INSTITUTIONAL PROGRAM REVIEW 2013 – 2014
Program Efficacy Phase: Instruction

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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

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. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Mar 7, Mar 28, and Apr 11, 2014). Final documents are due to the Committee co-chair by Friday, April 14, 2014 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 work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy
2013 – 2014

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

Program Being Evaluated

Academic Advancement

Name of Division

Library and Learning Support Services

Name of Person Preparing this Report   **Extension**

Patti Wall ext. 8577

Names of Department Members Consulted

Paula Ferri-Milligan (AcAd 010), Mary Strine (AcAd 001, online), Dan Angelo (AcAd 001), Amy Ellison (AcAd 001) and Ruth Day (AcAd 001 and Middle College High School AcAd 001 instructor)

Name of Reviewers
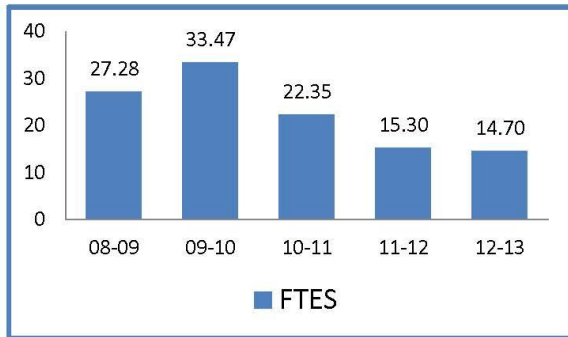
David Smith, Andee Alsip, Stacy Meyer, Todd Heibel

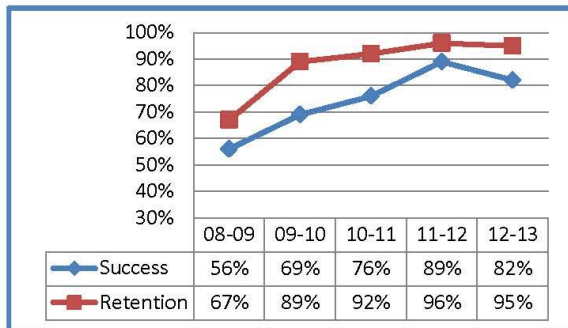| Work Flow	Due Date	Date Submitted
Date of initial meeting with department	1/8/14; 1/28/14; 3/3/14	
Final draft sent to the dean & committee		4/14/14
Report submitted to Program Review Team		4/14/14
Meeting with Review Team	3/7/14, 3/28/14, 4/11/14	
Report submitted to Program Review co-chair		4/14/14

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	0	0	0
Faculty	0	0	6
Classified Staff	0	0	0
Total	0	0	6

Academic Advancement – 12-13

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

Assessment
- Student Learning Outcomes (SLO) are used for credit courses within this department.
- There is a continuing increase in online enrollment this year which is at 17% as compared to 10% in 2011-2012 .
- Retention overall is good at 95% with a slight drop of 7% in student success.
- The Academic Advancement department does not offer certificates or degrees.

	08-09	09-10	10-11	11-12	12-13
Duplicated Enrollment	668	766	635	424	396
FTEF	1.57	2.86	1.62	1.00	1.10
WSCH per FTEF	521	351	414	459	401

Program Goals:
- To provide quality education and training experiences that students are expecting when taking the basic-skills AcAd 001 and tutor training classes.
- Offer more sections if possible.
- Offer AcAd 001 classes at the Middle College High School.

	08-09	09-10	10-11	11-12	12-13
Success	56%	69%	76%	89%	82%
Retention	67%	89%	92%	96%	95%

Challenges and Opportunities:
- Offering enough sections continues to be a challenge. In spring 2013, there were only 4 AcAd 001 sectionsand one late-start online class due to a campus-wide course cut back implemented in previous years.
- There are no full-time faculty in this department.
- Student enrollment is high which shows there is opportunity to offer more sections in the future.

	08-09	09-10	10-11	11-12	12-13
Sections	49	47	36	21	18
% of online enrollment	14%	6%	8%	10%	17%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Action Plan:
- Update curriculum when applicable.
- Continue assessment of SLOs.
- When possible, offer more sections of AcAd 001 to meet the needs of the students
- Offer a AcAd 001 class at Middle College High School.

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 <u>analysis</u> 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 <u>evidence</u> 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.

