PROGRAM REVIEW
2014 – 2015
SUBMISSIONS

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Reported on: 10/13/2015
LIST OF SUBMISSIONS, ADMINISTRATIVE

Career Programs
Child Development Center
Honors University Transfer Program
Marketing/Communications
Office of Instruction
Professional Development
Student Services
Work Experience
PROGRAM REVIEW
2014 – 2015

FOR

Career Programs

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/13/2015 5:32:33 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**

   Career Programs

2. **Who is the primary contact person for this program review?**

   Brad Weisberg

3. **Please list the names of others who will be collaborating on this program review:**

   Rebecca McConnell Cathy Aimonetti

4. **How does the program contribute to the fulfillment of the College mission?**  
   ([Click here for the College mission statement](#))

   Career Programs provides information and support in increasing a student?s understanding of occupational study and we do it in an environment of academic excellence. We serve both the traditional career minded student as well as those looking to transfer to a four year institution. The program serves as a link between students and instruction work place learning and career advancement. We help build enrollment in CTE programs and funnel grant monies into the programs. We also help students realize their academic goals by offering programs such as CalWORKS and Work Experience. We have contracts with County agencies to provide training to their staff on various topics. These Instructional Service Agreements (ISAs) provide up-to-date training for departments like the Santa Clara County Sheriff?s office while generating revenue for the College. In short we provide excellent opportunities for students to either complete a program for transfer or gain skills to enter the work force.

5. **Explain the relationship of the program to its primary constituencies (internal and external clients):**

   We have three major constituencies that we serve. The first of which are students. Our office helps students navigate their way through our CTE programs. We offer on site career counseling information on all our programs via the major?s sheets and we keep track of the short unit certificates our programs offer. We are trying to serve as a
resource for our students who may be looking for a job or help with matters such as books or even gas money (Cal WORKS). The second constituents are our CTE faculty. Our office procures funds through grants helps departments establish new directions for their program and supports the faculty with everything from curriculum and course offerings to administrative requests. A good example would be our CTE information and registration event held the week before the start of each semester. We get between 150 and 200 students to show up and meet the faculty from each program. They then have the opportunity to enroll in courses on the spot. This event has become very popular with our students and faculty alike. Our last constituent group would be industry. We are members of the local Chamber of Commerce attending events and raising awareness of our career programs to those who would benefit from well-trained employees. Not only are these professionals part of our advisory boards but they participate in our career fairs and in the best case scenario hire our graduates.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

We are influenced greatly by outside groups. An advisory board that meets regularly with the faculty to ensure skills being taught in the classroom are the same skills required by industry runs all of our programs. Many of our programs benefit from both Federal and State grants. These grants have restrictions and guidelines as to how we can or cannot spend the funds. Each grant requires constant monitoring and reporting of expenditures to the State or Federal authorities. But these funds are vital to keep our programs current. The general budget does not have the capacity to fund a major purchase of equipment or training of faculty to keep current in their fields. Another external influence is the need for positive labor market data. This is very important for our Career Programs. Everything depends on labor market data, grants certificates courses even programs themselves must show accountability. CTE programs must indicate that students who complete a program will be prepared to go to work in that field the next day. Other external influence include State mandates to update CTE curriculum every two years and the need to seek endorsements of our certificates and programs by the Bay Area Community College Consortia.

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?
Our proposed actions from last year have to do with labor market data and completion rates for CTE students. In our last review it was mentioned that we want to be involved with LaunchBoard—a CTE completion database that will track our students for jobs wages etc.. This is presented through the Chancellor’s office and it requires several years of data collection to have any use to CTE faculty. The cost to join the project was near $10,000 for the year and the project requires working closely with our institutional researcher. At the time of registration we did not have an institutional researcher so we decide to sit the first year out. In the Fall we will begin compiling data for future use now that we have all the pieces in place.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

Not yet but the impact will be significant. As stated above all career programs are defined by labor market value. We need the data to show where our students are getting jobs and what kind of wages they are earning. LaunchBoard will be the answer for us. We have access to the general labor market data but LaunchBoard is specific to West Valley College students. It should help us shape the direction of CTE at our College.

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Since labor market data guides a majority of what we do in this area of the College we need to evaluate our programs and retool as needed to ensure they are meeting current industry needs. The LMI sources that we currently use (EMSI O*net) along with LaunchBoard will give the College an accurate picture of where we need to invest our resources. Our goals then would be to collect current accurate data and re-examine all our programs for relevance and to make changes as needed.

Learning Outcomes

10. Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. If no, please explain:
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

We are trying to make our Career Programs office more of a resource for students. I hear all the time that students need jobs to be able to continue their education yet they have no idea we offer help in finding those jobs. Our assessment of the situation led to the development of signs and other methods to inform the students they can see job postings write applications get counseling attend resume workshops etc. all in our office. A simple success story involves some signage we created inviting student to check out what we have to offer. We put the first signs out late one afternoon and by 10:00am the next day we had several students come in or call and make an appointment with our CTE counselor. Since embarking on this quest our office has seen a definite uptick in student activity.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

Other than what was mentioned above (making our office more of a resource for students) nothing new has been planed. We still strive to support our faculty and CTE programs to deliver the highest quality education in these fields. There have been several small companies who have developed mobile aps for job hunters. Many of these aps directly connect employers with potential employees. We have accepted the offer of one of these companies to beta-test their ap in our office. Blue Crew has an ap where students fill out a profile and it is matched up with several employers who may be looking for someone with that particular skill set. So far we are in the early stages of testing but if it does what they say it will this will be one more service we can offer our students.

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

The institution needs to address the low completion rates of some of our CTE programs. There are plans in the works but Career Programs is a living breathing entity that is in constant change. Programs are required to be accountable for their student success rates and many of our programs may have outlived their usefulness in their current configuration. Rather than ask programs to defend why they have such low enrollments or completion figures we should be guiding them to re-think their program and make the necessary changes to address ever-changing market trends.

Conclusions

15. Describe any notable accomplishments since the last program review:
We were able to get situated in our new (temporary) office space while the Cilker building is being built. That was an accomplishment! We were able to take small steps in establishing the career programs office as a service available to students. We are in the process of managing the CTE Enhancement grant and preparing to distribute our Perkins Funds application. These two funding sources will pump much needed resources into many of our CTE programs.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Our strength lies in our faculty. They realize their programs cannot remain stagnant. They must search for ways to re-imagine themselves to stay current. Our biggest challenge is the changing nature of the job market. Some of our program may have outlived their usefulness. As enrollments continue to decline and the CTE students are looking for programs that will prepare them for today's hot job markets we need to be willing to change to meet those needs. The idea that we can offer programs and courses the way we did in the past has to change.

