PROGRAM REVIEW
2014 – 2015
SUBMISSIONS

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

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

Accounting
Anthropology
Architecture
Art
Biology
Business Administration and Real Estate
Chemistry
Child Studies Department
Communication Studies
Computer Applications
Computer Information Systems
Counseling Department - Instructional
Court Reporting & Related Technologies
Digital Media/Internet Services
Disability and Educational Support Program
Engineering
English as a Second Language (ESL)
English Department
Fashion Design and Apparel Technology
Health Care Technologies
Humanities
Interior Design
Library Skills ? Curriculum
Mathematics
Music Department
Paralegal Program
Park Management and Geospatial Technology
Philosophy
Photography
Physical Education
Physical Science
Political Science
Psychology
Reading
Sociology
Theatre Arts
Women and Gender Studies
World Languages
General

1. What is the name of your program?

   Accounting

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

   Jim Henderson

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

   Randy Castello and Nancy Ghodrat

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

   The accounting program contributes to the fulfillment of the College’s mission by (1) preparing those students majoring in accounting or business to transfer to a 4-year institution by providing academic instruction in the principles of accounting and (2) providing those students looking for work skills in accounting with vocational training through a certificate program (accounting clerk).

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

   According to Education Code CTE programs must be updated every 2 years. The business ADT requirements affect our transfer courses as do accounting software changes CPA regulation changes changes to generally accepted accounting principles enacted by the SEC and FASB external legislative requirements such as the Sarbenes-Oxley Act and Public Company Oversight Board under the umbrella of the SEC and changes at the 4-year education institutions that affect the transferability of our courses.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at
6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

The Program Overview and Occupation Overview for Accounting in Santa Clara County prepared by EMSI and provided by Miqueas Dial estimates a 15.2% increase in accounting jobs for the next decade. The job market is substantial with 20,480 jobs. The County will grow faster than the nation at 11.8%. All occupations are growing except tax examiners, collectors, and revenue agents with the greatest growth being in professional accountants and auditors at 16% and credit analysts at 18%. Wages are in the 75th percentile. Students are able to earn our accounting clerk certificate which provides training to be an accounting clerk and we will be looking into developing a certificate that would address the credit analyst void (something we planned to do this year but did not). We plan to do this during the fall 15 semester. According to the State of California Employment Development (EDD) "There are several paths to qualify for the job of accountant in California. Employers almost always require applicants to have a bachelor's degree with a major in accounting or a related field." A degree in accounting requires the candidate to take and pass many upper division accounting courses available only at 4-year institutions. We offer the 2 lower division accounting courses (Financial and Managerial) required of all accounting and business majors. These 2 courses are articulated with and transfer to the two UC's with undergraduate business programs (Berkeley and Riverside). They are also required of all students wishing to earn the Business ADT. These two courses also help fulfill the education requirement for the California CPA exam. Both courses have undergone recent curriculum upgrade so that the will comply with the State CID's.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

Yes nearly all community colleges have an accounting program similar to West Valley's at least in terms of our transfer courses. Locally Foothill DeAnza Evergreen San Jose City and Mission all have similar programs.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:
There is no associate's degree in accounting offered at West Valley which means completions will not always be visible. Accounting 10 and 11 must be taken by the student to earn the business ADT which we are told is the most popular CTE degree awarded at West Valley. We do offer the "Accounting Clerk Certificate". This certificate is relevant as supported by the program and occupational reviews cited in the answer to question 6 in this review. Last year we noted the lack of certificate earners and our commitment to increase the number of certificate completers. Our efforts were rewarded with 7 completers during the spring 14 semester bringing the total to 17 for the period fall 11 to summer 14. While not at the level we would like this is progress and we will continue to promote the certificate and will make the certificate more earnable by combining the Accounting 60A and 60B courses into one course as committed during the 2014 program review. This curriculum change has been launched and will be reviewed with the curriculum committee during the current semester. Targeted implementation is fall 16. We re-commit the review of a potential certificate to support the demand for credit analysts. Again something we will do during the fall 15 semester.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Accounting classroom BU 9 has been upgraded using Perkins funds so that it has the capacity to handle a technology based curriculum to facilitate student learning. BU 9 and BU 10 the two accounting classrooms are now identical. The combination of Accounting 60A and 60B courses has been launched. Curriculum committee review will take place during the spring 15 semester with targeted implementation in fall 16. A new text and software was implemented but this did not prove to be as successful as we anticipated and we will be going back to the prior publisher for the fall 15 and spring 16 semesters. We did not pursue the credit analyst certificate but still believe this to be a worthwhile expenditure of time and will examine this potential opportunity during the fall 15 semester.

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

No evaluation of the facility upgrades has been conducted yet. This is something we need to do but this will probably have to wait until the 15/16 academic year since the upgrade to BU 9 was just completed for the spring 15 semester. Accounting 10 and 11 students will now be taking their course in technologically upgraded classrooms in the business building and Fox Center.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

With all measures of program performance on the uptick we will continue our focus on improving program completions in particular the accounting clerk certificate. We hope to sustain the improvement that was achieved during the 13/14 academic year. The investigation of the credit analyst certificate has slipped to the fall 15 semester. The combination of Accounting 60A and 60B should be effective for the fall 16 semester.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

Students interested in earning a 4-year degree at a CSU in business can complete all lower division requirements including financial and managerial accounting at West Valley and enter as a junior at a CSU guaranteed. Our program serves the needs of these students very well.

Learning Outcomes

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
16. If no, please explain:

N/A

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

The following changes in the curriculum are a result of slo assessments performed. Some faculty are now testing after every 2 chapters instead of 3-4 chapters group work is used more extensively now that in the past particularly in preparation for exams and more time is being spent reviewing for exams. The success of these changes will be evaluated when the next slo assessment is performed at the end of the spring 15 semester.

18. 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)

Curriculum has been modified to comply with State requirements and hold students accountable to learning all financial accounting learning objectives in Accounting 10 and just managerial learning objectives in Accounting 11. So at this point we seem to have addressed any pedagogical issues. The upgrade to our accounting classrooms has improved the learning environment that will enable students to be more successful. In addition more of the curriculum is technology based which should enable success and enable our curriculum to be more “real world”. The most important issue remaining on the table has to do with student equity particularly with African American and Hispanic students. This is more than just a problem in accounting but will be addressed later but suffice to say we will be seeking advice and counsel on this important subject.

19. 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.)

As indicated in this review a number of technology and facilities changes have been made that should have a positive impact on student success. Assessment will be performed at the end of the current spring 15 semester.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.
20. **Identify any differences in student equity in the program.**

   Course completion success rates and GPA are quite a bit lower than the program average for African Americans Asian Indians and Hispanics.

21. **What measurable goals have or will be set by the program to address differences in student equity?**

   Prior to the end of the current semester accounting faculty will meet with student equity experts on campus to determine what we should be doing differently if anything for African American Hispanic and Asian Indian accounting students. We believe this issue goes beyond just the accounting program however we want to understand what specifically we can do to improve completions success and GPA for these ethnic groups.

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

   Same answer as the answer to question number 22.

23. **What institutional support does the program need to implement its strategies to address differences student equity?**

   We need advice and counsel as to what we should be doing differently to reach out to these ethnic groups and will seek support from the counseling department during the spring 15 semester.

**Conclusions**

24. **Describe any notable accomplishments since the last program review:**

   We have upgraded the accounting curriculum to comply with State CID’s. We migrated over to a new textbook and software package intended to improve student success. We have launched the curriculum change which will combine our Accounting 60A and 60B courses into a 1 semester course. We have upgraded the instructional technology in BU 9 one of the accounting classrooms to match that of BU 10 the other classroom. This will enable a more seamless program.

25. **What general conclusion(s) do you draw about your program's strengths and challenges at this time?**
The accounting program is strong. We have 2.5 highly qualified full-time faculty and a pool of highly qualified associates. Our classrooms are state-of-the-art. We use technology extensively in the delivery of our curriculum. Program completions are on the uptick and our flagship courses Accounting 10 and 11 are a component of the business ADT. Enrollments are picking up and labor demand is strong. The biggest challenge we have is more than an accounting program challenge and that is to improve the completion and success rates and GPA for our African American Hispanic and Asian Indian students.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

April 14 2015
PROGRAM REVIEW
2014 – 2015

FOR

Anthropology

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 8:38:23 PM
General

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

   Anthropology

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

   Andrew Kindon

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 Anthropology Program fulfills the following College missions and goals: (1) transfer preparation: five of the six courses currently offered by the program (ANTHR 001 002 003 003H and 004) are fully transferable to UC/CSU and other colleges/universities and the fifth (ANTHR 055) is fully transferable to CSU. Two of the six classes fulfill a mandated lower division requirement for CSU UC and/or AA degree. The Anthropology Program also prepares students for college level courses in terms of critical thinking organization and communication; (2) general education and Lifelong Learning: the Anthropology Program has at its heart the goal of educating students to become more concerned better informed members of their local communities as well as the global society of which we are all increasingly a part. As part of this goal the program encourages the growth of critical thinking skills coupled with advanced written and spoken communication. As a discipline that revolves around the study of human culture Anthropology inevitably leads to greater cultural awareness and understanding on the part of its students. All of these aspects of the program serve to further the College?s mission and goals.

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

   none


**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs](#). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

none

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

**Closing the Loop**

Refer to your last full and up-to-date program review submissions ([Click here to open your last program review submission](#)).

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

The Anthropology Program has continued to strive to attract a more diverse range of students than in the past. We have also addressed enrollment issues largely by reducing the number of courses offered each semester. While this has meant a smaller overall department it has led to significant increases in efficiency for the department. In addition the department chair has begun working to fully supply the Anthropology teaching lab in
preparation for offering lab sections of ANTHR001. Part of the budget request submitted during this review cycle was specifically associated with this last objective.

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

The Anthropology Program and indeed the entire college still has significant room to improve in regard to attracting and retaining a more diverse student population. The implementation of high-impact teaching practices as discussed in the previous program review does not seem to have had an appreciable effect. Based on this the department chair has been actively engaged in marketing the program at every available opportunity. It remains to be seen what effect this will have. Cutting back on course offerings has made a positive difference as both associate faculty and students are happier without the looming threat of class cancellations.

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

The past program goals remain important objectives as does the need to continue to market the discipline as a useful and relevant subject for contemporary students. No significant changes to these objective appear to be warranted.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

Extremely well. All of the "core" courses in the program not only transfer but are typically applicable to Anthropology degrees at all California public universities. In addition ANTHR001 fulfills a physical science requirement for transfer and remains a highly popular course for students across the campus community.
Learning Outcomes

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

16. If no, please explain:

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

One of the realizations that program faculty came to as a result of SLO assessment was that not all of us had the same understanding of some of our own SLOs. This lead to serious and valuable discussion about exactly what we as instructors want our students to learn and how to best achieve those goals. This essentially transformed into sharing best practices. It remains to be seen in the next assessment round whether or not these faculty-level discussions will result in higher student success but it is my expectation that it will do so. As a personal anecdote my own pedagogical delivery has changed quite a bit due to these discussions and I can say for a fact that I am much more conscious of the SLOs when I am in the classroom. This has helped me to focus more time and energy on SLO-related themes and students absolutely have a deeper understanding of that specific content due to this process.

18. 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)

One of the current plans is to hold program-wide faculty discussions about SLOs and related pedagogy on a regular basis. As stated above previous discussions have proven to be both deeply interesting and fruitful in terms of sharing of best practices and insuring that all faculty are fully aware of and teaching the SLOs. Improvements in and additions to the Anthropology teaching lab will also serve to help better address the ANTHR001 SLOs in particular.
19. 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.)

I would like to see more support given to tutorial services on campus as well as more marketing of this resource to students. I often find that students who are struggling in my classes are not really aware of the tutorial center or at least have never thought to make use of it. This would need to include a more active effort to insure that there are qualified tutors available. I believe this would make a significant contribution to student success across the campus.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

In attempting to distill the student equity data related to ethnicity down to statistically meaningful comparisons I focused my analysis primarily on those categories that made up at least 2% or more of the total enrollment for the Anthropology Program. In comparing these groups I was very pleased to see that Course Completion rates were 71% or higher across the board. In fact with the exception of two of the ethnic groups in this sample retention rates were above 84%. This suggests that the Anthropology program is doing extremely well at retaining students. When comparing Course Success rates a quite different picture emerges. In this case three distinct clusters are apparent: African-American and Filipino students have significantly lower success rates (39% and 35% respectively); Mexican/Chicano/Mexican-American “Two Or More” and White students fall in a middle range (57% 56% and 65% respectively); and Chinese and Vietnamese students are at the top of the success ladder (80% and 73% respectively). These differences offer a stark portrait of success rates across ethnicity and clearly show that certain ethnic groups at the college need more support and encouragement. While there are likely many factors that lead to these patterns (including socioeconomic and cultural factors) the Anthropology program and the college in general appears to be failing it its goal to offer a pathway to success for all students. When looking at other Student Equity statistics the patterns seem to be much more consistent. In relation to Age and Gender Completion and Success Rates are very similar across the board with an average of 85% Completion and 62% Success. The only significant divergence from this pattern is with students of 19 years or less. In this particular demographic both Completion and Success Rates are significantly higher likely because this demographic includes Middle College and Dual Enrollment students who by and large tend to be more highly motivated and better prepared for college-level coursework than many of their older peers. Socio-Economic Status and Disability Status appear to have absolutely no affect whatsoever on Course Completion and Success Rates.
21. **What measurable goals have or will be set by the program to address differences in student equity?**

Retention and Success Rates for historically underrepresented demographic groups at the college have been a major concern for the Anthropology Program over the last decade. As attested in the previous Program Review the program chair has spent significant time trying to address this issue. In particular the chair voluntarily participated in a multidisciplinary and intercollegiate learning community from 2012-2014 that was focused on implementing high-impact teaching practices into the classroom in order specifically to increase retention and success rates for students of color. This approach was based on widely cited statistics that suggest high-impact practices are a key way of increasing retention and success. Unfortunately after two years of implementation and collecting data there was no appreciable increase in either retention OR success. Despite this the Anthropology program faculty are devoted to continuing to explore high-impact practices in hopes of encouraging more underrepresented students to remain in our classes and succeed. Specifically we have set a program goal of increasing retention and success rates for African-American students by 5%. While this may seem a rather humble goal it has proven a very difficult challenge to meet.

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

As stated above educational studies suggest that the use of "high-impact" practices in the classroom can significantly increase retention and success rates especially for underrepresented and minority students. The Anthropology program has implemented many high-impact practices including changes to research assignments which require students to include themselves and their own communities as foci of the research. Thus far these changes have shown very little effect. This suggests that program faculty will need to go back to the drawing board and explore additional high-impact practices that may work better. A significant part of this process will include reaching out to Anthropology faculty at other colleges in the Bay Area to see what their experience has been. Discussions of this nature have already begun between West Valley and Foothill.

23. **What institutional support does the program need to implement its strategies to address differences student equity?**

Additional professional growth opportunities specifically focused on student equity and increasing success rates among students of color seem warranted. The new Student Success task force on campus holds a lot of promise and have already done great things to provide resources and encouragement for faculty interested in increasing student equity. I hope that this will continue. Another very important aspect of this issue is the
college's role in marketing to a wider and more diverse population. Students need to feel accepted on the campus and able to find peer groups that can provide support and encouragement. I think the college can do much more to try to build this kind of diverse inclusive campus. I really believe that we will never reach our student equity goals until all students on this campus can look around and see a student body faculty staff and administration that at least to some degree look like themselves.

Conclusions

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

I can't think of any notable accomplishments since the last program review.

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

The Anthropology Program has had to contend with many of the same challenges as every other program on campus. Enrollment has been a particular challenge. The program re-examined historic scheduling practices and had to make some hard decisions resulting in a smaller program with fewer course offerings. However these changes has led to stronger enrollment and higher efficiency numbers than the program has seen in several years. With our relatively new ADT degree in place and the exciting possibility of involvement in a new Global Citizenship certificate program the future of the program appears bright. More than anything else the Anthropology Program is well-situated to provide crucial lessons to students embarking on a myriad number of career pathways in the increasingly complex and global world we inhabit. As the Bay Area workforce becomes more and more diverse and our students are exposed to more and more global issues Anthropology will only become more relevant and necessary.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

April 14 2015
PROGRAM REVIEW
2014 – 2015

FOR

Architecture

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/28/2015 4:45:58 PM
General

1. What is the name of your program?

Architecture

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

Soroush Ghahramani

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)

?Transfer Preparation. Courses and programs which provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree. ?Vocational Technical Education. Courses and career programs which provide skills and knowledge responsive to current needs of business technology and the allied professional fields. ?Economic Development. Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement. ?Student Services. Counseling programs and additional services which: 1. assist students in the matriculation process; 2. facilitate planned selection of programs and courses; 3. lead to transfer and/or career goals; and 4. promote student access, retention and success.

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

State labor market request is a big issue for CTE programs there no statistics available for some programs and those that are available are not accurate. General Education units requirement for a degree completion is too much an architecture major must take 35 units of GE courses to graduate instead of focusing on own major.

CTE Labor Market
Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** [Click here to download the list of programs.](#) If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

According to Bay Area Community College Consortium labor market report for architecture drafters is 208 job replacements for retired or career change drafters and 249 new openings from 2013-2016 for an average of 83 annual openings.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

No there are not.

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**

We are both transfer and vocational program for our students: according to statistics provided by the college the program has released 21 Associate Degrees and Certificates from Fall 2011 to Summer 2014 including 5 A.S. Degrees in Architecture 4 A.S. Degrees in Landscape Architecture 5 Certificates in Architecture 4 Certificates in Landscape Architecture and 3 Certificates in Historic Preservation. Our students are from different category and ethnicity some of them are international architects who moved to U.S. from India Israel Iran Mexico Turkey etc.. and are looking for a job they take some of our vocational courses such as Revit Architecture Advanced Revit Architecture Advanced Rendering: 3D Studio Max Architectural Building Codes Construction Materials and Methods etc.. most of them after completion of these courses will find a job and they leave WVC. Some of them also get their Historic Preservation Certificate or Landscape Architecture. Some of our students hold a Bachelor Degree in a different discipline they take our classes and transfer to Masters program in architecture. We have transferred students to New School of Architecture California College of Arts University of California at Berkeley Cal Poly San Luis Obispo Arizona State Boston Architectural etc.
The Architecture and Landscape architecture professional Licensing process is geared towards Bachelor degrees and in the past many of our transfer students who are eligible for a degree or certificate have not applied for one. We are working as a department to change this and let our students know that the A.S. degree is an important milestone and does help the department when we are evaluated. We are also working hard as a department to remain in contact with our former students and receive feedback from them on the transfer process and issue of getting credit for classes at private and out-of-state universities where the direct articulation cannot be set up. We have also found that the former students are a valuable resource in assisting our current students with in the process of deciding upon which specific school they want to apply to. We try to keep in touch via the department Facebook page along with e-mails.

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission](#)).

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

We have created a foundation account and we already received $2,000 donation for architecture students scholarship. We have joined the Coalition of Community Colleges Architecture Program with full membership that will lead us toward a possible accreditation by National Council of Architectural Registration Boards (NCARB). We displayed students’ model at the WVC art gallery in Sep 2014. Three of our students received AIASCV scholarship in Apr. 2014. We participated to the WVC's March 21 open house by holding a lecture session. We encouraged our students to participate to Cal Poly San Luis Obispo's Design Village competition in fact 4 groups from WVC displayed their projects at the competition. We are creating a transfer degree in architecture in addition to our existing vocational A.S. that requires lot of work and time to match our courses' outcome to similar courses from different State institutions.

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

Enrollments are better than in the past. International architects who have taken our courses and could find a job are marketing our program by encouraging their colleagues and friends to take our classes! We are excited about the result of WVC's Open House outcome for Fall 2015 enrollments.

12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:
Program needs support from administration to revitalize the Landscape Architecture certificate and A.S. Degree. Since the enrollments for landscape courses are low at WVC and classes are canceled or not offered we have proposed to work with Foothill Colleges Horticulture program and use some of their courses similar to ours as part of our curriculum and make this articulation agreement official but unfortunately we have not gotten any concrete support and response from administrators. We keep working on our new transfer degree and articulation with Californian State institutions.

**Curriculum and Articulation**

13. **Are all of the program's course outlines up to date?** (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

   No

14. **If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):**

   we have submitted proposals for all of our certificates degrees and courses since February 2013 and 14 but only few of them are reviewed and approved. The following courses are sitting in Curricunet queue for review and approval: Arch 040 Arch 041 Arch 042 Arch 043 Arch 045 Arch 058 Arch 059 Arch 060 Arch 061 Arch 062 Arch 063 Arch 066 Arch 072 Arch 076 Arch 081 Arch 082 Arch 083 Arch 084

15. **How well do transfer and articulation agreements serve the needs of students in your program?**

   We transfer students to institutions all around the nation. Some of these schools include: Cal Poly San Luis Obispo Cal Poly Pomona UC Berkeley University of Southern California SCI-ARC and California College of the Arts. These are only some Californian institutions students have also transferred to Cornell University Syracuse University Boston Architectural College Pratt Institute University of Cincinnati University of Oregon University of Idaho University of Utah Tulane University and Arizona State as well as others. Some of our alumni are graduate students at Harvard University University of Colombia and many other institutions. Most of our dedicated and talented students transfer to prestigious institutions and often they accept almost all courses they have taken at WVC. Articulation within architecture programs depends on student portfolio creativity and G.P.A. We have established articulation with UC Berkeley Cal Poly San Luis Obispo and California College of Arts as local higher education institutions.
Learning Outcomes

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

16. If no, please explain:

We have assessed all of our courses certificates and degrees for recent accreditation.

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

Students has better understanding of lecture and lab assignments they are more attracted to lecture contents they enjoy the lab hours and overall learning environment they love use of technology and visual media in their classes.

18. 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)

1. Outcome: Communicate effectively and professionally in the architectural environment through proper use of verbal written and graphic techniques. Assessment: Written descriptions and oral presentations: Arch 050 Arch 051 Arch 052 Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses.

2. Outcome: Apply mathematical skills to solve technical problems associated with architectural drawings. Assessment: Assignments exercises and projects: Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses.

3. Outcome: Develop architectural drawings including construction drawings and presentation drawings. Assessment: Small abstract residential and commercial project's design development: Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses.

4. Outcome: Use computer graphics applications associated with architectural projects. Assessment: Use of computer applications for design development of residential and commercial projects: Arch 058 Arch 059 Arch 061 Arch 062 Arch 063 and Arch 066 courses.

5. Outcome: Select construction materials based upon their properties and methods of installation. Assessment: Selection of materials for residential and commercial projects: Arch 050 Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses.


7. Outcome: Apply building codes zoning codes and ADA (Americans with Disabilities Act). Assessment: Residential and commercial design development: Arch 045 Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses.

8. Outcome: Demonstrate creativity
and problem-solving abilities in designing residential and commercial buildings. Assessment: Creative design development of various types of projects: Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses. 9. Outcome: Use standard dimensions for space planning and human occupancy using Architectural Graphic Standards. Assessment: Design development of various types of projects: Arch 056 Arch 061 Arch 062 Arch 063 and Arch 066 courses. 10. Outcome: Identify professional ethical and societal responsibilities including respect for diversity. Assessment: Participation to AIAS (The American Institute of Architects Students) club meetings activities and networking with professional firms. We associate every single course as assessment tool for our Program Learning Outcome and based on this criteria we deactivate or re-activate existing courses or create new ones. Students has better understanding of lecture and lab assignments they are more attracted to lecture contents they enjoy the lab hours and overall learning environment they love use of technology and visual media in their classes. Whenever we have tutorial services available we direct our students and encourage them to use it somehow the current semester we were very disappointed because there were no enough founds for tutors! We provided free access to architectural softwares used in the classroom this is a tremendous help for students can work on their assignments and projects in classroom and at home. We have an excellent demand from different category of students whenever we offer new courses in which students can learn architecture and use the software as a drawing tool. Per instance Introduction to Revit Architecture class is very popular among Architecture Interior Design and professional designers. Our learning environment is currently planned to be remodeled as a part of the renovation of the AAS building. We participated in the planning process and are excited about the shared display space which will provide much more visibility to the rest of AAS and the campus and also provide for exciting cross-discipline interaction between all of AAS. This should improve both our SLO and PLO outcomes for our students.

19. 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 resources our computers are obsolete they cannot handle required software to satisfy our students’ need we are planning to get a 3D printer 3D scanner Laser cut machines for architectural models and new computers for our labs. We need tutors for some of our courses some students are slow on learning and their performance impacts the class setting somehow we encourage strong students help them for extra credits that they really do not need! We attend the AIA National Convention almost every year for professional development currently I attend these type conferences with my own resources but I look forward to more support from my institution.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the
following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Success rate relative to retention rate is 80.68% considering that some students have gotten incomplete for the class and have not yet completed the course then this percentage will be even higher. "One student in one course means one enrollment; one student in five courses means five enrollments". We are confused with this question and the provided statistics! We do not have number of students for each ethnicity to comment on. Are the 170 Course Enrollment Mexican/Chicano/Mex. American 170/5=34 students or are 170 students or 170/3=57? Obviously lower enrollments higher completion rate and higher GPA! Success rate and GPA among Mexican/Chicano/Mex. American Vietnamese Pacific Islander and Korean are lower than other ethnicity.

21. What measurable goals have or will be set by the program to address differences in student equity?

As educators we should treat students on one-on-one basis understand their needs their background and their social status this is possible only by creating a friendly relationship with them most of students are shy and do not reveal their real needs; therefore these things are not measurable and comparable to let you create a formula!

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

We direct students to students services tutoring center and encouraging stronger students help weaker students to catch up. We also encourage them to take basic skill classes.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Once we identify student's weakness we find a tutor for him/her and direct them to the tutoring center we believe that the tutoring services is the most efficient support for our students. Most of students do not know that they qualify for financial aid and they financially straggle and obviously they do not succeed or they succeed with a low grade we should educate them to take advantage of available resources and focus on their studies.
Conclusions

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

We have established an excellent articulation with the New School of Architecture Boston Architectural School and California College of Arts. Two of our courses History of Architecture and History of Modern Architecture are now accepted as GE courses by UC and SCU. Three of our students were scholarship recipients from the American Institute of Architects chapter of Santa Clara Valley scholarship. We displayed students' work at the art gallery. We are working on a transfer degree and articulation. We are the full member of the (CCCAP)

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

The Department is committed to the broad educational mission of the American Community College system which is to offer lower-division academic instruction necessary for transfer students to higher education; to offer skill-related courses necessary to prepare individuals who are in need of an immediate job; and to offer courses that satisfy returning students' demands for career preparation and lifelong learning. The Architecture program is unique within Silicon Valley and offers two programs: the Associate of Science Degree in Architecture and a Certificate in Architecture. The Architecture Department is one of four departments in California that offers a transfer program via an Associate of Science Degree in Landscape Architecture. The Department is committed to the broad educational mission of the American Community College system which is to offer lower-division academic instruction necessary for transfer students to higher education; to offer skill-related courses necessary to prepare individuals who are in need of an immediate job; and to offer courses that satisfy returning students' demands for career preparation and lifelong learning. The Architecture program is unique within Silicon Valley and offers two programs: the Associate of Science Degree in Architecture and a Certificate in Architecture. The Architecture Department is one of four departments in California that offers a transfer program via an Associate of Science Degree in Landscape Architecture. The Department offers also a Certificate program in Landscape Architecture. The Architecture Department is one of two departments in California that offers a Certificate program in Historic Preservation. The architecture program is a strong healthy program that serves the educational training and transfer needs of its students the community and the architectural profession. Strengths of the program include: program reputation strong liaison with the local professional society the Santa Clara Valley American Institute of Architects (AIASCV) an active advisory board quality of instruction quality of classroom technology and most importantly the consistent success of our students in transferring to accredited 5-year and Master's degree programs in Architecture. With only 1 full-time instructor the program is cost-efficient. One challenge is the trend toward declining enrollment. This is tracking with the overall declining enrollment trend of the college as a
whole. The program will be making efforts to increase enrollment in the future through marketing efforts.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/26/2015
PROGRAM REVIEW
2014 – 2015

FOR

Art

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 3:06:21 PM
General

1. What is the name of your program?

Art

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

Heidi Brueckner

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

Kathy Arnold Jason Challas Chris Cryer Mitra Fabian Ron Guzman Cynthia Reiss

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

We strongly believe we meet the statement "the West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence." We have achieved excellence in the following: Transfer Preparation: Courses and programs which provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree. The Art Department has certificates and AA-Transfer and non-Transfer. And now with two AA-Transfer degrees one in Studio Art and the other in Art History we are meeting our students' transfer needs even more directly. We also have one of the only Computer Arts Multimedia AA degrees in the state which assists our students transferring into Animation Arts and related fields. Vocational Technical Education: Courses and career programs which provide skills and knowledge responsive to current needs of business technology and the allied professional fields. Even though our courses do not fall precisely within this category our Computer Arts program and Studio Art programs meet needed skill sets which technology and many professional fields require. General Education: Courses and programs which contribute to the education of an individual including the development of critical thinking written and oral communication skills understanding of and the ability to use quantitative analysis; appreciation of the arts and humanities; and awareness of physical social and behavioral sciences as they affect the individual and interaction with the community and the global society. Our Art History courses each fit into the General Education pattern for IGETC and CSU including courses matching cultural diversity and global education. Our Art Studio courses fit into the General Education requirements for Associate of Arts and Associate of Sciences
programs and also into the Liberal Arts non-transfer degree. The Art department offers multiple e-learning opportunities geared for students on the go and/or working that 40 hour a week position. Each of our classes is designed to promote global and cultural awareness by interlacing assignments and lectures with examples from various parts of the globe and a range of cultures. We currently have two faculty on the Global Citizenship committee one of whom chairs the committee.

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

The Student Success Act steers students who are non-Art majors away from taking our courses as electives. Students' education plans are now regulated to the point which students are discouraged from taking our courses because of time constraints and seemingly more narrowed educational pathways.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

On the draft we were given this question comes after the following question (questions 6 and 7 are switched). We are instructed to not fill this question out on the draft. We are not a CTE program.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

N/A
9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

N/A

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

N/A
2014 – 2015 Program Review

Self-Study

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Progress in previous actions/objectives:

A) Incorporation of STEM to STEAM

We continue to incorporate the STEAM approach (Science Technology Engineering) into our curriculum. In Spring 2013 our faculty participated in various Stem to Steam projects and created documentation. In Fall 2013 semester our art faculty did collaborative projects with Science and Math. For the past 3 years art faculty have been bringing together Art and Science students at our Annual Earth Stewardship Symposium. Courses included and continue to include:
Representational Drawing: project comparing various perspective methods.

- Beginning Drawing: projects relating a science and/or math concept to the artistic concept of transformation; projects relating to random numbers.

- Animation: projects linking art technology and math using equations with animations.

- Physics and Beginning Drawing: teachers created a collaboration using Facebook.

- 2D Design and Color Design: project based on the Albers ipad apps to explore the relativity of color and mixing; linking computer generated art to traditional materials.

- 3D Design: architecturally based project required relative research as well as math and engineering problem solving.

- Ceramics: projects involving research into historical figures and archaeological finds. Resulting sculptures require math and engineering problem solving.

- Past lecturers have included environmental artists Chester Arnold and Lauren DiCioccio.

This year we have artists/scientists from Watershed Sculpture making a presentation on their environmental art installations which aid in restoring suffering watershed ecosystems.

B) Development of Online and Hybrid Studio Art Courses/Integration of Technology

We have been developing online hybrid (campus and online) Studio Art Courses. In Fall 2015 we will offer Art 33A 2-D Design in which the lab portion will be offered exclusively online and only the lecture component on-campus. In Spring 2016 we plan to offer Art 55 Intro. to Computer Art completely online. Once implemented we will be able to ascertain the effectiveness of these courses by comparing enrollments and student success to our on-campus courses.

We also continue to incorporate technology into our on campus studio
courses to attract additional students. This has now been implemented in our 2D Design Color Design and some Beginning Drawing courses. We have found success in this and intend to expand this into other courses as well.

As of March 3, 2014, the Curriculum Committee approved the new outlines/course revisions with the new Distance Education/Hybrid components. However, it may take 1 full year to get this into the catalog and thereby not be able to offer them as hybrid until Fall 2015.

In Fall 2015, we will incorporate 3D Printers into the 3D Design course. All 2D and 3D area courses incorporate technology in terms of information presentation to students. All courses require online research.

Because the curriculum committee is not accepting new courses at the moment, we have put plans on hold to develop the following courses. We hope with the creation of the new School of Art and Design that we will gain support interest and knowhow when we are able to pursue course development again.

We are creating 2-3 introduction classes which will mirror SJ State's courses and will be transferrable to 4 year programs. We presently have 2 faculty willing to assist in this goal.

We hope this course will assist our students transferring to San Jose State and as a result will bring additional students. This course will be a large lecture course and will hopefully increase our efficiency rating.
needed for our AA-T Studio Art. The art department created the courses in curricunet. Curriculum however negated these courses so they were not allowed to go to the State. This is due to new regulations on new courses. We had also planned to purchase a 3D printer for the 3-D area which was to be financed through a grant received from the Saratoga Rotary. However the process was stalled because of custom ordering and advanced payment requirements with the printer company. Upon further investigation it was advised to us to use a college credit card (an existing one from the performing arts technical director is available to us). However a generous and enthusiastic student is donating two new 3D printers. We now plan to use the funding to buy a computer and software to run the printers. We strongly believe this will attract additional students to our 3D area. We hope to finalize this process this semester. We have been combining a few of our drawing classes of various levels to increase our efficiency. Enrollment has improved dramatically in these courses. We also have been experimenting offering courses that are less strongly enrolled at more optimum times. The 3-D program and parts of the 2D program have been suffering from decreasing enrollments. We believe this is due to the state mandated changes of repeatability; a general upturn in the economy; and insufficient buildings facilities and equipment in general. Our enrollments dropped because many students were forced to leave because of the repeatability limit. We are offering fewer sections and cross-listing classes where necessary. We hope for and expect a new cycle of new students who are able to take a "series" or "family" of varying levels of a particular discipline. We also are purchasing some new equipment in the 2D area with BRAC funds received last year. Some of our Art History courses have been unusually low enrolled. We are meeting that challenge with having more late start classes and in some cases offering fewer sections. Late start classes have had generally very high enrollments. E) Upgrade of Equipment and Facilities

D) Increase Department Efficiency

We have been combining a few of our drawing classes of various levels to increase our efficiency. Enrollment has improved dramatically in these courses. We also have been experimenting offering courses that are less strongly enrolled at more optimum times. The 3-D program and parts of the 2D program have been suffering from decreasing enrollments. We believe this is due to the state mandated changes of repeatability; a general upturn in the economy; and insufficient buildings facilities and equipment in general. Our enrollments dropped because many students were forced to leave because of the repeatability limit. We are offering fewer sections and cross-listing classes where necessary. We hope for and expect a new cycle of new students who are able to take a "series" or "family" of varying levels of a particular discipline. We also are purchasing some new equipment in the 2D area with BRAC funds received last year. Some of our Art History courses have been unusually low enrolled. We are meeting that challenge with having more late start classes and in some cases offering fewer sections. Late start classes have had generally very high enrollments.
In terms of learning environment we would like to further upgrade (and build new) our lab/studio spaces so as to accommodate students safely and have specific spaces for activities such as painting vs. drawing and ceramics hand building vs. wheel throwing. Currently we are using such labs for multiple purposes which creates space safety and cleanliness problems. This would also attract additional students. We would also like to have some of these classrooms connect to a computer art lab so students may work across various media to fulfill artistic goals.

Our buildings are old dirty and dilapidated. For example our boiler broke over winter break and as of this writing is still being replaced. All persons using these buildings have had to suffer with insufficient space heaters in particular the nude models in the life drawing class. The circuitry is old and dangerous and is being replaced in the 3D area as of this writing.

It is completely embarrassing for the college and the art department to have such poor facilities and equipment. Ironically teaching and learning aesthetics transpires in a completely non-aesthetic environment.

Members of the faculty have been meeting with the E&FMP team the Chancellor the WVC President and Gay Dabalos to make them aware of our problems. We truly need a new and aesthetic facility that works for our needs.

Last year we did receive some BRAC money which will help us purchase much needed equipment in the 2D area this year. However 3D and Computers sorely need their own special equipment which has not yet been funded. In addition there are some things still needed for 2D. All this has been closely documented in this year's Budget Survey part of our Program Review and in the budget spreadsheet requested by Pat Fenton.

Also since our budget survey was submitted this year there are some extras we would put on the list at this time such as a slab roller f

11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

Learning Outcomes

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)?

16. If no, please explain:

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

18. 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)
19. 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.)

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

21. What measurable goals have or will be set by the program to address differences in student equity?

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

23. What institutional support does the program need to implement its strategies to address differences student equity?

**Conclusions**

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

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

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):
PROGRAM REVIEW
2014 – 2015

FOR

Biology

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 9:28:05 PM
T

General

1. What is the name of your program?
   Biology

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

3. Please list the names of others who will be collaborating on this program review:
   Michelle Geary Roberta Berlani Leticia Gallardo Cheryl Hackworth Nathan Norris Molly Schrey Christine Stanton Peter Svensson

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

   Our department contributes to the college mission of supporting students in reaching their transfer and career goals in an environment of academic excellence in several ways: 1. We prepare students for transfer to four-year schools in biology and biology-related fields with our biology majors' courses. 2. We prepare students to reach their career goals in the health professions with our pre-professional coursework (anatomy physiology microbiology). 3. We prepare students to transfer to four-year schools by providing a variety of non-majors' biology courses to satisfy their general education requirements. 4. We prepare students for lifelong learning by providing a variety of non-majors' biology courses that provide a spectrum of mind-broadening information in the biological sciences (from Infectious Diseases to Marine Biology) while also emphasizing critical thinking skills that will help them understand the consequences of the decisions our society makes with respect to the biological world.

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

   Biology students want and need to transfer to four-year schools. The limited number of students admitted to four-year universities has a significant impact on their ability to transfer and the timing of their transfer. The WVC Biology Department has students who are enrolled in nearby four-year colleges and universities taking our courses because there are no available spaces in the equivalent course at their university. The ?No Repeat? regulation has places an increased burden on students who are planning to transfer to
impacted programs of study. The heightened GPA standard required for successful transfer and the inability to retake a course passed successfully with a C encourages students to drop and/or purposefully fail so they can qualify to retake the course. This impacts both the course success rate and retention rate.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No

7. **Describe how your program meets documented labor market demand (note evidence used):**

   The majority of students who take multiple classes through the WVC Biology Department do so in preparation for health care track academic programs. According to the 2014 report published by the U.S. Labor Market Report on nursing the demand for nurses is expected to increase by 2% every year through 2020 with California being the state with the most expected Registered Nursing job vacancies during this time period (U.S. Bureau of Labor Statistics March 2012). Over 700 000 job openings in nursing alone are expected through 2020 and Registered Nursing ranks in the top five jobs with the highest demand for employees over the next five years. This clear demand places the Biology Department in a unique position to supply the preparation for the academic training required to fulfill these numerous positions in the coming years.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   While there are many similar programs in the surrounding area the WVC Biology Department regularly has a wait list for many of our course offerings throughout the year indicating the demand for these courses continues to not be met. In addition the rigor of the Biology classes offered at WVC remains high with a well-known reputation in the surrounding area. For instance it is very unusual that a community college Biology program would offer courses that provide a learning environment that includes such a
large number of human cadaver specimens for the edification of the student population. Tools such as these make continue to keep the WVC Biology program in high demand year after year.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Beyond letter grades the Biology Department defines student success primarily by the number of students who transfer to four-year institutions or health care programs such as nursing pharmaceutical medial dental or veterinary schools. This is in accordance with the college?s mission statement of promoting student transfer. However because a vast majority of students in the Biology Department do not receive their AA/AS degrees and there is no reported measure of student transfer rates there is no reliable quantitative data for the Biology Department to analyze student success beyond letter grades. The college should support tracking of this valuable information to help the Biology Department and others like us measure student success in a constructive and worthwhile way.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

The Biology Department?s enrollment and efficiency numbers remain high and as a result there were no stated objectives in the last Program Review to address any issues in this regard. Likewise students in the Biology Department continue to perform well and thus no objectives or plans were mentioned in the last Program Review. One goal mentioned in the last Program Review was to assess Student Learning Outcomes (SLOs) for all courses taught that year. In fact the Biology Department was successful in this endeavor and did accomplish this goal. The only SLOs that were not assessed were for classes not taught during the last academic year. This objective not only helped the Biology comply with state standards but also helped support the college during the crucial time period of college accreditation. A second stated goal was to add more ecology-based SLOs to our program. Though the Biology Department was granted an additional faculty member in the area of ecology the department foresaw a struggle to continue maintaining the necessary instructional support of the anatomy and physiology courses if this ecology position were filled. Anatomy and physiology remain in high demand with extensive waitlists every semester and the Biology Department felt it would be a detriment to take on an ecology faculty member at the expense of the anatomy and physiology program. As a result the Biology Department realized it could not afford to accept the ecology faculty position nor could we expand our ecology-based course offerings. Maintenance of instructional support for the anatomy and physiology courses
remain a high priority stymying any attempt to bring back the breadth of expertise the instructional staff had prior to the retirement of the last ecology instructor Tom Green in 2007. The biology department would be delighted to entertain the notion of expanding the ecological course offerings if it could be accomplished without sacrificing support for A&P. This would require increased instructional support (staff and supplies) in addition to the hiring of an additional instructor. A third stated goal of the Biology Department in the last Program Review was to increase individual student-instructor contact. Student-instructor contact has been shown numerous times at our own college as well as at colleges nationwide to be directly involved in student success and retention. However in compliance with our contractually-obligated lower than average load values and in order to maintain the necessary efficiencies and enrollment requested by the college the Biology Department faculty continue to be forced to teach upwards of 70-student classes with only 0.167 load per class impeding our ability to increase student-instructor contact and directly impacting student success and retention. Additional resources requested in the last Program Review but not allocated to the department included an additional lab technician position at half time one additional month for the current lab technician and an additional $3,500 in the supply budget. This is a nominal request in that the biology department has a recognized need for two full time lab technicians (i.e. one additional full time lab technician). This would bring the staffing support up to a level that would allow expansion of course offerings (see notes re: ecology courses) and establish parity with mission college that is staffed with two lab technicians even though there biology program is smaller. In lieu of the additional month for the current lab technician the college allocated a fund of $1,500 for overtime pay for the current lab tech. These funds were easily used to help support overtime work of the current lab tech as well as the lab assistants who are over utilized in the absence of a second lab tech position in the department. One request that was granted by the college was for an additional faculty position. However this position was initially planned for an ecology instructor to replace the position lost when the last ecology instructor retired in 2007. Unfortunately the biology department has a greater need to maintain the instructional support staff for the anatomy and physiology courses and as a result was forced to deny the offered ecology faculty position in hopes of obtaining a faculty position the following year (in Spring 2014) in the area of anatomy and physiology.

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

The only new resource allocated last year was the overtime pay for the current lab technician. The Biology Department regularly makes requests in the spring semester to supplement the lab technician and lab assistant pay to make up for shortfalls in late spring and summer lab classes and while the Biology Department will likely have to do this again this need is not quite as pressing as usual. Thus the impact of this additional funding is that the funding for the Biology lab staff will run out a little later than usual in the semester requiring us to ask for additional funding a little later than usual. There remains an unmet need for more lab assistants and additional equipment maintenance
funds to simply keep the laboratory equipment we currently have in satisfactory working condition.