Program (%)	Demographics Spring 2010 – Spring 2013	Campus (%)
2.9	**Asian**	4.5
20.9	**African-American**	19.1
1.2	**Filipino**	1.9
56.3	**Hispanic**	50.0
0.8	**Native American**	1.0
0.9	**Pacific Islander**	0.7
15.1	**White**	20.6
2.0	**Other/Unknown**	2.2
58.4	**Female**	54.3
41.6	**Male**	45.7
7.5	**Disability**	5.7
27.2	**Average Age**	29.2

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Demographic data from spring 2010 to spring 2013 documents the Academic Advancement classes reflecting the college's population. In the analysis of the demographic data, Academic Advancement exceeds, in many cases, campus percentages. For example, the department is showing expansion in 3-groups or programs: Hispanic student population percentages are higher than campus percentages (6.3 % higher), as are Disability (1.8 % higher) and Female (4.1 % higher). AcAd 001 is a required course for Degree Option #2 at SBVC, and a course option for Category V: Lifelong Learning and Self Development.

Additional supportive evidence that the Academic Advancement classes are serving the San Bernardino population comes from the AB86 Sample Demographic_Data (see attachment) which demonstrates the ESL population is approximately 1/3 (295,400 people) of the total population of SB (710,167). Out of that total population, 71,884 are disabled. Both these demographics for the program are high as noted in the paragraph above (Hispanic and Disability).

However, the demographic data could also be interpreted that other demographics are low for the program. Asian (2.9% vs 4.5% for the campus), White (15.1% vs. 20.6% for the campus) and Male (41.6% vs. 45.7% for the campus), respectively, are lower than what we would like to see. The although it is not in the EMP Action Plan, the faculty chair will contact the Counselors to encourage them to direct not only all students, but specifically our lower-served demographic population more strongly toward Academic Advancement 001, Strategies for College Success, especially as it is required for graduation. Additional areas of contact will be STARR and CalWorks.

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.

Academic Advancement 001 (AcAd001), Strategies for College Success, offers a pattern of service by providing a variety of time slots for students to take those classes; 7:00 a.m.; 11:00 a.m.; 2:00; 5:00 p.m. and 6 days a week, Monday through Saturday. The classes are offered over the course of the week each semester. In fall 2013, the VP of Instruction was approached by SBVCs Middle College High School to offer an 8-week AcAd001 class for that specific community of students. This first class was very successful and taught by one of our veteran adjunct instructors, Ruth Day. The Middle College High School Coordinator, Susan Gasca, asked us to offer another section in spring 2014. This semester, spring 2014, Middle College High School again requested a section of AcAd001 be offered to their students and we are currently working on additionally offering a distance education course at Lake Arrowhead. Online alternate delivery is offered, also, as is an accelerated two-week course each semester that meets Friday evenings and Saturdays.

Academic Advancement 010, Tutor Training (AcAd010), is "Graded on Pass/No Pass" as a 1-unit class and offers its training in an online format with several meetings that are held during the semester. Departmental Advisory recommends that the student complete any college-level course to be tutored with a grade of B or better when anticipating enrolling. This course is essential because the Student Success Center staff concurrently hires tutors and advises completion of AcAd 010, Tutor Training.

AcAd 610 was developed as the second part to the Tutor Training, AcAd 010. The focus of this class is on group tutoring and was developed in 2011 by the adjunct instructor of AcAd 010. Since that time the

class has been in limbo and we are concerned. A dialog needs to take place between the Math Department and the Library to identify if there still is the same need for it as when the originator proposed it.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Analysis of the program data reveals that Academic Advancement program is reflecting the problems of our times, the economic recession, and changes in the campus community and organization. It is encouraging to see that the numbers in Chart 3, Success and Retention, have increased and remain steady considering the amount of courses that are not offered in this program due to overall campus cuts of course sections and the deletion of Academic Advancement 600A-Ix4, Supervised Tutoring, and 910x4, Basic Skills Enhancement, series course. Data taken from the Campus Schedule, Fall 2009 (when the last efficacy for the program was conducted), lists 13 sections of AcAd 100 (now renumbered to AcAd 001), one section of AcAd 110 (now numbered AcAd 010), offerings of the self-paced open-entry to the non-credit AcAd 910x4 and AcAd 600A-Ix4. Currently, Success and Retention are at 82% and 95% respectively, versus 69% success and 89% in '09-10 when FTEs were 1.76% higher than in 2012-13 (1.10). Our permanent VP of Instruction has allowed the department to offer more sections recently and has responded to the request from Middle College High School and the Lake Arrowhead Career Academy to offer a section at each location. Regarding Chart 4, it's important to note that Academic Advancement does not offer certificates or degrees.