17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

4/13/2015
PROGRAM REVIEW
2014 – 2015

FOR

Child Development Center

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/16/2015 11:16:38 AM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?
   Child Development Center

2. Who is the primary contact person for this program review?
   Shelley Gonzales

3. Please list the names of others who will be collaborating on this program review:
   none

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   The CDC is uniquely involved in the academic life of the college by serving as a teacher training lab and observation site for students and parents. Approximately 300 students required the use of the lab school during 2014-15 to complete assignments such as observing and assessing children's growth & development; case studies of children; designing and implementing early childhood curricular experiences; interviewing teachers or parents; researching and analyzing developmentally appropriate environments; and understanding teacher roles and responsibilities in an early childhood program. Eleven students completed their 120 lab hours for CHS 035 during the fall and spring semesters.

5. Explain the relationship of the program to its primary constituencies (internal and external clients):
   The CDC supports students who have children needing education and care who are between the ages of 2-5 so that the parents can attend classes work on and off campus and complete study hours. Staff and faculty also enroll their children for care and education.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
State and federal funding challenges and reductions along with mandates for program quality staff to child ratios staff education family engagement and reporting requirements impact our program both positively and negatively. The positive impacts include the mandate for staff qualifications and program quality assessments assessments of children's development parent education the increased income to help alleviate the cost of the state mandate to provide 2 snacks and lunch every day and training opportunities for staff. The negative impacts include the amount of required reporting the low funding level per child and the increased amount of paperwork that needs to be completed by the staff and administrator.

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

The Program Review document was not located on Survey Monkey from 2013-14 so I will answer this question with as much detail as I can remember. Our goals were to continue to offer program that supported the CHS students on their journey to degree and certificate attainment to continue to increase our revenue to be able to provide the program with a cost-neutral effect for the college and district and to increase the visibility and reputation of the CDC in the community. We provide a lab experience and one of the goals was to increase use of the center by CHS 035 students. We have gone from having only one or two practicum students to having 6 this semester. We will continue to provide opportunities for students to observe and complete the lab portion of CHS 035 at the center increasing the depth of instruction and number of students served in 2015-16. The revenue of the center has increased steadily over the past three years and will stabilize in the 2015-16 fiscal year. The program is providing services to the maximum number of children based upon our license and the space and staff available to provide the services. The program cannot grow any larger due to the Redwood Room in the AAS building being remodeled and repurposed for the future. The future budget needs will include increased staffing to provide exemplary program for staff and CHS students as well as the children. Grants will be sought out to increase the community support for the program and other means of income producing are being planned to increase income without being able to increase the number of children served. The visibility of the center in the community has and is growing very quickly. First 5 West ED students of West Valley and Mission Colleges students of Pacific Oaks College and parents are spreading the word about the work of the center and our unique program. We are one of only two centers in Northern California to be designated a training site for the Outdoor
Classroom Project and we are training many sites to replicate the success we are having in increasing outcomes for children’s learning.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

Yes the number of inquiries and wait list for the school is evidence of the program visibility and reputation building that has been done over the last 3 years increased child outcomes have been documented and reported to the state and the number of practicum students using the center for their student teaching has increased by 300%.

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

We will continue with the program goals of: Remaining cost neutral - increasing grant and community support. Increasing the number of Practicum students who utilize the center for their lab and strengthening the ties between the center and CHS program. Increasing the visibility and reputation of the center to be able to be the place where students want to learn and the increase the professional development opportunities for preschools in the county. A new goal for the center would be to increase revenue by adding community based professional development for preschool teachers directors trainers and coaches.

Learning Outcomes

10. Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. If no, please explain:

Funding requirements of the state preschool grants require developmental assessment of the children every six months to ensure children are receiving the education and services they need to succeed. Program quality assessments are completed annually with goal setting to improve upon areas where growth is needed. Parent surveys are also compiled to assess the level of satisfaction with the program. All of the data from the assessments are analyzed to set measurable goals for the program each year and progress is tracked and reported to the CDE. The CDC has been recognized as one of the Race To the Top schools for Santa Clara County. Through this program independent assessments of the program were recently conducted to measure program quality and teacher-child interactions. Once the reports are available goals will be set
to improve the program quality and training session will be conducted with staff to meet the goals. The Outdoor Classroom Project also monitors success and growth to allow the program to continue as a designated training site.

12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

The program quality assessments have increased the awareness of program quality and have allowed the CHS students to acquire an understanding of the necessary skills and competencies required of state funded preschools. The students have also learned new skills that will be highly sought after in future employment. The program is being recognized in the community as a leader in curriculum development for the outdoor classroom due to the assessment of program strengths. CHS students are learning about nature education and the impact of learning through nature. The CDC is being used as an example of an alternative program in which children are gaining problem solving and social emotional skills that will help them to succeed in elementary school and beyond.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

The CDC has made substantial changes in staff training due to the assessments conducted. A consultant with First 5 Santa Clara County provided 2 trainings for teachers and teaching assistants to increase quality interactions with children. A third training will happen in May to further assist staff with quality improvement. Staff meetings are focusing more on curriculum development with the students to allow them to grow and provide developmentally appropriate activities for the children. Goals for curriculum were set based upon the developmental profiles of the children. Master teachers are meeting with students to scaffold their learning and c

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

The most important change that could be made is the support of the college for the program. We currently receive facilities support but the buildings are aging and in need of repairs and upgrades. The kitchen from which we serve 60 plus lunches and 120 snacks each day is old antiquated and in desperate need of tender loving care. We provide lab and observation opportunities for up to 200 students each year. Additional staffing would help to provide students with the exemplary experience that the program provides to children. Office support as well as an additional teacher (CDC III) would help to provide exemplary service.
Conclusions

