



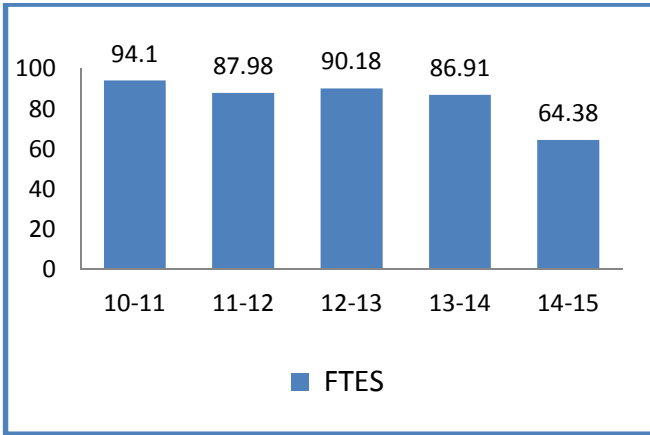
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

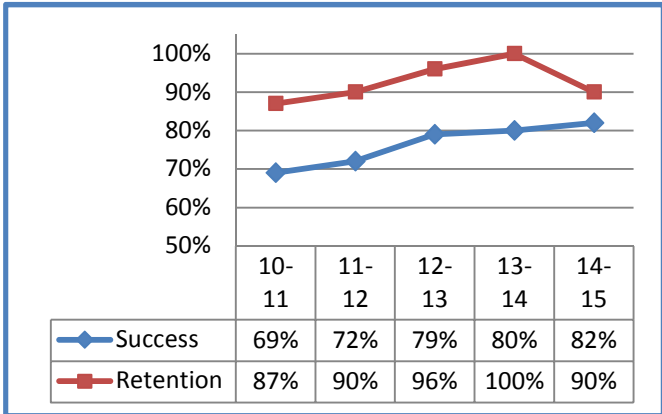
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

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

AERONAUTICS — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 0950XX

Description:

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

Assessment:

- FTEs increased 27% over five years.
- WSCH per FTEF has increased 47% in five years. WSCH is nearing peak due to the class size limit and the lab/lecture ratio, which is 60% lab instruction.
- Student success and retention are higher than the campus average. Program is #4 on campus in number of certificates issued.
- ZERO (0) full-time Faculty for 6 FTEF, F/T needed to grow program and do required administrative duties of faculty.
- Enrollment has dropped due to the lack of continuity of the faculty not being full-time.

Department Goals:

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

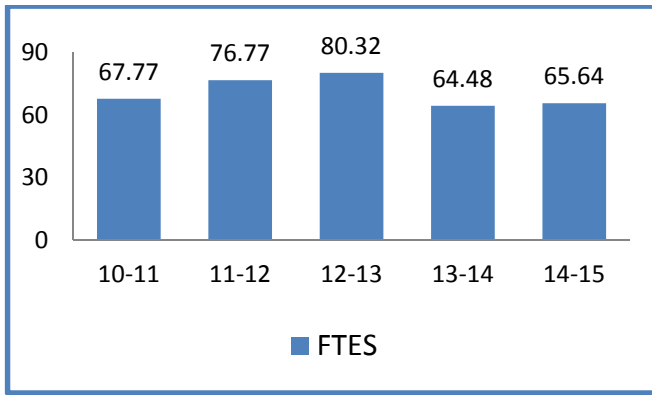
Challenges & Opportunities:

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

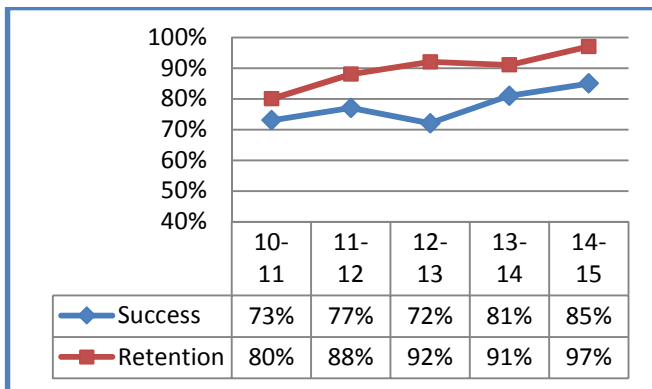
Action Plan:

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

CULINARY ARTS — 2014-2015



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



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

TOP Code: 13630/130710

Award Source:

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

Description:

The Culinary Arts Department teaches students to run their own restaurant upon completion. There are several choices for the students upon completion of the program, cooks, bakers, sous chef, head chef, kitchen manager, dining room manager, server, food stylist, photographer, and food science. The students attend lecture courses and lab courses in order to get a full understanding of the restaurant hospitality industry. The program currently is a 1.5 year program if the student takes the courses when offered.

Assessment:

- Although participation in the program has dropped from 2012-13 the numbers are coming back up in 2014-15 and will continue to climb over the next couple of years with the networking and marketing planned.
- The FTEF has gone up from past years meaning that the department should have two full time instructors instead of four adjunct instructors. The more adjunct instructors we have in the program the less successful the students are and the continuity of the program and students suffer.
- Student success and retention remains positive.
- Certificates and graduation rates are also going up. Hiring a professional expert has helped work with the students and suggests the fastest route to graduation.

Department Goals:

- Grow the program by advertising on billboards, bus stops, at high schools, etc.
- Becoming more involved in Skills USA. Offering \$500.00 scholarships to incoming freshman that participated in SkillsUSA whose goals are to obtain a degree in Culinary Arts.
- Purchase a catering truck in order to served food to the public and get SBVC Culinary known in the area.
- Hire a full time classified staff to run the dining room during lunch, make deposits, tutor the students in the program, market the program, help the instructor with ordering, inventory and safety of the students. Reach out to industry.
- Hire a classified lab tech for front of house.
- Continue to have success and retention within the program.
- Purchase a new steamer or combination oven.

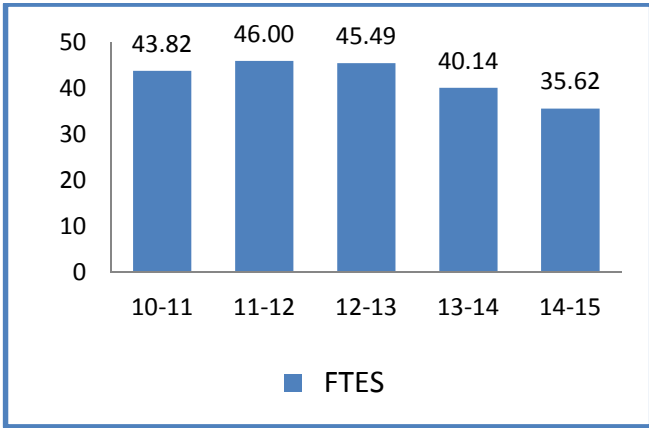
Challenges & Opportunities:

- Adjuncts that do not allow extra time to help the program grow.
- One full time instructor to handle two programs that need a lot of attention. Only so much time in a day.
- Food truck to service the community and market the program. This would be a great experience for the students. The down side it would require an instructor to go out with them.
- Open the Sunroom for light breakfast, coffees, teas and Danish, quiche, bagels etc. The staff is here each morning by 7:00am. Students are required to volunteer 100 hours during each semester.
- Finding a classified lab tech for the front of the house. Most qualified don't have the skill or knowledge needed to work in a teaching environment.
- Challenge: keeping all equipment working at optimal levels. Steamer and ovens.

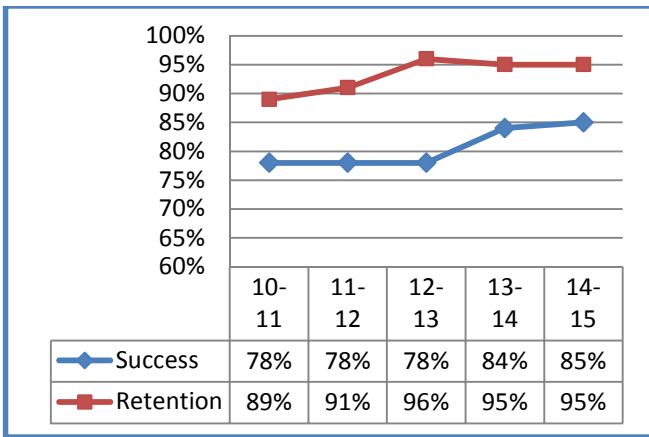
Action Plan:

- Continue to grow the program using the suggestions listed above.
- Hire one more full time faculty.
- Look to see what a food truck would cost and have fund raisers to purchase and fix the truck for service.
- Purchase proper permits for the truck.
- Open three days a week for breakfast service to see how that goes and if successful create a course to cover breakfast service.
- Open the position and hire a lab tech for front of the house.
- Purchase a new combination oven or steamer to teach students how to use equipment properly.
- Continue working with the students in order to keep certificates and graduation rates rising.

DIESEL — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 094700

Description:

SBVC is the only public college in the area that offers a complete Diesel program in the Inland Empire Desert Region. Logistics is one of the five sectors that are targeted for work force development. The trucking industry in the Inland Empire is expanding with the growth of logistic industry and warehouses.

Assessment:

- Year to year, the student enrollment has struggled due to local industry jobs, which appeal to our diesel students. A lack of advertising also contributes to low enrollment
- FTEF have increased in 14-15 to 4.63 because of increased sections from 12 in 13-14 to 14 in 14-15. By increasing sections it allows working students an opportunity to attend other classes that meet their schedule needs.
- Because the classes have a low count of students, when one or two students either drop the course or don't receive a passing grade, it affects the success rate tremendously.
- The retention rate is steady at 95% in 14-15 as compared to 13-14.
- One measure of program efficiency (WSCH/FTEF) struggles due to classroom capacity limitations. The department has requested the old uninhabited buildings be removed from the property and new classrooms be installed so the Diesel program can grow its department by adding the CNG training and manual transmission, differential and automatic transmission classes.
- There were seven certificates awarded in 14-15 showing that students understand that graduating means jobs.

Department Goals:

- Increase the number of certificates awarded in the Diesel program by adding a full-time faculty instructor
- Update the facility to standards which include lighting, tooling and outdoor lab coverage to protect from the elements.
- Expand customized not-for-credit training for incumbent workers.
- Encourage students to achieve an AS degree.
- Broaden the Industry Advisory Board membership pool.
- This 14-15 year the department hopes to purchase a Compressed Natural Gas (CNG) training module and tools needed to complete the five-year master plan.
- Work with the SBVC District to expand highly demanded, not-for-credit training for incumbent workers on, Compressed Natural Gas (CNG) engine classes.

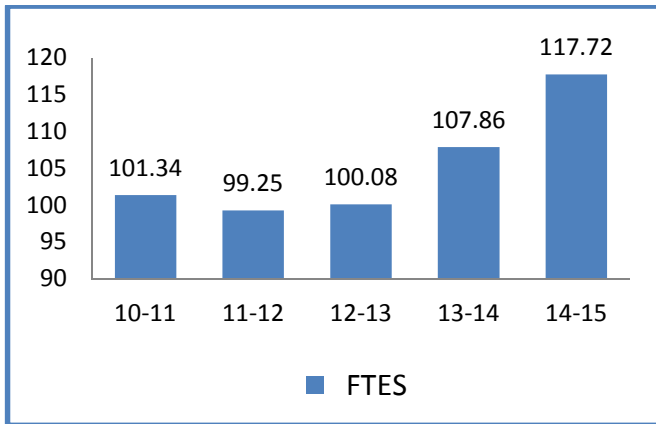
Challenges & Opportunities:

- The current facility is inadequate for the program needs; class cap of 18 makes it inefficient.
- The breakroom and the meeting room were repurposed as classrooms without any modifications.
- Newer teaching modules and tools are needed to keep up with the new buses and trucks and other vehicles, as the EPA tightens the emission standards in California by 2020.
- The outside lab area, where students perform lab exercises, is unprotected and open to the elements. On hot days students cannot work on the trucks in the lab area.
- Establishing a new AS Degree has been timely and cumbersome.

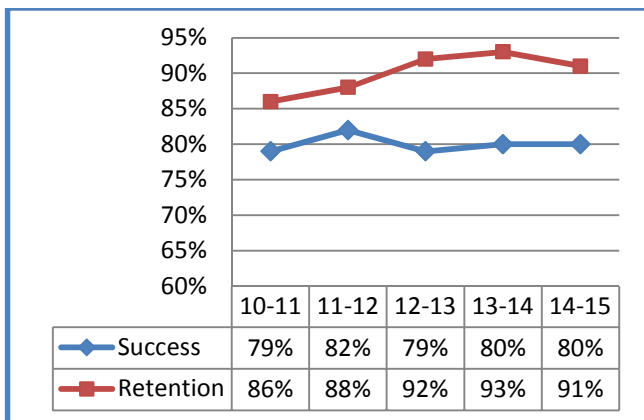
Action Plan:

- Renovate the current facility to meet the program needs which would include better lighting and acoustics in the classrooms as well as lab. Also add two new buildings on the property after the old uninhabitable buildings are torn down and new ones installed.
- Create two new certificates within the Diesel program to increase the number of certificates awarded within the program.

ELECTRICITY/ELECTRONICS — 2014-2015



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



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

Award Source:
http://datamart.ccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 0934XX

Description:

The department provides an educational program that prepares and enables students to obtain entry-level positions as electricians or electronic technicians in a variety of fields such as electronics technology, computer technology, communications, industrial electronics, as well as electricians training. The core courses common to electrical and electronic fundamentals are articulated with four-year university for BS in Engineering Technology.

Assessment:

- Enrollment has shown impressive improvements and has surpassed levels in previous five years.
- Retention rate has slightly dropped but that is due to sharp increase in enrollment and is anticipated.
- Success rate remains strong and degrees awarded and certificates awarded impressively increased.
- WSCH and FTEF continued to be low due to concentration on student success and reducing size of lab classes so students get quality hands on training.

Department Goals:

- Hire a second full-time faculty as the FTEF rate has skyrocketed to an unprecedented 10.46, one of the highest in the technology department.
- Hire more qualified faculty to teach updated curriculum materials relating to the specific subject matter.
- Continue to update curriculum by adding or modifying industrial automation, communication, and micro-controller classes. Creating new Industrial automation certificate as well as green technology certificate.
- Continue updating lab training equipment.

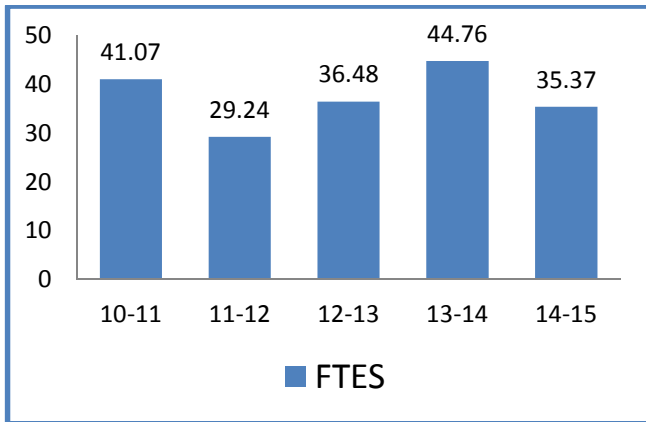
Challenges & Opportunities:

- FTEF is at 10.46 which strongly justifies hiring new full-time faculty since last full-time faculty never replaced after retirement.
- Hard to find qualifying part time faculty to teach during daytime.
- Two distinct fields: Electricity power systems and electronics should have one full-time faculty per field.
- Classrooms and lab rooms are used to capacity. More classrooms needed.

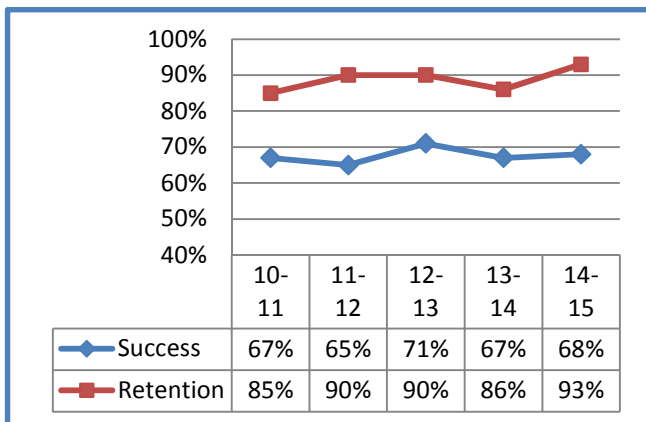
Action Plan:

- Hire another full-time faculty for the electrical power systems program.
- Purchase newer automation trainers and equipment for more comprehensive lab training to coincide with industry requirements.
- Continue to update curriculum by adding or modifying industrial automation, communication, and micro-controller classes.
- Seek more classroom space to try to offer more sections to expand enrollment.

FOOD & NUTRITION — 2014-2015



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



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

TOP Code: 130620

Award Source:

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

Description:

This department teaches food and nutrition, modified diets and health care and special diets. The students gain a certificate in dietary supervisor, which can lead to a job working in a hospital, retirement homes, spas, and school districts.

This industry is growing; we just need to revamp the program in order to students.

Assessment:

- Although the interest in the program is high enrollment is low.
- Enrollment in 2013-14 was at its highest. The department chair thought about discontinuing the program however the student body uses basic nutrition course for general education requirements.
- Enrollment in 2014-15 is down from last year; however, the program needs some major changes.
- This department has two adjunct instructors and no full-time instructors. With only two adjunct instructors, the WSCH per FTEF is not being met.
- Student success is down within the program because of low enrollment the courses continue to be canceled.
- Retention is high due to the department chair. The department chair works to retain each student within the program due to the overlap within the department curriculum.

Department Goals:

- To revamp the program and articulate with a local university.
- Offer updated certificates.
- Hire more adjunct employees to offer more courses within the discipline.

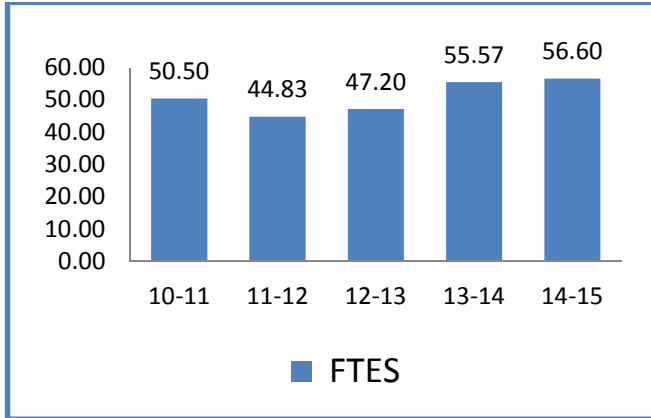
Challenges & Opportunities:

- The challenge is that the department chair is extremely busy with her own department and does not really have time to give the food and nutrition department.
- Finding qualified instructors to teach the courses.
- Articulating with a university.
- Creating updated certificates.
- Increase enrollment by advertising to local school districts.

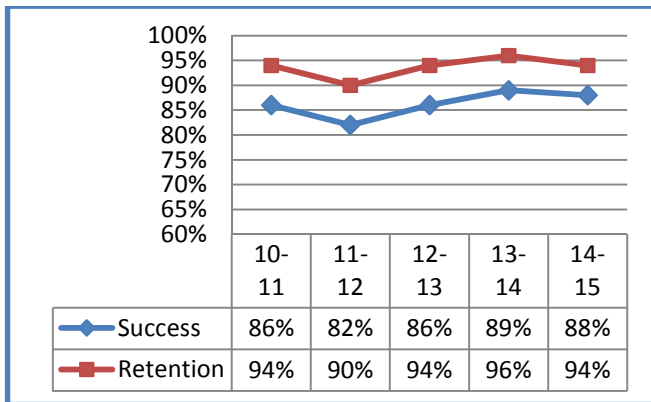
Action Plan:

- To speak with the articulation officer to find out what colleges run the courses.
- Scout for adjuncts.
- Work with adjunct faculty to improve courses and draw more students into the program.
- Advertise the program.

HEATING, VENTILATION, AIR CONDITIONING & REFRIGERATION (HVAC/R) — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 094600

Description:

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

Assessment:

- FTEF has improved to its highest level in five years despite **program has no full time faculty.**
- WSCH/FTEF continued a decline due to lab intensive classes but is within the norm compared with previous years.
- Student success rate remained essentially unchanged but is higher than the campus average.
- Number of degrees and certificates awarded has increased dramatically and reached 2010 levels.
- Single, inadequately equipped lab serves the program and that continues to limit its growth.

Department Goals:

- **Priority One: Hire a full-time faculty** to give program needed time and expertise to grow, expand, and update current standings since the program is running solely on part-time faculty.
- Update the laboratory by purchasing advanced trainers that better serves the curriculum to help bring it up to current industry standards.
- Update course content to include smart technologies and develop an industry recognized certificate program to be integrated with our existing program.
- Increase number of sections in daytime to increase enrollment and attract a different student population since currently all classes are in evening.

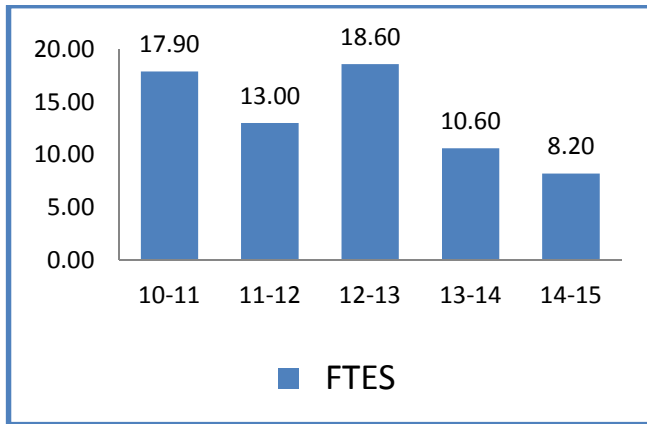
Challenges & Opportunities:

- The full-time faculty retired in 2009; position eliminated.
- No substantial budget ever allocated to program.
- Program running with skeletal part-time faculty even though there is demand is high for program.
- Hard to find Faculty to teach morning sections. Hiring full-time faculty will also resolve issue.
- One lab available for entire program that continues to limit growth.

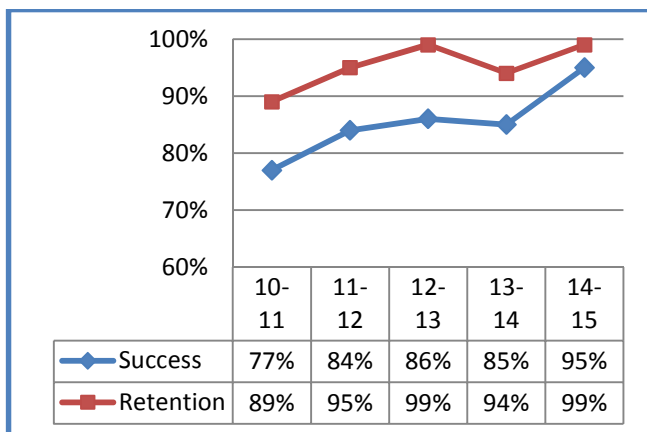
Action Plan:

- Hire a full-time faculty and purchase updated trainers by securing extra funding for the expensive equipment.
- Offer more sections of core courses.
- Develop industry recognized certification.
- Create a pool of part-time faculty who may be available to teach in the day time.
- Provide the adjunct faculty with training opportunities to stay current with emerging technologies.

INSPECTION TECHNOLOGY — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 095720

Description:

This is still a viable program for students interested in the construction industry. Although the curriculums have not been updated to reflect the recent changes in building and construction codes, the basic concepts are still being utilized and enforced by the industry. The curriculum covers testing of construction materials, non-structural plan review, interpretation and use of building codes, and related laws. It takes two years to complete the certification program. Graduates of the program work as building inspectors for government agencies. The student enrollment still has not recovered from the housing bubble in 2008 that adversely affected job prospects for graduates of the program.

Assessment:

- There is no full-time faculty to take ownership of the program except the adjunct faculty who continues to bring industry experiences in the classroom.
- Students in the program tend to stay until completion due to the specialized nature of the program.
- The housing market in the Inland Empire has not fully recovered thus affecting enrollment.
- Less courses are offered in each semester.
- WSCH/FTEF has declined because of the decline in the housing market and construction.

Department Goals:

- Enhance existing curriculums to meet current industry standards and employers' needs.
- Offer additional sections in order to attract new students to the program
- Offer short-term classes for incumbent workers to update their skills as building codes change.
- Revise appropriate course contents to include the California Building Codes rather than International Building Codes.
- Seek external funding through grants to pay faculty stipends in upgrading curriculums and purchase reference manuals and materials needed in the trade.

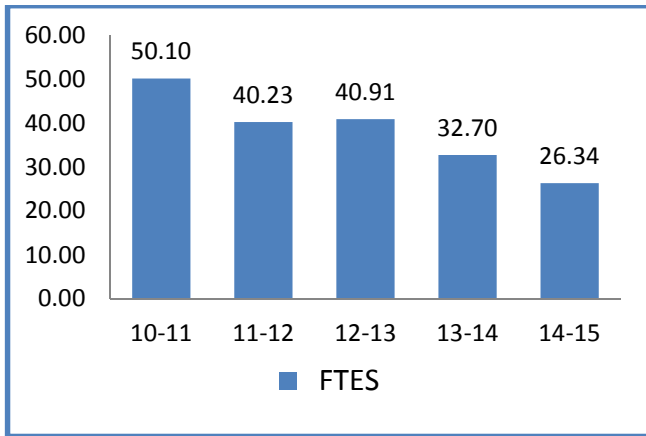
Challenges & Opportunities:

- Request for program funding in order to enhance and grow the program.
- Request for a full-time faculty position to take ownership of the program as there is an anticipated job demand to train the future workforce in this field.
- Updating the skills of incumbent trainings is needed due to changes in the standards and regulations.

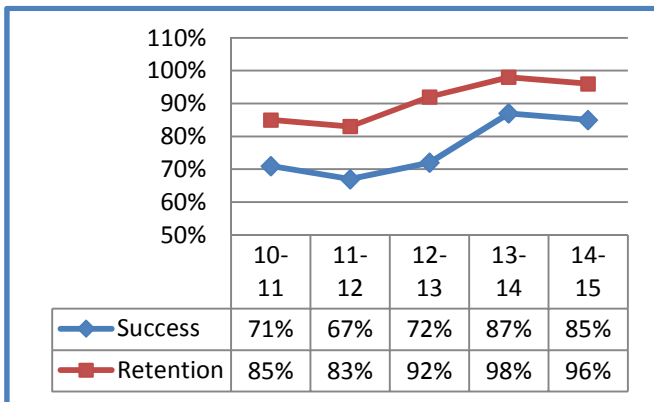
Action Plan:

- Get general funding for the program to pay a part-time faculty to update courses, degree and certificate.
- Update curriculum creating a definite entrance and exit point and the current California Codes.
- Explore additional funding through grants in order to update its curriculums and support program needs such as purchase of reference manuals and books.
- Develop non-credit courses to address retraining of employees in this field.

MACHINIST TECHNOLOGY — 2014-2015



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



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

Award Source:

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

TOP Code: 095630

Description:

The program is designed to train first-time students and to re-train those employed in the machine trades industry. Curriculum includes: conventional machining, computer numerical control (CNC), computer aided drafting (CAD), computer aided manufacturing (CAM), tool & die, metrology, inspection, and print reading. The program offers AS degree and certificates in machinist technology. The program offers students the opportunity to obtain National Industry Metal Skills (NIMS) credentials accredited by the American National Standards Institute (ANSI).

Assessment:

- Removal of prerequisites and corequisites from courses to take effect fall 2016 and fall 2017. An increase in success and retention is expected when course modifications take effect.
- FTEF remain the same as no new faculty has been hired since the retirement of full time faculty, reduction of adjunct faculty, and sections offered.
- WSCH per FTEF continues to decline due to low enrollment. Removal of Prerequisites and Co-requisites from courses to take effect fall 2016 and fall 2017. An increase in enrollment is expected when course modifications take effect.
- Success and retention has declined only two percent and is still good, possibly affected only by low enrollment.