Further analysis of the program also reveals that it has been adrift since the full-time Lead Instructor and her full-time assistant retired in spring of 2010. The result of those retirements was the relocation of tutoring to the Student Success Center, along with the closing of what was known as the Learning Resource Center. Another blow to the program at that time was the non-renewal of a software program called PLATO. The AcAd 600A-Ix4 and 910x4 courses (now deleted) directly relate to this component of the program. PLATO offered online, self-paced basic skills programs. Obtaining funding for this software was always a challenge and CALWORKS had regularly paid for the site license because their students were highly enrolled in these 900 series classes. In approximately fall of 2011 and into spring of 2012 the program was split with the tutoring-based classes moving to the Math Division and AcAd 001 remaining in the Library Division. The program was due for revision, but with no single division having responsibility for the program it was granted an "extension" until jurisdiction of the program was determined. In April of 2012, the full program returned to the Library.

In fall 2013, our leadership was under an interim VP of Student Services for that semester. We are hopeful that with the hiring of a full-time VP of Student Service (Academic Advancement Department reports to VP of Student Services) and the possibility of hiring a new Director that stability will be achieved after so much upheaval.

Although AcAd 001 is required of all students taking 9 units or more during the first two semesters, we are concerned that course content has been duplicated in more recently developed courses. Potentially, students could be directed to these other classes and completely bypass the required AcAd 001 course because this requirement can be waived if the student has completed 30 units.

Page 9 of 2013-14 SBVC Catalog:
Matriculation goals are partially fulfilled through the ACAD 001 class. Students who intend to graduate from San Bernardino Valley College are required to complete ACAD 001 during the first two semesters in which they are enrolled in 9 or more units.

Page 44 of 2013-14 SBVC Catalog:
Students are exempt from this requirement if they have already earned 30 units or more of college credit, or if they have already earned an associate or baccalaureate degree.

The goals in the Education Master Plan (EMP) for 2012-13 have been achieved by providing the quality education and training experiences that students are expecting when taking the basic-skills AcAd 001, Strategies for College Success, and tutor training classes (AcAd 010 and 610).

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

Although the Academic Advancement courses are not associated with specific fields or licensure rates, the skills learned in classes like AcAd 001, where student's create educational plans and map their academic path toward career goals, make a difference to college success. Because classes to the Middle College High School population are being taken early in their educational career, students will learn how to set schedules using time-management, locate appropriate research resources, tutoring services, computer use, educational planning, goal-setting, and transfer requirements, which are components of the content of the class and leads to student success.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. <mark>(INSERT SLO COURSE GRID)</mark>

<mark>See Strategic Initiative 5.1</mark>

Academic Advancement's grid is in PDF format and we could not successfully place in the document. However, we are able to provide the document as an attachment.

Academic Advancement Program doesn't have program SLOs (it does not offer a certificate or degree).

Academic Advancement Assessment	
AcAd 001, Strategies for College Success: *Formerly AcAd 100 Instructor:*	**SLO Assessment Date**
A. Ellison	Spring 2013, 2014
R. Day	Fall 2013
Document has no instructor name listed	5/1/09
Dr. Badway	6/1/09

AcAd 010, Tutor Training	SLO Assessment Date
J. Gilbert (sections 01 & 02)	5/1/12, 5/22/13

AcAd 600 A-I X4
Deleted 11/14/13 in CurricUnet

AcAd 610 Tutor Training
Never been offered. Non-credit course.

3/10/14

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). (INSERT MAPPING GRID & RECENT PROGRAM EVAL. FORM)

See Strategic Initiative 5.1

N/A
Academic Advancement does not offer a certificate or degree.

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (INSERT CORE COMPETENCY GRID). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Initiative 5.1

See attached Academic Advancement Core Competencies.

Analyzing Academic Advancement courses against the Core Competencies grid that had been prepared for the four classes taught in this department (AcAd 001, Strategies for College Success; AcAd 010, Tutor Training; AcAd 600A-Ix4's (non-credit and deleted in November 2013), Supervised Tutoring; and AcAd 610, Tutor Training (non-credit) shows that they have focus relating to specific categories listed in the Competencies. For example, all the courses emphasize Communications and Creative Expression & Self Awareness. The category of Critical Thinking is a component in all the classes, especially so when applying learned knowledge to new situations and the ability to evaluate strengths, weaknesses and fallacies of logic. AcAd 010 and 610 are strong in all the areas of Ethics and Social Interaction & Cultural Diversity. Faculty teaching these classes are encouraged at department meetings held prior to the Adjunct Workshops offered at the beginning of each semester and through email, to review and revise SLOs. Two faculty in particular are very involved with SLO assessment and attending the pre-semester meetings. One of these faculty members would like to "add critical thinking skills and emotional intelligence to the SLOs...both are very important skills to master in order to succeed in college." We are looking forward to a full-time director as we have been without one for almost a year and we are hoping to have a full-time faculty member in Academic Advancement in the future.