15. Describe any notable accomplishments since the last program review:

The CDC continues to be a model program in the community. We are being recognized by state and local agencies for our program and for our use of the outdoor classroom. Staff from many programs come to observe and participate in professional development activities in our outdoor program. The programs that have participated in trainings include Google Children's Center Harker Preschool Pacific Oaks College First 5 Santa Clara County WestEd Oak Wood Country School and Foothill College. The CDC is being recommended by organizations as an exemplary program. Our enrollment has grown and is at capacity with a waitlist of approximately 30 children. We are doing all of the above tasks and program without the services of one of the CDC III's who has been out on leave for 6 months. We are meeting and exceeding our income goals and will have a surplus for the third year in a row even though we have had to fund the salary of the person out on leave and partial substitute pay for staff to cover our ratios. We are participating in the Quality Rating and Improvement System for California in the beginning stages of the program. We are piloting the assessments and are receiving training to increase the quality and interactions between the staff and children and between the staff and parents.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Our strengths are our staff families and program. We continue to grow and develop our program while providing the students in the Child Studies Department a laboratory to do their observations and student teaching. We continue to monitor our budget and enrollment to make the best use of our state grants and parent fees. Professional development and training of staff is of great import and will continue to be a priority for the CDC. Our continued challenges are our funding staff health and being able to provide a high quality program with limited staffing funds and facilities. CDC III's are 10 month employees while the program runs year-round. The staff cannot take vacations during the summer because they are not on contract so do not get paid for days that they do not work. One of the CDC III's has accrued the maximum number of hours and is now losing vacation as is the director. One of the goals for 2015-16 is to increase the 10 month employees to 12 months. We would also like to achieve lab status for the program so that it has instructional support and is recognized as an integral part of the college academic program. A new challenge for us is the growth of the program and not having the space that the program used to have with 3 indoor classrooms and 2 outdoor classrooms. One more indoor classroom is needed to be able to provide the space that is necessary to have class sizes that are consistent with best practices. We currently have 40 children in the 3-5 year-old classroom.
17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

4-16-15 waiting 13-14 program review
PROGRAM REVIEW
2014 – 2015

FOR

Honors University Transfer Program

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/14/2015 9:05:36 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**
   
   Honors University Transfer Program

2. **Who is the primary contact person for this program review?**
   
   Ann Malmuth-Onn

3. **Please list the names of others who will be collaborating on this program review:**

4. **How does the program contribute to the fulfillment of the College mission?**
   *(Click here for the College mission statement)*

   The West Valley Honors University Transfer Program contributes to the college's goals of attaining excellence in providing transfer preparation and meeting the general education needs of high ability students. The program fosters an environment of academic excellence and advanced critical thinking. The program offers counseling support and activities such as the Honors Symposium which promote student success. Additionally the program offers both faculty and students an alternative curriculum model that of a learning community.

5. **Explain the relationship of the program to its primary constituencies (internal and external clients):**

   There is a collaborative relationship between our Program and several college programs such as Outreach the ASO club AGS and the Counseling Program. Last year The Honors Program coordinated a well-attended career seminar presented by former Honors Program students employed at PriceWaterhouseCoopers (this program is now implemented through the Business Division as well as Career Programs and the Honors Program continues to promote it). The Honors Program coordinates with the English Dept. which has collaborated with Honors in presenting the West Valley College Honors Symposium as well as assisted students to prepare proposals for the Honors Symposium held this year at Stanford.
6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

The admissions in impacted majors at both the UC's and private institutions requires the maintenance of current transfer agreements and awareness of changes in terms of preparation and procedures. The highly impacted majors at several of the UC's have influenced some changes in our counseling.

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

The Honors Program did maintain student access and success since the past program review. However the goal to increase student enrollment by 5-8% was not attained. Due to an overall low enrollment at the college the Program has initiated the implementation of a few hybrid courses that is courses that are concurrently offered as both regular and Honors sections. The instructors of these sections will be meeting in May to assess the success of this model.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

As mentioned above the faculty who have been teaching within the hybrid model (Honors and regular sections concurrently) will be meeting in May to evaluate this experience. The Program Coordinator hopes to put more time into outreach and on-site presentations to bring new students from the high schools to the Program however more release time is needed for this.

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Our program is well-positioned to grow but this will require more outreach and on-site presentations. Also the growing number of impacted majors at selective institutions requires the Program Coordinator and Counselor to continue to coordinate efforts to encourage Honors students to broaden their options in terms of transfer institutions that they apply to as well as to consider alternative majors where it is appropriate.
Learning Outcomes

10. Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. If no, please explain:

12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

Our program has seen many WVC transfer successfully to competitive four year institutions as well as transfer into highly selective majors. This is very positive in terms of student success. The Honors Program has consistently coordinated activities with AGS as well as collaborated on events with other departments. The Honors program Coordinator and Counselor were contacted by former WVC Honors students who currently work at Pricewaterhouse Cooper. These students said that they wanted to "give back" to WVC by giving workshops on campus related to obtaining internships and seeking employment. Several of our Honors students were offered summer internships at PwC as a result of these workshops. (The Business Division is currently coordinating these workshops but the Honors Program promotes these and others).

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

The Honors Program students continue to be successful in their coursework and are well-planned in their preparation for transfer. The Honors Program Counselor will be offering a course directed specifically to the Honors students and address their guidance needs. This has the potential to research and share knowledge in terms of majors four year institutions and scholarships.

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

Please see #13 regarding a counseling course with a focus on the needs of our Honors students.
Conclusions

15. Describe any notable accomplishments since the last program review:

Please see #8 above regarding efforts to increase efficiency during a low enrollment year. The development of a counseling course directed to meet the needs of Honors students. The support and promotion of events that greatly encourage success experiences for our students such as the Bay Honors Symposium and others (see #12). The Program Coordinator has coordinated with Mission College's Honors Program coordinator with the result that both programs are enriched and mutually supportive. A focus on individual Honors students in terms of assisting them in the transfer process (letter of recommendation information on scholarships etc.)

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The Honors Program has maintained its high quality and success in transfer rate. Given the low enrollment college-wide the Honors Program will be evaluating the offering of hybrid courses. If it is determined to continue forward with some hybrid courses the challenge will be to create a good balance between these and the Learning Community model that has proved enriching for our students. Data collection in terms of tracking students continues to be a challenge. Also the Program will be in need of administrative support as the current SOC is retiring.

