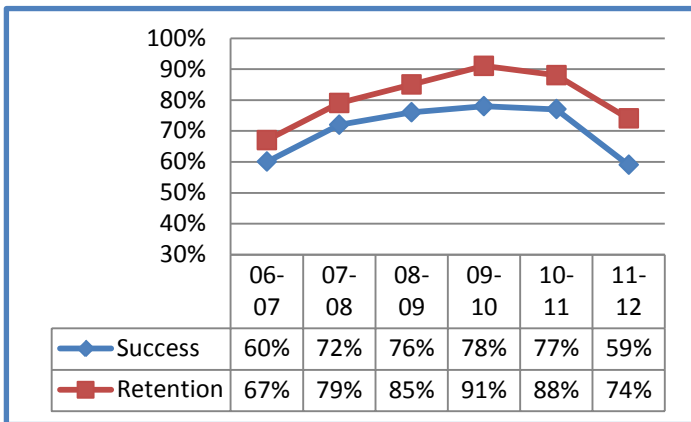
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	1	6	8	10	15	15
% of online enrollment	0%	0%	0%	0%	27%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	0	0	10	10	0	0

Description:

The GIS Certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology.

The GIS Certificate provides a foundation for transfer to four year and graduate education within the fields of GIS, Geography, Remote Sensing, Environmental and Earth Sciences.

Assessment

- FTES and effeciency rates were trending upward until 11-12 when both rates dropped. The decrease was most likely a result of section cutbacks brought on by budget concerns.
- For most of the six year period shown, the success rates and retention rates have been above the college average. However, these rates are starting decrease.
- Program has no full time faculty.

Program Goals:

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

Challenges and Opportunities:

- Partner with Inland Empire businesses to provide the necessary training for current or future employees in the geospatial technology field.
- Increase awareness of entry-level geospatial technology courses for non GIS certificate oriented students through the addition of these courses in transfer degrees and other related certificate programs.
- Strengthen partneship with local high schools offering entry-level GIS courses.

Action Plan:

- Write a grant to fund minority/underrepresented students to transfer into four-year GIS and Geography programs.
- Partner with local agencies and businesses to provide internship opportunities.
- Develop a general education, geospatial technology course to increase awareness in this growing field.
- Incorporate entry-level classes in other certificate programs- Water Supply Technology, Architecture and Environmental Design and Real Estate.

Human Services - 2012
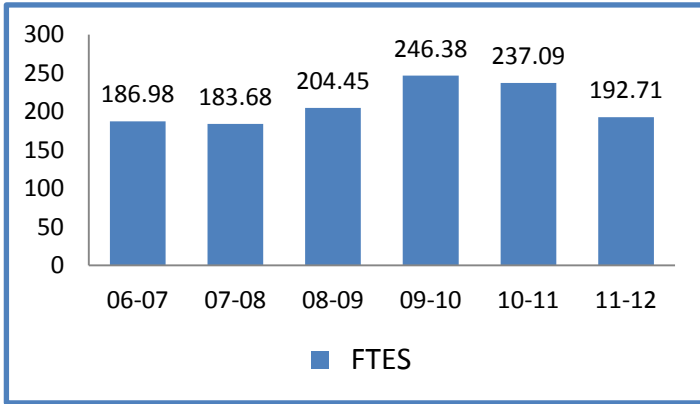
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,204	2,145	2,516	3,079	2,928	2,287
FTEF	13.93	13.88	13.60	12.62	12.89	10.62
WSCH per FTEF	403	397	453	586	552	544

	06-07	07-08	08-09	09-10	10-11	11-12
Success	65%	65%	66%	68%	73%	80%
Retention	82%	82%	83%	83%	88%	92%
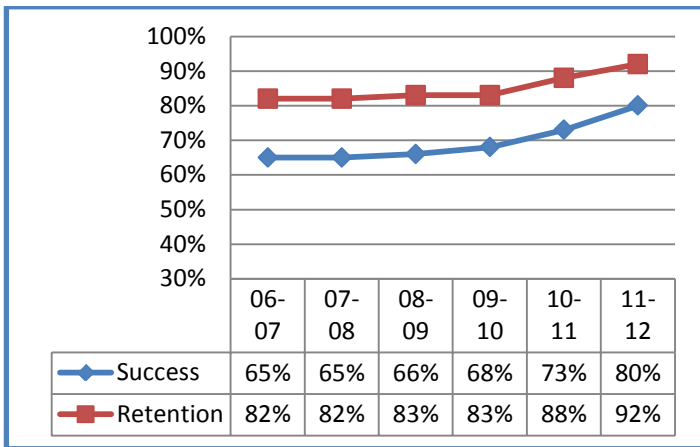
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	85	87	85	82	82	64
% of online enrollment	0%	0%	2%	4%	2%	0%
Degrees awarded	31	26	28	27	26	22
Certificates awarded	41	42	44	44	33	29

Description:

The Human Services Department provides four vocational certificates and an AA degree. Enrollment in the program increased from 06/07 to 11/12, with the peak of enrollment in 09/10. Total FTES followed the same pattern with an increase in 11/12 from 06/07, and a peak reached in 09/10. Degrees and certificates awarded have decreased slightly from 31 (degrees) and 42 (total certificates) in 06/07 to 22 (degrees awarded) and 29 (total certificates) in 11/12. Success and retention of our student population shows an increase from 65% success rate in 06/07 to 80% in 11/12, and 82% in 06/07 retention to 92% in 11/12.

Assessment

- This information reflects the budget over three years and the subsequent cutting of course offerings affecting our enrollment, FTES, and awards and certificates.
- With limited and severely cut course offerings, our enrollment of students and FTES which peaked in 09/10, then dropped as access to courses was removed.
- Courses offered in the community, as well as special topic courses, which are designed to give students an introductory overview and current trends in the helping professions and job markets were sacrificed. Our success and retention rates did increase, in part, due to the loss of some students and reduced class size.

Program Goals:

- Provide information and opportunities to students regarding jobs and scholarships, services and resources available to them both on and off campus.
- Attract students to all Human Services Vocational Certificate Programs and the AA degree. Increase the retention and completion rates, and market and promote programs to middle school and high school and others in the community.
- Maintain relationships with our community partners. To foster potential intern sites and employment opportunities for our students and to host at least two agency forums per year, inviting agencies from the community to the college to make presentation regarding their services to students.

Challenges and Opportunities:

- Obvious challenges with cuts in courses and reduction in offerings in the community is focusing only on current certificates and programs.
- The helping professions and vocational certificates are linked to community jobs, and with cut backs in offering our courses have sent some of our agencies who hire our students looking elsewhere.
- At the same time, career colleges were offering crash courses for a high price in specific areas of helping careers. This created an opportunity for us to take a closer look at certificates and degrees, job opportunities related to each, opportunity to update curriculum, and develop transfer opportunities and articulation.

Action Plan:

- In the past few years, we have been able to update our curriculum. Our courses are now reformatted in Curricunet, and many of them prepared for online instruction beginning in 2014.
- While one certificate was eliminated due to lack of job prospects and subsequent low enrollment, another has seen an opportunity to grow as the need for job developing in our area grows.
- With the budget situation taking a turn, we are hopeful to once again to offer courses, partner with agencies who hire, develop specialized courses based on market trends, and create opportunities for intern work experience for our vocational certificate award students.

Heating, Ventilation Air Conditioning & Refrigeration (HVAC/R) - 2012
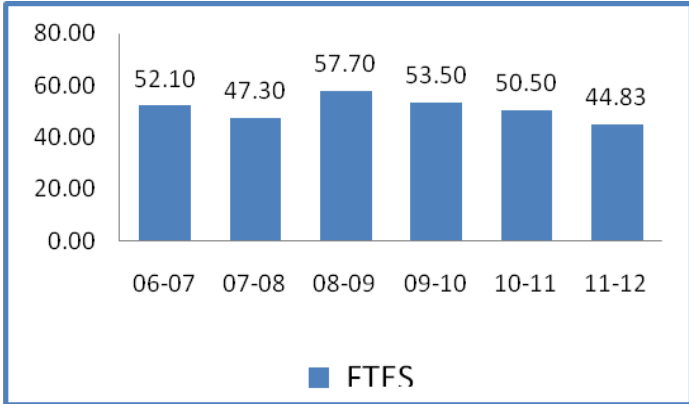
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	276	252	310	286	258	218
FTEF	4.48	4.15	4.48	4.48	3.98	3.44
WSCH per FTEF	349	342	386	358	381	391

	06-07	07-08	08-09	09-10	10-11
Success	83%	82%	88%	88%	86%
Retention	95%	94%	91%	96%	94%
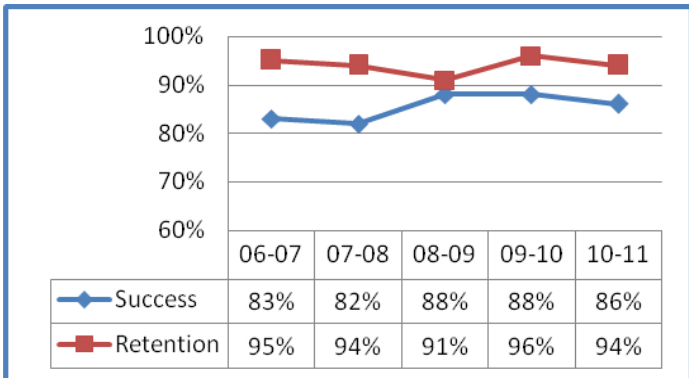
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	14	13	14	14	12	10
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	3	1	1	2	2	1
Certificates awarded	12	17	20	18	14	6

Description:

The Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R) program prepares students for entry-level employment in the residential and commercial HVAC/R repair and installation. Students obtain certificate upon completion of seven core courses in HVAC/R Electricity, operating fundamentals, troubleshooting strategies, and Environmental Protection Agency (EPA) certification required for handling refrigerant gases used in the industry. Upon completion of General Education course requirements, the students can receive an associate degree.

Assessment

- The number of sections offered has been reduced from a peak of 14 in 2010 to 10 sections.
- WSCH/FTEF has increased by 12% but it is still a low efficiency rate. One reason is that all the courses in the program have a large lab component
- The student success rate averages 85.4% which is higher than the campus averages.
- The program ranks at #8 in the amount of certificates awarded at SBVC
- The number of certificates awarded peaked in 2009 and has been decreasing every year since then due to reduced class offerings.
- Student retention averages 94% which is higher than the college average.

Program Goals:

- Increase the number of sections offered so that students can complete their HVAC/R program within three semesters.
- Transition to the new high pressure gases for use in newer air conditioning and refrigeration equipment and transition away fron R-22 refrigerent which is detrimental to the environment.
- Update the curriculum to include smart energy and green and sustainable technolgy, which includes new refrigerants, solar water heater, and Geothermal heat pumps.

Challenges and Opportunities:

- The department has not had a full time faculty since 2009.
- The department does not have adequate classroom space, lab spaces or resources.
- The laboratory is housed in a make-shift space that is poorly designed and does not provide adequate lab space for effective teaching and learning.
- Many safety and EPA regulations govern the industry.
- There is not subject matter expert to monitor day to day operations, determine program needs, and update curriculum.

Action Plan:

- Hire a full time faculty.
- Create a pool of part-time faculty to draw from so that the same overworked faculty are not forced to teach multiple sections when one faculty goes on an emergency leave.
- Provide the adjuct faculty with training opportunities to stay current with emerging technologies.
- The department chair will meet with STEM faculty and staff to recruit prospective female students for the program.
- The department chair will work with local employers to get students into internship positions in order to get on the job experience.

Inspection Technology - 2012
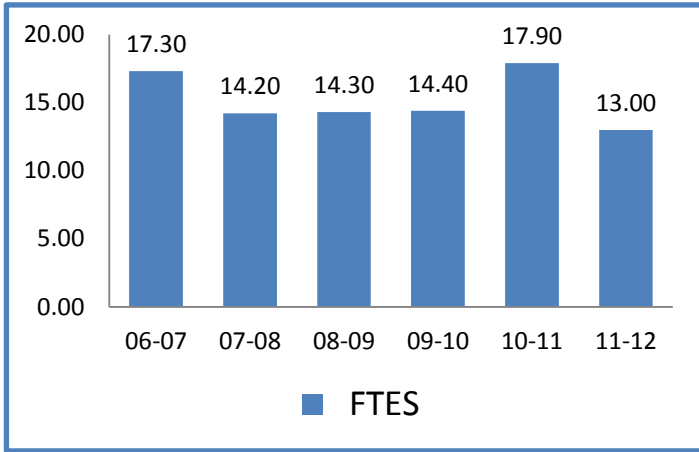
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	173	142	143	144	179	130
FTEF	1.20	1.20	1.20	1.40	1.20	1.20
WSCH per FTEF	432	355	358	309	448	325

	06-07	07-08	08-09	09-10	10-11	11-12
Success	88%	72%	90%	82%	77%	84%
Retention	95%	86%	98%	96%	89%	95%
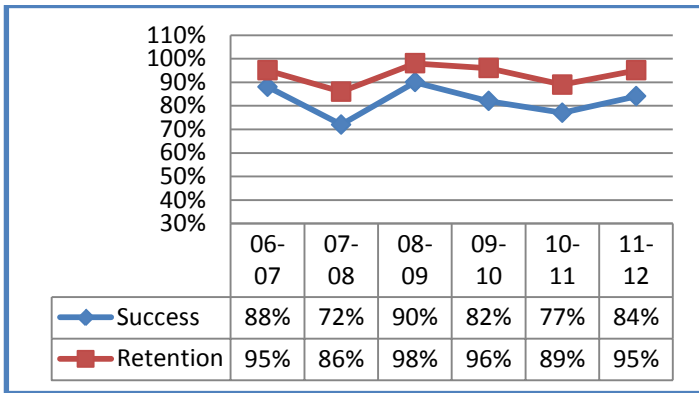
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	6	6	6	7	6	6
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	2	1	5	3	1
Certificates awarded	6	6	6	7	4	1

Description:

The program provides training in all facets of construction, based on the California Code of Regulations Title 24 of the State building code. The curriculum includes the use of the structural, mechanical, plumbing, electrical and HVAC codes . It also covers testing of construction materials such as soil, asphalt, concrete, masonary, wood and steel, non-structural plan review, and related laws. It takes two years to complete the certification program as only 3 courses are offered per semester.

Assessment

- The number of sections has remained the same though the number of students enrolled has decreased in the past year.
- WSCH/FTEF is unacceptable for the courses because all the courses are lecture based.
- The number of degrees awarded has decreased since 2010.
- The FTES varies somewhat every year.
- The demand for inspectors took a nosedive when the building industry in the inland empire collapsed. It is slowly coming up.