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?

Academic Advancement Mission Statement: "Academic Advancement instruction provides educational opportunities for new and returning students by offering classes emphasizing techniques and strategies for college success. In addition, Academic Advancement offers non-credit and credit tutor training classes that support the instructional programs found at SBVC."

How does this purpose relate to the college mission?

The mission of Academic Advancement clearly focuses and supports the college's mission statement, particularly for the newly enrolled or basic-skills level student who may be underprepared when entering the institution, and for those students who are qualified to tutor in instructional classes. For example, AcAd 001, *Strategies for College Success*, links students to the necessary skills for success in college, like time management, study and basic library research skills, college services, academic procedures and policies, including graduation and transfer requirements. All aspects of skills and knowledge necessary for student success. Both Academic Advancement 010 and 610, *Tutor Training*, classes present techniques and strategies for effective academic peer tutoring in a community college. This class emphasizes tutoring and study skill techniques.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTEs in 2012-13 are 14.70 and have declined .6 since 2011-12 when they were 15.30. FTES percentages are significantly less than the high of 33.47 back in 2009-2010. Reasons are noted in Part II, Student Success, where we explain more in-depth the reduction of course sections and other significant factors. Other data shows that the program is productive in online enrollment which is at 17% as compared to 10% in 2011-2012. It is encouraging to see that success and retention have actually increased and remain steady at 82% and 95% respectively. AcAd 001, Strategies for College Success, is still a required course for graduation and is at acceptable levels as demonstrated on the EMP graph Success and Retention. Our VP of Instruction has allowed the department to offer more sections this past year and responded to the request from Middle College High School and Lake Arrowhead Career Academy to offer a section at each location. Academic Advancement does not offer certificates or degrees. The Education Master Plan (EMP) for 2012-13 goals have been achieved by providing quality education and training experiences that students are expecting when taking the basic-skills AcAd 001, Strategies for College Success, and tutor training classes (AcAd 010 and 610). The department would like to offer more sections when possible and continue to look for partnerships like that we have developed with Middle College High School (MCHS).

The stability of the program comes from the longevity of Academic Advancement Program being under the Library, which it has been for decades. There is current interest by the Mathematics Department for reinstating AcAd 600Fx4 so it can be used as supplemental instruction. It currently is in the Curriculum Committee approval process (3/28/14).

Relevance and Currency, Articulation of Curriculum

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

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.

Evidence of currency of the curriculum review process shows that it is up-to-date. The next content review for AcAd 010, Tutor Training, is May 2015; and for AcAd 001, Strategies for College Success, and AcAd 610, Tutor Training, is spring and fall of 2017. Academic Advancement courses are relevant and current to our mission to serve our diverse community of life-long learners. It is the foundation for the Middle College High School students which is also is true for new students who enroll in this required class for graduation as it gives them study skills, time management techniques, direction with academic procedures and policies including graduation and transfer requirements.

Academic Advancement			
Course	Status	Last Content Review	Next Review Date
ACAD001 Strategies for College Success	Active	04/04/2011	04/04/2017
ACAD010 Tutor Training	Active	05/11/2009	05/11/2015
ACAD610 Tutor Training	Active	11/14/2011	11/14/2017

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
Academic Advancement does not offer courses at this level.		

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

Academic Advancement does not offer courses at this level.

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?

> Academic Advancement information in the catalog should be updated to reflect the deletion of the AcAd 600Ax4, through AcAd600Hx4 classes (all Supervised Tutoring for specific disciplines on the campus which were deleted in November 2013).

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?

> There is a higher demand for student success as the major trends indicate, but without full-time faculty it will affect enrollment and planning. We optimistically would like to plan to restore a full-time faculty member to this program and we have been without a dean/director for almost a year, and with a new administrator anticipated shortly we believe this will substantially improve our weaknesses. AcAd 001, Strategies for College Success, reflects the recommendations found in the Basic Skills Initiative and the CCC Taskforce for Student Success.
>
> We anticipate that we will offer more sections when possible in the future and continue to offer AcAd 001, Strategies for College Success, at the Middle College High School (MCHS). An effort will be made to encourage the college Counselor's to advise students into AcAd 001, Strategies of College Success.