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

The Biology Department continues to have a critical need in lab technician and lab assistant position(s). Other community colleges in the local Bay Area including our sister college Mission College have at least two full time lab technicians (if not three) to fill the role our one lab tech is currently filling often for fewer Biology lab classes. This places undue stress on monitoring inventory ordering preparing for the labs lab setup and lab cleanup on the current staffing levels in the department. Faculty have been forced to step up to this role in order to keep Biology labs functioning properly at this college. This keeps faculty away from helping students as they spend an inordinate amount of time assisting the lab tech and lab assistants with their work further limiting the student-instructor contact and impacting academic excellence in the department leaving the department to struggle to meet the mission statement of the college. The lab supply and lab equipment maintenance and repair funding also remains a limiting factor. The Biology Department lab experiments have been cut extensively as a result of budget concerns over the last few years and the lab equipment funding does not allow us to maintain the lab equipment to the standard required of manufacturer instructions. This limits the lifespan of these expensive pieces of equipment and combined with the limited supply budget in the department directly impacts our ability to promote quantitative and qualitative reasoning and technological competency in our student populations two important components of how our program helps promote institutional learning outcomes at the college. The Biology Department also continues to express a need in a new faculty position but in the area of anatomy and physiology.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A
15. How well do transfer and articulation agreements serve the needs of students in your program?

The transfer and articulation agreements that we have in place serve the needs of the students enrolled in our courses very well. Some programs such as those at San Jose State University for example have recently made changes in their programs and requirements. As a result of the Biology Department’s vigilance in these transfer and articulation agreements a few courses were updated to reflect these changes. The Biology Department will continue to monitor and respond to any changes that may occur in these areas in the future.

Learning Outcomes

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

16. If no, please explain:

N/A

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

Every Biology Department SLO assessment has been satisfactory up to this point. Our department continues to maintain high standards and support student success to help our students meet these high standards thereby supporting student success not only at West Valley College but also beyond in their transfer colleges and universities and in their careers.

18. 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)

Every Biology Department SLO assessment has been satisfactory up to this point. Even though there appears to be no need for improvement the Biology Department faculty continue to strive for improvements in pedagogical strategies and student learning environments. The faculty provide quality lectures using a variety of multimedia techniques and practical educational laboratory experiences that provide insight only lab-
based pedagogy can provide. To best serve our students with the smallest budget possible the Biology faculty have written most of the lab manuals for the lab classes in the Biology department. The faculty also regularly update these lab manuals to reflect advancements in the field and to help the students develop sophisticated critical thinking skills to promote the PLO of critical thinking and quantitative and qualitative reasoning skills. Though the faculty will continue to do this our number one limiting factor in making further improvements is instructor time per student which the college can support by providing for an additional lab technician position and additional lab assistant hours.

19. 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.)

Institution-level needs include the following: college support of the required lab technician position that are provided to so many other colleges in the area with fewer lab classes than we offer at West Valley. The absence of this second lab technician position precludes the Biology Department faculty from improving student success and retention providing better support for students of URM groups and bettering curricula pedagogy learning technologies and learning environments in our department. Additional funds for increased lab assistant hours would also help in this regard. To improve lab classes and increase lab course offerings that continue to remain in high demand the college must provide increased levels of funding for lab supplies and lab equipment and repairs. Without this additional lab staffing and lab supply funding there will be an ongoing loss of student enrollment and efficiency at WVC in the Biology Department. In addition changes to our contractually-obligated below average load rate for the lab and lecture courses in the Biology Department would provide for improved student-instructor contact hours helping to increase student success and retention in all areas.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

In terms of underrepresented minority groups (URMs) most ethnic groups experience similar success and retention rates in the Biology program. There are two notable exceptions to these trends: that seen in the African American group and that seen in the Hispanic / Latino group both of whom are significantly lower than the average success and retention rates seen in other groups as a whole. However despite this both groups have seen a significant increase in both success and retention rates since Fall 2010 indicating that while there still is work that needs to be done in improving success and retention of some URM groups the Biology department has made significant gains in
improvement in these areas. The classroom lessons and pedagogical techniques we have used to improve retention and success of URM groups will continue to be used successfully.

21. What measurable goals have or will be set by the program to address differences in student equity?

The Biology Department will continue to rely on college-wide data sampling to determine the student enrollment and success of these URMs. The goal of the Biology Department is to reduce the discrepancy of student success and retention between most ethnic groups and the African American group and the Hispanic / Latino group.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

As mentioned student success for URM groups has improved over the past three years. However the Biology Department endeavors to improve access to Biology classes for underrepresented groups by offering additional classes at under-served times such as night classes and Friday morning classes. Historically the Biology department has informally noticed URM groups tend to enroll in these under-served times more often than typical mid-day mid-week classes. The Biology Department would like to offer additional courses during these under-served times but we are currently precluded from doing so (see question 24).

23. What institutional support does the program need to implement its strategies to address differences student equity?

As mentioned student success for URM groups has improved over the past three years. However the Biology Department endeavors to improve access to Biology classes for underrepresented groups by offering additional classes at under-served times such as night classes and Friday morning classes. Historically the Biology department has informally noticed URM groups tend to enroll in these under-served times more often than typical mid-day mid-week classes. Unfortunately these additional section offerings remains an insurmountable challenge without support from the college providing additional lab technician position(s) funds for additional hours for lab assistants to support these additional lab sections and additional funds for lab supplies for these additional lab sections.

Conclusions
24. Describe any notable accomplishments since the last program review:

The biology department has seen a large increase in enrollments over the last few years much of that due to the popularity of courses in and related to our health-care track. The nature of these lab-based courses require that there be sufficient materials lab space and technical assistance to run them successfully. As we aim to meet the needs of the influx of students we realize this is not possible without additional resources. The Biology Department continues to update course curriculum to support the students and the college in keeping the courses of record current.

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

Overall the Biology Department is a strong efficient and successful department. The strength of our faculty both full and part-time are major contributors to that success. Our members are compassionate enthusiastic and knowledgeable instructors while at the same time cooperative colleagues. Relying on the merits of our faculty alone however can only take us so far in running a successful program. We have done the best we can with ever-increasing enrollments and uncertain budgets. Unfortunately our capacity to increase the student population effectively served cannot continue under current circumstances. Our department has responded to student and college requests by offering evening / Friday classes whenever possible to test the suspected demand for such courses. Though these courses were filled by student demand in order for the Biology department to perpetually offer these evening and Friday classes additional lab tech lab assistant and lab supply funding is required. One continuing challenge faced by the Biology Department that few other departments face is the demand of running academically challenging lab-based classes. The time commitment to properly prepare instruct stay current and evaluate the students in these fully enrolled and often over-enrolled courses is considerable. This would be a challenge at the 15-hour load that most West Valley College instructors enjoy for their professional workload. It is an unfair strain on the Biology Instructor and an unnecessary disadvantage for the Biology students for our department members to be obliged to fulfill our teaching requirements with an 18-hour class load while also simultaneously teaching classes with enrollment numbers of 60 to 70 students and above. A reduction in load to meet the demands of our discipline and to keep pace with other departments has been requested for at least a decade ? with no resolution. We once again request the college address this discrepancy.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Business Administration and Real Estate

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/13/2015 5:37:02 PM
General

1. What is the name of your program?

   Business Administration and Real Estate

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

   Lance Shoemaker

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

   Heidi Diamond and Jim Henderson

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

   The Business Program supports both goals of the College to support students along career and transfer pathways. The AD-T for Business is one of the most popular ADTs offered at West Valley so we believe we are doing a good job of getting our students ready for transfer. Additionally we offer an Associate?s Degree in Business for students not desiring to transfer. We also offer a number of Certificate options for those who do not want to transfer but are looking to get a promotion at work or those who want to continue their education to help them in their business endeavors. We also strive to make sure that all of our classes are of high value to our students. We also take faculty evaluations seriously. We want to make sure that students feel like they are getting an excellent Business education here at the College. Our Real Estate program is entirely oriented towards helping students complete the education necessary to apply to take the Salesperson or Broker license exams. Additionally we offer an Appraisal course that counts towards the Appraisal license requirements. By offering these license education options we are helping many people change careers or at least explore changing careers.

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

   We have annual Advisory Board meetings for both Business and Real Estate to ensure that our curriculum is meeting industry needs. All of our Real Estate courses are aligned to count towards the license requirements as established by the California Bureau of Real Estate. We strive to have all of our Business courses transferable to the CSU and UC system. We tend to schedule courses that are core components of the AD-T in Business
most frequently. In particular we stay in touch with the Business program at San Jose State University to ensure that our courses are satisfying what SJSU requires. SJSU’s Business Department visits WVC annually to go over what students need to accomplish before transferring.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE? Click here to download the list of programs.** If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

With regards to Business our program serves two different types of students. Increasingly our primary focus is on transfer students. Since our last Program Review our AD-T in Business is in full swing. We also heard from Admissions that it is the most popular or one of the most popular AD-Ts at the College. By establishing such a streamlined transfer process we are increasing the number of students who successfully complete their four-year degrees in Business which enables them to go on to successful careers in the business world. Additionally we serve a smaller number of students who are not seeking a four-year college degree but are instead looking to achieve more short-term certificates or just want to take classes to improve their business skills or to give them an edge in running their own business. To support the certificate programs we have also successfully obtained grant funding including the following: SB 70 Grant: this grant facilitates global entrepreneurship. The grant is currently being administered by Jean McIntosh Department Chair for Internet Technology and Digital Media. The SB 70 has supported the following activities: 1.) A partnership with the Silicon Valley Startup Cup which hosts annual business model competitions for West Valley College students 2.) Ongoing Entrepreneurship Meetup Group activities 3.) Global Citizenship events for the college community and 4.) Outreach events for local high schools that create transfer and career pathways. Deputy Sector Navigator Grant: This grant also supports our entrepreneurship program. This Grant supports the following activities: 1.) During the fall 2014 semester Heidi Diamond served as the college's Entrepreneur in Residence. In
this capacity Heidi offered students advice and guidance as they planned for their small business launches. 2.) West Valley College established two articulation agreements with the Silicon Valley Career and Technical Education High School (SVCTE). The articulation agreements are for Business 54 - Small Business Startup and Management and Business 56 - Marketing Principles. 3.) West Valley College hosted the Startup Cup Awards Ceremony in the fall of 2014. Students and members of the community participated in an ongoing business model development and mentoring program in which they received guidance and coaching from industry experts. At the program's culmination participants were awarded first second and third place awards. Perkins Grant: Using funds received through the Perkins Grant program 1.) West Valley College hosted a Global Business and Trade presentation with presenters from a Global Trade Organization and the Hispanic Chamber of Commerce. Approximately 60 students attended the presentation and it was very well received. 2.) A Small Business Startup class partnered with a delegation of Danish students to offer them feedback and insights for their Small Business Startup presentations. 3.) We received a grant to explore using pay-per-click technology to increase the web visibility of the Real Estate program. Innovation Grant Program: Using these funds Heidi Diamond and Sally Aitken will attend the On Course Annual conference in April 2015 with a goal of establishing the linkages between Entrepreneurial Mindset principles and On Course principles. Sally and Heidi will present their findings at All College Day in the fall of 2015. Our new Entrepreneurial Mindset (Business 15) class has been approved to be offered for the first time in the fall of 2015. This is a CSU transfer course. It is our intention by working through our Articulation Officer to have Business 15 accepted as general education by both the CSU and UC systems. With regards to Real Estate our program is 100% geared towards helping people earn their Real Estate salesperson or broker licenses. With either one of these licenses students are able to establish a successful career in Real Estate. With the increase in the Real Estate economy in California we have seen enrollments begin to creep upward but there still appears to be many people scared away from the Real Estate industry due to the trauma of the recent recession. However enrollments have not gone down for quite a while. We are also trying to increase enrollments through increased web visibility as noted above.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

Yes. Most other community colleges offer Business classes for both transfer and certificates. In terms of Real Estate De Anza Mission and City College all have Real Estate programs. However Mission's and City College's offerings are not as robust as ours are. We see it as a strength that we offer more courses than most community colleges so some students are beginning to see us as a "one-stop shop" for classes. Additionally our online classes remain very attractive to students who work full-time.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:


Approximately 129 students have earned a Business AD-T since it was implemented in the fall of 2013. In the 2014 calendar year 57 students earned certificates in the various Business certificate programs we offer. We have no systematic way to track what happens to the students after they leave us to either transfer to a four-year institution or to join the job market. We anecdotally hear from students regarding their successful career paths but this is not systemic. Recent WVC alumni who now work at Price Waterhouse Coopers (PwC) have contacted us to present career-oriented forums on campus. They are seeking to establish stronger linkages between community college students and recent college graduates to help establish linkages between these two types of people. It is also for purposes of identifying potential future job candidates. With regards to Real Estate we have no way of tracking the students after they take classes with us other than anecdotal information we obtain from students who contact us. Additionally we do not offer any certificate program in Real Estate because in order to obtain a Real Estate Salesperson license (which is the goal of most of the students) students only need to take nine units. Pursuant to state law we cannot offer any certificates that are less than 12 units.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

We are continuing to publicize our new Business ADT. Judging by the number of students who have completed it we think our efforts to promote this degree have been successful. We also noticed increased enrollments in the classes that form the core of the ADT. As we did in the spring of 2014 we worked with the Counseling Department in the fall of 2014 to host a presentation by San Jose State's Business program about the transfer requirements to San Jose State and what students can expect after their transfer. We are hoping to establish stronger linkages between our program and San Jose State to ensure that our students are successful upon transfer. We are in close communication with Malu Roldan the Dean of the Business school to ensure the linkages. Heidi Diamond and Lance Shoemaker plan to meet with Dean Roldan over the summer to ensure that the transfer process is as smooth as possible. We still would like to pursue consolidation of the Real Estate programs between West Valley College and Mission College. Lance Shoemaker has met with representatives from both colleges to try to make this happen but so far we are still waiting for Mission College to take the next step. Ongoing labor and management issues at Mission College prevented this proposal from going any further. In March of 2015 Lance Shoemaker sent another e-mail to various parties at WVC Mission and the District to propose the idea again. So far he has received no reply. Our SLO/PLO assessment completion schedule is currently up-to-date. We have updated a number of courses in Curricunet including Business 640 54 56 and 81. In addition we have updated Real Estate 90 and 91. As noted above we are also working with two former West Valley Business students who now work at PwC to develop presentations for all West Valley
students on interview skills resume writing skills and what Business students need to know once they have transferred to San Jose State. We put on three such seminars in the fall semester and in the spring of 2015. We are planning a similar presentation in connection with the Career Programs Career Day.

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

We are continuing to orient our schedules to highlight the courses that are part of the AD-T. Because of the importance of the ADT there has been somewhat of a decrease in enrollment in some of the other Business courses that are not part of the ADT. We are evaluating how we want to address scheduling given the new focus of the CSU system. Although most of our Real Estate classes are offered online there are many students who hate online classes and sometimes we lose the students to other community colleges that are offering traditional classroom format classes. Therefore in the spring of 2016 is our intention to try offering one of the core Real Estate courses in a hybrid format to see how that works. As noted above PwC has reached out to us to present career-oriented forums. Some of the forums were not as successful as they could have been and so in January 2015 Lance Shoemaker visited PwC offices to plan for a more useful forum to be presented on Career Day in April 2015.

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

For the time being no we are sort of in a wait and see frame of mind to see the effect of the declining enrollments for the school as a whole versus what we are experiencing in our core AD-T classes along with the classes that make up many of our certificates. The same wait-and-see approach applies to Real Estate. The school’s PGC has in recent semesters been a little bit chaotic and inconsistent with enrollment targets for classes so enrollment planning has been a little bit unpredictable. We are also working to eliminate some of our antiquated certificates. The Business Department has too many certificates that are based on skill sets relevant in the past. It is one of our strategies for the next academic year to streamline and eliminate some of our existing certificates.

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No
14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Business: 24- it just expired in January so the course will need to be updated by the instructor. 30: we may need to consider deactivating this course 34: taught by an associate we may need to work with them to updated 35: we may want to consider deactivating this course 40: in the past few months we submitted a revision of this course but it is not yet reflected in Curricunet 61: this will need to be revised the faculty most responsible for this course will need to be notified 62: this will need to be revised the faculty most responsible for this course will need to be notified Real Estate 92 93 94A and 96 all need to be revised. As Department Chair I will need to work with each of the associate faculty to teach these classes.

15. How well do transfer and articulation agreements serve the needs of students in your program?

As noted above said above we are quite proud of establishing our AD-T with the CSU system. We believe this is an excellent service to our students and is already proving a popular option for students. We also want to work with our Articulation Officer to ensure that as many of our Business courses as possible can be articulated with the UC system and will be accepted as general education by the CSU system. As noted in our last Program Review in the fall of 2013 we reestablished with the BRE that all of our Real Estate courses will be accepted as counting towards the licensing requirements for both the Salesperson and Broker licenses. We have a letter of articulation from the BRE confirming this.

Learning Outcomes

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

16. If no, please explain:

Yes we are up to date. Many classes and certificates will need to be assessed this semester (Spring 2015).

17. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
Conducting SLO assessments allows instructors to stay in touch with how students perceive the classes that they are taking. Especially for instructors who have been teaching for a long time we may become out of touch or not realize that what we think we are communicating to students is what the students are actually receiving. So by looking through the assessments we can assess what students are and are not getting out of our classes. This process helps us figure out what we need to work on and what is working and not working with our classes.

18. 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)

There were no comprehensive recommendations that resulted from the assessment process. Instead the observations of what needed to change were very individualistic depending upon the course. To the extent changes are recommended they tend to be minor tweaks of the curriculum or tweaks of how certain subjects are emphasized or not emphasized within each class.

19. 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 number one factor that affects our students' success are commitments students have outside of the classroom. For example the number of our students who work full time is truly amazing but also depressing. It is hard to expect students to be as focused as we might hope if students work full time. Whatever the school can do to help reduce the costs of education would help relieve the pressure some students feel to work full time. The efforts of the school to lower the cost of textbooks such as rental programs and the Books for Food program have greatly helped students with the affordability of textbooks. Elsewhere we faculty are more now aware of ways in which we can help students save money on textbooks. For example more and more instructors are flexible about how students can use older editions of the book. Additionally some instructors are moving to open source textbooks such as Flat World Knowledge.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
The average course completion rate for our program was 87%. For African-Americans their course completion rate was 80% and for Samoans the course completion rate was 71% (although there were only seven Samoans). Otherwise for all the other ethnic groups they either were higher than 87% or were somewhere between 82-87%. In terms of course success rate our average course success rate was 69%. However for African-Americans and the success rate was 47% for Native Americans it was 55% for other Pacific Islanders it was 33% and for Samoans it was 43%. As for GPA the average GPA in our program was 2.95. However for African-Americans it was 2.24 and for other Pacific Islanders it was 1.4.

21. What measurable goals have or will be set by the program to address differences in student equity?

With the exception of African-American students the number of students in the other groups that underperformed compared to the average are relatively small. As for African-American students it may behoove our Department to work with the new Success Counselor Philip Sevier to devise strategies to help more African American students succeed.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

See #21 above. For the time being we need more information before we can devise a plan.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Financial aid for the cost of books and other things would be helpful. More college success courses would also be helpful by the Counseling department.

Conclusions

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

As noted above we are quite proud of all the grants that Heidi Diamond is administering and her continual efforts to establish an Entrepreneurship Center on campus. We are also proud to offer the most popular AD-T on campus. We are continuing to evaluate how often we offer our non-AD-T courses given the increased interest in AD-T courses and the declining enrollments the Colleges facing as a whole.
25. **What general conclusion(s) do you draw about your program's strengths and challenges at this time?**

Our strengths are that we offer a very streamlined process for students to transfer to the CSU system. We work hard to ensure the quality of the education that students are given through a rigorous faculty evaluation process of both full-time and part-time faculty. We also believe that we are continually reaching out to private industry through our Advisory Boards to stay in touch with general market forces both in Business and in Real Estate. We also believe that we are a very "customer friendly" department that students can rely upon and find easy to navigate. Our weaknesses tend to be weaknesses that the College as a whole is facing. Our enrollments have not increased for quite some time in both Business and Real Estate. We attribute this more to the same factors that affect the College as a whole rather than anything unique about Business and Real Estate.

26. **Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):**

April 13 2015
PROGRAM REVIEW
2014 – 2015

FOR

Chemistry

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 11:33:48 AM
General

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

   Chemistry

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

   Blaine Harrison

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

   Nobody

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

   The program fulfills several of the missions of West Valley College including (1) Transfer preparation: All of the chemistry courses offered at West Valley are designed to facilitate transfer to 4-year institutions and are fully transferable to UC/CSU (except CHEM 50 which is a supplemental class to CHEM 1A). (2) Degree fulfillment: The chemistry department offers an AA in Chemistry and each of these courses is a prerequisite for completing a degree in the students’ respective fields such as engineering biology and nursing. With only a few degrees a year this contribution is minimal. (3) General education: All of the chemistry offerings fulfill the requirement for a physical science with a lab. (4) Vocational training: By offering labs each student is trained to be proficient in modern laboratory techniques and instrument analysis which can be applied to an academic career or to industry.

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

   There are two major organizations that influence a chemistry department the American Chemical Society and OSHA. The American Chemical Society sets standards and criteria for chemistry programs and OSHA deals with the safety and practices of chemistry labs. a) Safety is a major concern in both the labs and in the stockroom so OSHA and its regulations fundamentally affect the operation of the department. The American Chemical Society sets standards and outlines the areas of the field that should be covered. Transfer guidelines and articulation from four-year institutions further define the course work and specific areas that are taught. If the prerequisites change at medical schools this
directly impacts the department and its enrollment. To meet safety standards the department would like to establish a safety budget that would be similar to biology’s in scope and practice. Currently the chemistry department does not have a safety budget. In order to be compliant with these outside guidelines the department must run the labs safely and efficiently. This dictates the labs as well as the stockroom are well funded and staffed. If chemicals and supplies cannot be purchased then the "wet" labs will be no longer be offered and then the department will be in danger of losing accreditation and articulation. These outside organizations demand that the department runs a certain amount of "wet labs". These are labs in which chemicals are used by the students. Due to lack of funding and erratic funding these labs have been downsized.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

**Closing the Loop**
Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

The chemistry department has continued to expand the department’s course offerings to meet the demands of enrollment. An additional summer chem. 1A course will be offered in summer of 2015. Chemistry 30A has increased in units from 3 to 4. The department has hired a full time replacement. Again the budget process is new so we do not know if the department will have a rationale and stable budget.

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

Most of these items are brand new and thus have not had enough time to measure an impact.

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

Eventually the chemistry program would like to modernize the equipment and introduce more software based applications. Currently the department is behind on technology due to unreliable funding. This would include adding probes to Chem1A and 1B labs in conjunction with a computer interface.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?
Transfer and articulation agreements absolutely serve the needs of the students enrolled in chemistry courses. All of the chemistry courses offered at West Valley College are designed to facilitate transfer to 4-year institutions and are fully transferable to UC/CSU (except for Chem 50 which is a supplemental class to CHEM 1A). The current transfer and articulation agreements serve our students well for the most part. There is one area in which our articulation has problems. San Jose State treats organic chemistry as an upper division course thus our transferring students get credit for the course but the units applied to upper and division courses are out of sequence.

Learning Outcomes

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

16. If no, please explain:

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

So far the assessment process has not had a positive impact on the students.

18. 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 department would like to modernize and expand the equipment used in the chemistry labs. This is a general assessment and is independent of the SLO assessment.

19. 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 finances of the chemistry department are a major concern. If the college has a stable budget allocation procedure where finances do not dictate curriculum changes or department will continue to provide a quality education. Illogical and incorrect counseling is also an area of concern to our department. Often students are directed to
take a chemistry course that does not correspond to their major or is above their level of preparation. In most of these cases the students fail or drop the course.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The groups that appear to do the worst are African-American Filipino Central American Mexican Other Pacific Islander and South American. The groups who statistically have been successful are Cambodian Japanese Middle Eastern and Vietnamese.

21. What measurable goals have or will be set by the program to address differences in student equity?

At this time the department has not set goals to address the differences in student equity. It would be difficult to set goals for the selective success of Filipinos but not Japanese. Our department will continue to make adjustments to help all students become more successful. These adjustments include; more sample problems animations of reactions better counseling and posting more resources on-line.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The department is not employing any program goals to address differences in student equity.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Higher quality counseling would help students choose the correct chemistry course and thus increase success rates.

**Conclusions**

24. Describe any notable accomplishments since the last program review:
This year we have hired a new full time faculty member. This has greatly stabilized our program and has resulted in more continuity between the classes. We have also added a new Chem 1A section for summer 15. Chemistry 30A has been approved for 4 units. So far the finances and budget have been stable.

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

The program strengths are that it is consistent in offering high quality courses that prepare students for transferring to four-year institutions. The content of the courses is of high quality. The chemistry department is also running near capacity and is very efficient. The main challenge of the department is in delivering quality and contemporary labs. In order to have robust labs requires a budget that is adequate and a budgetary process that is predictive and stable. If we have a ten percent reduction in funds this correlates to a direct ten percent reduction in course offerings since each course has a lab associated with it. Each category of our budget is related to the next. For instance if part time help is cut there will be nobody to set the labs up or if the equipment is not repaired or serviced the students are exposed to safety hazards and will not be able to complete the lab. Currently the college went to a zero based budget which has greatly contributed to achieving a stable and predictable budget. The following are of major concern to the department concerning fiscal policies: 1) Keeping up with modern technology is difficult because our money and resources are put into keeping the minimum operation of the labs going. Recently all of the organic computer labs were canceled because of the inability to purchase software. In the area of organic chemistry the labs have become less complicated. Currently the department has one instrument with a computer interface. We are not training our students for a modern science environment in which they will be requested to use computers in conjunction with instruments. 2) The greatest threat to the department is the large operating costs of a chemistry department which is incurred by purchasing chemicals, equipment service contracts and paying support staff. The department’s greatest fear is that ad hoc policies will once again erode our budget to the point of not being able to offer labs and thus lose our accreditation or reduce class offerings even though these classes are full. 3) The financial responsibility of maintaining the building between facilities and the chemistry department has not been delineated. For example the chemistry department is currently responsible for the DI water upkeep hood maintenance ice machine and other equipment even though these items are part of the building. A comprehensive plan or outline of responsibilities would be helpful. If our base budget is left intact we can slowly add or change our department to meet the challenges listed above. Specifically upgrading the labs to more modern instrumentation.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/14/2015
**General**

1. **What is the name of your program?**
   
   Child Studies Department

2. **Who is the primary contact person for this program review?**
   
   Katherine Moore wines : Department Chair

3. **Please list the names of others who will be collaborating on this program review:**
   
   Leslie Hotta Terry Shue Florence Pirofski

4. **How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)**
   
   The Child Studies Department fulfills the West Valley College mission statement by offering a A.S. degree and an A.D. for Transfer degree. The Child Studies Department in addition is part of Career Programs and educates students in an environment of academic excellence.

5. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
   
   Race to the Top funding is available in California and the Child Development Center Lab is participating in the Quality Improvement program. The center needs another Master Teacher position since current teacher has been out on on-going extensive leave. Certificates programs and degrees meet all state licensing and Title 5 regulations. Recently had A.S. degree revisions approved by the state. Advisory Board would like to see the department go for the Elementary Education transfer degree and to re-offer our school-age courses.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at
6. **Is your program a CTE?** [Click here to download the list of programs](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

Using the following source: CTE Enhanced funding LMI BACCC Region 17 the Child Studies department meets the following labor market demand in Santa Clara in these areas: Childcare Workers (SOC 39-9011)? There is a projected 14.3% increase from 2013 to 2016 of 9336 job openings in the Santa Clara area. The median annual income for these positions is $25,563. Teacher Assistants (SOC 25-9041)? There is a projected 6.8% increase from 2013 to 2016 of 8941 job openings in the Santa Clara area. The median annual income for these positions is $31,450. Preschool Teachers Except Special Ed (SOC 25-2011)? There is a projected 12.1% increase from 2013 to 2016 of 3901 job openings in the Santa Clara area. The median annual income for these positions is $36,067. Education Administrators Preschool Childcare Center/Program (SOC 11-9031)? There is a projected 10.6% increase from 2013 to 2016 of 917 job openings in the Santa Clara area. The median annual income for these positions is $55,474. We offer the courses required for teachers of young children as stipulated by Community Care Licensing Title 22 as well as the courses required for those working in CA Department of Education Title 5 funded programs according to the Teacher permit matrix. In addition we offer an Early Childhood Education AS-T for those students who wish to transfer to a 4-year institution to complete a BA degree. Many of these students who transfer acquire positions as administrators or move on to earn their Multiple Subject Teaching Credential to qualify to teach in a public elementary school setting.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

Yes. West Valley is one of five community colleges in the county that offer Early Care and Education certificates and degrees. Other programs include; DeAnza Foothill San Jose City College Mission College and Gavilan. San Jose State University and Santa Clara are also in the area. Using the following source: CTE Enhanced funding LMI BACCC Region 17 the Child Studies department meets the following labor market demand in Santa Clara in these areas: Childcare Workers (SOC 39-9011)? There is a projected 14.3% increase from 2013 to 2016 of 9336 job openings in the Santa Clara area. The median annual income for these positions is $25,563. Teacher Assistants (SOC 25-9041)? There is a projected 6.8% increase from 2013 to 2016 of 8941 job openings in the Santa Clara area. The median annual income for these positions is $31,450.
the Santa Clara area. The median annual income for these positions is $31,450. Preschool Teachers Except Special Ed (SOC 25-2011)? There is a projected 12.1% increase from 2013 to 2016 of 3901 job openings in the Santa Clara area. The median annual income for these positions is $36,067. Education Administrators Preschool Childcare Center/Program (SOC 11-9031)? There is a projected 10.6% increase from 2013 to 2016 of 917 job openings in the Santa Clara area. The median annual income for these positions is $55,474. We offer the courses required for teachers of young children as stipulated by Community Care Licensing Title 22 as well as the courses required for those working in CA Department of Education Title 5 funded programs according to the Teacher permit matrix. In addition we offer an Early Childhood Education AS-T for those students who wish to transfer to a 4-year institution to complete a BA degree. Many of these students who transfer acquire positions as administrators or move on to earn their Multiple Subject Teaching Credential to qualify to teach in a public elementary school setting. The Child Studies Department has an ongoing list of flyers job announcements and phone calls from directors looking to hire teachers in early childhood programs. Child development centers attend the West Valley College career job fair days and has an active Advisory Board. At Mission College through the Child Development department students can earn: ? Early Childhood Education AS degree ? Early Childhood Education AS-T ? Certificate of Achievements (Semester Units) o Associate Teacher (18 units) o Early Intervention Assistant (27 units) o Family Child Care (18 units) o Master Teacher (32 units) At DeAnza College through the Child Development department students can earn: ? Child Development AA degree (90 units) ? Early Childhood Education AS-T ? Certificate of Achievements (Quarter Units): o Early Childhood Mental Health (20 units) o Early Intervention/Special Education Advanced (44 units) o Child Development (24 ? 26 units) o Child Development Advanced (40 units) At Foothill College through the Child Development department students can earn: ? Early Childhood Education AS degree ? Certificate of Achievements (Quarter Units) o Child Development Teacher (73 units) o Program Supervision and Mentoring (85 units) ? Certificate of Specialization (Non-transcriptable - Quarter Units) o Early Childhood Education (25 units) o Inclusion & Children with Special Needs (24 units) o Infant-toddler Development (23 units) o School-Age Care (25 units) At San Jose City College through the Early Childhood Education department students can earn: ? Early Childhood Education AS degree ? Certificate of Achievement (Semester Units) o Level 2 (27 units) At Cabrillo College through the Early Childhood Education department students can earn: ? Early Childhood Education AS degree ? Early Childhood Education AS-T ? Certificate of Achievement (Semester Units) o Teaching (38.5 units) o ECE Administration (46.5 units) o Anti-Bias Curriculum (30 units) o Children?s Literacy (30 units) o Curriculum Planning (30 units) o Working with Culturally Diverse Families (30 units) o Bilingual Spanish English Teaching (31 ? 32 units) o Spanish/English Early Childhood Teaching (16-17 units)

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students' successful completion of the program and job attainment in the field:

The Child Studies Department has an ongoing list of flyers job announcements and phone calls from directors looking to hire teachers in early childhood programs. Child
development centers attend the West Valley College career job fair days and has an active Advisory Board. At Mission College through the Child Development department students can earn: ? Early Childhood Education AS degree ? Early Childhood Education AS-T ? Certificate of Achievements (Semester Units) o Associate Teacher (18 units) o Early Intervention Assistant (27 units) o Family Child Care (18 units) o Master Teacher (32 units) According to the CCC Management Information Systems DATA MART report the WV Child Studies department issued the following numbers of certificates and degrees: ? 2011 ? 2012 o Certificates: 40 o Degrees: 9 ? 2012 ? 2013 o Certificates: 32 o Degrees: 13 ? 2013 ? 2014 o Certificates: 21 o Degrees: 11 According to the statistics gathered from the Child Development Training Consortium applications there were 107 duplicated students from the academic year ?13 ? ?14 and 102 duplicated students from the academic year ?14 ? ?15. These students enrolled in a total of 527 and 621 units respectively combining both Child Studies and general education courses. The number of students reflects that these individuals are currently employed in the ECE field and are working towards a permit on the Teacher permit matrix Title 5.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Enrollment was down somewhat last program review year. This year has been up somewhat. Student performance continues to be good as measured by increased enrollment course completions completions of certificates and degrees. The A.S.-transfer degree was approved Fall of 2013. We should begin to see degree completers by end of Spring 2015. A Career evening was scheduled for fall of 2014 held in the campus center with on-site enrollment. A Spring 2015 Open house took place this semester with a good turnout. Currently working on the Child and Adolescent Studies transfer degree through curriculum committee. We are considering a transfer degree in elementary education based on the need for school-age curriculum need from feedback from the Child Studies Advisory Board.

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

Impact of changes still needs to be evaluated. Will see the number of completers of the new A.S. Transfer degree beginning end of Spring 2015. Faculty replacement is still for 2016-17 based on faculty retirement.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Major changes to the Department are a result of the Applied Arts and Sciences Division transitioning-- some departments will become part of the new School of Art and Design some like Child Studies will become part of the new Professional Studies Division and Health Technologies will be a part of the Health and Human Development Division. Child Studies along with other Career Program departments began it's stay in the Village during the renovation of the AAS building now the Silker building and soon to become home to the school of Art and Design. The Child Studies Department will remain in the villages while the Professional Studies (business building) building begins renovation in 2016. The Child Development Center Lab has full child enrollment and continues to function effectively for student observations student practicum experiences and student teaching. The center was designated as an Outdoor Classroom Model. It is the first in Santa Clara County and the second in northern California. We have had many parent and community visitors as a result and the center has a waiting list for enrollment.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Due to being a Career Programs department curriculum needs to be updated every two years. A half day faculty planning meeting is scheduled for June 5th from 10 - 2 to work on curriculum. In December we met to specifically review course curriculum with tentative plans to eliminate courses that have had low enrollment and combine their content with other courses.

15. How well do transfer and articulation agreements serve the needs of students in your program?

As stated in our last program review due to an increase in the number of centers looking for qualified teachers teacher aids and directors with units certificates and degrees the transfer and articulation agreements meet the need for student employment and student transfer to four year institutions for B.A. degrees. Currently we have three students who were accepted into the San Jose State University cohort program and their tuition is being paid for by the E Three Institute. These students will be completing a BA in Child and Adolesence Studies Certificates meet the need for Title 22 private programs and our
certificates and degrees meet the need of Title 5 program requirements that require a permit. 65 students are currently participating in the CARESPLUS Stipend Program for fiscal year 2014-15. These students will receive stipends for enrolling in a minimum of 6 ECE or GE units working toward a degree or state permit. the stipend range is between $1200 and $5000. The purpose of the program funded by first 5 California is to provide an incentive for students to achieve degrees in the field of Early Childhood Education.

Learning Outcomes

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

16. If no, please explain:

All courses have been assessed.

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

Students are working on many levels to meet their academic and career goals whether it be minimum units for employment for certificates and degrees for permit qualifications teacher and director employment opportunities. Three students who completed their A.S. degrees have been accepted into the BA cohort at San Jose State University fully funded by the E3 Institute funded by First 5 California.

18. 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)

In terms of curriculum will be meeting June 5 to streamline course content and reduce units to help students reach goals more efficiently. Currently eliminating CHS 87 as pre-req for CHS 80. Making courses available day evening and on-line. We have increased the number of on-line courses and will evaluate whether on-line or face to face has more course completers. Continue to meet with Advisory Board. considering offering a third A.S.-T course for elementary education. Stay involved with CARESPLUS E-3 Child Development Training Consortium California Teacher mentoring Program and both state and national organizations. We continue close communications with the Child Development Center for improving practical experiences for students with children. The
CDC has hired students as TAs in the center. It has provided mentoring for students as TAs but also for students doing Student teaching we should have another Master Teacher employed as the current employee has been on-going medical leave.

19. 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.)

Institution support for Career programs support for Child Studies within the new Division of Professional Studies support for classroom space for teaching classes. Support for the needs of the Child Development Center as a vital part of student learning. Replacement or at least a substitute for our second Master Teacher position is needed. Support for classrooms with technology that is in good repair and in good working order.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

According to the Student equity report provided the majority of students ethnically are white primarily female across all age groups fairly evenly. The majority are not low income and the majority are not DSPS. these statistics hold true across all certificates.

21. What measurable goals have or will be set by the program to address differences in student equity?

The statistics for Child Studies are similar to the college as a whole. Marketing efforts have been made for outreach to schools not only on the west side but to central and east San Jose as well. Child Studies faculty realize the importance of having wide student diversity as teachers will be working with a wide group of children and families that are ethnically diverse in the community. Other ways to address diversity is to hire diverse teachers in our child development center and on the faculty of the Child Studies Department.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?
Strategies included outreach for marketing our program and utilizing our Advisory Board to outreach to ethnically diverse potential students.

23. What institutional support does the program need to implement its strategies to address differences student equity?

On-going support from Division Chair Dean of Career Programs and VP of Instruction for the Child Studies Department and the Child Development Center lab for students. Marketing efforts by the college to reach under-represented students.

Conclusions

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

Around the time of the last Program Review our A.S. Transfer degree was approved by the state and many students have chosen that as a degree option. We should have our first students to complete the degree the end of spring semester 2015. We recently had our A.S. degree in Early Childhood approved with changes that now require 6 less units for the degree completion. We have had two meetings this fiscal year with our Advisory Board and have had discussion of working on both the Child and Adolescence transfer degree and perhaps the Elementary Education transfer degree. The Department continues with its involvement in the E3 Institute funded by first 5 CARESPLUS stipend Program its Mentor Teacher Program and the Child Development Training Consortium program which was recently increased up to $15 525. an increase of $4 275. The Child Studies Department continues its collaboration with Queen Maud University in Trondheim Norway and will ask the president to sign an updated MOU with them for future student exchanges. The Child Development Center continues to function as an active part of the Child Studies Department offering students the opportunity for observations practicum experiences and student teaching opportunities. The center is designated as the first Outdoor Classroom Model in Santa Clara County and the second in northern California. In addition to West Valley Child Studies students many students from neighboring colleges come to visit most notably for its Outdoor Classroom Model. The center is also participating in the national "Race to the Top" and will receive funds for maintaining quality improvement. On April 7 2015 the Child Studies Department co-sponsored the film launching of "The Raising of America" with the Global Citizenship Committee. It was shown in the morning and the evening with approximately 100 students watching. The film will be shown on PBS this fall. The film documents the lack of commitment to child and family support in the United States compared to other industrialized countries. Child Studies faculty continue to represent the department on the Curriculum Committee Global Citizenship Committee and the Sustainability Committee-as well as in the community participating in many local state and national organizations.
25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The Child Studies department continues to align and realign with the Chancellor's office and Title 5 mandate regarding standards for CTE programs. Strong labor market data in the college service area as well as decent completer numbers for Child Studies certificates and degrees work in our favor. Integrating innovative course content continues to be a challenge as the state-approval process for curriculum is lengthy. It may take a couple of catalog cycles before a new course or certificate/degree can be offered. Expected enrollment and the subsequent cancellation of courses may impact what students ultimately complete and the type of teacher training they receive. The Child Studies Department teaches to provide an educational experience for all students to enhance the quality of their lives: the social, emotional, the cognitive, the creative and the cultural. Embedded in all courses the understanding and knowledge of the significance of quality early education: the understanding and knowledge if individual difference and diversity in all its manifestations: physical, social, emotional, gender, sexual, creative/cognitive, language, cultural, first generation immigrant and socio-economic experiences. The challenge to create a classroom atmosphere in which students can discuss their experiences and attitudes toward differences-color, social class, disability, sexual orientation, language, values, and behavior. The challenge to create classroom environments that are aesthetic and multicultural, multilingual. The challenge to reinvent the children's center as a core of the department providing opportunities for students in all classes to observe children's behavior and development and in the context of culture and socio-economic variables. The challenge to provide research opportunities in the children's center to study development and behavior. The challenge for teachers is understanding the role of diversity in her/his life as a person and as a teacher.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Communication Studies

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/21/2015 8:15:26 PM
General

1. What is the name of your program?

Communication Studies

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

John Hannigan

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

Meg Farrell Michelle Zajac

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

The Communication Studies program supports students whoes academic pathway includes an AA or AA-T in Communication Studies or who wish to grow in their communication ability. Our program is specifically designed to meet the CSU Transfer Curriculum Area A A1 or IGETC Area 1 Group C with one of the following courses: Comm. 001 - Public Speaking Comm. 020 - Argumentation and Comm. 010 & 10H Persuasion. Our program also meets the Social Sciences requirement with Comm. 012 - Intercultural Communication. Additionally student pathways include growth in communication skill in the areas that meeting the AA & AA-T by taking Comm. 008- Interpersonal Communication Comm. 004 - Small Group Communication. None degree focused students pursue improved communication by taking any three of the above courses to earn a Communication Achievement Award.

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

Certainly enrollment and student demographics impact our program however none that would address the heart of this question.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also
view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

We are not a CTE Program

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

We are not a CTE Program

9. Please analyze available evidence of the program’s demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

We are not a CTE Program

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

We have made progress on one of the four actions. That item focused on improving student delivery style with regard to Extemporaneous speeches. We found that simply talking about improvements did not make any significant improvement with improving the SLO. Because this is clearly a coaching issue we have moved to ensure that we discuss the expectation in the preliminary faculty evaluation we are then observing both a lecture and student presentation to determine if coaching is taking place and then observing the student presentations. In the cases where the performance lacking to a significant degree as to determine that the problem is pedagogical and not random student
performance we address this in the final faculty evaluation. We are hopeful that this activity will result in improved student learning outcomes. We are not a stagnant department. We continually strive to update our courses and improve our teaching so that we can provide the best learning environment for our students. For example: We are now running three DE COMM 012 Intercultural sections per semester one of which is a Late-Start. We added adaptive and interactive SmartBook learning tools to these COMM 012 DE courses tools that are designed to increase content retention and student success rates. We successfully added a fully DE component to COMM 004 Group Discussion. We are currently filling one section of COMM 004 each semester. We converted our traditional COMM 001 Public Speaking to a hybrid DE to model what SJSU offers. This conversion took considerable time to develop in terms of pedagogical approach. We added late-start and non prime-time sections per the request of administration. We are continually modifying and improving our courses based on SLO measurement data in an effort to bring more students into our program and to enhance student success and retention. We fully updated all seven of our courses with the assistance of the Curriculum Committee to include COMM 001 004 008 010 010H 012 and 020. We took care to align each with CID standards. Then we conducted a thorough review during Spring 2015 to ensure that all of our Catalog and Schedule Descriptions published in the future would be an accurate reflection of these seven CurricUNET course updates. We revised our AAT to include bringing back a course we taught quite some time ago and was recently re-approved COMM 010 Persuasive Speaking. We are running COMM 010 this semester. We converted our Communication Competence Award to a Communication Achievement Award. This Award honors students who have successfully completed at least three of our classes. We continue to modify learn and grow as a department because we are committed to effectively servicing a wider student population and to improving student success. The other three issues are department related and can only be resolved with a new hire. We have received a new hire authorization and we are hopeful that when that faculty member is hired we will be able to organize our department toward the other goals.