Department Goals:

- Hire full-time staff.
- As previously stated in 2013-2014 educational master plan program goals.
- Development of curriculum with NIMS for existing, new courses, and certificates are currently being created and will be reviewed by local industry advisory committee for implementation.
- Increase program awareness, with local high schools, continuations, and options for youth.

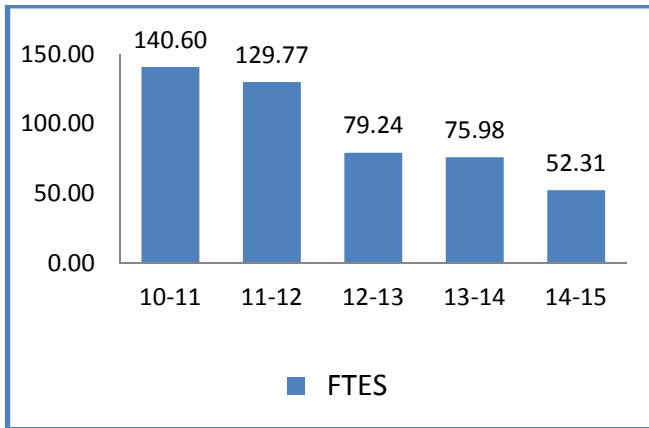
Challenges & Opportunities:

- There is no full-time faculty to resolve all current machine trade's needs.
- NIMS, curriculum, partnerships, and exposure to the program.
- There are not enough CNC machine tools for each student; program needs to acquire more CNC machine tools, automated, and robotics equipment.

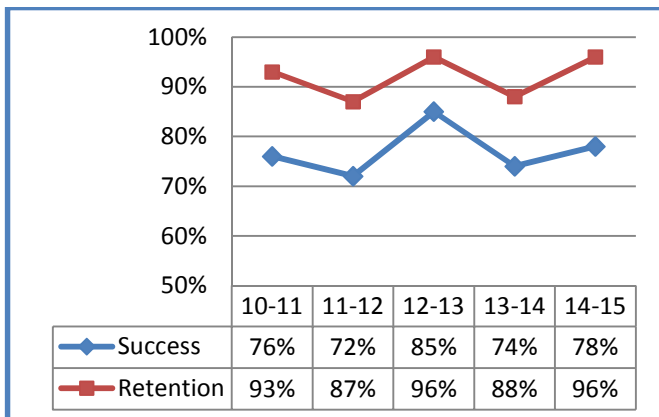
Action Plan:

- Hire full-time, qualified machinist instructor that can transcend all facets of machine trades scope: NIMS, conventional machining, computer numerical control (CNC), computer aided drafting (CAD), and computer aided manufacturing (CAM), tool & die, metrology, inspection, and print reading.
- Develop curriculum work with industry, schools and the community. Request funding to purchase equipment.

WELDING TECHNOLOGY — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 095690

Description:

The welding program is maintained to keep up with the welding technology industry standards in the areas of Oxy-fuel, Shielded Metal Arc, Gas Metal Arc, Flux-cored Arc, Gas Tungsten. Students in the program are being prepared to successfully pass the American Welding Society (AWS) certified welding inspectors or LA City certified structural welders. The department continues to provide the needed training for our students to obtain the skills and competencies needed in their welding profession. Various academic certificates and an associate degree are offered in welding technology.

Assessment:

- Some of the curriculums were enhanced to meet industry needs and standards.
- Due to the recent back welding building renovation project that limited class/lab room spaces, class sizes were affected resulting in further decline of the WSCH/FTEF.
- There is only one full-time faculty for a 7.82 FTEF and also serves as the faculty chair.
- Faculty with specialized skills comprise the adjunct faculty pool.

Department Goals:

- Continue to collaborate with industry and employer partners.
- Continue to promote the program to the community, feeder high schools and ROPs.
- Upgrade equipment and curriculums to meet industry/ employer needs and requirements.
- Explore external funding through grants to modernize equipment and tools.
- Fulfill faculty and staffing needs.

Challenges & Opportunities:

- Space and facility issues still exist in the front welding lab.
- Industry recognized certifications and credentials need to be embedded in our existing curriculums.
- High costs of consumables thereby necessitated to purchase simulators to minimize instructional costs.
- Major employers, such as the California Steel Industries provides internship opportunities for our students.

Action Plan:

- Continue to request for additional full-time faculty positions (minimum = 2).
- Improve the front welding lab to include upgraded ventilation and updated equipment.
- Explore additional funding for the program through grants.
- Offer work experience courses and/or partner with regional employers to provide internship opportunities for our students.
- Enhance existing curriculums to meet industry/employer needs and standards.



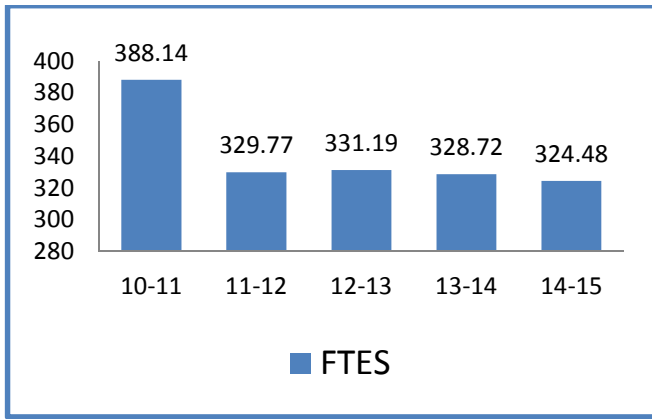
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

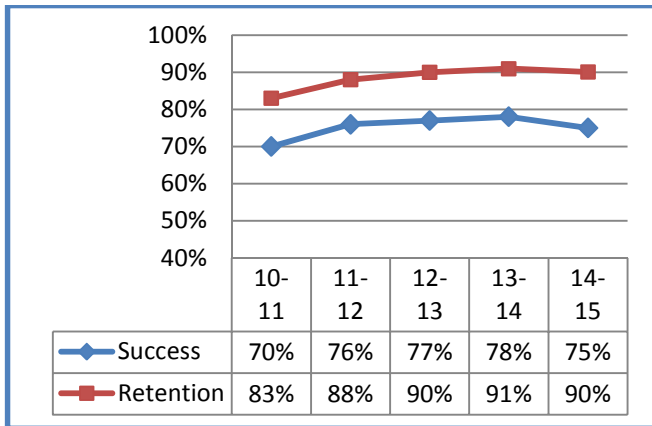
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

**ARTS & HUMANITIES DIVISION
(INSTRUCTION)**

ART — 2014-2015



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



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

TOP Code: 100200/061410/103000

Award Source:

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

Description:

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

Assessment:

Comparing the 2013-2014 and 2014-2015 academic years indicates:

- There was a decrease of 4.24 FTEs.
- Duplicated enrollment increased by 54.
- FTEF increased by .18 and the WSCH per FTE decreased by 12.
- The decline in FTEs, duplicated enrollment and FTEF may be linked to leveling x4 studio art classes and ed plans that do not allow for studio art classes.
- Success rate decreased by 3% and retention rate decreased by 1%.
- The % of online enrollment increased by 1%; degrees awarded decreased by 2; and certificates awarded remained the same.

Department Goals:

- To increase the number of sections offered.
- To increase online course offerings.
- To evaluate and implement changes to the SLOs using the three-year course summaries.
- To Increase the number of degrees and certificates awarded.
- To develop a transferable 3-D foundations course and a 3-D printing course.
- To align courses with the TMC for studio and art history courses.
- To host an art career day.

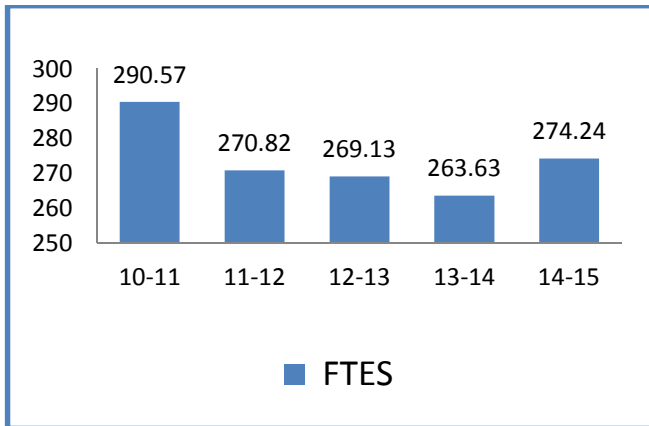
Challenges & Opportunities:

- The challenges are lack of full time faculty, especially an art historian. There are FTEFs for ten full-time faculty, yet the department has three full time faculty. Additional challenges maintaining and increasing sections offered and students who are underprepared and lack basic skills.
- The opportunitie are to develop new curriculum for a 3-D foundatoin course, develop curriculum for a 3-D printing course, increase online offerings, and align TMCs to increase educational partnerships with the CSU system.

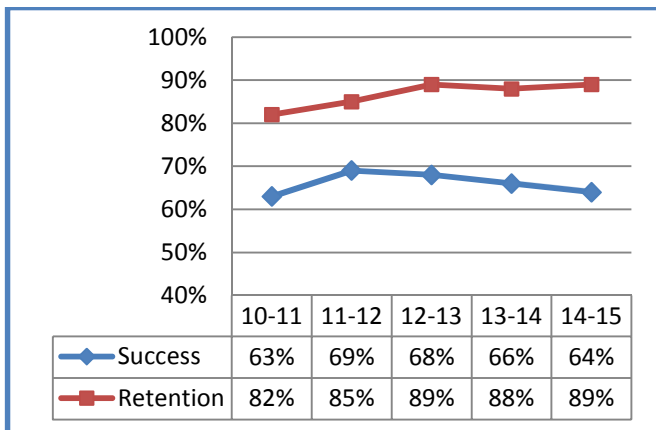
Action Plan:

- Continue to develop a strategic plan for growth and work with counselors on information about studio courses.
- Continue regular department meetings to discuss department goals and strategies.
- Identify an individual to write a 3-D foundations course.
- Host art-related career day event.
- Continue regular advisory committee meetings.
- Continue to request an additional full-time faculty member through program review.
- Continue SLO assessments and summaries and revise SLOs as necessary.

COMMUNICATION STUDIES — 2014-2015



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



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

*A.A.-T Degrees were established in 2013.

Description:

Communication studies has a FTE load equivalent to 9 FTEF. However, the department functions with four FTF, and seven adjunct faculty. Communications studies serves as an important role by preparing students for occupational and personal success through developing their communication skills. The department offers a variety of 100-level communication courses that meet general education requirements. Notably, this program is the only area where the A1 requirement for CSU transfer can be met. Courses are taught in various learning environments and various times, in order to create more access for students. Course offerings include traditional face to face classes, various late start schedules, 100% online, online-hybrid, morning, mid-day, and evening.

Assessment:

- The department is beginning to experience growth. Between the academic years of F13 and S15, the department FTEF experienced approximately 4% growth.
- Department maintains FTEF load of nine, but functions with four FTF and seven adjunct faculty.
- Department FTEF has continued to demonstrate growth each year since 2012-2015.
- Department retention for the past five years has experienced a fairly steady increase. More specifically, the department has increased retention rates 7% in the past five years between 2010 and 2015.
- Department success rates have increased 1% in the past five years. However, the department is experiencing a slight decline, which should be discussed further among the department.
- The AA-T in Communication Studies was recently state approved in 2013. In only two years, the number of degrees awarded has more than doubled from four to nine!

Department Goals:

- The communication studies department will continue to promote the recently state approved AA-T in Communication Studies, and to continue to monitor the number of degrees awarded.
- We look forward to continuing to host our annual speech and debate tournament.

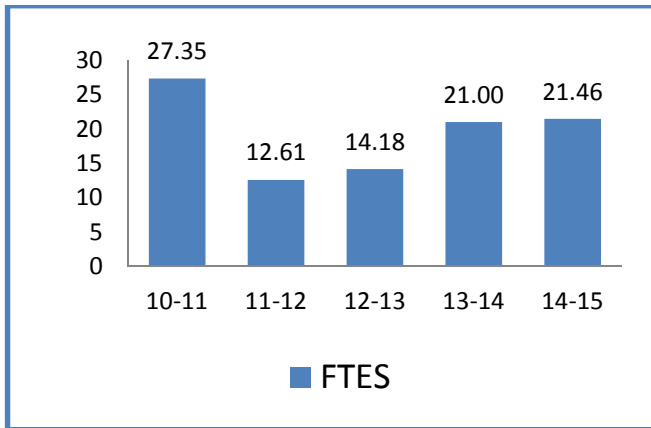
Challenges & Opportunities:

- ACCESS and STUDENT SUCCESS will be jeopardized if the communication studies department continues to function with four FTF, and seven adjunct faculty, but with an FTEF load equivalent to nine FTEF.
- We are not capable of fully accommodating our students at peak offering times.
- The department is concerned about being able to maintain student success with only four FT faculty while having load for nine, and is becoming apparent in the slight decline demonstrated in our success rates. This semester (Fall 2015), the department experienced a challenge staffing all of our sections. For the first time in the past 15 years, each FT faculty member in the department agreed to teach an over/overload (one section over the overload limit) to avoid cancelling classes. One FT faculty member over extended themselves taking on two sections over our limit. We are losing adjunct faculty to FT jobs, and it is making it difficult for us to staff our classes. This shortage is not unique to SBVC. Many surrounding communication studies departments have contacted us, looking for adjunct faculty, including our sister school CHC.

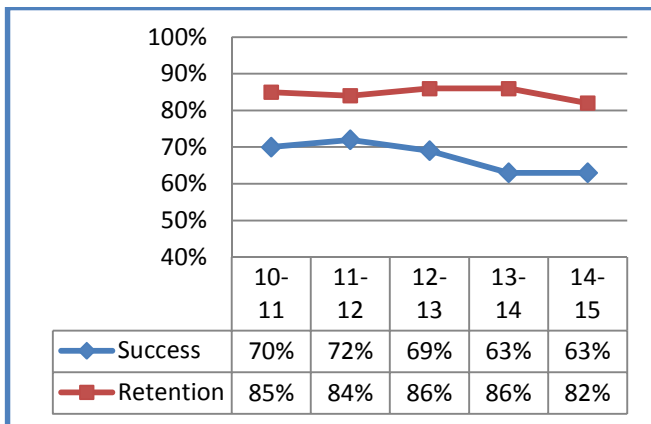
Action Plan:

The communication studies department plans to continue to assess student needs regarding course offerings in order to continue serving our students to the best of our ability. We are moving toward a time of growth, and look forward to expanding our program. However, the department will continue to remain concerned about being able to maintain student success with only four FT faculty while having load for nine. Our department is committed to continue advertising the AA-T in Communication Studies, helping students succeed in their educational and career goals. We will continue to distribute brochures to help inform students of our department offerings and the Communication Studies AA-T degree.

DANCE — 2014-2015



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



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

Description:

Dance is one of the most rewarding of all human endeavors and the dance 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 has experienced a modest increase in FTES this year.
- Our duplicated enrollment increased by 10% while our productivity dropped significantly from a previous high of 551 as we continue to struggle to find a “home” for our dance program.
- The low success rate stayed at 63 and along with the lower productivity rate the search for a permanent home is clearly reflected in the numbers!
- Since being dislocated from the Auditorium we have been in a temporary home, in the gym, for a number of years.
- A dance studio, or some form of permanence, is obviously required to maximize both the dance and theater programs.

Department

Goals: We still hope to add ballet to our offerings utilizing and exceptional instructor already teaching for us in other classes. We are still struggling to offer additional sections in other areas of dance. Our performances are very well attended and class sizes (depending upon the faculty) are growing because of the increased size of the facility provided. We reiterate from last year’s statement, “The floor of the gym is NOT adequate for any dance requiring leaps of any kind!”

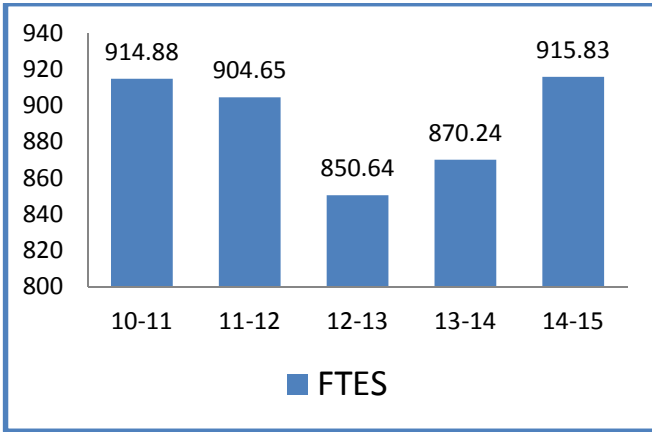
Challenges & Opportunities:

- The largest challenge facing the department is the resulting loss of dedicated space in the auditorium’s renovation. The program, as stated in years past, requires a permanent dance studio, of appropriate space and with an appropriate, SAFE floor!
- The department has experienced a significant drop in success rates since the loss of their facility. Students are NOT in an educationally appropriate environment in their temporary home in the gym, with classes offered only when the PE department is not using it (early morning). The dance program is most desirous of expanding offerings and improving access to alternative days and times.
- The dance program collaborated with the theater department this year with the very successful production of “Into the Woods.”

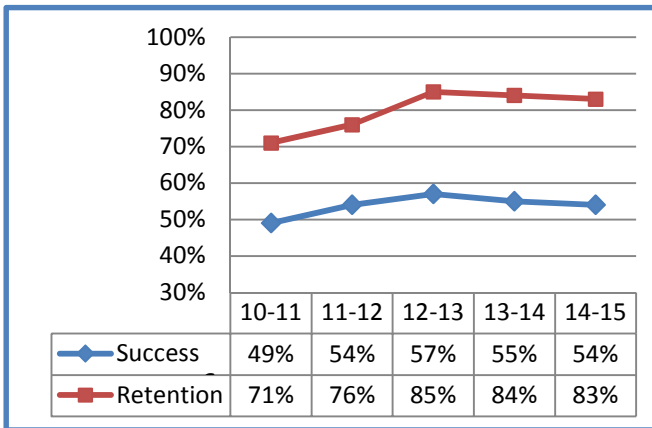
Action Plan:

- The dance program will continue to grow with the expansion of sections and an appropriate facility is identified. Additional disciplines are necessary (ballet, tap, ballroom etc.)
- The dance program (with the full backing of the performing arts department) is in negotiation with the PE department to find a permanent “home” in the yet to be completed new PE facility. While they continue to meet with resistance, they continue to “press on” with their struggle to find a “home!”
- The department will continue to collaborate with theatre and music in support of its educational philosophy, featuring dance as a performance art form.

ENGLISH — 2014-2015



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



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

*A.A.-T Degrees were established in 2013.

Description:

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

Assessment:

The increase in FTES corresponds student demand and with the increase in the number of sections over the past 3 semesters. A byproduct of increase sections is that we are adding fewer students over cap, so class sizes are slightly smaller which might account for the statistically insignificant change in WSCH. It is expected that the department WSCH will always be lower than the college norm due to contractually set class caps the WSCH formula does not consider. Success and retention rates remain constant despite significant changes and with increased sections and FTES but not FT faculty, and a culture of continual improvement to curriculum, SLOs, and 015 rubric, classes and final exam. The number of online sections is in line with department pedagogical philosophy. Since the 2013 state approval of our AA-T Degree, 4 students have been awarded the degree, which we expect to increase in the next two years.

Department Goals:

1. Hire three full-time, tenured faculty to maintain a complete program and to accommodate higher FTES and more sections.
2. Maintain & promote AA-T English Degree.
3. Continue to offer literature classes to support the AA-T Degree, even if lower than cap.
4. Mentor English Majors by assigning FT Faculty advisors to help increase student success.
5. Maintain on-going SLO assessment.
6. Increase use of the writing center by students from classes other than English.
7. Create a Bb community for part-time English faculty.
8. Investigate the possibility of pre-assessment or post-assessment workshops to help improve accuracy of placement.
9. Create English major alumni network to strengthen resources for current English majors.
10. Explore avenues with related departments to further align curriculum and support students.
11. Explore different patterns of course offerings (linked, accelerated) to further improve access and student success.
12. Seek \$70-\$75k continual funding for the writing center.
13. Find and implement reliable assessment tests for ESL and for non-credit.
14. Establish student enrichment programs.
15. Establish a college-wide minimum standard for written work of college-level courses by creating a faculty writing handbook.
16. Maintain active involvement in the decision process for the college's Learning Management System, Canvas or Blackboard.
17. Investigate and participate in upcoming changes to assessment tools.
18. Investigation of, training in, and evaluation of the systems and regulations of the Online Education Initiative and how it might affect the AA-T English Degree.
19. Work with the counseling department to hire and train two full-time counselors to maintain and grow the Puente Program in accordance with all state Puente Program requirements.
20. Continue to monitor, evaluate, and revise the 015 curriculum and exam.
21. Expand the ESL program.

ENGLISH — 2014-2015

Challenges:

- There are not enough classrooms to accommodate growth.
- Efficiency of scheduling rooms and times, which could be solved if the college used the software purchased years ago for this purpose.
- Maintaining effective and efficient communication on important discipline-specific information and curriculum changes is a challenge with 41+ part-time faculty members. This number will be higher by SP16.
- The increasing number classes taught by part-time faculty and the college goal of growth further emphasize the need for full-time faculty.
- Upcoming retirement of full-time faculty.
- Continue to offer literature classes to meet AA-T English Degree requirements and improve completion time for students.
- Assessment test accuracy continues to be a challenge. New state assessment system will need to be studied as information is available.
- Many changes will be needed with the new LMS systems, once chosen.
- Increase the number of 101 and 102 sections offered.

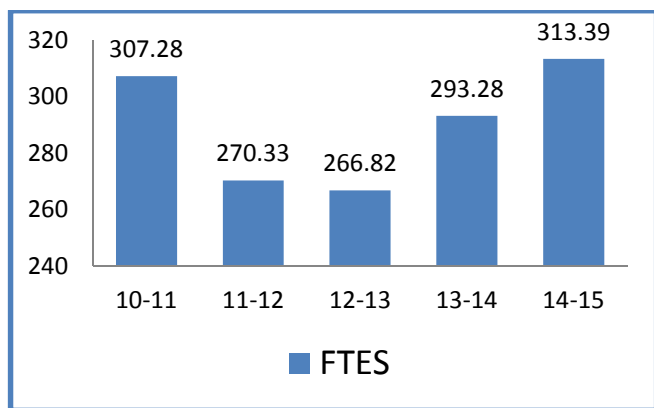
Opportunities:

- Fostering a relationship with Student Services through SSSP is an opportunity to improve student equity and success and to grow the Puente Program in compliance with all state requirements.
- Due to AA-T degree, there is an opportunity to create more coherent learning community of English majors, increasing their success, lessening their time to graduation, and increasing their transfer opportunities.

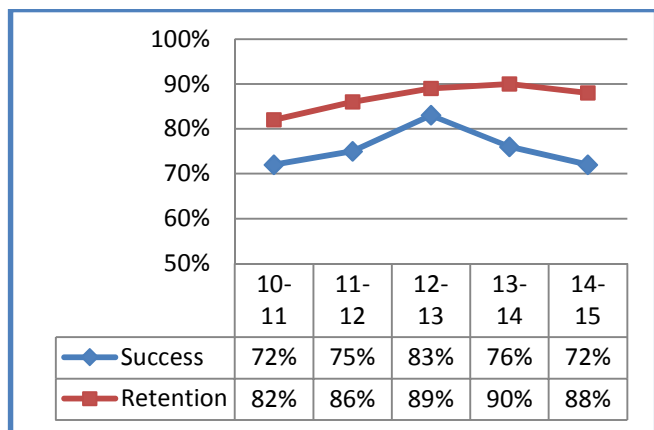
Action Plan:

- Hire at least three full-time, tenured faculty to maintain current program and meet the college's goal of growth.
- Host workshops and open houses for English majors.
- Create SLO sub-committees.
- Create Bb community for PT faculty.
- Identify English faculty to serve on committees that will be studying and reviewing the Blackboard and Canvas Learning Management Systems and the Online Education Initiative as well as new LMS.
- Create mentor program for English Majors.
- Continue to provide regular college-wide, multi-cultural movie, book, lecture, and other presentations to provide students with enrichment and enhance campus climate.
- Establish a subcommittee to research, draft, print, and distribute a faculty writing handbook.
- Work with the counseling department to hire and train two full-time counselors to maintain and grow the Puente Program in accordance with all state Puente Program requirements.

MODERN LANGUAGES — 2014-2015



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



	10-11	11-12	12-13	13-14	14-15
Sections	59	51	52	59	63
% of online enrollment	9%	16%	14%	9%	11%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The 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 system

Assessment:

- FTES increased gradually during 10-11; however, 11-12 and 12-13 FTES decreased significantly due to budget constraints that forced the MLD to offer fewer sections. 13-14 and 14-15 saw an increase in FTES as the budget allowed for more sections.
- The WSCH decreased from 519 in 10-11 to 486 in 14-15 as we transitioned to the new full time ASL instructor in 2014, and one of our FT Spanish Instructors had a reassignment. In addition, we added Honor courses with a cap of 35 that were low enrolled, and we added less students over the cap.
- Pass rates increased gradually but returned to 72% in 14-15 as financial aid changes forced some students to complete 60% of their courses even if they failed such courses. This explains why retention levels increased from 82% in 10-11 to 88% in 14-15.

Department Goals:

- Review and update transferability requirements for Spanish 157 to articulate with UC/CSU.
- Continue to expand online and Honors courses (SPA 103, SPA 101 (H)/SPA 102 (H), ASL 109/110).
- Improve student pass rates for all MLD courses.
- Expand partnerships with community organizations/Student Services to improve MLD visibility.
- Continue to support the Spanish and ASL clubs.
- Revise ASL SLOs to reflect course expectations.

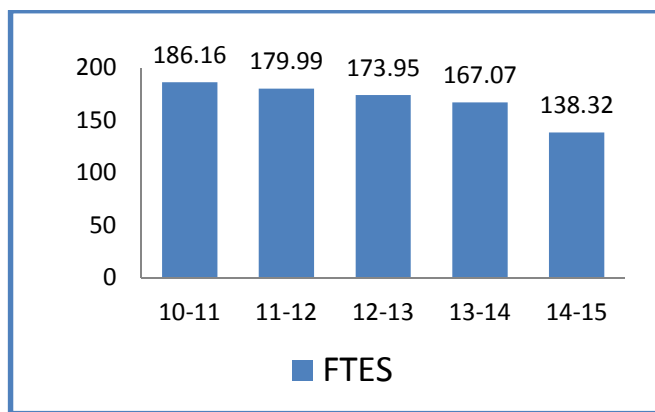
Challenges & Opportunities: Review and update

- Take the opportunity during content review to revise and adopt uniform textbooks for ASL 109/110.
- Find ways to reinstitute a study abroad program.
- Create a more comprehensive language program to offer intermediate courses (SPA 104), to continue offering beginning Arabic courses.
- Continue to expand online language offerings without reducing the number of on-campus classes.

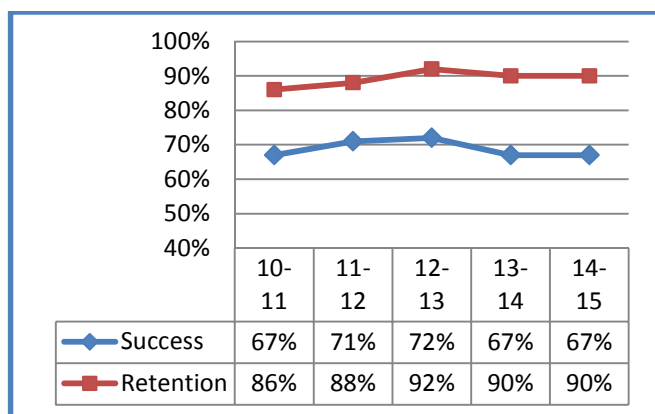
Action Plan: Review and update

- Create Spanish 156 as a prerequisite for 157 in Curricunet and update/revise Spa 157 to be accepted as a transfer course at the state level.
- Create ASL 109 (H) course.
- Refer students to Student Success center as well as SI program.
- Continue to outreach and participate in community events.
- MLD faculty continue to serve as advisors to SPA/ASL clubs.
- ASL faculty will meet to discuss, review and revise ASL SLOs.