Our plan is to strengthen the framework of the program by encouraging faculty to use contemporary teaching techniques that are attractive and trending to students. Trends indicate that students embrace technology and the department would like to grow through its use during instruction. We additionally acknowledge the trend to have a greater connection to social and active media, for example, blogs, Facebook, Tweets and YouTube, and we plan to look into a "Dashboard" that highlights student accomplishments. We want to keep our message fresh with the use of contemporary presentation software (other than PowerPoint) like that found in Prezi. Additionally, faculty are showing interest in teaching in classrooms with computers and having discussions about increasing the units for the class so that they can have more time with the students to more thoroughly complete all required material.

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. <u>In what way does your planning address accomplishments and strengths in the program?</u>

Online and on-campus faculty teaching in Academic Advancement are aware of the impact of social media on our students and have plugged-in by using YouTube to support the curriculum and creating active links throughout their online course (Blackboard). The online instructor, when asked about their productivity and relevance, stated that she "uses discussion boards to engage collaborative learning in this online format and vary their material to assist not only the incoming high school students but also to help the returning mature student who is often feeling out of place. Additionally, I add material that exposes them to other universities and to the variety of services offered at Valley College to assure them they have a lot of support in their journey."

Another faculty member, who teaches AcAd 001, Strategies for College Success, at the Middle College High School AcAd, partners with the Library for all three of her classes for resource training. One of the databases she focuses her class on that the Library offers, and which is funded by the Basic Skills Committee, is Learning Express. This supplemental electronic resource, Learning Express, offers self-correcting test, eBooks, and courses on a wide range of subjects like writing, grammar and mathematics. Students wrote short essays stating the appreciation they had for this resource and in one of them the student stated that, "I believe it (Learning Express) is a great tool in becoming successful in college." A mature student wrote "They give far more tools to be successful than when I first started college."

Challenges

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

One of the top challenges for Academic Advancement is the lack of a director which is then coupled with the fact that we also do not have any full-time faculty. This certainly is a weakness to the department since it would be extremely beneficial to have a fully involved director advocating for our discipline.

Another challenge for AcAd 001 is that although all students taking 9 units or more during the first two semesters here at SBVC must take the course, students could potentially bypass or be directed to other courses with similar content because this requirement can be waived if the student has completed 30 units.

Page 9 of 2013-14 SBVC Catalog:
Matriculation goals are partially fulfilled through the ACAD 001 class. Students who intend to graduate from San Bernardino Valley College are required to complete ACAD 001 during the first two semesters in which they are enrolled in 9 or more units.

Page 44 of 2013-14 SBVC Catalog:
Students are exempt from this requirement if they have already earned 30 units or more of college credit, or if they have already earned an associate or baccalaureate degree.

Due to the VP of Instruction and Middle College High School interest in our AcAd 001, Strategies for College Success class, we have been able to increase the number of sections and forging into new area. Last year, spring 2013, the college offered 4 sections of the class plus a late-start online section, totaling 5 sections. In fall 2013 we were able to almost double the sections-- up to 8--as the coordinator for Middle College High School, Susan Gasca, requested a section to be taught at the school. We continue to look for more partnerships, like the Middle College High School and The Career Institute in Lake Arrowhead. If Adult Education comes to the campus perhaps we can partnership with them.

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 demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, 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?

Technology: Academic Advancement is embracing the use of technology into its program and is excited about incorporating more of its use during instruction.

Partnerships: Academic Advancement will look into reviving campus partnerships with campus entities by making an outreach to EOPS and STARR Programs as well as to Counseling and ask to be included in department meetings. The faculty chair is planning on addressing the Student Services Council (Academic Advancement is under Student Services not the Instructional Division) to provide information and flyers about the courses and the department.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Diversity	Does Not Meet*	Meet	Meet	
The response to diversity could be more adequate and may be an area of further interest. On the other hand, the Tutorial Center is attractive and inviting.				
Overall Recommendation	**Reader 1**	**Reader 2**	**Reader 3**	
Contraction				
Probation				
Continuation	X	X	X	
Comments:*By Vote of the Committee				
The program does not meet institutional expectations in the area of SLOs, productivity or trends which are worrisome. The data is skewed and may impact productivity. The program needs to implement a plan to gather accurate data.				

The table above documents the two areas that the Academic Advancement department "Does Not Meet" categories. Please note: the amount of sections offered by the department has decreased since the last efficacy in 2009. Please refer to Part II, Student Success: Data Analysis.

Academic Advancement has addressed these issues by the following:

Diversity: This is explained in-depth in Part I, Access: Demographics

SLO: SLOs are mapped to Core Competencies and are assessed more than once (Core Competencies are attached). We are planning to do the 3 year evaluation in October 2014 because we'll have more data at that time. Please refer to Part II, Student Success: SLOs, for information.