17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

Marketing/Communications

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 10/5/2015 5:50:44 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**
   
   Marketing/Communications

2. **Who is the primary contact person for this program review?**

   Scott Ludwig

3. **Please list the names of others who will be collaborating on this program review:**

4. **How does the program contribute to the fulfillment of the College mission?**  
   *(Click here for the College mission statement)*

   The Marketing/Communications Department contributes to the college mission by providing clear and accurate information to prospective and current students the public and staff detailing different programs and opportunities available at the college. Marketing staff coordinate with members of the Student Services and Instruct staff to distribute and market/advertise the services the college offers. Interaction with the college webmaster District I.S. Portal support staff and other staff and departments is ongoing in our efforts to collect and distribute important information.

5. **Explain the relationship of the program to its primary constituencies (internal and external clients):**

   The Marketing/Communications Department serves primarily the President's Office but is key to attracting students to the Instructional group and distributing vital information from Student Services. Students staff faculty and administrators expect the department to provide services. Services include enrollment marketing --- getting students to attend WVC. Marketing also serves internal messaging getting info out to students send from a variety of departments that relate to deadlines events news announcements messaging etc.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
A measurement of success for a marketing team is to see improved awareness/sales of the product being promoted. In our case enrollment numbers would be the defining factor. We've seen a dip in enrollment the last few years. Internal forces like staffing levels and limited fiscal resources in the marketing department class scheduling and cancellations have contributed to lower enrollment. Enrollment is cyclical dependent on economy unemployment funding tuition costs population fluctuations etc. These external factors can lead to heavy enrollment despite zero marketing efforts vs. lower enrollment despite heavy marketing efforts depending on the external factors in play. With the augmentation to our general budget due to the switch to Basic Aid more funds have been allocated for marketing efforts and we've increased our advertising reach in traditional areas (radio targeted newspaper ads mailers) and online (Google AdWords Pandora ads). The District and College also need to dedicate consistent funds to marketing efforts. Funding can't be cut off when enrollment is good and then kickstarted when enrollment is down. We need consistent marketing funds to continue to raise brand awareness; outreach to K-12 specifically high schools; and staffing support to keep up with the numerous ways the marketing department reaches out to the community.

**Closing the Loop**

Refer to your last program review submission (Click here to open your last program review submission).

7. **What progress has been made in implementing proposed actions and/or objectives described in your past program review?**

Through the actions of the President's office the role of the Marketing/Communications Department has been more clearly defined. Hiring a full-time Marketing/Communications Director and assigning full-time staff to work in the department has improved the efforts of the college in this area. The V.P. of Administrative Services and President have dedicated funds in the regular budget to better support the efforts of the department. Land Corp funds have also been assigned to each college to improve marketing efforts. Efforts are underway to consolidate all marketing staff into one space providing a more collaborative work space. Included will be graphics digital media webmaster marketing and printing staff. This move will be complete by the end of Fall 2015. We continue to explore and improve methods of communicating our marketing message to prospective students their parents and the community. Additional funding has allowed us to step up our web presence using Google AdWords as our primary advertising medium. We take advantage of Google Analytics to identify likely students and narrow our search fields to specific keywords in our demographic. Students who go online and search Google for a "community college" or "Fall classes" or "transfer to CSU" will see our targeted ads. Clicking on one of our ads will take the prospective student or parent to our admissions page or...
transfer page providing further information. We've stepped up our presence on radio stations by advertising on the top rated stations for our demographic. We've also explored advertising on Pandora.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

We are still in a growing phase for the department. To help us proceed from a base level we conducted a survey last year to see how students perceived the college and to determine their preferred method of information delivery. Conclusions were surprising. Students still prefer to receive information via mail delivery to their home or via email. Texting is not the preferred method of content delivery. Another critical piece of information is that the number one reason students attend/heard about WVC is via "word of mouth." This information is a reinforcement that we need to provide our students with the best experience while they're here. The website needs to be simple to use with easy to find information; our A&R staff needs to continue to be courteous and attentive; our counselors need to provide accurate and helpful information; and our faculty must provide an excellent learning experience. We can advertise and market to excess but if the word gets out between student's families friends neighbors co workers etc. that WVC is less than stellar then it may be for nought. A similar survey in Fall 2015 is planned.

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

We will continue to evaluate the best methods for delivery of marketing material perform outreach to high school students and their parents interact with prospective students on campus and to provide more examples of content marketing where the college and achievements of our students tell our story in addition to traditional advertising methods. We will continue to seek better visibility in the community by improving relations with local media. We will increase the distribution of press releases and media alerts to announce important news and events.

Learning Outcomes

10. Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

No

11. If no, please explain:
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

The Marketing/Communications department goal is to spread the word about all the positive opportunities available to our students. By helping students find out about WVC and its programs our excellent faculty rewarding career programs outstanding student development and support programs we have opened the door for our students' academic growth. We held a successful Open House last spring where hundreds of prospective students and their families came to West Valley met faculty attended mock classrooms settings and lectures and toured the campus. The highlight of the event was the participation of dozens of faculty members who volunteered in droves eagerly setup their info tables engaged with the students and parents and gave interesting classroom demonstrations or lectures. The energy and positive vibes were contagious. This was our first full open house in many years and the efforts of the faculty along with members of the marketing committee deserve full credit for its success.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

We will continue our outreach efforts expand the high school visits to our campus (once we get them here they usually like it and want to attend) improve our online advertising and assessment by using survey data and evaluate available analytics to determine the best methodology. We will continue to explore and tweak new ways to reach our prospective and current students to get them to enroll/persist. We will strengthen our external marketing efforts and our outward brand by redesigning the college website feature our unique programs that differentiate us from our competitors highlight our transfer and general ed. opportunities brag about our excellent faculty and flaunt our beautiful campus.

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

A realistic look at staffing levels needs to be made to determine additional staffing needs. Given this institution's reluctance to add additional full-time classified staff hiring consultants and agencies to assist in the marketing efforts of the college should be explored and funded. A budget submitted to the President and V.P. of Admin. Services indicated the need for a $250K marketing budget to achieve and implement a robust marketing campaign and to rival what our competitors are spending. The
hiring of consultants for writing ad campaign design graphics website redesign were included in the proposed budget.