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

No. We are different faculty each semester. We will be able to measure this impact in next evaluations and the Public Speaking SLO in the coming year.

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

Not at this time. However when our new faculty is hired that faculty will have a significant voice in the direction of the department. This may require the department to modify some of its goals.
Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

Very well. All of our students who transfer do so without known issues.

Learning Outcomes

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

16. If no, please explain:

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

We have very high success and retention. We have issued 60 AAT's and about 100 Communication Achievement Award annually.

18. 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 response to Q# 10
19. 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.)

I was shocked to discover that during the WVC Open House this Spring that I could not access Angle or CCC Confer from within the Campus Center. It was very disappointing to not be able to show family and prospective students our Distance Learning components to our program. I then realized that my students cannot connect to Angel from the Campus Center. Unbelievable! So the wireless connectivity issue must be fixed - fast.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Well there are differences. There are many achievement GAPs: Mexican/Chicano/Mex. American GPA 3.08 Central American GPA 2.69 Cambodian GPA 3.65 Vietnamese GPA 3.33 Chinese GPA 3.41 Japanese GPA 3.41 White GPA 3.23 African-American/Non-Hispanic GPA 2.45

21. What measurable goals have or will be set by the program to address differences in student equity?

It seems that our "Asian" population has higher GPA's than most all other ethnic groups. This gap is significant when compared to our African-American/Non-Hispanic group. While as a program we focus on the whole student. We do not give difference to ethnicity when considering student equality. Our goals is for all of our students to be successful in our courses.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The Communication Studies Program's success with under represented groups is above that of the college and most programs for several reasons. First all but one of our courses require that student's are English 1A eligible as we have an Eng. 905 prerequisite. Naturally therefore we have a greater number of students who are prepared for our
A rigorous academic program. While this is a significant disadvantage to our enrollment numbers the prerequisite helps us ensure that the students who are registered will have the best chance for success regardless of ethnicity. A second reason is that all but one of our courses must be taken for a letter grade. Students have a bit more at stake then a P/Fail grade. Third COMM 01 Public Speaking is required for both transfer and graduation. The Student Success Act now allows that students have only three opportunities to take the class. We believe that students tend to do their best the first time around despite their initial anxiety. Finally and most importantly the Communication Studies Program features exceptional Instructors who provide intentional pedagogy that is highly effective. Our instructors utilize interactive student-focused teaching methods as opposed to instructor centered teaching styles. This pedagogy enhances retention because students feel committed not just to themselves and the instructor but to the others students in the class. Our classes build community. Research shows that under represented groups perform better when working within context of cultivated relationships. We do just that in all of our courses.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The institution need to capitalize on the relational nature of our faculty and focus that on the intentionally building of relationships between faculty and students. Establish a Faculty/Student Mentorship program which matches up under represented students with caring and engaging students.

Conclusions

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

We are not a stagnant department. We continually strive to update our courses and improve our teaching so that we can provide the best learning environment for our students. For example: We are now running three DE COMM 012 Intercultural sections per semester one of which is a Late-Start. We added adaptive and interactive SmartBook learning tools to these COMM 012 DE courses tools that are designed to increase content retention and student success rates. We successfully added a fully DE component to COMM 004 Group Discussion. We are currently filling one section of COMM 004 each semester. We converted our traditional COMM 001 Public Speaking to a hybrid DE to model what SJSU offers. This conversion took considerable time to develop in terms of pedagogical approach. We added late-start and non prime-time sections per the request of administration. We are continually modifying and improving our courses based on SLO measurement data in an effort to bring more students into our program and to enhance student success and retention. We fully updated all seven of our courses with the assistance of the Curriculum Committee to include COMM 001 004 008 010 010H 012 and 020. We took care to align each with CID standards. Then we conducted a thorough
review during Spring 2015 to ensure that all of our Catalog and Schedule Descriptions published in the future would be an accurate reflection of these seven CurricUNET course updates. We revised our AAT to include bringing back a course we taught quite some time ago and was recently re-approved COMM 010 Persuasive Speaking. We are running COMM 010 this semester. We converted our Communication Competence Award to a Communication Achievement Award. This Award honors students who have successfully completed at least three of our classes. We continue to modify learn and grow as a department because we are committed to effectively servicing a wider student population and to improving student success.

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

The Communication Studies is first and foremost a healthy department. We care for each other or division and our students. We are influential throughout the institution. We have been challenged in our inability to launch new initiatives in our program due to a lack of staff. We look forward to establishing a new vision for our program when we become fully staffed this Fall.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/21/2015
PROGRAM REVIEW
2014 – 2015

FOR

Computer Applications

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 6:10:09 PM
General

1. What is the name of your program?
   
   Computer Applications

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

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](http://...))

   The Computer Applications program supports students along their pathways to reach transfer and career goals.

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

   Our curriculum continues being updated to meet industry requirements per the advisory board and news publications. This has also resulted in articulation agreements with Silicon Valley Career Technology Education (formerly CCOC). Integration with other WV college programs and 4-year college courses also exist. CA is also a member of the Business Advisory Board.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

In Santa Clara County growth (8.8%) is forecast over the next ten years in target occupation groups. The size of the market for these occupations in Santa Clara County is substantial with over 14,000 jobs. $19.09/hr is the median earnings. In occupation such as Secretaries and Administrative Assistants Except Legal Medical and Executive a 10.8% increase with median earnings of $18.94/hr. In the new up-and-coming occupation of business intelligence analysts which requires a background in science technology engineering and mathematics and software of all Microsoft Office suite software. This field generates standard or custom reports summarizing business financial or economic data for review by executives managers clients and other stakeholders.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

No. DeAnza disbanded their program.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

With the skills learned through the program more students are able to become proficient in software areas required by 4-year college courses and business for employment. We do not formerly track student job placement as a college nor as a department. In general however the job environment for software knowledge is continually demanded. Student ability to transition from the classroom to sustainable wage obs depends heavily on previous work experience resume strength and student commitment to completing their educational plan. Since a number of CA courses interact with other disciplines students take these courses to complete their degrees and certificates in those areas. These areas include Paralegal Business Accounting Court Reporting Digital Media and Workplace Success Skills. More disciplines are being examined to add CA courses as electives. Many students take these courses that are already enrolled in a 4-year college and they are required for their degrees. Persistence is also shown by the number of students that return and continue to improve their knowledge of software as ongoing required knowledge is needed in business. The advisory boards have stated that they will not send any employees to credit/non - credit college courses. They require their employees to have the knowledge required by their businesses to do the job obtained at a college. The program has in place a well-developed reliable mechanism to receive frequent input and
feedback from an advisory board. Advisory boards are composed of high school partners, industry partners and community work force agencies. Our curriculum continues being updated to meet industry requirements for jobs per the advisory board and news publications. This has also resulted in articulation agreements.

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission](#)).

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

The program is required for students to learn technology especially in Silicon Valley and student’s transferring to a 4-year college. With that said the program was on the ADC list but has since been removed. This is due to streamlining the program and reexamining the courses offered. It has been decided to revamp the program by adding a certificate to the Business department called Business Technologies. This will focus the courses even more toward Business students. The existing CA courses that meet the criteria are in the process of renumbering from CA to BUS. All changes are awaiting curriculum and state approval. CA will become part of the Business department in Fall 2016.

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

By moving it to Business it will provide more visibility and direct contact with Business students.

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

See #10

**Curriculum and Articulation**

13. **Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)**

Yes
14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

Our curriculum continues being updated to meet industry requirements per the advisory board and news publications. This has also resulted in articulation agreements with Silicon Valley Career Technology Education (formerly CCOC). Integration with other WV college programs and 4-year college courses also exist.

**Learning Outcomes**

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

16. If no, please explain:

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

More students are taking Computer Application courses that help them in other classes especially in Business. The knowledge works hand-in-hand.

18. 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)

Better progression and connection of skill development in relation to the final outcomes (final project) for each course. The department incorporates new learning technology as the needs demand and as they prove value to the curriculum. CA is committed to the continued development and integration of ADA compliant learning tools and resources for both in person and distance learning classes.
19. 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.)

Moving the program to Business will promote closer work with Business students as well as creating a Computer Technologies certificate.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The highest enrollment was by Whites (858) followed by Mexican/Chicano/Mex. American (115) and then Asians (142).

21. What measurable goals have or will be set by the program to address differences in student equity?

Increase the number of students (enrolled in CA classes and pursuing transfer a degree or certificate) in the 18-25 year old demographic by increasing awareness regarding our transfer certificate and degree in Computer Applications. Promote our newly revised certificates and degrees and actively market our programs within the department the division the college and the community. Integrating CA courses as electives within other disciplines. More students are registering and prefer distance learning courses. This seems to help bring our efficiency enrollment and retention up. More online and Saturday courses are being created to accommodate students.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

See #22

23. What institutional support does the program need to implement its strategies to address differences student equity?

Outreach needs to continue informing students of the courses available in CA. This seems to be the best promotion tactic of our program.
Conclusions

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

The main notable accomplishment was to streamline the program and agree to transfer it under Business for more visibility and not worry about FTE or WSCH anymore under ADC.

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

The program's strength is that is stays current with industry and serves a diverse student community. The program has always worked with administration other faculty and students to promote better curriculum and needs for the student. The challenge will be to transition students from CA to the Business department with as low as possible impact to the students in Fall 2016.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

Computer Information Systems

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 3:03:07 PM
General

1. What is the name of your program?
   Computer Information Systems

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

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)
   As a career and technical education program CIS offers students an opportunity to develop the skills underlying a career path as well as preparedness for transfer to a four-year college bachelorette degree which is the typical entry-level requirement for a computer-science related career.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   Economic trends in the computing industry and the cycles of innovation relating to such can and have in the past positively and or negatively impacted the program.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

This is a growth industry as documented by state economic indicators.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

De Anza and Foothill colleges offer certificates and AA degrees in CIS.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Computer Science four-year degrees are essentially the entry-point to this field. Associate degrees and certificates are not conducive to job availability and sustainable entry level career options. At this point the college does not track job attainment in the field.

Closing the Loop

Refer to your last full and update program review submissions ([Click here to open your last program review submission]).

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

1) We were successful in revising the Computer Science Certificate of Achievement which will be added to the 2015-2016 WVC catalog 2) We re-introduced a course CIS 4B- Introduction to Programming II in C++ which was taught Spring 2015 for the first time in 10 years 3) A lab upgrade was implemented with new monitors and newer computers

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

1) The certificate was reduced from 30 plus units to 18 units making it much more reasonable for the students to complete 2) There is a huge demand for CIS 4B in order for
students to transfer to a 4 year institution. The class was waitlisted 3) The upgraded lab equipment is faster and the monitors are easier for the students to read leading to a much more productive classroom experience.

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

1) It may be possible in the future to implement a CIS ADT should the state requirements change. Right now there are too many Math and Physics units required to be within the required 30 units. 2) CIS enrollment has increased since the last program review. 2 day classes have been added one additional summer session class and one additional on-line CIS 002 class has been added to accommodate this.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

Transfer and articulation agreements are essential for students who wish to work in this field. The entry point for most jobs is a four year bachelors degree.

Learning Outcomes

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
16. If no, please explain:

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

Computer Science four year degrees are essentially the entry level-point to this field. CIS classes at WVC are preparing the students for transfer to a four year institution. We have articulation with UC Santa Cruz and SJSU. I have had many students communicate to me that they have been accepted to top UC schools. In addition many students have told me that my CIS classes have prepared them well for their CS classes at their four year institutions. Many students have returned to tell me they have gotten a job in the Computer Science industry.

18. 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)

It was noted in the assessment of student learning outcomes that students typically fail in comprehending directions and the required elements of some computing exercises. Therefore stressing the requirements when introducing the exercises and specifically identifying the steps to software development will be discussed and integrated into teaching and evaluating student performance.

19. 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 more Full-time qualified CS faculty. I am the only full-time CS faculty at WVC in a department that has been increasing in enrollment over the past several years and has turned students away due to lack of course offerings because we only have only one FT CS instructor. I requested that administration hire a full-time CS instructor this year but was denied.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
Out of a grand total of 2,161 CIS students surveyed comparing ethnicity socio-economic status, disability, year, and term and age and gender, there was only one category where the rate of a group is less than 70% of the baseline rate (most successful group). In Ethnicity, the baseline group was 100% course completion rate and 100% course success rate. Three groups were less than 70% of the baseline group. These were South American with 69% in Course Completion and Course Success, American Indian/Alaskan Native with 67% in Course Completion and Course Success, and African-American/Non-Hispanic with 58% in Course Completion and 42% in Course Success rate.

21. What measurable goals have or will be set by the program to address differences in student equity?

Raise the lower performing groups to at least 70% of the baseline group in Course Completion and Course Success Rate.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

1) Those students who perform poorly on tests will be referred to the tutorial services. 2) It will be suggested that students work in groups to provide support. 3) Instructor will encourage students to seek out instructor for 1 on 1 time during the lab for additional instruction. 4) Students who continue to perform poorly can be directed to counseling for evaluation.

23. What institutional support does the program need to implement its strategies to address differences student equity?

1) College needs to do outreach to the high schools to provide classes in math and beginning Computer Science to help prepare students for classes in Computer Science at the college level. 2) Providing qualified Computer Science tutors 3) Providing counselors who are knowledgeable about the prerequisite course requirements needed for Computer Science classes and which classes are required to transfer to a four-year institution.

Conclusions

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

1) We have a new CIS certificate of achievement 2) We hired 3 part-time instructors to teach additional CIS classes: 2 day JAVA classes 1 summer JAVA class 1 additional
evening C++ class. 3) We re-introduced and taught a much needed transfer course CIS 4B- Introduction to Programming in C++ 4) Upgrade in computer equipment

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

Strengths is student retention and students acceptance and transfer to a four year institution. The challenge is meeting the increasing enrollments with only one full-time CS instructor. Budget restraints put limits on expanding the CIS department to what it should be to meet the current demands of the student population.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Counseling Department - Instructional

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 5/1/2015 10:01:23 AM
General

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

   Counseling Department - Instructional

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

   Angelica Bangle

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

   I was added to this process the same day it was due so no other individuals were involved. Core individuals were attending an On-Course conference in Southern California and could not be reached for collaboration. As the Counseling Department meetings’ fa

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

   The Counseling department instructional program contributes to the fulfillment of West Valley College mission through the following functions: Transfer Preparation and General Education. All of the 3-unit counseling courses are transferable to CSU and Counseling 5 and 50 are transferable to UC. Counseling 5 is also transferable to Santa Clara University and University of Southern California. The current articulation officer is a counseling faculty who has strengthened articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree. All counseling courses also contribute to the development of critical thinking, written and oral communication skills, and awareness of physical, social, and behavioral sciences as they affect the individual and interaction with the community and the global society. Counseling courses are designed with the ultimate purpose of promoting student self-introspection and responsibility in all aspects of their lives. Counseling courses provide opportunities for students to succeed in following the matriculation process, understand general transfer preparation and career requirements, with the ultimate goal of promoting student access, retention, and success.

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

   With the 2012 Student Success Act assessment orientation and educational planning, IS systems and management processes still need to be identified and/or clarified in order for
students to be provided timely services and courses. Tracking and priority registration has become an issue since IS has limited personnel to support this state-mandated requirements. K-16 bridge was expected to provide an educational plan that communicates directly with Datatel to provide registration priority for students. This plan is also suppose to provide essential data regarding courses students plan to take to help PGC/DCC plan out the availability of courses. All of this on-going issues directly affect our counseling courses and students ability to comply. Lack of counselors and articulation support staff impacts our ability to fully implement the Student Success Act requirements.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No

7. **Describe how your program meets documented labor market demand (note evidence used):**

   Counseling courses are general education personal development transfer courses. There is no associate's degree in Counseling nor a career certificate but our courses support WVC degrees and general education requirements. Most important to our students counseling courses are not only academic but personal development courses. There is an increase demand to teach more courses that fulfill the student success act requirements. Counseling courses meet the 3SP orientation and educational planning requirements: Couns A ? College Orientation (1/2 unit) Couns 2 ? Academic & Personal Planning (1 unit) Couns 5 ? College Success (3 units) Couns 45 ? Successful Study Strategies (1 unit)

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   n/a
9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Based on course completion rates Counseling courses percentage of students' completion of courses remains in the 80 or higher percentile.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Although no specific goals were located in previous program review students completing counseling courses continue to demonstrate focus growth and clarity when pursuing their academic program at West Valley College. Similar to many departments and the college as a whole the Counseling department is experiencing low enrollment trends based on the current district goal and change in classroom management criteria.

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

The Counseling department continues to experience positive impact from the in-person courses but the on-line courses continue to be a challenge. Since our last program review a few counseling faculty have taken advantage On-line teaching strategies offered by our distance learning committee (Lisa Kaaz).

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

The counseling department has identified the following areas where specific goals will be developed: Leadership - We have not had a dean of Counseling and Student Success which has decreased the operational leadership and direct-contact presence needed at both student services council and the college in general. The Dean of Student Service is one step in the right direction but it is not focused on the most complex college-wide counseling function within student services. Personnel - We will continue to advocate for support to complete the process to hire an EOPS counselor and Veteran's counselor. To simply hire part-time counselors to serve high risk underrepresented students is of great concern as this format does not provide the rapport continuity nor consistency needed to effectively serve these students. Pedagogy and best teaching practices - Course-based
groups will be identified to review the Outline of Record discuss pedagogy and identify best teaching practices for our courses. 3SP Orientation class will be redesigned to be offered on-line. Resources and Systems- the Department must have in place effective systems to teach courses. Presently there is only one person (Beverly Harp who will be retiring June 2015)to enter data needed for students to comply with 3SP. West Valley College has established a culture for faculty and staff to inherit 2 or 3 jobs in one title which has created on-going stress. IS remains a critical area of focus where improvement is needed from registration management compliance with 3SP to degree audit Counseling faculty has a direct negative impact from none of these systems to be fully operational. To make matters worse Ellucian is yet another venture EMT decided on where we keep on postponing establishing systems needed. Departmental Teamwork - A series of retreats will be held to discuss challenges within the department and identify common goals communication processes and professional expectations.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

n/a

15. How well do transfer and articulation agreements serve the needs of students in your program?

The counseling department curriculum has done extremely well in meeting the needs of all students at the college. As indicated all of our 3-unit courses are transferable to the CSU system Counseling 5 and 50 to the UC and SCU and USC.

Learning Outcomes

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
16. If no, please explain:

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

Counseling courses continue to make a critical positive impact on students lives and academic preparation. Students consistently indicate that they have improved self-esteem and personal responsibility. This personal growth has allowed students be informed and establish the relevance needed to succeed in their classes.

18. 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 counseling department has established course-based faculty groups to ensure ongoing assessment analysis is conducted on a regular basis. During this PR cycle courses will be reviewed for updates and best teaching practices. Strong Couns 5 team has attended On Course conferences.

19. 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.)

Inadequate facilities continue to be an issue for counseling courses when allocating classrooms. Office hours and counseling follow up appointments are in a building with environmental and health concerns. The Counseling Center offices' dust has not been cleaned for years where any movement in an office creates clouds of dust that fall from the window blinds (check room 25 17 as an example) or by the inadequate AC system in place. Additionally in March 2015 droppings of winter termites in room 20 and other offices. Pesticides that are non-human outdoor use only have been use in the building. There are at least four or more counselors who had suffered from Bell's palsy almost everyone in the building has severe allergies bronchial-related issues at a given time as well as other respiratory and viral health challenges. Although there is no current evidence that any of these health matters are related to the counseling center there is no detailed comprehensive study of the entire building to reassure us otherwise. Facilities conducted a scan of one of the offices with no concerns. However facilities conducted such survey on a Friday when there is little student and employee traffic and the vents were not on. Also we were informed that the building was going to get "tented" during spring break - which did not happen. Counseling department keeps being reminded that the new building is coming but the completion dates keep changing. In the meantime we ask that resources be allocated to clean all the dust in the building from ceiling to carpets.
and furniture. We also ask that a detailed explanation at a minimum be provided to ensure that the winter termites have been addressed.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Counseling department collaborates with the English department to provide specific support to the most at-risk students. Puente First Year Experience (FYE) and SUCCESS programs continue to be the primary college effort to close the academic success gap for Latino and African American students.

21. What measurable goals have or will be set by the program to address differences in student equity?

We will be identifying our goals during our Counseling Department retreat so that every counseling faculty can take part of the brainstorming identification and ownership of goals relative to student equity.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Once identified weekly discussion and progress report will be shared at counseling department meetings.

23. What institutional support does the program need to implement its strategies to address differences in student equity?

We are currently learning more about the role of the Director of Diversity on campus and discussing Student equity guidelines.

**Conclusions**

24. Describe any notable accomplishments since the last program review:
The counseling department has become more united this past year. With a strong Articulation Officer and curriculum representative our courses are an on-going part of our deliberations. We have been successful in coordinating mentoring and supporting each others’ courses.

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

Despite challenging times with management regarding communication and due process the counseling department has become closer and united. This process has helped us get clarity and framework for advocacy to be consulted in 3SP budget for orientations and educational planning. IS personnel is never enough to meet the complex needs to provide on-time response to counseling and other programs in student services.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/21/2015
PROGRAM REVIEW
2014 – 2015

FOR

Court Reporting & Related Technologies

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/12/2015 2:43:19 PM
General

1. What is the name of your program?
   Court Reporting & Related Technologies

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

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 West Valley College Court Reporting and Related Technologies department provides students with academic and skills instruction in an environment of academic excellence for students seeking intellectually rewarding careers that will enable them to make a meaningful contribution to society whether helping to facilitate judicial process or providing communication access to hearing-impaired individuals per the Americans with Disabilities Act (ADA) mandate. The program meets the College’s mission components for both Transfer and Career and Technical Education and is recognized by the Court Reporters Board of California.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   The program operates under the requirements set forth by the Court Reporters Board of California. The program must provide students with required courses qualification testing and other components required by the Court Reporters Board to apply for state licensing. The program must also meet additional requirements set forth by the National Court Reporters Association (NCRA) in order to retain national certification status. In addition the department has an advisory board made up of licensed reporters and other legal professionals who make program recommendations. State regulations that removed course repeatability have continued to have a significant negative impact on our program. New regulations regarding courses that incorporate skills development are necessitating course content changes and a redesign of program curriculum.
CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

(Note: Please refer to the Word document emailed to the Program Review Coordinator for the proper formatting when reviewing this portion of the Program Review. Imbedded text editor cannot handle complex document formatting so the data is not formatted correctly in this box.) The National Court Reporters Association commissioned a comprehensive industry outlook study by Ducker Worldwide 1250 Maplelawn Drive Troy MI 48084 www.ducker.com on the job outlook for court reporting and captioning through 2018. The following is data from the Ducker Worldwide Executive Summary report: G E 4 Research Methodology The methodology consists of 120 primary research interviews with industry constituents and all study findings are based on the analysis of these direct inputs gathered from the field. Exhibit 1 details interviews conducted by respondent category: Respondent type Percent of respondents Court reporter certification boards 20% Agencies 19% State associations 18% Schools 13% Law firms 10% Industry-related associations 9% Courts 6% Manufacturers 2% Captioning firms 2% Others 1% TOTAL 100% Published figures and reports such as census data crime statistics and relevant NCRA data were also used. 72% of reporters are freelance. (My note: This makes them difficult to track using standard employment research tools. Ducker Worldwide interviewed agency and law firm owners/managers and national and state associations as part of their research methodology to acquire more accurate employment numbers.) Future industry situation ? 2018 supply Court reporting professionals share a valid concern about the supply of court reporters over the next five years. Taking into account that court reporters tend to stay in the workforce longer than the average Ducker still predicts that approximately 5 000 to 5 500 reporters will retire over the next five years. Furthermore with a declining number of new court reporters each year due to fewer potential court reporters entering and successfully graduating from
court reporting programs Ducker predicts over the next five years there will be approximately 1,400 to 1,500 new reporters entering into the industry. The difference between individuals entering the profession and those exiting results in a gap of 3,500 to 4,000 court reporters. Based on current trends in 2018 the supply of reporters will drop to 27,700. Demand in 2018 is projected to be 33,200. The difference equals 5,500 opportunities. Demand for court reporters will exceed supply within five years. The insurance industry creates about 75 percent of freelance court reporter demand. As the population ages additional demand for captioning is likely to appear in community venues medical settings and in other arenas. Half of court reporters work in four states: California New York Texas and Illinois: STATE 2018(F) 2018(F) 2018 supply demand opportunity CALIFORNIA 6 110 8 430 2 320 TEXAS 2 270 2 680 410 ILLINOIS 1 730 1 990 260 NEW YORK 1 590 1 850 260 NORTH CAROLINA 750 940 190 MISSOURI 710 870 160 MICHIGAN 540 700 160 WASHINGTON 510 660 150 WISCONSIN 430 580 150 TENNESSEE 470 600 130 ARIZONA 380 500 120 NEVADA 260 380 120 MINNESOTA 440 550 110 GEORGIA 630 730 100 INDIANA 400 500 100 Note: All figures are estimated based on Ducker’s extensive research and proprietary court reporting supply and demand model. Projections are based on a model using raw data industry insight and internal analysis techniques. This method yields a current and forecasted view of market demand and supply for the stenographic court reporting industry. Figures have been validated and confirmed whenever possible; additional information can be provided to researchers for future iterations of the report at anmm@ducker.com. The entire Executive Summary can be found using this link: http://ncratakenote.com/about-court-reporting/2013-14_NCRA_%20Industry_Outlook.pdf Of the 2,320 projected jobs in California per recommendation from Ducker Worldwide analyst I have estimated distribution by county and region using 2014 population statistics. Source: quickfacts.census.gov Population Projected New Jobs California 38 802 500 2 320 San Jose-San Francisco-Oakland CA Combined Statistical Area 8 607 423 515 Santa Clara County 1 894 605 113 Note: The Bay Area may have a higher demand than what is simply based on population data because of the concentration of “high-tech” companies. In addition proofreading jobs are not counted here although many court reporters hire free-lance proofreaders with stenographic skills to proofread transcripts. The following article which includes an interview with Mason Farmani CEO and managing partner at Barkley Court Reporters is from the CBS Los Angeles website on October 27 2014. Barkley Court Reporters also operates a branch of its agency out of San Jose California. Influenced by new federal regulations that require the usage of captioning for electronic media there will always be a demand for court reporters according to the Bureau of Labor Statistics. Reporters that are profoundly skilled in the digital captioning of spoken information and sound effects are maintaining a competitive edge. In Los Angeles top court reporters can earn an annual salary in excess of $92,000. Industry experts say the courtroom is not the only place where these specialists work. “Because of our proximity to Hollywood and the entertainment industry we also utilize advanced technology to provide transcripts for the Golden Globes Emmys Television Critics Association and various press junkets”, said Mason Farmani CEO and managing partner at Barkley Court Reporters. Farmani said he has witnessed pivotal developments in this evolving field since 2010. “For deposition hearings we have seen an incredible increase in remote attendance,” Farmani said. Our
court reporters provide clients with the type of technology they need in order for them to hear a witness and mark a transcript without being physically present. Reporters who are developing their technological talents and keeping up are the ones in demand. How will a court reporter’s role change by 2022? As technology grows the demand for highly technical and accommodating court reporters will increase. They are the ones who will be requested to travel around the world on high-profile cases with lucrative billings. How does one prepare for a career in this vocation? I encourage aspiring court reporters to attend an online or in-person school with a court reporting program. Don’t give up. Attend continuing education in various state and national associations. Participate in certification programs and speed contests. Invest in technology and keep equipment and software current. What is your message to endeavoring court reporters? According to recent data there are about 32,000 stenographic court reporters currently working nationwide. A decreased enrollment rate of new students combined with an increase in retirement figures will create a serious shortfall in the job market by 2018. So this is a perfect time to enroll in a court reporting program and become a highly skilled reporter. Sharon Raiford Bush is an award-winning journalist who covers topics of social interest in greater Los Angeles. Some news articles she has authored have been archived by the Smithsonian Institution in Washington DC. Sharon also contributes to Examiner.com.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

Yes. College of Marin (public) in Marin CA Golden State (private) in Dublin CA

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

The job placement rate for our students who take the California Certified Shorthand Reporter (CSR) exam has been 100 percent some working in court and others working in the field of deposition reporting. Students who have attained a high level of skill in realtime writing have also found employment providing Communication Access Realtime Translation (CART) services to hearing impaired individuals attending college across the Bay Area including West Valley College De Anza College San Jose City College and San Jose State University. Several current students are also providing CART services at West Valley College. Other current and/or former students are also employed in the following areas: broadcast captioning scoping and proofreading. The following is an excerpt from an email one of our recently licensed students Cambria Denlinger sent to one of our instructors on January 28 2015: ??I had been sitting in with a couple of reporters for a firm in Willow Glen called advantage Reporting Services. When I mentioned to the owner that I had just received my license in the mail she offered me a double depo the next day (two witnesses same lawsuit). It was pretty much initiation by fire as the first witness rambled and spoke rapid fire for three hours. I later learned the questioning attorney is known for his rapid speech as well. Oh and I had to mark 20 exhibits! The transcript is over 300 pages?? My note: Cambria has been working every
week since she received her license even though she admits she has done little in the way of marketing.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Expansion of synchronous classrooms: A third classroom was configured for synchronous learning and put into use at the beginning of the spring 2015 semester enabling any students who live outside of the local area to fully participate in live face-to-face instruction using video-conferencing technology. Application of On Course principles: On Course principles are being shared and applied in class. On Course has a great web site with great information for anyone to use. Sharing this web site with other instructors has been a great way for instructors to obtain information and tools that they can use in their classes without having to attend an On Course workshop. The next step is to take more time in staff meetings to discuss specific articles on the website as a group and to set a strategy for applying them across the entire department so that we have a cohesive strategy for student success. Here is the link for the On Course ?Best Practices? website. Instructors must sign in and will be given a password. There is no fee. http://oncourseworkshop.com/best-practices/ Targeted curriculum additions/changes: A number of courses were deactivated and others were revised and launched in Curricunet under the guidance of the Curriculum Committee and our division Curriculum Committee representative.

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

Synchronous Classroom: Yes. The addition of a third synchronous classroom has made a positive impact on students who live outside of the local area whether inside the Bay Area or even further away. It enables us to reach out to students in parts of California where there are no reporting programs but there are reporting captioning and other related jobs. Students who previously had to rent rooms or stay with relatives during the week in order to attend class on campus are now able to attend class from home. The benefits for students include less fatigue fewer expenses such as fuel and more time to practice and do homework. The following is an email I received on January 30 2015 from one of our students: ?I just wanted to thank everyone and say what an awesome first week of school this has been. I can only imagine the long hours that you?ve all been putting in to get the synchronous classrooms up and running. What a huge endeavor! The convenience of being able to attend from a distance is almost indescribable. Being able to stay home in my own house with my husband and not having to travel every week from Sacramento
has decreased my stress level substantially. I am looking forward to a very productive semester. Thank you all so much for everything you do for the CR students at West Valley! Heather Schiltz? The expansion of the synchronous classroom has also had a beneficial impact on enrollment. At a time when college-wide enrollment has been very low most likely due to high Bay Area employment the Court Reporting department has been able to maintain enrollment levels by being able to serve students from outside of the immediate area. Curriculum: Yes. The main impact of targeted curriculum changes implemented over this last year has been to eliminate duplication between courses with similar content with different numbers of units. This has reduced confusion for students over which courses they need to take which is a positive result and may help us to get more certificates issued as a result.

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

Synchronous Classroom/Curriculum: Yes. Currently both on-campus and off-campus synchronous? students have access to and use the same out-of-class lab content thanks to the availability of digitized recorded and additional practice materials. State curriculum changes will reduce or eliminate what are perceived to be skills-based courses and more structured lab activities will need to be added. The plan is to expand the role of the classified Instructional Laboratory Technician position to more closely resemble the Writing Center Lab model and to offer scheduled guided live skills development sessions for students. The same type of audio and video equipment currently used in classrooms to facilitate synchronous instruction will need to be installed in the lab so that students who attend West Valley College from off-campus locations can fully participate in these activities along with their on-campus peers to continue to ensure that off-campus students have the exact same resources as those who come to campus. Regularly scheduled structured practice with set agendas offered outside of class hours will help to facilitate success for all students. Certificates: Yes. A major goal we need to focus on over the coming year is issuing more certificates. We have students who have taken the courses necessary to qualify for various program certificates but they are not taking the initiative to apply for them or they are confused about the process. We as instructors need to proactively encourage students to apply for certificates they have earned and to assist them with the application process. We are already working on this goal. One A.S. degree application and nine certificate applications have been submitted this semester to date. These will show up along with additional certificates in next year?s Program Review data. Application of On Course principles: Yes. The next step in using On Course as a major tool in fostering student success is to reserve time in staff meetings to discuss specific articles on the website as a group and to set a strategy for applying them across the entire department. The ultimate goal is to create an On Course culture within the department.

Curriculum and Articulation
13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

The course curriculum is being redesigned in order to accomplish two objectives: reduce the units per certificate to be in compliance with the maximum allowable number and eliminate/minimize the number of skills-based courses to comply with new state mandates regarding these courses. Note: The new and revamped certificates were ready to be entered and launched for Curriculum Committee review but have had to be put on hold until certain courses within these certificates are redesigned or new courses are created. The plan of action is to redesign and/or create new the courses under the guidance of the Curriculum Committee. Since the program?s one full-time instructor and department chair has a small amount of reassigned time during the semester and has to teach three days a week for nine weeks this summer and has additional projects and responsibilities regular weekend labor will be required to accomplish this task.

15. How well do transfer and articulation agreements serve the needs of students in your program?

They serve them well. Most of our courses are transfer-eligible as electives for CSU baccalaureate programs and our students are able to transfer program-relevant academics such as general English courses from other institutions for credit in the CTR program.

Learning Outcomes

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

16. If no, please explain:

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

The good news: Increased focus on correct English grammar usage including but not limited to punctuation capitalization and homonym distinction in beginning theory courses has resulted in students making a smoother transition from theory course work to beginning transcript production. Since simply covering these topics in class does not always ensure that every detail will ?stick? long term we have also encouraged students to take advantage of outside resources that provide enjoyable ways to review and reinforce key concepts. This included having guest lecturers such as educator Margie Wakeman Wells an English grammar expert who specializes in training and review for court reporting students and reporters come to campus to speak to our students. Various students and instructors from the department also attended educational seminars at state and national conferences including the California Court Reporters Association ?Boot Camp? training in Southern California the California Deposition Reporters Association Annual Conference in Monterey and the National Court Reporters Association Annual Conference in San Francisco at no cost to the college. These great organizations give students special rates. The educational seminars provide up-to-date relevant information on topics governing the reporting profession. Instructors with national certifications also take seminars for CEU?s. Information from these seminars is shared with students in the classroom. Information from ?outside experts? seems to garner extra attention from students a great benefit!

18. 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)

Support Services: In spite of increased internal focus we need to find ways to get students to take advantage of the college?s Tutoring Services and the Writing Center. We have students some bilingual some not who are fluent English speakers but whose vocabulary and spelling skills are holding them back. For instance being able to distinguish between the meanings and spelling of homonyms is a necessary skill for reporters and captioners who must have everything they write translate correctly into English text using specialized software. A lack of skills in this area can prevent students from succeeding in the program. Reinforcing course material in new ways such as those mentioned (in No. 18 above) is one way we are working to foster enthusiasm for subject matter covered in class. Helping students to understand how they learn and remember new material by presenting and discussing scientific research on how these processes work gives them tools that they can use to help themselves to study and to practice skills in a more effective manner. Subject matter is being presented in select courses particularly theory courses on topics including: language learning ?chunking ? memorization muscle memory and other topics germane to developing stenographic and associated academic acumen. Students enjoy learning about how they learn and the topics generate a lot of classroom discussion. We are also receiving feedback from students telling us what they have tried and the positive results they are experiencing. One of our favorite books which
contains a great deal of information on this subject is The Owner’s Manual for the Brain by Pierce J. Howard Ph.D.

19. 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.)

Institutional support is great but we need to find a way to get more students to use the resources that exist. (See ?Support Services? in No. 19 above.) Technology/Facilities: Ensuring that the ?smart? classroom model is implemented throughout existing buildings during the upcoming renovation and that our ?synchronous? set-up is installed in the temporary buildings during renovation so that we can continue to offer synchronous instruction during this period of time is our major concern. Professional Development: Great professional development opportunities are available and accessible. Michelle Francis the college’s Professional Development Coordinator has done a great job in this area. However time to attend professional development activities is in short supply. There is always something coming due and department chairs who are the only full-time instructors in their departments are always playing catch-up due to having an inadequate amount of reassigned time in which to complete an ever-growing list of administrative tasks. This impacts our ability to take advantage of professional development opportunities during the semester. The department chair will however be attending the On Course Workshop 2 being offered in August.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

In the categories of Course Completion Course Success and GPA the Court Reporting Department’s numbers are comparable to or above the college’s equity data in almost every instance across age ethnicity socio-economic status and disability status. Several identifiers were chosen to illustrate this point. For example: African American Mexican/Chicano/Mexican American Other Hispanic White Cambodian and Chinese students in the program all had similar or higher course completion rates course success rates and GPA’s than both the Business Division and the college as a whole. Without knowing if ethnicity factors were tied to socio-economic factors for specific students or categories of students it is impossible to make accurate conclusions about student success for individual ethnic groups within the department. One exception is that students whose second language is English or who are fluent bilingual speakers but have limited English vocabulary and grammar skills may have challenges with department academics and with word interpretation/identification skills necessary for succeeding in applied reporting and
captioning-related courses. Course Completion Course Success and GPA success rates for students in comparable socio-economic categories and disabled versus non-disabled students also compared favorably to the Business Division and to the college as a whole. Disabled students within the department had higher scores across the board than non-disabled students most likely because the disabled students in the program had disabilities that did not impact factors required for success in this type of program and they are highly motivated individuals. Males within the department however across all ages had a somewhat lower average GPA than females. One possible reason for this disparity may be job-related. A higher percentage of our male students have full-time employment or part-time employment -- usually multiple jobs outside of school -- than our female students taking time away from practice and impacting class attendance.

21. What measurable goals have or will be set by the program to address differences in student equity?

Finding ways to get students who need extra help with academics to take advantage of the college tutoring services available and to use the Writing Center is the first step. In the coming year we will actively refer students needing extra support to these resources and we will measure our success by the number of students who utilize them. We will also proactively work with students across every demographic to ensure that they are working towards and completing certificate requirements. We will measure success by the extent to which each demographic is represented. One major factor impacting student success tied to socio-economic factors is individuals having to work while attending school. The Bay Area is an expensive place to live and financial aid does not cover all expenses. We do not have control over this factor but are sensitive to the challenges presented and would like to receive input on ways in which to help these students to succeed.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Review in-department tutoring topics to ensure that they are targeted to address areas where students need extra assistance with department course material. Go through department student rosters and ensure that all students are following their Educational Plans. Ensure that all students who qualify for certificates are applying for them. Encourage students whose academic performance is suffering due to long commute times to and from school to take advantage of synchronous classes if they live 20 or more miles from campus. This will give them extra time at home to work on course assignments.

23. What institutional support does the program need to implement its strategies to address differences student equity?
Counseling and basic skills training support both continue to be required and increased. DESP support for disabled students continues to be required.

Conclusions

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

The West Valley College Court Reporting department was featured in a nationally-broadcast CNBC story on the critical need and large number of job openings for court reporters and captioners. Two students Katherine Schilling a graduate of Smith College who came to our program because she was seeking a better-paying and more challenging career and Gabriella Woodson whose mother is a court reporter and who joined our program right out of high school were interviewed as well as Margaret Ortiz Court Reporting Department Chair. Video footage was also taken during class so all of our students got to participate. Under the guidance of our required outside federal grant evaluator we utilized our U.S. Department of Education grant funds to make improvements in curriculum and to add the department?s third ?synchronous? classroom. (Fall semester average GPA?s for students attending the same classes either synchronously through live video-conferencing or on campus were compared and were almost identical.) Our wonderful Information Technology department personnel led by Scott Ludwig completed the configuration in time for the spring 2015 semester. This enabled us to teach additional courses using concurrent ?face-to-face? instruction to both students outside and inside of the local area. Feedback from students has been overwhelmingly positive. In addition at a time when the college as a whole is experiencing lower enrollment the program has been able to maintain enrollment because we offer this option to students who live 20 miles or more from campus a boon to individuals who cannot make the commute due to Bay Area traffic patterns or who live outside of the Bay Area. The creation of additional digitized lab materials increased the size and accessibility of our practice dictation library. The department chair students and an alumna of our program joined the West Valley College outreach team and made several high school and middle school visits including the ?Pathways to College? conference at Fisher Middle School and ?Junior Night? at Lynbrook events as well as ?Career Day? at Renaissance Academy in San Jose. The Court Reporting department had a great turn-out to help promote our program at the West Valley College Open House on March 21. Thanks go to Linda Lawson Eric Van Dorn Christine Leung Shaunise Day Lydia Tirado Jason Saylor Allison McGann and Therese Custer who all reached out to prospective students and their parents at the event to promote the program. Special thanks go to Elizabeth Jenson who performed a continuing captioning demonstration for hours at our table and another demonstration in the Fox Center. We collected the contact information for 26 attendees using a sign-up sheet at our table and are following up with all of them. Two of our students Shaunise Day and Katherine Schilling joined the National Court Reporters Association?s Student Board and California Court Reporters Association and have been very active in promoting court reporting education on behalf...
of these organizations and our school. Katherine Schilling also had an article published in the Journal of Court Reporting. The department chair and two other instructors hosted and administered the National Court Reporters Association Certification skills exams held on Saturday November 1 at West Valley College. The department hosted a series of guest speakers from national and state associations. Students and instructors from the department attended the National Court Reporters Association Annual Convention in San Francisco in July at no cost to the college.

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

Application of the synchronous learning model has provided the best of both worlds to our students in terms of quality instruction and has helped to sustain our enrollment. Going forward we hope that it will also help us to grow enrollment. Due to support from the National Court Reporters Association through its ?Court Reporting: Take Note? campaign and ?School Finder? service for prospective students we are getting more visibility and more leads that can increase our enrollment over the coming years. A major challenge for the program is the requirement to retool the entire department curriculum in order to come into compliance with direction to eliminate/minimize the number of skills-based courses. This is a major undertaking and will take some time to complete since there is only one full-time instructor in the department who also must fulfill department chair obligations. Program completion needs the most attention from the department chair with support from other department instructors. As discussed in No. 12 ?Goals and Objectives ? we need to ensure that students who qualify for certificates apply for them. We are not showing a true picture of program ?completers.? This has been a major department weakness and we are committed to putting a process in place this year to remedy the situation. As a start one A.S. degree application and nine certificate applications have been submitted this semester to date.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

April 12 2015
PROGRAM REVIEW
2014 – 2015

FOR

Digital Media/Internet Services

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/13/2015 2:58:13 PM
General

1. What is the name of your program?
   Digital Media/Internet Services

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

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

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

   Vocational Technical Education. Courses and career programs which provide skills and knowledge responsive to current needs of business technology and the allied professional fields. Economic Development. Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement.