Program Goals:

- Start internships with city and county government agencies
- Institute a process so that the Course Outline of Records are followed and quality of the program is maintained with instructor changes
- Improve pass rate for state certification
- Provide a central contact person in the program so that students can contact him/her to receive guidance

Challenges and Opportunities:

- There is no full time faculty in the department
- The curriculum has no entry nor exit point
- The courses do not have proper pre-requisites defined
- Many students do not have any field experience
- There is no laboratory for hands on experimentation
- There is no central point of contact to handle departmental issues
- The construction industry goes through economic cycles of booms and busts, and the student enrollment follows the same cycle

Action Plan:

- Update the curriculum by 2014 with the help of the Industry Advisory Board and adjunct faculty, to have entry and exit points in the program
- Develop standard lesson plans for each course to provide support for part time faculty so that quality of instruction is maintained
- Work with industry to provide students with internship opportunities
- Update the website to provide more information to the students regarding the program and certification rates

Library & Library Computer Lab - 2012

Hours
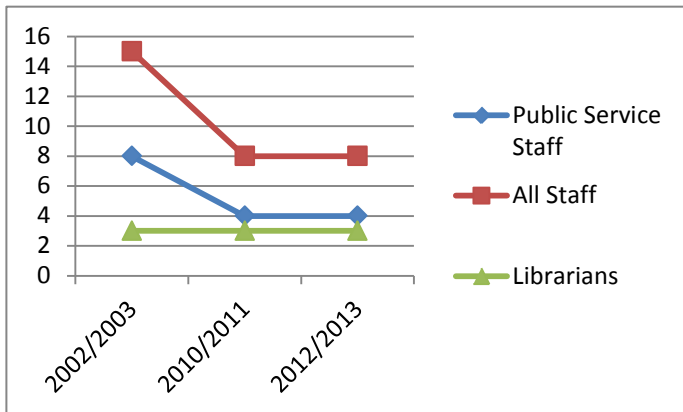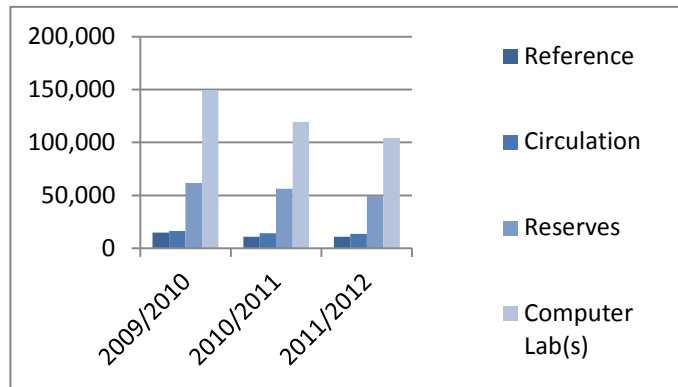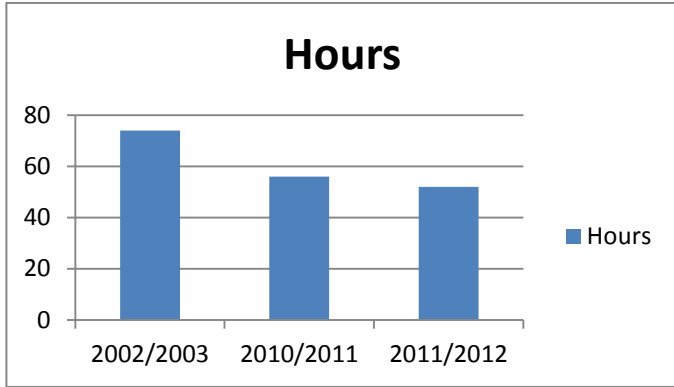
Description:
The SBVC Library houses a collection of over 80,000 volumes and over 120 computers. The SBVC Library also offers access to thousands of online newspapers, magazines, journals and other materials supporting research in current events and in topics across the curriculum. Librarians are available during the day and evening to provide one-on-one reference services and orientation tours and to teach library instruction classes and campus-wide workshops. Students using the Library Computer Lab are sup

Assessment
- Direct customer feedback and surveys
- Deevelopment of a wireless nook area is highly used
- Participation in the State-wide California Library Association SNAPSHOT Day held Oct. 14, 2010: 2,396 people, or 200 people per hour, entered the Library and of those 728 came to Computer Lab; 101 study rooms; 154 to meet friends/classmates; 305 for quiet study; 76 used Wi-Fi; 33 view an assigned video; 59 use a magazine; 18 used special collections; 70 to get library card; 25 came to pay fines; 149 used Reserve materials; 142 looked for books; 225 used Reference Databases.

Program Goals:
- Usher in new automated library management system and catalog in concert with the CHC Library
- Continue partnership with TESS in upgrading computer lab and supporting new self-printing stations
- Explore expanding topics for mini-workshop offerings
- Utilize space in building more efficiently
- Continue embedding Librarians in programs and student service areas as has been done with Nursing and Psych Tech.

Challenges and Opportunities:
- Loss of staff equals reduction in hours
- Rising cost of books and databases coincides with diminishing funds
- Need for library services remains strong. Statistics for 2011 shows that while service hours and staff were reduced (29% and 36%, respectively) service transactions decreased by only 9%.
- In 2008/09 there was one classified employee for every 18,944 transactions.
- In 2010/11 there was one classified employee for every 27,110 transactions
- Permanent campus funding source for the Textbook Reserves and Reference Databases has yet to be identified.
- Continued outreach and collaboration with faculty to target purchases of books and materials that support their curriculum.
- With fewer FTEs on campus, Librarians now have the opportunity to work more closely with students by scheduling appointments for reference assistance and by providing targeted workshops.

Action Plan:
- Space Utilization: Evaluate weeding of collection and upgrade to more rigorous standards to continue resultant increase in book checkouts and to create more useable space.
- Development of SAOs and assessment schedule and assessment tool.
- Embed Librarians with Veteran's Resource Center and Valley Bound Commitment program (i.e., partnerships)
- Create assessments for Circulation Desk 1, 2 and Reference Desk

Machine Technology - 2012
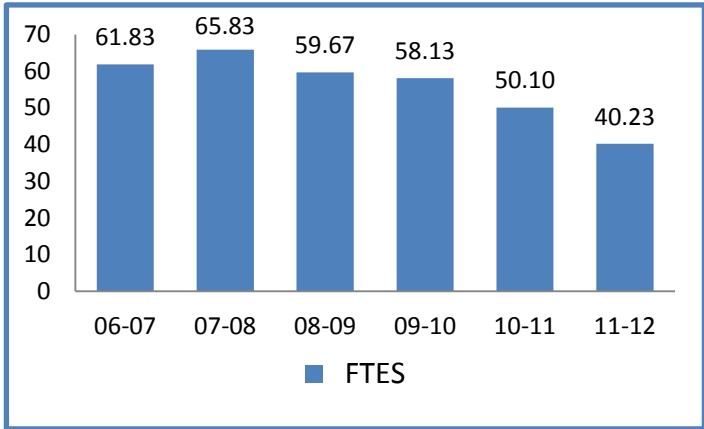
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	335	354	326	337	260	206
FTEF	5.04	5.56	5.36	5.15	4.69	3.02
WSCH per FTEF	368	355	334	339	320	400

	06-07	07-08	08-09	09-10	10-11	11-12
Success	65%	65%	67%	79%	71%	67%
Retention	82%	82%	86%	87%	85%	83%
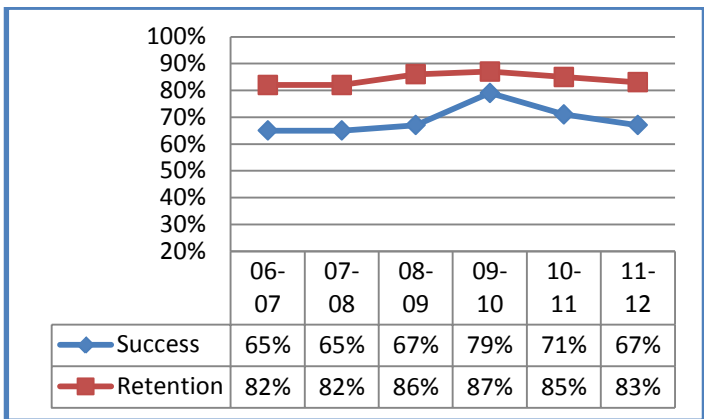
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	33	35	34	33	27	16
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	3	2	0	2	0
Certificates awarded	8	15	11	12	8	10

Description:
The Machine Technology program offers classees in manual machining as well as classes in Computer Aided Design/ Computer Aided Machining (CAD/CAM). Classes are offered mostly in the evening and weekends only due to availability of part time faculty during those hours. The curriculum was updated two years ago. The program is National Institute of Metalworking Skill (NIMS) certified. Both certificates and degree are offered . The program does not have a full time faculty.

Assessment
- The number of sections offered has been cut by 50%.; some of the those sections are offered in a stacked format
- Enrollment and success rate has dropped significantly in the last two t two years
- However the number of certificates awarded has started to increase after a drop last year.
- The program efficiency has improved significantly.
- The program has suffered due to a competing private grant funded free program that was started at the airport.

Program Goals:
- Update the curriculum to offer a certificate in Machine Maintenance program
- Offer more hands on time on CNC machine and start phasing out some of the old manual machines
- Improve the success rate and offer more course s, some during day time
- Provide a central point of contact for all the items pertaining to the machine technology program
- Have a department chair who is a subject matter expert
- Publicize the program to the community.

Challenges and Opportunities:
- The department does not have a full time faculty
- Many manual machines are leaking oil and/or not operational
- Computer Numerical Control (CNC) machines are very expensive
- The CAD/CAM classroom is extremely noisy as it shares one wall with the welding lab
- The celing-less lecture oom is not conducive to teaching because voices echo and air conditioner is very noisy
- Many of the district resources from grants go to competing private school

Action Plan:
- Hire a full time instructor to provide a central point of contact in the department
- Update the curriculum to add courses and certificate in Machine Maintenance
- Solicit industry for a CNC machine on loan to the program
- Rebuild or refurbish the classroom space
- Install sound buffer or move the welding lab. to reduce noise in classroom
- Offer non-credit courses so that district grants resources do not go to the private competing organization

Math – 2012
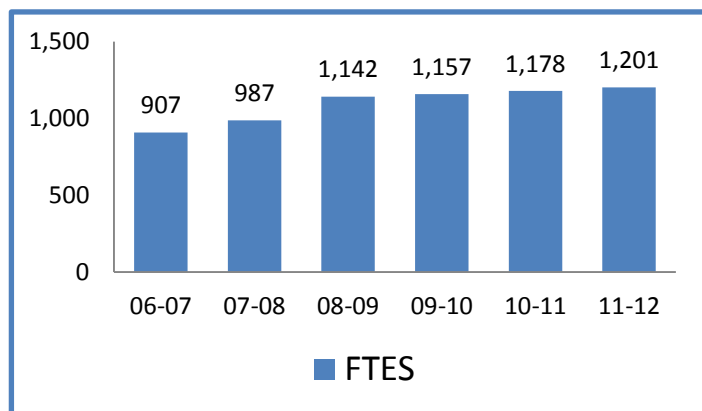
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	7,238	7,818	9,174	9,345	9,248	9,226
FTEF	57.60	61.86	65.38	63.50	66.87	67.27
WSCH per FTEF	473	479	524	546	528	536

	06-07	07-08	08-09	09-10	10-11	11-12
Success	50%	49%	51%	53%	55%	57%
Retention	72%	72%	73%	75%	78%	79%
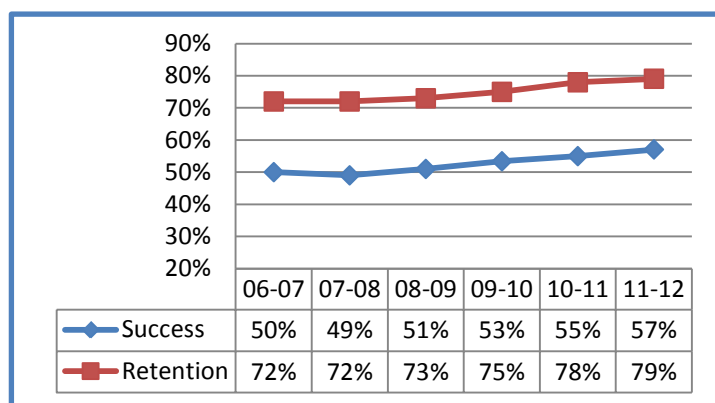
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	289	304	316	308	278	261
% of online enrollment	5%	7%	6%	5%	5%	12%
Degrees awarded	8	10	11	10	12	7
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

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, and other technical fields that rely on mathematics. Students planning to transfer to 4-year institutions should consult with a counselor regarding the process and requirements.

Assessment

- Data show the department continues to grow. During a 5-year period, FTES has risen from 907 to 1201 (32.41%). Likewise, FTEF and efficiency have increased. FTEF has risen from 57.60 to 67.27 (16.79%). Efficiency has risen from 473 to 536 (13.32%). Success rates have improved (14%), as has retention (9.72%). Sections offered have decreased; the most notable change being over the past two years (-15.26%).

Program Goals:

- The department wishes to reestablish growth revealed by the data to the left (2006 – 2009), particularly in the number of sections offered and FTES generated.
- The department wishes to improve student success and retention rates.
- As the number of students being served continues to increase, the department would like to maintain articulation agreements with nearby colleges and universities.

Challenges and Opportunities:

- Maintaining growth inscarcity is difficult. Support services space is limited.
- The department offers many courses, making content review arduous, especially with the expectations of maintaining and assessing student learning outcomes. Faculty is aware of course content and makes improvements.
- To maintain articulation agreements, awareness of changes at nearby institutions is warranted. Faculty knowledge is current.

Action Plan:

- Advertise Internet-based student support services and those provided on campus.
- Provide pre-assessment opportunities for students.
- Continue to search for viable solutions for limited space issues.
- Continue to maintain articulation agreements with other 2- and 4-year institutions.