Conclusions

15. Describe any notable accomplishments since the last program review:

We have hired more student interns to help with marketing and graphics efforts. They have added online listings at various websites to our list of communication methods. We are planning and moving soon to a new space where all marketing team members will be located creating a collaborative work area where team members with various skills can support each other. Additional funding has helped us increase our online advertising and now we are promoting late start classes well past our normal advertising deadline date. We just completed our second student marketing survey with more revealing data. The survey helps reconfirm what we are already doing e.g. emails and direct mail to students continued printing of the class schedule updating the college website to be mobile friendly use of the Portal homepage and social media to get info out to current students to name a few.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

We’ve come a long way in the two years since the marketing department was reformed but we have a long way to go and room for improvement. We are actively promoting different departments and programs providing targeted advertising to specific populations (example: ESL - advertising in several ethnic newspapers). But there are many more programs and services that need more marketing attention. Performance based programs like Theater and Music need help bringing in new students and promoting their events. The Art Dept. offers a variety of skills taught by great faculty but their enrollment numbers are down. PE and Dance have the same issue. We need to work with faculty/staff to help them help us promote their program. The new Cilker School of Art and Design will consolidate many great programs and a goal is to make WVC a well known destination for students who want to study one of the programs there. We will work closely with the new Dean of the CSAD to accomplish that. Redesigning the website will be a large project with feedback coming from across the campus and the end result will be an easier to use attractive mobile friendly site. Challenges include the massive need to market all departments to boost our brand in the community and improve marketing efforts using student workers and a limited permanent staff. Luckily our college is full of dedicated faculty and staff great academic and personal opportunities and is based on a beautiful park-like campus. We need to convince more people that we have all the components to provide an excellent college experience.
17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

October 5 2015
PROGRAM REVIEW
2014 – 2015

FOR

Office of Instruction

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/3/2015 6:53:10 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**

   Office of Instruction

2. **Who is the primary contact person for this program review?**

   Kuni Hay Vice President of Instruction

3. **Please list the names of others who will be collaborating on this program review:**

   Following staff are part of the Office of Instruction; Stephanie Kashima (Dean of Instruction) Brad Weisberg (Interim Dean of Career Programs and Workforce Development) Miqueas Dial (Research Analyst) Lisa Kaas (Faculty Coordinator for Distance Learning) Lynn Kelly (Administrative Analyst - Instruction) Max Gult (Instructional Technologist) Sonia McVey (Executive Assistant)

4. **How does the program contribute to the fulfillment of the College mission?**

   (Click here for the College mission statement)

   Office of Instruction oversees all matters that are academic and instructional including all faculty courses programs and curriculum and instruction related matters. In addition Office of Instruction or the Vice President of Instruction oversees and responsible for all Instructional Effectiveness related functions of the college; Accreditation Integrated Planning and Resource Allocation Student Success Team state and federal compliance matters that assures College's viability and health as an educational organization. The office also oversees college's enrollment management process and responsible for course schedule and catalog publications. In addition the office ensures that all required institutional reports are submitted in a timely fashion both to the state federal and any external agencies that require. Given its overall roles and responsibilities of the Office of Instruction and its staff's work to fulfill them the Office of Instruction contributes to deliver quality instruction teaching and learning foundation faculty and staff support and setting high academic and educational standard that support the success of all students who go through their educational pathways at WVC to reach their transfer and career goals.
5. Explain the relationship of the program to its primary constituencies (internal and external clients):

Office of Instruction have multiple opportunities to provide support and collaborative relationship with participatory governance groups and programs (below are within WVC): Academic Senate Division Chairs Council Performance Goals Committee Curriculum Committee Student Success Team Integrated Planning Team (coordination of SLAPEC SLO/A PR and BRAC process) Administrative Services Student Services Distance Education Committee Instructional Technology President's office College council Classified Senate Load committee Integrated Planning team Associate Students Technology Committee

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

Office of Instruction is in many aspects a clearing house of all state and federal legislative initiatives mandates and federal regulations that directly affects the college's instructional curriculum and faculty matters. Accreditation standards also influence all parts of the college's operation and practice. Office of Instruction under the direction of the Vice President of Instruction constantly receives analyzes and operationalizes title 5 regulations curriculum Accreditation and other external influences through the participatory governance process to ensure that how we deliver and operate instructional and curriculum matters are in compliance. In the area of CTE programs industry advisory committees are a requirement for each CTE program which is also ensured by the Office of Instruction to have them with necessary support given to the programs. Title 5 California Education Code State legislative mandates California Community College Chancellor's office policies and regulations on curriculum and instruction student accounting manual datamart Management Information systems (MIS) Distance Education regulations and enrollment reports (320) Accreditation Commission for Junior and Community Colleges (ACCJC) are some of the major external influences that directly impact our college

