

# **INSTITUTIONAL PROGRAM REVIEW 2013 – 2014**

## **Program Efficacy Phase: Administrative 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.

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

Professional and Organizational Development

### Name of Division

Research, Planning and Institutional Effectiveness

### Name of Person Preparing this Report

Rania Hamdy

### Extension

8623

### Names of Department Members Consulted

James Smith

### Name of Reviewers

Ed Millican, Caleb Losee, Rose King, Stacy Meyer

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
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	/	/	/
Faculty	1	/	/
Classified Staff	/	/	/
<b>Total</b>	1	/	/

Educational Master Plan- Professional and Organizational Development :

Events 2012/2013	Total #	Technology related workshops	Other workshops
Workshops	44	36	8
Great Teachers	3 days	/	/
Flex Day	4 days	/	/
Staff Appreciation	1 week long	/	/

Demographic Served:
Faculty (F/T 148, P/T 336)
Staff (218)
Management (26)
Total population: 728

**Description:**

The Professional and Organizational Development Department provides resources and leadership that actively engage all members of San Bernardino Valley College (SBVC) in continuous personal and professional growth. The Department prepares and promotes opportunities to improve knowledge, instruction, performance and services that support the success of SBVC's diverse community of learners for a changing educational environment.

**Assessment:**

The Professional and Organizational Development Department recently hired a new program coordinator. Now that this position has been filled, the Department can continue to do the important work of offering opportunities that target the needs of SBVC members.

**Program Goals:**

- Increase activity attendance
- Demonstrate value and create enthusiasm for Professional and Organizational Development
- Work with surrounding community colleges to increase collaboration and course offerings
- Educate members about activities and resources
- Promote a sense of solidarity within the campus community

**Challenges and Opportunities:**

- Communication channels can be improved to better promote various opportunities
- Increased collaboration with neighboring colleges is possible to increase variety and methodology of training/development events
- Knowledge sharing can be increased by asking conference attendees to present relevant topics from conferences attended through Professional and Organizational Development funding
- Classified Staff report inability to participate in activities due to lack of supervisor support

**Action Plan:**

- Improve website, use friendly, concise language in emails, and other forms of communication.
- Create registration portal and sign-in sheets for upcoming activities and continue to conduct surveys for purposes of tracking and evaluation
- Build stronger relationships with stakeholders

## 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
<b>Part I: Access</b>		
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 (%)
4.5	Asian	4.5
19.1	African-American	19.1
1.9	Filipino	1.9
50.0	Hispanic	50.0
1.0	Native American	1.0
0.7	Pacific Islander	0.7
20.6	White	20.6
2.2	Other/Unknown	2.2
54.3	Female	54.3
45.7	Male	45.7
5.7	Disability	5.7
29.2	Average Age	29.2

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.

Professional and Organizational Development meets the goal of access. Our department does not directly serve the student population, but we do service the faculty, staff and management that are working directly with students. Our total employee demographic is 728 full-time and part-time faculty, full-time classified staff, and managers.

The breakdown of each group is as follows:

<b>Demographic Served:</b>
Faculty (F/T 148, P/T 336) Total 484
Staff (218)
Management (26)
Total population: 728

For each group, specific targeted events happen throughout the year, and general events also occur that apply to all employees on campus. The professional and organizational development department plans and implements, evaluates the following events throughout the academic year:

❖ Classified Connection Week (prev. title Classified Staff Appreciation Week). This week-long events include, workshops, seminars and social events specifically designed to meet the needs of Classified Staff and address personal and professional growth. This week typically occurs during the spring semester with each day having a themed approach to streamline each of the day's events.

For this year the themes included: technology, wellness, safety and personal enrichment. Each day of the week also ended with a different social event which included: bingo, dancing, ice cream social and a talent show. Our department works closely with Classified Senate to ensure collaboration and support.