Modern Language - 2012

FTES
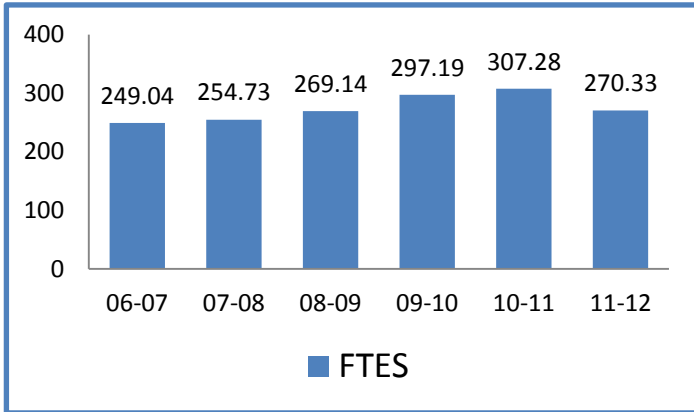
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,675	1,718	1,819	1,963	1,993	1,755
FTEF	20.61	19.89	18.97	18.08	17.75	15.48
WSCH per FTEF	363	384	426	493	519	524

	06-07	07-08	08-09	09-10	10-11	11-12
Success	62%	61%	65%	68%	72%	75%
Retention	79%	78%	79%	81%	82%	86%
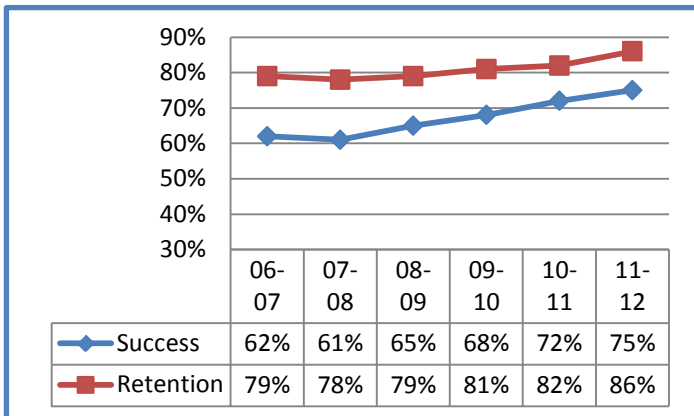
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	71	68	66	61	59	51
% of online enrollment	0%	0%	0%	7%	9%	16%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:
The Modern Languages Department offers a range of beginning, intermediate, and advanced Spanish, French, Arabic and ASL courses for non-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 systems.

Assessment
- FTES increased gradually from 06-07 to 10-11; however, 11-12 FTESE FTES decreased significantly due to budget constraints that forced the MLD to offer fewer sections.
- The WSCH has improved steadily in the last few years increasing from 363 in 06-07 to 524 in 11-12.
- Pass rates and retention levels increased from 62%/79% in 06-07 to 75%/86% in 11-12 respectively

Program Goals:
- Review and evaluate data annually to continue to offer language courses (SPA 157/103 with ENG 914/015 respectively) as part of a learning community.
- Continue to expand online and Honors Spanish courses (SPA 103, SPA 101 (H)/SPA 102 (H)
- Restart the Spanish Study Abroad Program
- Improve student pass rates for all MLD courses
- Expand partnerships with community organizations to offer Spanish courses to create MLD visibility
- Restart the Spanish Club

Challenges and Opportunities:
- Unexpected loss of FT ASL instructor creates the need for a replacement position to handle the thriving ASL program
- Create a more comprehensive language program to offer intermediate courses (SPA 104/SPA 158) and to continue offering beginning FRE and Arabic courses in spite of budget cuts and section reductions
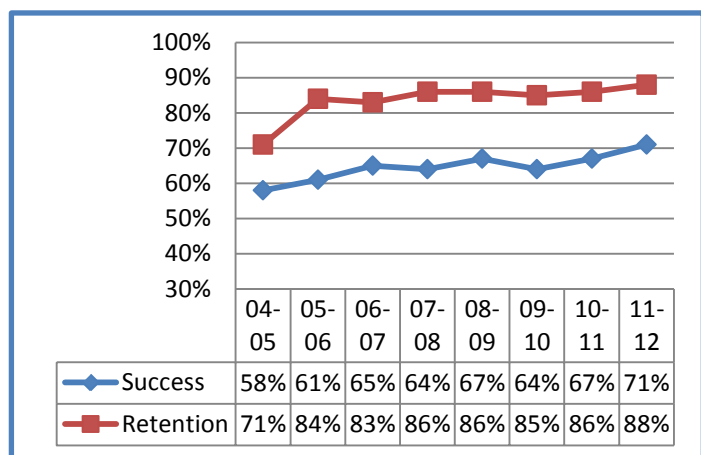- Continue to expand online language offerings without reducing the number of on-campus classes

Action Plan:
- Offer SPA classes with other courses to improve our learning community
- Seek and obtain curriculum approval for online SPA 103
- Offer SPA 101 (H) and SPA 102 (H) on campus and online
- Develop marketing plans and ideas to improve MLD participation in the community
- Establish partnerships with local colleges to restart the Study Abroad Program in Costa Rica
- Encourage use of student support services such as the Student Success Center and tutoring

Music - 2012
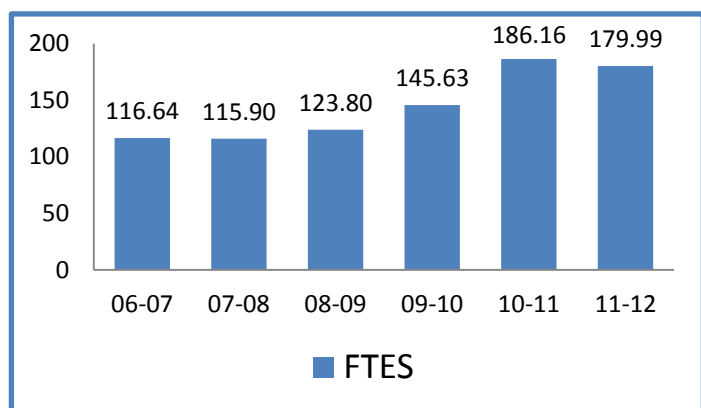
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,031	1,051	1,095	1,289	1,588	1,424
FTEF	7.92	9.62	8.87	8.99	9.14	9.23
WSCH per FTEF	442	361	419	486	611	585

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Success	58%	61%	65%	64%	67%	64%	67%	71%
Retention	71%	84%	83%	86%	86%	85%	86%	88%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	58	59	56	59	57	53
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	0	0	2	1	0	0
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

Music is one of the most rewarding of all human endeavors, and the faculty and students in the Department of Music share a deep love for their art and a common desire to achieve excellence in it. The curriculum provides basic preparation for careers in music or further study (including transfers as music majors to four year institutions). It is designed to provide a balanced education in the many facets of musical experience. It is the goal of the Music Department to help students develop their musical and intellectual potential to the highest possible level.

Assessment:

For the past three years, the department FTES has steadily increased. Though a number of classes have been cut, enrollment increased by raising caps in a number of classes. This was possible with the opening of the recital hall and its use as a classroom. In terms of productivity, we have increased significantly from 419 to 585 WSCH per FTEF. The increase in success of 4% and retention of 2% may be attributed to otherwise qualified 4 year students beginning their collegiate experience at SBVC.

Program Goals:

- The music department has several curricular objectives during the coming year, including the creation of the required TMC-AA in music degree and the "leveling" of repeatable courses.
- We are continuing to offer opera to local school children, participate in festivals with other colleges, provide concerts and performances for the community, district and foundation.
- A number of students have, successfully transferred and continued their mucical education graduating from the four year institution with a bachelor's degree in Music in only two additional years.

Challenges and Opportunities:

- Financial Aid Granting organizations have limited access to music education as a result of policy decisions that imply that music is no longer a financially viable employment opportunity. This creates an opportunity to explore and advocate for alternative viable employment via music education.
- Enrollment in advanced theory classes have grown, but we still struggle to meet mandated minimum enrollments in these classes, limiting the opportunity for students to achieve an AA in music.

Action Plan:

- Continue to recruit talented students from the voice courses to the more advanced choral ensemble groups and operatic program and to encourage further theory study.
- Continue to provide service to the college and its community through musical performance and workshops

Nursing - 2012

FTES
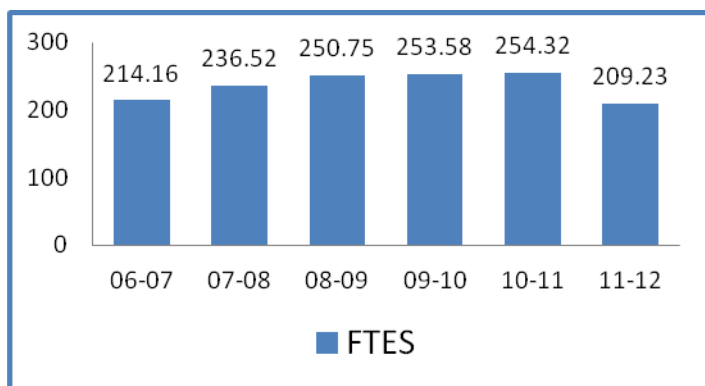
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,190	1,315	1,399	1,352	1,326	1,122
FTEF	32.03	31.70	28.24	28.47	30.03	30.28
WSCH per FTEF	201	224	266	267	254	207

	06-07	07-08	08-09	09-10	10-11	11-12
Success	95%	95%	81%	94%	95%	94%
Retention	97%	98%	97%	97%	97%	97%
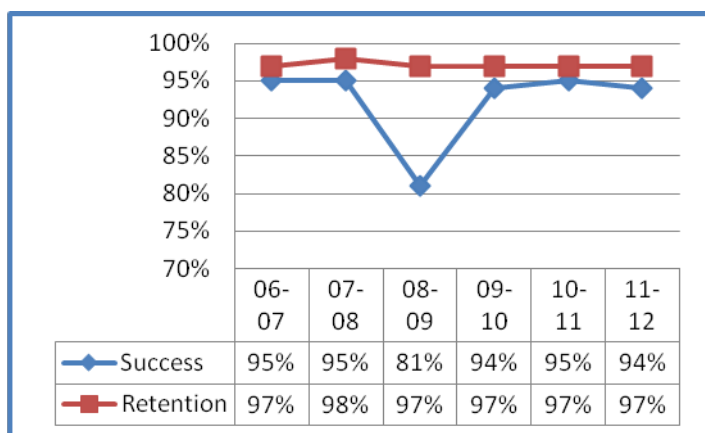
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	61	63	64	64	66	64
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	87	72	92	87	83	87
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

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

Assessment

- Program meets the standards and is accredited by the California Board of Registered Nursing and the National League for Nursing
- FTES remain high until 11-12 budget cuts
- Success and retention are high. There has been a 14% increase since 2008-2009. Current success rate is 94%
- NCLEX licensing exam pass rate for 2010-2011 is 83%. The pass rate for 2011-2012 -83%

Program Goals:

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

Challenges and Opportunities:

- Improving the NCLEX pass rate
- Funding for professional development
- Expanding clinical sites
- Incorporation of human-patient simulators into courses
- Seeking a half-time sumulator technician support specialist
- Funding for HESI examinations for all courses

Action Plan:

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

Pharmacy Technology – 2012
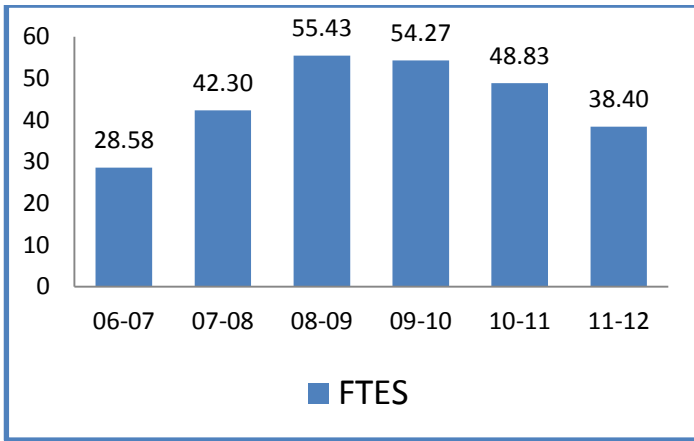
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	260	316	402	382	351	281
FTEF	2.05	1.92	2.14	3.02	3.02	3.02
WSCH per FTEF	418	661	777	539	485	381

	06-07	07-08	08-09	09-10	10-11	11-12
Success	68%	72%	76%	80%	66%	71%
Retention	87%	84%	87%	93%	84%	78%
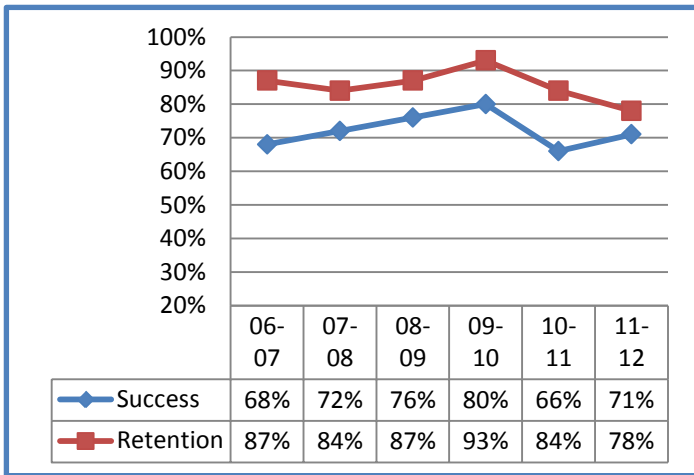
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	12	12	12	12	12	12
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	6	9	11	12	6	13
Certificates awarded	9	13	15	19	21	6

Description:
The program prepares students to work as Pharmacy Technicians in community pharmacies, providing medications and other healtcare products to patients under the supervision of a pharmacist. The program prepared students to pass the California Pharmacy Technician licensing examination. A certificate requires 29-33 units including prerequisites of BIOL 155, ENG 015, and MATH 090, and two semester of pharm tech courses. The AS degree requries students to complete the general breadth requirements.

Assessment
- Enrollment declined due to the combined effects of increase registration fees , decreased sections on campus, and end of eligibility period for working techs to take certification classes.
- Success dropped in 10-11 but is now improving.
- New curriculum for fall, 2013, with added prerequisites will help with retention and success.

Program Goals:
- Increase first semester courses to two sections each
- Complete approval process for a full time faculty
- Provide a smooth tranisition from the current curriclum to the new
- Create informational brochures for the program
- Develop a work experience /increase clinical opportunities for students who completed all course work since experience is a job requirement
- Offer our approved new course, pharmacology for health care professionals.