MUSIC — 2014-2015



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



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

Description:

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

Assessment:

- The figure (14-15) represents a significant drop of nearly 30 FTES from the previous year of 2013-2014.
- The loss of FTES can be quite clearly seen in our "performance classes". This very significant drop in our performance classes is directly attributable to the state's emphasis on students "getting in and getting out" as quickly as possible!
- While our academic classes meet certain fundamental requirements, our performance classes do not fulfill the same requirements. Hence, students that are NOT music majors (or are minoring in music) are being told that financial aid is reluctant to pay for such classes and that only classes on their Ed plan will be covered.
- Success and retention rates have remained the same while our need for additional full-time faculty has grown to 5.56.

Department Goals:

- Continue to increase the number of music majors and degrees awarded.
- Continue toward implementation of the new TMC degree (AA-T Music)
- Significantly increase the number of students enrolled in "performance classes."

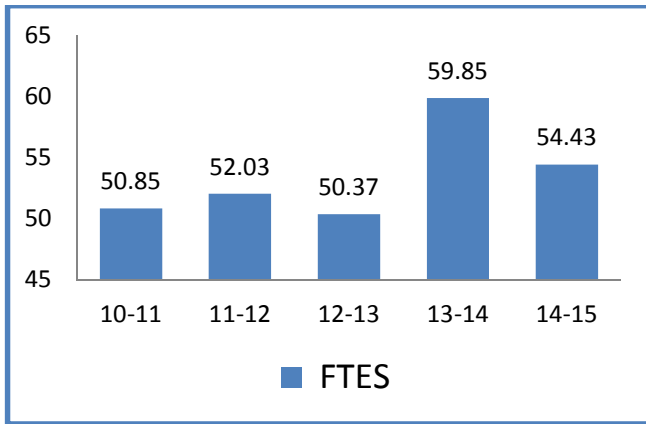
Challenges & Opportunities:

- One of the challenges to our department is the load and responsibility of leading nine adjunct professors, sculpting a program, maintaining a music major emphasis in a time of diminishing class size (in our performance classes) while growing the performance level of choral, opera and vocal studies. It is overwhelming without (full-time) faculty participation.
- A successful performance program requires a full-time faculty member to manage school concerts, contracts and a burgeoning schedule of community performances.
- In order to have a fully developed music major program another full-time faculty member, equally dedicated to theory, appreciation, world-music and history classes and curricula is needed!
- This year an increasing number of "outreach" performances, community performances college performances and faculty concerts are proving to generate a substantial increasing number of interested students in our performance classes!

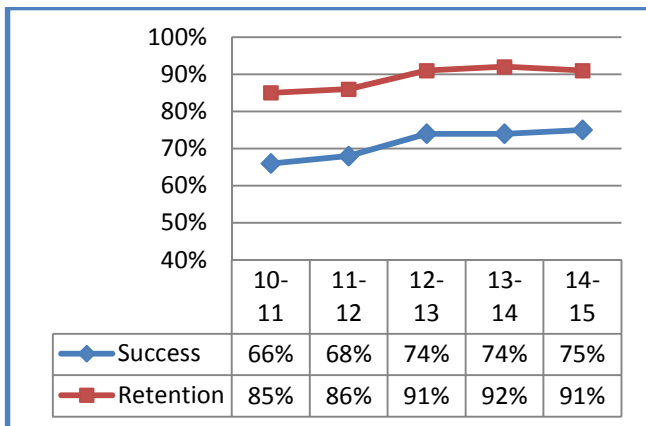
Action Plan:

- Increase the number of music majors
- Increase communication with counseling regarding career paths in music
- Present additional concerts in K-12 (Urbita School, Richardson Prep, Middle College/High School, Colton High etc.
- Further engage part time in the evaluation of SLO data.

RADIO, TELEVISION & FILM (RTV) — 2014-2015



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



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

Description: The RTVF department offers a comprehensive instructional program in radio and television broadcasting, digital film production, and digital audio and video production. The department provides a two-year curriculum for students majoring in the field resulting in the Associate of Arts Degree and/or transfer to a four-year institution and provides elective courses for students interested in related fields such as marketing, journalism, theater arts, and multimedia. Students may opt for 21-unit certificates in radio, television, film, or RTVF. The instructional program includes internships at local stations and businesses, on-air experience using the facilities of the student radio or TV station and public television station KVCR-TV, which is licensed to the San Bernardino Community College District.

Assessment:

- While our FTES dropped in 14-15 from a high in 13-14, it remains above all previous years.
- Our WSCH per FTEF remains in the mid to high 300s. Our retention rates remain in the low 90 percent, and our success rate continues to rise slowly from a low of 66% to a current 75%.
- In spring 2015 we awarded ten degrees and two certificates. The IEMA (Media Academy) is offering the fourth annual student film festival, provided internships to students who have produced numerous projects for KVCR-TV and departments around campus and offers students the opportunity to run student television and radio stations.
- With stacked classes and only one full time faculty member, we serve a unique population of students interested in a career in radio, television, and/or film.

Department Goals:

- Our first priority is to continue the rise in student success and maintain or increase our retention rates. Our second priority is to encourage student completion of degrees and/or certificates.
- Our next goal is to get the adjunct faculty teaching video editing as a certified Avid instructor and review curriculum for RTVF 131 and 232 to match the Avid curriculum for certification as an Avid User (RTVF 131) and an Avid Professional (RTVF 232).
- Despite the decrease in enrollments, our number of degrees is a record for the department—our goal is to encourage more students to complete their degrees or certificates and maintain this rate of increase in degrees.

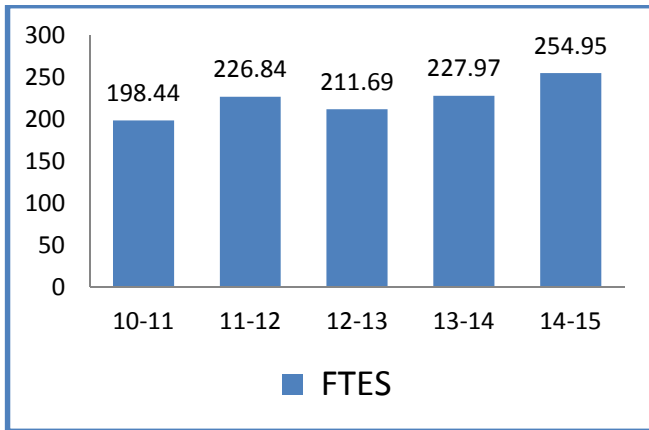
Challenges & Opportunities:

- In spring 2014, the RTVF department received a \$25k grant to partner with Chaffey College’s television/film program to increase the number of programs produced by students for KVCR.
- In fall 2015, the RTVF Department received a \$5k grant to work with AQMD for students to produce a promotional video for AQMD regarding the Inland Empire air quality.
- SBVC administration provided funding for student interns to produce videos for the counseling department.
- The RTVF Department and the IEMA continue to work with Rialto Police to develop a series on cold case murders for KVCR-TV. Two projects have already been completed.

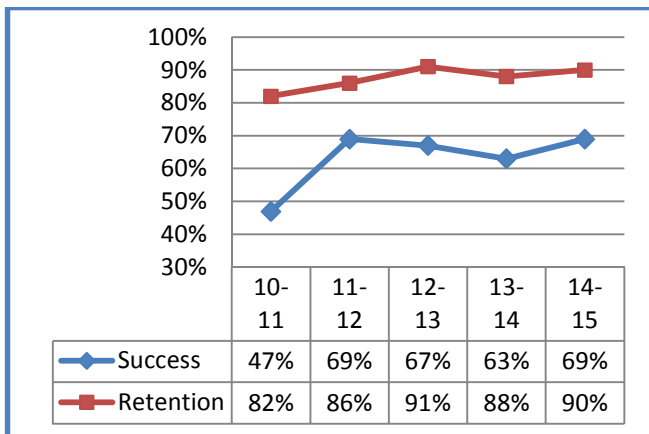
Action Plan:

1. Design and purchase a set background with the CTE grant.
2. Get editing instructor Avid-certified.
3. Rewrite curriculum for RTVF 131 and 232 to match the Avid curriculum for certification as an Avid User (RTVF 131) and an Avid Professional (RTVF 232).
4. Continue to pursue grant opportunities for the RTVF Department and the IEMA.
5. Continue to provide guidance to students on degree and certificate completion/
6. Ensure faculty work closely with students to increase the success and retention rates.

READING & STUDY SKILLS — 2014-2015



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



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

Description:

The reading and study skills department offers courses designed to improve reading comprehension, vocabulary development, and study skills. The department prepares students for success in college-level courses. Prior to beginning the English composition remediation sequence, some entering students are placed in developmental reading classes, based on their individual assessment scores. In addition to the basic skills reading series, the department offers two college-level reading courses: READ 100, Academic Reading, a course designed for students who want to improve academic reading; and READ 102, Critical Reading for Critical Thinking, which meets the CSU "critical thinking" requirement, GE Breadth A3.

Assessment:

- Enrollment has increased from 1,043 in 10-11 to 1,326 in 14-15.
- FTEF has also increased from 12.70 in 10-11 to 18.40 in 14-15.
- WSCH/FTEF has decreased from 469 in 10-11 to 416 in 14-15
- Retention has increased from 82% in 10-11 to 90% in 14-15
- Success rate has increased from 47% in 10-11 to 69% in 14-15
- Sections have increased from 39 in 10-11 to 56 in 14-15
- The department has load for nine (9) full-time faculty, but functions with four (4) full-time faculty
- Online sections have increased from 8% in 10-11 to 16% in 14-15

Department Goals:

- Increase the number of sections offered in both developmental and college-level reading classes.
- Analyze the success and retention rates of accelerated courses and accelerated-learning cohorts to determine future alternative scheduling options.
- Strengthen reading and study skills curriculum and instruction to better prepare students for the 1st class in the English composition remedial sequence: ENGL 914.
- Improve student success and retention rates across disciplinary-specific reading.
- Renew commitment to providing quality curriculum and instruction across the full span of adult literacy: pre-primer-level to college-level reading comprehension, disciplinary-specific vocabulary, and critical thinking skills.

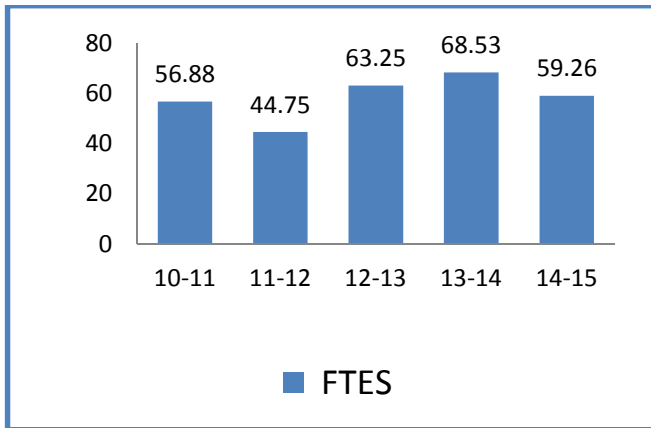
Challenges & Opportunities:

- With the anticipated implementation of statewide, common assessment for CCC's, the department may need to add more courses across its remedial sequence to meet the needs of students who assess into 920, 950, and 015.
- Since 2010, the department continues to operate its reading lab without a computerized, diagnostic, prescriptive, adaptive reading intervention program.
- There is a need for a dept. common pretest, posttest & final exam for all courses preceding ENGL 914.
- There is limited reading lab space to schedule lab classes.
- Receive reading lab technology support through SSSP funding.

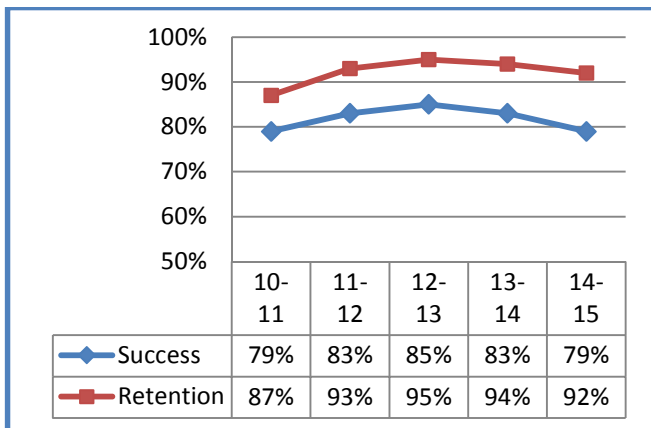
Action Plan:

- Offer a variety of classes: morning, afternoon, evening, weekend, online, hybrid, late-start, and full-term.
- Implement new technology in the reading lab.
- Practice strategies to improve success and retention rates.
- Launch 1, new reading course designed to address the instructional needs of students who require remediation in phonemic awareness and syllabication, and to also serve as a prerequisite for READ 920, Reading Skills I.
- Commit to offering a range of courses to improve adult literacy, from pre-primer-level to college-level reading abilities.
- Improve the department's WSCH per FTEF ratio.

THEATER ARTS — 2014-2015



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



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

Description:

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

Assessment:

The theatre arts department experienced a decrease in enrollment during the 2014-2015 academic year. The decrease was due, in part, to the decrease in sections offered. Also, students report being steered away from performing arts classes by the counseling department when developing educational plans. The success and retention rates also experienced a slight decrease.

Department Goals: The department:

- strives to offer high quality theatre productions, in terms of experience and outcome.
- will continue to offer a variety of productions to the community including drama, comedy, musical theatre, etc.
- will seek out opportunities to increase exposure and recognition for the theatre arts students, the department, and the college.
- will continue to explore marketing strategies to increase audience size.
- will continue to re-establish itself in the auditorium and rebuild the student and audience base.
- continue to integrate online offerings into the curriculum to serve a larger, more diverse population.

Challenges & Opportunities:

- The SBVC theatre arts department entered productions of *Romeo & Juliet* and *Into the Woods* in the Kennedy Center American College Theatre Festival. Four SBVC students were nominated for the Regional Festival in Utah. The nominees and three acting partners competed in Utah in February 2015, with one of our students winning the Critic Competition for the entire Region VIII.
- Three *Into the Woods* performers have been nominated for the Regional Festival in Hawaii in February 2016.
- The department has entered the fall 2015 production of *Completely Hollywood* into the KCACTF.
- The theatre arts department worked with other departments across campus for artistic collaboration and space utilization.
- SBVC theatre created a partnership with Redlands Theatre Festival. SBVC Theatre students performed improv as part of the RTF 2015 summer season.
- SBVC acting students performed at local high schools.
- SBVC theatre students attended several tapings of *Let's Make a Deal* as a KCACTF fundraising effort.
- The department defined its identity and mission with the creation of a logo/motto.
- One theatre technician position was increased to full time.
- The creation of the theatre arts transfer degree requires a higher level commitment to the technical theatre courses and lab experience.
- The renovation removed the office space for theatre faculty and technical staff from the auditorium. This creates difficulties for staff and students in terms of communication, efficiency, and safety.
- The renovation removed the dance studio from the auditorium which leaves the dance classes without a facility and makes

THEATER ARTS — 2014-2015

collaboration more difficult.

- The technical theatre staff are assisting with events across campus, spreading their time thinly.

Action Plan:

- Return the faculty and theatre tech offices to the auditorium.
- Create selected topics courses to allow the department to offer courses on current topics in the field.
- The department will work with the SBVC Foundation and other campus groups to raise funds to support KCACTF participants.
- Promote theatre in the inland empire by connecting with students in the K-12 schools.
- Promote SBVC theatre students, the department, and the college by entering SBVC productions into the Kennedy Center American College Theatre Festival and the Inland Theatre League competition.
- Establish and maintain connections with local theatre groups.
- Promote the arts on campus by supporting the SBVC performing arts club.



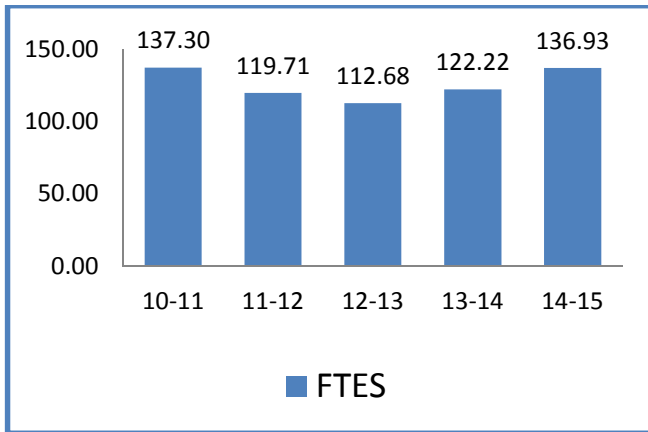
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

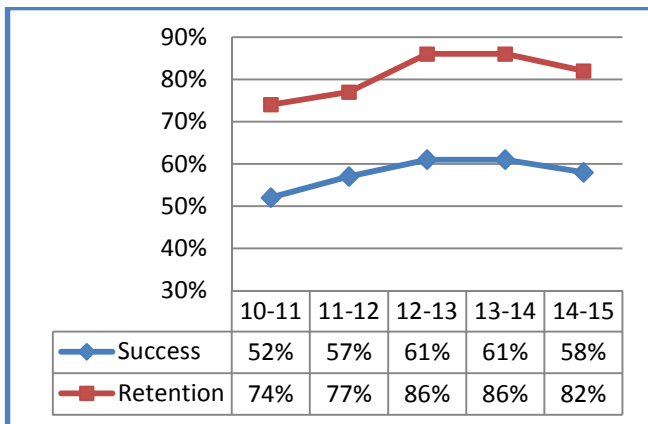
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

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

ACCOUNTING — 2014-2015



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



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

TOP Code: 050200

Award Source:

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

Description:

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

Assessment:

- We experienced a 12% increase in FTES as a result of increased course offerings.
- We were able to add four additional courses this year (total 34 sections).
- Our online enrollment increased by 24%.
- Our success and retention rates remain strong at 58% and 82% respectively. In addition, we awarded 3% more degrees.
- Certificates awarded decreased by 46%, most likely due to the changes in education requirements for the profession, which include required additional units to become licensed.
- The additional online course offerings were a leading factor in the increased FTES.

Department Goals:

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

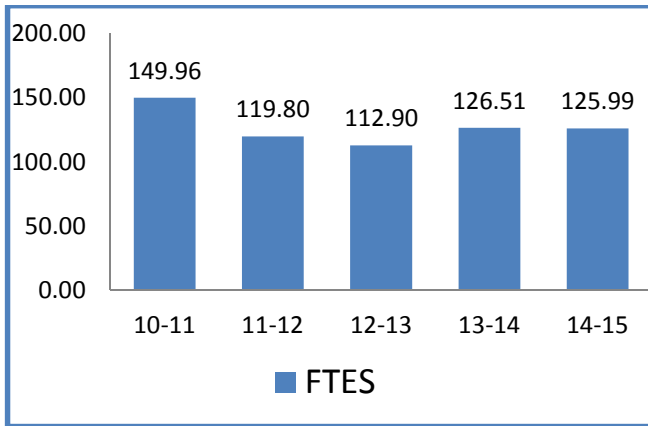
Challenges & Opportunities:

- The budget crisis in California has caused the district to be more frugal with funds. We will continue to reevaluating our course offerings to increase efficiency and effectiveness in all accounting courses.
- Our biggest challenge is staffing classes. We have one full-time faculty member—a CPA. We have continued to search for qualified adjunct instructors who can teach during the day and evening. This has proved close to impossible. Fortunately, we were just awarded an accounting position and are in the early stages of the recruiting process

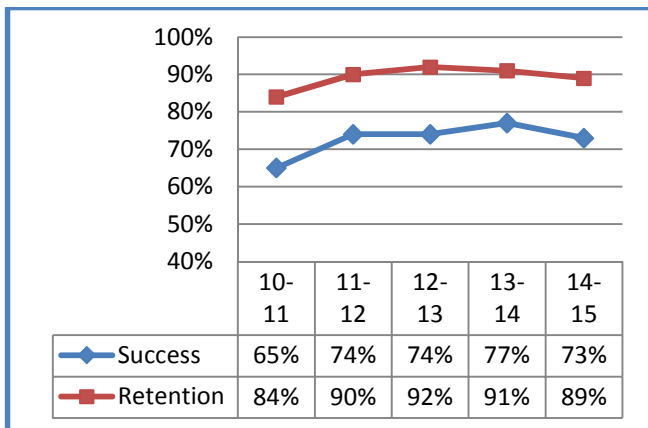
Action Plan:

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

BUSINESS ADMINISTRATION — 2014-2015



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



	10-11	11-12	12-13	13-14	14-15
Sections	35	29	29	38	36
% of online enrollment	17%	31%	31%	40%	36%
Degrees awarded	34	48	53	59	78
Certificates awarded	14	13	3	7	8

TOP Code: 050500

*A.S.-T Degrees were established in 2013.

Description:

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives—both from a hard skills and soft skills perspective. The program offers an AA and AA-T degree in business administration. The program also offers certificates of achievement in business administration, retail management and management/leadership.

Assessment:

- As a result of unemployment (reported August 2014) being at 8.7%, many employees are returning to school to better their odds of employment.
- Local employers are requiring employees to further education for personal/business growth.
- Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), our efforts have continued to garner a 34% growth in degrees/certificates awarded.
- The success rate has dipped slightly—believed to be a result of more online/hybrid offerings. It appears that there is a slightly lower rate as a result of reduced face-to-face contact.

Department Goals:

- Continue to increase offerings to meet community needs.
- Expanding partnerships regionally with employers and 4-Year academic institutes.
- Explore the potential for re-invigorating the Business offerings.
- Continue to develop new online and hybrid courses.
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program.

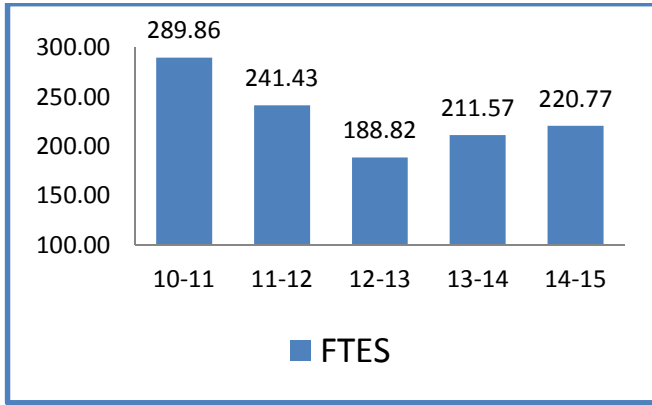
Challenges & Opportunities:

- Though the state budget has loosened up, we have not been able to add full-time faculty to assist in this scheduled growth.
- We have evaluated efficiency and effectiveness in every course within the discipline.
- 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.
- With the increase in demand, modification of existing certificates and added faculty, we should see a greater concentrated growth in 15-16 reportings.

Action Plan:

- Create a NEW certificate in Entrepreneurship.
- Continue to implement and adjust curriculum offerings recommended by advisory committee.
- Adjust current certificates to assure quicker completion for students.
- Expand hybrid and online offerings to assure growth and proper connection with the community.
- Develop and implement SLO assessment at the program level.
- Continue to reassess course level SLO's.

COMPUTER INFORMATION TECHNOLOGY — 2014-2015



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.

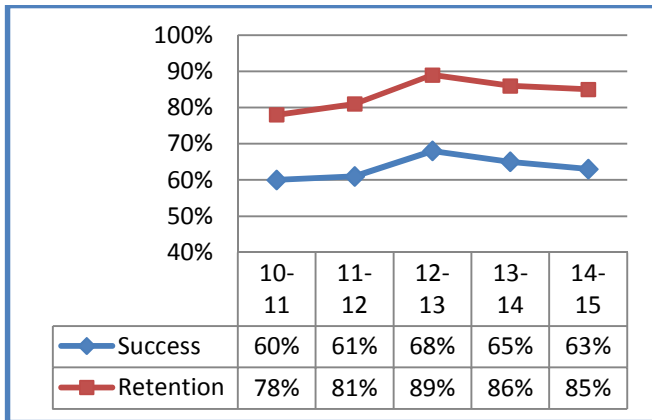
Assessment:

- There is a 35% drop in FTES between 10-11 and 12-13. This drop is associated with budget cuts to SBCCD by the State of California.
- The FTES since 12-13 shows a moderate 14% recovery. The student success and retention is negatively correlated with FTES. Success and retention are highest when FTES is lowest (12-13) and lowest when FTES is highest (10-11).
- There is a 30% increase in the number of degrees and certificates awarded from 10-11 to 14-15.

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

Department Goals:

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



Challenges & Opportunities:

Challenges

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

Opportunities

- Career opportunities created by emerging technologies
- C-ID AS-T degree
- CSUSB new Information Systems & Technology BS degree
- Active student club.

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

Action Plan:

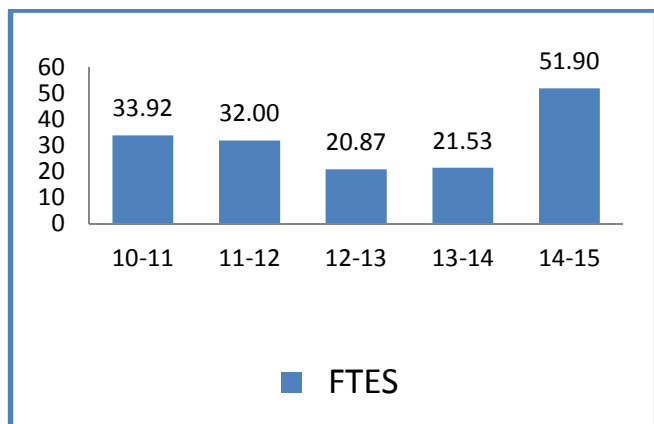
- Monitor progress of certificate and degree approvals
- Create an AS degree aligned with new CSUSB IS&T BS degree
- Expand use of academy models
- Develop outreach and articulation for HS programs
- Develop non-credit CIT program
- Develop non-credit computer lab course.

TOP Code: 051400/070200

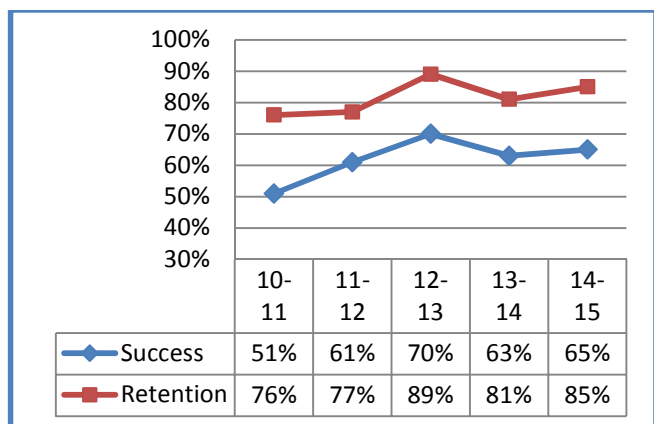
Award Source:

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

COMPUTER SCIENCE — 2014-2015



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



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

TOP Code: 0707XX

Award Source:

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

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 San Bernardino Valley College

Assessment:

- 2014-15 has a remarkable 140% increase in computer science FTES.
- This is accompanied by a small increase in retention (81% to 85%) and a small increase in success (63% to 65%).
- The number of students who complete certificates and degrees is quite low. The failure of department efforts to obtain approval of an AS-T degree is probably associated with this situation.
- The CS AS-T degree is not approved because it requires too many units at SBVC to complete the requirements.