- ❖ Professional Development Day (prev. title Flex Day) this event occurs four times during the academic year as set by the district calendar committee. Typically we can expect two designated day in the fall and two in the spring. On these days the campus is open, but no classes are in session. The workshops that occur during these days are designed to help faculty meet their flex hour obligations, but the workshops are also excellent resources for management and classified staff. For the most recent Professional Development Days our department planned and implemented the following workshops: Blackboard training, sustainability, grant development, student success programs, program mapping, program review, CA community colleges update, threat assessment, diversity training, understanding SLO's, CSEA information, and workshops by our campus police.
- ❖ Great Teachers' Seminar- Each year, in early spring, Professional and Organizational Development hosts a two-day seminar for full-time and part-time faculty to share and learn from each other. This seminar is modeled after the national Great Teachers' Retreat. This year, our campus invited surrounding community college faculty- in attendance we had faculty from; SBVC, Crafton Hills, Chaffey, College of the Desert, Mt. San Jacinto and Victor Valley.
- ❖ Workshops throughout the year- Our department creates, promotes and implements workshops throughout the year to meet the needs of classified staff, faculty and managers. By the end of this academic year, we will have held approximately 55 workshops on topics such as: Blackboard, Excel, PowerPoint, GIS,, using technology in the classroom, Sitecore, accreditation standards, SLO's Library resources, creating accessible content, etc. We also partner with the Arts, Lectures and Diversity committee to promote book discussions throughout the year.

**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.

Professional and Organizational Development meets the goal of access, and recognizes the importance of alternative delivery methods and the need for faculty and staff to attend conferences that are specific to their job functions or discipline. We regularly promote alternative training opportunities to employees. Our department addresses this in various ways:

- ❖ Funding employee requests for outside conferences- Each academic year, our department is given a conference budget to help fund employees interested in attending outside conferences, workshops or seminars. These requests are sent into professional and organizational development, once a request is received, it is placed on the agenda for the professional development committee to review and approve funding if conference request meets the particular guidelines set by the committee (specific conference requests guidelines are found on the Valley College webpage- under the professional development department.) This year, the professional development committee was able to fund 43 conference requests.
- ❖ Lynda.com- Our campus subscribes to Lynda.com a website that houses professionally created tutorials that cover a wide range of topics such as: MS office, Adobe software, web tools, teaching techniques, management skills, and other topics. Users log in with an individualized account and can create profiles to keep track of tutorials that interest them and log from any location to complete their self-paced modules.
- ❖ @One Project- this is an online program funded by the California Community College Chancellor’s Office and readily available to our faculty and staff. . It is designed to offer free or low-cost training to faculty and staff to keep them up-to-date on technology and contribute to student success. Each year, 100 new webinars are offered, along with instructor lead trainings and self-modules.

**Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
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.

Service Area Outcomes (SAOs)	<p>Program has not demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.</p>	<p>Program has demonstrated that they are continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.</p>
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Explain how the services in the program support student success.

Professional Development meets the goal of student success. Professional and Organizational Development is in place to provide training and development opportunities to faculty, staff and managers so that they are better equipped to perform their job duties more effectively. These trainings are related to a wide-range of topics. As an example, during the 2013/2014 academic year through professional development employees had the opportunity to participate in technology related workshops, personal growth and enrichment sessions, teaching and learning discussions and diversity awareness. All of these activities are designed to help our employees enrich their skills, and in doing so, they are better able to serve our diverse student population. In turn, this ultimately leads to increased student success at San Bernardino Valley College.

In collaboration with the Professional Development Committee, our department established five goals at the start of the 2013/2014 academic year. Based on some survey feedback, and conversations with various campus committees, the Professional and Organizational Development Department has been successful in meeting the established goals for this year.

**Goals:**

- **Increase attendance in Professional and Organizational Development activities**
  - Offer courses that are relevant to faculty and staff
  - Improve marketing and communication of courses
  - Create "program champions" to help spread messages
- **Demonstrate value and create enthusiasm about program**
  - Reach out to faculty that have benefited from program to tell story
  - Connect new skills to a career ladder
- **Work with surrounding colleges to increase collaboration and course offerings**
  - By creating a stronger relationship with Crafton Hills College we will be able to combine resources
  - Reaching out to other community colleges will allow us greater visibility and collaboration opportunities
- **Educate faculty and staff about current activities and resources**
  - Through various communication channels (website, newsletter, emails) we will be able to better communicate offerings
- **Promote a sense of solidarity within the campus community**
  - Provide opportunities to network with other departments
  - Encourage faculty and staff to participate in committees and events

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) based on the plans of the program since the program’s last efficacy report; **refer to the data provided. Include evidence of data collection, evaluation, and reflection/feedback, and** describe how the SAOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.).