Challenges and Opportunities:
- There are no full time faculty for this program
- We are competing with for-profit colleges that are quick, have less prerequisites but are expensive
- Our institution does not help with job placement of graduates
- Offer a "not for credit" (fee for service) review class prior to certification exam, opening this to graduates of any pharm tech program
- Maintain labs with supplies and equipment needed for a quality education

Action Plan:
- Create a brochure
- Provide information sesssions on the program
- Continue to advocate for a full time faculty
- Expand advisory committee to establish a greater network for our graduates
- Work with community and/or other CTE programs to provide presentations on soft skills.
- Consider an application plan to limit enrollment to approved students

Philosophy & Religious Studies - 2012

FTES chart:

Year	FTES
06-07	137.75
07-08	132.98
08-09	153.95
09-10	150.14
10-11	148.09
11-12	130.40
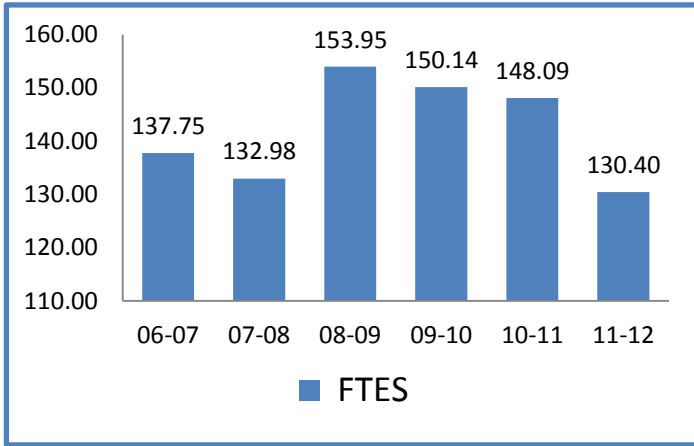
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,374	1,321	1,537	1,500	1,479	1,303
FTEF	8.80	9.00	9.40	8.60	9.00	7.80
WSCH per FTEF	470	442	491	524	494	502

	06-07	07-08	08-09	09-10	10-11	11-12
Success	62%	62%	64%	66%	65%	63%
Retention	80%	79%	80%	83%	81%	82%
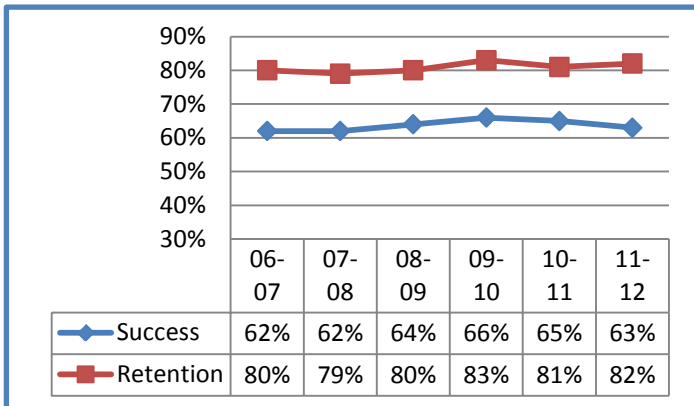
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	51	53	56	55	53	46
% of online enrollment	59%	64%	70%	66%	62%	61%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:
Philosophy and religious studies courses require critical analysis of ideas, clarity of thought, and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, and symbols, as well as through descriptive and analytic writing. These are invaluable skills transferable to most vocations. Although anyone can benefit from courses in the two disciplines, the primary function of each class is assumed to be the filling

Assessment

- Retention and success are both stable and mirror the rates for both the college and the division. FTES vary depending on the sections offered. WSCH per FTEF varies but mirrors the FTES numbers. With more sections offered, the department becomes more productive.

Program Goals:

- Develop a Transfer Model Curriculum (Transfer major) for both Philosophy and Religious Studies
- Offer at least one online section of every course offered
- Offer at least 50% of the total sections every semester
- Improve retention by 2% between fall and spring semesters

Challenges and Opportunities:

- The primary challenge and opportunity is to imagine, create, and deliver high-quality undergraduate educational opportunities at a time in the culture when resources for public higher education are shrinking

Action Plan:

- Write the TMCs in the fall of 2012 for approval in the spring of 2013 and implementation in the fall of 2014
- Develop department strategies for improving retention
- Work collegially with other departments in the division to improve retention

Physics Astronomy - 2012

FTES
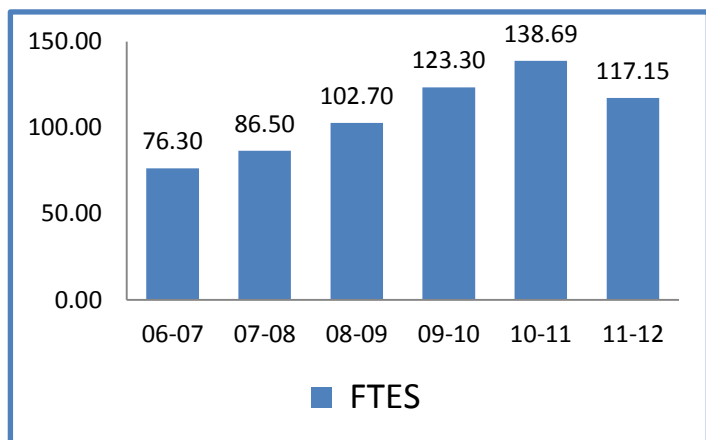
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	441	476	573	694	814	604
FTEF	4.96	5.02	5.99	6.05	6.08	5.95
WSCH per FTEF	461	517	514	611	684	591

	06-07	07-08	08-09	09-10	10-11	11-12
Success	58%	68%	67%	67%	68%	82%
Retention	77%	79%	78%	79%	80%	91%
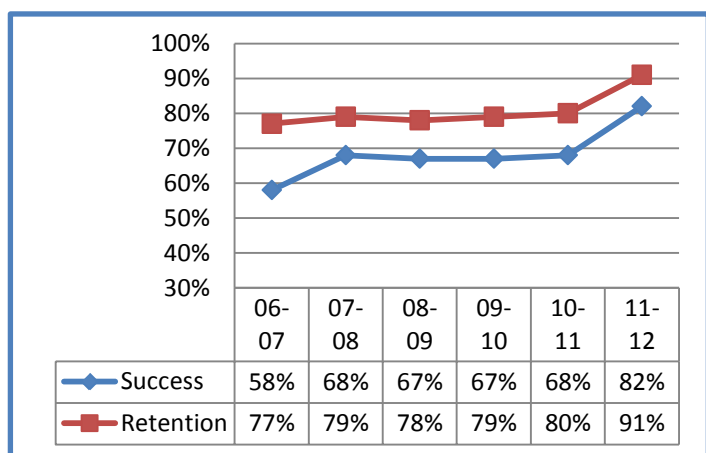
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	47	47	52	45	36	26
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	5	3	2	4	0	2
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Physics/Astronomy/Engineering Department offers general education Physics/Astronomy courses; a physics sequence for majors in the life sciences, biology, pre-nursing/medicine, and allied health programs; a physics sequence for majors in astronomy, chemistry, engineering, geology, physics, and other physical sciences; and engineering courses. The department operates a Planetarium and an Observatory supporting instruction and offering Astronomy programs for local schools and community.

Assessment

- Compared to lowest levels, FTES, enrollment, and WSCH/FTEF increased up through 10-11
- Success and retention rates increased through 10-11
- Course sections peaked in 08-09 then steadily dropped
- Recently, FTES, enrollment, and WSCH/FTEF have dropped significantly due to section cutbacks and budget restrictions
- Number of degrees awarded has remained fairly constant

Program Goals:

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

Challenges and Opportunities:

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

Action Plan:

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

Political Science - 2012
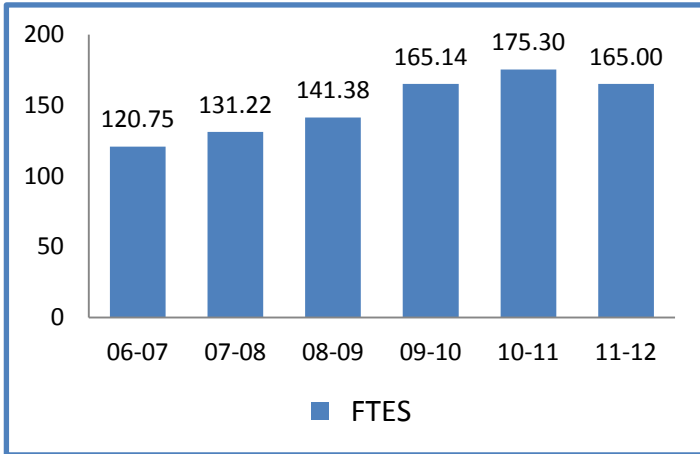
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,228	1,351	1,446	1,670	1,800	1,631
FTEF	8.27	8.83	8.76	8.20	9.20	8.60
WSCH per FTEF	438	446	484	604	572	576

	06-07	07-08	08-09	09-10	10-11	11-12
Success	57%	53%	53%	52%	60%	62%
Retention	79%	76%	77%	80%	84%	86%
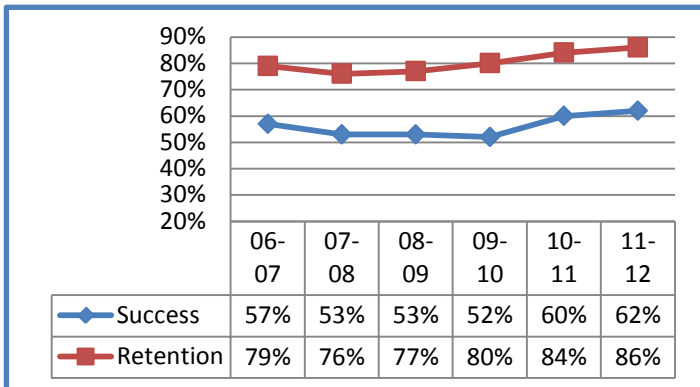
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	48	49	47	45	48	45
% of online enrollment	17%	16%	18%	18%	19%	20%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:
Political Science is the academic discipline that uses empirical research, historical analysis, and normative consideration of the ends of political action to study the institutions and processes by which human societies are ruled. This department offers an AA transfer degree and courses satisfying the state government and institutions requirement for a BA. Political science classes prepare students for careers in law, politics, public administration, social science teaching, and journalism.

Assessment
This department shows consistent growth over the past six years-- the fall-off in FTES in 2011-12 resulting solely from cuts in sections due to budgetary considerations. Efficiency peaked in 2009-10, but later WSCH/FTEF figures remain well above the college goal of 525. Success and retention rates have steadily improved, and are at their highest recent levels. Thus, no special problems are indicated, though improvements are no doubt possible.

Program Goals:
For more than a decade, the main goals of this program have been (1) to raise the level of expertise of the political science faculty by adding a full-time instructor with specialties in international relations and/or comparative government, and (2) to enhance the quality and comprehensiveness of our program by adding courses and programs to cover more aspects of the field. We've made more progress in achieving the second goal than the first.

Challenges and Opportunities:
Our principal challenge, of course, is to make improvements, or even maintain current standards, when fewer resources are available, due to economic trends and political choices. Paradoxically, our program's chief opportunity for expansion may stem from the fact that the current educational crisis is primarily due to inaction, or wrongful action, on the part of the government. This ought to stimulate student interest in the political process.

Action Plan:
The Political Science Department continues to advocate for the hiring of an additional full-time instructor. This need was ranked as SBVC's #4 faculty priority by the Program Review Committee in FA 2012. Also in FA 2012, the Department was approved to offer an Associate's degree for transfer, which will help our students in gaining admission to the Cal State system, and a new cours-- Introduction to Comparative Government--was also approved.

Psychiatric Technician - 2012

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	121	124	140	105	101	92
FTEF	11.24	11.04	12.31	11.95	12.18	11.88
WSCH per FTEF	331	320	346	273	257	236

	06-07	07-08	08-09	09-10	10-11	11-12
Success	88%	77%	89%	90%	92%	93%
Retention	98%	90%	98%	97%	98%	99%

	06-07	07-08	08-09	09-10	10-11	11-12
Sections	4	4	4	4	4	4
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	5	5	7	11	15	8
Certificates awarded	52	42	53	51	38	37
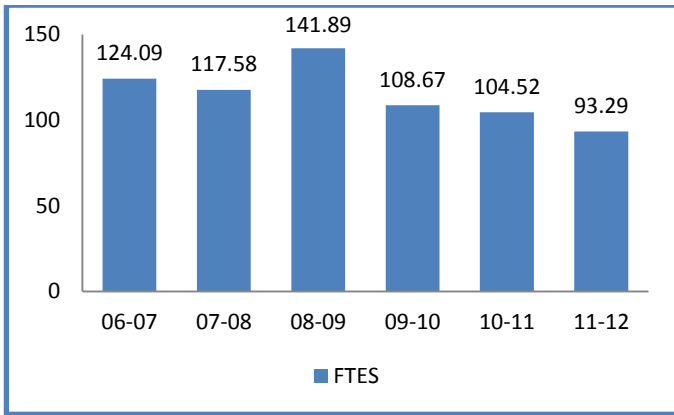
Description:

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

Assessment

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

Program Goals:

- Upgrade MATH prerequisite from MATH 090 to MATH 095
- Expand the multimedia collection for student's independent use
- Maintain first-time pass rate at 95% or higher the next three years
- Encourage faculty to improve knowledge, skills, and teaching approaches

Challenges and Opportunities:

- Continue to meet the faculty to student ratio of 1:10
- Build a pool of adequate adjunct faculty when qualified faculty are difficult to find
- Enhance support for annual advisory meetings
- Program has no budget, develop a budget for supplies
- Strengthening the partnerships between SBVC and community agencies
- Seek funding for Professional Development

Action Plan:

- Obtain funding and support for annual advisory meetings
- Seek qualified instructors with experience in this area
- Strengthen advisory committee to provide liaison for increased clinical sites
- Update equipment and software used in the course
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time
- Create a brochure
- Seek funding for clinical requirements, such as personal alarms

Psychology - 2012

	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	2,557	2,821	3,154	3,199	2,985	2,511
FTEF	14.80	17.00	16.40	15.20	15.20	12.60
WSCH per FTEF	525	503	570	635	586	620

	06-07	07-08	08-09	09-10	10-11	11-12
Success	57%	55%	60%	60%	64%	68%
Retention	76%	78%	78%	80%	83%	86%
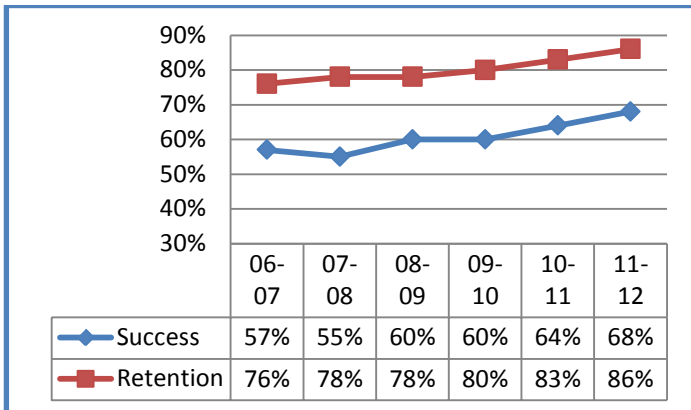
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	81	91	88	82	80	68
% of online enrollment	12%	15%	14%	18%	20%	19%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

Psychology offers classes in General, Abnormal, Child and Adolescent Psychology, Human Sexual Behavior, Lifespan, Personal and Social Adjustment, and Statistics. Two new courses (Biological Psychology and Research Methods) will be offered as part of the new AA-T in Psychology, effective Fall, 2013. On average, about 20% of Psychology courses are offered online. Psychology courses meet general education requirements and fill early.