Department Goals:

- Increase the number of students who earn a CS degree and certificate.
- Gain approval of the CS AS-T degree.
- Offer a certificate aligned with Microsoft programming certification(s).

Challenges:

- Cancellation of classes due to low enrollment.
- High unit courses required for CS AS-T degree.
- Proliferation of programming languages.
- No game development certificate.

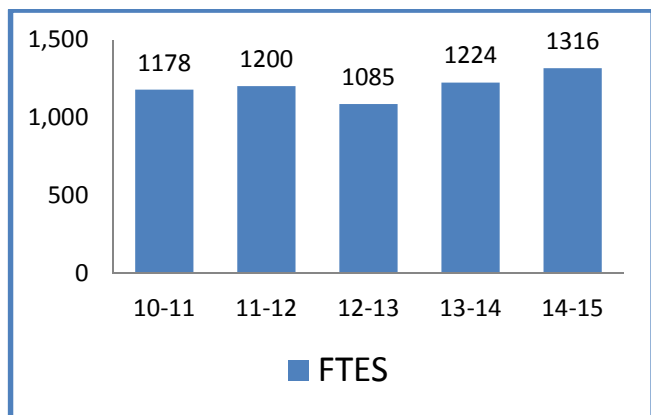
Opportunities:

- Virtual Lab
- Microsoft IT Academy
- Growth in FTES
-

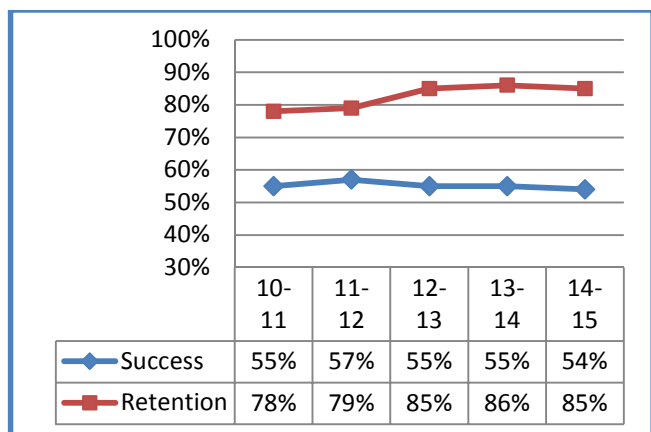
Action Plan:

- Advocate for offering low-enrolled classes that complete degrees and certificates.
- Work through academic senate to address high unit courses offered by other departments.
- Investigate Microsoft IT Academy membership.
- Investigate game development certificate.

MATH — 2014-2015



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



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

TOP Code: 170100

Award Source:

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

Description:

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

Assessment:

- Data show the department continues to grow. During a 5-year period, FTES has risen from 1178 to 1316 (11.71%).
- While there was decline in 12-13, the growth continued in 13-14 and 14-15.
- Likewise, FTEF has increased from 66.87 to 77.31 (15.61%).
- Efficiency has fallen from 528 to 507 during the three years 2010-13, increased in 2013-14 then slightly fell in 2014-15 to 511.
- Success rates have been steady between holding steady running at 54% to 57% in the last five years.
- Retention rose in 2012-13 and then have stayed steady as well at 85%.
- Sections decreased from 2010-13 and have since increased a total of 19.2% in the last two years.

Department Goals:

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

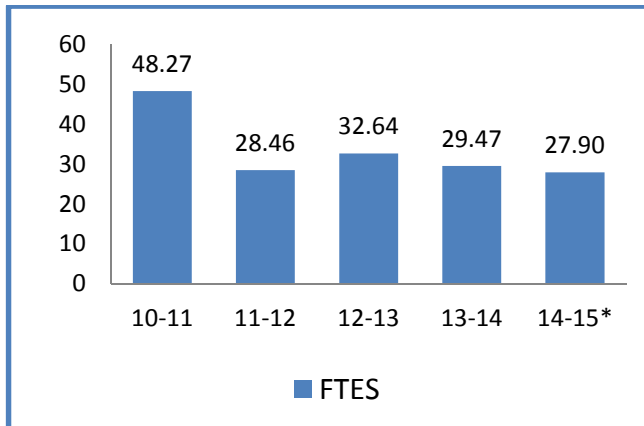
Challenges & Opportunities

- Maintaining growth is difficult in scarcity. Finding available classrooms and computer labs for our classes can be difficult.
- The department offers many courses, making content review arduous, especially with the expectations of maintaining and assessing student learning outcomes. Faculty is aware of course content and makes improvements.
- With the resources available through the AB86 grant, the department has the opportunity to increase access to classes for adult learners unprepared to take college level math classes.

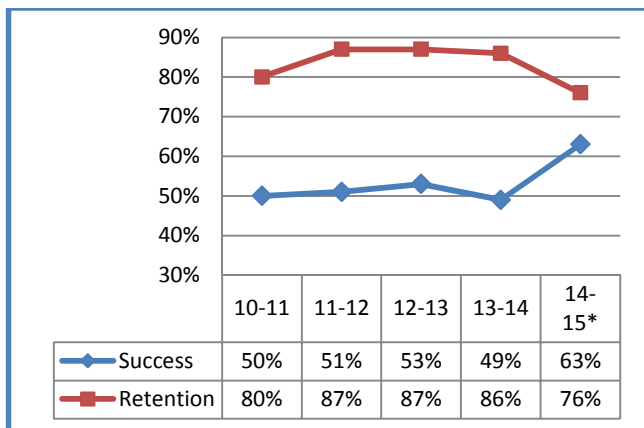
Action Plan:

- Continue to provide preassessment opportunities throughout the year including offering workshops and testing on the feeder high school campuses.
- Continue to search for viable solutions for limited space; continue to offer online and hybrid courses, short term classes, and weekend classes.
- Write curriculum for noncredit basic skills level courses with flexibility to increase the number of students transitioning to college level courses.
- Write curriculum for a non-credit staffed lab math course to support student success in the basic skills classes.
- Continue to increase the number of upper division classes needed for student to attain a degree in Math and/or transfer to a four-year school.

REAL ESTATE & ESCROW — 2014-2015



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



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

TOP Code: 0511XX

Award Source:

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

*Excludes escrow.

Description:

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

Assessment:

- FTEF is on a decline since 2012/13—largely due the retirement of a full-time professor and the change in the real estate agent qualifications (only need principles, practices and one more course to be able to sit for the licensing exam).
- Courses are now offered 100% online and are now showing higher enrollment numbers per class that in the past.
- REALST 100 classes are now having wait lists.
- FTEF has decreased from 2.20 in 2013-14 to 1.60 in 2014-15, largely to the 39% reduction in our course offerings from 11 courses to eight courses.
- There has been a reduction in the number of certificates and degrees that were awarded due to the change in the licensing requirements.
- The success rates are the highest reported for the last five years.

Department Goals:

- Have a clear pathway for students to receive an AA degree and/or certificate in a timely fashion.
- Make adjustments to certificates and/or degrees to meet the changes in the REALST offerings.
- Have all RE courses approved for online education, which provides greater access for students.
- Increase the number of RE courses that are transferable to CSUs.

Challenges & Opportunities:

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

Action Plan:

- Continue to implement and adjust curriculum offerings recommended by advisory committee and industry needs.
- Adjust current certificates to assure quicker completion for students.
- Expand hybrid and online offerings to assure growth and proper connection with the community.
- Develop and implement SLO assessment at the program level.
- Continue to reassess course level SLO's.

STUDENT SUCCESS CENTER – 2014-2015

Unduplicated Headcount	Campus-wide		Success Center	
	Count	% of Campus	Count	% of Campus
2014-2015	17,044	100%	2,352	14%
2013-2014	16,080	100%	2,875	18%
2012-2013	15,441	100%	2,644	17%
2011-2012	16,593	100%	1,842	11%

Description:

The Student Success Center offers academic support through Tutoring and Supplemental Instruction through a variety of venues including drop-in, scheduled, and group tutoring as well as facilitated workshops and supplemental instruction.

Assessment:

Data shows that the department continues to show significant positive gains for students receiving academic support versus students who do not. While the numbers show decreases within the SSC of unduplicated headcount the data does not accurately reflect the impact as the SSC has significantly increased supplemental instruction (SI) which is not currently captured through the SSC data gathering system. Slight decreases in SSC success and retention rates can also be attributed to the increase in the SI program which is reflected in separate graphs.

Department Goals:

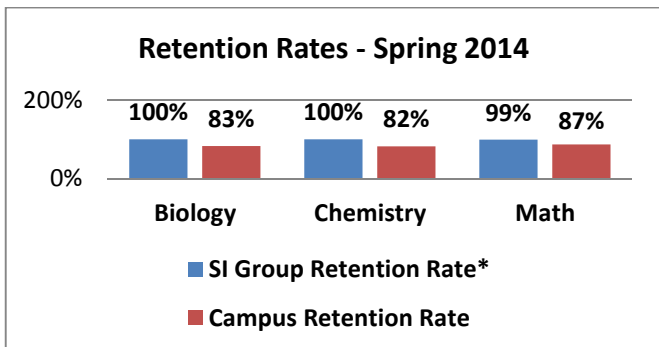
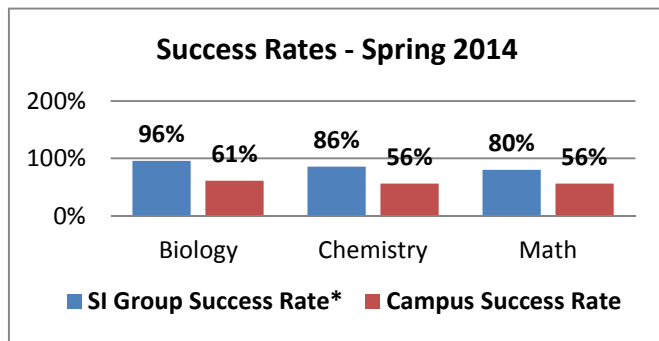
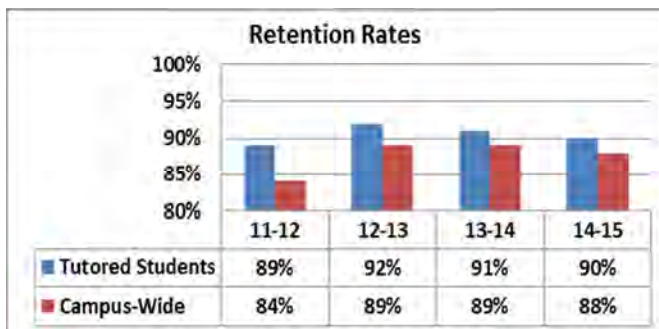
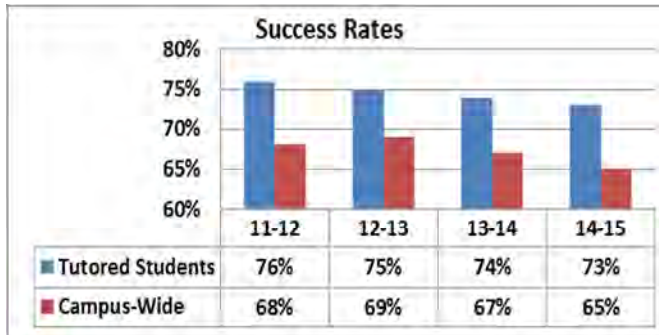
- Provide a stable academic support program which meets student academic support needs.
- Partner with faculty to support classroom instruction through tutoring and supplemental instruction.
- Increase student's understanding of course materials which translates to increases in student success and retention.

Challenges & Opportunities

- Current budget allotment for academic support will allow for 7 tutors for the campus across all disciplines. Relying on grant funding does not allow for stability within the program.
- Currently, the SSC supports 44 Academic Tutors and 46 Supplemental Instructors across 22 academic disciplines within Science, Mathematics, CIT, Humanities, and Social Science with 1 Tutorial Coordinator. To provide a stable and manageable academic support program that will support student usage and provide adequate campus coverage, the SSC will request funding which will employ 30 Academic Tutors and 30 Supplemental Instructors.
- A SI Coordinator position is needed to coordinate SI services which are currently being done through 4 people across 2 divisions.
- Work through curriculum/State Chancellor/faculty support to provide positive attendance funding opportunities.
- Capturing consistent attendance data will be a challenge without full implementation of SARS and a staff member to facilitate data capture.

Action Plan:

- Work with faculty/curriculum for a non-credit staffed lab courses to support student success in the basic skills classes.
- Submit needs assessments for stable budget for academic support staff including tutoring, SI, and SI coordinator.
- Expand current faculty support within the SSC to provide needed content expert support to academic support staff/students.
- Track unmet requests for academic support to identify areas of need and provide academic support for them.
- Increase SARS usage to capture accurate student usage data.





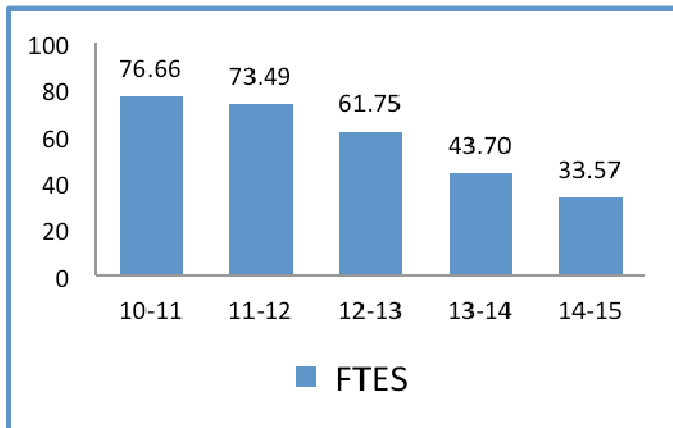
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

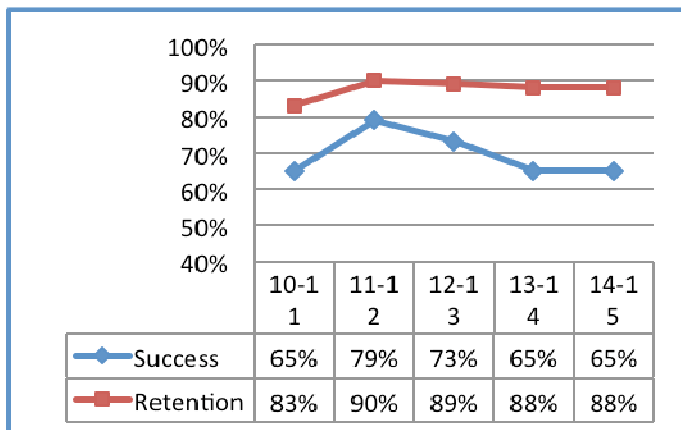
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

**SCIENCE DIVISION
(INSTRUCTION)**

ARCHITECTURE — 2014-2015



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



	10-11	11-12	12-13	13-14	14-15
Sections	25	20	17	15	11
% of online enrollment	32%	20%	12%	13%	27%
Degrees awarded	1	0	0	1	0
Certificates awarded	1	0	0	1	0
TOP Code: 020100					
Award Source:					
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx					

Description:

The architecture, environmental design, and drafting program serves a variety of students through instructional course offerings. The architectural history courses serve both as major's preparation and as general education courses. The architectural design sequence serves as major's preparation for transfer students to a variety of architectural related fields. The drafting classes serve career and technical education students as well as support major's preparation.

Assessment:

The FTES generation of the program grew significantly until the college was forced to scale back instructional offerings. The program has not yet recovered. The success and retention rates of students are good. The retention rates raised and have remained at a relatively level 90%. The FTES rates have dropped but will increase as soon as the ARCH 200 and 201 courses can be offered again.

Department Goals:

The program has accomplished much of redesign based on lengthy conversations within the division and with an advisory group. The program now has the possibility of some lecture content in an online format for design students and has increased the number of units to better align with the transfer universities. The department has achieved student success in terms of transfer to universities without fulfillment of AA degrees. The department seeks to offer more courses more frequently.

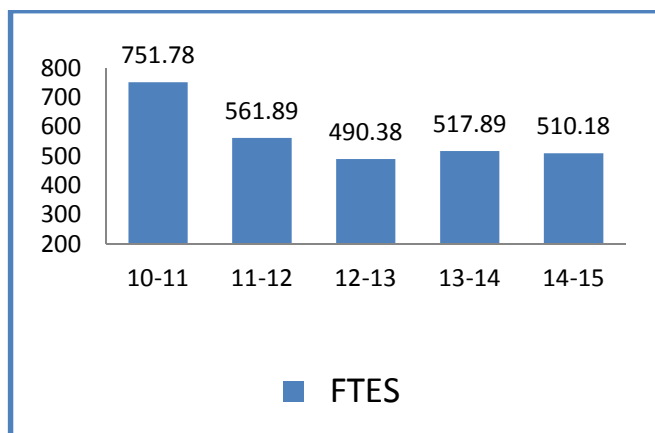
Challenges & Opportunities:

One major challenge is articulation with transfer institutions. Most universities award credit only by portfolio review for transfer students. The program continues to explore mechanisms to public and private institutions to ease the transfer process in a variety of related fields. We have achieved articulation with private universities and an agreement relative to the Architectural History courses with Cal Poly Pomona. We have aligned our 100 and 101 design courses with the state university as well. The architectural history classes are now UC transferable.

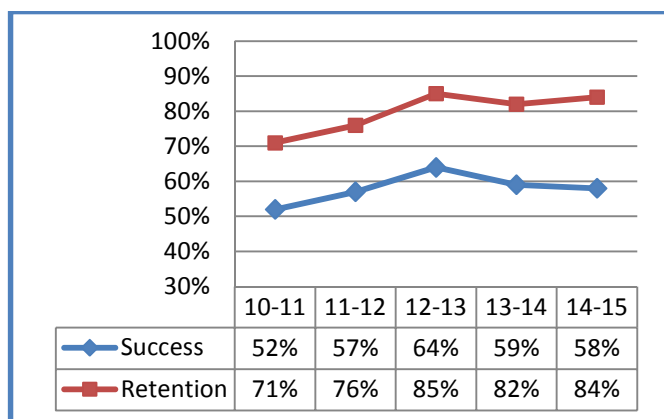
Action Plan: The program will:

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

BIOLOGY — 2014-2015



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



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

TOP Code: 040100

Award Source:

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

Description:

The biology department offers courses to prepare students for opportunities towards four major areas: 1) General education science requirements; 2) allied health careers; 3) biology major transfer students; and, 4) Biotechnology related careers. The development of student skills as they relate to creative critical thinking, assessment of quantitative information, deductive/ inductive reasoning, and written communication are stressed.

Assessment:

- Success and retention is stabilizing at about 60% and 84% respectively.
- The learning support via Student Success Center is essential.
- FTEs started decreasing in 2011-2013 due to sections cut but has increased and average of 5% since 2012-2013.
- Enrollment and WSCH per FTEF has increased from the past academic year.

Department Goals:

Continue to collaborate with general & STEM counselors to guide biology majors to new majors course sequence:

- Hire replacement faculty.
- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Implement the new department philosophy plan for the re-expansion of sections and new courses.
- Continue to support SBVC's transformation to a drought tolerant landscape.
- Maintain lab equipment and increase supplies for quality education.
- Plan for adjunct mentoring.

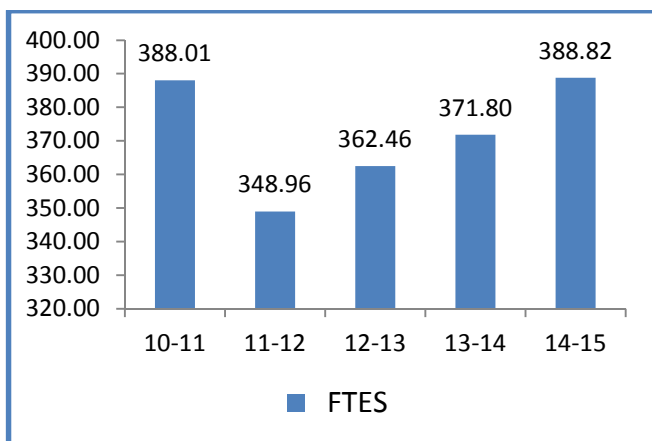
Challenges & Opportunities:

- Loss of faculty member resulted in low percentage of classes taught by full time faculty.
- Poor lightning and sound issues in all rooms makes teaching difficult.
- Work out the new snorkel system.
- Lack of funds for supplies.
- Lack of funds maintenance of equipment.
- Implementation of the transition from a two semester biology majors program to a three semester program.

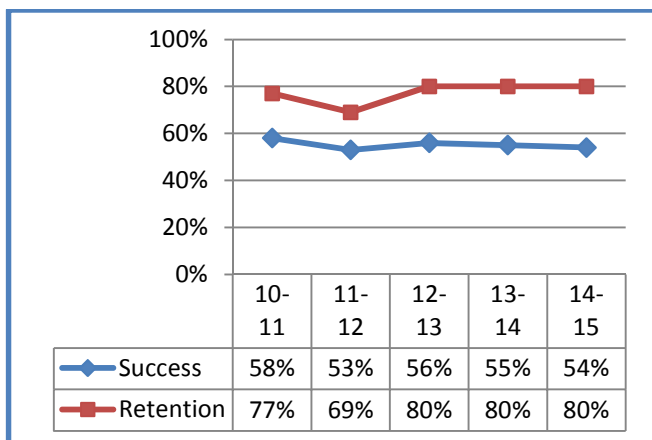
Action Plan:

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

CHEMISTRY & PHYSICAL SCIENCE — 2014-2015



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



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

*These degrees are in chemistry.

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 efficiency of the program has decreased to a lower but still acceptable level for laboratory-based instruction. Some of the factors that have decreased efficiency include the need to generate more FTES by offering single sections at a variety of times. Another factor has been fulfilling the goal of generating more chemistry and STEM related degrees. Those classes required for majors have lower caps due to safe laboratory practices and therefore decrease efficiency. The department has increased the number of STEM majors prepared for transfer by offering and filling additional sections of general and organic chemistry. The department has also expanded our offerings in non-laboratory based general education classes to increase enrollment and options for students.

Department Goals:

- Continue to increase the number of science, math, and engineering majors to affect the economic viability of our region.
- Continue to increase the number of STEM degrees granted. (
- Improve student success.
- Maintain laboratories with equipment and supplies needed for quality education.

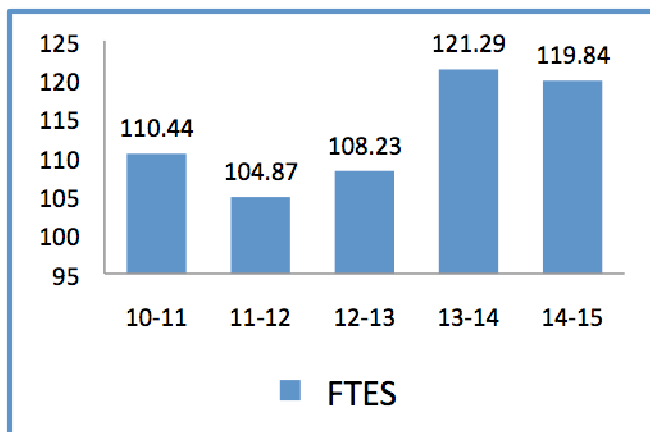
Challenges & Opportunities:

- Identifying and retaining adjunct faculty to teach. Every semester we must scramble to identify part-time faculty as our current pool finishes grad school and/or finds full-time employment. For the last six semesters we have cancelled classes or asked for waivers for faculty to teach above 67%. The unemployment rate for chemists is low.
- The success rate continues to be an issue for the program as we attempt ways to improve student success.

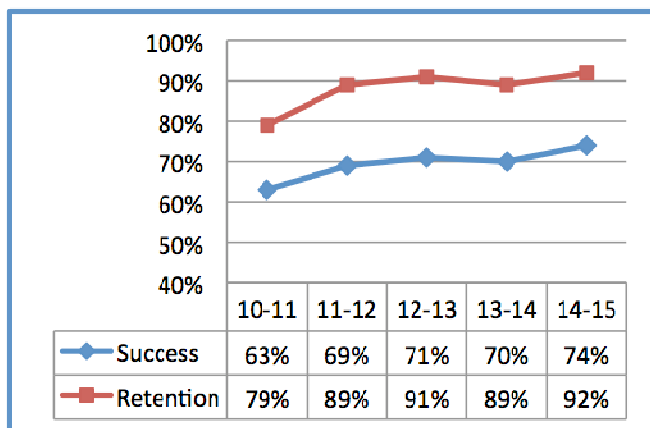
Action Plan:

- We must continue to increase the number of major's preparation sections to increase student access to pathways that lead to STEM degrees.
- Implement and evaluate supplemental instruction for major's preparation courses.
- Evaluate effects of prerequisite implementation on student success.
- Maintain our position in the region as the largest community college chemistry program in the Inland Empire.
- Design an allied health course in general, organic, and biochemistry for CSU transfer nursing students.
- Test online general education courses for efficacy.

GEOGRAPHY — 2014-2015



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



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

TOP Code: 220600

Award Source:

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

Description:

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

Assessment:

- FTEs numbers have increased from a recession-induced low ebb in 2011-12.
- Until 2014-15, efficiency rates have remained above the college goal of 525. The recent decline may be attributed to offering an array of new and cross-listed geography courses.
- FTEF has increased during 2013-14 and 2014-15, potentially demanding additional faculty in the coming years.
- Success and retention rates have exceeded college averages and, in general, have been stable since 2011 -12.
- The number of degrees awarded must increase.

Department Goals:

- Increase the number of degrees awarded under the new AA-T degree and revised AS degree.
- Collaborate with other departments to offer service based learning opportunities.
- Develop learning communities with other disciplines, as well as support for tutors and SI leaders.
- Increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education.
- Identify study abroad opportunities.
- Cultivate relationships with four-year institutions and area employers as a means to increase transfer and career opportunities.

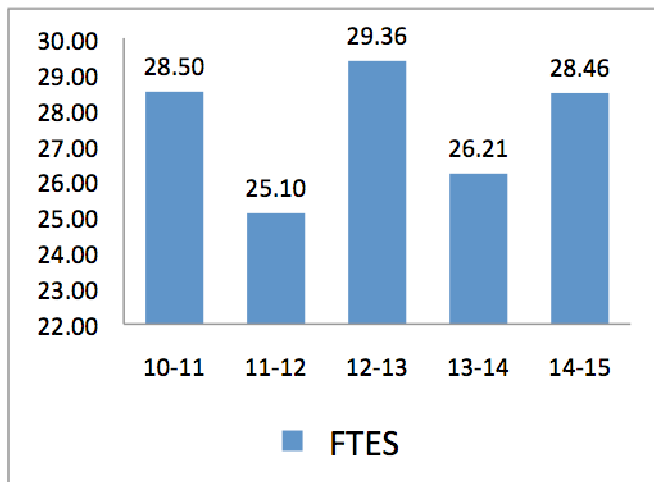
Challenges & Opportunities:

- The AA-T geography transfer degree should increase the number of degrees awarded, but additional student recruitment is needed.
- Continue to fund field study opportunities, as budgets remain flat or decline.
- As the field of geospatial technology grows, emphasize how GIS can be used in the study of geography and environmental science/studies.
- FTEF growth supports hiring an additional full-time faculty member in the future.