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

During 2014-2015 tremendous amount of steady progress has bee made in many of the areas that are directory addressing goals and objectives set the previous year in the
Program Review. As was the 2013-2014 year Accomplishments and progress made by the Office of Instruction equals the accomplishments made by the college. Many contributions were made by faculty staff students and administrators and participatory governance committees and constituency groups to achieve them. Below are summary of high-level achievements made: 1. To address WVC's "warning" status resulted by the 2014 Accreditation Self-Study Vice President of Instruction who is also the college’s Accreditation Liaison Officer (ALO) led the process along with the faculty ALO to respond to 8 specific recommendations. All 8 recommendations were successfully addressed in the WVC Accreditation Follow Up Report which was submitted to ACCJC on March 10 2015. http://westvalley.edu/committees/Accreditation/accjc-overview.html Specific institutional accomplishments made in time for this report and upcoming Team visit on April 16 2015 are the following: 1. Substantive Change proposal was submitted in May 2014 and approved in November 2014 2. Program Review and SLO/A committees merged and created a Student Learning and Program Effective committee (SLEAPEC) led by a faculty coordinator beginning in fall 2014. This resulted in further streamlining of the college's integrated planning and resource allocation process where the SLO/A information provided to the Program Review and PR information is directly informing the needs for resource allocation. The deadlines were modified to give BRAC more time for careful and transparent review for 15-16 resource allocation process 3. BRAC assessed their first year process (2013-2014) as a group made improvements and applied for 14-15 academic year (process summarized in the Accreditation Follow up report recommendation 3) 4. Technology plan was developed for the college and the district and both entities reinstated required committees: Technology Advisory Committee (TAC) and District Information Systems and Advisory Committee (DISPAC) where joint regularly scheduled meetings were held to ensure coordination of services on the college and at the district level (Recommendation 7) 5. Office of Instruction staff worked diligently with the department and division chairs to ensure that all faculty evaluations (tenure-track regular faculty and associate faculty) for the fall 2014 were completed. All were completed in a timely fashion and tracked and reported in recommendation 5 of the report. 6. With the implementation of SPAPEC Student Learning Outcome and Assessment part of the team did a tremendous work to ensure that all SLOs that are included in the currently active approved courses were assessed. The team further ensured that the assessment conversations are meaningful and helpful in making improvements so as to increase student success (recommendation 4) Per the recommendation the college developed SLO/A for the NC course and they are indicated in the schedule (Web) 7. Student Success Team along with the SLEAPEC in conjunction with the Integrated Planning team created a very initial step of the 3 year Institutional Benchmarking process that is in alignment with the WVC's 2014-2015 goal #2 Decrease achievement gap of Latino and African American students and continue to further develop this process for the subsequent years (recommendation 2) 8. To ensure that WVC keeps the required cycle of 5 years for the Educational and Facilities Master Plan (EFMP) the college identified consultants and began the process in early spring 2015 and plans to complete its Educational planning process by the end of the semester which will then inform the Facility's master plan based on
the information (recommendation 8). 3. Curriculum committee continued to make steady improvements in its process knowledge on overall curriculum and changes in multiple regulations. Sent the largest number of faculty staff and administrators to the July 2014 Curriculum Institute. Curriculum Leadership team was created where key and critical information is discussed problems are solved and research are done on behalf of the faculty and curriculum committee. In addition this team welcomes any faculty who wish to discuss curriculum course and program related matters so as to provide its expertise and support to them. Curriculum alignment project continued and it is at the tail end of long and challenging project. Once curriculum information is cleaned up in datatel (last project) schedule roll over for schedule development will be a clean process with the clean data. 4. College researcher was hired who is well qualified with both the research and computer-systems background. 5. PGC and DCC group continued to make much improvement and progress in the way they conduct business manage enrollment and moving towards the direction of identifying further clarifying roles and responsibilities of affiliated committees that overlap their work. Retreat is scheduled for April 24 2015. 6. WVC is placed as number 1 with the amount of ADT options available to students in northern California (22) and number 2 in the state. 7. The college began developing NC courses that the surrounding community has been requesting. This process will be widely discussed through the relevant participatory governance process as the AB 86 adult education framework changed and responsibilities rely on community colleges. 8. Office of Instruction instituted "registration" process in almost all outreach open house and special group activities. 9. Office of Instruction developed and executed a year-long New Faculty Academy starting in fall 2014 where first and second year faculty were invited and engaged in workshops and discussion regarding: Student's Right to know and responding to challenging students Getting to know our community visiting Campbell Center and Leigh High school Managing classroom. Distance Education at WVC thus far. One more topic is coming up I late April or early May 2015 = Participatory Governance at WVC as these faculty have been shadowing current faculty to visit various participatory governance committees for their future reference.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

All outcomes described as "progress made" "accomplishments" "improvements" above are the direct results of careful and thoughtful assessment and evaluation conducted. All changes made upon assessment and evaluation of each point above brought positive changes and outcomes.

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Refocusing of some of the goals: 1. Accreditation reaffirmation in June 2015 upon visit on April 16 2015 2. Obtaining processing and disseminating new Accreditation standards for fall 2015 3. Identify direction of WVC programs per the EFMP and
participatory governance retreat 4. Continue to move forward with the institutional benchmarking process in conjunction with the state’s Institutional Effectiveness and Program Initiative (IEPI) 5. Continue to move toward instituting NC courses (with consultation process as described above) so that we can serve communities that we have not served in the past. Increase collaboration and partnership with many diverse communities around WVC 6. Continue to collaborate with the rest of the college community to actively engage in the outreach and marketing process.

**Learning Outcomes**

10. Check the Master Program Review and Assessment Schedule by [clicking here](#).

Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. If no, please explain:

12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

Students are able to choose a new pathway through ADT route to transfer into CSUs with guarantee seats. Due to the massive clean up of the curriculum program and DE course offerings where we have a master list students are able to use Degree Audit with accurate information. With the clean Curriculum information students are able to obtain accurate educational plans.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

See box 7 and 9 for responses (included there)

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

1. Clarify Institutional Benchmarking process for the college so that we will have a target to achieve on the course program and institutional level to ensure that student success is measured 2. District’s IS system and report accuracy and access
communication with students and overall coordination with the college need major improvement. Provide professional development for faculty in the area of data-driven decision making as relates to the benchmarking process. Provide professional development activities around Teaching and Learning that leads to student success etc.

Conclusions

15. Describe any notable accomplishments since the last program review:

Please see #7 - all accomplishments since the last program review are listed there.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Office of Instruction has done a tremendous work on behalf of the college which are relected in responses above. The strength of our extremely lean team with the size of our college (10 518 unduplicated headcount enrollment in degree applicable credit courses)is that each individual who work in this office go over and above in providing services executing tasks and projects and dedicated to work on challenging and difficult issues people problems and inherited structural fraud. I appreciate each one of their contribution and choice to engage in our work this way. Our team also has an open attitude to constantly learn new information critically think and digest them and identify the best possible way to implement for the college. The team also commits to ongoing growth professionally which helps the college move forward in a forward thinking and with high standard. The challenge for the Office of Instruction is the lack of Dean level administrative support classified position in Administrative Analyst - Curriculum (new job description has been submitted to HR last year).

17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

4/3/2015
PROGRAM REVIEW
2014 – 2015

FOR

Professional Development

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/30/2015 12:30:47 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?

   Professional Development

2. Who is the primary contact person for this program review?

   Michelle Francis

3. Please list the names of others who will be collaborating on this program review:

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)

   Quality professional development contributes to quality teaching and learning. It is tied to helping students along their pathways to academic and transfer success.

5. Explain the relationship of the program to its primary constituencies (internal and external clients):

   Academic Senate Classified Senate Cabinet

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

   SB 2558 is the new bill that is placing the focus of the Chancellor's office on Professional Development. We will shortly have to report on our professional development activities of ALL faculty staff and administration.

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).
7. **What progress has been made in implementing proposed actions and/or objectives described in your past program review?**

We continue to work with Classified Senate on the content of Fall and Spring FLEX day. We have chosen to offer an "All College Morning" and a Faculty FLEX afternoon along with a Classified FLEX day later on in the semester. This meets the needs of Classified. We offered one On Course Workshop in January 2015 and will offer the second On Course Workshop in August 2015. We have partnered with Student Success to offer Courageous Conversations discussions. We will continue to work with that committee and with the Global Citizenship committee.