Assessment

- Efficiency rates remain high rates despite section cuts
- Fluctuating FTES rates are slightly higher than in 2006-2007
- Success rates have improved 11% since 2006-2007
- Retention rates have improved 10% since 2006-2007
- Number of online sections steady at about 20% since 09-10

Program Goals:

- To offer all courses in the AA-T in Psychology within a 2 year period
- To maintain an updated curriculum
- To maintain quality in instruction despite only having 1 full-time faculty

Challenges and Opportunities:

- To serve the increasing demand for psychology classes with fewer resources and reduction in number of classes offered
- To develop and implement strategies to improve retention and success rates
- To continue to offer qualitity instruction and diversity in course offerings with only one full time faculty in the department

Action Plan:

- To develop a plan for offering courses in psychology that enable students to complete Psychology courses in the AA-T in 2 years
- To offer professional development opportunities to adjunct faculty
- To enhance communication with adjunct faculty who teach approximately 89% of Psychology course offerings

Radio, Television & Film - 2012

FTES chart
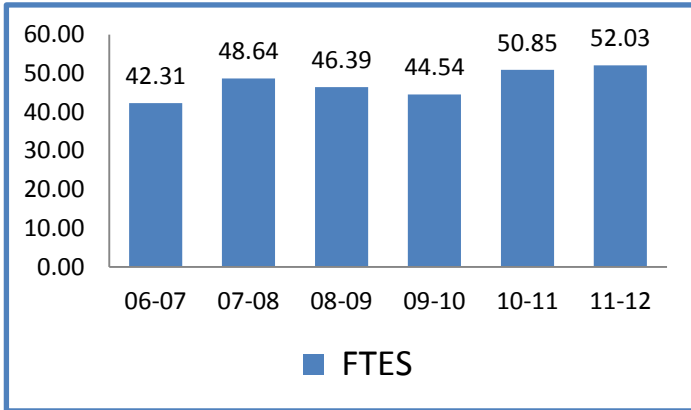
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	230	294	259	305	353	376
FTEF	4.10	4.36	3.75	3.82	4.20	3.92
WSCH per FTEF	311	335	371	350	363	398

	06-07	07-08	08-09	09-10	10-11	11-12
Success	54%	51%	46%	57%	66%	62%
Retention	77%	73%	64%	84%	85%	86%
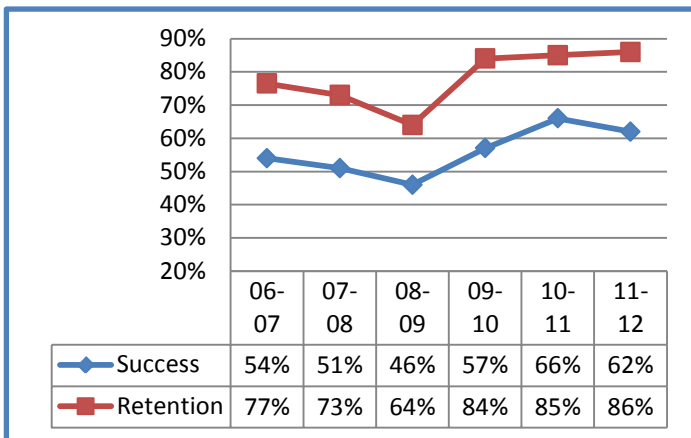
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	35	35	34	32	37	33
% of online enrollment	9%	53%	54%	44%	49%	61%
Degrees awarded	3	0	3	5	0	2
Certificates awarded	3	2	1	2	0	3

Description:

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

Assessment

- Enrollment increased from a low of 230 in 06-07 to 376 in 11-12. The Media Academy (part of RTVF) wrote MOUs with local area HSs and CSUSB. The Media Academy/RTVF sponsored the first annual student film showcase in June 2012, with over 50 entries. Media Academy students began airing news packages on KVCR-TV in fall 2012. In fall 2012 and spring 2013, students were turned away from full classes. We have little room for growth; students drop because of lack of sufficient equipment and laboratory space.

Program Goals:

- In 10-11 we reached the program goal of 4.20, which reduced to 3.92 in 11-12. Because of stacked classes, we cannot increase FTEF. We have nearly achieved our program retention goal of 88%. Faculty have set a student success rate goal of 70%. Our current success is 62%.

Challenges and Opportunities:

- The RTVF Department/Media Academy faculty are currently in discussions with CSUSB to increase our partnership in television and film. CSUSB currently accepts 2-4 SBVC students per quarter to intern in upper division production classes. We plan to continue to grow the SBVC Student Film Showcase, open to high schools, community colleges, and universities and increase the student news productions for KVCR.

Action Plan:

- The IE Media Academy will continue to grow, writing additional MOUs with other local area high schools and universities. The student news program in conjunction with KVCR will continue to grow, offering students an opportunity to produce portfolio pieces during classwork of broadcast quality.

Reading & Study Skills - 2012

FTES
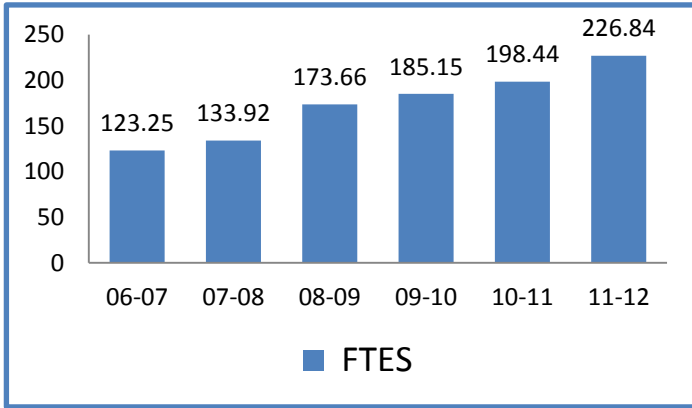
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	666	725	959	991	1,043	1,183
FTEF	8.96	8.96	11.94	12.18	12.70	15.08
WSCH per FTEF	413	448	436	456	469	452

	06-07	07-08	08-09	09-10	10-11	11-12
Success	55%	56%	59%	58%	47%	69%
Retention	76%	77%	77%	79%	82%	86%
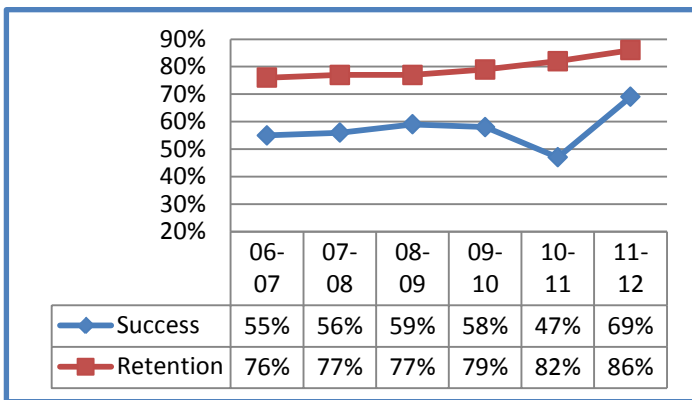
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	28	28	38	38	39	46
% of online enrollment	7%	8%	11%	11%	8%	20%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:

The Reading and Study Skills Department offers courses in reading improvement and study skills designed to help students succeed in college. Entering students use their assessment scores to select the appropriate reading class. Courses in the Basic Reading Skills Series (READ 915, 920, 950, 951, 015) prepare students for college-level reading with an intensive program of instruction and laboratory practice. These courses also prepare students to satisfy one of the two options for fulfilling the reading competency requirement for the Associate Degree. READ 100 and 102 teach college-level reading and study skills.

Assessment

- Over the past four years, the duplicated enrollment in the department has seen a consistent increase (666 for 2007-2008 to 1043 for 2010-2011).
- FTEF has also seen a significant increase (8.96 for 2006-2007 to 15.08 for 2011-2012).
- WSCH per FTEF has increased from 413 in 2006-2007 to 452 in 2011-2012).
- Retention rate has shown a study increase since 2006-07 (76%) to 2011-12 (86%).
- Success rate has increased to 69% in 2011-12. This is the highest success rate in the past six years.
- The department currently has load for 7-8 full-time faculty but have only 4.

Program Goals:

- Continue our commitment to providing access and encouraging success in our ESL students.
- Renew our commitment to provide access to students.
- Continue our commitment to increasing student success and retention.

Challenges and Opportunities:

- The trends that impact the Reading Department most problematically are those that are connected to the assessment data and impact the department's need for courses and resources. The department is linked to that data since it determines student placement in our courses. 72% of students who assessed into the college between December 2010 and December 2011 assessed into Read 015 or lower—remedial or pre-college level courses.
- With the anticipated implementation of basic skills prerequisites, the department will also see an increase in the need for basic skills courses and resources.

Action Plan:

- Launch two non-credit reading courses—appealing to students whose skills are lower than those identified as appropriate for Reading 920.
- Create links with other departments and continue to develop learning communities.
- Collaborate with other areas of the campus to gain needed resources for our students.
- Continue to offer a pattern of services which appeals to our weekend students.

Real Estate/Escrow - 2012
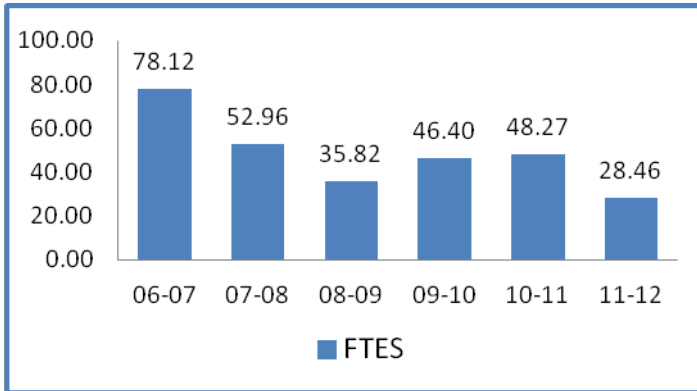
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	779	533	366	470	494	286
FTEF	5.23	4.60	2.80	2.60	2.80	2.00
WSCH per FTEF	448	345	384	535	517	427

	06-07	07-08	08-09	09-10	10-11	11-12
Success	59%	63%	66%	50%	50%	51%
Retention	83%	79%	87%	84%	80%	87%
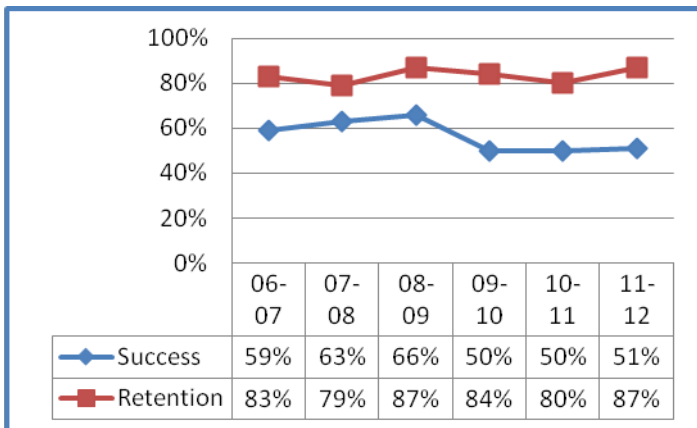
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	28	25	16	15	16	10
% of online enrollment		7%	4%	40%	56%	80%
Degrees awarded	4	1	4	2	2	2
Certificates awarded	5	4	4	3	5	5
Skills awarded						

Description:

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

Assessment
- The Program was increasing enrollment, despite the recession
- MANAGEMENT FORCED a reduction in sections to 10 courses (pre-Prop.30)
- This reduced WSCH by 20%, reducing the FTES by 59% to 28.46 producing a FORCED net revenue program loss.
- WSCH/FTEF reduced to 427; higher than 07-08.
- Mandated intro courses produced waiting lists.
- FORCED cuts limited elective offerings, lengthening time to receive a certificate/degree.

Program Goals:
- Activation of RE financial "Argus" software for students. Only community college in USA using this program.
- Pathway for students to receive an AA degree and/or certificates in a timely fashion.
- Re-alignment course sections due to FORCED cuts.
- Work on program's WSCH/FTES school guidelines
- Strengthen RE "success curve" vs. school's online numbers.
- Educate administration about cuts that produced the lowered numbers.
- Increase degrees and certificate earned.

Challenges and Opportunities:
- Create a measurement assessing RE Program online success vs. total school's 10% online student success rate.
- Success rate up 1 % over years 2011/12 to 51% which indicates on-campus versus online classes' gradual transition
- Retention rate has risen to 87%. This is higher than the average of all of the other classes offered at school but can improve.
- Work to reinstate class cuts, at least where FTEf revenue and costs equalize

Action Plan:
- Realign the smaller sections' offerings for a timely certificate
- Work on restoring some of the FORCED section cuts, at least where FTES revenue equals costs.
- Create a mailer to Inland Empire businesses that sponsor any construction or affiliates related to real estate that are associated with job creation.
- Continue strengthening RE program in support of community interest in creating job prospects.

Sociology - 2012
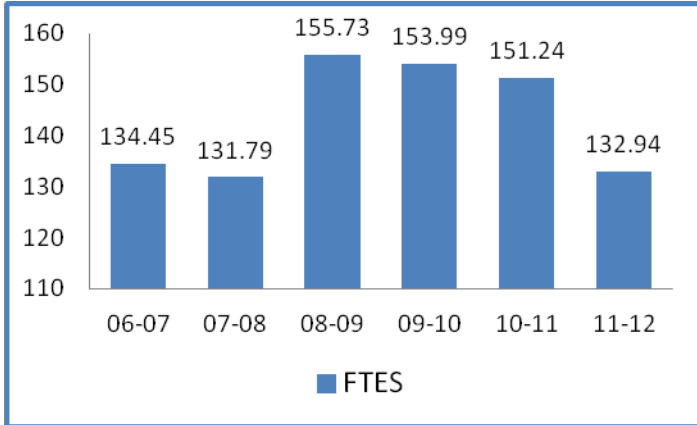
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	1,343	1,318	1,556	1,545	1,517	1,303
FTEF	8.40	8.20	8.40	7.80	8.00	6.80
WSCH per FTEF	480	482	556	592	567	574

	06-07	07-08	08-09	09-10	10-11	11-12
Success	56%	53%	49%	55%	53%	62%
Retention	75%	75%	68%	77%	75%	83%
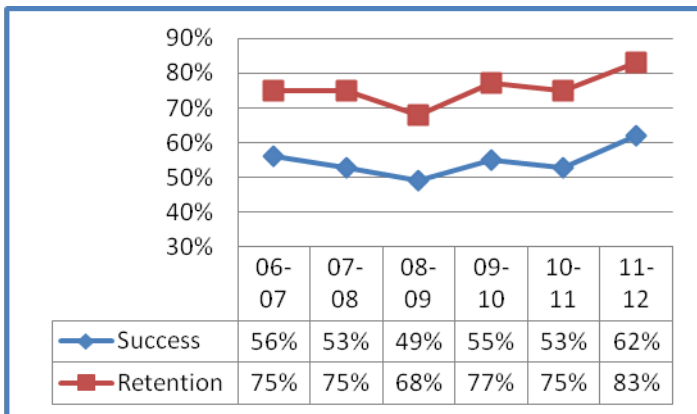
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	43	44	44	41	42	36
% of online enrollment	40%	40%	41%	49%	48%	50%
Degrees Awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

Description:
Sociology is both a scientific and humanistic discipline. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law, and education. SOC 100 is required for various programs and most sociology courses in general are popular.