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

   External influences (outside DM/IS) that impact our program include the propensity of the college to focus nearly exclusively on transfer economic cycles which can both negatively and positively impact enrollment and our advisory board to whom we look to regarding job trends and emergent skills in the field.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

If departments cannot provide relevant data that supports labor market demand in their field then programs will not be submitted to the state by WV nor will programs be approved by the state. So rest assured that the three Digital Media certificates approved by the state in January 2015 demonstrate that our programs meet labor demand. The following is a sample of the labor market data that reflects how our programs satisfy the state requirements: Exhibit 1: Labor Market Data Geographic Area Occupation Estimated Employment Projected Employment Numeric Change Percent Change Additional Openings Due to Net Replacements Mean Hourly San Benito and Santa Clara Counties Multi-Media Artists and Animators 1 780 1 910 130 7.3 400 $38.63 San Benito and Santa Clara Counties Graphic Designers 2 460 2 620 160 6.5 760 $34.33 San Benito and Santa Clara Counties Public Relations Specialists 2 240 2 710 470 21.0 530 $38.44 Source: EDD Labor Market Info: http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=graphic+designer&careerID=&menuChoice=occexplorer&geogArea=0601000000&soccode=271024&search=Explore+Occupation Exhibit 2: Industries Employing Specific Occupations 2010-2020 in the Bay Area This table highlights industry employers for the selected occupations within the geographic region. Also called “reverse staffing patterns” the industry employment data could be considered an estimate of “core employment” for these occupations. Data is sorted by % change – an indicator of new job growth does not include replacement jobs. NAICS Code Description 2010 Jobs 2020 Jobs Growth % Growth 541512 Computer Systems Design Services 10 235 15 108 4 873 48% 511210 Software Publishers 9 093 11 544 2 451 27% 334111 Electronic Computer Manufacturing 4 465 5 724 1 259 28% 541430 Graphic Design Services 3 665 4 098 433 12% 519130 Internet Publishing and Broadcasting and Web Search Portals 3 251 4 113 862 27% 551114 Corporate Subsidiary and Regional Managing Offices 2 853 2 850 -3 0% 711510 Independent Artists Writers and Performers 2 391 2 635 244 10% 541712 Research and Development in the Physical Engineering and Life Sciences (except Biotechnology) 2 371 2 906 535 23% Source: EMSI Complete Employment - 1st Quarter 2011 Centers of Excellence Environmental Scan: Mobile Applications in the Bay region Industry and occupational Outlook 2010-2020 April 2011. P. 4. I'm not sure if you require additional information to answer this questions. Please advise if need be.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?
Yes similar programs exist at almost every community college throughout the state each tailoring their offerings in a slightly different way.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Evidence of students finding jobs can be ascertained by the communication we have with students after they leave the program. We communicate with students via linkedin and have regular contact with those student transitioning to jobs. Our portfolio class provides the basis from which we see students move towards job attainment. We also have at least two students (rotating each year) who are members of our advisory board. Each year the department updates student profiles (job titles company and their experiences transitioning to jobs) on the Digital Media website. We are considering forming an alumni club that would use linkedin and means of social media to communicate with each other. We measure success in program completions job attainment and transferring to like four year bachelor degree programs.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Three certificates have been approved by the state as of January 2015. One other program - that is the revised AA degree in Web and Mobile design is still in the approval process- meaning it was submitted for the second time in May 2014 but it has yet to be approved.

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

With the approval of three certificates (two revised and one new) we are now pursuing another round of curriculum revision that addresses how to sequence topics skills and concepts in a more integrated manner.

12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:
As a career program based to a large degree on technology we continually assess and modify curriculum but the state is incapable of keeping up. The state for example is not able to comply with their own mandate of having CTE programs submit curriculum revisions every two years. We began a curriculum revision in 2011 and still have one outstanding submitted program (AA degree) not yet approved by the state.

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

Younger students are keen on having courses articulate to four year graphic design (SJSU) and communication arts (SFSU) programs. We are still waiting for a transfer graphic design degree - that the department participated in developing (with other community colleges in the region) four years ago.

**Learning Outcomes**

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

16. If no, please explain:

17. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
This is ongoing. Measuring this is in tangible ways and keeping track of assessments over the long term in ways that faculty can derive critical observations and findings is ongoing.

18. 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)

Curriculum pedagogy technology all impact the learning environment in Digital Media. We constantly are juggling these three areas which are critical in delivering our program objectives.

19. 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.)

Counseling Support - The Digital Media Department presents information to the counselors on a semestery basis but the institution needs to provide comprehensive fact giving to counselors so that they can provide adequate information to students regarding all career programs at West Valley. Career Program Support - The Dean of Career Programs (the position not the person) has become mostly focused on non credit learning. CTE programs including Digital Media need the dean to represent credit learning CTE programs and advocate our programs to the community and high schools. Marketing - Continued marketing of WVC's career programs is critical. There is good movement in this direction with the march Open House that was held and outreach events with Joe McDevitt. We need this sustained and increased to make up for years where no marketing was performed. Faculty Support - Yet another reduction of department chair release time in Digital Media (and all all career programs) is not only unfair but it is not sustainable for any program to have .03 release time.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The information identifies eleven programs - whereas only two programs have been current over the past four years. The other nine programs have been deactivated over the years so I looked at the overall data not the data for specific programs.
21. What measurable goals have or will be set by the program to address differences in student equity?

The department's goal is to increase diversity in our student enrollment and specifically to increase enrollment amongst three main groups that we are under represented in. In addressing student equity we are not satisfied with the low representation we have in enrollment particularly with American Indian Hispanic and African American groups. These groups are under represented in technology fields both in academia and in industry so the problem is not unique to the Digital Media department. We have a long track record of doing hugely popular outreach after school digital media boot camps and grant sponsored events with an ethnically and socially diverse student body in the hope of attracting these students to our program. However issues such as increased tuition and the remoteness of the campus location seem to hamper successful recruitment. The department has developed ongoing relationships with teachers and students from Independence High School CCOC Watsonville High School and Mt Pleasant High School. We are also working with the digital media program at Prospect High School and in fall 2014 worked with WV Outreach (Joe McDevitt) in delivering a presentation to Prospect High School students and their families. We have invited teachers from the institutions listed above to be on our advisory board and we are actively working with the Bay Area Region's Deputy Sector Navigator Olivia Davalos (in the Information Communication Technologies & Digital Media sector) to develop further connections with regional high schools and industry professionals with the hopes that we can soon see a shift in enrollment and success trends. We would also appreciate knowing the demographic break down of these groups in the wider campus population to know how we fare comparatively speaking.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Continued work in developing curriculum (assignments projects) that are ethnically and socially inclusive is ongoing. We also look forward to the day when we can hire part time faculty and eventually a full time faculty member from one of the ethnic groups mentioned in the above (No. 22) field.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Continued student centered outreach such as the Open House held in March 2015 will help address student equity but may not be the only thing needed.


Conclusions

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

Three certificates received approval from the state in January 2015: Certificate in Graphic Design, Certificate in Web and Mobile Design, and a Certificate in Marketing/Digital Communications. We are still waiting for the AA degree in web and mobile design but understand that it is in the process of being reviewed. Digital Media is actively working on moving to the new School of Art & Design and has been participating in accreditation meetings with the art and design programs at West Valley that are seeking accreditation status with the National Association of Schools of Art and Design. Presented information and updates on our programs to the Counseling Dept. in the fall semester 2014 and the spring semester 2015. Redesigned the department web site and promotional materials used in high school outreach the West Valley Open House and for campus and community marketing purposes.

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

There are ongoing challenges as outlined in the above report.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/13/2015
PROGRAM REVIEW
2014 – 2015

FOR

Disability and Educational Support Program

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 5:07:27 PM
General

1. What is the name of your program?

Disability and Educational Support Program

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

Cheryl Miller

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

Susan Sherrill Judy Colson Christel Ligocki

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

DESP provides special courses and services to support students with disabilities along their pathways to reach their academic and career goals. Specifically DESP provides pre-collegiate basic skills courses in math reading and writing designed to meet the needs of students with disabilities and a general education class (LS001) which focuses on learning strategies for college and life. In addition DESP provides counseling services including orientation and development of educational plans assistance with selection of classes and programs and development of career and/or transfer goals. DESP promotes student retention and success by providing reasonable accommodations to insure access to all campus programs services and facilities.

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

DESP is impacted by state and federal law including the Americans with Disabilities Act (ADA) the Rehabilitation Act of 1973 Title 5 education code and state legislation such as the Student Success Act. The ADA was amended in 2008 broadening the definition of a disability. More emphasis is placed on a history of disability and less on verification of a disability from a licensed professional allowing more students to receive services without documentation. At the same time Title 5 is just now being revised and currently still requires verification of a disability in order to ?claim? a student for funding. DESP has seen an increase in the number of students who have a history of disability and who demonstrate educational limitations because of the disability. Therefore we are providing unfunded services which has a financial impact on the program. Beginning in spring 2014
DESP began providing increased numbers of orientations, placement tests, and educational plans to meet the requirements of the Student Success Act. We will continue the expanded schedule for this spring 2015. This resulted in an increased workload for the Accommodation Specialist and for counselors. DESP responded by issuing overload contracts which again has a financial impact on the program. Ensuring accessibility of web sites, print materials, and software continues to be a challenge for DESP and for the college as a whole. Recently a visually impaired student reported that she was enrolled in a course that uses an electronic textbook which was not accessible and which required homework to be completed in the online textbook. Departments choose to use My ____Lab products which are not wholly accessible. There are instructor web sites and materials which are posted to Angel which are not accessible. DESP educates the campus community through workshops, trainings, and promotion of the Chancellor’s Office captioning grant about the mandate to provide accessible instructional materials. However, the job is too large for a small department. It is critical that the college allocate more resources. In addition, the college will soon be adopting a new learning management system. This is an opportunity to review course material for accessibility before it is uploaded to the new system and to train faculty in accessibility. Again, the college must allocate the resources to accomplish this.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at [http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/)

6. **Is your program a CTE?** [Click here to download the list of programs](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No

7. **Describe how your program meets documented labor market demand (note evidence used):**

   N/A

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   N/A
9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

N/A

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Faculty attended On Course conferences and On Course strategies were fully implemented in LS001 Learning Strategies for College and Life beginning spring 2014. New text-to-speech adaptive software was purchased in fall 2014. The Interim Alternate Media Specialist has begun to give one-on-one trainings as well as presentations to classes. This software can assist students with improvement of reading and writing skills and will complement instruction in DESP reading and writing classes. This is a first step towards building a bridge between assistive technology available to students and instruction in the LS reading and writing courses. The goal is that student use of assistive technology will increase. Resources were requested last year to update adaptive physical education equipment. While resources were not allocated by the college DESP was able to purchase new equipment with its partially restored state allocation. The three new pieces of equipment that were purchased are designed for functional activities and strength building. All of the equipment is accessible. Out-dated and broken equipment was discarded and the Adaptive PE classroom was re-configured. The room flows better for students and there is now room for small group activities.

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

The retention rate in LS 001 in spring 2014 was measured at 82% and the success rate was measured at 86%. These are significant increases. In spring 2013 retention was measured at 56% and success was measured at 56% in this class. In fall 2013 retention was measured at 53% and success was measured at 77%. It is clear that the inclusion of On Course strategies had a large and positive impact for student success. LS001 was not offered in fall 2014 due to low enrollment. We are hopeful that it will enroll in fall 2015 and we will have another opportunity to measure success and retention. At the end of this academic year we will measure student use of assistive technology to determine if the additional individual and classroom trainings resulted in an increase.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

DESP continues to discuss integration of assistive technology in DESP courses. While the Interim Alternate Media Specialist has given short presentations in our LS classes we are meeting to plan how to better integrate the technology so that students use it regularly to improve reading and writing skills. We are discussing new ways to dispense information about the availability of assistive technology during counseling appointments, learning disability assessment classroom instruction, and workshops. In addition, we will begin inclusion of On Course strategies in LS 942, LS941B, and LS941C in fall 2015. Revision of LS944 to include pre-algebra instruction will give students the opportunity to enroll in Math 103 bypassing Math 902P thus accelerating students’ pathway to college level math. In addition, our math support LS931B currently supporting students in Math 902P and 103 will only support students in Math 103 which will allow more time to focus on Math 103 material.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

LS 931B and LS 943A have recently been approved by the Board and are awaiting state approval. LS 944 and LS 941B revisions have been submitted for Curriculum Committee review in spring 2015. After Board approval they will all be up-to-date.

15. How well do transfer and articulation agreements serve the needs of students in your program?

LS001 Learning Strategies for College and Life is approved for CSU GE Area E and is also meets the SSSP requirement for orientation. While we had hoped that enrollment would increase with these designations, LS001 competes with Couns 005 which is UC transferable. DESP is considering requesting UC transferability for LS 001.
Learning Outcomes

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

16. If no, please explain:

N/A

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

On Course strategies were implemented in LS001 beginning spring 2014. The retention rate was measured at 82% and the success rate was measured at 86%. These are significant increases. In spring 2013 retention was measured at 56% and success was measured at 56% in this class. In fall 2013 retention was measured at 53% and success was measured at 77%. It is clear that the inclusion of On Course strategies had a large and positive impact for student success. New text-to-speech adaptive software was purchased in fall 2014. The Alternate Media Specialist has begun to give one-on-one trainings as well as presentations to classes. This software can assist students with improvement of reading and writing skills and will complement instruction in DESP reading and writing classes. Measurement of several Adaptive Physical Education courses in spring 2014 (PE 1.25 1.08 1.12 1.16 1.18) showed that students met the SLO’s with 90% or greater accuracy. While the SLO assessment did not show a need for change departmental discussion led to recommendations of purchase of new APE equipment and the need for additional assistants for the safety of students. As described above new equipment was purchased in fall 2014. In addition DESP’s partially restored allocation allowed the hiring of a part-time assistant for the APE classes. Between work study students volunteers and the new hire APE now has the support it needs in every section of each course. DESP has just begun to implement other changes that were planned in response to the course SLO assessments that were completed in spring 2014. In fall 2015 the sole full-time DESP instructor was on sabbatical. Because associate faculty who had not taught our courses previously were employed a decision was made to wait until spring 2015 to begin to work on our goals. The changes that are planned are described below.

18. 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)
LS 001 Learning Strategies for College and Life: Changes to be implemented include: ? Administration of the On Course self-assessment at the beginning and end of the semester ? Inclusion of an increased number of assignments that involve working with others; consider use of the Angel team function LS 931B Math Support Lab: Changes to be implemented include: ? Rewriting of assessment survey to include interdependence strategies and use of accommodations LS 943A Writing Support Lab: Changes to be implemented include: ? Revision of assessment survey to more accurately measure change over the semester ? Integration of the resources available through the Writing Center such as workshops on the writing process ? Implementation of supplemental instruction in the English 1A class partnered with the writing support lab LS 941B Effective Paragraph Writing: Changes to be implemented include: ? Use of a grammar and punctuation reference book that could be used as students progress through English composition courses. Guide students to section of book that explains error rather than simply identifying the errors. LS942 Effective Reading Strategies: Changes to be implemented include: ? Addition of an SLO to measure attitude change towards reading. ? Design of new course materials and increased class time to improve ?Patterns of Organization? skills.

19. 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.)

Faculty are attending and will continue to attend On Course conferences. Faculty and staff also attended CSUN a conference focused on assistive technology. It is critical that DESP upgrade existing assistive technology and be able to purchase new assistive technology that will assist our students. If categorical funds are not available general funds will be requested. Currently DESP uses its own computer lab for its writing classes. We will not have a computer lab when we move into the new Student Services building. It is essential that a computer classroom in Fox or Business be assigned for our writing classes. In addition when the Business building begins renovation a classroom will need to be identified for our other classes that do not require computers.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

African-American American Indian/Alaskan Native Central American Mexican/Chicano/Mexican American and Other Hispanic all have lower course completion course success and GPA than other ethnic groups.
21. What measurable goals have or will be set by the program to address differences in student equity?

The program will begin discussion about the student equity data and formulate specific goals about reducing the achievement gap.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

DESP began to implement On Course strategies and supplemental instruction in LS courses. We will begin discussion about whether we need to make changes in their implementation to specifically address reducing the achievement gap.

23. What institutional support does the program need to implement its strategies to address differences in student equity?

The institution needs to confront the differences in student equity in a bold and highly visible manner. The Student Equity report has been written which includes goals to decrease the achievement gap. As activities to meet these goals are implemented they need to be promoted campus-wide. If additional tutoring is implemented as a strategy to decrease the achievement gap DESP may require financial support.

Conclusions

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


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

The instructional component of the Disability and Educational Support Program is a strength. It serves students with disabilities primarily at the basic skills level. Adaptive
Physical Education courses provide modified fitness courses for students with disabilities and medical conditions. LS and APE courses offered by DESP are "special" courses designed to address the educational limitations of students with disabilities who are not able to "substantially benefit from regular college classes even with appropriate support services or accommodations." (Title 5 Implementation Guidelines) They offer the student with a disability who may not have a history of great academic success the opportunity to study with specially trained experienced instructors in a smaller class environment that utilizes instructional methods designed to meet their disability-related educational limitations. Because we have worked hard to align our reading writing and math courses with Reading English and Math department curriculum students move easily into their curriculum. DESP continuously engages in discussion about program strengths and weaknesses and in creative problem-solving. At the end of fall 2014 the department discussed the need to revise its basic skills math course because students were testing into higher level math with the institution of Accuplacer. Subsequently LS 944 Effective Math Strategies was revised to included pre-algebra concepts and is Board approved; it is waiting for state approval. Faculty took the initiative to attend On Course training and have begun inclusion of On Course strategies in LS courses. Adaptive Physical Education instructors saw the opportunity to reach a greater number of community members by offering non-credit instruction. Non-credit curriculum was developed and state approved. It was implemented at the college in spring 2015. Enrollment in these classes has increased. DESP is known for its high quality of instruction. This past fall one faculty member was on sabbatical and another on phase-in retirement. It was difficult to find experienced associate faculty to teach the LS courses. The coordinator went back into the classroom to meet the need. This is anticipated to be a challenge as other colleges in the region have reported great difficulty finding Learning Disability Specialists to replace retirees. Another challenge that we faced this semester and may continue to face was the institution of non-credit Adaptive PE curriculum. There were difficulties with contracts for the associate faculty and lack of clarity about pay faculty union representation and STRS eligibility. The college needs to have clear policies and procedures in place if it expects to increase the offering of non-credit curriculum.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/14/2015
**General**

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

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

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

4. **How does the program contribute to the fulfillment of the College mission?** *(Click here for the College mission statement)*
   
   This program teaches and transfers students to the four-year institution and prepares them for viable career jobs and options.

5. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
   
   Transfer Model Curriculum State Legislation ASB-1440 State Engineering Licensing State of CA Department of Consumer Affairs.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** *(Click here to download the list of programs)*. If your program is on the list, please select “YES” and answer the next three questions. If
your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

Since the program is a transfer program we do not analyze the labor market However There has been shown a statewide and federal shortage of engineers. The numbers of anticipated engineering graduates are not sufficient to meet the estimated demands. It is expected that immigration will be used to fill some of the vacancy. In addition to growing demand baby-boomers are retiring creating further demand.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

Foothill Canada Mission College

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

During the recession many jobs were still available in engineering. The least hit group were engineering positions. WVC successfully matriculates 70% through engineering courses. Math studies and to a lesser degree physics studies are the bottleneck and gateway for engineering matriculation. Nearly all engineers finishing all WVC engineering-offered courses will transfer to a higher institution.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

ENGR 10 20 21 3A 3B 3C 25 have been reviewed and are current in curriculum. A impasse on two engineering proposed certificates continues through curriculum into another year; These certificates were promoted by continuing education. Engineering courses were approved by Curriculum Committee and were on December’s Board meeting. They were sent to the state for approval. We discussed with curriculum to develop a 19 unit Engineering Technology certificate and this is in progress to help the college in its success. This is amongst the interest at this and other community colleges as
discussed in a liaison committee with other engineering faculty in April 2015 of the community colleges of CA.

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

Yes labs were added to ENGR 10 and ENGR 21 and these have gone through statewide approval. ENGR 25 has been re-submitted and approved. There should be full articulation through the system with all engineering courses taught at WVC.

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

Yes we are working on a Water Distribution and Treatment training addition to meet CA demands in T1 through T5 licensing. This is in conjunction with a grant that WVC has with David Esmaili and Kuni.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

They are imperative and well served.

Learning Outcomes

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

16. If no, please explain:

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

We use and add to a rubric that prevents discrimination honors diversity and supports equality in the classroom to train. By evaluating our evaluation methods we can ensure that all can achieve the highest quality education that can be offered.

18. 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)

Technology improvements are requested in terms of software and equipment and classroom facilities.

19. 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 classroom (lecture) should have working table/desks (see new Cabrillo CC ENGR lab) with 35 computers having 3D drawing (SolidWorks) software MatLab ACAD and C++ Compiler with MS office. There should be an adjacent room(s) for the manufacturing circuitry and networking/computer components (i.e. 3D printer(s); materials laboratory equipment circuitry lab equipment and bioengineering equipment as well as the space for grant community business and student projects) The classroom should have an adjacent room for the instructor's office (windowed) and office for part-time employee storage and use. The perimeter should have tabled workstations and cabinetry for on-line coursework lab-volt or other circuitry work and be set up with locking cabinetry to hold the equipment (robots and surveying instruments) for the class. This partially exists in Room V-8. There should be doubled projector left and right (as currently exists in V-8) but auditorium seating (as in Fox Ctr) such that students sitting in the back can see the projector bottom of screen. There should not be distracting other noise-making machinery as currently exists (HVAC noise Cabinet storage for backup network servers etc causing noisy classroom) There needs to be a sound system and microphone system correlated to distance learning capability to have access to connectivity speeds capable to streamline classes globally to distance learners. We should have also the capability of having incoming ability for "on-line" field visits from our
advisory committee to meet on-line with students and between each other in the classroom. We should have "clicker" technology available with instructor software available to rapidly respond both to input from student clickers and to view student screens and interact with individual monitors in assisting students at their workstations.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. **Identify any differences in student equity in the program.**

   Normal for this area and field though we are expanding and creating classes toward improved equity.

21. **What measurable goals have or will be set by the program to address differences in student equity?**

   We are watching and obtaining greater numbers in those typically less found and less numbers in those typically more found.

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

   We are watching for role models examples and exercises that better serve student equity.

23. **What institutional support does the program need to implement its strategies to address differences student equity?**

   The institution places very little resources to the faculty and classroom in terms of the ability to purchase products to create better equity in the classroom. The classroom facilities are generally the greatest fault in supporting inequity because they are kept unclean trashed by maintenance issues noisy and have different expectations in terms of aesthetics and beauty.

**Conclusions**

24. **Describe any notable accomplishments since the last program review:**
Our curriculum proposals were accepted and submitted to the state. All our classes were reviewed and in Fall 2015 we will see the changes affect our program in a positive way.

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

Our program's strength is the experienced faculty and long history of skilled math and physics instruction. Tutoring is a benefit as is convenient facilities within office range and computer facilities. The challenge is that our software is out-of-date. In one case (Matlab) we have not had an upgrade in 9 years. Our CAD software is way behind industry standards. For example Mission College has had SolidWorks for over a decade. We were the last college to get rid of drafting tables and have not been provided with industry standard software for drawing and progressing students in these 3D skills.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/28/2015
PROGRAM REVIEW
2014 – 2015

FOR

English as a Second Language (ESL)

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 5/8/2015 1:49:58 PM
General

1. What is the name of your program?

   English as a Second Language (ESL)

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

   Ann Marie Wasserbauer ESL Department Chair

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

   Sylvia Ortega and Gail Barta full-time ESL Instructors

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

   The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence. The ESL program supports students whose first language is not English along their pathways to achieve proficiency in English in an environment of academic excellence. ESL courses prepare students for college-level reading written and oral communication. These courses include the development of critical thinking awareness and analysis of American culture. By teaching English language learners to communicate well in English the ESL department contributes to the region's continuous work force development and to California's economic growth and global competitiveness. Through the International Partners Program the ESL department supports collaborative learning global awareness respect for diversity and building better relationships with the communities we serve.

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

   Assembly Bill 86 recently established the South Bay Consortium for Adult Education (SBCAE). SBCAE includes an ESL workgroup which includes ESL educators from 5 adult schools and 4 community colleges in our area. Through this consortium we have been able to coordinate our programs so that English language learners can easily learn about and then attend West Valley College thereby creating pathways between area adult education programs and community college.
**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. **Describe how your program meets documented labor market demand (note evidence used):**

N/A

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

N/A

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**

N/A

**Closing the Loop**

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

   Enrollment and efficiency: The ESL department has recently met 100% of its proposed and approved PGC goal by: ? monitoring all courses from the first days of registration to make sure the efficiency numbers are high; ? using the information about how many students are likely to progress to the next levels to determine scheduling; ? greeting
incoming students at each ESL placement test session collecting contact information and emailing all incoming students with follow-up information; visiting the local adult schools and holding orientations and tours at WVC for potential ESL students from adult schools. Student performance: The ESL department has ensured its student success by offering a number of enhanced learning options for students: offering weekly conversation groups with an ESL instructor for speaking practice; providing extra grammar and writing practice with an ESL instructor in the ESL Skills Lab; conducting free workshops on writing outlines keyboarding and other computer-related skills in the World Languages Center; offering awards for students who complete all skills courses at the upper levels (964 and 65). Learning outcomes: The ESL department is on schedule for student learning outcomes and has completed SLO cycles for all 6 levels and types of classes in its program. This semester ESL 962LS 963LS 964LS and ESL 961GW classes are being measured.

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

The ESL department has evaluated the impact of the changes by using the PGC efficiency statistics: 100% efficiency Spring 2015; the increase in number of students visiting our orientations taking placement tests inquiring about the program; and the increase in the number of students completing upper levels of ESL classes. We conclude the above measures are working and we should continue and should be funded. We have requested funding for supplemental instruction through the Student Equity grant funds.

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

The ESL department goals actions and objectives which need to be continued on a regular basis with appropriate funding are listed below: 1) encourage more ESL students to complete transfer-level courses 2) offer orientations that are specially designed for English language learners; 3) provide supplemental instruction for ESL students; 4) provide regular outreach to adult school ESL students; and 5) provide counselors trained to help English language learners. The ESL department has proposed several goals through Student Equity and requested funding for improvements in technology and increased hours for the WLC ILF through the Program Review budget.

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No
14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

The ESL program has 16 separate courses at 6 levels which are offered each semester. Most of the ESL course outlines have been updated through CurricUNET. In 2013-2014 the ESL department revised and submitted updates to ESL 962RV 963RV and 964RV. The remaining courses that require updating are: ESL 962GW 963GW and 964GW.

15. How well do transfer and articulation agreements serve the needs of students in your program?

ESL courses that transfer are ESL 65GW 65LS and 65RV. The agreements are still in place and operational.

Learning Outcomes

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

16. If no, please explain:

ESL Program Learning Outcomes were completed in Spring 2013.

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

Success stories: 1) ESL 65GW has written and produced a professional-looking newsletter using Microsoft Publisher. 2) ESL conversation groups have met on a regular basis in the library to improve their spoken English. 3) ESL 65LS students became content experts on a variety of current events and gave panel presentations on their research. 4) 120 ESL students have formed lasting friendships with other WV students through the International Partners Program continuing to meet even after course requirements were met. 5) ESL 964RV students are learning about American values history and culture by using a new advanced textbook entitled "American Ways." 6) A significant percentage of ESL students have received WVC and Land Corp scholarships.
18. 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)

ESL Department Goals (see more about these goals in answer #22) The ESL department is aware of areas in which the WVC can improve ESL students’ success (besides collecting the necessary data on ESL students): 1) encourage more ESL students to complete transfer-level courses 2) offer orientations that are specially designed for English language learners; 3) provide supplemental instruction for ESL students; 4) provide regular outreach to adult school ESL students; and 5) provide counselors trained to help English language learners. The ESL department has proposed several goals through Student Equity and requested funding for improvements in technology and increased hours for the WLC ILF through the Program Review budget.

19. 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) The College Research Office needs to collect data on language background of students (non-native vs. native speakers of English) in order to identify and track the success of English language learners. Currently no data by language background is collected except the racial data which is only sometimes related to language background. 2) Provide specialized orientations for all English language learners. These orientations need to be designed in such a way that the speed and level of the English in the orientations is understandable to most beginning-intermediate language learners. 3) Identify and select a counselor who can dedicate his/her time to helping English language learners and immigrant populations. This counselor will have expertise in areas such as second language acquisition culture shock PTSD refugee and immigration issues cultural diversity first- and second-generation issues. In addition the counselor will be trained to conduct orientations specifically for English language learners. This will result in more ESL students meeting with a counselor completing orientations and educational plans earlier in their college journey. 4) Conduct ongoing tours/visits and placement testing for English language learners from area adult schools. 5) As a key member of the South Bay Consortium on Adult Education WVC should actively collaborate with area adult schools to create seamless pathways for students to community college.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
The Student Equity Report uses the federal racial/ethnic groups (Hispanics African-Americans Asians Pacific Islanders American Indian/Alaskan etc.) but the federal group designations do not show data on "English Language Learners" or "immigrants" or non-native vs. native speakers of English as distinct groups. As this is not being done yet the ESL department recommends that the college start collecting data on language background in a systematic manner so that student equity in the ESL program can be accurately measured vis-a-vis the demographic data of our service area. With accurate data we will be able to identify differences and changes in the future.

21. What measurable goals have or will be set by the program to address differences in student equity?

Goal C.1 Increase by 2% annually the percentage of ESL students who complete a degree-applicable ESL course (for five years starting 2013.) Increase student persistence from beginning-level ESL courses to transfer-level courses. Activity: Work with the College Research Office to collect data ethnicity/language background. Currently no data by language background is used for the Student Equity Report. Activity C.1.1 Provide specialized orientations for all English language learners. These orientations will be designed in such a way that the speed and level of the English in the orientations is understandable to most beginning-intermediate language learners. Expected Outcome: The number of English language learners completing orientations will increase and the number of continuing ESL students who successfully complete an orientation will increase. Activity C.1.2 Conduct ongoing tours/visits and placement testing for English language learners from area adult schools. Expected Outcome: More adult school students will be familiar with WVC and more will visit the campus and enroll in classes. Note: Since November 2014 the ESL department has conducted three campus tours and visits for students from area adult schools: Nov. 21 2014 (at WVC) Mar. 19 2015 (at Campbell Adult Ed) and Mar. 21 2015 (at WVC.) The department followed up with 80 students by emailing them further information and answering questions. Activity C.1.3 Provide supplemental instruction and real-time practice such as conversation groups in order to support students? learning processes improve their study habits and deepen their understanding of course content in order to increase student retention and success. Expected Outcome: ESL students receiving supplemental instruction will improve their grades and complete their classes successfully. Activity C.1.4. Collaborate (the ESL and Counseling departments) to identify and select a counselor who can dedicate his/her time to helping English language learners and immigrant populations. This counselor will have expertise in areas such as second language acquisition culture shock PTSD refugee and immigration issues cultural diversity first- and second-generation issues. In addition the counselor will be trained to conduct orientations specifically for English language learners. This will result in more ESL students meeting with a counselor completing orientations and educational plans earlier in their college journey. Expected Outcome: The number of ESL students attending a consultation with a counselor will increase and the number of ESL students completing an educational plan will increase. Activity C.1.5
Expand the Awards Completion Program (currently being implemented by the ESL department) to increase the number of students who complete the highest levels of ESL (all 964-level courses and also all transfer-level ESL 65-level courses. Expected Outcome: Annual data will provide strong evidence of an increase in students' persistence from beginning-level ESL courses to transfer-level ESL courses.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Activity C.1.3 Provide supplemental instruction and real-time practice such as conversation groups in order to support students' learning processes improve their study habits and deepen their understanding of course content in order to increase student retention and success. Activity C.1.5 Expand the Awards Completion Program (currently being implemented by the ESL department) to increase the number of students who complete the highest levels of ESL (all 964-level courses and also all transfer-level ESL 65-level courses.

23. What institutional support does the program need to implement its strategies to address differences student equity?

1) The College Research Office needs to collect data on language background of students (non-native vs. native speakers of English) in order to identify and track the success of English language learners. Currently no data by language background is collected except the racial data which is only sometimes related to language background. 2) West Valley College needs to provide specialized orientations for all English language learners. These orientations need to be designed in such a way that the speed and level of the English in the orientations is understandable to most beginning-intermediate language learners. 3) West Valley College should identify and select a counselor who can dedicate his/her time to helping English language learners and immigrant populations. This counselor will have expertise in areas such as second language acquisition culture shock PTSD refugee and immigration issues cultural diversity first- and second-generation issues. In addition the counselor will be trained to conduct orientations specifically for English language learners. This will result in more ESL students meeting with a counselor completing orientations and educational plans earlier in their college journey. 4) West Valley College counselors financial aid staff and assessment staff are needed in order to conduct ongoing tours/visits and placement testing for English language learners from area adult schools. 5) West Valley College should support activities of the South Bay Consortium on Adult Education. West Valley should actively collaborate with area adult schools to create seamless pathways for students to community college. West Valley college should not try to compete with the adult schools by starting their own non-credit classes without informing or consulting faculty as has been done recently. In addition only qualified faculty should write curriculum not administrators or faculty who do not have the minimum qualifications to teach or develop curriculum in the discipline In other words with regard to permitting only qualified faculty writing curriculum the college and the
Curriculum Committee should follow the laws and guidelines as outlined in Title 5 and AB 1725.

**Conclusions**

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

? The ESL Department is very involved in the implementation of AB86 by speaking with several legislators about the importance of continued funding for collaboration between community colleges and area adult schools in the South Bay Consortium for Adult Education. Notable accomplishments include: Our ESL department chair Ann Marie Wasserbauer was chosen to speak on behalf of community colleges in the Consortium at the televised community forum with legislators this spring. The Coordinator of the World Languages Center Ellen Goldman is Co-Chair of the ESL Workgroup of the SBCAE. ? The ESL department has successfully implemented an awards program to encourage ESL students to complete the most challenging courses at the upper levels. This program is in its second semester and it has seen a significant increase in the number of awards. ? The International Partners Program continues to grow with over 240 students participating and new faculty joining the program.

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

The ESL department at West Valley College is a department which is relatively small in size but which has an enormous impact on the students? lives and on the college as a whole. ESL students are featured regularly in pictures on the websites outreach flyers folders to demonstrate the diversity of WVC. Program reviews regularly mention ESL or English language learners in their programs. Many classified staff and a number of faculty members are former ESL students themselves. A major challenge is the result of the recent Student Success Act which stresses the speedy completion of degrees and transfer and thus by emphasizing speed favors native speakers of English who have an advantage over non-native speakers in completing their programs in a short period of time. In order not to unfairly discriminate against those whose first language is not English the college must redouble its efforts to support these students by? 1) offering specially-designed orientations for English language learners; 2) funding outreach efforts for English language learners especially from area adult schools; 3) providing well-trained counselors dedicated to assisting English language learners; 4) collecting success and retention data by language background; 5) funding supplemental instruction for English language learners; 6) fully funding the labs that serve these students (WLC and ESL Labs); and 7) supporting the ESL department in all its efforts to educate ESL students. Thank you for reading our 2015 program review!
26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

5/8/2015
PROGRAM REVIEW
2014 – 2015

FOR

English Department

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 12:51:36 AM
General

1. What is the name of your program?

   English Department

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

   Leslie Saito-Liu

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

   Paulette Boudreaux Leigh Burrill Rebecca Cisneros-Diaz Nicole Cuttler Bill Davis
   Janine Gerzanics Tina Golaw Lenore Harris Vicky Kalivitis Jess Lerma Julie Maia Nils Michals
   Eric Pape Jeanette Richey Jennifer Wagner

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

   The English Department’s courses contribute to the fulfillment of WVC’s mission to provide General Education for the individual who develops and practices critical thinking through oral and written communication skills. Because 33 of the program’s 37 courses are fully transferable it supports students with educational goals beyond the associate’s degree. However its developmental courses also prepare Basic Skills students for college-level writing and reading demands.

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

   Our Puente English courses are tied to the statewide Puente project and we continue to be committed to this program and its goals. The largest external influence is the passage of the Student Success Act (SSA) since we offer basic skills courses. The SSA has altered the way we evaluate our department’s performance goals and outcomes as well as caused us to discuss negotiate conflict and make decisions about our course offerings and methodology. We anticipate that the SSA will also have an effect on the number and types of courses we will offer in the future. We also believe we will continue to be challenged by the lack of clarity in how to implement the SSA’s recommendations.
**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs](#). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No

7. Describe how your program meets documented labor market demand (note evidence used):

   N/A

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission](#)).

10. What progress has been made in implementing proposed actions and/or objectives described in your past program review?
2014 – 2015 Program Review

Serving students by offering courses in all available time slots; in various formats including face-to-face online and hybrid; with highest quality instruction from our faculty who are continually evolving professionally via participation in a large swath of conferences committees and programs including (to name a few) On Course Curriculum Institute Salzburg Global Seminar Puente SUCCESS First-Year Experience Curriculum SLAPEC Distance Education Student Success Acceleration as well as through collaboration with our colleagues in DESP ESL and Reading in support of Basic Skills students.
Achieving PGC-approved Annual Plan goals for efficiency and FTES as much as possible through a collaborative process with PGC for both expanding offerings when asked to do so and cancelling low-enrolled sections.

Curriculum and SLO Assessment Updating: The English department continues to maintain the highest standards of achievement in updating curriculum and program information for a plethora of individual courses as well as the English AA and AA-T degrees via revisions on Curricunet and through SLO assessment. Various courses have been highlighted as due for revision in prior Program Reviews and Program Review Updates and the department continues to stay on top of making required revisions and updates as needed. With such a large number of course offerings the department utilizes input from all faculty members at one time or another as contributors to the revision process depending on individual faculty members' teaching expertise.

Program Level Practices: The English department has implemented various program level practices to improve student success and facilitate pathways to completion such as creating the accelerated English 905X course which is a five-unit course that combines the two pre-transfer levels of English composition (English 903 and English 905). This course was originally designed as a four-unit course but has just been revised and we hope to offer it beginning fall 2015 (pending state curriculum approval).

Additional program level practices include adding more information to the class schedule about the foci of particular composition courses (such as Human Rights Women and Gender Studies Graphic Novel True Crime or other emphases) and continued revision of our composition courses (English 905 and English 1C most recently) to best articulate constantly evolving best pedagogical practices.

Improvements to student equity: Our department has increased advertisement and awareness especially for ethnically diverse literature courses by working with counselors creating surveys and generating promotional materials.

Department members have continued to play integral roles on campus-wide committees and programs concerned with Basic Skills Student Success Global Citizenship FYE Acceleration Women and Gender Studies and other areas that directly serve underrepresented student groups and promote student
Moreover when funding has been available we have created Faculty Inquiry Groups (FIGs) and attended professional development opportunities?including On Course Global Citizenship Puente and Success conferences?in order to better support historically underserved students. Finally new hires course offerings readings assignments and thematic emphases have consistently both reflected and engaged diverse student identities.

We have implemented ?Best Teaching Practices? across a variety of different platforms. This has included devoting time in department meetings to sharing and discussing pedagogical challenges and strategies; creating space and content on Angel to disseminate successful methods and ideas; and facilitating classroom visitation by full time and associate faculty alike to share these innovations in action via the Classroom Collaboration Project initiated by Bill Davis. Along with ?Best Practices? we have renewed our commitment to sharing excellent student achievement across a variety of platforms through our ?Best Essays? publication.

Voices a literary magazine that celebrates the many diverse voices at West Valley College has been revived. The magazine is published each spring. Current students alumni faculty and staff of WVC are invited to submit their work. The Writing Center continues to serve all students at West Valley College. Peer tutors and English faulty members are available to assist students with any writing assignment. The Center has been promoted via informational classroom visits and meetings with WVC counselors. As a result the Writing Center has experienced a dramatic increase in enrollment (from 117 to 680 students with 5 weeks left).

In 2013-2014 Tina Golaw Nicole Cuttler and Jess Lerma participated in the California Acceleration Project?s Community of Practice which included three training institutes. Subsequently Tina and Nicole provided additional acceleration training to five faculty members. Currently Paulette Boudreaux Rebecca Cisneros-Diaz and Leslie Saito-Liu are applying to participate in the next Community of Practice in order to help the department address the Student Equity Plan?s goals to meet student demand for our accelerated course and to decrease achievement gaps particularly for our African American and Latino/a students.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

Aside from the evaluative studies conducted by the Writing Center and the SLO and PLO assessments completed the English department currently does not have a system to collect and evaluate hard data associated with the changes referenced above; instead we can only evaluate based on observation to conclude that we continue to move in the direction of progress efficiency meeting district college division and department goals and foremost in the service of our students to provide the best and most supportive student success-oriented diversity-centered equitable and at the same time streamlined learning experience possible given our current faculty and facilities resources.
It seems certain that instruction has improved thanks to the updated classrooms and technology; the support from Scott Ludwig and his team is outstanding in making sure to address any technology problems as soon as they're notified. 

But more important than any classroom or technology is the wealth of experience; breadth of knowledge; and genuine caring concern and support that the English faculty provide to students. Each member of the department serves in unique and specific ways to make the English department among the most diverse involved and active departments on campus. We're lucky to have such colleagues. 

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

Firstly we remain committed to a renaissance of our literature courses and are working both to better serve student needs and to increase enrollment. 

Our committee which is taking a range of steps presently (advertising student surveys revised courses research of other college course offerings and so on) will of course be aided in this once several courses already submitted are approved for ADT status by the state.
Secondly we continue to innovate, explore, discuss, and act in support of Basic Skills students especially regarding developments with AB288 (dual enrollment) and AB86 and the potential shift of pre-transfer courses to the Non-Credit realm. We are unwaveringly determined to do all we can—in terms of advocacy (Acceleration Stretch Supplemental Instruction etc.) methods, strategies, and professional development and more—to ensure that our Basic Skills students are welcomed, valued, and supported at West Valley College. This is a priority for our department and we will work with Academic Senate to have a voice in these discussions.

Thirdly we will continue to expand and innovate as we actively support our Writing Center whose vibrant existence is so crucial to our students’ success.

Finally the department recently renewed its commitment to support ing all of its members in the pursuit of individual and collective projects that enrich our program, our faculty, and our students.

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

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The document contains text in Chinese, which is not translatable to English. Therefore, the Chinese content is not included in the natural text representation.
The majority of English course outlines in English are up to date. We have reviewed those that require our attention and identified potential co-contributors.