8. **Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?**

Faculty were super complimentary about the On Course Workshop. They found it a valuable use of their time. We also surveyed the college community about the Spring Flex day and as a result will offer some of the same sessions in the Fall 2015 FLEX day.

9. **Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:**

We need to dig deep into AB 2558. We need to have the structure in place so that when the funding comes up we are ready. We are currently examining our "charge" and mission to have them accurately reflect our composition. We are working with District HR to develop a structure of Professional Development that will serve ALL faculty staff and administration.

**Learning Outcomes**

10. **Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?**

    No

11. **If no, please explain:**

    We survey our FLEX days but we will be sending out a needs-assessment in the early fall to evaluate what faculty staff AND administration are looking for in terms of professional development.
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

We need to partner with the District to identify a plan (we must actively create a PLAN for professional development.

Conclusions

15. Describe any notable accomplishments since the last program review:

2 On Course workshops On Course Sharing Sessions 2 FLEX days New FLEX day structure. Beginning stages of Plan for Professional Development

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

WE need to draw many groups together. It will be an exciting challenge

17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

April 30 2015
PROGRAM REVIEW
2014 – 2015

FOR

Student Services

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 4/14/2015 11:06:09 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?
   Student Services

2. Who is the primary contact person for this program review?
   Victoria hindes

3. Please list the names of others who will be collaborating on this program review:

4. How does the program contribute to the fulfillment of the College mission?
   (Click here for the College mission statement)

Student Services supports students along their pathways to reach transfer and career goals in an environment of academic excellence by providing a wide array of services that can be accessed in person or online. Student Services encompasses a large portion of the college's operational responsibilities including admissions registration records outreach counseling orientation transfer financial aid health services Campus Center Student Development special programs such as Middle College; Puente SUCCESS; TRiO; DESP; Veterans International Program and student discipline/judicial affairs. It's gateway services (Admissions & Records Assessment Orientation Counseling and Financial Aid) are the core services for students to help them through their pathway from the beginning of their academic journey through completion. Student Services follows a thematic based on our mission statement and it is "Destination Graduation and Completion." Student Services supports the college's degree programs as well as the college's Career Technical Education (CTE) programs. We offer a broad range of services to ensure that students are able to navigate the way through their first year and beyond. Student Services is not only guided by the College Mission Statement but also by the Student Services Mission statement which was developed in 2012 in tandem with the guiding principles.

5. Explain the relationship of the program to its primary constituencies (internal and external clients):
Student Services Council reports to College Council directly. We also rely on the Student Success Committee, the Student Senate, the Academic Senate, the Classified Senate, and the PGC/DCC.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

Student Services is primarily supported by categorical (non-fund 100) funds as well as grants, student-based fees, and other revenue generating funding. Most of our programs require advisory boards mandated by Title 5. Because Student Services must follow many state and federal directives and legislation, we have very complex requirements for federal and state reporting. The categorical funding formula is also quite complex. The funding formula is performance-based and service-based. Categorical Programs including the 3SP (formerly Matriculation) financial aid, A&R Campus Center, as well as the TRiO EOPS and DESP Programs, also have strict audit regulations. Additionally, with SB 1456, the Student Success Act, it requires student services to provide mandatory assessment orientation and educational planning to all new non-exempt students. Students must complete these requirements by the end of their first-year in college. The implementation of SB 1456 is quite complex at it requires District IS and both colleges' participation. New policies and procedures also needed to be developed. Timelines and benchmarks were also established to help the college gauge its progress toward full implementation. The new mandated Student Equity directives require us to develop and implement an institutional Student Equity Plan. The Plan also guides Student Services in fulfillment of the College mission by collaborating with faculty across the discipline to ensure that the institution addresses the 5 required success indicators. In Oct. 2014 the federal mandate “Campus SaVE Act” now requires all institutions of higher education to provide training to staff and students about violence against women and campus safety. It also requires us to ensure that we provide all forms of communication about this to new and continuing students, which also includes redesigning orientation curriculum and integrating the information in our New Student Convocation curriculum.

**Closing the Loop**

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

We have implemented the Core three services as defined in our last program review with regards to the implementation of SB 1456. Since we implemented ACCUPLACER the computerized assessment we have tracked the number of
students assessed compared to the paper and pencil test. Because enrollment is down it is hard to gauge if we are increasing the number of students served and we would need to track this further for next year. We also completed revising and updating District Board Policies pertaining to the changes in Title 5 and federal requirements. This is collaborative effort shared with Mission College and the District and because of this it is quite a complex process. As revisions are made to Title 5 we will continue to revise the Board Policies and Administrative Procedures. We also completed and submitted on time the state-required Student Success and Support Program (3SP) Plan as well as the Student Equity Plan. As of Oct. 1 2014 we complied with the federal mandate to implement the Campus SaVE Act and we continue to provide ongoing training to staff and faculty. Within the Counseling and 3SP components of Student Services we developed and tested the electronic edplan through our partner entity with Mission (the K-16 Bridge Program). We updated all our SARS codes and MIS reporting to align with the state requirements. We established the college’s enrollment priorities protocols within the District's ERP system (Colleague) as well as developed the administrative procedures. We also developed more online services for students such as the new online pre-requisite forms and challenge forms that students can submit online instead of coming to campus to complete these forms and submit them to counseling. We also implemented E-SARS scheduling of appointments allowing students to sign up for assessment online and schedule appointments for counseling. Students are now also able to receive their Assessment/placement scores instantly or as soon as they complete the assessment test and email is sent to them and they can view their scores. After trial and effort we also were able to sync ACCUPLACER with Colleague (Datatel) so that scores populate into the system without a manual ?work-around.? Lastly but a tremendous accomplishment working with IS students who apply to WVC through the Open CCCApply process now receive notification every two hours instead of the 24-72 hours in the past.

