INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Student Services

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Student Success Center/Tutoring

Name of Division

Math/Business Administration/Computer Information Technology

Name of Person Preparing this Report	**Extension**
Dr. Stephanie Briggs and Mrs. Rosella King	x8534

Names of Department Members Consulted

Dr. Briggs, Dr. Strong, Rosella King, Natalie Minucci, Daniele Ramsey, Berenice Manzo

Name of Reviewers

Geoff Schroder, Yon Che, and Denise Knight

Work Flow	**Due Date**	**Date Submitted**
Date of initial meeting with department	2/22/13	
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team	3/8/10	
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

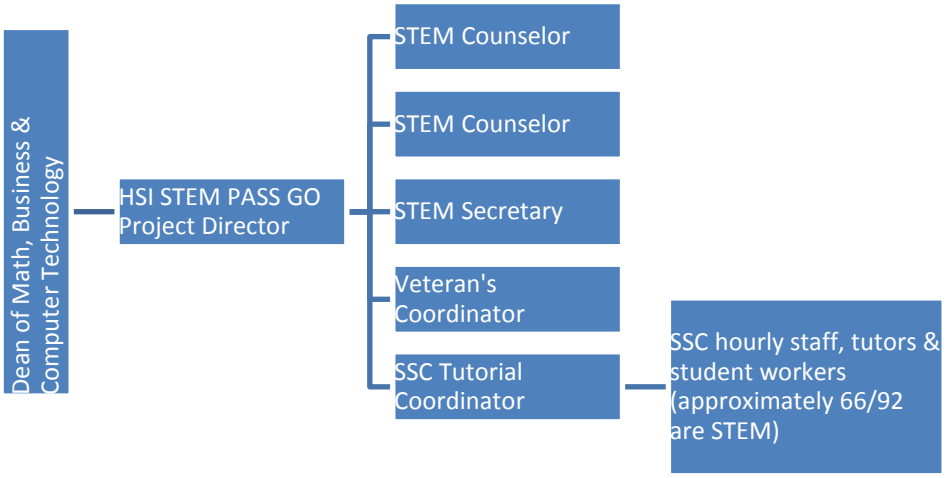
Classification	**Number Full-Time**	**Number Part-time, Contract**	**Number adjunct, short-term, hourly**
Managers	1Dean		
	1 HSI STEM PASS GO Grant Project Director		
Faculty	2 full-time STEM counselors		1Adjunct Faculty
Classified Staff	1 Tutorial Coordinator		56 Student Instructional Aide (hourly)
	1 STEM Secretary I		29 Tutor II (short-term)
			6 FWS(student hourly)-Reception Area
Total	6		92

NO EMP AVAILABLE

Formally known as the Mathematics & Science Student Success Center (MSSSC), the Student Success Center (SSC) provides academic services to students studying Science, Mathematics and the Humanities. In spring 2011, prior to the fall 2011 opening of the MSSSC in the new Physical Science building, an administrative decision was made (by then President Daniels, Vice President Buckley and Dean Kinde) to combine the MSSSC with the Humanities/Basic Skills academic support services that were located in the Liberal Arts building (Rm. 206). The resulting Student Success Center, now located in PS 121, houses the Tutorial Coordinator, tutoring staff, and HSI (Hispanic Serving Institution) STEM (Science, Technology, Engineering & Science) PASS GO grant personnel which presently includes 2 HSI STEM counselors and a STEM secretary. The HSI Project Director is presently located in the Mathematics department.