See [Strategic Initiative 5.1](#)

SAO's For Professional and Organizational Development:	
<ul style="list-style-type: none"> <li>● Receive feedback from employees on professional development offerings and integrate feedback into future planning               <ul style="list-style-type: none"> <li>○ This will be done through an annual survey and feedback will be analyzed during a committee planning treat that occurs at the end of the spring semester</li> </ul> </li> <li>● Increase collaboration with sister college, CHC, to provide additional POD opportunities for our campuses               <ul style="list-style-type: none"> <li>○ During this semester, both campuses worked on our district Great Teachers’ Seminar, and were able to also include other area community colleges. We will continue this collaboration and increase sharing by partnering on future events.</li> </ul> </li> <li>● Increase variety of workshop offering to better fit the need of our diverse faculty, staff and managers.               <ul style="list-style-type: none"> <li>○ Through surveys and campus dialogue, professional development will work on gaining a holistic understanding of our employees’ training needs.</li> </ul> </li> </ul>	

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness – Rubric</b>		
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.



<p>Relevance, Currency, Articulation</p>	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>
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**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?

<p><b>Mission</b></p> <p>The Professional Development Committee provides resources and leadership that actively engage all members of San Bernardino Valley College (SBVC) in continuous personal and professional growth</p> <p><b>Vision</b></p> <p>The Professional Development Committee will prepare and promote opportunities to improve knowledge, instruction, performance and services that support the success of SBVC’s diverse community of learners for a changing educational environment.</p> <p>Updated 5/6/13 – by committee vote.</p>
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How does this purpose relate to the college mission?

<p>The Professional and Organizational Development Department meets the goal of institutional effectiveness and aligns our program mission, with that of San Bernardino Valley College. Our department provides quality training that can be accessed by all SBVC employees. This is also clearly reflected in the mission statement of the Professional Development Department and the Professional Development Committee. We strive to accommodate the professional and personal needs of all our employees through workshops that help individuals refine current skills, learn new techniques, and gain a better understanding of themselves and their colleges.</p>
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**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

The Professional and Organizational Department meets the goal of institutional effectiveness and evaluates the program's productivity through campus surveys and surveys to specific workshop attendees. In May of 2014 we will send out a newly updated annual professional development survey campus-wide. The survey results will give us an overall view of our program and help the committee and the department shape our goals and objectives for the upcoming academic year.

Last year, based on feedback from a survey sent out after Classified Staff Appreciation Week, our committee learned that several changes needed to be made for this year's Classified event.

From the feedback we:

- Modified event date to occur during spring break to accommodate more attendees
- Provided a more streamlined schedule
- Incorporated more learning opportunities
- Implemented daily social events
- Worked closely with ad hoc committee

Surveys were sent out after this year's Classified Connection Week to gain feedback on sessions and all but one session received an above average score. There was also a section provided on the survey for additional feedback and these comments will be analyzed by our sub-committee as we continue to improve upon Classified Staff Appreciation Week.

This year for our Great Teacher's Seminar, a survey was sent out to gain insight on the overall seminar- and elicit specific feedback from our attendees We had about 25 attendees- and received a total of 15 survey responses:

**Overall, how would you rate the 2014 Great Teachers' Seminar?**

Answer Choices	Responses
– <b>Excellent</b>	<b>40.00%</b> 6
– <b>Very good</b>	<b>33.33%</b> 5
– <b>Fairly good</b>	<b>20.00%</b> 3
– <b>Mildly good</b>	<b>6.67%</b> 1
– <b>Not good at all</b>	<b>0.00%</b> 0
Total	15

This feedback along with the qualitative data that we received will help the Professional and Organizational Department continue to improve the Great Teachers' Seminar.