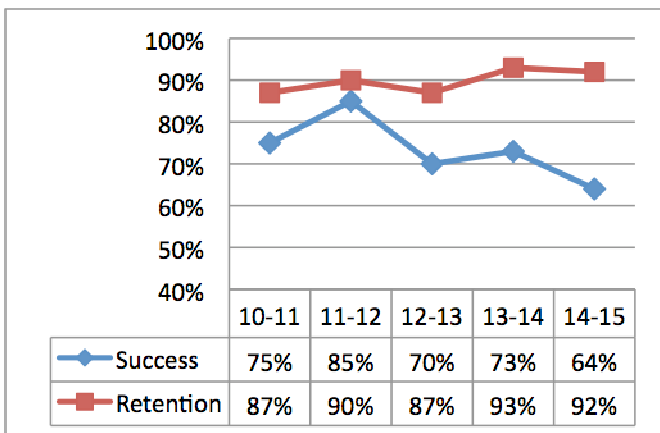
Action Plan:

- Advertise the geography department more effectively, both on and off campus.
- Increase the number of geography graduates and transfer students by cultivating grant, scholarship, research, internship, and career opportunities.
- Increase the number of online/hybrid sections in geography.
- Continue to revise curriculum, including new course development.
- Hire another full-time geography faculty in the coming years.

GEOLOGY/OCEANOGRAPHY - 2014-2015



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



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

Description:

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

Assessment:

- FTEF, enrollment, and FTEF have increased from 2013-14 to 2014-15.
- Efficiency has fallen below the institutional goal of 525 since 2013-14, as the department retools courses and schedules.
- Retention has remained above institutional averages. However, success declined in 2014-15.
- Geology AS and AS-T degrees have not been awarded, however, curriculum has recently been updated to align with C-ID requirements and should allow students to earn degrees.

Department Goals:

- Hire a full-time faculty, as well as a tutor and supplemental instruction (SI) leader.
- Maintain curricular and SLO updates to meet changing transfer and career demands, including distance education (DE) courses.
- Incorporate environmental and energy (fossil fuel and alternative) research and careers into course curriculum.
- Offer historical, mineralogy, national parks, California, and field courses on a rotating basis to increase options for students, including the number of majors, degrees, transfers, and career-prepared students.
- Maintain laboratories with equipment and supplies needed for quality education.

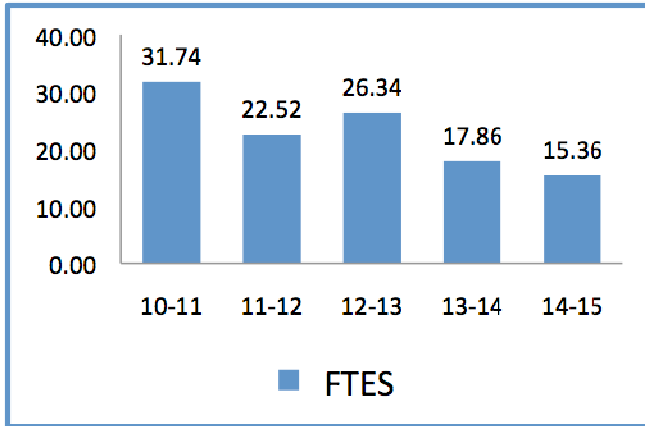
Challenges & Opportunities:

- Lack of a full-time faculty member has curtailed growth, including: FTEF, enrollment, FTEF, efficiency, success, retention, and degrees awarded.
- Renewed hiring within the environmental, energy, and geotechnical sectors should increase student interest in the program.
- Stagnant budgets over the last decade have curtailed program development.
- Lack of a dedicated tutor and SI leader continues to restrict growth and student success.

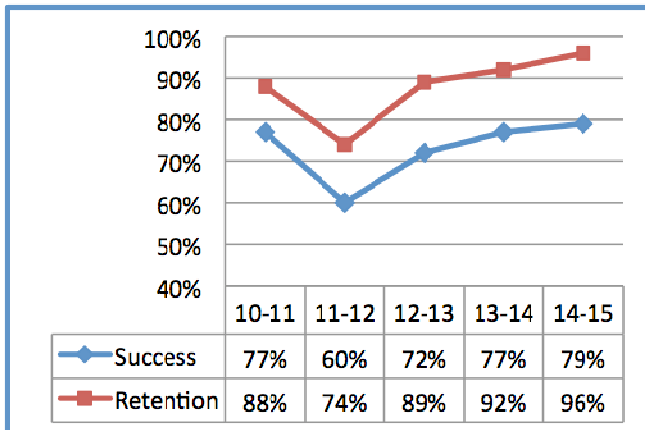
Action Plan:

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

GEOGRAPHIC INFORMATION SYSTEMS (GIS) — 2014-2015



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



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

TOP Code: 220610

Award Source:

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

Description:

The GIS certificate is designed to provide the skills and knowledge necessary for immediate entry-level employment for persons interested in Geographic Information Systems (GIS) and automated mapping technology. The GIS certificate provides a foundation for transfer to four year and graduate education within the fields of GIS, geography, remote sensing, environmental and earth sciences.

Assessment:

- FTES and enrollment rates have declined since 2012-13, possibly due to curricular updates. On- and off-campus recruitment efforts must be increased. This may be partially addressed through Perkins and CTE Enhancement grants.
- Success and retention rates have increased since 2011-12.
- Program lacks a full-time faculty assigned 100% to this discipline.
- Efficiency will increase with a larger student population. This may be addressed through ongoing grant activities.

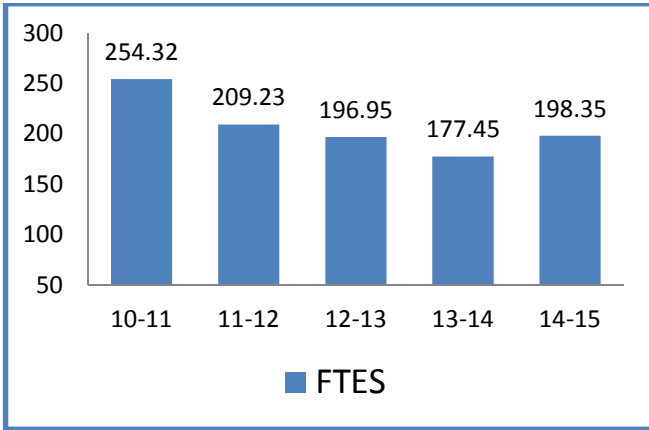
Department Goals:

- Provide students with the skills needed to enter geospatial technology related fields.
 - Maintain laboratories with equipment and supplies needed for quality education.
 - Advocate for full time faculty that could be shared with geography and possibly earth science.
 - Use grant funding to increase GIS awareness on and off campus.
 - Develop a service based learning course.
 - Increase student participation in GIS related events.
 - Cultivate additional internship and employment opportunities.
 - Expand online and hybrid courses.
- ### Challenges & Opportunities:
- Increase awareness of entry-level geospatial technology courses for non-GIS certificate oriented students.
 - Strengthen partnership with local high schools, offering entry-level GIS courses, including ROP programs.
 - Leverage grant funding for GIS tutors and SI leaders to extend lab hours.
 - Lack of computer lab infrastructure to host simultaneous labs creates scheduling issues.
 - Lack of a full-time GIS faculty member.

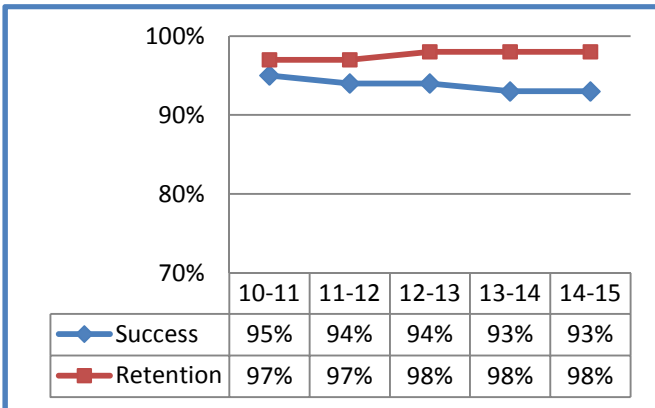
Action Plan:

- Partner with local agencies and businesses to provide internship opportunities, including short non-credit options through PDC and on campus.
- Incorporate entry-level classes in other certificate programs, including water supply technology, architecture and environmental design, real estate, and others.
- Offer colloquium series—open to campus and community—focused on industry based GIS applications.
- Build on existing faculty, curricular, institutional, and industry relationships to increase student enrollment, transfer, and career placement.
- Hire a full-time GIS faculty member.

NURSING — 2014-2015



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



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

TOP Code: 123000

Award Source:

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

Description:

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

Assessment:

- Program meets the standards of and is accredited by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN) formerly NLN.
- FTES increased from 40 students to 54 students admitted in
- Spring 2015 and 57 students admitted in fall 2015 due to
- Enrollment & Growth Grant 2014-2015.
- NCLEX licensing exam year to date pass rate for 2014-2015 is 80.77%.

Department Goals:

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

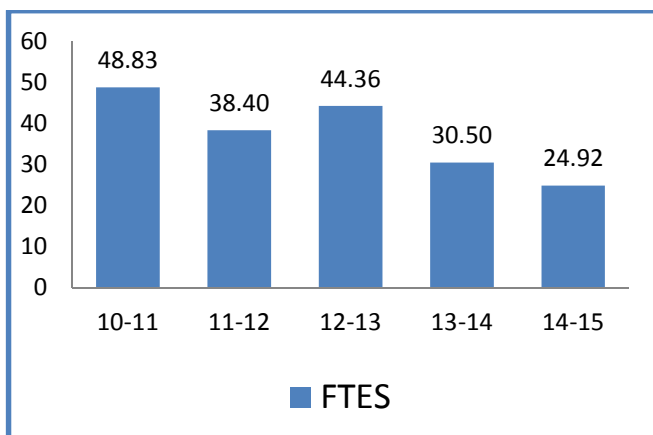
Challenges & Opportunities:

- Improving the NCLEX pass rate.
- Funding for professional development.
- Expanding clinical sites.
- Incorporation human-patient simulation into all courses.
- Seeking a half-time simulator technician support specialist as recommended by BRN and ACEN.
- Funding from Enrollment & Growth Grant for HESI examinations and remediation materials for all courses.
- Finish curriculum revision by end of fall 2015.
- Continue conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN).

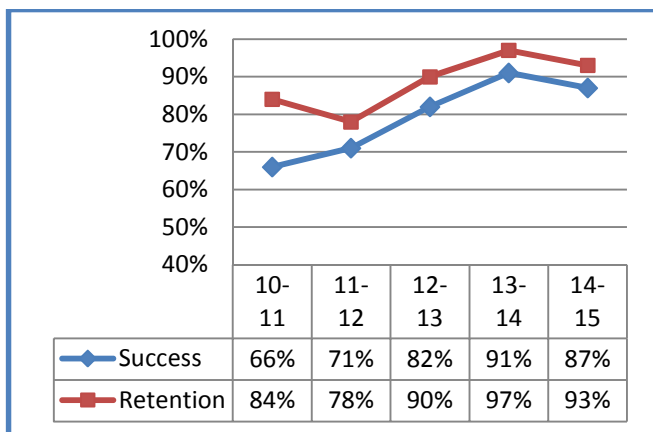
Action Plan:

- Develop evidence-based skills in writing and revising NCLEX-style test items.
- Curricular innovations to help students build skills and knowledge.
- identify professional development opportunities to improve faculty exposure to advancing practice.
- Complete curriculum revision fall 2015 with initiation fall 2017.
- Work with community to build clear pathways from high school to RN to BSN.

PHARMACY TECHNOLOGY — 2014-2015



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



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

TOP Code: 122100

Award Source:

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

Description:

The program prepares students to assist pharmacists as pharmacy technicians in community or institutional pharmacies by providing medications and healthcare products to patients. The program also prepares students to pass the Pharmacy Technician Certification Board exam. A pharmacy technology certificate requires 24-36 units, including prerequisites of BIOL 155, ENGL 015, and MATH 090 with two semesters of pharmacy technology courses. The AS degree has the addition of general breadth requirements.

Assessment:

- FTES and enrollment have decreased due to the combined effects curricular changes requiring additional prerequisites.
- Efficiency has declined as a result of smaller class sizes brought about changing curricular requirements needed to meet ASHP accreditation.
- Success and retention have slightly declined due to a more rigorous program. New curriculum with prerequisites started in fall 2013 to meet accreditation standards has impacted enrollment.

Department Goals:

- Hire a full-time faculty as load will increase after ASHP accreditation.
- Continue development of an accreditation action plan.
- Finalize informational brochures for the program.
- Improve the PHT 067 courses, as well as the modified PHT 062, PHT 070, and PHT 072 courses in 2015-2016.
- Successfully complete the ASHP accreditation process.
- Procure a faculty office and dedicated laboratory facility.
- Expand community pharmacy and institutional pharmacy clinical internship opportunities for students.
- Maintain laboratories with equipment and supplies needed for quality education.

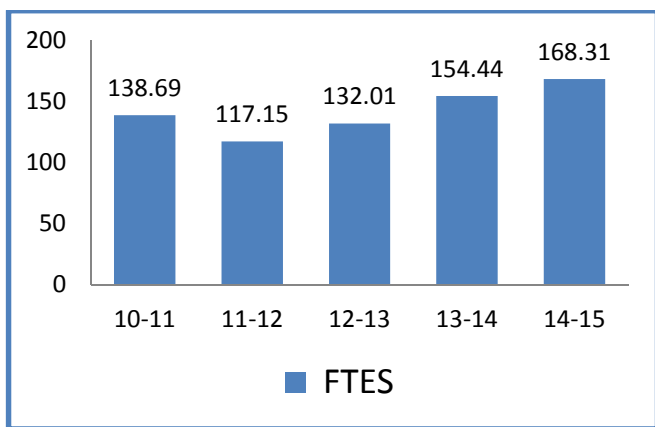
Challenges & Opportunities:

- There are no full-time faculty for this program making student success difficult.
- Pharmacy technology programs will be required to be accredited and the program will have increased needs to meet ASHP accreditation standards.
- For-profit institutions offering pharmacy technology are closing in the face of the need for ASHP accreditation/
- Our institution needs to provide greater job placement assistance.
- Lack of a dedicated faculty office and student laboratory jeopardizes data privacy, student success, and accreditation status.

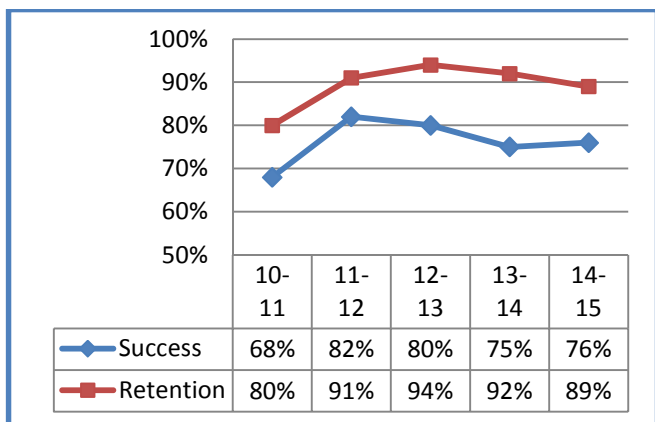
Action Plan:

- Provide information sessions on the program and finalize an information packet.
- Hire a full time faculty.
- Become the premier pharmacy technology program in the Inland Empire.
- Work with ASHP and PTEC to become fully accredited.
- Expand the advisory committee to establish a greater network for students and our graduates.
- Work with community and/or other CTE programs.
- Create a pathway from high school to the pharm tech program.
- Make changes to curriculum to meet ASHP standards.

PHYSICS/ASTRONOMY — 2014-2015



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



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

TOP Code: 191100/190200

Award Source:

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

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:

- FTEF, enrollment, and WSCH/FTEF increased steadily, on average, through 13-14 since the slight drop in 11-12 resulting from section cutbacks and budget restrictions.
- Retention rates generally increased and leveled off through 13-14; success rates dropped slightly from 11-12 to 13-14.
- With new sections opening, FTEF, enrollment, and WSCH/FTEF have increased in 13-14 after dropping significantly in 11-12 due to cutbacks.
- Number of degrees awarded has remained fairly constant, but with a slight, steadily increase since 10-11.

Department Goals:

- Create more tutoring/workshop opportunities for department students through the student success center and the SI program.
- Strengthen/build the engineering program and offer more Engineering courses.
- Offer Physics 101 as a hybrid course, with online lectures and on-campus labs and/or tests.
- Maintain lab equipment and supplies for quality education.
- Update the physics/astronomy labs and their related equipment needs.
- Incorporate the use of on-line practice problem-solving software as Mastering Physics or Web-Assign in upper level courses.

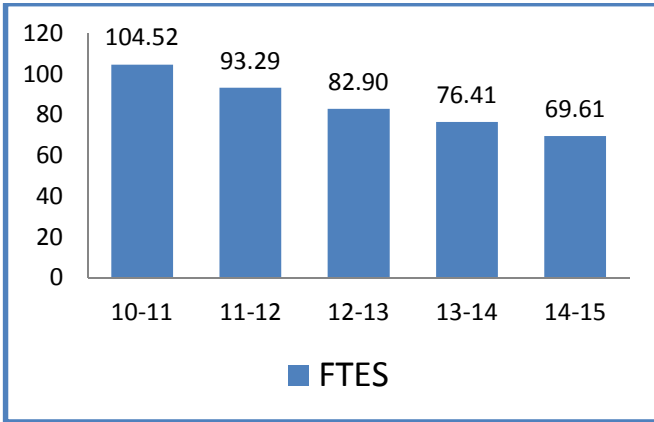
Challenges & Opportunities:

- 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.

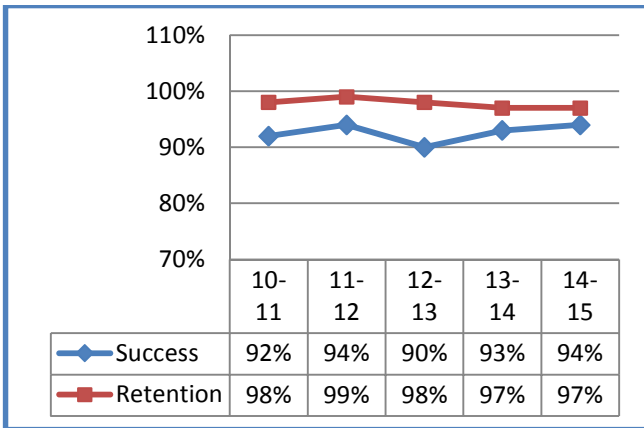
Action Plan:

- 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.
- Test existing practice problem-solving software and consult with other colleges using such software to determine the most appropriate software for use at SBVC.

PSYCHIATRIC TECHNOLOGY — 2014-2015



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



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

TOP Code: 123900

Award Source:

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

Description:

The psychiatric technician program is a one year program consisting of two, 18 weeks (17 units each) and one, 10 week term summer session (12 units). The program content areas include: nursing science, developmental disabilities and mental disorders. Twenty to thirty students are admitted each fall and spring semesters. The program is accredited by the Board of Vocation Nurses and Psychiatric Technicians. Upon completion, the students are eligible to take the BVNPT licensing exam.

Assessment:

- Retention and success rates are high and stable.
- State licensing first-time pass rates have been 95% for January through December 2014 testing dates.
- Retention and success rates exceed the college average.
- Shows a four-year period of small decrease in FTES.

Department Goals:

- Continue prerequisites at a college level.
- Expand the multimedia collection for students and faculty use.
- Maintain first time pass rate at 95% or higher the next three years.
- Encourage faculty to improve and expand knowledge, skills, and teaching approaches.
- Provide adequate funding to meet program needs.

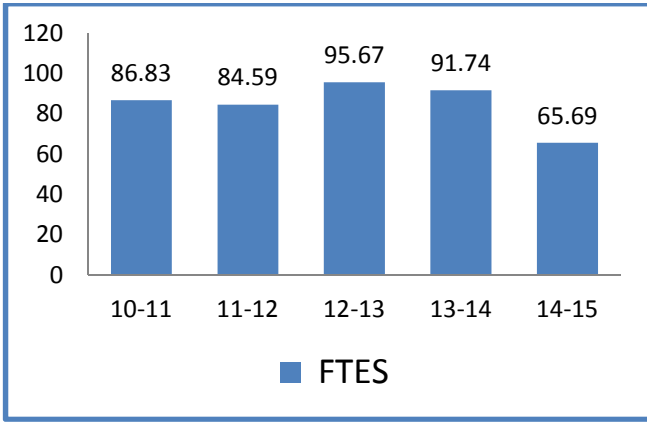
Challenges & Opportunities:

- Continue to meet the faculty to student ratio of 1:10 as required by our clinical facilities.
- Build a pool of adjunct faculty. Knowledgeable, experienced and qualified faculty are difficult to find.
- Enhance support for annual advisory meetings.
- Utilize Perkins funds to support our program's supply budget.
- Strengthening the partnerships between SBVC and community agencies.
- Utilize funding for professional development, i.e., for all full time instructors to attend our association's annual meeting.

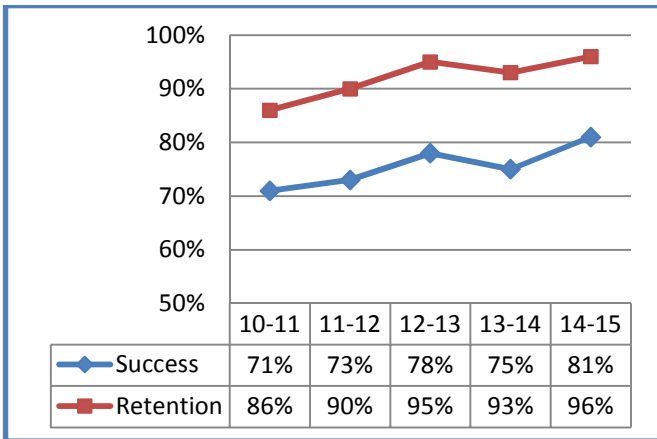
Action Plan:

- Utilize funding and support for annual advisory meetings.
- Seek qualified instructors with experience and expertise in areas of developmental disabilities, mental disorders and nursing science.
- Strengthen advisory committee by providing liaisons for increased clinical sites.
- Update equipment and software used in the course.
- Evaluate courses offered each semester to ensure degrees and certificates can continue to be earned by students in a reasonable amount of time.
- Distribute our program brochure to prospective students.
- Find funding source for required fields trips.

WATER SUPPLY TECHNOLOGY — 2014-2015



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



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

Award Source:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
 TOP Code: 95800

Description:

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

Assessment:

- Student enrollment is at an all-time low in five years.
- Overall student success/retention has improved in five years.
- Number of certificates awarded has improved and number of degrees awarded is 2nd highest in five years.
- Efficiency has continued to fall in last two years to an all-time low for a program with mainly lecture courses. This is highly troubling.
- Many courses have low enrollment and the number of sections offered is high compared to enrollment numbers.
- The FTEF is high, a reflection on multiple sections with low student enrollment.

Department Goals:

- Obtain a stable, permanent budget from general funds in order to fund tutors, workshops, lab supplies, and field trips.
- Track students who complete the courses to determine if they are receiving state certification and jobs in the field.
- Increase partnership with industry to place all the interested students in work experience programs.
- Schedule courses at time when convenient for students to attend.
- Provide nurturing and adequate support service to adjunct faculty and students to sustain/improve the quality of the program.
- Use grant funds to improve enrollment numbers in the program and increase class sizes.

Challenges & Opportunities:

- The backflow lab with six stations is inadequate for 25 students
- Lack of a stable permanent budget hampers long term planning.
- Use grant to track students who go to work before completing a SBVC degree or a certificate.
- Update curriculum with input from industry advisory boards.
- Sudden move of the program to the technical division in the middle of 2013-14 academic year has led to uncertainty and uneven support services.
- Courses are taught in many different buildings on the campus.
- All classroom assignments are not done when schedule is prepared.
- Some classes with low enrollment are cancelled after two weeks, leaving students to scramble for a class to make full load.

Action Plan:

- Add a minimum of two stations to backflow lab.
- For existing and future grants, align the goals of the grant to improve enrollment in the program.
- Assign classroom to every course at the time schedule is prepared and hold all the water classes in one building and in a limited number of classrooms, to allow students to form informal community and network.
- Move the program to a division that can adequately support it.
- Schedule classes when it is convenient for students and cancel the sections with very low enrollment on the first day of class.
- Update certificate and degree to allow for quick completion of program and success in obtaining state certification.



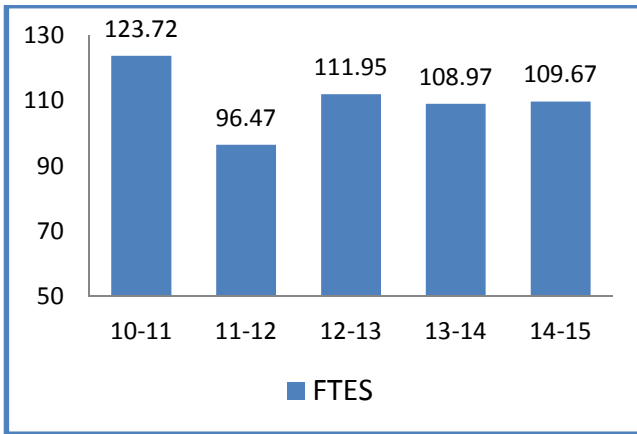
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

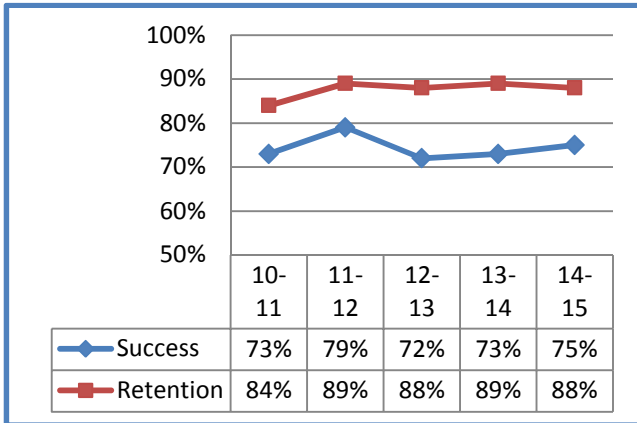
**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

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

ADMINISTRATION OF JUSTICE — 2014-2015



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



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

TOP Code: 210500

*A.A.-T Degrees were established in 2013.

Description:

The administration of justice department strives to provide students with the legal, ethical, and educational background necessary to pursue a career in a criminal justice-related field and to successfully transition into a four-year academic program.

Assessment:

- Enrollment recovering from severe cuts in 2011-12.
- WSCH per FTEF significantly above college norm.
- FTEF demonstrates need for more faculty.
- Retention and success rates consistently high.
- Online access between 25-30%.
- Degrees and certificates awarded significantly higher in 2014-15.
- Charts demonstrate more faculty needed.

Department Goals:

- Direct more students into more rigorous AS-T degree which began in FA13.
- Continue to offer more online courses as funding increases.
- Increase diversity of program adjunct faculty.
- Revise and update courses for relevancy and currency to comply with C-ID requirements.
- Recover two more sections lost to budget cuts.
- Maintain high retention rates.
- Update SLOs for content review next school year.

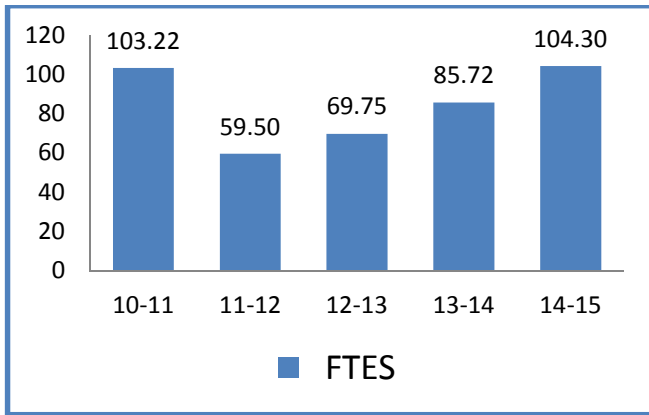
Challenges & Opportunities:

- Maintain academically rigid program while keeping high retention and success rates.
- Continue course revisions as directed by C-ID.
- Continue fighting for sections lost in budget cuts.