Assessment
- FTES have dropped due to campus wide budget cuts. Sociology ha has been cut by approximately 15% since 08-09.
- All sections often fill quickly and have large wait lists.
- WSCH/FTEF data has been above the campus average.
- Student success and retention rates are steadily improving.
- Sociology faculty have stabilized.
- Non SOC 100 courses have advisories.

Program Goals:
- Program continues to operate with only one full time faculty.
- Program needs assessment rankings have indicated the need for more full time sociology faculty.
- Develop processes to inform students about the new sociology transfer degree.
- Continue to focus on success and retention.

Challenges and Opportunities:
- Budget cuts have made it more difficult to meet diverse schedules.
- One full time faculty often cannot complete all program goals.
- New sociology transfer degree allows students opportunities to transfer and refines educational goals.

Action Plan:
- Continue to submit needs assessment for full time sociology faculty.
- Build robust campus sociology website.
- Develop flier for new sociology transfer degree.
- Continue offering distance education courses to meet diverse scheduling needs of students.
- Continue to analyze student retention and success through program efficacy reports and communication with department adjunct faculty.

Theater Arts - 2012

FTES chart: 06-07: 38.45, 07-08: 42.34, 08-09: 44.81, 09-10: 52.60, 10-11: 56.88, 11-12: 44.75
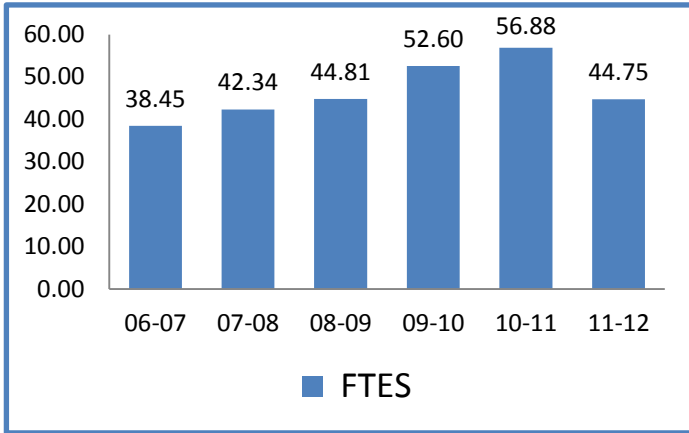
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	296	328	316	316	371	338
FTEF	3.66	4.63	4.65	4.65	3.64	2.38
WSCH per FTEF	315	274	289	289	469	564

	06-07	07-08	08-09	09-10	10-11	11-12
Success	78%	78%	76%	75%	79%	83%
Retention	90%	84%	84%	91%	87%	93%
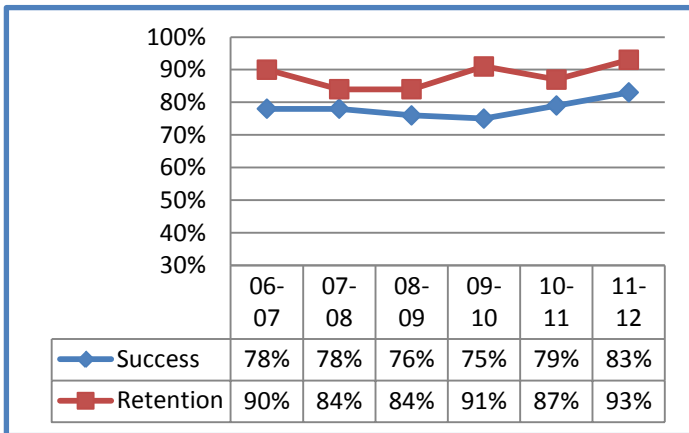
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	21	21	21	20	15	13
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	N/A	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A	N/A

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

Assessment
- The theatre department experienced gradual increases in enrollment until the 2011-2012 academic year, which could be attributed to both the loss of our full-time faculty and budgetary scheduling cuts. In spite of these schedule cuts, productivity has doubled over the past three years. While faculty are serving greater numbers of students in fewer sections, both success and retention have increased.

Program Goals:
- The program will be working to resolve curricular issues including creation of a TMC-AA degree in theatre and the "leveling" of repeatable courses.
- The program will work to create a schedule that rotates core courses required for transfer into a two-year cycle.
- The program will work to better market productions to increase audience size
- Offer a variety of productions to the community including drama, comedy, musical theatre, etc.

Challenges and Opportunities:
- The theatre will be closed for 12-18 months for renovation. The department will explore alternative settings and theatrical offerings (such as dinner theatre).
- The program will work with other disciplines in the department (music and dance) to collaborate on productions and space utilization.
- We are continuing to pursue a program that engages the local K-12 students and their families, resulting in additional revenue and enhancing of the reputation of the college.

Action Plan:
- Promote theatre in the inland empire by continuing to bring children to the campus and to bring productions to the K-12 schools.

Water Supply Technology - 2012
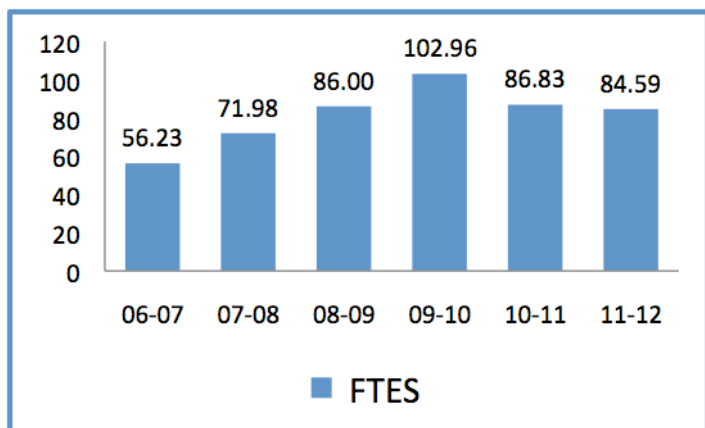
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	647	779	923	1,083	1,015	852
FTEF	4.60	6.17	6.61	6.61	7.04	5.76
WSCH per FTEF	367	350	390	467	370	441

	06-07	07-08	08-09	09-10	10-11	11-12
Success	76%	77%	66%	75%	71%	73%
Retention	92%	89%	89%	86%	86%	90%
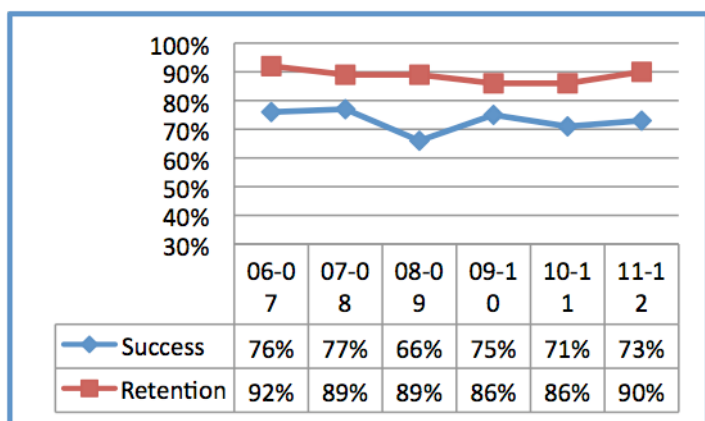
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	26	33	36	41	47	37
% of online enrollment	0%	0%	3%	2%	2%	0%
Degrees awarded	0	4	7	6	3	4
Certificates awarded	9	9	25	33	14	9

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

Assessment
- FTES has recently declined as a result of institutional budget and section cuts, as well as curricular changes.
- Duplicated enrollment echoes FTES.
- In general, efficiency continues to increase, as fewer faculty teach a larger student population.
- Student retention and success remain high, exceeding institutional averages.
- Because many students take only one or two courses for (re)certification purposes, degree and certificate awards have declined.

Program Goals:
- Continued curricular revision, including water utility management, instrumentation, meter and fixture, and safety components.
- The program will redouble efforts to attract veterans, women, middle college, unemployed, and other under-represented groups.
- Offer university-articulated and advanced courses in a more regular sequence.
- Complete SLO assessments and improve on-campus infrastructure.

Challenges and Opportunities:
- Continued efforts to recruit and train under-represented populations.
- Non-traditional funding required for supplies, field trips, course expansion, and workshops.
- Continued curricular development must incorporate management, instrumentation, and conservation components, including university articulation.
- Students who gain employment must be tracked.

Action Plan:
- Offer upper-level, DE, university-articulated, and a balanced mix of daytime and evening courses.
- Incorporate student and industry feedback into continued course improvement.
- Hire an additional full-time faculty and develop a permanent, stable budget.
- Improve data collection on job placement and expand the work experience program.
- Integrate additional CTE and science courses into certificate programs.

Welding Technology - 2012
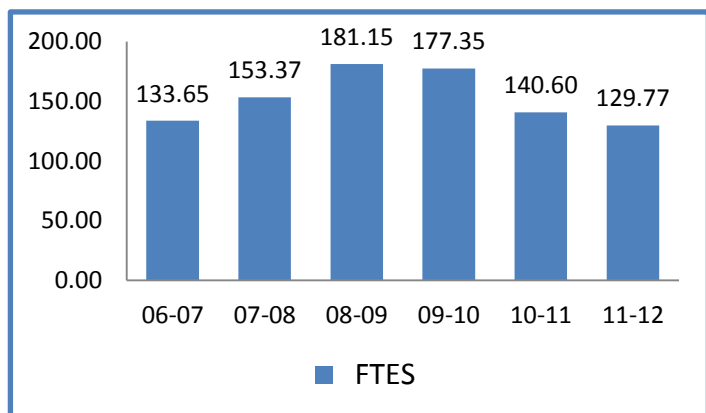
	06-07	07-08	08-09	09-10	10-11	11-12
Duplicated Enrollment	471	548	664	624	506	374
FTEF	8.98	8.62	8.98	8.56	8.05	8.47
WSCH per FTEF	446	534	605	622	524	460

	06-07	07-08	08-09	09-10	10-11	11-12
Success	71%	71%	81%	81%	76%	72%
Retention % Rate	91%	91%	91%	89%	93%	87%
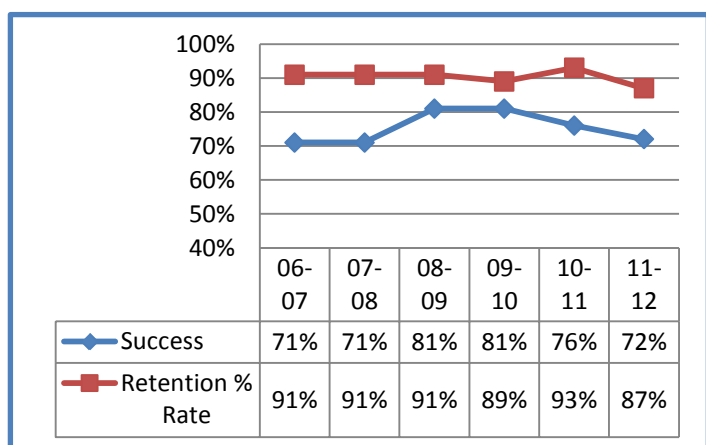
	06-07	07-08	08-09	09-10	10-11	11-12
Sections	71	72	73	66	52	34
% of online enrollment	0%	0%	0%	0%	0%	0%
Degrees awarded	2	1	0	2	0	0
Certificates awarded	24	8	8	6	6	3

Description:
The program provides training in all areas of welding including oxy-acetylene, Shielded Metal Arc Welding, Gas Tugsten Arc Welding, Gas Metal Arc Welding, and Flux-cored Arc Welding and courses to prepare students to become American Welding Society (AWS) certified welding inspector and LA City certified structural welder. The department strives to provide industry relevant technical training to prepare students for welding profession. The program offers both degree and certificates in welding.

Assessment
- The program grew significantly till 2009 until the college cut back on the number of course offered
- The number of certificate awarded has decreased since 2007
- The certificates parallel the state of the commercial real estate in the Inland Empire which peaked in 2006
- The student success rate has fallen with enrollment and cutback in number of sections.

Program Goals:
- Increase the number of sections offered so that certificates and degree can be completed.
- Update the lab to provide safe and healthy environment for the welding students and other occupants of the Technical Building.
- Diversify the curriculum to include areas such as laser/precision welding, robotic welding, and metal crafting/sculpturing.
- Improve student retention and success as well as program efficiency.
- Create a central point of contact

Challenges and Opportunities:
- The two fulltime faculty positions have not been filled
- Hands on Practical Testing for LA City Structural Certification was discontinued in 2011
- The two welding labs are located in different structures and do not meet current codes
- Curriculum lacks a clear entry exit point
- Lack of adequate facility to store bulky and expensive consumable supplies.
- The department chair is not a subject matter expert

Action Plan:
- Reconfigure the equipment to make the lab more efficient
- Replace or modify the two labs to create one large lab by 2014.
- Update the curriculum to include clear entry-exit points
- Build a facility to store consumable supplies and an area to cut and store steel.
- Hire a fulltime faculty to be chair of the department and point of contact for the program.
- Institute procedures and oversight to re-start the LA City hands on testing program.