**Relevance and Currency, Articulation of Curriculum**

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

The Professional and Organizational Department offers a wide range of workshops to meet the needs of our campus faculty, staff and managers. Some examples are:

- We are currently preparing for next year’s ACCJC accreditation visit, Professional and Organizational Development has been working closely with the accreditation coordinator to create campus awareness, learning and feedback workshops around SLO’s, accreditation, and teaching methodologies. Professional and Organizational Development has brought in a guest presenter, Dr. David Marshall, a CSUSB professor, well versed in the SLO and accreditation process, he has facilitated several campus workshops and in total professional and organizational development has conducted 12 total workshops during this academic year.
- Professional and Organizational Development works with our District’s Technology and Distance Education Department to create and deliver workshops on how to use currently available technology and provide an understanding of new and emerging technology. This year, our department has held 15 technology based workshops. We also utilize the skills for our faculty to deliver such trainings as Excel, Outlook and GIS.
- Professional and Organizational Development is committed to the personal growth of our employees. Our department is working with the campus health and wellness center to begin facilitating Strengths Based Training for many departments on campus. This training is rolling out this spring, and will continue through the summer and into the next academic year. Professional and Organizational Development has also held a Mindfulness and True Colors workshop. Our department is also currently working with a guest speaker who will come to San Bernardino Valley College to lecture on various aspects of understanding diversity, and will create a series of diversity training for our employees.

If applicable, describe your formal 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.

Professional and Organizational Development creates, promotes and facilitates internal workshops and seminars for faculty, staff and management- we do not produce curriculum for students and our offerings are not credit bearing or transferable. They are designed for the professional and professional growth of SBVC employees.

Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
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///	///	///
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Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

**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?

Professional and Organizational Development offerings are only for internal SBVC employees

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> 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?

Professional and Organizational Development does meet the goal of planning. Our department creates a yearly strategic plan based on the annual campus wide professional development survey, workshop feedback throughout the year, conversations with various campus constituencies and collaboration with the professional development committee.

One of the major on-going trends that affect attendance at campus workshops is scheduling and manager approval. Often times, staff has commented that they have a hard time leaving their desks to attend workshops based on their workload, and sometimes lack of support from their managers. Professional and Organizational Development has worked hard to resolve this issue by surveying staff to understand which days/times are most convenient for them. We've also tried to repeat several workshops at different times of the year to give as many employees the opportunity to attend.

In an effort to gain manager support, the Professional and Organizational Development department has worked closely with the College President to raise awareness about the importance of attending workshops. The Office of the President has been a strong advocate of Professional Development, and we are starting to see the positive impact this is making on our program. Our department also reaches out to Instructional Deans to make them aware of various opportunities for faculty, and ask them to encourage faculty to attend FLEX Day events, conferences and workshops throughout the year.

## 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?

The Professional and Organizational Department has had recent success in collaborating with Classified Senate and the Classified Staff sub-committee to plan this year's Classified Staff Appreciation Week. We plan to continue working closely together as we plan for next year's event.

This year, the San Bernardino Valley College Professional Development Department partnered with our sister college, Crafton Hills, to plan and implement the Spring 2014 Great Teachers' Seminar. This was a successful collaboration that brought in faculty from both community colleges to discuss teaching successes, challenges and best practices.

Through outreach efforts, and professional development champions, our department is creating an increased awareness of the Professional and Organizational Development program and its offerings. These efforts will continue, as the department continues to make presentations at a variety of meetings, and meets individual employees through various events and workshops.

## 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?

The Professional Development Department will send out a campus-wide survey specifically about professional development for the year 2013/2014 academic year. The feedback received from this survey will help the department and the committee analyze and understand the impact of recent changes to the program, and will shape our planning for future workshops and events.

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

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

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?

The Professional and Organizational Department meets the goal of technology, partnerships and campus climate. The Program Coordinator serves on the campus technology committee and gains regular feedback from other committee members and chairs on technology trends and how to implement trainings for these new resources campus-wide. The program coordinator also provided feedback on the latest version of the San Bernardino Valley College Campus Technology Plan, as it relates to professional development. As the department becomes more familiar with surrounding community college professional and organizational development programs, we will reach out to those campuses to coordinate regional workshops and bring in notable guest speakers. Once the new data from the Campus Climate survey has been received, our department will analyze the data with the Professional Development Committee to find ways in which Professional and Organizational Development can play a positive role at San Bernardino Valley College.

## 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.

N/A. First efficacy cycle since 2005 – 2006