<table>
<thead>
<tr>
<th>Course</th>
<th>Deadline and did so by 2/27/15:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study 1</td>
<td>2015 Program Review</td>
</tr>
</tbody>
</table>

Distance Education (DE) fields in CurricUNET required completion for three courses (Eng 18 71 and 72) as they are approved for DE but not stated in CurricUNET. These courses are either being offered or will likely be offered during the next academic year. Thus we prioritized revising these courses by the spring curriculum deadline and did so by 2/27/15.
<table>
<thead>
<tr>
<th>Boudreaux</th>
<th>Intermediate Fiction Writing</th>
<th>Asian American Lit.</th>
<th>Saito-Liu</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/10</td>
<td>06/21/11</td>
<td>071</td>
<td>072</td>
</tr>
<tr>
<td>12/07/10</td>
<td>12/07/10</td>
<td>12/07/10</td>
<td>12/07/10</td>
</tr>
</tbody>
</table>
Intermediate Poetry Writing</p> <td width="81" align="top" style="width:81.0pt;border-top:none;border-left:none;border-bottom:solid windowtext 1.0pt;border-right:solid windowtext 1.0pt;" mso-border-top-alt:solid windowtext .5pt;mso-border-left-alt:solid windowtext .5pt;mso-border-alt:solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri">Three courses (Eng 44 46 and 47) are currently out-of-compliance with the state because they have not been re-evaluated within five years of their last updates. However with the exception of Eng 47 they are not currently slated to be offered next year.<br style="mso-spacerun:yes" /></span></p> <table style="mso-yfti-tbllook:1184;mso-yfti-insidev:.5pt solid windowtext" class="MsoNormalTable"> <tbody> <tr style="mso-xml-attr:row" yfti-firstrow:yes" mso-xml-attr:row-first="false"> <td width="52" valign="top" style="width:52.15pt;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">Course</span></p> </td> <td width="129" valign="top" style="width:128.75pt;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">Name</span></p> </td> <td width="81" valign="top" style="width:81.0pt;border-top:none;border-left:none;border-bottom:solid windowtext 1.0pt;border-right:solid windowtext 1.0pt;" mso-border-top-alt:solid windowtext .5pt;mso-border-left-alt:solid windowtext .5pt;mso-border-alt:solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">Last Update</span></p> </td> <td width="104" valign="top" style="width:1.45in;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">Co-Contributors</span></p> </td> </tr> </tbody> </table> <p style="margin-bottom:0in;margin-top:0in;">We will submit revisions of the following course outlines by the Fall 2015 curriculum deadline:</p> <p>Table</p> <table style="mso-yfti-tbllook:1184;mso-yfti-insidev:.5pt solid windowtext" class="MsoNormalTable"> <tbody> <tr style="mso-xml-attr:row-first="true" yfti-firstrow:"false"> <td width="44" valign="top" style="width:52.15pt;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">Boudreaux</span></p> </td> <td width="81" valign="top" style="width:81.0pt;border-top:none;border-left:none;border-bottom:solid windowtext 1.0pt;border-right:solid windowtext 1.0pt;" mso-border-top-alt:solid windowtext .5pt;mso-border-left-alt:solid windowtext .5pt;mso-border-alt:solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri">Intermediate Poetry</span></p> </td> <td width="52" valign="top" style="width:52.15pt;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">06/21/11</span></p> </td> <td width="104" valign="top" style="width:1.45in;border:solid windowtext 1.0pt;border-left:none;mso-border-left-alt:solid windowtext .5pt;mso-border-alt: solid windowtext .5pt;padding:0in 5.4pt 0in 5.4pt"> <p style="mso-margin-top-alt:auto;mso-margin-bottom-alt:auto" class="MsoNormal"><span style="font-family:Calibri; mso-bidi-font-family:Arial">06/21/11</span></p> </td> </tr> </tbody> </table>
Additionally we will work on revising the following for submission by the spring 2016 curriculum deadline:

- CAML Honors
- Intro. to Poetry
- Gerzanics
- Davis

Additionally we will work on revising the following for submission by the spring 2016 curriculum deadline:
<table>
<thead>
<tr>
<th>Course</th>
<th>Last Update</th>
<th>Name</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro. to Shakespeare</td>
<td>04/14/15</td>
<td>Kalivitis</td>
<td>048H</td>
</tr>
<tr>
<td>05/17/11</td>
<td>05/17/11</td>
<td>Kalivitis</td>
<td>048H</td>
</tr>
</tbody>
</table>

Contributors:

- Kalivitis

Instructional Update
15. How well do transfer and articulation agreements serve the needs of students in your program?
courses articulate and/or transfer in one of the following categories as:

- Core courses
- Major requirements for local degree (AA)
- Transferable to any 4-year
- CSU transfer degree applicable (ADT)
- Transferable as electives
- Credits (pre-collegiate)

Learning Outcomes

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

16. If no, please explain:

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

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2014 – 2015 Program Review

67698691 67698693 67698689 67698691 67698693 67698689 67698691 67698693;
@list l0:level1 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tabstop:none; mso-level-number-position:left; margin-left:1.0in; text-indent:-.25in; font-family:Symbol;} @list l0:level2 { mso-level-number-format:bullet; mso-level-text;o; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:1.5in; text-indent:-.25in; font-family:"Courier New";} @list l0:level3 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:2.0in; text-indent:-.25in; font-family:Wingdings;} @list l0:level4 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:3.0in; text-indent:-.25in; font-family:"Courier New";} @list l0:level5 { mso-level-number-format:bullet; mso-level-text:o; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:3.5in; text-indent:-.25in; font-family:Symbol;} @list l0:level6 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:4.0in; text-indent:-.25in; font-family:Symbol;} @list l0:level7 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:4.5in; text-indent:-.25in; font-family:"Courier New";} @list l0:level8 { mso-level-number-format:bullet; mso-level-text:o; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:5.0in; text-indent:-.25in; font-family:Symbol;} @list l0:level9 { mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:5.5in; text-indent:-.25in; font-family:Symbol;} ol { margin-bottom:0in; ul { margin-bottom:0in; -- } --> </style> <p style="margin-left:.25in"

class="MsoNormal"> The following courses were assessed since our last program review update (SP 2013): </p>

1B: 82% success rate on SLO assessment (2500-word literary analysis research essay). Students demonstrated proficiency or excellence in drafting a thesis related to the research assignment locating sources synthesizing ideas composing a literary analysis using literary criticism theory and correctly documenting their sources. <p style="margin-left:1.0in; mso-add-space:auto; text-indent:-.25in; mso-list:l0 level1 lfo1"

class="MsoListParagraphCxSpFirst">

1C: final essays demonstrated sound logic well-reasoned claims and use of reliable sources. <p style="margin-left:1.0in; mso-add-space:auto; text-indent:-.25in; mso-list:l0 level1 lfo1"

class="MsoListParagraphCxSpMiddle">1CH: all students successfully completed the SLO assessment activity. Final essays revealed that students had achieved the goal of becoming stronger logical thinkers and could compose a logically structured
written argument support their argument conclusions and avoid most fallacies in reasoning. Final essays also revealed a good grasp of concepts needed for sound critical thinking and developing argument strategies for thesis-driven arguments to analyze researched material once obtained and to use appropriate textual evidence.

With some assistance all students were able to successfully complete the SLO activity. In-class collaboration and cross-fertilization of ideas were particular strengths.

Students excelled in researching topics authors and/or texts related to their areas of interest.

Many students submitted work in excess of course requirements. With some assistance all students were able to successfully complete the SLO activity. In-class collaboration and cross-fertilization of ideas were particular strengths.

Students excelled in researching topics authors and/or texts related to their areas of interest.

903 77% success rate on SLO assessment activity (research essay); strong results in comprehensive exams and presentations.

905 80% success rate on SLO assessment activity (short essay).

Students excelled in researching topics authors and/or texts related to their areas of interest.

904 80% success rate on SLO assessment activity (revision of a timed essay and self reflection). When
students engaged in meaningful revision of their midterm essays based on instructor feedback and composed final drafts that show greater depth of discussion they had greater opportunities to demonstrate their learning and growth.<span style="mso-spacerun:yes">"</span><span style="mso-spacerun:yes">"</span></p>

18. 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)

<ref>self-study</ref>
p.MsoListParagraphCxSpLast li.MsoListParagraphCxSpLast
</p>

We have had department
discussions about most of the courses being assessed and have created a consensus about what issues need to be addressed in course outline revisions when they are due. It was suggested that instructors of 905 and 1A should more greatly emphasize the research process synthesis techniques and documentation requirements to help prepare them for 1B and 1C. &lt;p style="margin-left:1.0in;mso-add-space: auto;text-indent:-.25in;mso-list:10 level1 lfo1" class="MsoListParagraphCxSpMiddle">Eng 1B: since the department was required to make an adjustment to the course description to match the CI-D descriptor which requires drama poetry and fiction to be addressed in the course as well as critical thinking components department discussions occurred to inform and remind instructors of the genre requirements and to provide suggestions for possible texts and teaching methods to utilize. &lt;/p&gt; &lt;p style="margin-left:1.0in;mso-add-space: auto;text-indent:-.25in;mso-list:10 level1 lfo1" class="MsoListParagraphCxSpMiddle">
Eng 1C: Through department discussions about some of the outcomes and challenges students demonstrated we have determined that instructional activities such as an in-class activity on paraphrasing summarizing and MLA format may be needed; instructors may need to provide greater scaffolding of source integration early and throughout the semester; and students should be encouraged to use the Writing Center. We have also noted changes needed in our English 1C assessment language and plan to address them when revisions to our course outline are required. &lt;/p&gt; &lt;p style="margin-left:1.0in;mso-add-space: auto;text-indent:-.25in;mso-list:10 level1 lfo1" class="MsoListParagraphCxSpMiddle">
Eng 1CH: Department members have suggested encouraging students to use the Writing Center to help them with areas of concern in their coursework. &lt;/p&gt; &lt;p style="margin-left:1.0in;mso-add-space: auto;text-indent:-.25in;mso-list:10 level1 lfo1" class="MsoListParagraphCxSpMiddle">
Eng 70: creative writing instructors will discuss and consider whether instructional pacing materials and faculty-student contact need to be adjusted in order to increase the quality of student work. &lt;/p&gt; &lt;p style="margin-left:1.0in;mso-add-space: auto;text-indent:-.25in;mso-list:10 level1 lfo1" class="MsoListParagraphCxSpMiddle">Eng 903 SLO assessment and made various changes to the out-of-date course outline. &lt;/p&gt;
19. 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.)

For Eng 903 department members suggested adopting newer pedagogical methods emphasizing the writing process and addressing grammar issues in the context of student writing. Since we no longer have a lab corequisite we will need to continue to evaluate and discuss how to meet 905 students? need for grammar support while balancing sentence-level instruction with teaching the writing process and Higher Order Concerns. 

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p.MsoListParagraphCxSpMiddle li.MsoListParagraphCxSpMiddle
p.MsoListParagraphCxSpLast li.MsoListParagraphCxSpLast

@page WordSection1 {size:8.5in 11.0in; margin:1.0in 1.25in 1.0in 1.25in; mso-header-margin:.5in; mso-footer-margin:.5in; mso-paper-source:0;}
div.WordSection1 {page:WordSection1;} /* List Definitions */ @list 10 {mso-list-id:1577785629; mso-list-type:hybrid; mso-list-template-ids:764980706 67698689 67698691 67698693 67698689 67698691 67698693 67698699 67698693 67698689 67698691 67698693 67698699 67698691 67698693;}
@list 10:level1 {mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:1.0in; text-indent:-.25in; font-family:Symbol;} @list 10:level2 {mso-level-number-format:bullet; mso-level-text:0; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:1.5in; text-indent:-.25in; font-family:"Courier New"; mso-bidi-font-family:"Times New Roman";}
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@list 10:level6 {mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:3.5in; text-indent:-.25in; font-family:Symbol;} @list 10:level7 {mso-level-number-format:bullet; mso-level-text:?; mso-level-tab-stop:none; mso-level-number-position:left; margin-left:4.0in; text-indent:-
issues for students

Textbook assistance

support for student reading skills

support for student study skills

support for writing skills (e.g. additional funding for the writing center)

individual counseling for students

support for transportation issues for students

tutoring support in this subject
online tutoring support for financial aid</p>
<p>support for student research skills</p>
<p>training and support for online students</p>
<p>Some of our students struggle to succeed in our courses because they are struggling to survive due to limited or no wages housing food health care or transportation resources. The college needs to find ongoing ways to provide students with information about support programs available through the college and in their communities to assist them with basic and essential needs.</p>

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
21. What measurable goals have or will be set by the program to address differences in student equity?
"Times New Roman">>Increasing Latino and African American course success rate by 2% in the next 2 years</p>

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Instructional Update

Improved advertising and recruitment for ethnic literature courses.
23. What institutional support does the program need to implement its strategies to address differences student equity?

Survey African American and Latino students in particular to get a better sense of their interests and needs in composition and literature courses which could guide future efforts at closing the achievement gap in our department.</p>

Find out what other colleges are doing to address the equity gap.
Institutional commitment to provide the necessary services are provided during the tutoring hours are limited preventing evening and Friday students from this valuable writing support for night Friday and summer students.

Currently the Writing Center is open only Monday-Thursday and the tutoring hours are limited preventing evening and Friday students from this valuable campus resource.

Additionally no writing center services are provided during the summer.

We need:

- A data analyst to provide reliable useful data at our request.
- Increased funding for the Writing Center and adequate compensation for people who work there so we may extend the hours and increase access to writing support for night Friday and summer students.

Institutional commitment to annually renew the Memorandum of Understanding with UCOP to keep the Puente Program at WVC.

Institutional commitment to maintain membership in the Umoja Community consortium.

The Umoja Community and to standing with UCOP to keep the Puente Program at WVC.

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Institutional commitment to annually renew the Memorandum of Understanding with UCOP to keep the Puente Program at WVC.

Institutional commitment to affiliate with The Umoja Community and to annually renew the Memorandum of Understanding with the Umoja Community to maintain membership in the Umoja Community consortium.

Institutional commitment to providing the necessary reassigned time for instructors who teach a cohort or learning community that works to close the equity gap (Acceleration cohort or learning community class focusing on African American and Latino student achievement such as Puente and Success). English classes that are part of a cohort and/or learning community
tend to have higher retention and success rates than the general courses. For instance since 2011 the Puente Program English class consistently has a student course completion rate above a 90% and above a 60% course success rate (7% and 11% higher than their non-Puente Latino peers in English courses respectively). In 2011-2012 the Success Program students had an 85% course completion rate in both semesters and a 75% course success rate (27% and 25% higher than their non-Success African American peers in English courses respectively).<p>

Conclusions</p>

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

和支持和资金支持及CAP培训和学习者参与学习中心的课程。通过OnCourse的加速培训项目促进学习。</p>

Success African American peers in English courses respectively). In 2011-2012 the Success Program students had an 85% course completion rate in both semesters and a 75% course success rate (27% and 25% higher than their non-Success African American peers in English courses respectively). <p></p>

Conclusions</p>

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

Support and funding for faculty participation in CAP trainings and learner-centered teaching emphasized at OnCourse workshops.</p>

Support for growth of our Acceleration course offerings</p>

Conclusions

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Support and funding for faculty participation in CAP trainings and learner-centered workshops</p>

Success African American peers in English courses respectively). In 2011-2012 the Success Program students had an 85% course completion rate in both semesters and a 75% course success rate (27% and 25% higher than their non-Success African American peers in English courses respectively).<p>

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Support and funding for faculty participation in CAP trainings and learner-centered teaching emphasized at OnCourse workshops.</p>

Support for growth of our Acceleration course offerings</p>

Conclusions

24. Describe any notable accomplishments since the last program review:
This was the first year the Ed plan requirement was put into place AND the first time students received warning letters from Admissions and Records regarding course repeatability and re-enrollment at West Valley College. In combination these institutional efforts prompted some students to communicate with instructors work harder and get assistance in passing their English courses.

2013-2014 had the highest course success rate at 69% in the fall and 70% in the spring. 2014 Prog Review
The department offered its first accelerated course ENGL 905X in spring 2014. One section was offered spring 2014 and two sections were offered in Fall 2014. Combined the three sections had a retention rate of 94% with an admirable 71% success rate compared to a 44% success rate for students who follow the traditional pathway (903-905) to 1A. Combined the three sections had a retention rate of 94% with an admirable 71% success rate compared to a 44% success rate for students who follow the traditional pathway (903-905) to 1A. 

Another accomplishment is the department’s commitment to hiring more full-time faculty members with diverse skills interests and areas of expertise in our field. We hired one full-time faculty member in 2014 and are currently in the process of hiring another full-time faculty member who will begin teaching with us in Fall 2015. Faculty members attended various conferences workshops and trainings to stay professionally current and improve our course offerings and pedagogy. 

DESP supported composition courses do an excellent job of supporting students (DESP students courses completion is 86% and their course success rate is 57%). More faculty members are participating in the Books for Food Program as well as putting books on reserve for students. 

When selecting course texts faculty take into consideration textbook prices or make their own course readers using our Printing Services keeping costs at a minimum. Prepared with their textbooks students don’t run a great risk of falling behind in their course work. This may be a factor that explains why Low SES students have the high completion rate of 87% and a course success rate of 60% (higher than several other student demographics).
We are staying on top of our faculty evaluations SLO assessments CI-D revisions budget requests and program review submissions. Our department colleagues are highly involved in various department college and union committees and are often in positions of leadership including but not limited to the following: Academic Directions Committee, Academic Senate, ACE and CFT transitions teams, Alpha Gamma Sigma, Basic Skills, and Academic Senate.
2014 – 2015 Program Review

Self-Study

"Times New Roman", mso-bidi-font-family: Tahoma">Best Essays</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Creative Writing</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Division Chair Council</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">First-Year Experience</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Global Citizenship</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Literature</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Performance Goals Committee</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Puente</span> &lt;p style="margin-left: 1.25in; mso-add-space: auto; text-indent: -0.25in; mso-list: l0 level2 lfo1"
class="MsoListParagraphCxSpMiddle">"Times New Roman", mso-bidi-font-family: Tahoma">Self-Study of Study of 398

Instructional Update Page 45 of 398
25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
The English department’s overall strength comes from the faculty’s passion and commitment to serve and support students; belief in and dedicated efforts to improving pedagogy and outcomes; encouragement of professional growth and development; active participation in shared governance and the overall college culture; and demonstrated commitment to our profession our students and the college’s goals.

Most of the challenges we face are external challenges such as SSA requirements outcomes of the AB 288 and AB 86 local budgetary decisions student enrollment and classroom allocation decisions. We also face the regular challenge of becoming overextended or “burned out” due to our various commitments and workload. We are hopeful that issues under current negotiations will help to alleviate some of the stress that faculty face from having to regularly make up underloads take on overloads or in the case of associates having to teach additional courses at other colleges in order to make ends meet. If the college can support us through these challenges and if we support each other as well we can remain committed to and energized by our shared purpose to guide and help prepare students for the next steps in their educational journey.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

Fashion Design and Apparel Technology

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/13/2015 3:06:43 PM
General

1. What is the name of your program?

Fashion Design and Apparel Technology

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

Sally Aitken

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

KaeMin Tiina Keller

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

The Fashion Design and Apparel Technology (FDAT) program contributes to fulfilling the college mission of supporting students in reaching their career goals. The FDAT program provided skills and knowledge that match the most current needs of the apparel industry by: 1) working closely with the Fashion Design Industry Advisory Board to maintain curriculum currency; 2) providing the opportunities for students to gain real-life work experience through industry internships; 3) regularly updating the fashion design curriculum to reflect the most recent developments in the apparel industry; 4) regularly upgrading apparel production equipment to maintain currency with industry standards; 5) incorporating computer technology and computer skill preparation into all fashion design and production courses.

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

Over the past several years the increase in overseas labor costs a weak currency market difficulty monitoring quality control poor environmental regulations and lack of transparency in the supply chain has convinced many apparel manufacturers to return their production to the U.S. Increased concern over environmental issues in the textile and apparel industry is forcing brands to become compliant with environmental standards increase their focus on sustainable design practices and prioritize corporate social responsibility. The improved local economic condition has decreased the number of individuals seeking a new career. This coupled with the shrinking pool of college bound individuals within the College’s district has resulted in fewer new students entering the
The Fashion Design and Apparel Technology Program (FDAT) prepares students for employment within an apparel company or as an independent entrepreneur. This includes knowledge and skill development appropriate for careers as a designer assistant designer associate designer technical designer patternmaker fabric assistant computer aided designer computer patternmaker as well as positions in retail merchandising and theater costume design. Skills in design and production are transferrable into a variety of soft goods industries and graduates can and do apply them in fashion and related careers across the U.S. and abroad. The San Francisco Bay Area is the third largest apparel design/manufacturing center in the United States however traditional labor market data from local sources such as the Economic Development Department (EDD) and Federal Bureau of Labor employment figures do not provide a complete picture of the true labor market demand for fashion designers in this region. These figures capture data for only two employment paths designer and patternmaker. These reports include the following job titles for fashion designer: Apparel Fashion Designer Clothing Designer Costume Designer Dance Costume Designer Design Director Designer Fashion Designer Historic Clothing and Costume Maker Latex Fashion Designer Product Developer. This definition does not include the myriad of other related jobs in the design room and in wholesale merchandising and apparel production for which FDAT graduates are prepared. The
February 2015 issue of California Apparel News the trade newspaper for the California apparel industry listed 40 jobs in their classified section including costing technician graphic designer design assistant sales representative technical designer sales and production assistant and only one position labeled ?fashion designer ? one labeled ?product designer? and two labeled ?patternmaker?. Terminology is only one issue with the State and Federal data. It is important to note that this data does not capture the many small independent fashion businesses nor do they capture online business both major contributors to the employment in the apparel industry. According to EDD there are no apparel businesses in the region surrounding West Valley College. We know this data is incorrect because we regularly place student interns in local apparel businesses. Additionally many fashion graduates now small fashion business owners are hiring fellow graduates. Additionally the Fashion Design advisory board compiled a list of over 50 local apparel businesses (Appendix A). Career One Stop data based on the Bureau of Labor Statistics Occupational Employment Statistics Program (OES) shows wages for fashion designers in California (in 2013) range from an average of $64 800 to a high of $117 000. This data represents only workers with full-time year-round schedules. The current trend in the apparel industry is to limit the number of full time employees and utilize contract workers instead to avoid paying benefits. Contract workers are not captured in any of the OES data. For the period of 2012-2020 OES data projects a slight (3% ) decrease in employment for fashion designers nationwide with a projected 590 job openings annually. In California for the same time period employment is projected to increase 15% with 300 projected annual job openings. This indicates that in the next few years over half of the job openings for fashion designers will occur in California. (National source: Bureau of Labor Statistics Office of Occupational statistics and Employment Projections. State data source: California Employment Development Department. Labor Market Information Division)

http://www.onetonline.org/link/summary/27-1022.00#WagesEmployment Unfortunately no employment data is available for fashion designers in the Bay Area specifically. Employment data for Apparel Patternmakers for the period of 2012-2020 projects a 25% decline in the number of new jobs. This data is based on positions that require only a high school diploma or equivalent and make a median wage of $38 650. This indicates the jobs contained in this data are the low wage production jobs (cutting and sewing) that have moved overseas to low wage countries. However higher skilled patternmaking and first sample making and product development are still primarily done domestically within the apparel company?s headquarters and these are the jobs for which the FDAT programs prepares graduates. (Fashion Design Advisory Board) (http://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Arts and Design Occupations). Additionally patternmakers are often contract workers rather than full time employees of a company and contract workers are not captured in the data. Thus the employment data fails to create an accurate picture of the employment opportunities for patternmakers. The Bureau of Labor Statistics data also indicates that employment for tailors dressmakers and custom designers will remain stable for the period of 2012 -2020.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?
The two closest community college fashion programs are College of Alameda whose program has a strong emphasis on fashion merchandising and Canada College whose program has a strong emphasis on tailoring dressmaking/alterations and costume design. There are no other publicly funded Fashion Design programs in the area that emphasize industry standard practical skills in fashion design and apparel production.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Over the past two years the Fashion Department has made a concerted effort to educate and inform students that the current competitive job market necessitates completion of a certificate or A.S. Degree in order to attain higher potential wage and career advancement. This resulted in an increase in completion rates for both apparel design and apparel production certificate and degree programs. College data of awards by program indication show that certificate completions for both apparel design and apparel production more than doubled between 2012 and 2014. Program completion rates varies significantly year to year and peak in even numbered years. This is due to the fact that current college-mandated efficiency levels require the Fashion Design program to offer advanced courses only once per year. College data of awards by program indicates that the number of certificates and degrees in both apparel design and apparel production peaked in Spring 2012 and 2014. For the apparel design certificate this reflects the fact that the capstone course is only offered in even numbered years. After waiting several years the updated A.S. Degree programs in Apparel Design and Apparel Production have finally received State approval. A new program sequence has been developed and distributed to students. This should streamline their ability to complete the programs in a timely manner. To date no college system exists to capture job attainment data. Department data is anecdotal based on personal knowledge of students who stay in touch with the department faculty.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

1. Action: Address the gap between the high proportion of students who were either very successful in courses or very unsuccessful. Result: The faculty in the department have since completed training in OnCourse principles for increasing student success and have incorporated these learning strategies into their courses. One fashion instructor is attending the 2015 On Course National Conference and will complete the OnCourse Workshop II this summer. 2. Action: Reinforce basic concepts in nearly all fashion courses. Result: More emphasis on basic foundational skills has been employed in
patternmaking and construction courses and a series of terminology podcasts were developed to assist students in learning the fashion language. Additionally with the recent State approval of both the Apparel Design and the Apparel Production certificates and AS degrees FD51 Basic Apparel Construction is now a required course. 3. Action: Strengthen and expand articulation agreements. Result: The program has reaffirmed existing articulation agreements with Live Oak High School and Wilcox High School and initiated additional articulation agreements with Los Gatos High School and CCOC. The program has two existing transfer agreements with 4-year institutions California College of the Arts in San Francisco Art Institute in Sunnyvale and a new transfer agreement with California State University Long Beach. 4. Action: Provide additional lab hours for courses that require construction of garments. Result: The removal of HbA and the linking of lab and lecture courses have improved program continuity but it also creases hardship for the majority of students whose only access to production equipment for completion of their projects is in the apparel lab. 5. Action: Continue to work closely with the Career Program counselors to ensure students complete educational plans. Result: Students are now regularly completing educational plans. Career Programs Counselors regularly visit introductory fashion courses to make contact with new students.

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

The department has evaluated the impact of the changes listed above and concluded the following: 1. Incorporating OnCourse strategies that address basic skills resulted in increased student engagement in class and increased retention. Additionally Basic Apparel Construction is now a required core course. Completion of this course ensures that all students achieve competency in the basic skills of machine operation and apparel construction. It is anticipated that as student move into the other production courses there will be an increase in successful completion of those courses. 2. Reaffirmation of articulation agreements continues to support enrollment in fashion courses. 3. To address the need for more access to the apparel lab faculty have extended lab hours by holding their office hours in the lab. Unfortunately that represents only a fraction of the time lost and it decreases their availability to students in their other courses. With less lab time available students who struggle academically often fall behind become discouraged and subsequently drop or fail the course. The department has concluded the low success rates of some student populations (most notably African American and Mexican) may be due to a lack of access to enough time in the lab to complete projects. Student from low socio-economic populations cannot afford a sewing machine at home and often have no space at home to work. 4. Working closely with the Career Program counselors has resulted in more fashion students with completed educational plans than a year ago. This may be a contributing factor in the increase in completion of Apparel Design and Apparel Production certificates and degrees noted in the data.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

There are no plans to modify the goals cited above. The department will continue to employ strategies that prove successful in improving student success and retention such as the integration of OnCourse principles.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

NA

15. How well do transfer and articulation agreements serve the needs of students in your program?

Articulation agreements have been renewed with two local high school fashion programs (Live Oak High in Morgan Hill and Wilcox High in Santa Clara) and have been initiated with Los Gatos High School fashion program. These articulation agreements have been beneficial in attracting local students to the FDAT program. Transfer agreements exist with California College of the Arts (CCA) in San Francisco and the Art Institute (AI) in Sunnyvale. This provides students with two local options for transfer should they desire an advanced degree. A transfer agreement has recently been finalized with Long Beach State and one with San Francisco State is in its early stages of development. Fall 2014 marked the first time a FDAT student transferred to CCA as a junior in their Fashion Design program. The interest in transferring for a 4-year degree has increased dramatically among FDAT students in the past two years. For this reason we continue to pursue additional transfer agreements and are pleased that students are taking advantage of the opportunity to utilize the transfer agreement with CCA.

Learning Outcomes

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)?
16. If no, please explain:

NA

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

Past SLO data indicated students needed reinforcement of basic concepts in nearly all fashion courses. As a result the basic apparel construction course was shifted from an elective to a required course. Requiring students to complete the basic course has had a positive impact on subsequent pattern and construction courses. More frequent reinforcement of concepts through activities such as terminology bingo and frequent ungraded quizzes as well as creating study groups for test preparations have been very successful in introductory lecture courses and courses with high levels of terminology (Introduction to fashion History of Fashion and Fabric Analysis.) Implementing an OnCourse strategy of creating ?Success Teams? in first year courses has improved student commitment to the course and improved their ability to take responsibility for their own learning.

18. 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)

As the Program is temporarily housed in the Village portables until completion of the AAS remodel and is in the beginning stages of joining the new School of Art and Design no changes to the learning environment curriculum pedagogy or use of technology are planned. Completed Program Level Outcomes (PLO) for all Apparel Design and Apparel Production certificates and A.S. Degrees indicate between 80-85% of students successfully meet the PLO?s. With the recent approval of the streamlined Apparel design and Apparel Production certificates and AS degrees no major changes to curriculum are planned. The major area for continued improvement is in helping students develop foundational skills before advancing to more complicated courses. The development of a program sequence that clearly delineates pre requisites and levels of skill attainment needed in advanced courses should address this.

19. 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 department continues to be concerned by the number of students underprepared for college level learning. Additional focus on basic skills ESL and tutorial services is needed to ensure students are capable of understanding and mastering the knowledge and skills necessary to achieve competency in apparel design and production. Because SLO’s reveal a high proportion of students are either very successful in courses or very unsuccessful and because the number of students who drop withdraw or fail to successfully complete the course are still of concern to the department significant support is needed outside the department’s capacity to increase student success. Additional support is needed in the areas of basic skills financial aid and individual counseling to address the personal life factors that prevent these students from reaching the learning objectives of the courses. The program continues to struggle with the severe restriction on lab hours resulting from removal of HbA from production courses. The ability to practice in order to master skills is essential to student success therefore a strategy for funding additional lab supervision must be addressed if student success is to improve. The department continues to have concerns about the location of the apparel lab in the West Walk portables due to the proximity to the major construction occurring in AAS. Noise and disruption of courses is a great concern as is the difficulty of having the lab physically separated from faculty offices and the other classrooms in which fashion courses are taught.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Course Completion: The average course completion rate was 88%. Completion rates ranged from 100% completion by Laotian Japanese Middle Eastern and Other Asian to a low of 80% for American Indian/Alaskan natives. Course Success: Course success rates averaged 65%. The highest success rates were achieved by Cambodian Chinese Filipino Japanese Middle Eastern and Other Asian. GPA: The average GPA was 2.71. The highest GPA’s were earned by Cambodian Chinese Japanese Laotian Middle Eastern and Other Asian student (all above 3.05) Course Enrollment: During the period 2012-2013 when the College saw a major 18% enrollment downturn the Fashion Design program experienced a decrease of only half as much. Since then the course enrollment has remained stable. The highest course enrollments in order were individuals identified as ‘white’, ‘two or more ethnicities’, ‘Mexican/Chicano/Mex.American’ and ‘African-American’. Success rates for this group ranged from 54% (Mexican) to 70% (white) and GPA’s were all under 2.5. This indicates that in terms of ethnicity the larger course enrollments correlate with the lowest success and GPA’s. Since course enrollment does not directly correlate to headcount it is hard to determine if this disparity is due to ethnicity or if students in the lower performing groups simply take more courses (and thus perform more poorly) than those in the higher performing groups. Program course enrollments course completion
course success and GPA vary little from the College enrollments based on ethnicity. However the percentage of course enrollments for African Americans is double that of the College. In terms of age and gender the Fashion Design program has a much larger number of female than male students compared to the college as a whole but the largest age group is the same 20-24 year olds. The department has historically had a disproportionate number of female students. Many techniques and initiative have been employed over the years with little change. However recent enrollments of male students is trending upward with as much as a 20% increase in some fashion classes. The socioeconomic status of the college is evenly distributed between low and not low socioeconomic status. In the Fashion design program the majority fall into ?not low socioeconomic status.? Program Completion: In Apparel Design the ethnicity data for Certificate 1 and Certificate 2 and the AS Degree were very similar. Individuals identified as ?white? make up the largest proportion of students in terms of ethnicity followed by ?two or more? and Vietnamese. However the Department faculty identify nearly 50% of the students in their classes have English as their second language and such low level of English comprehension that it both impedes their progress and that of the entire class. The age and gender distribution for both the certificates and A.S. degree were also similar with the largest proportion being 20-24 years olds and the gender overwhelmingly female. Twice as many students were identified as ?not low socioeconomic status? as those of ?low socioeconomic status?. However the Department faculty experience a very different perspective in their classrooms where students who struggle financially are unable to obtain textbooks have no reliable form of transportation have nowhere to live have no access to a sewing machine outside of the apparel lab and cannot afford the supplies for their projects. In terms of disability the College data indicate only a small number of students were identified as DSPS. The faculty observe a very different picture in their classroom where many students reveal to the instructors that they suffer from bipolar disease depression learning disabilities attention deficit disorder epilepsy anxiety and other issues that significantly impede their success in college and life. It is clear that many students with disabilities do not self-identify as DSPS nor do they seek assistance through DSPS even when they are encouraged to do so. Data for the Apparel Production Certificate and Apparel Production A.S. Degree were similar to the Apparel Design path with the exception of the age distribution of those receiving the A.S. Degree. In this case there were an equal number of 20-24 year olds and 25-29 year olds with a negligible number over the age of 35. These young students continue to under-prepared for the rigors of college lack study skills time-management skills and lack the ability to self-regulate in an environment where they have to take responsibility for their own learning.

21. **What measurable goals have or will be set by the program to address differences in student equity?**

Goal #1: As stated earlier students in fashion courses either do very well or very poorly. In large part this is because the younger fashion student is unprepared for the academic rigors of college. The severely limited number of lab hours available for students to use
production equipment and thus complete project is also a factor. Both of these issues need to be addressed. The department will focus on addressing this large success/failure discrepancy and increase the student success rate currently 65% to at least the College average. Goal #2: Even with the recent increase in male students attending fashion course the department continues to experience a disproportionate gender distribution in its student body. The department will work to close that gap by surveying male fashion students and determining a plan to attract more male students to the program.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

To address Goal 1 a. The faculty plan to continue to infuse OnCourse teaching strategies into their courses in an effort to teach student?s self-responsibility. Additionally the faculty are participating in a State Chancellor?s grant-funded project to infuse soft skills including time management teamwork problem solving and communication skills into the fashion curriculum. b. The faculty plan to seek solutions to the issue of limited lab hours and are working with the Career Program Dean to identify funding to hire a lab manager to oversee the apparel lab and extend access to the production equipment beyond what is currently available to students during class time. If lab hours cannot be extended the faculty will be forced to re-examine course content to decrease instructional time in favor of extending lab time. This is not a sustainable solution as it will affect the overall quality of instruction in the program. To address Goal 2 a. The faculty plan to increase the number of assignments and projects that can be adapted to men?s wear. Many of the male fashion students are interested in pursuing men?s wear or active wear as a career. A more balanced focus on both men?s and women?s wear will be introduced throughout the program.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Infusing OnCourse teaching strategies and piloting the Chancellor?s office grant project will require additional time on the part of the faculty. Developing and implementing new assignments to incorporated men?s wear into the curriculum will also require faculty time. Assigned time for the development of new classroom activities and data collection to access the success of those activities is the primary need. To address the issue of limited lab hours funding for a lab manager is required. Lab hours were cut from 15 hours per week to 2 hours per class. Funding is necessary to reinstate the full 15 hours of student access to the lab. The program needs College assistance addressing the basic skills needs of academically unprepared students additional assistance addressing the the language issues that impede ESL student success and additional counseling and financial aid assistance made available to students to help them deal with the myriad of personal issues that interfere with their academic success.
Conclusions

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

The most significant accomplishment of the last year was State approval of the new Apparel Design and Apparel Production Certificates and A.S. Degrees. The new streamlined program and new course sequencing will simplify the creation of student educational plans and result in an increased number of program completions. The program has successfully transferred students to California College of the Arts Savannah School of Art and Design and parson’s New School of Design in New York City. Last Spring the program had its largest graduating class in the past decade. Two of these graduates along with one alumni who now owns a nationally recognized apparel company in Santa Cruz were invited to participate in the 10th annual Fashion Santa Cruz event last fall. This is a community event attended by over 1000 people. Another graduate who became head designer for Great America theme park hired three fashion students for paid internship positions in the design room and has committed to hire additional interns and workers from the FDAT program. The Fashion Design Department is a sponsor of the Teen Santa Cruz Fashion Show this Spring and a fashion graduate is one of the judges for the event. The program continues to expand its focus on sustainable design in order to prepare students to be better global citizens. The program was selected to participate with several other community colleges in the State Chancellor’s Office sponsored IDRC 21st Century Skills grant project. This project will infuse job skills into career technical courses in combination with industry sponsors. Our portion will be piloted in Fall 2015 and extend into Spring 2016. The Department received grant funding to modernize production lab equipment to reflect the current technology used in the apparel industry. Acquisitions include state-of-the-art computerized sewing overlock and coverstitch machines an automatic buttonhole machine industrial pressing equipment and new industrial dress forms. There is increased awareness and sponsorship of the FDAT program within the local community. The Department recently received a large donations of materials supplies books and equipment (approximately $4000.00 worth) from community members that will directly benefit fashion students.

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

Strengths: The Fashion Design and Apparel Technology is a robust program in its 31th year. The program emphasizes strong design and production education and the basics of overall industry competency. Fashion program graduates are employable and capable of performing a wide range of jobs in the apparel industry. The department offers highly technical classes that are regularly updated to meet current industry demands based on input from an active Advisory Board drawn from the apparel industry. Over the course of many years despite the challenges of enrollment and decreased funding the program has developed a reputation for academic strength and the ability to train technically proficient graduates who are well-grounded in the basics of apparel design and production. Still the recognized leader in Northern California students are drawn to the Fashion Program from
all over the greater Bay Area Santa Cruz and as far south as Gilroy. Graduates and alumni are working in the apparel industry worldwide including but not limited to China India South America Europe and across the United States. Many entrepreneurial alumni who have started their own businesses now employ new program graduates and interns.

Challenges: The Fashion Design Program’s success is measured (in Program Review and by the State) both by successful completion rates and successful job attainment. The Program is required to show evidence of the successful job attainment of its graduates yet no College system exists to capture this data. Being judged on criteria for which there is no data provides a significant challenge to the program. Additional support from the College is needed in this area. The program continues to be challenged to meet the academic unpreparedness of students entering the fashion program. Many enter the program perceiving it to be primarily a creative pursuit and are surprised by the rigor of the courses. The severely limited access to the apparel lab resulting from the removal of HbA severely impacts students ability to complete assignments. Many student do not have access to sewing equipment outside of class and as a result fall behind fail to develop their skills fully and become discouraged or drop. An additional challenge is the growing number of students with special needs. The program has a high number of students who self-identify as having depression and anxiety disorders have difficulty managing emotional issues financial issues and have obvious learning disabilities with which they have no outside assistance. Significant support is needed outside the department’s capacity to help these students especially those with mental and physical issues that prevent them from functioning in a rigorous technical field. Additional support is needed in the areas of basic skills financial aid and individual counseling to address the personal life factors that prevent these students from reaching the learning objectives of the courses.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/13/2015
PROGRAM REVIEW
2014 – 2015

FOR

Health Care Technologies

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/29/2015 4:12:40 PM
General

1. What is the name of your program?

   Health Care Technologies

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

   Kris Gaiero

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

   Dr. Faraneh Javan

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

   The HTECH is a CTE/Vocational education program that offers the following: A.S. Medical Assisting Medical Assisting Certificate Clinical (Medical) Assisting Certificate Administrative (Medical) Assisting Certificate Orthopedic Technician Certificate Insurance Billing Specialist Certificate Medical Office Receptionist Certificate Massage Therapist Certificate

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

   The HTECH department must answer to several external influences that impact the content of the courses of the certificates offered to include: Advisory boards California Massage Therapy Council (CAMTC) The State of California Business & Professions codes and Health & Safety codes. We recently received notice from the CAMTC that our massage therapy certificate/program needs to go through an approval process that will require hiring an Professional Expert to gather supporting documentation for the application packet.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also
view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

Source: California Labor Market Information Department "Occupational Overview" for Alameda San Mateo and Santa Clara counties 2013-2016. The number of jobs in the counties listed above for 2013 was 9,170; it is projected to rise to 10,040 in 2016. The 75th percentile earnings is $23.11/hr.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

Yes.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

We do not currently have these data.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

The HTECH department received VTEA funding to carry out the actions/objectives described in the past review.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

The HTECH department was able to offer Orthopedic Technology training during the spring 2015 semester.

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

The HTECH program needs the college to provide ongoing funding from the general fund to pay for an Orthopedic Technology professional expert and supplies. ~$4500.00 (Pro-Expert) ~$4000.00 (OT supplies) The HTECH program will need ~$1000.00 to purchase ICD-10 Medical Insurance Coding reference books. In the future HTECH will need to purchase an Electrocardiograph ($4000) and Autoclave price($4000)

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

The HTECH department continues to maintain an articulation agreement with the Central County Occupational Center (CCOC). The following courses in the program transfer to CSU: HTECH 004 005 006 007 041 043 044 and 070.

**Learning Outcomes**

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

16. If no, please explain:

N/A

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

The HTECH department has issued 144 Certificates of Completion between 2011-2014. During the 2011-14 timeframe the HTECH department has maintained a course completion rate of 95% and course success rate of 85% respectively. The assessment data utilized indicates that the majority of the HTECH students are completing their classes with a grade of "C" or better with an average GPA of 3.48.

18. 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)

None at this time.

19. 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.)

Providing a supervised Technology Center that would give the HTECH/West Valley students more access to computers with Licensed software programs. HTECH absolutely needs to have the variety of certificates offered in the program to be cross-referenced in the class schedule. For example Medical Assisting should be listed between Math & Music and Orthopedic Technology between Oceanography & Paralegal with a note to refer to HTECH. This used to occur however it was recently discovered (4/21/15) that the cross-reference had been removed from the schedule back in spring 2014. Further investigation via current student surveys will be necessary to determine how this may have impacted enrollment for spring & fall 2014 and spring 2015. At the present time a request has been placed with the Office of Instruction to have the cross-reference returned to the online schedule for fall 2015.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the
following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

As of 3/24/15 no data available.

21. What measurable goals have or will be set by the program to address differences in student equity?

See above

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

See above

23. What institutional support does the program need to implement its strategies to address differences student equity?

See box 20.

Conclusions

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

See box 18

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

Strength—Approximately 50% of the students enrolled in HTECH learned about the program by word-of-mouth. Another 33% stated that they discovered the program via the schedule prior to spring 2014. Currently the three greatest challenges that HTECH has is facing: a recovering economy (historically when the local economy is good enrollment goes down); The California Massage Therapy Council's new procedures for approving schools (this is similar to an accreditation process) and the removal of cross-referenced certificate titles from the schedule. The latter of the three should be an easy enough fix however enrollment may have been negatively impacted.
26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/29/2015
PROGRAM REVIEW
2014 – 2015

FOR

Humanities

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 3/3/2015 3:04:33 PM
General

1. What is the name of your program?

   Humanities

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

   Nichola Gutierrez

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

   Sondra Ricar

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

   The college mission is to support students along their pathways to achieve transfer and career goals. The Humanities Program offers courses that are UC and CSU transferable thereby providing that support to our students. The program also helps students who will be pursuing career goals instead of transfer goals; all students who walk in the door or log onto a computer for a Humanities class are encouraged to help build a rich diverse learning environment that all can benefit from regardless of the student's end goals. That learning environment will provide a basis upon which to better appreciate and understand the world in which we live. Through the global perspective of the humanities program we help prepare students to work in the new globalized working environment. Students become more aware of the cultural diversity of the world and are more able to respect that diversity something that will help them in future employment or other interactions with different cultures abroad or here at home.