The STEM academic support that the HSI STEM Pass GO grant provides to our students is invaluable. The STEM support that students receive via the SSC (i.e. tutoring, SI, facilitated workshops) The two STEM counselors, located in the Student Success Center, are available to STEM students for course planning and career guidance. The STEM secretary, also located in the SSC, supports the counselors by scheduling appointments and rooms for events and activities, and various other supporting responsibilities. The close proximity of the STEM team's location to the nucleus of the academic support activities within the SSC promotes greater access to academic services for Hispanic and underserved students. While such access is beneficial for students, the rooms and spaces that have been designated for STEM faculty and staff were originally designated for student tutorial support. As the SSC continues to increase the numbers of students serviced, space concerns will continue to be a challenge.

a. The organizational structure for STEM faculty and staff, and the SSC is as follows:



*It should be noted that the HSI STEM PASS GO grant also funds .5 FTE for a research assistant and .5 FTE for a CTE Lab assistant (neither of which reports to the HSI STEM PASS GO Project Director). The SSC Tutorial Coordinator is not funded by the grant.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Table 1

Demographics Fall 2009 – Fall 2012	Campus	Student Success Center/Tutoring Fall 2011-Spring 2011	MSSSC Fall 2010 –Spring 2012
Asian	6.2%	6.3%	7.0%
African-American	20.3%	21.9%	20.0%
Hispanic	48.6%	49.3%	50.0%
Native American	1.0%	.93 %	0.6%
Pacific Islander	0.7%	0.8%	0.8%
White	21.0%	14.9%	16.2%
Other/Unknown	2.1%	2.7%	2.9%
Female	54.6%	63.4%	62.8%
Male	45.2%	36.6%	37.1%
Disability	5.4%	11.9%	8.9%
Age	Min: 15	Min:16.7	Min: 16
	Max: 88	Max: 76	Max: 81
	Avg: 29.47	Avg: 30.16	Avg: 29.86

* MSSSC reflects the demographic percentages of students receiving STEM drop-in tutoring.

Table 2

Demographic of the SSCTutorial Staff (Tutors/Student Workers)
African American 10%
Filipino 3.5%
Hispanic 48%
Vietnamese 16%
White 22%
Male 57%
Female 48%

Table 3
HISTORICAL GENDER DEMOGRAPHICS

Date	Male	Female
1/16/2007—5/23/2007	59	165
8/20/2007—12/31/2007	51	171
5/27/2008—8/7/2008	34	93
1/12/2009//5/20/2009	75	168

:

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The data presented in Table 1 compares campus demographics to the demographics of all students serviced in the SSC and the demographics of students that have received STEM services in the SSC. The data reveals that the Student Success Center demographics reflect the existing diversity of the SBVC campus. The student disability statistic for the SSC (11.9%), however, suggests that greater percentages of students with disabilities are being serviced at the center as compared to their campus wide student population (5.4%). Moreover, greater percentages of women (63.4%) are being serviced at the center as compared to men (36.6 %), and greater percentages of Hispanics (49.3%) are being serviced at the center as compared to other ethnicities (African American: 21.9%, White: 14.9% and Asian: 6.3%).

The Student Success Center is a participant with the SARS system, where the internal data for our area is collected. Integration with this system and the SBVC Office of Institutional Research systems would be helpful. Presently, this integration does not exist. Still, the student tutor demographics retrieved from SARS for the SSC illustrated in Table 3, clearly mirrors the demographics of the Campus.

Historically, as shown in Table 4, there have been greater numbers of female tutors as compared to male tutors. During the last Program Review, this was considered to be of concern and strategies to increase the number of male tutors were desired. Now, we have a higher percent of male tutors (57%) to female tutors (48%) and do not consider this a concern. It is thought to be a positive element to encourage male students to participate in academic support services.

Table 4

	Total of Unduplicated Count of Drop-In Students by Course By Term				
	Spring 2012	**Sum 2012**	**Fall 2012**	***Spring 2013 to date**	***Totals to Date**
Biology	214	21	222	213	670
Chemistry	360	89	375	320	1144
Comp Info Tech (CIT)	31	9	46	19	105
Computer Science	6	0	11	8	25
Geography	26	1	40	13	80
Math	852	181	1013	737	2783
Physics	52	15	70	74	211
Water Technology	31	2	26	33	92
Totals	1572	318	1803	*1417	*5110

*Statics reflect up to 3/20/13, as Spring 2013 has not yet ended as of the writing of this report.