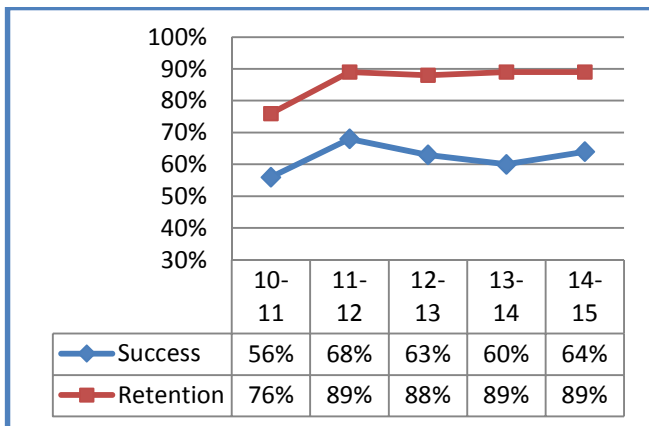
Action Plan:

- Give students campus resource lists, especially for tutoring in reading and writing skill enhancement.
- Hold advisory committee meeting in SP16.
- Hired first black male adjunct faculty in SP15.
- Hiring first female Latina adjunct faculty to start in SP16.
- Continue course SLO assessment every semester until directed otherwise.
- Go over course and program SLO assessments with faculty each semester making changes as necessary.
- Update and publish the AOJ/Corrections color brochure widely used by students and counselors.

ANTHROPOLOGY — 2014-2015



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



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

Description:

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

Assessment:

- FTES have increased yearly to regain their position prior to budget cuts, and from 2013-14 there was a 21.7% increase.
- Efficiency is maintained above the institutional average and the program has load for two full time instructors.
- Retention rates appear stable just below 90%.
- Success rates have increased but are close to the five-year average of 62%. Thirty-five percent of sections are offered online.
- The institution awarded one AA-T anthropology degree during the first year that the degree became available to students.

Department Goals

- Maintain retention and improve success rates.
- Continue to assess and evaluate SLOs with an emphasis on increasing student success rates.
- Continue to assess equipment and supply needs.
- Keep faculty in the program informed of professional development related to technology and student success.

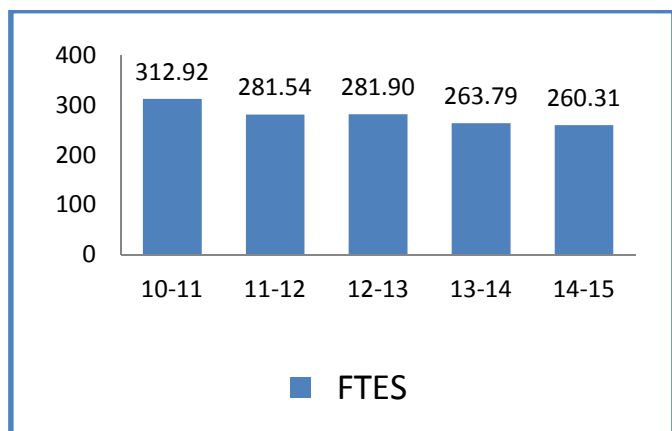
Challenges & Opportunities:

A significant challenge facing the department is lack of a budget. The request for an annual departmental budget was approved and ranked highly (2nd) through the program review process in 2014-15, but funding has not yet been institutionalized. A budget will allow for the building and maintenance of instructional equipment and supplies to contribute to student success.

Action Plan:

- Resubmit, if necessary, a program budget request to program review.
- Continue to follow the articulation process of new courses.
- Continue to send Anthro bulletins to faculty and update faculty Blackboard shell.
- Seek to hold departmental meetings at part-time orientation.
- Continue to promote the AA-T anthropology degree.
- Update program website.
- Seek partnerships for field projects and continue improving and discussing amongst faculty experiential learning opportunities.

CHILD DEVELOPMENT — 2014-2015



Description:

The child development department has an academic as well as a vocational orientation which prepares students for transfer and immediate employment. The department currently has eight certificates and three degrees, including an ECE AS-T degree. All programs and respective courses went through content review in 2012-13 and are curriculum and board approved. All courses in the TMC are C-ID approved. The department has strong articulation agreements and partnerships with secondary institutions, public and private universities and community agencies, including a special MOU with ULV. Currently, there are three full-time faculty and 65% of courses are taught by adjunct faculty. Child development has two state contracts. Courses are offered to provide access to students during the day, in the afternoons, on Fridays and Saturdays and in a hybrid and ITV formats. SLOs/PLOs are assessed regularly.

Assessment:

- Increase in section offerings from 74 in 12-13 to 76 in 14-15—FTES are down slightly to 260.31. Efficiency has dropped to 536, but is still higher than average/
- Success rates are at 70%. Retention rates remain high at 89%.
- Sixteen percent of courses were offered in a hybrid format—50% increase since 10-11.
- Degrees awarded have increased with 33 degrees awarded doubling the number of degrees awarded since 10-11.
- Fifty certificates awarded in 13-14 remaining very high.
- There is enough load for six full-time faculty—currently, there are three FT faculty—65% of sections are taught by adjunct faculty.

Department Goals:

- Continue to increase course offerings especially feeder sections to meet the needs in the community for work, career attainment and transfer (Access).
- Continue to maintain and increase partnerships in the community, such as California ECE Mentor Program (state contract), Director Meetings, CD Planning Council, Special Needs Committee, CD Training Consortium (State Contract), University of La Verne CD BA program, Head Start Friday program, Adult Ed and ROP and other university including CSUSB Articulations, etc. (Access and Student Success).
- Hire a full-time faculty to help with the departmental work, load, assessment, curriculum, and partnerships acquire Perkins funding to meet the needs of students, and bring back Education Program (Student Success).

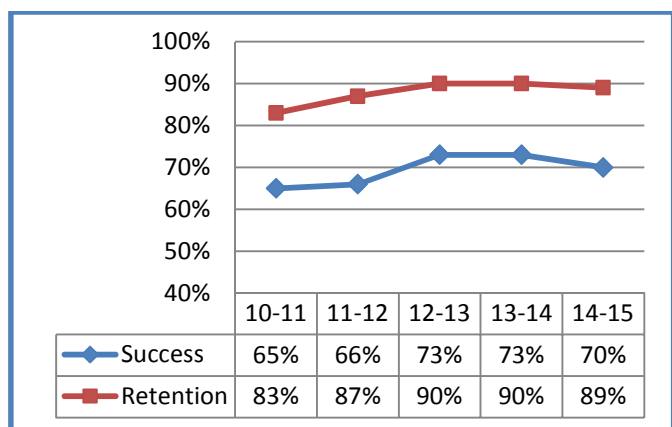
Challenges & Opportunities:

- Decrease in full-time faculty/increased work load since 2009.
- Departmental advising for eight certificates and three degrees is a challenge—lost education program due to lack of FT faculty.
- Maintaining departmental responsibilities including vocational and academic responsibilities including articulation, advisory boards, community partnerships, site visits, vocational and academic advising and maintaining state contracts.
- Many partnerships are beneficial to students including work, transfer, student support and career advancement, but increase work load for faculty/need more support for students (Success).

Action Plan:

- Continue to maintain and increase partnerships and contracts (Access and Student Success).
- Increase pipeline feeder sections into programs (Access).
- Offer all courses in certificate and degrees in 1-2 years and maintain quality programs (Access & Student Success).
- To increase support resources for students—CD meetings, brochures, smooth career pathway, academic advising to ensure success, grants (Student Success).
- Hire full-time faculty to help with department work, education program, Perkins, partnerships (Student Success).

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



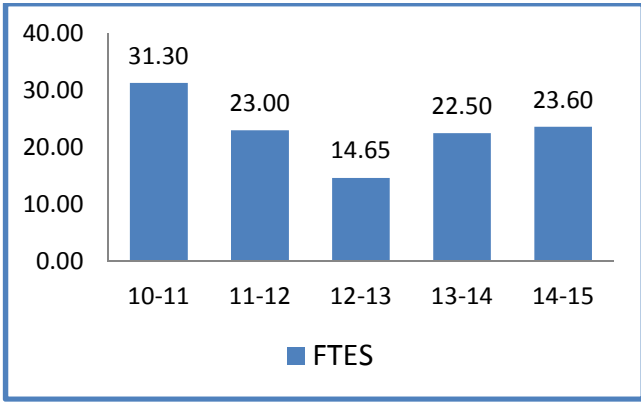
	10-11	11-12	12-13	13-14	14-15
Sections	86	73	74	71	76
% of online enrollment	8%	8%	12%	10%	16%
Degrees awarded	16	12	26	31	33
Certificates awarded	29	22	46	55	50

TOP Code: 1305XX

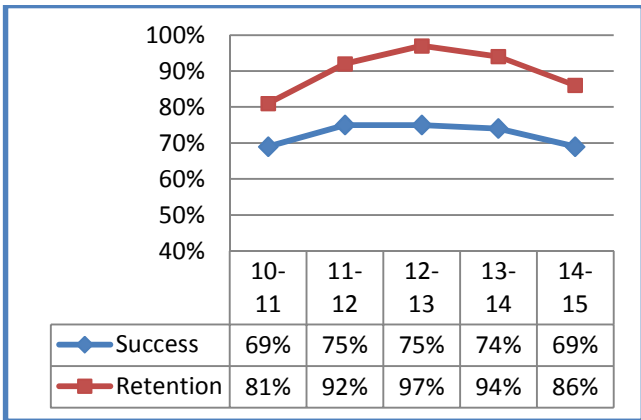
Award Source:

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

CORRECTIONS — 2014-2015



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



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

Description:

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

Assessment:

- Enrollment rebounding from extreme budget cuts in 2011-12 and 2012-13.
- Student retention rates still significantly above college averages.
- Student success rates at state averages.
- WSCH per FTEF above college goals.
- FTEF shows need for a full-time faculty.
- Online enrollment significantly higher (33%) and above college levels.

Department Goals:

- Continue SLO assessments and make improvements as needed.
- Maintain C-ID designation on CORREC 101.
- Increase certificates achieved.
- Increase diversity of instructional staff.
- Maintain/increase daytime and online class offerings.

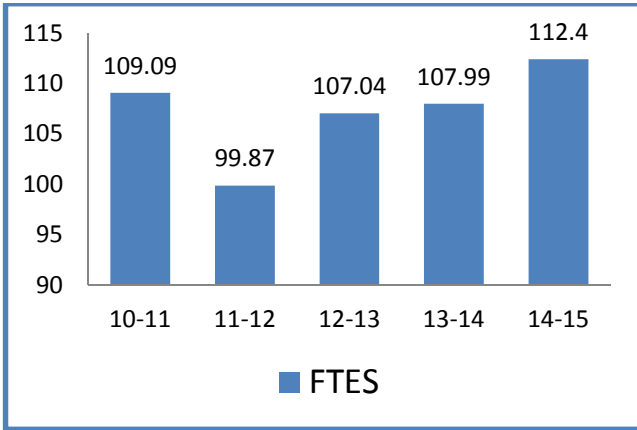
Challenges & Opportunities:

- It will be a challenge to maintain such high student success and retention rates with more effort on success.
- Funding drives section offerings.
- Hard to market program with no funds while competing with for-profit tech schools.
- Keeping C-ID designation as statewide elements change.

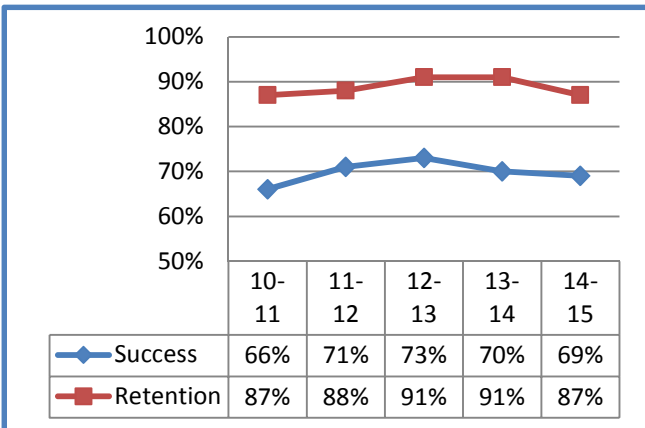
Action Plan:

- Give each student lists of college resources for tutoring to help low reading and writing skills improve.
- Update AOJ/Corrections color brochure.
- Add more online classes.
- Hired African American instructor beginning SP15.
- Hire Hispanic bilingual female instructor to begin SP16.
- Continue course/program SLO assessment each semester until notified otherwise.

ECONOMICS — 2014-2015



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



	10-11	11-12	12-13	13-14	14-15
Sections	28	27	28	30	31
% of online enrollment	29%	30%	36%	33%	35%
Degrees awarded	N/A	N/A	N/A	N/A	
Certificates awarded	N/A	N/A	N/A	N/A	

Description:

Economics provides excellent preparation for careers in industry, government, and many professions including management, law, education, public administration and consulting. Economics is concerned with how people produce various goods and services, with scarce resources, and how these are distributed within society, now and in the future.

Assessment:

Since 2011-2015:

- FTES has grown by 13%.
- Duplicated enrollment has increased 12%.
- FTEF has improved by 8%.
- WSCH per FTEF increased by 4%.
- Success rates have remained similar high 60s to low 70s.
- Retention rates have also remained fairly constant at high 80s to low 90s.
- The percent of online enrollment has improved by five percentage points.

Department Goals:

- To work with department faculty and curriculum committee to insure all courses transfer for credit to all colleges and universities.
- To review SLOs for all economic courses.
- To provide tutors early in the semesters.
- To continue to select high quality low priced text books.

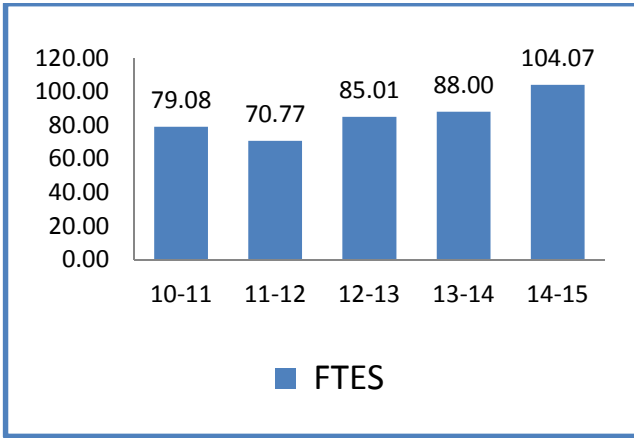
Challenges & Opportunities:

- The biggest challenge is to secure a computer lab for our business and economics statistics classes. The division does not have one single computer lab to support this course and has relied on other divisions for a lab room. This does not always work out well.
- Our greatest opportunity is to serve the growing number of economics students.

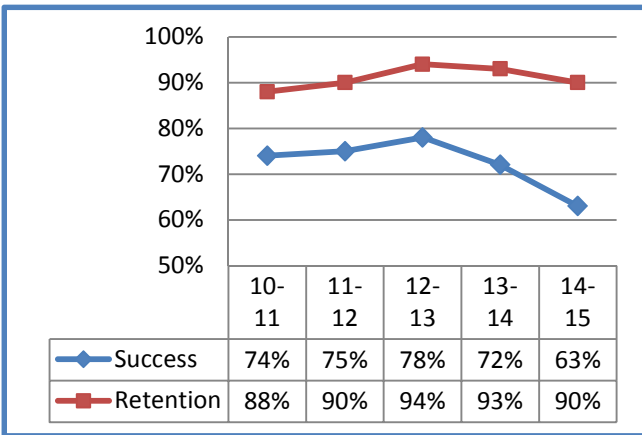
Action Plan:

- To work with colleagues and the program review committee to secure a computer lab for the division.
- Work with curriculum committee, department and division to insure all courses in economics transfer for credit.
- Review all SLOs.
- Work with tutor center so tutors are available.
- Hold monthly meetings to monitor progress.

HEALTH EDUCATION — 2014-2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	789	709	821	880	1046
FTEF	3.80	3.40	4.00	4.20	5.20
WSCH per FTEF	624	624	638	629	600



	10-11	11-12	12-13	13-14	14-15
Sections	19	17	20	21	27
% of online enrollment	26%	29%	35%	38%	41%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Description:

The health education department offers transfer level courses that fulfill general education requirements for local universities and colleges. Additionally, the department courses fulfill a general education requirement for the SBVC associates degrees. Health 101 is a required course for the newly created AA degree starting in fall 2016. Health courses provide students with guidelines for healthy living, which may improve their overall health and quality of life.

Assessment:

- Enrollment slightly declined from 2010-11 to 2011-12 before increasing again starting in 2012-13. The drop in enrollment is consistent with the budget decreases. Enrollment continues to increase as sections are added. Health is a very strong program offering students a way to fulfill the degree requirements without having to exercise.
- Success rates have remained relatively steady until the 2014-15 year dropping to 63%. Faculty have discussed a possible reasons for decreased success. High text cost is a possible reason for decreased success. Students are struggling to afford the text. Many students rely on sharing the text, using older versions and/or utilizing reserve texts at library. Retention rates remain steady.

Department Goals:

- To increase number of sections offered as budget allows and demand requires.
- To provide a diverse course offering to allow for nontraditional students by giving varying times/days/formats for enrollment.
- To add courses to the pallette of available classes as college increases sections. A possible course to include is holistic health.

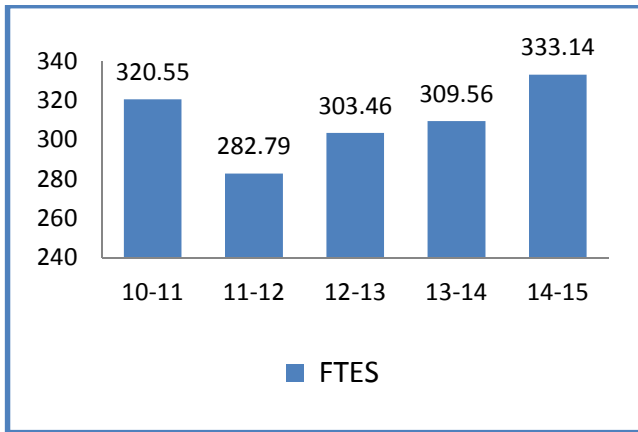
Challenges & Opportunities:

- The variety of courses offered is somewhat limited by the lack of curriculum and section additions.
- Department needs to hire a replacement position for a retiree with a background as a generalist.
- Use professional development resources to encourage faculty to develop new courses the represent current trends in health education.
- Many students are unwilling to participate in “activity” classes so enrollment in health is high. Capture this trend by increasing sections.
- Our student population demographics correlate with a higher incidence of lifestyle related illnesses. Education is essential to improve health and wellbeing of students, their families and our community.

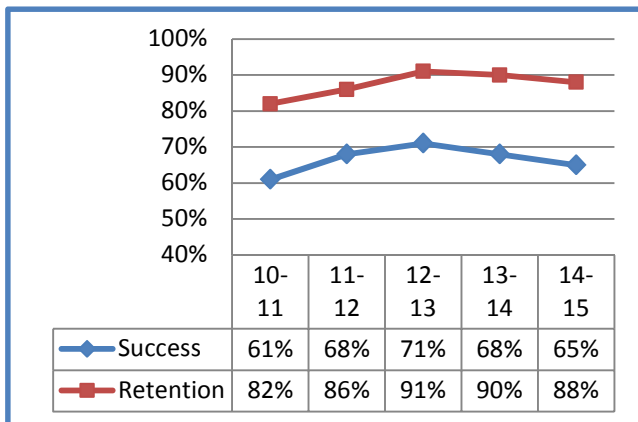
Action Plan:

- Develop new courses.
- Develop relationships with departments across campus to create more collaborative opportunities for healthy lifestyle development.
- Continue to search for alternative text options to lower cost to student.
- Network with other departments on campus to help promote enrollment.
- Hire a new faculty member with diverse expertise to spearhead new curriculum development and enrollment expansion.

HISTORY — 2014-2015



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



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

Description:

The history department offers a variety of transfer level courses to serve a diverse community of learners. Course offerings include US history courses, including two honors courses, which meet the Cal State requirement for American Institutions. Additionally, multicultural courses are offered including Native American history, Chicano history, African American history (2 courses), World history, and an Ethnic Minorities course. We have created a course that analyzes the History of Genocide that was created in partnership with Rialto School District. All of our courses can be used for AA requirements and all transfer to universities. Most importantly, we have developed a transfer history major (AA-T) for our prospective history majors.

Assessment:

- In the past year, we have increased our section offerings from 87 to 94, and we have dramatically increased our FTES from 309.56 to 333.14. Duplicated enrollment reflects this increase from 3,099 to 3,335. WSCH/FTEF has stayed at essentially the same level (580-574).
- In terms of retention, we have stayed the same at the impressive level of 88%. These statistics show that the department does an excellent job keeping students engaged in their attempts to complete the course. Success rates dropped a small amount from 68% to 65%, but that can be explained by the increased numbers of online sections, which are known campus-wide to have a lower success rate.
- This is an extremely successful department in terms of our enrollment, retention, and success rates considering that all of our coursework is transfer level and all courses meet degree requirements.

Department Goals:

- We met several department goals in a productive year.
- We updated all coursework for program review, at least a semester early in all cases.
- We had our AA-T History Degree accepted through the curriculum process.
- A new course on Genocide has been developed, in a partnership with Rialto Unified School District.
- Two new adjunct were hired to help support the increase in our course offerings.

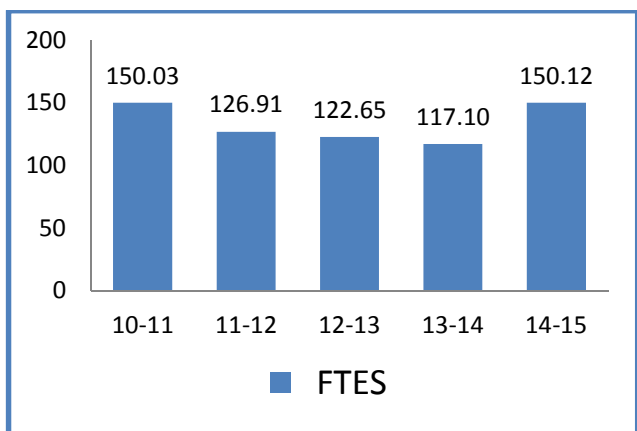
Challenges & Opportunities:

- The greatest challenge is finding faculty who can teach World History. The majority of our current and prospective faculty do not have the necessary specialization to teach World History. Currently, we have US historians teaching World History simply to be able to offer the course. There are two World History courses that are required for our AA-T degree in History. We are struggling to meet the demand for these courses, and as students begin to enroll in this class for our degree, we will be hard pressed to have the World specialists we need to offer these courses. We are developing a Women in United States history course that will also need a specialist to teach that course.
- In terms of opportunities, we are working with the counseling department to develop an Ethnic Studies program that can develop into another AA-T degree. Considering that UCR has an Ethnic Studies major, we feel that this is an appropriate transfer program.

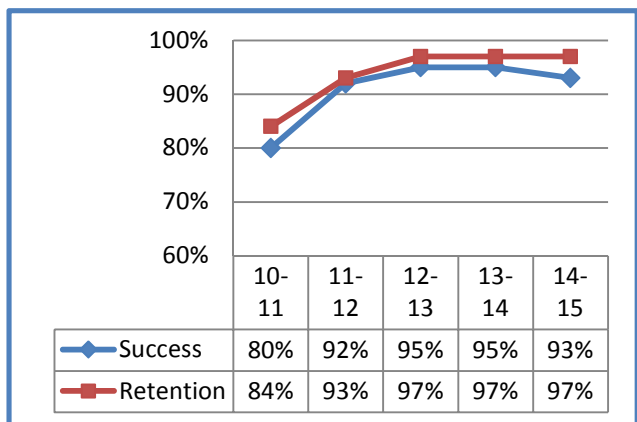
Action Plan:

- Hire a full time World History faculty member.
- Continue recruitment and professional development of current history department faculty.
- Have the Women in US History course accepted through the curriculum process this year.
- Continue completion of SLOs and SLO evaluation.

KINESIOLOGY/ATHLETICS — 2014-2015



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



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

Description:

Courses in kinesiology and health department are designed to increase student's skills in activities that produce positive physiological results and promote lifelong habits in fitness. Varsity classes allow students to perform at maximum levels while competing in intercollegiate sports. Kin-X classes satisfy the kinesiology requirement for graduation and, or transfer.

Assessment:

- Kinesiology (Kin-X) shows a substantial increase from the 13-14 to the 14-15 years with the same amount of section offered. Possible reason for the increase is the concerted effort of our coaching staff to raise the number of recruits/participants of each sport. In the past couple of years coaches have intensified their recruiting efforts. The high success rate of our programs is directly related to the coaches recruiting efforts.
- Retention and success rate continue to be extremely high. This is also a reflection of how well our coaching staff performs in the class/practice setting.
- Data shows effectiveness of the Kin-X classes.

Department Goals:

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

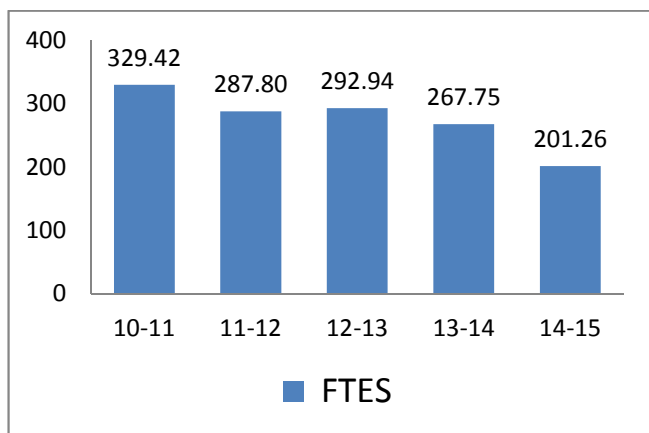
Challenges & Opportunities:

- If the athletic department is to build upon the success it has experienced in the past, it will need to meet every goal stated above.
- The data clearly shows if we are to increase our numbers we need to increase our support for our students.

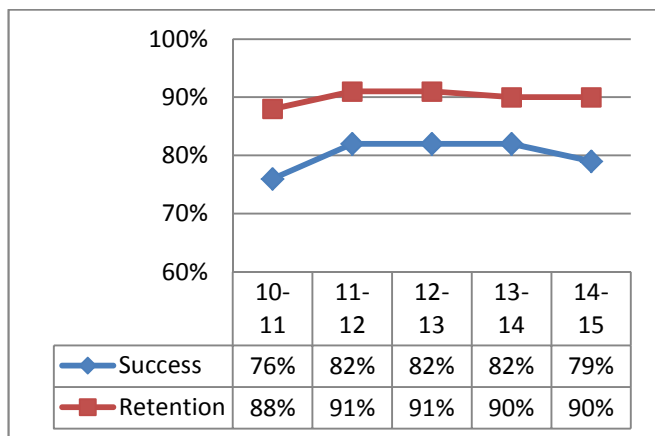
Action Plan:

- Continue to participate in the program review process.
- Become more transparent, open and informative.
- Develop a complete academic support program for our student/athletes.
- Develop collaborative relationships with other program on campus.
- Strengthen relationships with the foundation, alumni and the community.
- Continue and increase our fundraising efforts.

KINESIOLOGY: TEAM/FITNESS/ADAPTED — 2014-2015



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



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

*Includes all sections of team, fitness, and adapted kinesiology courses.

Description:

The kinesiology department offers a variety of laboratory courses which offer students the opportunity to improve their current health/fitness levels while acquiring the skills to promote a lifelong wellness lifestyle. All of the courses can be used for electives in Category V: which is required for graduation and/or transfer.

Assessment:

- Enrollment is gradually decreasing throughout the years represented. Some of the decrease is reflective of the budget cuts seen across campus which resulted in fewer sections offered. The decreases may also be due in part to the transfer of many sections to the KINX courses.
- Success and retention rates are stable and acceptable.
- The efficiency rate of the department is still relatively high with a WSCH of 586.