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

   None.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also
view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

NA

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

In our last Program Review low enrollment for the two face to face sections of Humanities one each Human 1A and 1B were noted. Our proposal was to cut our offerings by one per semester (2 online 2 face to face down to 2 online 1 face to face) alternating a face to face section of Human 1A and 1B every semester. We implemented that in FA 14 and it proved to be successful. Enrollment in the one face to face section has increased and this SP we offered and kept our first Human 1B face to face in a year and a half. This pattern of offerings seems to indicate at least for now that 1 face to face section is all the program can sustain.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

We have seen increased enrollment in the one face to face section offered in FA and the one offered in SP. The SP section is Human 1B which we cancelled the previous 3 offerings due to low enrollment; this semester it enrolled to approximately 70% of the class cap of 42. The past two semesters with this change in place have shown that making this change has been successful.

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

The online sections of Humanities do very well; given that it is possible we will make the decision to offer one or more additional sections online. However this is a program that runs entirely with associate faculty and currently only one who teaches online. Finding qualified associates in the discipline and ones with online teaching experience is difficult.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

NA

15. How well do transfer and articulation agreements serve the needs of students in your program?

By and large the vast majority of the students we serve are planning to transfer so the agreements provide students with the information and the opportunity to be able to transfer to the schools of their choice with a reasonable degree of comfort. Not only can they be assured that the classes they have taken here will be accepted at four year institutions in the state but also in the case of TAGs they are guaranteed acceptance. From the perspective of the student this removes a great deal of the unknown and allows them to focus more of their energy and time on successful completion of their course loads in preparation for transfer. Additionally a significant percentage of our online students are "reverse" transfer students taking this class to meet the requirements of their
four year institutions. Thus we are meeting not only transfer students but students who are enrolled in a 4 year institution and the course articulates for them.

**Learning Outcomes**

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

16. If no, please explain:

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

SLO are assessed each fall for Humanities and given that it is a department consisting of two associate faculty discussions on the effectiveness are difficult. Having said that it is not unusual to hear from students that the classes they have taken in the department have opened their eyes to seeing the world in a different light; they have learned about things they never considered before or knew existed; they learned valuable analytical skills that can be carried over to other classes. All in all the feedback is that the courses are effective in encouraging students to think critically and to see the world beyond their doorstep.

18. 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 made a change to the SLO assessment tool and it was used for the first time in FA14. This assessment will be used again when we reassess in FA15. Until then one run of the new SLO assessment is insufficient to make any assumptions or decide upon changes. We will wait and re-evaluate in FA15.

19. 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.)

Success for the online classes would be aided by having online tutorial services. As noted previously several of our students and I would venture to guess this is not unique to
Humanities are reverse transfer students and thus are not local. So for these students and our local students the ability to access tutorial services online might go a long way towards improving success and retention rates.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The four largest groups included for Humanities were African American/Non-Hispanic 27 Mexican/Chicano/ Mexican American 56 Two or More 119 and White 395. The completion rates ranged from 67% for African Americans 75% for Mexican.. 80% for White and 87% for Two or More. Although we are always striving to see as many of our students as possible complete the course the numbers are not horrible. In terms of success rates African Americans are the lowest of these groups with 41% Mexican.. came in at 59% White at 70% and Two or More at 72%. There is room for improvement in all of these groups as there is for all students in general.

21. What measurable goals have or will be set by the program to address differences in student equity?

One goal of the Humanities program is to try and make the materials covered in Human 1A and 1B more diverse so that it reflects the richness of the world rather than the European centered focus which is the norm. This takes time for the associate faculty to include in their curriculum in hopes of seeing it bear fruit. The hope is that by being more inclusive the course will attract the attention of a greater diversity of students which in turn will translate into better completion and success rates. It is however difficult to bring these curriculum changes about in a program that relies entirely on associate faculty for whom West Valley is one of many schools they teach at.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The program offers 3 sections each fall and spring with an additional two each in winter and summer. Of those offerings all but 2 are offered online. The program needs to work to insure that online students have access to the same resources especially in terms of tutoring that face to face students have access to. Online course are notorious for low completion and success rates and Humanities' lower numbers are in part a reflection of the online course offerings.
23. What institutional support does the program need to implement its strategies to address differences student equity?

The college needs to insure that all students have access to tutorial services that includes online tutoring options. Data has shown that online students fair worse in terms of success rates than face to face students and one component of that is that many students are unprepared to take online courses. They don't fully grasp the unique circumstances that online classes present. Having an online tutorial teaching students how to take an online class as well as providing online discipline specific tutoring would prove invaluable to our students and aid in the student equity differences noted earlier.

Conclusions

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

The only notable accomplishment both positive and negative was a reduction in face to face offerings each semester from two to one. The positive outcome of this was increased enrollment for the one section. Previously two face to face sections were offered Human 1A and 1B but only the 1A would fill leading to the 1B being cancelled. We are now alternating 1A and 1B between fall and spring and we have included in the notes of all 1B sections a reminder to students that 1A does not have to be taken before 1B. This is our first year making this change.

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

The Humanities program is doing quite well despite not having a single full time faculty to teach the course offerings or to guide it through the various obstacle which have been thrown at all of us in the past few years. This is especially commendable when one considers that outside of me as the Department Chair the entire program is composed of associate faculty. I do not have a background in the humanities and so I rely heavily on the associates to provide feedback to me and answer questions when I am unable to do so and they in turn are dependent upon me to try and run the program as effectively as possible so that it meets the needs of the students and also provides them some degree of income security from semester to semester. We are truly fortunate to have such passionate dedicated associates teaching our offerings; that makes my job as the chair much easier.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):
PROGRAM REVIEW
2014 – 2015

FOR

Interior Design

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 5/3/2015 4:35:55 PM
**General**

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

2. **Who is the primary contact person for this program review?**
   Christopher Wright Department Chair

3. **Please list the names of others who will be collaborating on this program review:**
   Diane Hurd Jane Lily Cigdem Bulut

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

   The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence." The Interior Design Department at West Valley College offers a degree and various certificate programs that provide the opportunity for students to acquire skills and knowledge responsive to current needs of the interior design industry and allied fields. It provides students with opportunities to participate in a wide spectrum of educational experiences in the classroom as well as through field trips guest speakers and various extra curricular activities sponsored by the Department and the West Valley College Interior Design Club (WVCIDC). The Interior Design Program caters not only to those who wish to pursue interior design as a career whether a first career or second or third etc. but also to those who seek knowledge as lifelong learners and enrich the quality of their lives. Many courses involve teamwork and problem solving between students as well as collaboration with other programs throughout the college. In complement to the counseling services provided by College counselors a Departmental advising program provides students with assistance in setting educational goals evaluating progress reviewing transcripts and articulating courses and transitioning into the profession. The Interior Design Program offers an A.S. Degree as well as several certificates. A unique offering in the Program is the Interior Design Advanced Certificate. At 92 units the certificate offers students an extensive breadth and advanced level of interior curriculum equivalent in units to most B.A. degrees. Those students who already possess bachelors and/or advanced degrees often view this certificate as the end goal. The Department has worked with the National Kitchen and Bath Association (NKBA) to develop the kitchen and bath specialty within the interior design curriculum. The result was the Kitchen and Bath Design Certificate
which is fully accredited by NKBA. Students who graduate from this program are eligible to sit for the academic portion of the NKBA Certification Examination adding to the status of the Program. In addition the Department is looking to organizations such as the National Association of Schools of Art and Design (NASAD) for accreditation possibilities. For those students wishing to obtain a bachelors degree the Program has direct articulation agreements with San Jose State University San Francisco State University California College of Art all of which offer either a Bachelor of Science or a Bachelor of Fine Arts in Interior Design. The Interior Design Program also has an agreement with Charter Oak State College (in New Britain CT) offering a Bachelor of Arts in Interior Design Management. Drawing on a large number of part-time instructors who are active in the interior design field the Department successfully and continually attracts a high quality and diverse staff that reflects the specialties of the multi-faceted interior design field. Likewise with a large contingency of students from a variety of ethnic and cultural backgrounds interior design classes often involve student presentations and discussions where diverse views are addressed.

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

1. The Program accreditation by the National Kitchen and Bath Association (NKBA) provides many opportunities for our students to engage in design competitions on the state and national level. 2. Several new state regulations and ACCJC decisions have imposed many more quantitative studies on the Department diverting attention from the concentration on classroom excellence. 3. Our Interior Design Advisory Board continues to provide excellent recommendations and suggestions to better prepare our students for the workforce.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes
7. **Describe how your program meets documented labor market demand (note evidence used):**

No responsible conclusion regarding the Interior Design department can be drawn from the data provided. The California Labor Market data supplied only tracks jobs requiring a Bachelor's degree in Interior Design. Many of the graduates from the Interior Design program find permanent jobs in the field with a Interior Design Certificate and never pursue a degree. Therefore the data provided does not accurately reflect the Interior Design department's student population or their employment potential. However it is encouraging to see an estimated increase of 1.4%-2.7% of jobs in the field. Other sources (California Occupational Guide from http://www.labormarketinfo.edd.ca.gov/) indicate that the increase of jobs over the next ten years may be more like 340 or a 4.7% increase. This study also estimates the annual new jobs in the greater bay area at 40 positions per year.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

While the term “in the area” is undefined in the past reviews it has been noted that no other area college offers the Associate of Science in Interior Design Interior Design Certificate Advanced Certificate and/or the Specialty Certificates.

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**

Currently there is no tracking of student employment information once they leave the College. The Interior Design program is in the process of creating such a database largely through alumni contracts. The program will also be designing and implementing an alumni survey to gather job attainment information. However anecdotal evidence from graduates maintaining contact with the Department indicates there many graduates from the Interior Design department working both in the interior design field and in the local area. We continue to adjust the curriculum to respond to the job market. The Department does maintain contracts with employers and other professionals and seek advice and suggestions. One example is the incorporation of additional computer programs such as Revit and Sketch Up. Several curriculum changes have been implemented.

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission](#)).

10. **What progress has been made in implementing proposed actions and/or objectives described in your past program review?**
There are a combination of short-term and long-term goals described in the last report. In terms of short-term goals; the program has successfully completed a study (through a sabbatical by Jane Lily) to possibly attain nationally accreditation from the National Association of Schools of Art and Design (NASAD). This accreditation will promote the excellence of the Interior Design department on a larger national level. Another stated short-term goal was the creation of SLO's at the end of every semester which has been implemented. In terms of longer term goals namely increasing enrollment and WSCH/FTES while it is an on-going issue it should be noted that the WSCH/FTES figure for Spring of 2015 (406.895) is higher than two of the last four semesters.

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

The Interior Design program has not yet evaluated the impact of a possible accreditation or the on-going enrollment figures at this time.

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

The Interior Design program does not see any need to modify any of the stated goals.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

The Interior Design Department has formal articulation agreements with all local four-year institutions with Interior Design degrees. These include San Francisco State University, San Jose State University, the Art Institute in Sunnyvale, and the California College of the Arts. No interior design student who has applied for transfer has been rejected due to inadequate articulation. We have also successfully transferred students to...
institutions without formal agreements namely Parsons School of Design and Pratt Institute both located in New York City.

Learning Outcomes

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

16. If no, please explain:  
n/a

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

In the SLO assessments most of the percentages of above average grades were between 100% and 85% with the majority in the 100% above average level. The SLO assessments provided relevant insights into the successful content of the Interior Design courses. They also demonstrated successful attainment of the department PLOs.

18. 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 high degree of success in achieving above average grades warranted no specific curricular changes. However the Interior Design department (along with others) is pursuing an accreditation from the National Association of Schools of Art and Design (NASAD) to improve student success.

19. 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.)

West Valley College has recently re-organized several different departments resulting in the formation of a School of Art and Design. It is expected that this new combined school will offer new opportunities for enrollment and student success. The Interior Design Department also needs new updated computers and software to further the needs of the
students to stay current and be effective in the field. This request has been made several times in the past with no improvement yet.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The completion and success rate for Cambodian Central American is at 100% clearly in no need of improvement. Most of the other groups have a completion rate 85% or above and a success rate of 80% or higher. The completion rate exceptions were American Indian/Alaskan Native Laotian and "Two or More API" however the low enrollment numbers for each especially over a three year period indicate that these figures reflect a single student rather than an entire group. Of these exceptions only the first two have a success rate at or under 50% with the same conclusion. The overall departmental completion rate of 88% appears quite robust for courses that are not required for General Education. As with any "volunteer" courses the students feel free to drop course for personal reasons without fear of losing G.E. credits. From the 88% completion there is an overall student success rate of 80% demonstrating that the vast majority of the students who complete an Interior Design course succeed at it. There were three groups representing high enrollment numbers that fell below the departmental average (Mexican/Chicano/Mex. American at 117 Vietnamese at 91 and "Two or More" at 229)) and this is of concern for the Department.

21. What measurable goals have or will be set by the program to address differences in student equity?

The measurable goal of the Interior Design program will be to implement practices to help the majority of any ethnic group achieve a success rate of at least 80% or better.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The Interior Design department will seek assistance for ESL students through the Counseling and English Departments and track these students progress. The department will also offer mentoring by two or three year students from the same background.
23. What institutional support does the program need to implement its strategies to address differences in student equity?

The results of these efforts will need to be updated by the Department utilizing accurate statistics provided by the Office of Instruction.

Conclusions

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

1. One of the Interior Design faculty members Jane Lily took a sabbatical leave to explore the possibilities of receiving further third party accreditation namely NASAD for our certificates and degree programs. She succeeded in having the results of her study approved by the College's sabbatical review committee validating her approach. 2. The department has become part of a larger department reorganization plan which has resulted in the creation of a new division the School of Art and Design. It must be said that while all of the Interior Design department's faculty support this plan two faculty members were instrumental to the initial idea and implementation. Jane Lily first planted the seed of the new School of Art and Design during the course of her accreditation study and Diane Hurd through her role as Division Chair initiated meetings and organized the faculty from many departments to respond to this idea. 3. The department has maintained communication and input with the redesign of the new Interior Design department specifically and the entire new School of Art and Design in general to be housed in the renovated AAS building completion date estimated at Fall 2016.

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

Strengths: 1. West Valley College's Interior Design Program is a major and significant provider of interior design-related education in Silicon Valley the Peninsula and the region. Protection and preservation of this invaluable resource is essential to both the interior design and architecture community and the building and furnishings industries in the area. College faculty and administrators hold the program in high regard and recognize the degree of professionalism exhibited throughout all aspects of the program. 2. Interior design courses are offered throughout the day and evening in the Fall and Spring semesters. This allows students to pursue their degrees and certificates as full-time or part-time students while working during the day or while meeting other obligations. This affords many students the only opportunity for education and a career in interior design. The absence of entrance requirements and the affordable costs even as budget constraints have necessitated an increase in tuition system-wide further contribute to the accessibility and inclusiveness of the program. Therefore our program provides an alternative to the high costs of programs in private institutions and to day-time only scheduling of class offerings designed for full-time students going through a program as a
cohort. As a result the Program is able to serve and educate a larger and more diverse population of students thus contributing to the generation of a more diverse population of interior design professionals. This can naturally bring about more success in general for the interior design profession. 3. Students in the program have consistently produced exemplary work in both entry-level courses as well as mid- and upper-level courses in over 16-1/2 years of professional level former CIDA accreditation and 6 years of NKBA Accreditation. The Program’s graduates are able to obtain noteworthy positions in the field which is a reflection on student success. The Interior Design program enables greater access to those of diverse economic backgrounds to obtain a professional-level interior design education. 4. Interior design students can articulate the A.S. in Interior Design and/or the Interior Design Advanced Certificate to area four- year institutions to obtain a BA of BFA degree in Interior Design. There is also an articulation agreement with Charter Oak State College to obtain a BA in Interior Design Management.

5. Students are dedicated to acquiring quality educational experiences through active involvement in the program the West Valley College Interior Design Club (WVCIDC) and extra-curricular professional activities. Their enthusiasm and readiness to share these experiences instill a self-perpetuating level of networking among fellow students faculty members and staff. The diverse and rich mix of our students? educational backgrounds careers age and ethnicity contributes depth and vitality to the classroom learning experience. Active as student chapters of ASID IIDA NKBA and USGBC the WVCIDC serves as a vehicle with which students network among themselves and within the profession. 6. The interior design faculty is comprised of design professionals who promote industry standards and practical experiences within the learning environment. As design professionals who are currently practicing in different aspects of the fields faculty members instruct students with a thorough understanding of their specialized areas. These practicing professionals bring a relevant pragmatic and intellectual dialogue few programs can offer.

7. The Interior Design program has an active and supportive Advisory Board. New members are added frequently due to increasing popularity of the program. The board is comprised of industry members representing commercial design residential design and architecture. Some members are West Valley College graduates who are able to evaluate the program from an intimate perspective. The program is highly regarded in the design community as a professional-level program contributing to the education of potential designers and the continuing education of professionals. 8. Another strength of the program is the loyalty of its alumni who often return as instructors promote the program to the general public and provide donations to the program?both monetarily and in the way of books magazines catalogs furniture equipment and interior finish and building samples. 9. The Interior Design Program is supported and complemented by educational programs of related disciplines such as Architecture Art Business Computer Applications and Digital Media. This association will only be made stronger by the establishment of the School of Art and Design. Strong academic programs throughout the College that offer students the equivalent of university-level instruction in general education courses also support the program. 10. The program's location in the greater San Francisco Bay Area provides an abundance of cultural opportunities design industry and resources design professionals design centers and fine historic and contemporary design that make it an ideal setting in which to study interior design.

Challenges: 1. In addition to the NKBA Accreditation the Department is seeking other
state- and/or nationally recognized accreditations for interior design programs such as NASAD. 2. Reflecting a highly diverse population many interior design students are ESL. They bring great richness and cultural experiences to our classroom. In support of this the College offers a variety of services to support ESL students as well as free tutorial help. The need for help is mainly displayed in the fear expressed by these students at giving verbal presentations as well as written research assignments which are required throughout the program. The repeated consistency in which oral presentations are required throughout the program helps students gain confidence in expressing themselves publicly. Also one of our full-time faculty members Cigdem Bulut is ESL providing first-hand experience and guidance as ESL learners. 3. There is often difficulty in maintaining student-faculty ratios in lower division courses due to enrollment management requirements by the College predicated by state mandates of fiscal control. We have been able to mediate the situation by raising the numbers of students in lecture classes and focusing on keeping the ratios particularly low in our upper design studios. In past years offering multiple sections of lower division studio courses aided in lowering student-faculty ratios. However with the current budget crisis and the demand throughout the College to maximize efficiency this has become more difficult to maintain. The result has been the cancelling of required courses that in turn slow the student?s progress through the program. 4. Many associate faculty members are not in the position to teach every semester. Therefore continuity in scheduling from semester to semester and year to year is not always predictable. This can create difficulty in long-term scheduling for students. While the reputation of our program within the profession helps us recruit excellent instructors and our many industry contacts Advisory Board members and current pool of instructors help us in identifying potential instructors it remains a problem to maintain a ?pool? of qualified instructors without a guarantee of consistent employment. 5. During the renovation of the AAS building for a period of two years or more the Department will be conducting class from temporary quarters. This change of venue will inevitably place more stress on the Program and its faculty.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

5/3/2015
PROGRAM REVIEW 2014 – 2015

FOR

Library Skills ? Curriculum

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 4:25:32 PM
General

1. What is the name of your program?

Library Skills Curriculum

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

Betsy Sandford

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

Jasmine Colon Yanghee Kim Maryanne Mills Stephanie Kashima

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

The WVC Library skills program supports students on their transfer and career paths in an environment of academic excellence by providing students the opportunity to learn information competency skills that will help them to reach their career and transfer goals. One of the college?s eight Institutional Learning Outcomes (core competencies) is Critical thinking and information competency which is directly addressed by the Library 4 Information Competency course. After completing courses orientations and/or workshops a student should be able to gather evaluate organize and use information in order to successfully complete research projects.

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

<ul>
<li>Association of College and Research Libraries (ACRL) -- Framework for Information Literacy for Higher Education (http://www.ala.org/acrl/standards/ilframework) is a new document ?based on a cluster of interconnected core concepts with flexible options for implementation? The Framework opens the way for librarians faculty and other institutional partners to redesign instruction sessions assignments courses and even curricula; to connect information literacy with student success initiatives; to collaborate on pedagogical research and involve students themselves in that research; and to create wider conversations about student learning the scholarship of teaching and learning and the assessment of learning on local campuses and beyond.? This framework was just approved and posted to the ACRL website in February 2015. This document can be used as a tool for future information competency
planning with the assistance of additional staff.\</ul>

With the implementation of the Student Transfer Achievement Reform Act (SB 1440) and the establishment of 22 Associate Degrees for Transfer at West Valley College the local information competency graduation requirement of LIBR 004 is required of fewer students each year.\</ul>

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No

7. Describe how your program meets documented labor market demand (note evidence used):

   N/A

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

   N/A

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

   N/A

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission]).
10. What progress has been made in implementing proposed actions and/or objectives described in your past program review?

We have switched one section of online Library 4 to face-to-face in reaction to a concern about retention and success for online classes and assisting students who are not able to handle the online courses. Teachers of Information Competency have continued to modify their teaching methodology and assignments based on feedback from their previous section experience. EasyBib and EBSCO Discovery platform are available for teaching and utilizing in the Library 4 classes.

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

Despite our efforts we were unable to add additional face-to-face sections. One semester one of the instructors took a leave after being scheduled and we were unable to fill that time spot on such short notice. In Spring 2015 we have had to cancel the evening section due to low enrollment. The enrollment in online sections is higher than the face-to-face sections. In looking at the success data the student success rates in the online Library 4 sections have improved (62.6% in Fall 2012 online sections and 82% in Fall 2014 online sections). They are now comparable or higher than that of the face-to-face classes. This may be because of several factors. Library 4 instructors teaching online have repeatedly modified their courses to clarify assignments and clearly communicate class goals and objectives. Students may be better prepared and able to learn with online instruction. Also during one semester the face-to-face section was a First year Experience? section where the retention was 100% but the success rate was 57%. This is way out of alignment with the usual experience even in face-to-face sections. EasyBib is being used by a few of the faculty teaching Library 4. Their experience has been that students have a much better understanding of citation construction and formatting. The citation submission homework results have been greatly improved. One student reported to us that she was successful on an essay for History 17B (using the Chicago Style which Library 4 does not teach) because she knew how to use EasyBib to create the Chicago style citations. The class also helped her with how to find the best sources for her essay. The Discovery platform presents difficult challenges for teaching however we have begun teaching the use of it in the Library 4 classes and have created videos for online students.

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

Continue to explore the best ways of teaching and presenting the Discovery platform.

Curriculum and Articulation
13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

Library 4 is transferable to CSU and UC and has recently been approved for CSU Area E General Education.

**Learning Outcomes**

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

16. If no, please explain:

N/A

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

As a result of the evaluation of SLO data several instructors have modified the structure of their classes. The student success rate in the sections for the past year varies but it ranges from 78% to 89%. Students have reported back to librarians and teachers how useful the class has been for their work in other classes. A student in an English 1A orientation spoke to his class about how useful Library 4 was in preparing him for the work in that class. Another student reported to his instructor that he wishes he had taken the course earlier in his academic career but was glad a counselor encouraged him to take it now. He communicated that the Library 4 course helped him prepare and be successful
in two other classes he was taking because he was able to apply the research skills he was learning in the information competency class to find reliable sources for his Sociology and History essays.

18. 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 Library program is committed to holding an “Enhancing the Learning Conversation?” coffee discussion once a semester. Documented in a summary from that discussion and the SLOs completed Spring 2014 individual instructors have made changes to the assignments and the scheduling of their due dates to keep students focused and on track. Others have committed to more contact with the students doing poorly or failing to complete assignments and a clearer explanation of the purpose and goal of the assignments in preparation for the capstone project. The discussion among the adjunct and full-time librarians at the latest coffee provided food for thought as one instructor explained the benefits of re-ordering some of the lessons?teaching internet resources before book resources. At least one instructor changed their lesson plan and will evaluate it after this semester.

19. 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.)

Some of the college-wide needs identified during the SLO process include online tutoring; support for reading writing and research skills; and technology workshops for online students to prepare them for taking online courses.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

No data was provided at the course level for Library 4.

21. What measurable goals have or will be set by the program to address differences in student equity?
N/A

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

N/A

23. What institutional support does the program need to implement its strategies to address differences student equity?

N/A

Conclusions

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

? Expansion of Discovery platform and creation of online videos to support its use?
Scheduling regular Enhancing Our Learning Outcomes conversations to facilitate discussions with and among adjunct faculty as well as full-time librarians.

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

? The skills taught in the information competency classes continue to be valuable to the students. ? Enrollment in Library 4 continues to drop as a result of SB1440 since it cannot be a graduation requirement in the Associate Degrees for Transfer. At the same time the skills are still needed by the students as they transfer into the junior level at the 4-year institutions.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
General

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

   Mathematics

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

   Faun Maddux

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

   Rebecca Wong and Amy Vu

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

   The mathematics program supports all students along their pathway to reach transfer and career goals in an environment of academic excellence. All courses within the Department of Mathematics are either transfer level or preparation for a transfer level mathematics course (basic skills). The AS-T in mathematics prepares mathematics majors for transfer to CSUs. These courses contribute to the education of an individual including the development of critical thinking written and oral communication skills understanding of and the ability to use quantitative analysis. The AA in mathematics advances California's growth in particular the growth of Silicon Valley in preparing students for a career in the field of science and technology.

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

   Our program is impacted by all state and federal regulations imposed on the College as well as all regulations imposed by ACCJC. Our curriculum is influenced by articulation agreements with other Colleges.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also
view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Closing the Loop

Refer to your last full and update program review submissions ([Click here to open your last program review submission]).

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

Find ways to improve student learning and achievement in Math 1: The success rate of Math 1 is historically lower than other mathematics classes. The Department will continue with our group meetings on improving teaching and learning in Math 1. We will assess the effectiveness of the meetings using a faculty survey. Student success will be measured by analyzing student learning outcome results for Math 1. Shorten the pathway to the calculus series by allowing students satisfy the geometry pre-requisite to trigonometry with a short one-unit geometry course. This course has been submitted to the Curriculum Committee and has been approved. We will begin offering this course next year. Course enrollment will determine the viability of the course. We will compare the passing rate for trigonometry (Math D) of students that took the short-course with those that satisfied the pre-requisite in other ways.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

The evaluation of these goals is ongoing. The Math 1 committee will be given a survey at the end of this semester to evaluate progress to date.

12. 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 monitor our progress with the goals outlined in Question 10. In addition to these goals we will: 1. Examine the cut scores in the current placement test: The cut scores for the placement exam were changed in Fall 2014 in response to the data that suggests that students were being placed into lower level math courses at a higher rate using Accuplacer than the old exam (MDTP). We will review the data to determine if the change in the cut scores successfully realigned the placement of students using the new exam. 2. Find sources for self-study to help students better prepare for Math 1 and 2 Math 3A and Math 3B: To better prepare students for Math 1 and 2 Math 3A and Math 3B we are reviewing free online videos and resources. Students will be emailed a link or a list of those resources. These resources are a tool that will help them review and/or prepare for pre-calculus and calculus. We will conduct a survey on whether students found the resources useful to assess the effectiveness of this goal.

**Curriculum and Articulation**

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?
Learning Outcomes

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

16. If no, please explain:

(Math 091 is the only course not assessed and is in the process of being deactivated.)

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

The department engaged in multiple discussions last year about SLOs which has given the faculty time to reflect on the findings. This gives the faculty a chance to become better educators as we think about ways to engage the students and find ways to enhance student success. These efforts are ongoing. One course in which the assessments have had a clear positive impact is Math 1. As a result of the data collected from SLO assessments in the past five years the Department noticed a pattern of low success rates in this class. As a result the Math 1 committee was formed. The members of the Math 1 committee have committed to teaching this course for 2 - 3 years and holding meetings to discuss teaching and learning strategies. It is our hope that we will be able to find strategies and practices that will lead to improved student success.

18. 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)

1. Find ways for students help students prepare for the precalculus and calculus classes: Several committees have been formed to find review materials for students who are entering courses with lower success rates. 2. Establish a Math 1 committee specifically charged with looking at changes that can improve student success in that course. This committee is committed to a long term study and solution (effort is ongoing). 3. Teaching talks: faculty are sharing their ideas and new strategies they are trying that are proving successful.

19. 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. A revitalized Tutorial Center? tutoring was cut off for our students for a time this year which seriously impacts the success rate for these students. The MRC has limited ability to handle the needs of all the students in our department. The math program would like to see the Tutorial Center firmly committed to serving the needs of the math students on campus. 2. Opportunities for embedding student support in classes (like supplemental instruction) could be a beneficial option.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The course success rate seems to be questionably equitable by race; there are a few rates that are suspicious most likely due to low sample sizes. The lowest success rate is 33% (Hawaiian) while the highest success rate is 83% (Laotian) with all other rates roughly centered around 61%. In general African-American and Mexican-American groups are having a lower success rate than White and Asian-American students. The enrollment percentages by race seem to be in line with the enrollment of the college as a whole. On the other hand enrollment and success rates for female and low SES students are far below what it should be as compared to the college as a whole. More than half of the students at WVC are female but only 3/18 degrees awarded in Math were to females.

21. What measurable goals have or will be set by the program to address differences in student equity?

We should establish benchmarks for decreasing the achievement gap in the upcoming academic year. An initial step will be to talk about this data and determine a plan of action for decreasing this gap.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Department discussions will take place concerning how to promote / attract women in / to the program

23. What institutional support does the program need to implement its strategies to address differences student equity?
1. Professional development that would help us to decrease the achievement gap should be offered. 2. The institution could also revitalize the Tutorial Center and promote supplemental instruction.

Conclusions

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

1. The creation of the Algebra for Statistics course is proving to be a successful addition to our courses helping many basics skills students succeed in passing their statistics courses. 2. The program has hired several new full time and part time faculty since our last program review each with a fresh perspective on increasing student success. 3. The STEM club is thriving. The students have been filled with enthusiasm and have participated in many campus activities. 4. West Valley College math students took 1st place in the national Student Math League contest through AMATYC this year!

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

Our faculty are very committed to student success improving the experiences for our students and promoting professional development. The program has a strong foundation. However a significant percentage of our courses are still taught by associate faculty especially in the area of Basic Skills. This serious challenges our ability to provide quality education and improvement upon student success.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Music Department

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 1:49:03 PM
General

1. What is the name of your program?

Music Department

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

Jeff Forehan

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

Lou DeLaRosa Robert Cornejo Gus Kambeitz

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

The primary focus of the Music Department is to support students to reach transfer and career goals in music. To that end we have an approved course of study for vocalists and instrumentalists which includes music theory piano proficiency opportunities to perform in large and small ensembles and Applied Music individual one-on-one lessons on their instrument or voice. Students who transfer to music programs in-state and across the country report that they were prepared as well as or better than their peers at their transfer institution. The Music program provides both transfer and career technical programs in the varied curriculum. The existing AA in Music is being revised to more closely align with standard transfer requirements at CSU campuses. In addition in accordance with the directive of SB 1440 to streamline transfer a new ADT in Music was launched in Spring 2014 to accommodate those music students who do not plan to perform or teach. In addition the Commercial Music program has expanded offerings and created a new strand Scoring for Film TV and Gaming which will join the Recording Arts concentration. The long-awaited Commercial Music Production and Scoring For Film TV and Gaming Certificates of Achievement have been approved and are scheduled to be offered Fall 2015. Both Certificate programs have developed advisory boards to best inform and guide the direction of study and industry related trends and opportunities.

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

Given that the vitality of our Instrumental Music Program is intimately dependent on keeping and maintaining quality music instruments the restricted funding imposed by
BRAC in Fall 2014 negatively impacted our goals to maintain educational relevance. To put it simply the condition and quantity of instruments in the WVC Music Department inventory is less than those of local elementary schools which is embarrassing and unacceptable. Both the proposed certificates in Recording and Scoring for Film TV and Gaming have advisory boards guiding the direction of study industry trends/opportunities and labor data. Both of these approved certificates are Career Technical Education. Commercial Music Studies is such a new concentration that the creation approval and successful implementation of an AD-T Commercial Music continues to be an arduous process. Nonetheless instructor Jeff Forehan is a member of the Discipline Input Group (DIG) for Commercial Music organized by the State Chancellor's Office. The AVID Learning Partnership requires that the Music Department should offer a ProTools Certification process at least once a year. It is optional for students to take the certification exam without any affect on the grading process or curriculum requirements.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at 

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** [Click here to download the list of programs](#). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. **Describe how your program meets documented labor market demand (note evidence used):**

The music Dept is not as a whole a CTE. However the long-awaited Commercial Music Production and Scoring For Film TV and Gaming Certificates of Achievement (CTE) have been approved and are scheduled to be offered Fall 2015

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**
**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission](#)).

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

The Scoring for Film TV & Gaming Certificate of Achievement will be THE ONLY such certificate offered at the community college level in the State of California. The Music Department became an AVID Learning Partner. AVID is the leading corporate/industry developer of audio/video software and hardware in the world. AVID’s support allows the Music Department to remain consistently up to date with the highest standard of development and implementation. Music instructors Jeff Forehan and Robert Cornejo renewed AVID Certified ProTools instructors credentials becoming instructor-certified in Pro Tools Game Audio and Sibelius enabling the Music Department to continue AVID Academic Learning Partner progress. This will continue to be a huge marketing tool for the music department.

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

WE are currently in the process of evaluation.

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

Given the statewide downturn in Community College enrollment we feel the best effort to modifying any goal is to do our own recruiting to improve enrollment and efficiency. We will continue to support community outreach by hosting festivals music industry events and concerts. In an effort to recruit new students we will continue to visit high school music programs support WVC career days and offer tours of our facilities. The Music Department is recognized as having one of the most proactive and successful outreach programs on campus including events such as: hosting multiple high school music festivals hosting Commercial Music Expos Musical Theater Gala Event guest artists collaboration with the President's Office for community events and fundraisers regular high school recruitment and adjudicating festival adjudicating collaborative performances with other schools colleges and universities. Outreach activities include: The Choral program has continued to develop collaborations within the community. In addition to joining with the Winchester Orchestra once or twice a year the Chamber
Singers joined the San Jose State University Symphony Choraliers on a Concert Tour of England and France in Summer 2014; ? The WVC Concert Band performs regularly with local schools in the area such as Westmont Oak Grove Prospect Santa Teresa and Mitty High Schools; ? The WVC Jazz Band hosted local jazz fusion/multi-media artists Wally Schnalle & Idiot Fish in concert in November 2014; ? The WVC Jazz Band will host jazz trombonist Andy Martin (Dancing With the Stars fame) in concert with Archbishop Mitty High School March 2015; ? The choral and jazz music programs host festivals bringing hundreds of students onto the campus to receive adjudication from clinicians from across the country.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

15. How well do transfer and articulation agreements serve the needs of students in your program?

The existing AA in Music is being revised to more closely align with standard transfer requirements at CSU campuses. In addition in accordance with the directive of SB 1440 to streamline transfer a new ADT in Music was launched in Spring 2014 to accommodate those music students who do not plan to perform or teach. As this is a rather recent work in progress we do not yet have the numbers to reflect the student success with articulation and transfer. However please observe the partial list below of successful transfer students. WVC Music alumnus James Edgar Knight (voice major) graduated from Mannes College of Music in New York and is now pursuing a Masters degree at Julliard. ? WVC Music alumnus Jason Pano (composition/voice/choral conducting) is pursuing a Masters degree at CSU Fullerton. ? WVC Music alumnus Christopher Nicklin (guitar) graduated from CSU Northridge and is pursuing a Masters degree at CSU Northridge. ? WVC Music alumnus Rigo Velez (jazz trumpet) is pursuing a Masters degree at University of North Texas. ? WVC Music alumnus Matthew La Rochelle (voice) graduated from SJSU and is now pursuing a Masters degree at University of Arizona with a full-ride scholarship. ? WVC Music alumnus Jesse Sanchez (trumpet) is now teaching at Westmont High School and will be taking his choir to perform at Carnegie Hall in Spring 2015. ? WVC Music alumnus Andrew Ford (voice) is now teaching at Saratoga High School and directs vocal music for Children's Musical Theater (SJCMT). ? WVC Music alumnus Olivia Valderama Friese (flute) is now teaching in the St. Louis area. ? WVC Music alumnus
Lauren Osaka (flute) graduated from USC and is now pursuing a Masters degree. ? WVC Music alumnus Madison Bohrer (jazz sax) graduated from The Jazz School in Berkeley. ? WVC Music alumnus Dillon Vado (jazz vibes) graduated from The Jazz School in Berkeley. ? WVC Music alumnus William Bohrer (jazz guitar) is pursuing a degree at The Jazz School in Berkeley. ? WVC Music alumnus Tyler Harlow (jazz bass) is pursuing a degree at The Jazz School in Berkeley and was accepted into the top combo. ? WVC Music alumnus Zach Yaholkovsky (vocal jazz) is attending University of North Texas and was accepted into the top vocal jazz ensemble. ? WVC Music alumnus Lori Lozano (piano) graduated from Dallas Baptist University and is pursuing a teaching credential at SJSU. ? WVC Music alumnus Kelly Hesterberg (French horn) graduated from SJSU and is now pursuing a teaching credential there. ? WVC Music alumnus Emelynn Collado (voice) graduated from SJSU and is now pursuing a teaching credential there. ? WVC Commercial Music alumnus Lisa Devon (Music Production) recently graduated from the San Francisco School of Art and Design. ? WVC Commercial Music alumnus Trevor Wylie (Recording Arts) is pursuing a Recording Arts degree at CSU Chico. ? WVC Commercial Music alumnus Jason Cowart (Recording Arts) is pursuing a Recording Arts degree at CSU Chico. ? WVC Commercial Music alumnus Stephen Fox (Recording Arts) is pursuing a Recording Arts degree at the Conservatory of Arts and Sciences in Gilbert Arizona. ? WVC Commercial Music alumnus Jacques Carter (Recording Arts) is pursuing a Recording Arts degree at Expressions College for Digital Arts in Fremont. ? WVC Commercial Music alumnus Richard Garcia (Recording Arts) is pursuing a Recording Arts degree at Cogswell College in Cupertino. ? WVC Commercial Music alumnus Glen Jackson (Recording Arts) is pursuing a Recording Arts degree at Cogswell College in Cupertino. ? WVC Commercial Music alumnus Chris Scanlon (Recording Arts) graduated from CSU Monterey Bay with a degree in Recording Arts.

**Learning Outcomes**

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

16. If no, please explain:

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

This is a partial list of recent West Valley College music student successes. ? Three of the last five WVC valedictorians have been Music majors. ? WVC Music alumnus James
Edgar Knight (voice major) graduated from Mannes College of Music in New York and is now pursuing a Masters degree at Julliard. ? WVC Music alumnus Jason Pano (composition/voice/choral conducting) is pursuing a Masters degree at CSU Fullerton. ? WVC Music alumnus Christopher Nicklin (guitar) graduated from CSU Northridge and is pursuing a Masters degree at CSU Northridge. ? WVC Music alumnus Rigo Velez (jazz trumpet) is pursuing a Masters degree at University of North Texas. ? WVC Music alumnus Matthew La Rochelle (voice) graduated from SJSU and is now pursuing a Masters degree at University of Arizona with a full-ride scholarship. ? WVC Music alumnus Jesse Sanchez (trumpet) is now teaching at Westmont High School and will be taking his choir to perform at Carnegie Hall in Spring 2015. ? WVC Music alumnus Andrew Ford (voice) is now teaching at Saratoga High School and directs vocal music for Children's Musical Theater (SJCMT). ? WVC Music alumnus Olivia Valderama Friese (flute) is now teaching in the St. Louis area. ? WVC Music alumnus Lauren Osaka (flute) graduated from USC and is now pursuing a Masters degree. ? WVC Music alumnus Madison Bohrer (jazz sax) graduated from The Jazz School in Berkeley. ? WVC Music alumnus Dillon Vado (jazz vibes) graduated from The Jazz School in Berkeley. ? WVC Music alumnus William Bohrer (jazz guitar) is pursuing a degree at The Jazz School in Berkeley. ? WVC Music alumnus Tyler Harlow (jazz bass) is pursuing a degree at The Jazz School in Berkeley and was accepted into the top combo. ? WVC Music alumnus Zach Yaholkovsky (vocal jazz) is attending University of North Texas and was accepted into the top vocal jazz ensemble. ? WVC Music alumnus Lori Lozano (piano) graduated from Dallas Baptist University and is pursuing a teaching credential at SJSU. ? WVC Music alumnus Kelly Hesterberg (French horn) graduated from SJSU and is now pursuing a teaching credential there. ? WVC Music alumnus Emelyn Collado (voice) graduated from SJSU and is now pursuing a teaching credential there. ? WVC Commercial Music alumnus Lisa Devon (Music Production) recently graduated from the San Francisco School of Art and Design. ? WVC Commercial Music alumnus Trevor Wylie (Recording Arts) is pursuing a Recording Arts degree at CSU Chico. ? WVC Commercial Music alumnus Jason Cowart (Recording Arts) is pursuing a Recording Arts degree at CSU Chico. ? WVC Commercial Music alumnus Stephen Fox (Recording Arts) is pursuing a Recording Arts degree at the Conservatory of Arts and Sciences in Gilbert Arizona. ? WVC Commercial Music alumnus Jacques Carter (Recording Arts) is pursuing a Recording Arts degree at Expressions College for Digital Arts in Fremont. ? WVC Commercial Music alumnus Richard Garcia (Recording Arts) is pursuing a Recording Arts degree at Cogswell College in Cupertino. ? WVC Commercial Music alumnus Glen Jackson (Recording Arts) is pursuing a Recording Arts degree at Cogswell College in Cupertino. ? WVC Commercial Music alumnus Chris Scanlon (Recording Arts) graduated from CSU Monterey Bay with a degree in Recording Arts. ? Vocal Jazz Ensemble 'Synchronicity' won the nationally recognized DownBeat Magazine Award for Best College Vocal Jazz Group (Undergraduate Two-Year Division) for three years in a row won 2nd place in the Monterey Next Gen Jazz Festival and won 1st place in the prestigious Reno Jazz Festival. ? West Valley College Jazz Band took Second Place at the 2014 Reno Jazz Festival. ? In conjunction with the MTC productions a college- and community-wide Gala has earned several thousand dollars for the MTC and special programs including DESP. ? The Music Department became an AVID Learning Partner. AVID is the leading corporate/industry developer of audio/video software and hardware.
in the world. AVID’s support allows the Music Department to remain consistently up to date with the highest standard of development and implementation. Music instructors Jeff Forehan and Robert Cornejo renewed AVID Certified ProTools instructors credentials becoming instructor-certified in Pro Tools Game Audio and Sibelius enabling the Music Department to continue AVID Academic Learning Partner progress. This will continue to be a huge marketing tool for the music department. The Music Department is recognized as having one of the most proactive and successful outreach programs on campus including events such as: hosting multiple high school music festivals hosting Commercial Music Expos Musical Theater Gala Event guest artists collaboration with the President’s Office for community events and fundraisers regular high school recruitment and adjudicating festival adjudicating collaborative performances with other schools colleges and universities. Outreach activities include: The Choral program has continued to develop collaborations within the community. In addition to joining with the Winchester Orchestra once or twice a year the Chamber Singers joined the San Jose State University Symphony Choraliers on a Concert Tour of England and France in Summer 2014; The WVC Concert Band performs regularly with local schools in the area such as Westmont Oak Grove Prospect Santa Teresa and Mitty High Schools; The WVC Jazz Band hosted local jazz fusion/multi-media artists Wally Schnalle & Idiot Fish in concert in November 2014; The WVC Jazz Band will host jazz trombonist Andy Martin (Dancing With the Stars fame) in concert with Archbishop Mitty High School March 2015; The choral and jazz music programs host festivals bringing hundreds of students onto the campus to receive adjudication from clinicians from across the country.