Cafeteria - 2012

San Bernardino Valley College FTES
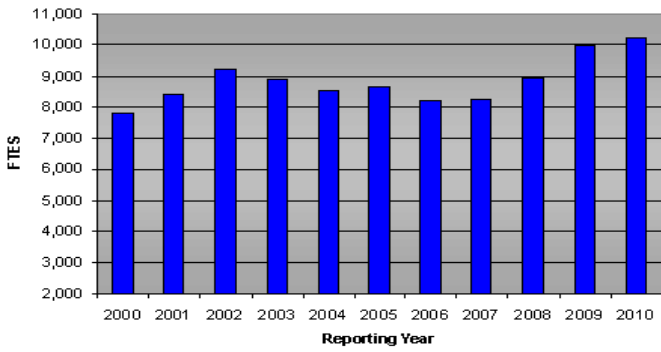
Campus Section Count
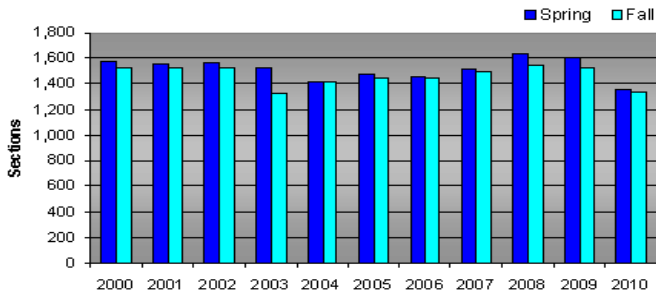
Food Services
Food - Income/Expense Comparison
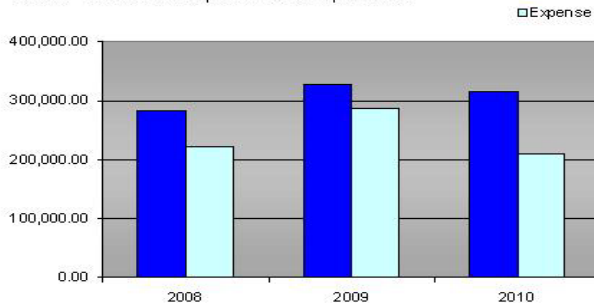
Food Service
Catering Contracts
July-February
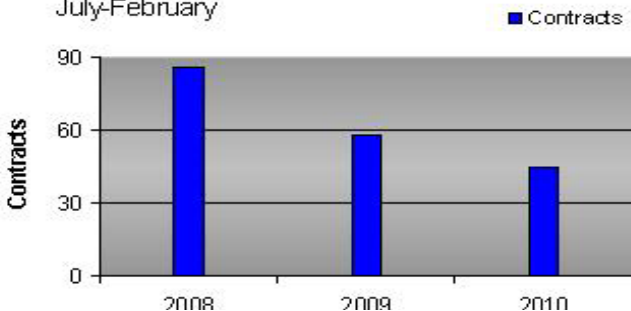
Cafeteria
2010 Survey Results
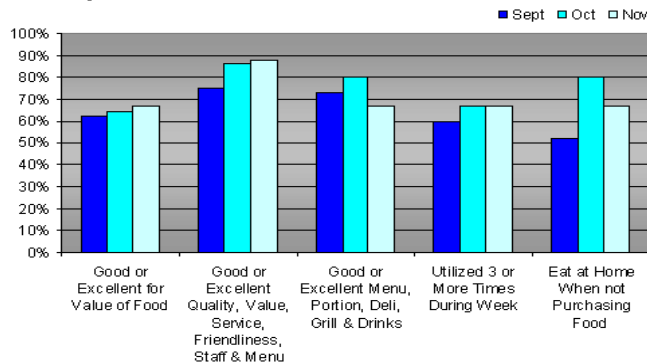
Description:
Food Services is dedicated to satisfying the College's need for nutritious meals for a diverse student body. The department currently operates one retail outlet and an exterior food cart service when adequate staffing is available. The department employs one manager and six support staff members.

Assessment

- Assessment of Food Services is based on direct customer feedback and campus surveys. A community suggestion box is located at the Service Counter.

Program Goals:

- A second automated credit and debit card payment station
- Utilize SBVC website for advertising
- Campus' preferred local food vendor
- Adequate numbers of retail outlets and hours of service to satisfy the demands of a rapidly growing student body

Challenges and Opportunities:

- Additional FTE staff is necessary to maintain quality of service and hours of operation
- Food services finds itself in competition with multiple local establishments and the Culinary Arts Dining Room service
- The current location of the Cafeteria is not conducive to the student population on the north end of the campus

Action Plan:

- Food Services will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Future opportunities to expand retail outlets and hours of operation will continue to be examined.

Custodial Maintenance - 2012

SBVC FTES--Reporting Years 2000-2009

Campus Section Count - Fall and Spring Terms

Custodial Maintenance Staff Levels

Current Staffing Level Comparison January 2010
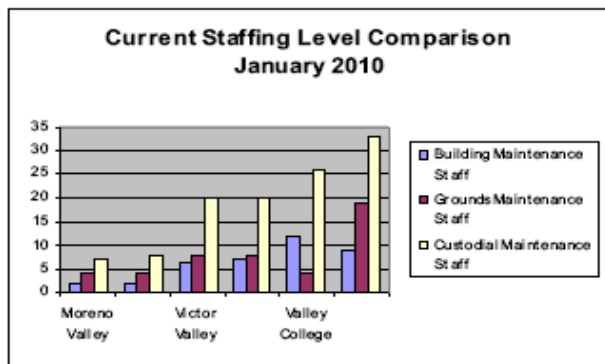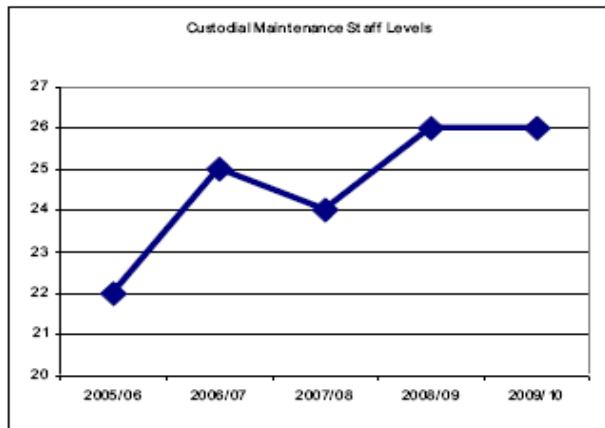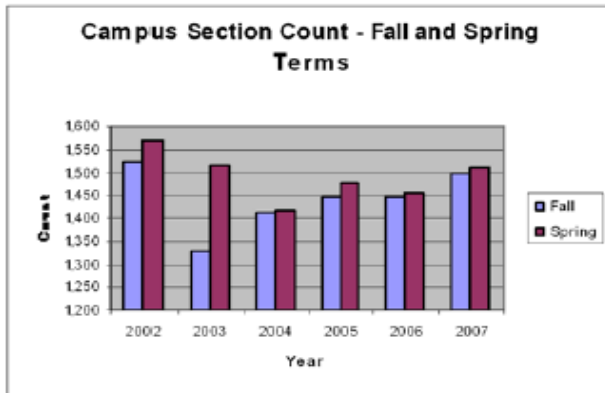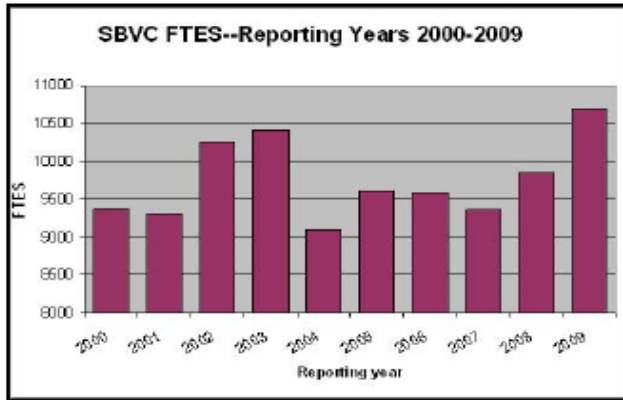
Description:

The Custodial Maintenance Department is staffed by one supervisor, three lead custodians and 22 custodians. The department currently staffs two separate shifts. In addition to cleaning all the campus facilities, the department is asked to provide necessary set-ups for campus special events and outside user groups.

Assessment

- Assessment of Custodial programs is based on campus surveys, direct customer feedback, and Community suggestion boxes located at the department service desk.

Program Goals:

- To maintain campus facilities for functionality and aesthetics
- Develop funding strategies based on essential campus needs
- Develop staff training opportunities and improve overall department efficiency

Challenges and Opportunities:

- Annual custodial maintenance budgets have been inadequate to fund essential supplies
- Funding to maintain existing custodial equipment is non-existent and no funding is available to procure new and more efficient custodial equipment
- The volume and cost of custodial supplies continues to escalate without additional fiscal support

Action Plan:

- SBVC Custodial Maintenance will continue to assess the quality of service provided to the community, ensuring that outstanding customer service will be provided at a reasonable cost. New cleaning methods and equipment will be evaluated for improving program efficiencies.

Mailroom - 2012

San Bernardino Valley College FTES
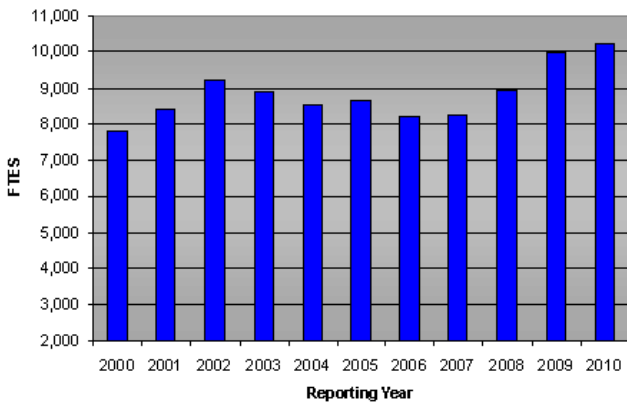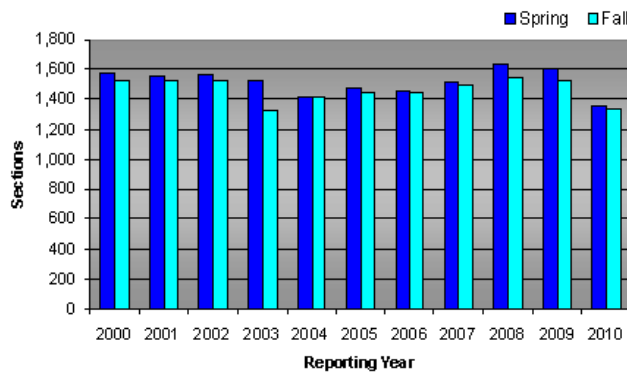
Campus Section Count

Description:

The Mailroom processes campus mail, US mail services and package deliveries for the campus community. Received mail is separated and delivered to department mailboxes, and out-going mail is processed for delivery to the postal annex. Package deliveries are received and signed for as necessary. The Mailroom is staffed with one full-time employee and is supervised by the Administrative Services department.

Assessment

- Assessment of the Mailroom operations is based on direct customer feedback, academic departments and student services department campus surveys and a Comment box located in the Campus Business Office.

Program Goals:

- Provide a central point of access for campus mail, US mail, package deliveries and faxes.
- Facilitate the performance of normal campus business functions by providing accurate and timely service.

Challenges and Opportunities:

- Current staffing levels do not allow for coverage during staff leaves. A Student Worker is helpful in maintaining quality of service during hours of operation.
- Updating of Mailroom policies.
- Scheduling of large mailings along with the regular daily duties.

Action Plan:

- Administrative Services will continue to assess the quality of service it provides to the campus community, ensuring that outstanding customer service will continue to be provided. Work study student workers will be utilized when possible.

Maintenance - 2012

SBVC FTES--Reporting Years 2000-2009

Campus Section Count - Fall and Spring Terms

Maintenance Staff Levels

Current Staffing Level Comparison January 2010

Description:

The Maintenance Department consists of 9 skilled trade employees, one professional manager, a shared supervisor, and a department secretary. Maintenance functions include plumbing, electrical and HVAC repairs, painting and campus lock/hardware maintenance.

Assessment

- Assessment of M&O programs is based on campus surveys, direct customer feedback, and community suggestion boxes located at the department service desk.

Program Goals:

- Ensure that all campus facilities are ADA accessible
- To maintain campus facilities for functionality and aesthetics
- Develop funding strategies based on essential campus needs
- Continue to provide support for the SBVC capital improvement program.

Challenges and Opportunities:

- Technologies found in new facilities will require our staff to secure additional training to properly maintain campus facilities.
- Costs of maintenance supplies and materials continue to escalate without offsetting budget augmentations.
- Support budgets have been reduced over the past 3 fiscal years to compensate for State budget shortfalls

Action Plan:

- SBVC Maintenance will continue to assess the quality of service it provides to the community, ensuring that outstanding customer service will be provided at a reasonable cost. Planning and support will continue to be rendered to the capital improvement program.
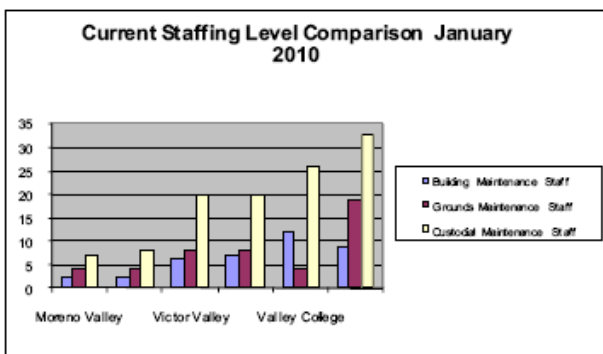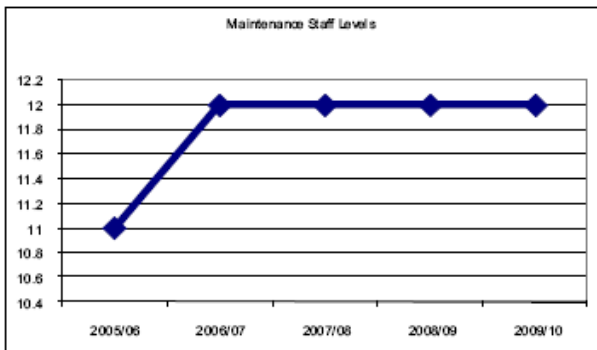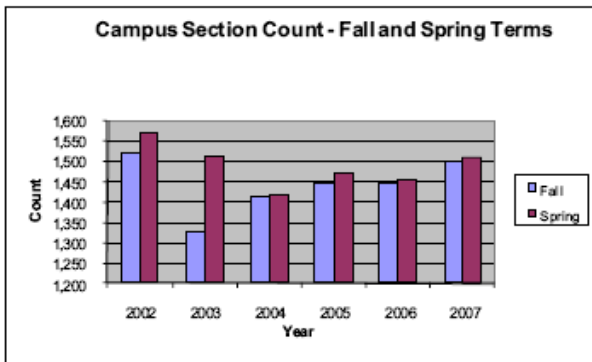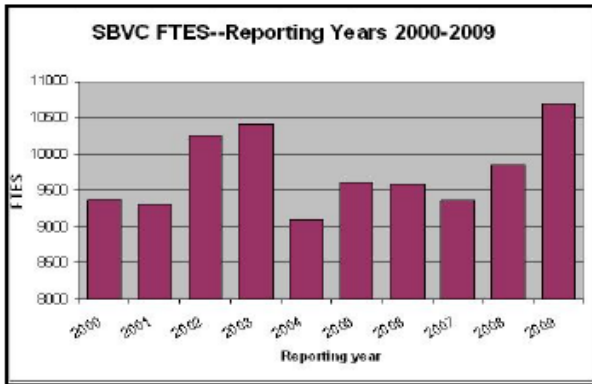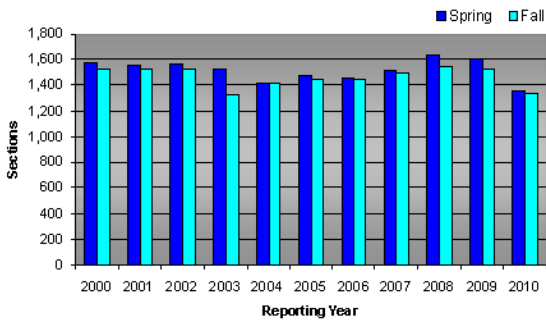
Switchbooard - 2012

San Bernardino Valley College FTES
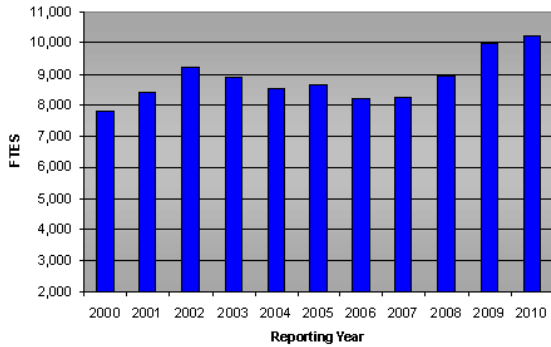
Campus Section Count
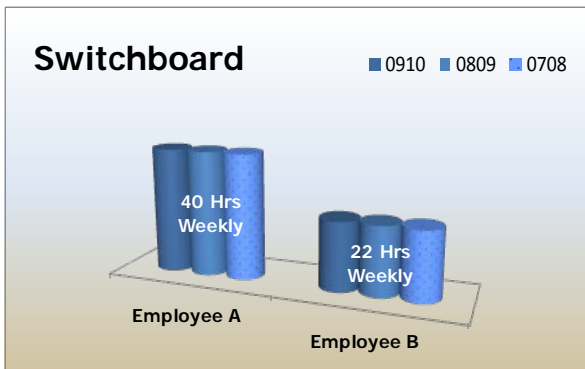
Description:
SBVC Switchboard Operator is dedicated to providing the College with excellent customer service for a diverse student body. The department currently answers calls from 7:30 am-10 pm MTWTh and 7:30 am-4:30 pm on Friday. We have 1 full-time and 1 part-time operator within the Administrative Services Department.