Department Goals:

- To expand sections for more popular courses.
- To increase the variety of courses offered through the development of new courses to stay current with popular trends.
- To purchase a variety of equipment to allow more students to participate safely.

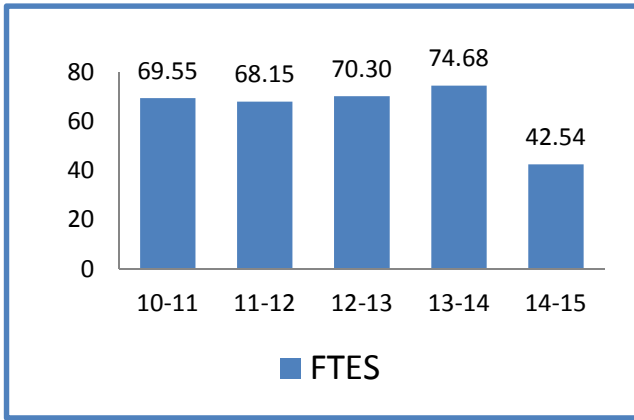
Challenges & Opportunities:

- Since we have leveled the courses, students may only take each course one time which will limit the number of students who can participate in our courses.
- Sharing the gym spaces with dance has limited our ability to schedule classes in our facilities
- Construction has decreased visibility and access to our area. Fencing, lack of signage and reduced locker/shower access has decreased enrollment
- Expand programs and services for the disabled population. We have a faculty member with expertise in this area that can work with curriculum and DSPS for funding and recommendations
- New facilities opening in Fall 2016 should help create a resurgence of activity class enrollment

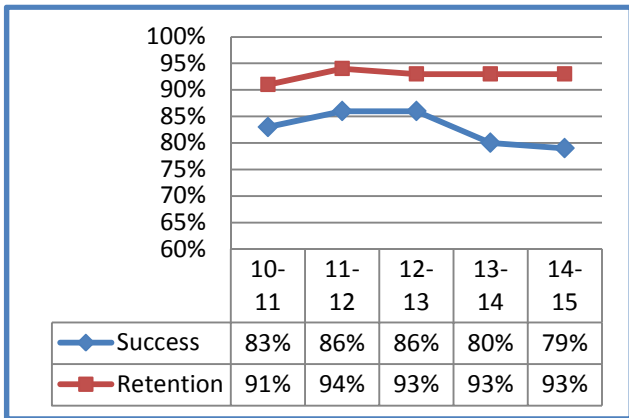
Action Plan:

- Develop new courses.
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.
- Discuss expanded course development with DSPS.
- Follow-up on sharing the MAC classroom.
- Advertise and develop more team sports to capture enrollment for sport related classes.

KINESIOLOGY — 2014-2015



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



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

Description:

The kinesiology department offers a variety of lecture based courses that provide students with foundational knowledge in fitness, sport, physical education, athletics and related fields. The classes result in improvements in conditioning, performance for self or teams and/or training for career opportunities in related fields. All of the courses can be used for electives in Category V, which is required for graduation and/or transfer. Some KIN courses are required or electives for the KIN AA and AA-T degrees starting fall 2016.

Assessment:

- Enrollment slightly decreased 10/11 to 11/12 with gradual increases through 13/14.
- There was an enrollment decline in 14/15.
- Success rates and retention rates remain relatively stable.
- Both rates represent good retention and success.
- The efficiency rate is low with a WSCH of 442.

Department Goals:

- To increase number of sections offered as registration rates improve with the addition of the degrees to the program.
- To pursue offering courses in hybrid or online formats to possibly improve enrollment.
- To increase the variety of courses offered through the development of new courses.

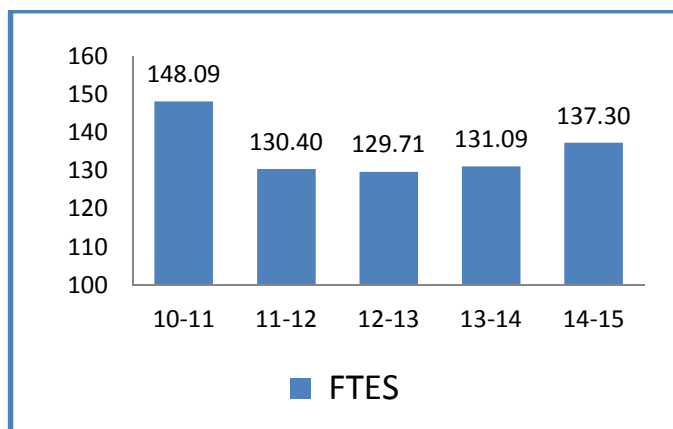
Challenges & Opportunities:

- The variety of courses offered is somewhat limited.
- A lack of smart classroom space limits our ability to offer more sections of our courses.
- Offering online, hybrid or ITV courses is a possible avenue for making more courses available.
- Explore the possibility of creating personal trainer certification programs.
- Changing our certification agency for CPR/First Aid to Red Cross or American Heart Association to capture our Nursing Program and Loma Linda student enrollment.

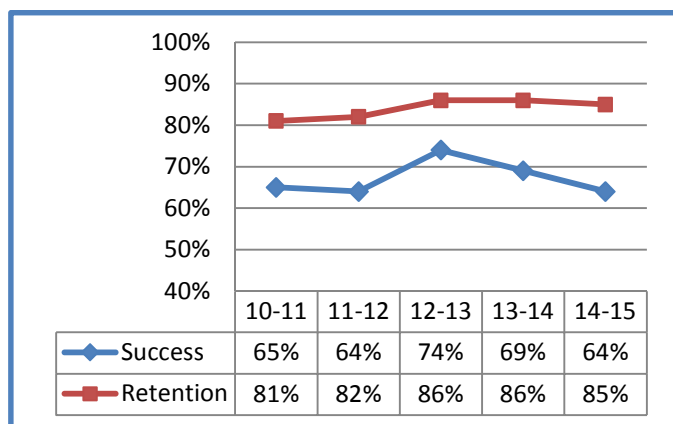
Action Plan:

- Develop new courses.
- Develop relationships with departments across campus to create more collaboration opportunities for healthy lifestyles.
- Acquire proper smart classroom space in order to offer more sections.
- Adjust schedule to provide more diverse offerings to capture non-traditional student enrollment.
- Pursue certification of faculty in CPR to more recognized agency through professional development.
- Advertise new courses and degree programs across campus to increase enrollment.

PHILOSOPHY/RELIGIOUS STUDIES — 2014-15



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



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

Description:

Philosophy and religious studies courses require critical analysis of ideas, clarity of thought, and openness to understanding the human project in all its dimensions. These skills are achieved through careful and close reading of texts, images, and symbols, as well as through descriptive and analytic writing. Although anyone can benefit from courses in the two disciplines, the primary function of each class is to fill requirements for students transferring to four-year colleges.

Assessment:

- FTES vary depending on the sections offered. FTES are now stable after several years of cutting sections.
- Retention and success rates are both stable and mirror the rates for both the college and the division.
- WSCH per FTEF vary slightly but are stable.
- Percentage of online enrollment is now stable at approximately 60%.

Department Goals:

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

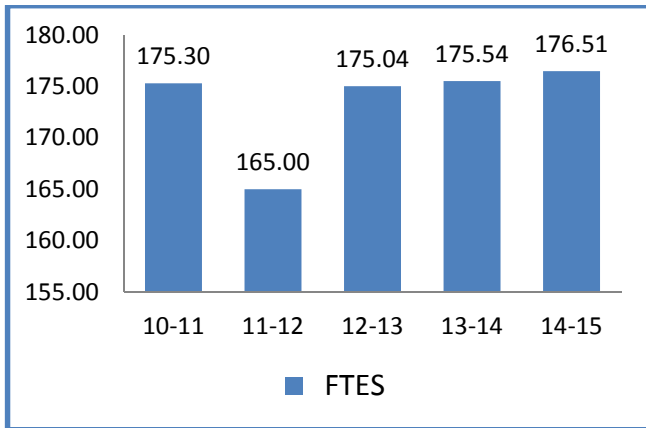
Challenges & Opportunities:

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

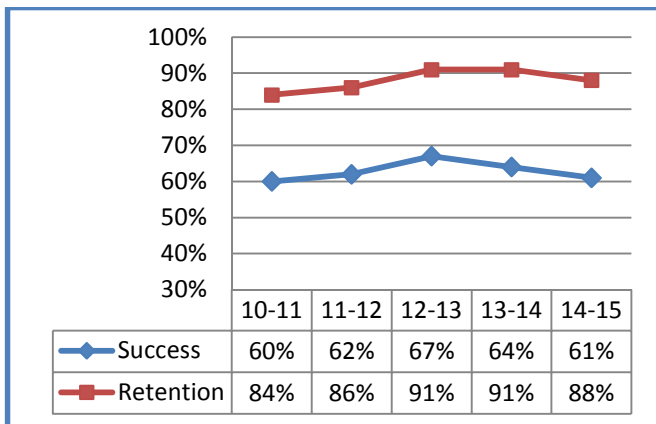
Action Plan:

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

POLITICAL SCIENCE — 2014-2015



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



Description:

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

Assessment:

- Political science continues to register growth in student enrollment; 2014-15 FTEs recorded a slight rise over the previous year's strong showing.
- Efficiency dropped significantly from 614 in 2013-14 to 546 in 2014-15. This precipitous decline is hard to explain. However, it may be explained in part by our having to cancel POLIT 141-H when we were informed belatedly that the articulation process with UCR had not been done.
- Success rate took a dip from 64% in 2013-14 to 61% in 2014-15. This is worrisome since it is the second time in a row we witnessed a dip. Joining the supplemental instruction (SI) program has enabled the department to get a tutor for political science classes. Hopefully, this will help stop the downward slide—or at least slow it down to a crawl.
- Retention rate also saw a dip, but is still higher than the 2010-11 and 2011-12 levels. While it is not what I like to see, it is not cause for major concern at present.
- The number of sections we offered rose by 13% over 2013-14 level. We hope to maintain or exceed this achievement in the next cycle.
- At 20% of enrollment, our online enrollment held steady at last year's level. We hope to maintain or exceed this level during the next cycle.
- In 2013-14 we got approved to offer an AA-T degree. Since then we have awarded two degrees. This is the first time to my knowledge that the department has awarded any degree. We will work to raise that number sharply.

Department Goals:

- Increase the number of degrees awarded in political science. In this respect, raising awareness of our AA-T program remains a goal from the last cycle.
- Create an internship program for our students who enroll in POLIT 139. This course is one of the two service learning courses we offer.
- Raise the number of sections offered—or at least maintain current levels; and promote student success and retention rates.
- Create a Model United Nations program, if we can get funding commitment from the college for the first two to three years of the program. During that time, we will explore alternative avenues of support.
- Create two courses in Constitutional Law/Politics. This should increase our offerings and raise the appeal of our AA-T program. We have had in the past instructors with a background in law and politics who could teach such courses. We can hire new ones at the appropriate time.

POLITICAL SCIENCE — 2014-2015

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

*A.A.-T Degrees were established in 2013.

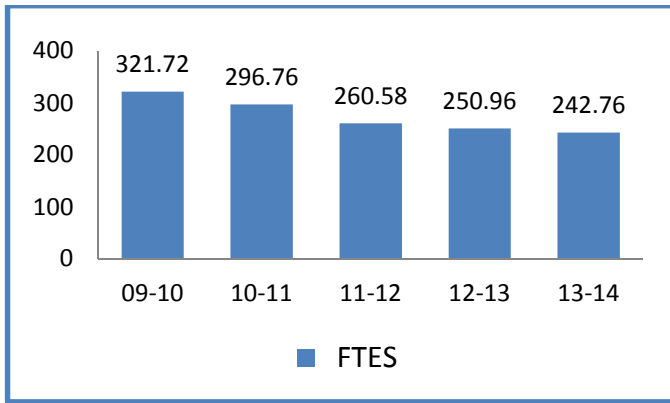
Challenges & Opportunities:

- Our main challenge is to increase the number of students who major in Political science. If we can achieve this, it will give us grounds to create new Political science courses—and raise the levels of enrollment in existing courses. We are more likely, for example, to create courses in Constitutional Law and Politics in California if we had more students majoring in Political science. (Right now, our course in American Government and Politics is the only course in high demand because it is one of the courses required for graduation.)
- A long-standing challenge noted in 2013-14, is the less-than-satisfactory compensation our adjunct colleagues receive. If we want to obtain and maintain a faculty with an élan and esprit de corps, we need to continue to place this issue on the front burner.
- With respect to opportunities, the expected increases in allocations the college will receive from the state is a sign of hope. We also hope to locate some modest funding for a Model United Nations program.

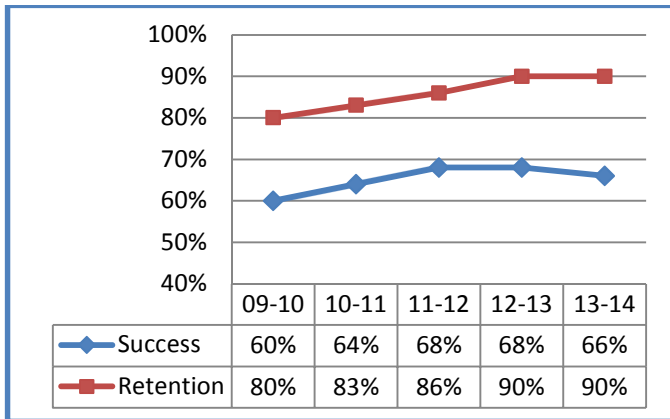
Action Plan:

- Step up collaborative efforts with counselors and the associated student government to attract students into political science.
- Continue to work with the SI program so that we can maintain a tutor for our courses which will help maintain student success and retention rates.
- Ask every department instructor to let students know the career possibilities for political science majors and to make a pitch for political science in their classes. (Political science is a good brand!)
- Seek insights from departments in the division which already have internship programs on how this department can go about creating an internship program for POLIT 139.

PSYCHOLOGY 2013-14



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	3,199	2,985	2,511	2,434	2,434
FTEF	15.20	15.20	12.60	12.20	12.40
WSCH per FTEF	635	586	620	617	587



	09-10	10-11	11-12	12-13	13-14
Sections	82	80	68	65	66
% of online enrollment	18%	20%	19%	20%	23%
Degrees awarded	N/A	N/A	N/A	N/A	11
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description:

Psychology offers classes that meet general education requirements for AA degrees and transfer as well as classes that are prerequisites for career and technical programs such as nursing and psych tech. The AA-T in Psychology provides students with a clear path to transfer to CSU. The psychology program has made contributions to the strategic plan goals of 1. Access and 2. Student Success despite having only one full time faculty member.

Assessment:

- Faculty load, FTEF, success rates and WSCH/FTEF demonstrate the urgent need for at least four more full time faculty
- Efficiency rates remain high rates despite section cuts
- Fluctuating FTES rates are based on section cuts
- Success rates have improved 6% since 09-10, however, success rates will continue to be low without more full time faculty
- Retention rates have improved 10% since 09-10
- The 11 degrees awarded in 13-14 are on par with other division disciplines that offer degrees
- Number of online sections slightly increased to 23% and this has impacted success rates

Department Goals:

To increase strategic plan goals, 1. Access and 2. Student Success by:

- Hiring at least four more full time faculty (with at least one faculty in 14-15 specializing in teaching research methods and statistics, which are core courses for the AA-T in Psychology)
- Developing and implementing strategies for increasing student success in psychology classes
- Having a computer lab available for students taking statistics classes (also a general ed requirement) and research methods classes to help increase Student Success and AA-T degree achievement
- Increasing the number of sections offered for general ed and core classes in the AA-T and maintain an updated curriculum.

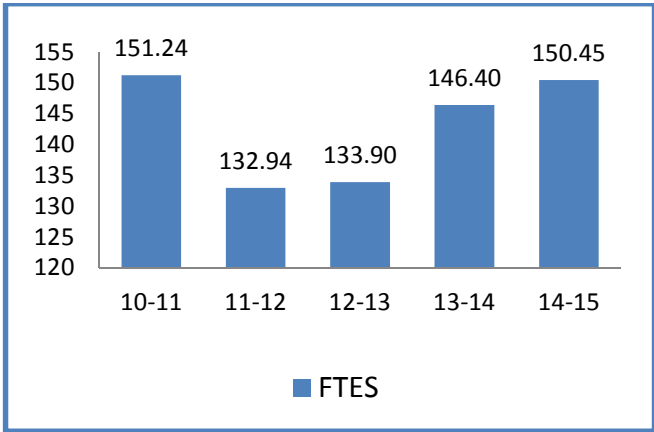
Challenges & Opportunities:

- To hire at least one new full time faculty in 14-15 capable of teaching Statistics and Research Methods classes (with 4 total future hires)
- To develop and implement strategies to continue to improve student success rates and maintain retention rates as course offerings increase
- To have a computer lab for Statistics and Research Methods classes that can also be used by other disciplines in the division to support Student Success
- To continue to offer quality instruction and diversity in course offerings with a department consisting of 93% adjunct faculty

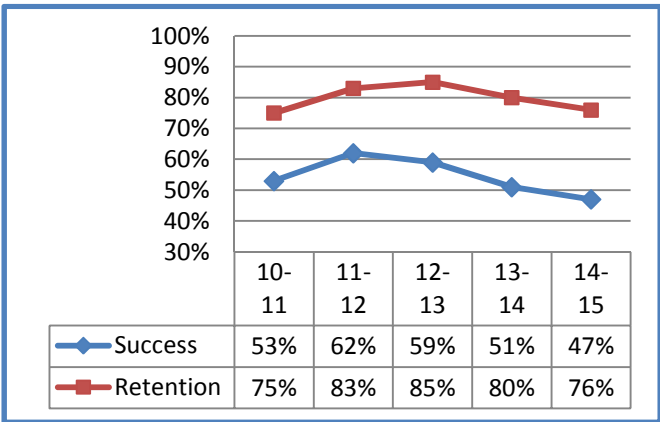
Action Plan:

- To increase access and student success by submitting requests for more psychology full-time faculty hires
- To improve student success rates while maintaining retention rates by requesting a computer lab in SSHDPE and support other faculty with similar requests
- To increase access and student success by offering more courses that help students meet general ed requirements and Psychology AA-T requirements
- To work with adjunct faculty to develop strategies to increase student success.

SOCIOLOGY — 2014-2015



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



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

*A.A.-T Degrees were established in 2013.

Description:

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

Assessment:

- FTES have been steadily increasing as the college district is funding additional class sections.
- WSCH/FTEF continues to remain above the 525 average. Both success and retention rates have dipped from previous year and this is most likely due to the increased availability of courses to students. Still, the dip in the success rate is a major concern for the department.
- The department also continues to offer half of its course offerings online and online success rates tend to be lower when compared to F2F classes.
- The program now offers an AA-T degree in sociology and there was a 42% increase in degree attainment year-year.

Department Goals:

- Long term planning of course offerings to increase access to students seeking transfer degree and student success rates.
- Monitor how new advisories which were placed on sociology courses are impacting student success rates.
- Promote the AA-T sociology degree to increase productivity.
- Continue to advocate for a full time sociology instructor through the program review needs assessment processes.
- Continue to monitor SLO data as it relates to student success.
- Continue to develop strategies to increase retention and success.

Challenges & Opportunities:

- Physical classroom space is limited and subsequently the program offers a higher number of sections online.
- The program continues to operate with only full time instructor.
- Campus wide resources continue to be scarce.
- The 2015-16 academic year is the first year in which all sociology courses have both English and Math advisories. This presents an opportunity for an increase in student success rates.
- The district goals include the hiring of additional new full time instructors and the college budget has a surplus. There is an opportunity for the sociology program to be the beneficiary of some of these resources.

Action Plan:

- Continue to move more online sections to on-campus and monitor enrollment trends.
- Continue to increase access to students seeking AA-T degree by offering non SOC 100 courses on-campus.
- Submit needs assessment paperwork requesting instructor.
- Continue to participate in the sociology peer-tutor program and encourage all program faculty to utilize services.
- Continue SLO assessment and evaluation.
- Modify departmental Blackboard shell and encourage faculty to make contributions.



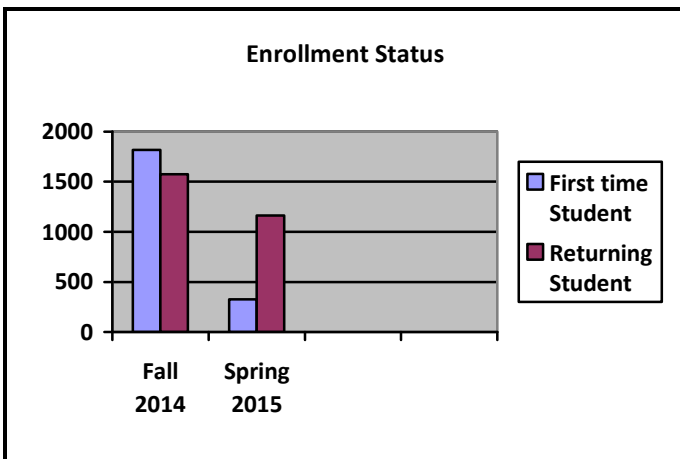
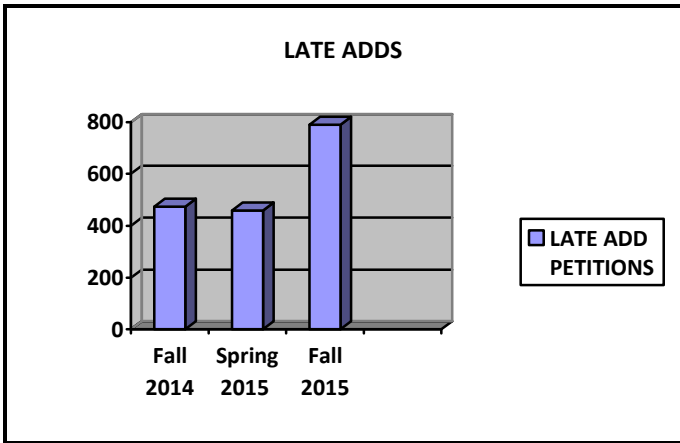
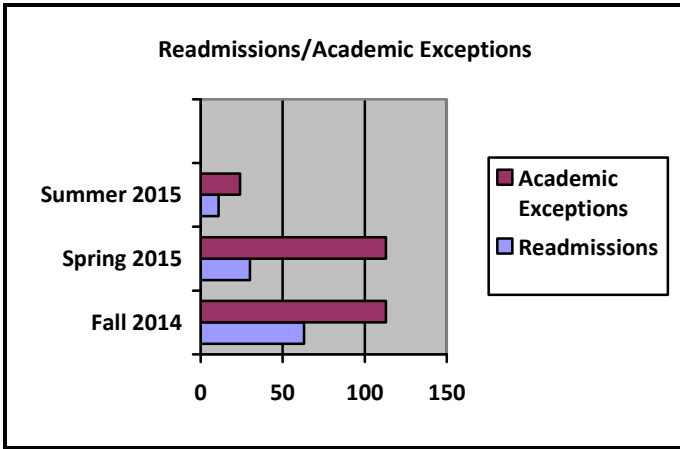
San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

STUDENT SERVICES DIVISION

ADMISSIONS & RECORDS — 2014-2015



Description:

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

Assessment

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

Program Goals:

- More staff professional development participation
- Improve and streamline the prerequisite clearance process
- Improve technology services in admissions & records
- Increase customer service efficiency

Challenges and Opportunities:

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

Action Plan:

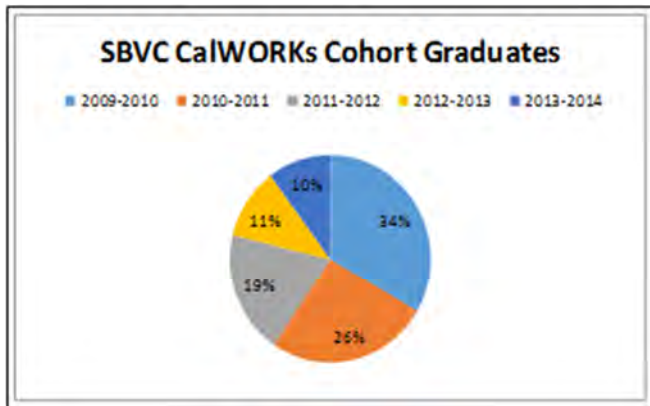
- Increase use of electronic communication with students
- Reduce the number of late-add petitions that are processed per term

CalWORKS — 2014-2015

	Annual 2012-2013	Annual 2013-2014
	Student Count	Student Count
San Bernardino Total	306	462
County-Referred Program Participant	84	173
Exempt Program Participant	38	42
Self-Initiated Program Participant	2	2
Self-Referred Program Participant	182	245

	Annual 2012-2013	Annual 2013-2014
	Student Count	Student Count
San Bernardino Total	306	462
Female	255	388
Male	51	74

CalWORKs Cohort	09-10	10-11	11-12	12-13	13-14
Count of SBVC Graduates	99	77	57	33	30



Description:

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

Assessment:

- Data captured at the State Chancellor’s Office indicates the program made a significant enrollment increase for fiscal year 2013-14 compared to fiscal year 2012-13. The SBVC CalWORKs program enrollment was increased by an additional 156 students for the 2013-14 fiscal year; thus, increasing the CalWORKs allocation for the 2014-15 fiscal year.
- The CalWORKs program provides supportive services to over 300 students, male and female from different age groups and ethnicities as well as students with disabilities.

Department Goals:

- Increase job placement (ongoing)
- Increase program enrollment (ongoing)
- Increase educational goal completion (ongoing)

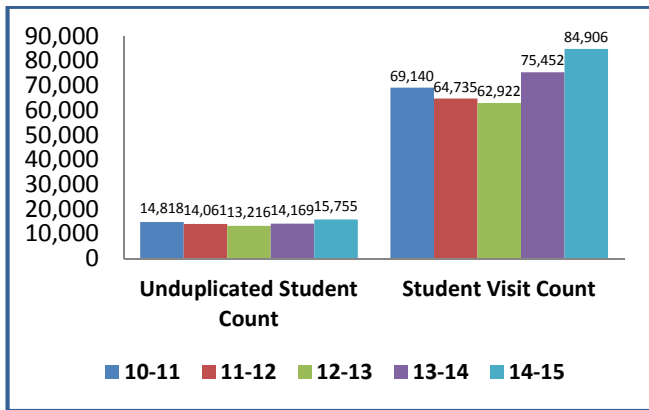
Challenges & Opportunities:

- Challenges: Tracking completion of certificate, degree and transfer rates for CalWORKs students (data captured by SBVC Research and Planning Department).
- “Same-Day-Pay” process continues to impact CalWORKs students’ course enrollment. Students are continually dropped due to non-payment.
- Opportunities: Priority registration has afforded CalWORKs students the opportunity to enroll in courses to accommodate their educational timeline.
- Due to the success of last year’s free tax preparation service, San Bernardino County Transitional Assistance Department (TAD) partnered with SBVC again to provide free tax preparation services through their Volunteer Income Tax Assistance Program (VITA) for the 2015 tax season.

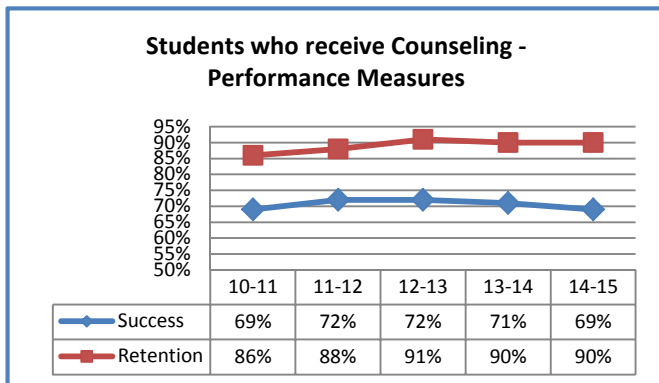
Action Plan:

- Continue to obtain data from the Research and Planning Department to assist in identifying the cause of the decline in CalWORKs graduates.
- Probe administration to seek possible remedy for “Same-Day-Pay” issue that affects CalWORKs student enrollment status.