18. 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)

Our curriculum learning environment pedagogy have been proven to be sound and effective. Our biggest challenges are: 1) the continual expense of offering training on state-of-the-art hardware and software for our Commercial Music Program 2) to offer band instruments that are in good condition and maintain our Steinway pianos (a half a million dollar investment) We continually strive to arrange funding for both of the above the success of which will always improve student success.

19. 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.)

Successfully addressing the load reduction (changing it to a lecture load as opposed to a lab load) for teaching/leading our ensembles would make a huge difference towards improving student success. The amount of work energy and preparation involved with leading directing scheduling and teaching an ensemble far surpasses that of any lecture load/class on campus. An enthusiastic and happy instructor is the single most important ingredient we can offer to improve and guarantee student success. Financially supporting
a part time tutor to offer 'Hands On' lab time to address skills building' opportunities outside of the classroom time. Our biggest complaint from our students is lack of available time to practice and develop their skills in our Digital Music center and Recording Studio

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

There is an obvious inequity with regards to Course Completion Rate vs Course Success Rate when comparing ethnicity and age range. The African Americans and some Hispanics Course Success rate is far below the acceptable mean average of 70%. Additionally we have noticeably more Caucasian AA-T and AA graduates than other ethnicities.

21. What measurable goals have or will be set by the program to address differences in student equity?

Obviously our goal is to improve Course success rate for any student ethnicity that is under 70% To do so we will offer a heightened awareness to any student struggles and sensitivity to their socioeconomic challenges. The measurement will be in the next Student Equity Report.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

We believe that to ensure student success with transfer and in the workplace it is not wise to change the content and goals of our curriculum and programs. It may be necessary to re evaluate the rigor to which we expect our students content and pace while at the same time offering a degree of flexibility for those who require it.

23. What institutional support does the program need to implement its strategies to address differences student equity?

More than most other concentrations student success in music requires constant practice and skills building. The students desperately need 'outside-the-classroom' access to our
facilities. Institutional support in the form of part-time paid tutors/lab monitors is a significant need for their and consequently the Music Department's success.

Conclusions

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

Vocal Jazz Ensemble 'Synchronicity' won the nationally recognized DownBeat Magazine Award for Best College Vocal Jazz Group (Undergraduate Two-Year Division) for three years in a row won 2nd place in the Monterey Next Gen Jazz Festival and won 1st place in the prestigious Reno Jazz Festival. West Valley College Jazz Band took Second Place at the 2014 Reno Jazz Festival. In conjunction with the MTC productions a college- and community-wide Gala has earned several thousand dollars for the MTC and special programs including DESP. The Music Department became an AVID Learning Partner. AVID is the leading corporate/industry developer of audio/video software and hardware in the world. AVID's support allows the Music Department to remain consistently up to date with the highest standard of development and implementation. Music instructors Jeff Forehan and Robert Cornejo renewed AVID Certified ProTools instructors credentials becoming instructor-certified in Pro Tools Game Audio and Sibelius enabling the Music Department to continue AVID Academic Learning Partner progress. This will continue to be a huge marketing tool for the music department. The Music Department is recognized as having one of the most proactive and successful outreach programs on campus including events such as: hosting multiple high school music festivals hosting Commercial Music Expos Musical Theater Gala Event guest artists collaboration with the President's Office for community events and fundraisers regular high school recruitment and adjudicating festivals adjudicating collaborative performances with other schools colleges and universities. Outreach activities include: The Choral program has continued to develop collaborations within the community. In addition to joining with the Winchester Orchestra once or twice a year the Chamber Singers joined the San Jose State University Symphony Choraliers on a Concert Tour of England and France in Summer 2014; The WVC Concert Band performs regularly with local schools in the area such as Westmont Oak Grove Prospect Santa Teresa and Mitty High Schools; The WVC Jazz Band hosted local jazz fusion/multi-media artists Wally Schnalle & Idiot Fish in concert in November 2014; The WVC Jazz Band will host jazz trombonist Andy Martin (Dancing With the Stars fame) in concert with Archbishop Mitty High School March 2015; The choral and jazz music programs host festivals bringing hundreds of students onto the campus to receive adjudication from clinicians from across the country.

25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
Our strengths are in our faculty our intra-faculty chemistry our professionalism commitment our curriculum and our facilities. Our challenges are mostly on us in terms of recruitment. And sadly we have experienced an unfortunate rift between administration and faculty. It is my goal to repair that.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Paralegal Program

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/8/2015 11:30:28 AM
General

1. What is the name of your program?

Paralegal Program

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

Stacy Hopkins

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

Peggy Mathieson

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

As a career program the Paralegal Program clearly speaks to the goals of the College. The purpose and intent of the Program is to have students obtain their Paralegal certificate so that students can enter the career path to being a paralegal. California is one of a few states that has codified the requirements to be a paralegal. Among the statutory requirements is that a paralegal have a certificate from an American Bar Association approved program such as the West Valley Program. Further speaking to the goals of the College students within the Program obtain their certificate in an atmosphere of academic excellence. Instructors within the program all have practical experience within the legal field thereby enabling them to impart real world information necessary to produce the high quality paralegal that the Program is known for.

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

The Paralegal Program is approved by the American Bar Association's Standing committee on Paralegals. In order to obtain the ABA's approval the Program is required to maintain certain curriculum standards above and beyond those set forth by the College. This involves expenditures for certain subscriptions in addition to national conference attendance. the Program also meets regularly with an advisory board made of legal professionals judicial officers and community members in order to assure that the program is meeting current industry and community needs. The current climate at the College as well as the State level has adverse consequences for the Program. The College is seeking to withdraw certain funding for an online research subscription (Lexis) that are
essential to the program and integral to the Program. The Program has also be adversely affected by the backlog of CTE curriculum approval by both the State and the College. The Program received approval from the ABA to revise the program so that it would require less units to complete thereby enabling our students to join the workforce sooner. The College put CTE curriculum changes secondary to transfer degrees. Consequently the College is only now getting around to approve the curriculum changes some of which were submitted last year. As a result the Program has been stalled in it's ability to move forward much to the detriment of its students.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** [Click here to download the list of programs](#). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

   Employment of paralegals and legal assistants is projected to grow 17 percent from 2012 to 2022 faster than the average for all occupations. This occupation attracts many applicants and competition for jobs will be strong. Experienced formally trained paralegals with strong computer and database management skills should have the best job prospects. (United States Department of Labor Bureau of Labor Statistics). The West Valley Paralegal program provides formal training for paralegals infusing strong computer and database management skills throughout the Program's curriculum.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   There are a few similar programs in the bay area; American Bar Association Approved Programs exist at De Anza College. Cal State East Bay and San Francisco State (extension). Evergreen College has a paralegal program however it is not ABA approved. Research shows that because of its location and accessibility the West Valley Program
serves not only South Santa Clara County but Monterey and San Benito County as well as parts of Alameda County.

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

The Program's compliance and job attainment is done in compliance with the American Bar Associations reporting requirements. The College does not provide this information therefore the Program has to contact each graduate individually. The program is currently in the process of collecting current data regarding job attainment. Our last analysis showed that over a one year period of the 39 graduates who completed the program 50% were working within the legal field.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

The Program recognized that the recovering economy has resulted in a decrease in Program enrollment. Because a substantial number of our students already have AA or Bachelor degrees they are able to find employment and do not have the need to seek out a career path as a paralegal. To remedy this the Program has done the following to make itself more attractive in the marketplace. 1. The American Bar Association approved the Program. Reduced the overall program units from 40.5 to 37 2. Alternating semesters for classes to ensure higher enrollment. 3. Creating new shorter length classes to bring in those already working in the legal field who are looking to update their legal education.

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

The above referenced changes will be taking effect in Fall 2015 and into 2016 as the State needs to approve some of the curriculum changes. The Program will be able to assess their effectiveness at that time.

12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:
The Program will not know what further changes to make once the changes referenced above in #s 10 and 11 have been fully implemented.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Not applicable

15. How well do transfer and articulation agreements serve the needs of students in your program?

The Program does not currently have transfer or articulation agreements.

Learning Outcomes

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

16. If no, please explain:

Not applicable

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

We have been told by numerous students that the skills taught within the programs courses such as legal research, civil litigation, electronic research, and Microsoft for the law office have resulted in them obtaining employment as well as maintaining employment or promotions due to their enhanced skills. Our assessments showed that the
curriculum within the afore mentioned classes was successful and based on this we have continued down the existing path while enhancing many of the skills related to technology in these particular areas.

18. 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)

Based on the assessment results we are continuing to infuse technology i.e. office software and electronic research into almost all of the courses offered by the Program.

19. 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.)

More assigned time needs to be allocated to the Program's Chair. The Program is approved by the American Bar Association therefore there is ongoing data collection and reporting requirements throughout the year. Coupling these reporting requirements with the Chair's teaching and institutional responsibilities makes for an overwhelming amount of uncompensated work. Further this work load limits the ability to develop more innovative class curriculum. Greater allocation of assigned time would allow the Program to maintain a more student centric focus.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

In comparing the Program to the College the Program reflects higher numbers related to completion and success based on ethnicity. In comparing age and gender the Program's numbers are slightly lower than the Colleges. There are a few reasons why this occurs. For example the College reflects completion for the 19 year old demographic. The Program does not market to that age group. The statutory requirements for a Paralegal and the legal field require that an individual have more education and work experience than a 19 year old would possess. The College also shows slightly higher completion rates for most of the age brackets. This may have to do with the fact that many of our students have degrees and work experience and find employment while in the Program and therefore do not complete. One other area that the College shows a higher completion is based on gender. The Paralegal profession has historically been female dominated and continues to be so.
21. What measurable goals have or will be set by the program to address differences in student equity?

The Program would like to encourage more males to enter the program. The Program also wants to attract more students to continue on in the Program to completion even if they find employment while in the Program.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

In order to address the differences in student equity the Program will aim to provide a greater variety of classes as well as shorter classes to attract the working student to continue. This may also bring back students who have completed and want continuing legal education.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The institution needs to be more supportive of the Program by moving along curriculum changes at a faster pace and not putting CTE curriculum changes behind transfer program. The College also needs to gain an understanding that unlike other departments the Program only offers one section of a class and therefore when the College requires premature class cancellation it affects students progress in the program which may result in students leaving the Program.

Conclusions

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

Since the last program review the Program received from the American Bar Association to reduce the overall number of required units to put the Program more in line with other like Programs in the State. This reduction allows the student to move the the program and receive their certificate more quickly thereby putting the student out in the work force sooner. This approval was received last year however due to the back log of curriculum change approval at the College and at State level the Program will not be able to institute all of the changes until 2016.
25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The West Valley Paralegal Program continues to provide a valuable and high quality service to the legal community and its students. The challenges that the program faces are primarily the continuing emphasis of transfer programs over CTE and the College's failure to recognize the "Workforce" mission of the College. As a result of what appears to be the College's dwindling interest in CTE programs we face continual challenges in that the administration does not understand the nature of the CTE student. One example is that the College is asking that any low enrollment courses be cancelled prior to the first meeting. This is detrimental to CTE students who often are not registering on the same schedule as transfer students and often times add on the first night. Also because we only offer one section of each of our classes if a class is cancelled early there may be no alternative class for a student to take. This can be very detrimental if in fact the cancelled class is the last class a student needs to complete the program. Other challenges that the Program faces is the lack of financial support for the Program. Because the Program is smaller than most transfer departments it is seen as not requiring the same amount of release time. This is incorrect as the Program has a large amount of regulatory compliance the must be dealt with in addition to institutional reporting requirements.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/8/2015
General

1. What is the name of your program?
   
   Park Management and Geospatial Technology

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   
   The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence. The Park Management and Geospatial Technology Programs contribute to the college mission by maintaining strong industry contacts and places for our students to gain employment. The program has a clear impact within the community. You can find our influence on the ground with every public land agency in the Bay Area.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   
   Our industry advisory board continues to be a great source of support to the program and our students. Our industry supporters have done well to hire our students. This is an area we have great success in getting our students employed. However the state nor college views students getting jobs as a measure of success. Success is only measured in the number of certificates and degrees that our issued. Many of our students will get jobs while they are in our program. There are also internal influences that impact our program as described below: The college is very transfer centric and provides minimal support to Career Technical Education. In fact the PGC and DCC which are supposed to be faculty driven organizations now seem to be driven by management.

CTE Labor Market
Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? **Click here to download the list of programs.** If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

Yes

7. Describe how your program meets documented labor market demand (note evidence used):

This is the area that we have had the most trouble. As we have been in discussion with the Office of Instruction for the last 3 years and the Curriculum Leadership Committee for the last two years. There is not clean labor market data for our industry for Parks and Public land management. The curriculum leadership committee wants us to fit into one Top Code SOC Code and Labor Market an it is not possible. Our students get positions in many different types of positions some of which are not listed in State or Federal Labor Market Statistics. We are currently listed in Top Code 0115.10 and we should be in 0115.00. the problem with this is that it leads to SOC Code for Conservation Scientists which requires a 4 year degree. The sub-category for this Top Code is where many of the jobs our students get. This is a problem because you cannot get to these positions directly. This information comes from the California EDD Website and O.NET On-line. I have submitted this documentation to the Office of Instruction Curriculum Leadership Committee and the Academic Directions Committee. This has been a frustration at this point I have gone to the state to seek assistance in the matter and they referred me to John Carrese at City College of San Francisco. I have also been involved in a meeting with all of our Bay Area Public land management agencies in trying to resolve this gap for statistics for our industry. There is no uniform way of reporting industry statistics and not all jobs are even listed. Some examples include Open Space Technicians and Watershed Keepers these are positions our students get but are not listed in any state or federal occupational categories. (Labor market data was submitted as a supplemental document supplied by Brad Weisberg.)

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

The only institution that is close in course work and units is Santa Rosa Junior College 58 unit program. Butte College has a few courses but there program is only 17 units. It is interesting that upon interviewing the department chair at Santa Rosa Junior College they
have not had to reduce the size of their program and up until this next year they have not
had to do a program review. We have had to reduce our program from 52-54 units down
to 39 and we have had to complete a program review each of the last three years.

9. Please analyze available evidence of the program's demonstrated effectiveness as
measured by students’ successful completion of the program and job attainment in
the field:

Our program continues to be very effective if you look at the agencies and jobs our
students get hired for. Just this past week I had 3 students report that they have been hired
into full-time positions and several others in seasonal-part-time positions. We have
maintained an employment survey on our Facebook page that demonstrates the depth and
breadth of positions our students attain.

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your
last program review submission).

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

We have been unable to implement the proposed changes to our curriculum. The
curriculum leadership committee has seen fit to hold our proposed changes and not
forward them to the state. The committee wants one Top Code (Discipline) one SOC
Code (job code) to match one labor market. Our industry has many types of job
classifications that our students go into some of which are not even classified at the state
or federal level. There are multiple disciplines and jobs that make up our industry.
Unfortunately the inconsistencies in how our industry documents jobs and how the state
and federal occupational specialists record information has a negative implications for
our department. We have had to resort to collecting our own data and asking agencies to
band together to do the same. I have spent a lot of uncompensated time trying to track
down this information in a year where our classes have been cancelled by management
and our department chair load has been reduced to virtually nothing. Despite the lack of
respect afforded to by some of our colleagues and administrators we continue to do
exceptional work.

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

Changes have not occurred so we have nothing to evaluate.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Below listed are the goals from our previous program review: (See the notes under each goal for this years progress. Statement of Objective/Goal #1 [Efficiency (WSCH/FTE)/Building Enrollment] We have taken significant steps in this area with our new agreement with Santa Clara County Parks San Jose Conservation Corps and California Conservation Corps. These agreements involve members of these agencies taking our classes are requirements to keep their positions and receive promotions. This will officially begin in the Fall of 2015. If we are not instructed to cancel any other classes we will be able to move forward so students can finish degrees and certificates. The last two semesters have slowed the progress of our students because we were instructed to cut required classes for certificates and degrees. Many of our classes are only taught once a year so this slows students down. Statement of Objective/Goal #2 [Update web pages for both Park Management and Geospatial Technology] Our department webpages have been updated so this in complete. However changes can always be made. Statement of Objective/Goal #3 [Update curriculum create new curriculum and update degree and certificate programs] Our Curriculum has been updated but not forwarded to the state. We have also submitted curriculum for a new Unmanned Aircraft Systems Technology Certificate but to date it has not been reviewed. We have received a $50,000.00 grant to pursue this program but it has yet to be funded. I have arranged articulation options with UC-Merced and NASA Ames Airborne Science Program will be working with us. Statement of Objective/Goal #4 [Develop Transfer Degree for Park Management] No work has been done on this until our curriculum gets sent to the state and approved. Statement of Objective/Goal #5 [Grant Writing and Fund Raising] We continue to be successful at grant writing. We received a $50,000.00 grant through the state CTE Funding through the Bay Area Consortium of California Community Colleges to develop an Unmanned Aircraft Systems Technology Program. We are also readying for submittal a new Perkins Proposal for the next school year. Statement of Objective/Goal #6 [Continue to work with our local public land agencies] We just completed our Annual Board Meeting on April 22 2015. 10 of our supporting public land agencies were in attendance. Many of these agencies also are interested in the same kind of agreement for training struck with Santa Clara County parks. I will be meeting May 15 with the Bay Area Public Lands Leadership Group to discuss how the other agencies can come to similar agreements. Statement of Objective/Goal #7[Marketing and Community Outreach] We participated in a very successful Open House held at the Campus Center this Spring. Kim Aufhauser redesigned our department logo and has produced shirts for staff and students. This will be a tremendous aid in marketing. We also have developed an agreement with the City of Saratoga for our students to work more closely with the City in their GIS Program and with the development of their new park Quarry Park. We have participated in their volunteer training.

Curriculum and Articulation
13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Everything was updated as of Spring 2014 the curriculum leadership committee has not yet submitted the curriculum package to the State of California. There continues to be questions regarding TOP Codes SOC Codes and Labor Market. Our entire curriculum has been updated since last spring but the curriculum leadership team has chosen to not pass it on to the state.

15. How well do transfer and articulation agreements serve the needs of students in your program?

The Park Management Program has articulations with the following institutions: San Jose State Humboldt State Chico State and Cal Ply SLO. Our students have benefited from these agreements for many years.

**Learning Outcomes**

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

16. If no, please explain:

N/A

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

Our curriculum by and large has evolved to help our students to get jobs and they have been very successful. Just in the last week three of our students received full-time positions and several have received seasonal positions with our local agencies.
18. 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)

If our curriculum finally gets forwarded to the state than that will assist our students in finishing the program within two years. We have waited now over a year since our curriculum has been completed. We have developed an Unmanned Aircraft Systems Technology Certificate though it has not been approved. We will be offering within PKMGT 12B the State Fire Marshall Certificate for Low Angle Rope Rescue Operations and in PKMGT 15B Natural and Cultural Resources Interpretation we will include the opportunity for our students to get to highly coveted certifications in our industry: California Naturalist and the NAI-Certified Interpretive Guide. Spring 2016 will put us into our new classroom if we are allowed to moved back into the old AAS Building. We would like to be able to move back to the previous way that we have taught our powersaws class in one week like it is done in industry. We have had to teach that over two consecutive weekends per the Office of Instruction. We observed a clear decrease in proficiency because of the 4 day layoff in between. This was the first time that we have never issued a certificate for a Level A Faller in my 17 years at the college.

19. 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.)

Our program would benefit if some of our counselors at the college would not continue to tell students that our program is being discontinued. Also it would help if we would not continue to get mixed messages from management. We get support from the President's Office and the office of Instruction behaves in the opposite way. We consistently have to cancel classes when other departments are told to and we are the only ones that have to. We are being told by the Office of Instruction how to teach classes and change teaching pedagogy. I do not see this behavior towards other departments. We do get support with our budgets and support from Admissions and Records Office when our students have questions. More equitable treatment toward our department would be a welcomed change.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
Here are the completion and success rate for the college and the department: College Wide- Completion Rate 86% - Success Rate 69 %- GPA- 2.88 Park Management- Completion Rate 88%- Success Rate 79%- GPA- 3.21

21. What measurable goals have or will be set by the program to address differences in student equity?

We will continue to stay ahead of the college figures. Our goal is to have more students in the classroom based on our agreement with Santa Clara County Parks. The incentive for the students that come from Santa Clara County Parks to complete classes will help with raising our completion and success rates.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The program level strategies will include continued innovation in the classroom. Also we will continue to support success and completion. We have maintained higher figures in those categories than the rest of the college. Our goal will be to stay ahead of the college.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The biggest institutional support would be to submit our curriculum to the State for both our Park Management and Geospatial Programs. The reluctance of the college to submit this documentation to the state further holds back our program and our students. Also it would be helpful for the college to support our program rather than continually trying to denigrate our program by cutting classes and having counselors tell our students that the program is being discontinued. Consistent behavior in management would also be helpful. The President's Office says our program is valued and supported and the Office of Instruction has reacted to our program in the opposite way. Financially the program is supported. We are also supported by our Division Chair Diane Hurd and Our Dean of Career Programs and Workforce Development Brad Weisberg. The Office of Instruction also sees fit in controlling teaching pedagogy which affects students in a negative way.

Conclusions

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

Without changing much to the existing curriculum in PKMGT 15B we are weaving in two certifications that will undoubtedly draw not only our current students but also new
students from the professional ranks. They include the California Naturalist Certificate and the Certified Interpretive Guide rating. To date the California Naturalist Certification has never been offered in Santa Clara County and next term the West Valley College through the Park Management Department will be the first institution to make this occur. To put some contextual numbers there were over 80 applicants that were turned away from the California Naturalist Certification extension course offered at UC-Santa Cruz in 2014. This UCSC course is the closest offering in the region. This highly regarded curriculum is in high demand and there are not enough courses being offered in the Bay Area Region to quench the demand. The collaborative partnership between the Park Management Department and the Mid-Peninsula Regional Open Space Authority Santa Clara County Parks and Recreation Santa Clara Valley Water District and the United States Fish and Wildlife Service would be to provide a "win-win" amongst agencies where their paid and volunteer employees are trained through our course and then perform the requisite 40 hours of field internship and volunteer projects back to their agency. Additionally these "alumni" will undoubtedly spread the word about both the Park Management program and this particular course. The Park Management program is the only institution offering the dual certifications of the California Naturalist and the National Association of Interpretations-Certified Interpretive Guide. The NAI-CIG while not new is gaining serious traction in the Bay Area Region. Nearly all public land agencies and the leading ranger organizations (Park Ranger Association of California and the California State Park Ranger Association) have endorsed this training as part of their professional learning domains and agency requirements for field personnel. The immediate benefit is to our current students wherein they are more competitive in the job market. The exciting potential is the new student professionals discovering our program and classes across campus. We foresee that combining these two certificates and the new partnerships will be the beginning of a new trend for agencies in the surrounding the counties! Also We have developed and submitted curriculum for an Unmanned Aircraft Systems Technology Program. We have forged partnerships for this program with UC-Merced MESA Lab and NASA Ames Airborne Science Program. NASA Ames has recommended that we set up a formal Space Act Agreement. This will faculty to participate with any research and work at NASA Ames in the Airborne Science Program will give access to our students to their lab and they will also present on campus in the classroom. We have received a 50,000.00 grant to start this program. We have agreements in place with Santa Clara County Parks San Jose Conservation Corps and California Conservation Corps to bring students from their programs into our classes for professional development. Finally we have an agreement with the City of Saratoga for our students to work within their GIS Program as interns and Quarry Park. (Help them develop a new park.) We continue to acquire certifications for faculty to enhance instruction. Kim Aufhauser and Alex Leman received designation as Certified State Fire Marshall Instructors and Chris Cruz was recently certified as a GIS Professional by the GIS Certification Institute. (National Certifying Agency)

25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
Our program has 45 years of continuous service making it one of the oldest of its kind. Hundreds of graduates now in supervisory and management positions continue to recruit from our alumni. All faculty are spirited energetic seasoned professionals who continue to work within the industry. Our diverse advisory board provides effective direction and guidance. Our courses are a well-balanced pedagogy of classroom-based and field courses giving the students both the academic and practical field skills. The Park Management Program continues to have excellent public land agency and corporate support including a special use permit with Santa Clara County Parks Trimble Navigation ESRI Exelis Visual Solutions NASA USGS National Council for Geographic Education and Pigeon Mountain Industries. Our full-time faculty spend an inordinate amount of time in non-instructional activities that include but are not limited to: obtaining sufficient funding for stipends supplies and materials for instruction recruitment of qualified faculty recruitment of new students educating other professionals within the District and both colleges of the Park Management Program and developing new programming. Finally it is our hope that after a year more of waiting our curriculum will be advanced for approval. Currently it has been submitted and it is now out of our control. We have reduced the number of units as prescribed by the Office of Instruction and the Curriculum Committee. We have done our due diligence. We can only wait to see if this process is successful.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/28/2015
PROGRAM REVIEW
2014 – 2015

FOR

Philosophy

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/27/2015 4:38:01 PM
General

1. What is the name of your program?
   Philosophy

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   Our philosophy courses are articulated in accordance with the first two years of college and university requirements. All of our courses meet elective and required standards for transfer. We specialize in critical writing and thinking courses which apply across the curriculum. Philosophy also gives our students a pluralistic view of diverse conceptual models and cultural paradigms. Philosophy and critical thinking prepares our students for the practical world of technology and a global economy.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   Apart from the accreditation process and SLOs at this point we don't know of any external influences affecting our particular program.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

n/a

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

n/a

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

n/a

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

1) The philosophy department's goal of increasing its efficiency rating by eliminating the prerequisite of Eng IA from Phil. 01 (which was an error in the catalog) will take effect in the new 2015/2016 college catalog where it will no longer state Eng IA as a prerequisite. We hope this will increase the enrollment for the course. Also for this summer the department will offer Phil. 01 online. In the past it has been offered only as a face to face course during the summer. We would like to see if and how offering the course online affects enrollment. We also began experimenting with offering Phil 01 at times other than "prime time " such as early morning later afternoon and early evening. This semester we offered Phil. 01 in the early morning to start with. 2) The department's goal to improve student performance/success by encouraging students to come for help during office hours has been emphasized in all classes. The philosophy tutors from the tutorial center seem to have disappeared so at this time I don't promote the tutorial services as a resource for help. 3) The department's goal for SLO has been promoted by encouraging students to
come to the instructor for help early on when there's a problem so that the student doesn't get too far behind if at all. This can be in the form of coming to office hours or talking to the student after class. Again the tutorial services are not a resource for students this semester so there's no efforts to inform the students about it. But the writing lab has been announced in classes especially Phil. 03 and Phil 17 which are critical thinking and writing course and therefore emphasize writing skills. We continue to review material and offer study guides before tests and quizzes to help improve student success as well.

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

1) We will see the impact of eliminating Eng IA from the catalog after it comes out next fall. After the summer online Phil. 01 course is offered we will also be able to evaluate if enrollment increased from last summer when the course was offered as a face to face class. Offering Phil. 01 in the early morning didn't really increase enrollment. It was under twenty. So we will try offering it in the afternoon or evening next year to see if there's an improvement. 2) Emphasizing and encouraging students to come for help when there's a problem or they need clarification on anything seems to be working. I have more students attending my office hours this semester and after class asking questions or for clarification on assignments and concepts. I've actually had a few students comment on how appreciative they are that I spend the amount of time with them to discuss any issues they are having academically or personally if it's affecting their school work. A few students were surprised since other instructors of theirs in the past hadn't spent as much time with them. During these meetings I've had some students discouraged that they weren't doing well in the class so they were considering dropping it. After talking to them and offering alternatives to help still pass the class these students responded positively and have since improved their grades in the class. 3) As mentioned above the encouragement for students to come for help via office hours or other times has shown to be effective in retaining students and improving their performance in the class. There seems to be less drops than in past semesters. The enrollment in Phil. 17 and Phil. 03 which are encouraged to improve writing skills appears to be steadily consistent and the quality of writing improving. I do get many previous students of mine and Don Ciraulo's taking these courses. I know that he personally promoted these courses in his own classes which was very effective. Now that he's retired I will need to talk to the new and continuing part-time instructors and ask them to mention these classes as well to students. Grades overall have improved since giving students detailed study guides and reviewing material before examinations.

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

The department is going through a transitional period now that the long time philosophy instructor Don Ciraulo has retired. He was an extremely popular instructor and inspired a
lot of students to continue their studies in philosophy as well as other goals. There have and will be new part-time instructors taking the classes he previously taught so we will have to see if or how these changes affect enrollment students success and SLO. A couple of issues already have surfaced with the new instructor that had to be addressed. So there will be a learning period for these faculty that may affect some of these issues. When the dust settles after this transitions we will have a better idea of what new goals might be beneficial for the department. For now we will continue with the actions that are working.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

n/a

15. How well do transfer and articulation agreements serve the needs of students in your program?

All of the philosophy department courses transfer as fulfilling general education requirements. Phil. 21 also satisfies the diversity requirement and Phil. 03 and Phil. 17 transfer to CSU and UC as fulfilling the critical thinking requirement. For UC they also transfer for the IGETC requirement in critical thinking/english comoposition. These courses will be reviewed this summer by the UC system to verify that they are still in agreement with their courses for transfer. So a couple of points we plan to revise that were accidently taken out of the course outlines.

Learning Outcomes

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

16. If no, please explain:
The MPRAS doesn't show that the Philosophy courses have done SLOs but we submitted them for all of our courses recently which were done in the last three years. So I'm not sure why it doesn't show this.

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

The assessments have given us a better idea of what methods are working and those that aren't. Overall the assessments results have proven to be positive in measuring the student's comprehension of the material. In many classes it has shown me more concretely how much of the material students are retaining and therefore what instructional methods are better than others.

18. 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)

As mentioned previously encouraging students to come for help when problems arise has prevented several of them from dropping courses and thus building their confidence that they can do well in the course. Hopefully this will resonate to other courses in the future for them. The continuing and new associate faculty rely heavily on technology in the classroom which is different from Don Ciraulo's method of teaching and mine to a great extent. It will be interesting to see how or if this difference affects student success. I personally think more fundamental things play a larger role such as the learning environment and pedagogy. After evaluating both associate instructors I found there were pros and cons to the technology but that students responded well to it since this is what they are familiar with. If the SLO assessments in the future for these instructor's courses show problems I can discuss possible changes or modifications that can be made to improve these. At this point we'll see how the results of the SLO turn out in the next series of assessments. With changes in faculty it's sometimes difficult to evaluate the department as a whole.

19. 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.)

Since the associate faculty do rely on technology in the classroom I have made a point to reserve rooms for their classes that offer these facilities. Both instructors appeared pleased with the set up in their present classrooms. I would like to recruit new philosophy tutors to be available at the tutoring center since the previous ones are no longer here. This would offer another source of help for students.
**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. **Identify any differences in student equity in the program.**

Course Enrollment Completion Rate Success Rate and GPA: I’m not quite sure how "success" is being defined here especially if the number of students completing a course is higher. I'll assume it refers to how many received a passing grade. The enrollment of white ethnicity is much higher than other races but the completion and success rates are comparable to many of the other high enrollment ethnic groups. The Vietnamese actually had higher rates than whites. The African American success rate was higher than the white but the success rate and GPA were lower. The Mexican completion rate was a little lower but the success rate was about 20% lower. Central Americans also had a lower success rate than whites. For age and gender the equity for gender is comparable but as the age gets higher the gap seems to increase but not necessarily for only one gender. There is a large difference in enrollment in relation to SES but the course completion and success rate are comparable. The GPA is also similar. The same findings as with SES are similar with the disability category. The summer enrollment although lower than the fall and spring generally has a higher completion and retention rate and GPA. When comparing the fall and spring semesters they are comparable. The Phil. AA by ethnicity isn't the same as Mexican but there isn't much data to go by at this time. The same is true by gender SES disability and year/term.

21. **What measurable goals have or will be set by the program to address differences in student equity?**

A new associate faculty will be teaching social/political philosophy in Fall 2015 and she plans to add a feminist theory section to the course with the hope that this would attract more female students. The instructor is also a female. While it is important to be aware of differences between ethnic groups gender etc. I also try to emphasize in all of my classes what universal philosophical issues humans share. This can draw students into the conversation regardless of these differences and therefore be better able to identify with the topics being discussed. I also mention philosophers from different groups so that students understand that philosophical ideas and philosophers aren't just related to DWEM(dead white European males).

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**
I would like to look into the transfer agreement with the National Hispanic University since our Hispanic success rate can be improved. Some previous students of mine from when I taught at Evergreen Valley College which has a high Hispanic enrollment transferred to the NHU. From what they described about the courses offered there were many interesting and advanced philosophical topics that were studied. Now that I'm only teaching at WVC I would like to update myself on what the university offers for philosophy students and other majors as well. I believe being informed about this will allow me to inform Hispanic students of another possible option for transferring where their ethnicity is emphasized but is also open to other ethnic philosophical perspectives. Regarding the gender issue having a second female philosophy instructor in the Fall and including the feminist perspective in the class content will hopefully draw more females to the department which has traditionally been viewed as a male discipline. Eventually I would also like to offer a course in feminist philosophy. The Phil. 21 course offered fulfills the diversity requirement for transfer and therefore is required to offer multiple ethnic perspectives in the course content. This class does seem to draw in a variety of students from various ethnic groups.

23. What institutional support does the program need to implement its strategies to address differences student equity?

We recently had a part-time pool opening to fill the classes of Don Ciraulo retiring. We interviewed applicants from different genders sexual preference and ethnic groups. The help of HR was essential to this going smoothly which it did. We hope this support in the future continues.

Conclusions

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

The philosophy department has updated its course outlines and submitted all SLO information to the division chair showing the philosophy department is up to date on its SLO assessments. We successfully opened a part-time pool interviewed several applicants and hired on one new instructor this semester and another one will be hired for a course in the fall semester. The transition of Don Ciraulo retiring and me taking over the chair duties has been a challenge but I believe it has gone reasonably well.

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

The strengths of the philosophy program have always been to offer substance in our courses with quality teaching. With the loss of Don Ciraulo who was very popular we hired new instructors with these strengths in mind. When evaluating them I'm looking to
see that these standards are being upheld in their classes. So far they appear to be present. Obviously the program's biggest challenge has been going through the transition of Don Ciraulo retiring and hiring new faculty to teach his courses. His retirement has been a great loss to students who have talked with me about it and to the department as a whole. He taught at WVC for about thirty years and was a strong presence so the identity of the philosophy program is and will continue to go through changes in the coming semesters. My challenge as department chair is to hopefully guide it in the right direction so that it continues to flourish.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/27/2015
PROGRAM REVIEW
2014 – 2015

FOR

Photography

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/22/2015 7:39:49 PM
General

1. What is the name of your program?
   Photography

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   Three of the 5 classes we offer are transferable to CSU and UC as electives. Art 62A is a CI-d aligned course and is part of the Studio Art and Art History ADT. We are currently gathering data and putting together an advisory board to decide if we have enough demand to create a new Studio Art certificate for Photography. At this point the demand looks positive. Photography inside the Studio art Department might have a duel roll with transfer and CET fulfilling both areas of the mission statement.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   Currently none. We will be assembling an advisory board as we move forward with out demand research.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   Yes

7. Describe how your program meets documented labor market demand (note evidence used):

   We are not currently a CET program and do not have the all the state and local job demands and completions. We were advised by the curriculum leadership team to first assemble an advisory board then look at the labor market data and completions in the compared area.

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

   Yes. Foothill and De Anza

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

   We have no data to that effect

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

   Any actions have been put aside since Photography is transitioning into the studio art department. The photography department does not exist any more.

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

   Please see Studio Art as we are now a pert of that department.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

no

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

NA

15. How well do transfer and articulation agreements serve the needs of students in your program?

Since this is the first semester teaching the new Art series classes we are not sure of the success. In the past the equivalent of Art 62A was a popular class that was articulated to SJS. We did have a transfer agreement with the Art institute in SF but I don't think many students knew about it. In a meeting with the curriculum Committee I brought up the fact that Photography had that agreement and no one had heard about it. I wish there was a way to promote these things in a easy efficient way.

Learning Outcomes

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

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

As stated the photography department is no long in existence. we will be starting over as part of the studio art department. Even at that time we will not be measuring photography alone but as part of studio art. If we create the CET certificate our measurements will then photography alone as a CET.

18. 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)

None

19. 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.)

I consider those already done by merging with the Fine Arts Division. This is something that should have happened a long time ago and for whatever reason it finally happened. Our future needs will rolled into the Studio Art department

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

It seems as though the Photography statics follow that of the college. The degree and certificate completions will be up over the next two or three semesters as the students are articulating through the the program before we are fully integrated into the art department. Photography is slightly lower in both completions and success that the art department over all but give the ratio of student in each program I don’t seen a significant swing in the numbers once our statics are combined. Photography has a bit higher GPA stat then the art department over all but again these number once integrated and overall student counts are combined should not have a significant effect.

21. What measurable goals have or will be set by the program to address differences in student equity?
Since merging with the Studio Art department photography will be setting join goals with studio Art base on the combined best interest of the of the department as a whole.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Any forecasting or setting of goals can no longer be done by the photography department alone but jointly as a member of the Studio art department and Fine arts division.

23. What institutional support does the program need to implement its strategies to address differences student equity?

None

Conclusions

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

The photography department went through the ADC process to identify possible solutions to the declining enrollment and to look for future directions for the department. During this process it was identified that merging with the art department was in the best interest of the department divisions and the college. Most importantly it made sense to the students. As of now photography has streamlined its curriculum and has received approval from the college and the state to offer the core classes under the heading of the art department. Photography is in the first semester of a two year process to full integration. During this time we will be maximizing our efficiency and looking to an advisory board recommendations about creating a new Art/Photography CTE certificate. Preliminary research shows that the labor market data can support the creation or this certificate.

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

Photography bridges the two worlds of CET and academic programs. We feel the we can leverage this two satisfy the needs of both aspects of our student population. With the revisions of the Studio Art and Art History ADT Photo will be connected to the academic needs of out transfer students. With the creation of the new Art/Photography certificate we can serve the needs of our students finding jobs. Photography is in a two years transitionary process to redefine its self to serve our students better and contribute to the goals of the new school or art and design.
26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/22/2015
PROGRAM REVIEW
2014 – 2015

FOR

Physical Education

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 3:59:13 PM
General

1. What is the name of your program?

   Physical Education

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

   Heidi Davis

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

   Paul Starks from Athletic Training Steve McCann Division Chair John Vlahos Athletic Director Bruce Watson Coach

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

   The physical education program fulfills the college mission in several ways. We offer general education courses transfer preparation AA degree in Physical Education ADT in Kinesiology and CTE certificates. We offer athletic participation for men and women. Full time student athletes develop an educational plan for degree and transfer consistent with Student Success Initiatives. The program is diverse and cutting edge. Our curriculum is current with new courses being developed to meet the demands of our students.

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

   The athletic programs are governed by the California Community College Athletic Association and the National Collegiate Athletic Association. These governing bodies oversee and impose the rules and regulations of each sport facility needs eligibility requirements to participate in sport transfer regulations and recruitment standards and policies. All our CTE programs have advisory boards who influence our student learning outcomes and industry regulations.

CTE Labor Market
Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** [Click here to download the list of programs.](#) If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

   The labor market outlook for the exercise science occupations group in Santa Clara County is positive with a forecast of 14% increase over the coming decade. State level growth is predicted to be slightly faster at a 17% increase. The job market size is modest at roughly 2100 jobs. This data has been received from an EMSI report.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   Yes there are similar programs in the area. Other community colleges in our area such as De Anza Foothill Mission College and Gavilan College offer similar programs in athletic training physical education and sports medicine.

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**

   The sports medicine certificate has a successful completion rate and students are prepared to fulfill jobs in the community. Ten students received the certificate in 2014. From that class three passed the National Academy of Sports Medicine Exam (NASM-CPT) and seven are working (part time or full time) at local sports medicine related facilities like YMCA Zenith Strength & Performance Fast Action Training a Chiropractic office an MD owned rehabilitation facility in Aptos and De Anza College Adapted PE Program. Our certificate and degree programs are preparing students to work in the local community. Five of the 2014 recipients transferred to a university to pursue Kinesiology degrees.
Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

In our past program review stated objectives included new curriculum for CTE in personal training and the ADT in kinesiology. Curriculum for these two programs of study have been created and successfully passed the curriculum review process. The ADT is state approved. The certificate in Personal Training is on the agenda this semester for state approval. The Dance Specialist certificate has been revised through the curriculum process. The department is using more online teaching methods and smart technology in face to face classrooms. The department is committed to the student success initiatives. Our division proposed a name change for physical education courses to kinesiology to better match the university system. Our division will also grow as a result of a campus wide reorganization among departments and divisions. Health Care Technologies will be joining our division in Fall 2015 and the division will be renamed Health and Human Development. The division name change is set to take place in Fall 2015.

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

The impact of the changes above will be seen during graduation. The department will be tracking the number of students who complete the certificate programs and the ADT in Kinesiology. Kinesiology is becoming a popular degree choice for many students. The bachelors degree program in kinesiology at SJSU is very popular and our wvc students can seamlessly transfer there after completing our ADT. Eleven students are on track to earn the sports medicine certificate in May 2015. Five of the 11 will transfer to a university in the fall to pursue a Bachelor?s Degree in Kinesiology. Eight students plan on taking the NASM Exam for personal training while others will pursue professional jobs in teaching physical therapy or athletic training.

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

Yes. In addition to our stated goals and objectives regarding curriculum our division has noted a need for more full time faculty members particularly in athletics in order to grow our waterpolo softball baseball and volleyball programs. There is a need to upgrade our athletic fields the athletic training room team rooms and all our classrooms.
Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Our division has a dedicated curriculum representative who tracks the need for Title 5 recency mandates on all courses and programs. We follow the guidelines set forth by the curriculum committee. All our courses are up to date.

15. How well do transfer and articulation agreements serve the needs of students in your program?

Very well. Our courses are eligible for transfer and many of our students go on to earn a bachelors degree at SJSU.

Learning Outcomes

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

16. If no, please explain:

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

The Sports Medicine Certificate program serves as the initial gateway or milestone for some students before pursuing the ADT. A few of the Sports Medicine Certificate students were encouraged to pursue the ADT in Kinesiology which meant taking Human Anatomy and Human Physiology. This was not their original plan however these students are now on track for earning the ADT-Kinesiology and planning to complete a degree at
a university. Other students that are solely interested in the Sports Medicine Certificate for a job in personal training. Local fitness club and physical therapy employers contact our program when looking to fill employment positions. The courses within the certificate prepare students for entry level positions. We offer a comprehensive marine diving program. Many of our students are qualified to seek careers in Marine Science. One student is now the Chief Dive Safety Officer at the Monterey Bay Aquarium. Other students work as dive instructors or in retail sales of diving equipment. Another student went on to SJSU and graduated with a degree in underwater archeology. Another student went on to enter a commercial diving school. Our marine diving program has produced a very positive impact on student success.