Assessment
- Assessment of the operator is based on direct customer feedback, campus surveys and the Comment Box located in the Campus Business Office.

Program Goals:
- Provide a central point of access for campus mail, US mail, package deliveries and faxes.
- Facilitate the performance of normal campus business functions by providing accurate and timely service.

Challenges and Opportunities:
- Assisting frustrated callers when they are unable to connect with departments during high volume times.
- Receiving updated information about events or major activities.
- Keeping current on campus information i.e., departments, names and extensions.

Action Plan:
- To ensure outstanding customer service, Administrative Services will continue to assess the quality of the Switchboard. Continuing to remember the importance of service to our students, staff, faculty and community.
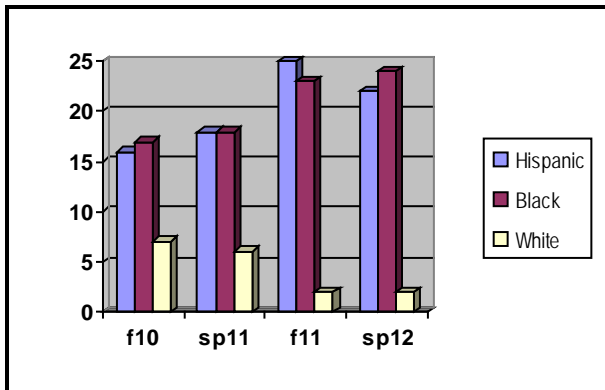
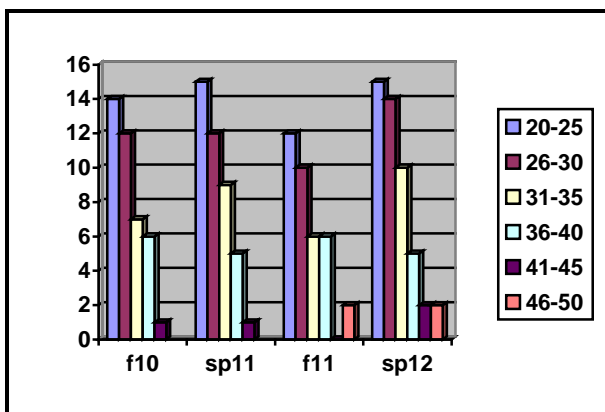# Cooperative Agencies Resources for Education (CARE) - 2012
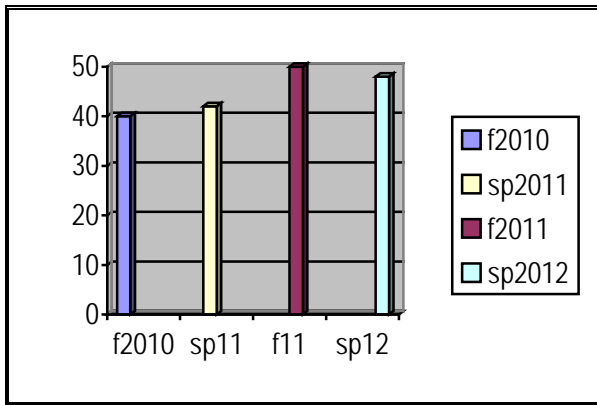
Student Participants
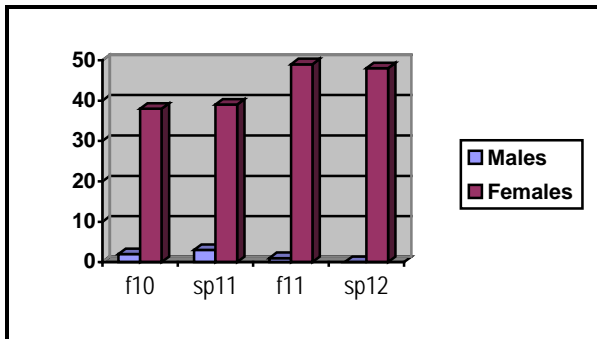
Gender Breakdown

Ethnicity Breakdown

Age Breakdown

Description:

Cooperative Agencies Resources for Education (CARE) is a sub-program to EOPS and encourages the women and men 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) with a child under the age of 14. Students must be EOPS eligible and single head of household.

Assessment

- Our CARE population is comparable to participation within our Region 9 area. The majority of participants are females. We have only served 6 male students in the program within the 2 years indicated. As you can see in figure 3 our ethnicity table indicates that the majority and current participation are Hispanics, blacks and white. Age distribution is between the ages of 20 - 50 years and our majority age group are between 20 - 30 years old.

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: child care 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 and Opportunities:

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

Action Plan:

- To enhance our working partnerships with Financial Aid and Cal-WORKs departments and share lists of students who may be receiving TANF services.
- Provide presentations on campus to classrooms and organizations for recruitment purposes.
- Create a partnership with Children Development Center in which student participants may have the opportunity to place their children in center and make it more accessible for students to continue and complete their goals in a timely manner.
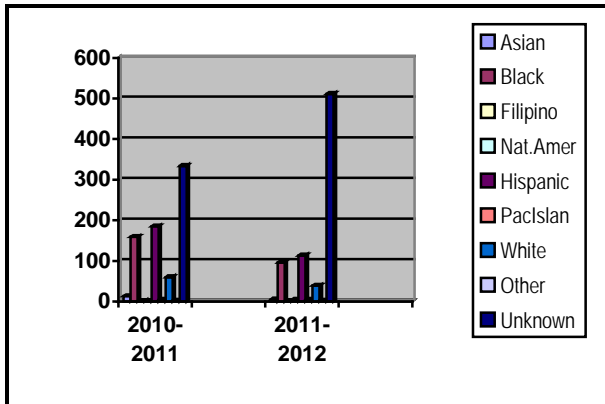
Extended Opportunity Programs & Services (EOPS) - 2012
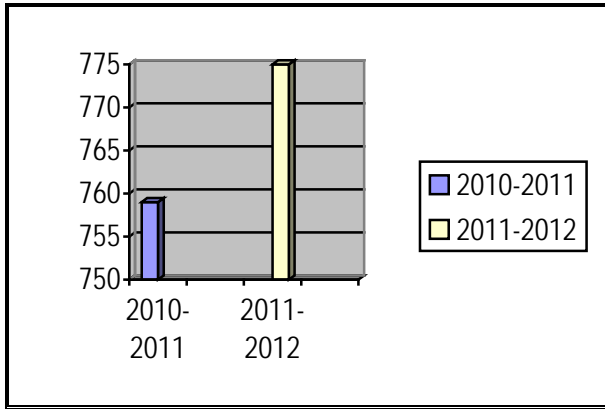
Student Participants
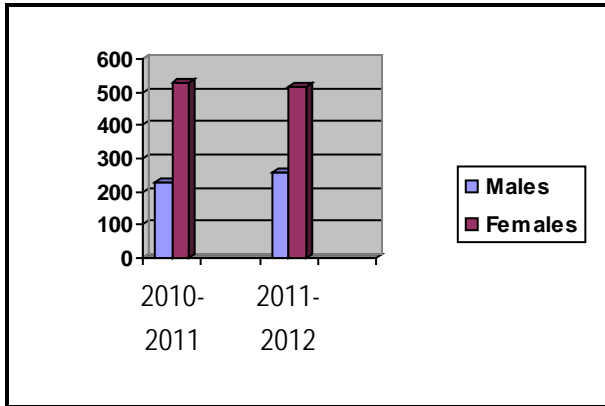
Gender Breakdown

Ethnicity Breakdown

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

Assessment

- EOPS participation has grown by 16 students within a year. Our male population increased by 28 students and females have dropped by 12. Our expected 490 cap has exceeded by 285 students. Our Hispanic and black population have dropped and but our Caucasion population has increased. Unfortunately, many of our participants' don't indicate ethnicity and our unknown populations are exceeding our known populations. We will incorporate a survey to include ethnicity to better track the ethnicity of our students.

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, above, and in addition to those provided to the general college population

Challenges and Opportunities:
Students completing the requirements for semester basis
- Students not maintaining 12 units per semester
- Students' grade point average falling below the standard average 2.0 grade point average per semester.
- Many students are interested in program; however due to staffing issues we are permitted to limit our participation.
- Implement workshops in time management; stress management; learning styles and note taking workshops
- No full-time counselor available to provide the utmost service to students

Action Plan:
Hire a permanent director and a full-time counselor to better serve our students.
- Enhance our partnerships with different departments to provide more access to students
- We have incorporated workshops and announcements through Blackboard and many students are taking advantage of this opportunity. Will be enhancing blackboard to incorporate additional services to our student population.
- Recruit students in general and advertise our program to become more diverse and have more participation in males and whites.

# Financial Aid Department - 2012
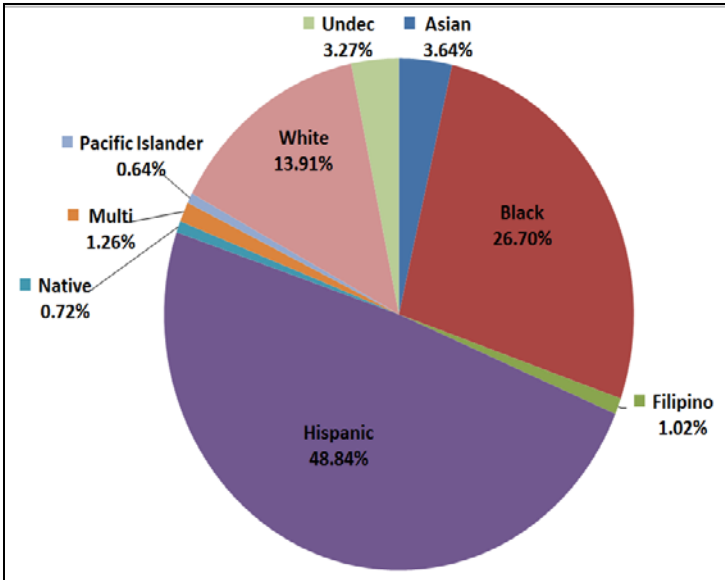
Description:

The Financial Aid Department administers the federal and state financial aid programs, which include Pell grants, Cal grants, SEOG grants, Chafee grants, outside scholarships, work-study programs, and some loans. These services are designed to help students pay for educational expenses which include fees, textbooks, supplies, housing, transportation, and personal miscellaneous expenses. The Financial Aid student population matches closely the demographics of the overall college population with 48% Hispanic and 26% Black.

Assessment

The number of students completing a FAFSA application has increased by 12,654 or 83% since 2008-2009. When compared with the 9% decline in FTES, this application trend is a dramatic change and expected to continue past 30,000 applicants this year. The Board of Governors Fee Waiver (BOGW) has decreased by 37.9% over the last few years due to a change in the way BOG Waiver data is reported to the state. In addition, efforts to reduce the number of students completing a separate paper application and encouraging students to complete the FAFSA impacted this trend. Students receiving a Pell Grant have also increased over the last few years by a lower rate than the FAFSA, at 72% or 2,518 additional students. Loans have been greatly reduced to minimize the amount of debt owed by students and other forms of aid such as grants, scholarships and work-study have increased overall.
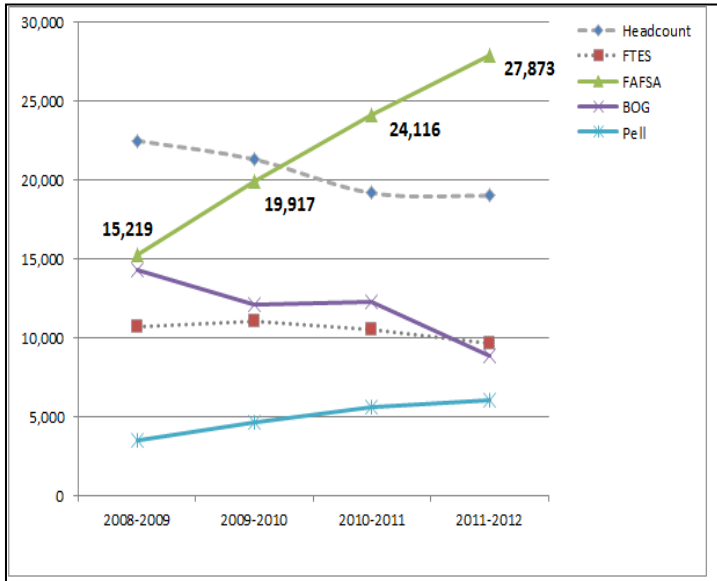
Program Goals:

- Increase the number of students who file a FAFSA and thereby increase the number of Pell recipients and other grants;
- Reduce the turnaround time from application to disbursement of funds;
- Increase the number of students receiving other forms of aid such as work-study and scholarships.

Challenges and Opportunities:

The number of applicants has increased by 83% and the number of requests for special circumstances has also increased due to the downturn of the economy. The department faces the challenge of serving more students and a larger number of students whose situations require additional processing, with the same number of staff and without additional resources. The new AB540 BOG Waiver beginning in Spring 2013 and Dream Act applications beginning in Fall 2013, will add to the already increasing and complicated workload for Financial Aid.

Action Plan:

- Encourage students to complete the online FAFSA & Dream Act instead of a paper BOG application;
- Offer additional financial aid workshops to support students to file a FAFSA and obtain other forms of aid;
- Utilize more Email and web technology to remind students of application deadlines and timeframes;
- Implement a debit card system to eliminate the paper check process and improve access of funds for most students.