Table 5

	Total of Unduplicated Count of Appointment Student Tutoring by Course by Term				
	Spring 2012	**Sum 2012**	**Fall 2012**	***Spring 2013 to date**	***Totals to Date**
Biology	117	0	89	93	299
Chemistry	32	0	89	29	150
Comp Info Tech (CIT)	56	5	62	39	162
Computer Science	1	0	4	2	7
Geography	13	0	17	4	34
Math	229	55	200	89	573
Physics	0	0	2	6	8
Water Technology	1	1	0	0	2
Totals	449	61	463	*262	*1235

*Statics reflect up to 3/20/13, as Spring 2013 has not yet ended as of the writing of this report.

Table 6

	Combined Unduplicated Count of Drop-In & Appointment Student Tutoring by Course by Term				
	Spring 2012	**Sum 2012**	**Fall 2012**	***Spring 2013 to date**	***Totals to Date**
Drop-In & Appointment Tutoring	2021	379	2266	*1679	*6345

*Statics reflect up to 3/20/13, as Spring 2013 has not yet ended as of the writing of this report.

Table 7

Total number of hours for tutoring APPOINTMENT: 6330
01/17/2012 - 03/08/2013
Total number of Unduplicated Count of Students DROP IN: 3167
01/17/2012 - 03/08/2013

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Tables 4, 5 and 6 represent the unduplicated count of students by STEM related courses by semester over Spring 2012 to Spring 2013. While these tables only represent the STEM component of the Student Success Center, the largest group of students serviced in the center, the data provides some important tutorial service patterns. Over the past year, over 6,345 students (unduplicated count by course by semester) have received STEM and/or STEM related academic support through the Student Success Center. Tables 4, 5, and 6, however, do not reflect number counts of those students that have been serviced through in-class and/or weekly SI sessions, which are also supported by the Student Success Center and funded by the HSI STEM PASS GO grant. Presently, the STEM PASS GO grant supports 20 Mathematics and Science SI leaders that provide Supplemental instruction to chemistry, biology, physics and mathematics courses. On average, SI leaders serve more than 500 students a semester. Moreover, from Spring 2012 to Fall 2012, the SSC has experienced a 15% increase in student Drop-In & Appointment Tutoring. As a result of our increasing capacity, space concerns have been a challenge. Additionally, tutor scheduling and student hourly service data have been analyzed to better inform how the SSC staff should be scheduled in the center.

The Student Success Center is open on Mondays through Thursdays, 8:00 am to 8:00 pm, Fridays, 8:00 am to 6:00 pm and Saturdays, 9:00 am to 2:00 pm. Math drop-in tutoring if offered the entire time of the SSC hours of operation. More than 60% of our students assess at a Basic Skills level Math. The Student Success Center provides math assistance with homework assignments, as well as course & content specific workshops. The drop-in Math service has created quite a "homework hall" environment offering a total of 59 hours per week of Math drop-in support.

The Student Success Center offers several different venues of student support in tutoring: Drop-in, Scheduled appointments, Facilitated Workshops, Group Tutoring, Supplemental Instruction Sessions. Tutorial Support includes many Disciplines: Accounting, American Sign Language (ASL), Anatomy & Physiology, Art History, Biology, Chemistry, Computer Information Technology, Computer Science, Economics, Geography, History (US), Math, Microbiology, Pharmacy Technology, Reading, Physics, Psychology, Sociology, Spanish, Statistics, Water Supply Technology.

The Tutorial Coordinator is scheduled on Mondays through Fridays, 8:00am to 12:00noon, and 1:00pm to 5:00pm. This schedule allows the Tutorial Coordinator to be available to tutorial staff, students, and faculty, a total of 40 hours per week. With more than 6,330 hours of appointment tutoring occurring in the SSC from 1/17/2012 to 3/08/2013 and more that 3,167 drop-in students being serviced at the center (primarily for math and science), the need for content experts to assist peer tutors with content knowledge is becoming increasingly important. Collegial discussions have occurred between SSC personnel and content specific faculty members and departments. Moreover, the extended hours of operation, and a focus on math support, are the Center's response to the Basic Skills Initiative and the California Community Colleges Student Success Task Force Report which reflects the institution's academic support of our community of diverse learners.