COUNSELING — 2014-15



Ethnicity %	10-11	11-12	12-13	13-14	14-15
African-American	17.1%	16.1%	15.2%	15.5%	14.7%
American Native	0.7%	0.7%	0.6%	0.7%	0.7%
Asian	3.7%	3.5%	4.0%	3.9%	3.5%
Filipino	1.5%	1.6%	1.5%	1.5%	1.5%
Hispanic	42.4%	44.9%	47.9%	50.9%	51.2%
Pacific Islander	0.7%	0.6%	0.5%	0.5%	0.5%
White	13.2%	13.1%	13.8%	12.4%	12.5%
Unknown	20.8%	19.6%	16.6%	14.6%	15.3%



Description:

The counseling department is committed to enhancing college success and career readiness of students in the general population within the framework of the Student Success Act. During the 2014-15 of mandates implementation, counseling conducted an intentional focus on all prospective and new students who were provided core services of college orientation, assessment, counseling, academic advising, abbreviated education plans, and other related services including career counseling and follow-up services. Thus, registration of prospective and new students was contingent on receipt of mandatory services. After 2014-15, these students are required to have an academic goal and course of study or major as well as possess comprehensive education plan and use follow-up services whenever necessary until goal achievement. Additionally, the department rendered all services to continuing students albeit not made a condition to registration except when students are underachieving. Overall, the counseling services revolve around the areas of general counseling, academic advising and education plans, career, transfer, and personal counseling including approximately 22 other distinct services. Assistance to students is conducted in a developmental and comprehensive manner throughout the students' college experience for the completion of educational goals within a reasonable time frame. Counseling services are delivered via individual, group, and online formats for all students including those in special populations, such as basic skills, veterans, athletes, PUENTE learning community, among others. The department undertakes SBVC's Student Success and Support Program (SSSP) Plan.

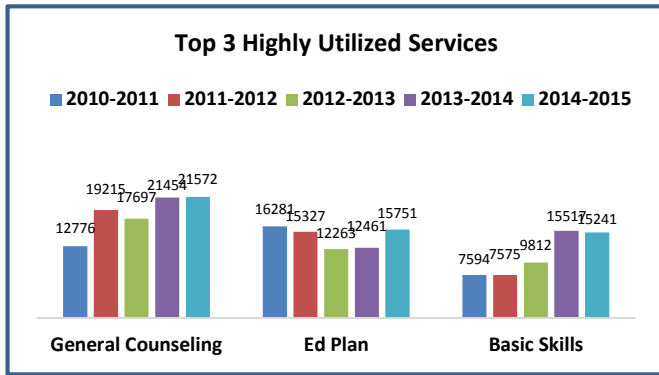
Assessment:

- Marked increase in services utilization.
- Burgeoning need for all counseling services by all students made more pronounced due to the Student Success Act mandates.
- Ethnicities of counseling recipients more nearly reflect the diverse cultures of the student body and mirror the 2014 census data for San Bernardino County and California as reported in www.quickfacts.census.gov.
- Closely maintained performance outcomes of counseling recipients with the imperative to elevate overall academic success.
- Sustained demand for three heavily utilized services related to general counseling, basic skills, and education plans.

Department Goals:

- Intensify accessibility of services and forge year 2 implementation of the Student Success Act.
- Augment counseling interventions to increase retention and success of students and instill accountability for demonstrated academic success behaviors.
- Continue to enhance service delivery practices including considerable use of counseling-related technology and other innovative ways to engage the greatest number of students.
- Maintain effective developmental as well as comprehensive services to increase performance outcomes among targeted segments of the population, particularly at-risk groups, i.e., basic skills, underachievers--students undecided in their academic goals and those undecided in their major or course of study.

COUNSELING — 2014-15



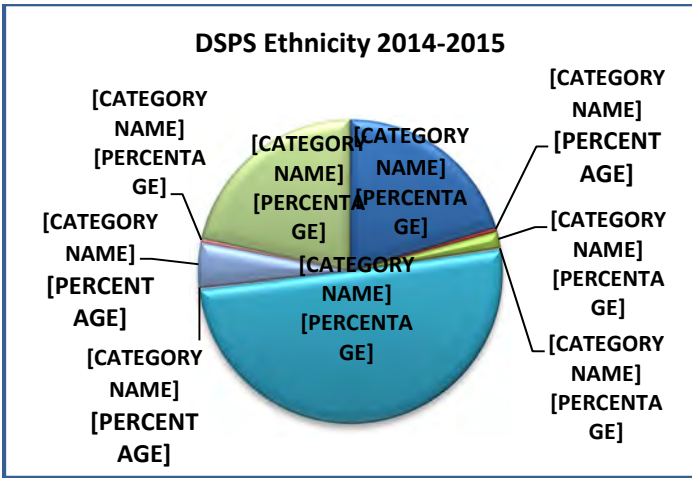
Challenges & Opportunities:

- Increased demand for counseling services and continued disproportionate ratio of counselors to students in the general population.
- Greater demand for counseling resulting from SSSP Plan and changes in Title 5 including federal mandates relative to financial aid.
- Heightened need for additional clerical staff to inter-act with the public and to further strengthen documentation of services utilization due to accountability and funding requirements.
- Increased awareness among the college community as well as feeder high schools for more robust collaboration due to the Student Success Act.

Action Plan:

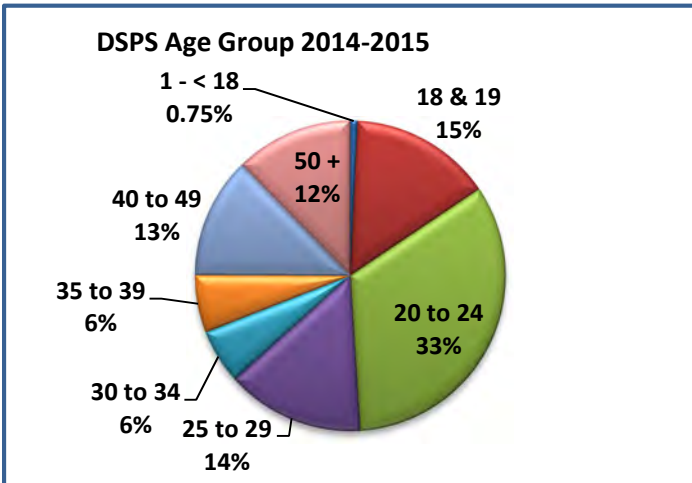
- Advocate for additional four to five full-time counselors and a clerk to accomplish the SSSP Plan.
- Reinforce training among counseling faculty and staff on the newer features of technology and other counseling related databases to further promote best practices.
- Sustain delivery of competent services and interventions to students and fortify campaigns for comprehensive education plans and students' preemptive use of counseling services.
- Provide enhanced services to basic skills/ESL students and other targeted groups and afford expanded interventions to probation and dismissal students via individual and group sessions.
- Design greater collaboration mechanisms in the implementation of early alert to decrease the number of at-risk students, particularly students on probation/dismissal status .
- Promote enhanced partnership with instruction for integrative approaches within the counseling and teaching environments.

DISABLED STUDENT PROGRAMS & SERVICES (DSPS) — 2014-15



Description:

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



Assessment:

- African-American and Hispanic students comprise 71% of the program.
- The age distribution of DSP&S students shows a wide diversity between all age groups. 63% are under 30 with 37% age 30 and above.
- We serve a wide range of disabilities with the highest percentage of students having psychological, mobility, and learning disabilities, and other disabling conditions. The lowest percentages of students served have speech/language impairments, acquired brain injuries, and are developmentally delayed learners.

Program Goals:

- Increase enrollment of students with disabilities from feeder high schools by 5%.
- Increase the number of student enrollment in Student Development 900, 905, and 906 courses.

DSPS Disability Types 2014-2015	
Acquired Brain Injury	2.04%
Developmentally Delayed Learner	2.82%
Hearing Impaired	5.73%
Learning Disabled	11.36%
Mobility Impaired	14.95%
Other Disability	38.45%
Psychological Disability	21.36%
Speech/Language Impaired	0.49%
Visually Impaired	2.82%

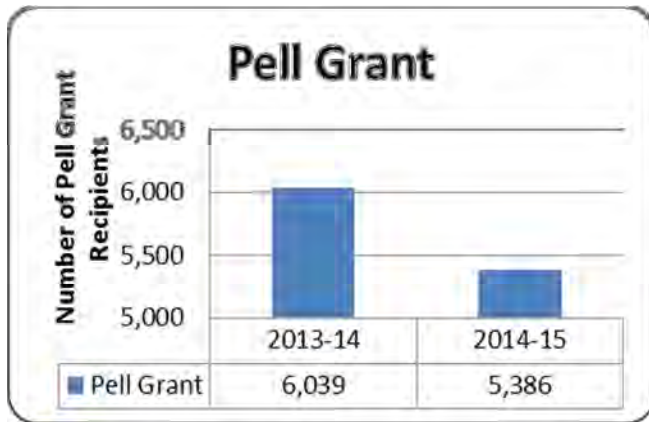
Challenges and Opportunities:

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

Action Plan:

- Dialog with the campus regarding DSP&S students’ needs that can be served in their areas.
- Collect data related to Service Area Outcomes (SAO).
- Collect data related to Student Learning Outcomes (SLO).

FINANCIAL AID — 2014-2015

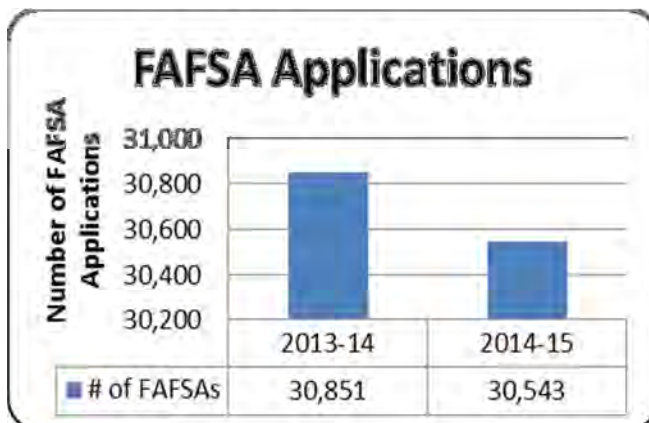


Description:

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

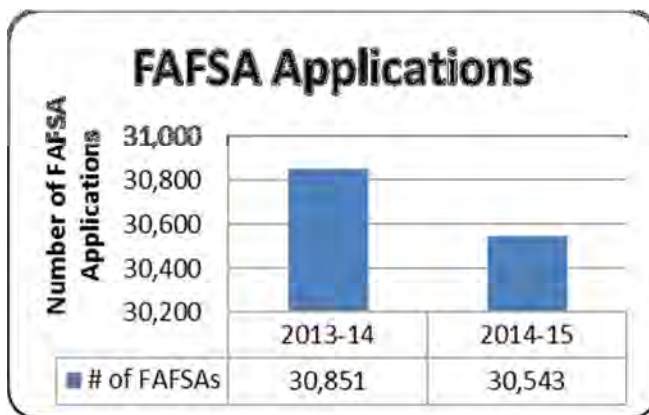
Assessment:

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



Department Goals:

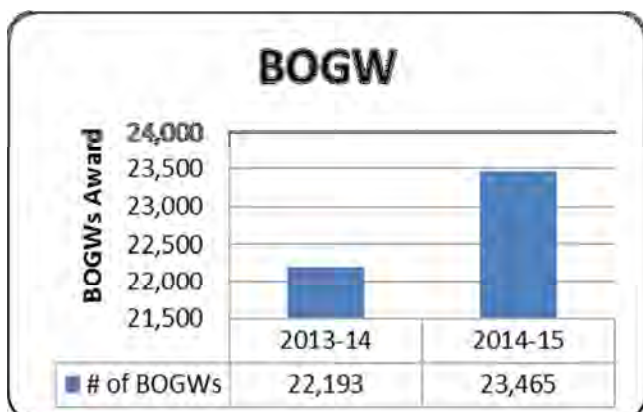
- Increase the number of students who file a FAFSA application.
- Expedite the turnaround time from application submission to disbursement of aid.
- Implement auto-packaging and train staff.
- Implement financial aid student prepaid card.
- Train staff on AB540 as well as all facets of financial aid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



Challenges & Opportunities:

The department is serving more students,

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



Action Plan:

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

FIRST YEAR EXPERIENCE – 2014-15

First-Year Experience

Gender	2014-15
Female	31
Male	36
Unknown	0

Ethnicity	2014-15
African-American	30
Asian	1
Hispanic	34
Multi-Ethnicity	3
White	1
Other	1

Valley Bound Commitment

Gender	2014-15
Female	112
Male	110
Unknown	0

Ethnicity	2014-15
African-American	21
American Indian/ Alaskan	1
Asian	6
Hispanic	159
Multi-Ethnicity	17
Pacific Islander	1
White	17
Other	0

Description:

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

Assessment:

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

Department Goals:

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

Challenges & Opportunities:

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

Action Plan:

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

STUDENT SUCCESS & SUPPORT PROGRAM — 2014-2015

(formally Matriculation)

Assessment Tests	11-12	12-13	13-14	14-15
General	8014	7831	8213	7921
Population				

Assessment Tests	11-12	12-13	13-14	14-15
High School	447	596	870	1232
Students				

Description:

Student Success & Support Program (SSSP) is the tool that interfaces with Student Services and Instruction to support and drive student success. Matriculation provides the impetus for the student services needed to ensure the delivery of the core services to enhance student success. The core services instrumental in student accomplishments are: orientation, assessment, and counseling/advisement, education plans, and follow-up. These core components are derived to provide access to students and to facilitate the avenues for achievement. The core services are required and their accountability is key in the allocation of funds to colleges.

Assessment:

- Assessment is mandatory for all first time students. Overall, there has been no need for adjustments in the assessment procedures and/or processes.
- One recognizable change is that by students being able to make the assessment appointment online, there are less not shows.
- However, coupled with the current enrollment trend and low high school graduation rates, the number of students assessed has decreased. Nevertheless, since its inception on-site assessment at services area high has increased yearly.

Department Goals:

- Continue building on the growth revealed by the data, particularly in orientation and assessment.
- Build on the online assessment appointments.
- Research cost and options to develop and implement an online bilingual orientation/assessment component.
- Research cost and options to purchase STARFISH Alert; student follow-up that would replace the current SARS Alert System.
- Continue expanding the on-site SBVC admission application, online orientation, assessment, academic advising at target feeder high schools.

Challenges & Opportunities:

- Based on required core SSSP services and the expected outcomes the concerns are: the number of staff needed in assessment, the number of generalist counselors needed in the Counseling Department to provide the mandated services. The accountability of the core services are very important as they have a key role in the funding provided to colleges.
- Opportunity to work with Student Services Programs and Instruction to explore new partnerships to enhance student support, retention, and success.
- Opportunity for college and feeder high schools staff to meet and discuss common core and teaching across the curriculum in an effort to increase success in college courses.

Action Plan:

- Expand the on-site SBVC admission application, online orientation, assessment, academic advising at target feeder high schools.
- Develop and implement an online bilingual orientation/assessment component.
- Enhance early alert component to students.
- Work with DCS staff re: SSSP core requirements for MIS reporting.
- More dissemination of information and staff development to enhance faculty and staff regarding SSSP.

OUTREACH & RECRUITMENT — 2014-15

Contacts	11-12	12-13	13-14	14-15	
High School Students	6985	6100	5225	4110	22,420
Middle School Students	1200	925	550	375	3,050
Tours	1975	1250	1010	915	5,150
Totals	10,160	8,275	6,785	5,400	30,620

Description:

The Outreach and Recruitment Office disseminates information to prospective high school students regarding SBVC’s programs and support services. The primary focus is to target and provide services to feeder high schools. The emphasis of these educational opportunities is meant to attract and recruit students to the College. The services are provided through a variety of mechanisms that include but are not limited to: presentations (assembly/classroom), college fairs, parent nights, student follow-up, etc. Outreach and Recruitment coordinates on campus programs such as, high school senior day, sport/educational fairs, BSU conference, campus tours, etc. Additionally, it maintains on-going partnerships with are churches, community groups, and governmental agencies.

Assessment:

Outreach and Recruitment does an excellent job in the coordination and delivery of services to service area high schools and the community at large. It maintains a collaborative partnership with superintendents, principals, high school personnel, and the community. These collaborative partnerships also extend to the College’s program staffs in the coordination and delivery of SBVC services both on and off campus to prospective students. Nevertheless, due to the current enrollment trend, and the decrease in the number of students graduating from high school, the number of prospective student contacts has somewhat decreased as indicated in the total number of student contact chart.

Department Goals:

- Continue with a systematic and comprehensive outreach and recruitment component.
- Enhance the outreach component to middle high schools
- Extend services at non-traditional outreach and recruitments areas to recruit prospective student who are out of high school, i.e., churches, malls, community centers, etc.
- Increase the number of student contacts thus, increasing the number of enrolled students
- Work with College constituents to coordinate a systematic and balanced delivery of outreach services

Challenges & Opportunities:

One of the key challenges is that the Inland Empire has one of the lowest college going rates for students. Consequently, it requires greater recruitment efforts, direct student contacts, and frequent student follow-up. It also requires the coordination of far reaching target recruitment with high school counselors and career technicians. Outreach and Recruitment needs to be provided with an annual budget that will support needed staff, technology, and general operational expenses.

Action Plan:

- Increase the number of contacts of prospective high school students.
- Enhance and expand partnerships with middle schools.
- Establish with College constituents a systematic and balanced delivery of outreach services to feeder high schools.
- Work with the College’s PIO Officer to develop recruitment materials.
- Coordinate and expand recruitment activities to churches, community centers, malls, etc., to reach non- traditional students.
- Pursue the allocation of a bona fide annual outreach and recruitment budget that will support staff needs, technology, and general operational needs

STAR PROGRAM — 2015-2016

Table 4 - Graduation (2009-10 to 2013-14 Cohort Data)		
Comparison of SSS eligible students, who do not receive SSS services, with students in the general student population.		
Population	*SSS eligible	General student population
African-American	14.8%	15.5%
Hispanic	15.2%	15.8%
Native American	10.5%	11.1%
White	15.7%	15.1%
Asians	18.0%	18.6%
Filipino	19.8%	20.2%
Pac Islander	18.0%	17.2%
All Groups	15.2	16.8

(Table 4 Source: SBVC Office of Research and Planning)

Description:

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

Assessment:

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

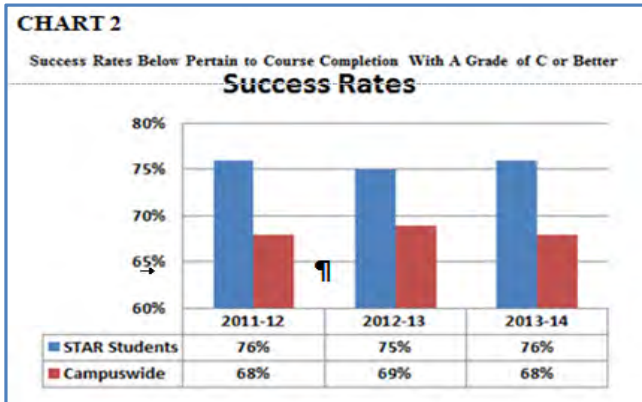
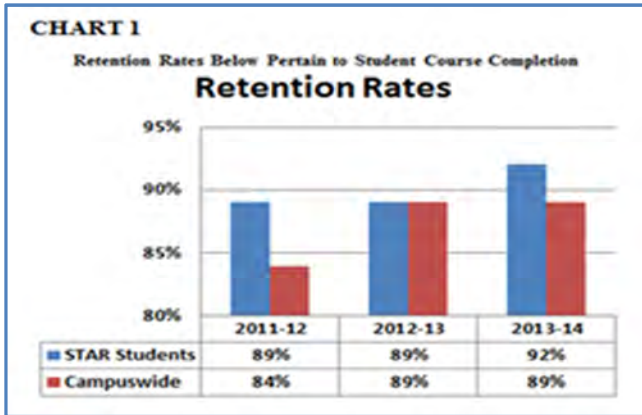


CHART 3

Summary of PE Scores for 2012-13 Assessment Year (P042A100257)										
PE Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned						
Persistence	4	60%	77%	4						
Good Academic Standing	4	70%	92%	4						
Associate's Degree or Certificate	2	6%	33%	2						
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	4%	50%	2						
Funded Number	3	<table border="1"> <thead> <tr> <th>Number of Participants Funded to Serve</th> <th>Number of Participants Served</th> <th>Percent Served</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>100%</td> </tr> </tbody> </table>		Number of Participants Funded to Serve	Number of Participants Served	Percent Served	200	200	100%	3
Number of Participants Funded to Serve	Number of Participants Served	Percent Served								
200	200	100%								
Total Points	15			15						

Department Goals:

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

Challenges & Opportunities:

- The program has many opportunities to help new students each year. With students successfully completing their graduation objectives, the program normally brings in 35-60 new students each academic year. This gives the program a chance to help a different cohort of students, as well as continuing students, each fall semester.
- Challenges continue with the budget cuts from the past three years.

Action Plan:

Continue to enhance the following areas:

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

TRANSFER CENTER — 2014-2015

Demographics

Gender	Fall 2011 (n=600)	Fall 2012 (n=440)	Fall 2013 (n=419)	Fall 2014* (n=526)
Female	59%	62%	60%	53%
Male	41%	38%	40%	37%

*10% = unreported

Ethnicity

Ethnicity	Fall 2011 (n=600)	Fall 2012 (n=440)	Fall 2013 (n=419)	Fall 2014 (n=526)
Asian	6%	6%	5%	6%
Black	19%	13%	16%	13%
Hispanic	56%	63%	65%	61%
Native American	1%	1%	1%	<1%
Pacific Islander	2%	<1%	0%	<1%
White	14%	13%	11%	8%
Declined to State	3%	3%	1%	11%

Services

Reason	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Adult Ed Transfer	3%	0%	0%	0%
Career Counseling	6%	2%	2%	3%
CSUSB	15%	25%	23%	16%
Cal-Poly	0%	0%	1%	4%
Drop-In	1%	<1%	0%	0%
FAFSA	<1%	0%	0	0%
General Ed Plan	12%	1%	1%	0%
General Counseling	7%	2%	1%	<1%
Grad Check	1%	4%	<1%	0%
Honors	8%	11%	9%	6%
Job Search	1%	0%	0%	0%
Transfer Counseling	39%	69%	52%	62%
Tumaini	31	2%	<1%	<1%
UCLA	11	0%	3%	3%
UCR	15	2%	6%	3%
University Application	7	3%	2%	1%
Total Services Provided	772	490	507	682

*Students may receive more than one service per visit

Description:

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

Assessment:

- The numbers reported under services do not reflect the total services we offered this just reflects what it reported in SARS. Other fall 2014 services included: table the on Quad by staff or university reps 1,895; fall transfer fair 675; application workshops and class presentations 277; four-year university campus visits 69.
- CSUSB contacts have changed because our representative is only coming twice a month rather than every Wednesday and Cal Ploy has increased their visits to twice a month thus increase in contacts. The number of students who are using our computer lab has decreased due to the number of application workshops that we facilitate where students can work on the application in the workshop. We have also worked with several student development classes by providing their students with career assessment tools either in the center or in the classroom 120.

Program Goals:

Program goals are established by Title 5 requirements:

- Enhance and strengthen services that foster transfer awareness and readiness, transfer culture and increase transfer applications.
- Provide space that will centralize transfer center staff so they can adequately accommodate and streamline transfer services and programs that are accessible to students, faculty and staff.
- Ensure targeted student populations are identified, contacted and provided transfer support services in collaboration with faculty.
- Ensure that students receive accurate and up-to-date academic and transfer information through counseling services.
- In cooperation with the four-year college and university personnel, develop a schedule of services to transfer students.

Challenges and Opportunities:

- Full-time transfer and career counseling faculty are needed to serve more transfer students and to be able to provide much needed career services. There has only been a PT counselor for the past several years who does transfer, career and honors twice a week.
- There is a greater need to assist our students in finding part-time jobs while going to school. Students are dropping out of school daily because they need to work.
- Targeting underrepresented groups to increase transfer. Campus-wide African-American students are not transferring and rate is not increasing.

Action Plan:

- Gain additional access to a database so transfer students can be identified, so that targeted information can be sent to those students who identify transfer as a goal on their application to SVBC.
- Hire a full-time transfer counselor.
- Provide some type of job listing services for students.
- Increase the number of African-American students participating in the Tumaini learning community to support them.



San Bernardino
Valley College

**Research, Planning &
Institutional Effectiveness**

**SAN BERNARDINO VALLEY COLLEGE
EDUCATIONAL MASTER PLAN
2014-2015**

NON-INSTRUCTIONAL DIVISIONS

GRANT DEVELOPMENT & MANAGEMENT — 2014-15

Programs and Services Supported by Ongoing Major Grant Awards			
2011-12	2012-13	2013-14	2014-15
\$1,699,253	\$1,767,571	\$1,932,789	\$3,109,269

Departmental Efficiency and Productivity (Ratio of Salary to Income Generated)			
2011-12	2012-13	2013-14	2014-15
\$206,710	\$212,623	\$214,703	\$233,799
\$1,699,253	\$1,767,571	\$1,932,789	\$3,109,269
1:8	1:8	1:9	1:13

Ongoing Major Grand Awards — 2014-15	
HSI STEM PASS GO	\$1,102,349
MSEIP	\$235,124
MCHS	\$99,000
AB86	\$348,137
CTE	\$43,269
TAAACT	\$636,844
Nursing Enrollment	\$126,737
Ramp-up	\$409,235
NSF Water Grant	\$58,574
Campus Mental Health	\$50,000

Performance Measures by Group — 2014-15	Success	Retention
HSI STEM—SI Groups	63%	99%
Campus-wide—courses without SI*	57%	85%
MCHS—All SBVC Courses	90%	99%
Campus-wide—All Courses	66%	88%

*same courses as the HSI STEM_SI Group

Description:

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

Assessment:

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

Department Goals:

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

Challenges & Opportunities:

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

Action Plan:

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

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS — 2014-2015

Campus-wide Employee Count	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Classified Staff	219	219	218	199	193
Faculty (FT & Adjuncts)	518	460	484	490	533
Administrators	18	18	17	15	17
RPIE Employees					
SBVC Employees	2	3	3	3	3
Temp/Student Workers	N/A	N/A	1	3	2
Volunteers	N/A	N/A	N/A	1	2

Department Service	10-11	11-12	12-13	13-14	14-15
Number of SBVC departments served	62	58	58	58	58
Number of focus groups held	3	4	13	3	5
Number of IRB requests fulfilled requests	4	5	4	6	5
Number of partnerships	3	3	4	4	4

Research Requests	10-11	11-12	12-13	13-14	14-15
Research requests using online RR Form	39	36	31	55	91
Research requests without RR Form (via email/phone)	34	37	38	6	8
Percentage of requests completed within 10 working days	Not Recorded	Not recorded	65%	97%	86%

*One of many grants supported by RPIE

Survey/ Evaluation Count	11-12		12-13		13-14		14-15	
	Sent	Ret	Sent	Ret	Sent	Ret	Sent	Ret
Campus Climate	12,929	311	13,568	651	12,944	710	13,077	689
Community Surveys (phone)	N/A	N/A	N/A	N/A	N/A	N/A	10,000	1,242
District Program Review	16,80	511	1,686	622	1677	810	1,681	792
Placement & Prerequisite	8,902	4109	8,816	5019	3,150	2626	N/A	N/A
STEM	3,587	1,570	3,166	2,506	2,844	2,187	3,493	3,004
Evaluations								
Mgmt—SNAP	14		6		11		9	

Description:

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

Assessment:

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

Department Goals:

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

Challenges & Opportunities:

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

Action Plan:

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