8. **Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?**

This just occurred this year but in fall we will evaluate this. We will administer the Point of Service Survey which is typically done in the fall. However for the Campus SaVE Act we implemented an online survey as well as a paper survey. It was intended to be a pre-post survey. 278 students completed the paper survey during the New Student Convocation last fall yielding a 52.9% response rate among students attending the New Student Convocation. Approximately 200 students completed the online survey. The results indicated that the vast majority of respondents 90% did not know anything about the Campus SaVE Act and did not know the "safety checklist." 96.3% of the students felt they now have a better understanding of the Campus SaVE Act and the purpose and that they found the safety checklist useful. 90% of the students said they would refer a friend or family to utilize the online "training." We have collected 4 years of data on our New Student Convocation. Participants are tracked through the end of their first semester after attending Convocation. The results indicate the following: A high rate of participation with 300-500 students
attending each fall. ? Last fall 750 students attended. ? A high retention rate among participants with an average of 90.4% of participants completing their first semester with at least 9 units or more. ? 90.2% of all participants persisted and enrolled in at least 9 units the following spring term. ? Of those who enrolled in at least 9 units 89.4% completed the spring semester. ? A high rate of follow-up (check-ins?) responses (79% of Convocation students respond to follow up activities) ? The student follow-up survey indicated that the vast majority (85%) stated that West Valley College meets or exceeds their expectations ? An overall 94.2% said they are very satisfied with the New Student Convocation.

9. **Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:**

The state has not yet indicated if it will require a Student Equity Plan and a Student Success Plan every year. If this becomes a requirement again we will need to include it in our goals.

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**Learning Outcomes**

10. **Check the Master Program Review and Assessment Schedule by clicking here.**

Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. **If no, please explain:**

All student services service areas have completed their SLO and assessments

12. **How have the program’s assessments produced a positive impact for student success? Please share your success stories.**

Each Student Services department have numerous success stories including how financial aid has helped them all the way to how our special programs have contributed vastly to their success and completion. Recently we nominated one of our students to become part of the statewide "I can afford College campaign. She is an outstanding representative. She is a single mom and extremely hardworking—juggling work school and family. Recently she met with California Assembly members Evan Low Kansen Chu and Senator Jim Beall to talk about Assembly Bill 86. She was also invited by Evan Low to attend a Women’s History Month Celebration on March 30 along with our Board of Trustee Member Adrienne Grey and was introduced to State Controller Betty T. Yee. .
13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

Continue to improve online process for students. Review our hours of operations. We are currently doing a study this semester to discover what hours the students utilize in-person/on-site services. We will also improve communications to students by working on the appropriate "messaging" and ensuring consistent information.

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

Improve technology support to student services. IS has such limited staffing and many critical technology needs are not addressed.

Conclusions

15. Describe any notable accomplishments since the last program review:

Our New Student Convocation received the State-wide Student Success Award last year. West Valley was one of only 2 awards given (one to represent southern California colleges; one to represent northern California colleges). We also completed the Accreditation process with flying colors and did not receive any recommendations. Consequently Student Services did not have to report on any findings for this upcoming progress site visit.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

We are a cohesive and energetic half of the campus community. Accomplish goals over and above the call of duty often putting in hours beyond 5 p.m. The student services team functions as a team. Our challenges are that we have so many mandates and compliance requirements across student services that are constantly changing or being updated at the state and federal level that it is difficult to keep up the pace. Staffing is always very limited. Student Services always has to find funds through non-fund 100 or through categorical funds to hire or rehire vacated positions. The Vice President of Student Services has not had a full dean since 2012. In years past SS had 2 deans. Recently the college approved the hiring of a Dean of Student Services so this will be a tremendous help.
17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

Work Experience

SELF-STUDY SURVEY
ADMINISTRATIVE UPDATE

Submitted on: 6/19/2015 4:13:48 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**
   
   Work Experience

2. **Who is the primary contact person for this program review?**
   
   Brad Weisberg

3. **Please list the names of others who will be collaborating on this program review:**
   
   Heidi Hughes

4. **How does the program contribute to the fulfillment of the College mission?**
   
   (Click here for the College mission statement)

   The Work Experience Program offers two General work Experience courses in 2 and 3 units as well as three Occupational Work Experience courses in 2, 3 and 4 units. These courses are intended to support students along their pathways to reach career goals. Occupational Work Experience courses involve supervised employment of students in positions which are related to their selected field of study thereby extending the learning experiences of the classroom to the field. General Work Experience courses involve the supervised employment of students in positions which will develop the students' general job skills vocational awareness and understanding of the requirements for successful employment.

5. **Explain the relationship of the program to its primary constituencies (internal and external clients):**

   Our program provides students with real world experiences in a safe environment of discovery and experimentation. Students are engaged in real problem solving that requires them to think critically and dynamically about their field of interest. It also provides the employers an opportunity to discuss the work habits of one of their employees with an outside party (the faculty member).
6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

The job market is the key when considering this program. When students have jobs our enrollment climbs. When the job market is low our enrollment drops. But more to the point the inability to repeat classes has hurt our program. Students can claim up to 16 units of work experience if it is vocational but only 8 per year. In the past this was not the case and students would repeat the course several times giving us large enrollment numbers.

Closing the Loop

Refer to your last program review submission (Click here to open your last program review submission).

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

No proposed actions were listed in last year’s program review so I have no way to answer this question.

8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

NA

9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

No modifications to any of our goals are being planned at this time

Learning Outcomes

10. Check the Master Program Review and Assessment Schedule by clicking here. Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?

Yes

11. If no, please explain:
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

Allowing students to claim college credit for going to work is huge. The majority of our students hold jobs. This gives them incentive to continue their education and helps them realize their educational goals sooner.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

We have been actively making changes to the program so students will have no reason not to enroll. For example we have created a night drop box so students can turn in paperwork time cards etc. any time of the day or night. We have littered the campus with signs pointing students in our direction. This has increased student inquiries and we are hoping that will lead to increased enrollment.

14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

What this program needs is new instructional talent. The faculty member who is the last one standing (the other instructor retired this year) has been the sole faculty member for years. She does a fine job and we don’t want to loose her but she can’t do it alone. This is not so much an institutional change but a program need. This will increase our student success by having more guidance available for them.

Conclusions

15. Describe any notable accomplishments since the last program review:

During the 2014 - 2015 Academic Year nearly 70 students met the requirements and earned units under the Work Experience Program.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The Work Experience Program provides a vital service to the college community in terms of assisting students in developing occupational awareness and in providing supportive help to complete programs and obtain job skills. Work Experience courses
involve the supervised employment of students in positions which will develop the students' general job skills vocational awareness and understanding of the requirements for successful employment. Students are able to develop life-long job skills that will help them be successful in future employment. The program has shrunk because students can no longer repeat the classes. The interpretation of the regulations concerning Work Experience repeatability is not consistent throughout the state. West Valley's program has been devastated by this limitation.

17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):

6/19/2015