Information about the Student Success Center is on our web-page. Go to www.valleycollege.edu. Under the Student Services Tutoring & Academic Support, tab on the Student Success Center. Once at the Student Success Center page, students can schedule an appointment, look at tutor schedules, workshop schedules, STEM events, and link to on-line resources via the Tutoring & Academic Support tab.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

While no SAO's have yet been established for this area, the SSC is monitoring student success data as defined by the objectives of the HSI STEM PASS GO grant. For example, Objective 2 performance measure states that tutoring at the Student Success Center and expands services delivered to students in Math, Chemistry, Physics, Biology, Geography, and Computer Science (MCPBGCS) by as much as 100% from baseline 440 students by spring 2016. By the end of September 2012, a total of 3,407 students had used tutoring in Year 1 of the grant, meeting the 5-year goal of servicing 880 students. Objective 3 performance measure states that the Student Success Center by 20% from a baseline of 29,128 contact hours to 35,000 contact hours by spring 2016. There were 35,730 contact hours in Year 1. Due to our increased service capacity and limited space, the center continues to experience some challenges related to scheduling facilitated workshops and activities within the center.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See Strategic Initiative 5.1

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		

Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The mission of the Student Success Center is to empower students to benefit from their educational experience. Tutors help students to become comfortable with course material and help develop the learning strategies, confidence, and skills needed to become independent learners.

How does this purpose relate to the college mission?

The Student Success Center is one of the quality SBVC services which support a diverse community of learners.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
    i. staffing levels
    ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys

- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Table 8

FTES	Annual 2011-12	LC	OT	M\S	L	R\W	E\W	M	CIS\N
Crafton Hills	4,032.97	X		M/S		X			
SBVC	9,249.98	X		X		X			
Victor Valley	9,478.55	X	X	X		X			
San Diego City (SDC)	10,087.64	X		X			X		
Mt. San Jacinto (MSJC)	10,472.68	X		X		X			
Chaffey	13,301.45	X		X	X	X		X	
Riverside (RCC)	14,890.77	X	X	X	X	X			X

Table 9

Institutional Learning Center Support Comparisons

	Crafton	SBVC	Victor V	SDC	MSJC	Chaffey	RCC
Learning/Tutoring Cntr Coord.	X				X	X	X
Writing Center Coord.	X			X	X		X
Math/Science Center Coord.	X			X	X		X
Tutorial Coord.	X	X					
Instruc Assess. Tech Reading	XX						
Learning Resource Asst.	X				X		
Instructional Asst.				X		XXX	
Instructional Specialist					X	X	
Instructional Support, Dean						X	
Online Coordinator				X			
Tutor Trainer				X			
Faculty/Dept Support			X	X			X

*The relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of:

- Staffing levels:
- Compliance with state, local, and federal regulations:

In comparison to Learning Centers at institutions with similar FTES, San Bernardino Valley College provides less institutional support, as is illustrated by Tables 8 and 9. Additional infrastructural support, however, is needed. The peer tutorial staffing levels are adequate to support our present model.

- Average time to respond to requests for service:
  The Student Success Center has many requests for service from many areas. The preferred time line to respond is immediately. When students come to get information about tutors/times/locations, we are able to answer "on the spot". We have a staff of Federal Work Study (FWS) student workers, who serve the Center as receptionists and resources of information. These receptionists are located at the entrance to the Center and assist students with the 'check-in/check-out' process, how to schedule an appointment, the location of various workshops and SI sessions, the individual schedules of each tutor, facilitator, or SI leader, and how to access the web-page, with its entire helpful informative links.
    - Drop-in Math students with questions use a system using a red and a blue Solo cup. When a math student needs help, they place the red cup on top, when the math student is OK and does not have a question; the blue cup is on top. This system is very effective and saves students from being frustrated by needing to continually raise their hands, it also helps tutors monitor who needs help. Solo-Cup-System invented by drop-in Math tutor, Mr. Zollinger.
    - Students' request to schedule an appointment with a STEM counselor—the counseling appointments are scheduled through the STEM secretary on the SARS system. If the secretary is unavailable, there is a list on which the student puts his/her name and contact information, then the secretary is able to contact the student and schedule the appointment.
    - Students' request for verification of visit forms—some instructors give 'extra-credit' to their students who have spent time in the Center. The verification form is generally given by the assisting tutor, or the student office worker may also complete the verification form.
    - Students' requests for resources, which would include sets of bones, calculators, rulers, pencils, staplers, hole punches, tape, etc. Students may check out sets of bones for Anatomy classes with their student ID cards, calculators are also available.

    - Prompt response to additional requests include:
      Faculty requests for tutor candidates—Tutors who meet the established requirements are selected on the recommendation of the referring faculty.
      Faculty requests for Center tours, classroom visits—
      STEM Cal State San Bernardino visits to Center—
      Tutors' requests for resources, forms, and supplies—
      Telephone calls and messages—
      E-mail communications—

User satisfaction Students' survey forms are readily available. These anonymous forms are very useful to capture students' experiences at the Center. When a survey is favorable, the Tutorial Coordinator reviews the survey with the indicated tutor, a great morale booster. When the students' experience is not favorable, the survey describing the experience is reviewed with the indicated tutor to address any concerns, to improve performance, and to grow in communications skills and 'people' skills. There is a re-vamped form, containing the same questions to be used as an on-line survey—not yet functional.

Part III Productivity

The Student Success Center began in Fall 2011, and is the home of several different venues of academic support:

- scheduled appointments (one to one tutoring) for Math, Chemistry, Accounting, American Sign Language (ASL), Anatomy & Physiology, Computer Information Technology (CIT), Computer Science, (CS), Economics, Spanish, Psychology, Philosophy, Pharmacy Technology, Political Science, Reading, Sociology.
- drop-in (Students bring homework questions, concept questions) for Anatomy & Physiology, Biology, Math, Chemistry, Physics.
- group sessions (test preparation, study guide review, questions & answers) for Accounting, Biology, Math, Sociology, Reading.
- facilitated workshops (facilitator led course concept specific activities) for Chemistry.
- Supplemental Instruction (SI) (Supplemental Instruction Leaders model ideal student behavior in class, lead course concept specific activities) for Biology, Chemistry, Math, Physics.

The rates of productivity are the Science, Technology, Engineering & Math (STEM) Program and Tutoring Center data combined to reflect the productivity of the SBVC Student Success Center. This data does not include Supplemental Instruction Session student count or student hours.

	2011 FALL	2012 SPRING	2012 FALL	^2013 SPRING
TOTAL *Students	2,265	3,490	3,910	*^2,798
TOTAL Hours	8,147	21,872	23,171	^10,472
*UNDUPLI-CATED COUNT	**Student Success Center Begins**			^Data to 3/4/13

*STUDENTS = UNDUPLICATED COUNT
^SPRING 2013 DATA TO 3/4/2013

As demonstrated by the chart showing each semester as an increasing total of students and student hours, the Student Success Center is very productive. When comparisons are made with the Fall 2011 data as a baseline, we can see a 54% increase of unduplicated student count in the Spring 2012 data, and a 168% increase in student hours. Again, using the Fall 2011 data as a baseline, we can see a 73% increase in unduplicated student count in the Fall 2012. Also, a 184% increase occured in the student hours for

Fall 2012, using the Fall 2011, data as a baseline. When the Spring 2013 semester is completed, it is likely the data will show the pattern of continued increase of production in both unduplicated student count and student hours.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

ACAD 010 (Academic Advancement 010 Peer Tutor Training) ACAD 610 (Academic Advancement 610 Facilitator Training) These academic courses are housed under Academic Advancement with the Library/Learning Resources Division) Counselor workshops Your Math success starts here workshops

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Major Trend: California Community Colleges Student Success Task Force

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

NA

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

*EMP Summary not available.

*CCC Student Success Task Force.

*Space to accommodate growth of Service: Presently under review.

*Inconsistent pay scale for variously funded tutorial staff: Presently under review.

* Budgeting differences for tutorial support over various disciplines: Presently under review.

*Very limited access to computer lab: Presently under review.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	**Institutional Expectations**	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate. Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.