18. 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)

Improvements are needed in several areas. The creation of more off-campus internship or volunteer experiences at health clubs sports clinics and personal training studios are needed. Our faculty members are open to changes recommended by Advisory Board and off-campus professionals. Bring the community back to our college campus. Recruitment of students to WVC through Career Programs Night and Open House for High Schools. Several learning environments in physical education need upgrades. Athletic fields are in constant need of upgrades repairs replacement and maintenance. Athletic fields are a classroom for athletes and coaches therefore cutting edge facilities are much needed. All fields need new turf. A batting facility located at the softball field is needed for Title 9 gender equity. Equipment rooms and dugouts need to be upgraded. A sports medicine lab is needed to accommodate 30 students for hands-on pedagogy with many treatment tables and therapeutic modalities. Our current rehab facility in Men’s locker room is outdated and does not meet gender equity requirements for our female certificate students or student-athletes. The sports medicine lab should also have a desktop computer station for students along with a few study tables that would foster study groups. The floor plan of weight room facility should be updated. Move some of the equipment around and install large lockers to lock up some smaller items to prevent theft. The floor in the dance room PE 7 needs to be replaced. The HVAC cooling and electrical systems need upgrades in all our classrooms including PE 10 PE 11 PE 17 PE 8 PE 9. The floor in PE 8 needs to be replaced with a spring board suspended wooden floor and new mirrors on all the wall. Our smart classrooms where lectures take place need upgrades in technology particularly in PE 2 4 and 5.

19. 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.)

Collaborate with the Counseling department on what our division offers in regards to programs degrees and certificates. Provide us with a qualified webmaster to promote the
programs we offer with updated information. Provide links to the ADT webpage from faculty webpages. Increase funding available for professional development and continuing education courses. Often more than $2,000/yr is spent on courses to stay current with content and teaching. Opportunities for faculty to have local professionals come to WVC and give presentations or hands-on demonstrations for new information or techniques in sports medicine or personal training being utilized with clients in the community. We are a community college. Bring the community back onto our campus and into our classrooms. Create more full-time positions for faculty in athletics. Allow our athletic programs to grow by adding more sports that promote gender equity and comply with Title 9.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

One area that needs immediate attention is the current rehabilitation facility in the men’s locker room. The facility is over 20 years old and used for teaching classes and rehabilitation for student-athletes however it does not meet gender equity standards for female students and student-athletes. It is located next to the men’s rest room and our female students are in an environment where they overhear sounds from the male restrooms showers and men’s team rooms. New recruits and their families often tour our rehabilitation facility and therefore it should be state of the art and adhere to gender equity standards. A new rehabilitation facility in our division should be considered. The athletic training room is also outdated. The facility was built in 1970 and is connected to the men’s and women’s locker rooms. Most athletic training facility in the Bay Area today at community colleges are stand alone buildings without access to access to locker rooms. Our female athletic teams are mostly coached by part-time instructors where the men's programs have full time faculty members. More male sports exist in our program than female sports.

21. What measurable goals have or will be set by the program to address differences in student equity?

The construction of a new rehabilitation and athletic training room is one goal that will meet differences in gender equity and standards. Hiring more full-time faculty members to coach the female sports is another avenue to address student equity. Opportunities to grow the athletic program by adding more female sports such as golf and tennis is another way to address gender equity.
22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

Discussions with professionals on the facilities master plan committee. Prioritize the needs of the physical education and athletics division into the E&FMP. Work collaboratively with the shared governance process to create opportunities to hire full time faculty members in our division. Create a funding mechanism through the BRAC process to meet the demands of our division.

23. **What institutional support does the program need to implement its strategies to address differences student equity?**

Funds to support the construction of new facilities used by both men and women who compete in athletics. Full time faculty positions for athletic coaches and trainers. Full time coaching positions are needed in water polo volleyball baseball and softball. Add more female sports to our program offerings such as golf and tennis. Support our efforts to work toward Title 9 compliance and gender equity.

**Conclusions**

24. **Describe any notable accomplishments since the last program review:**

The sports medicine certificate was updated and revised through the curriculum process. The dance specialist certificate has been updated and will go through the curriculum process for state approval. All the general education courses in the physical education program have been revised for Title 5 recency mandates. Eleven students are on track to earn the sports medicine certificate and one student has met all the requirements for the dance specialist certificate. The ADT in Kinesiology was created and state approved. Athletes transfer to universities every year. Notably athletes who participated in men's waterpolo have transferred to universities such as LMU CAL UOP Whittier Cal Baptist UC Davis St. Francis in New York and San Jose State University. The transfer rate for men's water polo athletes is 95%.

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

Our strengths are the faculty who are committed to teach the outstanding programs we offer. We are diverse in our curriculum and cutting edge. We offer an AA degree ADT in Kinesiology CTE certificates in dance and sports medicine. We continue to stay current in our course offerings. More certificates are being created and going through the curriculum process. We have twelve students who are scheduled to earn the sports
medicine certificate in 2016. Students continue to demand theses courses and the community continues to hire our graduates. Our athletic programs continue to provide opportunities for student athletes to success in academics and in athletics. Our athletic coaches continue to engage in best practices for recruitment retention scholarship attainment and transfer. Our athletes continue to earn recognition scholarships and winning titles. Our athletic programs are an excellent marketing tool for the college. These programs attract diverse student groups who plan to attend full time and bring their friends along with them. Our academic programs lead to degrees transfers and certificates with great success and retention rates that are above the college average. We are constantly challenged by the lack of proper athletic fields facilities and equipment. We are challenged by having more associate faculty teaching our courses than full time faculty. There is a need to hire more full-time faculty in our athletic programs.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

April 14 2015
PROGRAM REVIEW
2014 – 2015

FOR

Physical Science

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 11:44:50 PM
General

1. What is the name of your program?

Physical Science

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

Melvin J. Vaughn

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

Anne Cassel Doug Epperson Lungyee Lin Robert Lopez Benjamin Mendelsohn

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

Each Physical Science program contributes to the college’s mission by maintaining an environment of academic excellence that strongly supports our students on their journeys to reach their transfer and career goals. Transfer Preparation: Each physical science course is designed to facilitate transfer to 4-year institutions. Our Physics and Geology ADTs successfully prepares physics majors to transfer with junior status to any CSU. Vocational Training: The laboratory setting of many of our Physical Science courses offers unique hands-on experience that students may apply to their academic and career goals. General Education: Physical Science courses contribute to the education of an individual by developing critical thinking skills the ability to use qualitative and quantitative analysis the awareness of physical sciences as they affect the individual the community and the global society. Economic Development: People with degrees in the sciences are essential to the economic growth of the state of California and the nation. The Physical Science Department offers many of the core Physical Science courses leading to a degree in science or engineering. Additionally people who choose non-science fields of study but who have reasonable science knowledge benefit the growth of companies in an ever expanding technological society.

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

The Physical Science department is affected by any State or Federal regulation that impacts their financial support of 4-year and 2-year Colleges. Any change in funding
ripples down to the program level affecting the ability of our department to effectively enact its plans and achieve its goals.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

NA

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

NA

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

NA

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission]).

10. What progress has been made in implementing proposed actions and/or objectives described in your past program review?
The goals and objectives cited by Physical Science in its last Program Review include:  
<u>Funding</u> Goal: Obtain additional funding to acquire laboratory materials and offer more hands-on activities for students. This year through continued dialogue with the Budget and Resource Advisory committee Physical Science has received some additional funding toward meeting the needs of its budget as outlined in the last program review. Physical Science is working with the BRAC committee to better plan for future budgets identifying needs that are recurring and needs that are one-time and have a sufficient baseline budget that will allow for Physical Science to rebuild its programs. This continued dialogue has already had a positive effect on the morale in our classrooms and we are optimistic that the needs outlined in our current budget proposal will be addressed.  
<u>Student Feedback</u> Goal: To solicit frequent feedback from our students to identify the strengths and weaknesses of our programs Physical Science has developed a laboratory student survey to solicit feedback from our students regarding the quality of their laboratory experiences. This survey will be administered in several of our courses beginning this semester (Spring 2015).  
<u>Growth and Retention Rates</u> Goal: Monitor the growth and retention rates of our programs and compare them to past growth and retention rates. No progress has been made since the comprehensive data (program college-wide and state) were unavailable at the time of this program review.  
<u>AD-T</u> Goal: To monitor the AD-T transfer rate of our programs No progress has been made since the data were unavailable at the time of this program review.

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

Pending the availability of data we do not need to modify any of the existing goals cited above.

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

Pending the availability of data we do not need to modify any of the existing goals cited above.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes
14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

NA

15. How well do transfer and articulation agreements serve the needs of students in your program?

The transfer and articulation agreements between West Valley College and other academic institutions (such as San Jose State and UC Santa Cruz) serve well the needs of the students in our Geology and Physics programs. We offer the breadth of lower division courses needed to satisfy these institutions' major requirements. We are continuing to investigate transfer and articulation agreements with other institutions to ensure that they continue to serve our students' needs. The Physics and Geology ADTs will allow physics and geology majors to transfer to a CSU at junior status.

**Learning Outcomes**

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

16. If no, please explain:

NA

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

This is not so much a success story as it is a realization—the students in Physical Science need access to laboratory equipment to allow them to achieve greater levels of success and mastery in their courses. Each physical science course requires extensive quantitative and qualitative reasoning. To successfully complete a physical science class, a student must demonstrate the ability to apply basic conceptual principles to explain or predict aspects of the physical world. A conceptual understanding of the material allows the successful student of a more advanced physical science class to solve real-world problems and qualitatively interpret and explain the meaning of their solutions. In analyzing the SLO Assessment results of one of our courses PHYS 4A, it was noticed that the performance of the students in both qualitative and quantitative activities were
strongly correlated to their access to hand-on experiments during laboratory. Due to years of an insufficient and unstable budget Physical Science has lost much of its equipment due to wear and tear and age. Unfortunately due to lack of adequate funding by the College for replacement items many of the hands on laboratory activities had to be replaced by "thought" experiments and computer simulations. For those laboratories in which there were insufficient equipment for students to conduct experiments the students performed poorly in analyzing and solving related topical problems. For those laboratories in which there was ample equipment for students to conduct experiments the students performed very well in critical thinking quantitative and qualitative reasoning. These results strongly support the importance of giving students access to hands-on activities to reinforce their qualitative and quantitative reasoning skills.

18. 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 would like to improve student success by doing one or more of the following: <ul>
<li>Implement new SLO assessments to identify specific subject areas that faculty need to focus on improving.</li>
<li>Revise curricula to use more learner-centered strategies and hands-on learning.</li>
<li>Encourage better student preparation by requiring or strongly recommending pre-requisites for some courses.</li>
<li>Expand outreach to students by contacting them when they are repeatedly absent and advising them of student support services such as counseling and tutoring services.</li>
</ul> We intend to continue with our practice of learner-centered instruction that utilizes <ul>
<li>classroom based peer learning activities</li>
<li>numerous hands-on activities</li>
<li>conceptually-based problem solving.</li>
</ul> With continued funding we hope to improve our learner-centered instruction by <ul>
<li>upgrading each laboratory to 10 lab stations (equipment supply and maintenance) so that we can improve our student access to equipment per class;</li>
<li>obtaining enough student response systems to be able to conduct three simultaneous classes across the disciplines of Astronomy Geology Oceanography Physical Science and Physics.</li>
<li>acquiring 3D interactive simulations to enable students to better visualize conceptually difficult physical concepts and ideas.</li>
</ul>

19. 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.)

<u>Inadequate laboratory instructional support</u> The College needs to address the lack of adequate laboratory instructional support for Physical Sciences. Physical Sciences is the only science department without a full-time laboratory technician. Consisting of five disciplines (Astronomy Geology Oceanography Physics and Physical Science) the
ongoing lack of adequate laboratory and instructional support in Physical Sciences presents a serious safety hazard and undermines the academic credibility of our laboratory programs. We have equipment with open high voltage leads that could seriously shock students. We have lasers that can cause eye damage. We have radioactive materials and potentially toxic chemicals. Our instructors are aware of the potential hazards but with 10 setups per class we are hard pressed to keep an eye on each setup during the whole class period. This has been reported in each program review for over eight years and no one has addressed this issue with us. We ask for the College to support our students by approving a full-time laboratory instructional aid.

<u>Disproportionate Teaching Load</u> The College needs to support a lower teaching load of science faculty. Science faculty continue to teach a disproportionately larger load than other faculty on campus. Science faculty have a contracted base 18 load while our peers in other disciplines have base 15 load. The disproportionate loading of science faculty adversely affects quality of instruction and student access to our instructors. Being the only science department without a full-time laboratory technician Physical Sciences instructors spend significantly more time preparing for laboratory classes than for lecture classes. This gives us less time to prepare instruction for the students we serve. It makes us less accessible to the students we serve. It negatively impacts our ability to perform institutional responsibilities and our ability to keep the information in our courses current. The College should act on supporting all science faculty with a change to base 15 load for both lecture and laboratory classes.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Physical Science is a department that consists of five programs: Astronomy, Geology, Oceanography, Physics, and Physical Science. Unfortunately we discovered that we received the data for Physical Education instead of Physical Science too late and were unable to analyze its data in time for this Self-Study. Though we looked at all the data I will focus on the Astronomy program in answer to this question because by looking at that program several significant flaws in this dataset are revealed. According to the data 0% of all Hawaiians, 50% all Laotians, and 67% of all Japanese and 100% of all Guamanians are successful in Astronomy. In contrast whites are only 56% successful in Astronomy. Why is there such a disparity in student success across the different groups? Is the instruction somehow biased in favor of nonwhites? At first look one may infer that there is some bias happening. Before making conclusions about these data one has to keep in mind that: <ul><li>A population consisting of only one student has only 2 possible success rates: 0% and 100%.</li><li>A population consisting of only two students has only 3 possible success rates: 0%, 50%, and 100%.</li><li>A population of only three students has only four possible outcomes: 0% 33% 67% and
And so on. If we look at the data more carefully we see that 0% of all Hawaiians (1 student in population) 50% all Laotians (2 students in population) and 67% of all Japanese (3 students in population) and 100% of all Guamamians (2 students in population) are successful in Astronomy. It is quite likely that these results are random. One cannot make a reliable predictions as to what the experience would be of a typical person in one of these groups because there are not enough students to be statistically meaningful. Now with 625 students Whites have enough of a population to be statistically meaningful and one may with much more confidence expect that a typical White taking the course would have a 56% success rate. The goal of our opening discussion is to point out that one must be careful when analyzing data. Incorrect inferences and conclusions can easily be made if one does not have sufficient data. The question arises: why are there so few nonwhites Hawaiians Laotians Japanese and Guamamians taking Astronomy courses? How can we recruit more of them to take Astronomy? To help with meaningful analysis we need to compare the population of each group in a course against its entire population at the College and to its entire population living in the community. Then if we see that there is only one Hawaiian taking Astronomy but there are 500 attending West Valley then it is reasonable to ask: "Why aren't more Hawaiian students taking Astronomy courses?" On the other hand if there were only 10 Hawaiians at West Valley but 1000 living in the community it may be more meaningful to ask: "How can we recruit more Hawaiians to West Valley?" Again having such a small population and a limited data set inhibits one's abilities to draw meaningful conclusions. Part of the issue is that the resolution of some of the groups is too fine. Can some of these groups be combined? It's interesting to note that most of the nonwhite/Asian groups are identified by country (e.g.: Japanese Korean Chinese etc.). Where are the English German and Russian students? Where are the Ethiopian Kenyan and Egyptian students? Were these groups lumped in with Whites and African-American/non-Hispanic or were they excluded from the data entirely? The College should consider having each group be a minimum-sized population to be used for relevant comparison Perhaps several small groups which on their own may be statistically insignificant when grouped becomes statistically relevant. These could then be broken down by geographic region if desired. However the primary analysis should be based as consistently as possible on statistically significant numbers. At 625 students the White population is the most statistically meaningful. So in our analysis we will consider their success rate to be baseline and look at how closely other statistically significant groups fare. With this said at 85 students in the Astronomy population Mexican/Chicano/Mex. American have a 76% completion rate equal to that of Whites but only a 44% success rate. If we take the Whites success rate as the baseline rate and normalize it to 1, Mexican/Chicano/Mex. American would have 78% the success rate of Whites. Here are some other comparisons: At 29 students African Americans have 68% the success rate of Whites. At 18 students Filipinos have 68% the success rate of Whites. At 17 students Other Hispanic have 79% the success rate of Whites. Again these are low numbers for very meaningful analysis but are more reliable for making inferences than the numbers for the other groups.
21. What measurable goals have or will be set by the program to address differences in student equity?

At this time the department has not set goals to address the differences in student equity. We need more guidance and more data from the College for it is difficult to set goals for the success of minutely small populations without knowing more about them. Our department will continue to make adjustments to help all students become more successful.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Though not revealed in the data the Physical Science department is addressing differences in socio-economic equity by: <ul> <li>increasing our use of custom textbooks</li> <li>seeking more free or inexpensive content that is available online.</li> <li>participating in the ?Books for Food? program by encouraging our students to donate their books for others to use.</li> </ul>

23. What institutional support does the program need to implement its strategies to address differences student equity?

We are fascinated by and excited to be receiving student equity data. We would love the opportunity to <ul> <li>have data that is more statistically significant. Perhaps combine some of the subgroups until there are enough numbers to be relevant.</li> <li>provide more data. We would like to see the breakdown of each group by College and by Community so we compare the percentages in our programs with the percentages attending the College and living in the community.</li> <li>participate in professional development opportunities to help us interpret the data.</li> <li>provide a definition of terms. For example what does &ldquo;Two Or More API&rdquo; mean?</li> <li>discover more about the College’s plans to attract underrepresented groups to the College and to the Physical Sciences.</li> </ul>

Conclusions

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

<ol> <li>The Physical Science faculty continue to attend technology and teaching conferences.</li> <li>One of our members Benjamin Mendelsohn serves as president of a regional association (The Pacific Planetarium Association) as part of giving back to the professional community while another member has participated in the OnCourse workshop.</li> <li>As part of a PGD project a member of Physical Sciences is
developing an interactive physics and mathematics simulation that will allow students to reinforce their understanding of physics and mathematics. This interactive simulation will be first used in Fall 2014 and will broaden student access to physics by being available as an internet Web Application. Two members of Physical Sciences has written a number of instructional videos to help students reinforce their understanding of physics. MESA (Math Engineering Science Achievement) is a statewide program that actively encourages traditionally underrepresented groups to pursue degrees in Math Engineering and Science. One of our members maintains an active commitment to the statewide MESA program by participating in a yearly MESA leadership retreat.

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

The primary strength of the Physical Sciences department lies in the dedication of its instructors and their commitment to fostering an educational environment in which students are inspired to learn. The Physical Science department is active in developing new and modern laboratory settings where students use instrumentation to measure real time data. We continue to offer high quality courses that prepare students for transfer to four-year institutions. Courses that give solid foundation to science majors and fundamentals to non-science majors. Exciting courses that enrich life-long learning goals. Support of vocational training. Wide selection of course offerings. Nighttime/evening programs and outstanding dedicated teaching professionals. The challenges faced by Physical Sciences include: Inadequate laboratory/instructional support (see response to question 20). Disproportionate Teaching Load (see response to question 20). Insufficient release time for department chair. The College should provide adequate release time for the department chair to do her/his duties. Physical Sciences is challenged by limited release time to the department chair. The Science/Math release time resource does not allow the Physical Science chair to truly have release time. Physical Science receives 0.162 release time out of the Science/Math release time budget per semester. This is not enough for the Physical Science chair to properly perform the duties of the department chair.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
General

1. What is the name of your program?
   
   Political Science

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   
   The college mission is to support students along their pathways to achieve transfer and career goals. The Political Science Program offers courses that are UC and CSU transferable in addition to the ADT degree thereby providing that support to our students. The program also helps students who will be pursuing career goals instead of transfer goals; all students who walk in the door or log onto a computer for a Political Science class are encouraged to help build a rich diverse learning environment that all can benefit from regardless of the student's end goals. That learning environment will provide a basis upon which to better appreciate and understand the world in which we live.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   
   Not applicable

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/
6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

NA

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

NA

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

NA

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

No real changes were proposed for last year although as mentioned last year we have implemented a new SLO assessment across all of our sections of Polit 001 as well as the single sections of Polit 003H and 004. The Polit 001 assessment tool has given Dr. Kelly and myself along with Faculty Emeritus Pat Andrews much food for thought prompting some curriculum changes for all Polit 001 sections. We met over the winter break and crafted changes to be implemented this spring specifically a requirement that all sections incorporate a written component into exams as well as a paper of some type. Cognizant of not stepping on any academic freedom toes the new requirements allow each faculty member to tailor this new requirement to fit the individual instructor’s needs.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

Casual review of the new SLO assessment as well as faculty evaluations pointed out that there were discrepancies across the Polit 001 sections with some faculty requiring written assignments including on exams and others not. This semester we have implemented some continuity in terms of curriculum across Polit 001 as mentioned above. We will be able to evaluate the effectiveness of that plan next year when we are scheduled to do a formal SLO assessment.

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

At this point Political Science has implemented several changes and does not anticipate making any more until our SLO assessment in the fall.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Not applicable.

15. How well do transfer and articulation agreements serve the needs of students in your program?

By and large the vast majority of the students we serve are planning to transfer so the agreements provide students with the information and the opportunity to be able to transfer to the schools of their choice with a reasonable degree of comfort. Not only can they be assured that the classes they have taken here will be accepted at four year institutions in the state but also in the case of TAGs they are guaranteed acceptance. From the perspective of the student this removes a great deal of the unknown and allows them to focus more of their energy and time on successful completion of their course loads in preparation for transfer. Additionally a significant percentage of our online Polit 001 students are "reverse" transfer students taking this class to meet the requirements of
their four year institutions. Thus we are meeting not only transfer students but students who are enrolled in a 4 year institution and the course articulates for them.

**Learning Outcomes**

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

16. If no, please explain:

Not applicable.

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

Our assessments are structured as multiple choice and true false tests typically given at the end of the semester. The goal is allow students to use the knowledge they have gained through the course to answer the corrections. One of the benefits to doing it this way is that it has allowed us to tie in together various topics thereby demonstrating to students the interconnectedness of everything they have learned in a semester. So often topics covered are viewed as being isolated from one another but the new assessment tries to encourage students to see the connections.

18. 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)

As stated earlier we have made some changes to Polit 001 incorporating a written requirement for all exams and a paper of each instructor’s choosing. Other than that we are not planning any other changes.

19. 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.)

Success for the online classes would be aided by having online tutorial services. As noted previously several of our students and I would venture to guess this is not unique to
Political Science are reverse transfer students and thus are not local. So for these students and our local students the ability to access tutorial services online might go a long way towards improving success and retention rates.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. **Identify any differences in student equity in the program.**

In looking at the data for completion and success one pattern emerges across almost all categories: our completion rates are in the 80th percentile while our success rates are in the 60-70th percentile. That holds true across the four largest ethnic groups for the department White Two or More Mexican/Chicano.. and Unknown; it holds true across all ages with the exception of the category 19 or Less which is slightly higher in both and success rates do show marginal increases as age increases. This same pattern is also visible across Socio-Economic Status and Disability too.

21. **What measurable goals have or will be set by the program to address differences in student equity?**

The Political Science program is constantly working on trying to improve success and completion rates for all of our students not just those from underrepresented groups. To that end our goal is to make each of our courses as reflective of the reality that is the United States of America and the world meaning that we strive to showcase the contributions both good and bad that all people have made to this country and to the international political system. This approach demonstrates to our students the necessity of each of us to be politically aware and active; that each individual has the potential to effect change regardless of race ethnicity gender sexual orientation religious affiliation age disability etc. There is nothing specific to point out here but rather a concerted effort on the part of our entire faculty to infuse our courses with as much diversity as possible.

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

We are fortunate to have a diverse body of faculty teaching in the Political Science Department and that diversity translates into a natural desire to insure that we are incorporating diversity into our classes either through the books we use outside resources or current events. We are fortunate in that many of the issues we cover in class are news items on a daily basis and for example incorporating the events surrounding Michael
Brown's shooting into class is not difficult. It provides an opportunity for students to discuss current events but also make the connection to what they are learning in class. For many of our students that sparks an interest in the topics of class which can help translate into better completion and success rates. One of the best ways for the program to address differences in student equity is to continue trying to help build the connection that what they learn in class regardless of intended major will help them understand the world in which we all live and the importance of political participation.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The college needs to insure that all students have access to tutorial services which includes online tutoring options. Data has shown that online students fair worse in terms of success rates than face to face students and one component of that is that many students are unprepared to take online courses. They don't fully grasp the unique circumstances that online classes present. Having an online tutorial teaching students how to take an online class as well as providing online discipline specific tutoring would prove invaluable to our students and aid in the student equity differences noted earlier.

Conclusions

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

As has been mentioned in several other places we have implemented a writing requirement for all Polit 001 sections. That is the only real change. We would like to point out the amazing resource Faculty Emeritus Pat Andrews has been to the program in terms of providing valuable feedback and department history when discussing issues like the changes mentioned above. Although retired she is an integral part of the decision making process.

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

Our biggest strength is a faculty both full time and associates who are deeply committed to teaching our students some of whom may go onto become Political Science majors but the vast majority of whom will use our courses to complete a GE requirement. Regardless our focus is helping students achieve their goals while also stressing to them the importance of civic participation; the necessity of exercising our rights fighting for the rights of others and insuring our voices are heard so they can be represented in government. This is ironically a big challenge too. It can be very difficult getting students who see the class a 3.0 units to transfer or graduate as an opportunity to learn knowledge and skills that will help them be better members of our society. Another challenge we
face is finding qualified associate faculty who can teach during the time slots available. We offer a full schedule from 7:45-1:55 four days per week plus a 2:05 class twice a week and at least one evening class. Many of our faculty have teaching commitments at other colleges or family obligations and cannot teach when a class is needed. We do have an open pool for the department but thus far many of our prospects have not possessed the qualifications most suited to our department and our students. The department is planning to seek an new full time position next year.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

March 18 2015
PROGRAM REVIEW
2014 – 2015

FOR

Psychology

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 11:46:00 PM
General

1. What is the name of your program?
   Psychology

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   Psychology provides students with a variety of transferable courses to prepare students for 4-year institutions and other professional programs like nursing dentistry etc.

5. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   The major issue affecting our department has always been the ability of students to transfer classes. Although we would love to offer more variety of courses the focus on transferability and the limited resources available have made that impractical.

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If
your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

Program is primarily a transfer program so impact on labor market demand is through its effectiveness at getting students prepared for further study in 4-year institutions. The U.S. Bureau of Labor Statistics expects that opportunities in psychology will continue to grow over the next decade. U.S. Department of Labor Bureau of Labor Statistics. (2011). Occupational outlook handbook (2010-2011 ed.).

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

N/A

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

N/A

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

We continue to update teaching materials including videos and equipment. No other significant actions were proposed.

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

No
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

No.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

While many of our students transfer to SJSU we are planning to establish articulation with some other CSU's close to WVC. SCU has an articulation agreement with the college which serves students well; that agreement has worked seamlessly for most (if not all) transferring students based upon reports we have heard.

Learning Outcomes

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

16. If no, please explain:

N/A

17. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
Assessments have not identified any significant needs for improvement besides small changes and refinements to assignments.

18. 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)

None currently planned. One of our faculty has recently joined the college Student Success Team and looks forward to helping to implement the team’s findings across both the department and college in general. Thus far he has written an application to help faculty connect with each other and visit each other’s classrooms to learn new strategies and share best practices.

19. 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.)

Our classrooms and offices were recently renovated so the technology available is up to date. No other needs are identified at this time.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program’s student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Course completion rates range between 60% to 100%. The lower rates are 60% for Cambodian and 67% for Hawaiian but the number of these students in the program was below one percent thus meaningful interpretation of these values is not possible. By the same token the highest rates were also for groups making up less than 1% (Laotian Other Pacific Islander and Guamanian 100% and Middle Eastern 94%. For the rest of the categories rates ranged between 71% (Other Asian 1% of sample) and 93% (Chinese 2% of sample). White students averaged an 86% course completion rate and made up 50% of the sample. Course Success rates were more varied across the groups with a low of 33% for Hawaiian and a high of %100% for Guamanian. Again since these groups made up a very small (less than 1%) portion of the sample meaningful inferences cannot be made. If we look only at groups making up 1% or more of the total sample Course Success rates range from 39% for African-American/Non-Hispanic to 77% for Chinese. Course Success rates for Whites was 65%. GPA patterns are similar with a range among
categories with 1% or higher representation ranging from 1.53 for African-American/Non-Hispanic to 2.89 for Chinese. White students averaged a GPA of 2.39.

21. What measurable goals have or will be set by the program to address differences in student equity?

As was mentioned earlier in this report one of the program's faculty members has joined the Student Success Team which is working on identifying ways to address these differences and identify appropriate benchmarks.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Although the program already includes significant emphasis on multicultural issues including offering a Psychology of Women course with a multicultural emphasis it looks forward to recommendations from the Student Success Team and other college working groups that are currently working on this important issue. We expect to be more active in outreach and in promoting campus programs to help students such as tutoring and writing support.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The college has been very active through various working groups at addressing the issue of student equity. No additional needs for support are identified at this time besides the services already provided which include more emphasis on outreach and student services.

Conclusions

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

None.

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

The program's strengths continue to be the high level of preparation it provides for transfer students to succeed in 4-year programs and beyond. The challenges are those that
the college as a whole faces which are mainly a decline in enrollments and the demographic make up of the college's immediate community.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Reading

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/8/2015 3:15:09 PM
General

1. What is the name of your program?

Reading

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

Whitney Clay

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

Michelle Francis

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

Reading skills are essential for success in college work and life. The Reading Program supports West Valley College students along their pathways by providing direct reading instruction in reading and critical thinking that prepares them to succeed in college-level coursework.

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

The state mandated focus on basic skills (including the Basic Skills Initiative and the Student Success Initiative) necessitates that the college support the Reading program and recognize its central role in promoting student success. The two Reading full-time faculty play a key role in the college’s response to state mandates related to basic skills instruction. Whitney Clay serves as Basic Skills Coordinator as a part of her role as Student Success Coordinator. Each CA Community College has a Basic Skills Coordinator who participates in statewide Basic Skills Coordinator meetings manages the Basic Skills Initiative funding for the college and completes yearly state reports. Michelle Francis serves on the South Bay Consortium a group created in response to AB86 legislation and charged with developing local partnerships and collaborating in order to best serve adult learners in needed courses such as basic literacy basic English and basic math. Ideally courses such as these will provide bridges or pathways to either college or jobs. The development of ADTs (Associate Degree for Transfer) provides a challenge for the Reading department. READ 53 is transferrable and meets the local AA reading proficiency requirement but is not required for an ADT or to transfer without a
degree. As more students choose ADT degrees they will opt not take READ 53. However it remains that all students who receive less than ?proficiency met? reading assessment scores would benefit from reading instruction. The Reading department the Counseling department and the Curriculum Committee are currently engaged in dialogue about how to ensure that all students assessing below ?proficiency met? receive adequate reading instruction. The Student Success Act of 2012 is designed to help students matriculate efficiently and successfully. It provides impetus for the Reading department to reach all students who need reading instruction and to do so in a timely and efficient fashion. Part of the Student Success Act of 2012 includes a limit on the number of units students can take and still maintain priority registration (100 units) so this limit on units will factor into how we solve the problems with READ 53 as described above.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

[http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/)

6. Is your program a CTE? [Click here to download the list of programs](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/). If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

N/A

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

N/A

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

N/A
Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

Our program is a skill-building program with three course levels. We have completed a full SLO assessment cycle measuring all three course levels with the same tool. Although we have gathered some useful data through SLOs assessments overall we have not been satisfied with the tool itself and plan to re-write the tool before we begin the next SLO assessment cycle. The most useful SLO assessment finding has been that we need to strengthen students' annotation skills. In fact most Reading course objectives can be evaluated with an annotation assignment. (See below for Reading 961 course objectives as an example.) But before we revise our assessment tools we plan to revise all of our active course outlines to align them with Common Core Standards. After that we will revise our SLO tools. Looking back to when the college first began working with SLOs we have learned a lot because most parts of the process did not work as well as we would have liked. First we wrestled with understanding what SLOs even were; then we struggled to write them correctly? for our Course Outlines; and finally we tried to figure out a consistent and manageable way to measure them. Reading is an internal thinking process and each student must come to understand and learn to maximize his or her own process. Many of the important metacognitive elements of the course are difficult to measure quantitatively. The revision process for our course outlines and SLO assessment tools will provide the Reading Department fresh opportunities to discuss what's most important for students to learn how we can best measure their learning and how we can most effectively teach so that our students acquire strong reading and critical thinking skills. READ 961 COURSE OBJECTIVES 1. Demonstrate an understanding of reading as a cognitive process and apply strategies for active reading. 2. Apply strategies for using context word analysis and dictionaries for understanding vocabulary. 3. Demonstrate ability to identify topics main ideas and supporting details. 4. Identify text structure and organizational patterns. 5. Apply a range of study strategies for maximum comprehension.

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

Our conclusion is this: It's time to scrap our previous SLO assessment tool revise our course outlines to align them with Common Core standards and write new SLO assessment tools that more accurately measure whether students are gaining the skills needed for college success.
12. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Yes as stated above we will be revising our course outlines including SLOs and creating new assessment tools.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

We plan to revise all 3 active courses to submit by August 2015: Reading 53 Reading 961 and Reading 960.

15. How well do transfer and articulation agreements serve the needs of students in your program?

Reading 53 was approved by the state in spring 2013 to meet the CSU Area E general education transfer requirements. It can also transfer to CSU as an elective.

Learning Outcomes

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

16. If no, please explain:

N/A

17. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
I like this question although Reading department success stories do not relate directly to
our SLOs assessment cycle. (As you’ve seen above we plan to revise all of our SLOs and
assessments.) We have many success stories. We reported the following positive findings
for Reading in the Fall 2014 WVC Basic Skills Annual Report to the State Chancellor’s
Office. The data referenced in the paragraph below is from the Basic Skills Cohort
Tracker available through the State Chancellor’s website. Positives When data is
disaggregated by gender age ethnicity and other characteristics and the period from 2011-
2013 is compared to 2009-2011 Reading has seen improved course-level success rates in
almost every measure. Notable improvements in READ 961 (one level below transfer)
success rates include African Americans increased from 12% to 55% (small data set)
Hispanics from 52% to 75% and students with disabilities from 63% to 75%. A notable
improvement in READ 53 success rates is for Hispanics 63% to 89%. In 2011-2013
EOPS student success rates stand out the most: READ 961 at 92% and READ 53 at 80%.
Also 48% of EOPS students who enrolled in READ 961 went on to successfully
complete READ 53 as compared to the average for all other subgroups at 25% (bear in
mind that READ 53 is only required for those seeking AA degrees). Many of our success
stories are related to the implementation of On Course strategies into our teaching. The
effectiveness of On Course curriculum has been well documented on a national level and
shown to increase student success and retention for community college students. On
Course strategies address numerous factors that can hinder student success thereby
helping students identify those factors and become more active learners. Reading faculty
continue to work with On Course. Both full-time faculty and two associate faculty have
now attended one of the two 3 Day On Course One Workshops that have been hosted at
West Valley College. Both full-time faculty have attended the National On Course
Conference twice first in 2013 and again in 2015 with one full-time faculty presenting at
the conference in 2015. Finally both full-time Reading faculty plan to attend the 4-Day On
Course II Workshop to be held at West Valley College in August 2015. The following are
three examples of how Reading instructors have been implementing On Course strategies
into their courses during the 2014-2015 year: 1. Instructor Michelle Francis utilizes
teaching strategies such as jigsaw that help students make connections with one another
on a regular basis. Further Dr. Francis’ Reading 961 course is based around the question
“What is the measure of happiness?” Students read articles about motivation self-
management and personal responsibility all of which are designated key On Course
principles. Students are encouraged to examine their own ability to make positive
choices. In addition her READ 053 class focuses their reading on Brain Rules: 12
Principles for Surviving and Thriving at Work Home and School. The book examines
how to use brain biology to learn more effectively. Students are consistently learning
strategies and engaging in dynamic activities to solidify success. 2. Instructor Whitney
Clay bases a semester-length research project on the 8 choices of successful students as
identified by On Course: ? accept personal responsibility ? discover self-motivation ?
learning ? develop emotional intelligence ? believe in themselves Each student first takes
a self-assessment to identify one of the 8 areas they need and want to develop. After
researching the topic students create websites in which they persuade other college
students that taking steps to develop this area in themselves can help them succeed in
college. In the website students also identify resources and tools (including WVC campus resources) that can help other students take action and on developing this area in themselves. Finally each student includes a personal action plan as part of his or her website. 3. Instructor Michal Stachnick incorporates an On Course strategy by giving her students the option of taking a "32-Day Reading Challenge" for a book project. About 3/4 of her students usually take on the challenge and those who complete the challenge self-report faster reading rates and greater confidence in reading. One student who read first thing in the morning even reported feeling happier and more accomplished throughout the day. In the 2013 Program Review we set the following goal: "We hope to have all Reading instructors complete the Kognito training in the next year." We met this goal in 2013-2014 when 100% of the active Reading faculty completed at least one of the Kognito At Risk Trainings made available through Student Health Services. In 2014-2015 we hired one new associate faculty member. She has already completed one of the Kognito At Risk Trainings so we are still at 100%. The various faculty modules available include the following: ? "At Risk for University and College Faculty" ? "LGBTQ on Campus for Faculty & Staff" ? "Veterans on Campus for Faculty & Staff"

18. 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 plan to revise all of our active course outlines to align with Common Core standards. After that we will revise our SLO tools using annotation assignments as our primary SLO measurement tool. We will also devote more time to annotation instruction in all three course levels. This spring 2015 we are also exploring options for the structure of our program. Although we have not made any final decisions yet here are some of the issues we are exploring: ? Might non-credit curriculum better serve our lowest level students rather than our current lowest level credit course READ 960? ? How do we effectively and efficiently meet the needs of all students who assess into Reading? o The development of ADTs provides a challenge for the Reading department. READ 53 is transferable and meets the local AA reading proficiency requirement but is not required for an ADT or to transfer without a degree. As more students choose ADT degrees they will opt not take READ 53. However it remains that all students who receive less than ?proficiency met? reading assessment scores would benefit from reading instruction. The Reading department the Counseling department and the Curriculum Committee are currently engaged in dialogue about how to ensure that all students assessing below ?proficiency met? receive adequate reading instruction.

19. 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 district needs to support faculty with pay and load parity for non-credit and credit course instruction. The faculty union needs to negotiate this with the district. ?
Professional Development o The faculty will need professional development opportunities if they are to develop and implement a multi-pronged approach to closing the achievement gap including but not limited to ? Guidance in addressing institutionalized racism ? Culturally Responsive Teaching Theory and practice ? Teaching in a learner-centered environment o Reading faculty need training for how to write effective non-credit curriculum. o Reading faculty need training in effective non-credit pedagogy. o Reading faculty need training in Common Core Standards and the effect on future college students. ? Support Services o Night Reading students need greater access to campus services including but not limited to longer hours in A&R Counseling and Student Health Services. o Online Reading students need greater access to support services online including but not limited to services from A&R Counseling and Student Health Services. o At risk Reading students who do not qualify for other special programs (like EOPS TRIO DESP Puente Success FYE) need more robust support system options and they need marketing so that they know about those options. o Reading students need to hear a consistent and positive message from the campus community about the value of reading and reading instruction. ? For example while we do not recommend that Tutorial Services or the Writing Center offer stand-alone tutoring in reading (one-on-one tutoring in the Reading Lab was an ineffective model) we do recommend that as many tutors as possible on campus receive training in reading so that they can address reading issues in context when they arise. o Faculty in other disciplines need to be educated on the value of critical reading in all college students? academic career.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

ETHNICITY Success data for African American students (N=103) demonstrates the greatest inequity in Reading Department courses. Whereas only 49% of African American students successfully completed Reading courses 84% of Chinese 86% of Filipino 77% of Vietnamese and 72% of White students successfully completed Reading courses. Success data for Mexican/Chicano/Mexican American students (N=327) demonstrates the second greatest inequity in Reading department courses at 65%. Of note Other Hispanic students (N=90) had a success rate of 74%. Japanese is a low N(=12) which is why it is not included. We will continue to monitor the numbers of Japanese students and their success rates in the coming semesters. AGE Reading Department success rates follow the same trends as college wide success rates with the lowest success rate in the 20-24 age group and the next lowest in the 25-29 and 30-34 age groups. Although the success rates for these two groups in the Reading Department are higher than the college average (age 20-24 is 65% college-wide 68% Reading; age 25-29 is 66% college-wide 72% Reading; age 30-34 is 70% college-wide 71% Reading) these three
groups still have the lowest success rates in the Reading department and indicate areas for improvement. AGE & GENDER Consistent with the college-wide data the success rates in the 20-24 25-29 and 30-34 age groups for males are lower than those of females. However the differences are greatest in the younger and older of these three age groups. Reading department success rates for ages 20-24 are 73% for females but only 63% for males. In sharper contrast Reading department success rates for ages 30-34 are 81% for females but only 61% for males.

21. What measurable goals have or will be set by the program to address differences in student equity?

The Reading Department would like to reach college-identified benchmarks for the following groups: African Americans Mexican/Chicano/Mexican Americans and males aged 20-24 25-29 and 30-34.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The Reading Department would like to identify best practices and strategies for providing effective and meaningful learning experiences for African Americans Mexican/Chicano/Mexican Americans and men aged 20-34. Strategies within the Reading Department should target course content teaching strategies and interpersonal strategies. Reading Department leaders should strengthen existing relationships with support programs and services on campus and participate in the development of new support programs designed to benefit African Americans Mexican/Chicano/Mexican Americans and men aged 20-34.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The Reading Department needs the support and camaraderie of colleagues the trust of students and the guidance of campus leadership. To close achievement gaps our campus community needs to work together with courage compassion and perseverance as we open not only our minds but our hearts to different perspectives and new ways of doing things.

Conclusions

24. Describe any notable accomplishments since the last program review:
The Reading Department has been instrumental in bringing On Course several workshops to West Valley College the goal being to spread the idea of learner-centered practice to the campus community. We have also hired several new and wonderful part-timers who will continue to strengthen our program. We are also proud of our responsiveness to the needs of West Valley students with regards to structural changes at the college and state levels. That is we know things will change as more students choose ADT pathways and we are actively exploring options now so that we will be ready to meet student need in a pro-active and positive manner.

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

We are a strong department because we are dedicated to student learning and success. We are not only department focused but community focused as well. We will continue our work to close the achievement gap and to meet the changing needs of our student population and we are excited about offering the most effective and efficient means for delivering reading instruction to all students who will benefit from it. We are an open-minded department seeing challenges as opportunities for learning and improvement.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/8/2015
General

1. What is the name of your program?

Sociology

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

Jen Ho

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

Tom DeDen

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

Along with the other Social Science Programs we are the campus center of Global/Diversity/Social Science courses. All 7 Sociology courses transfer to CSUs and UCs including the new Sociology of Gender course. All 7 offerings fulfill West Valley's Cultural Diversity Requirement for the AA. The Sociology program embodies the college's mission by assisting students to successfully transfer to a four-year university CSU or UC and to achieve their career goals. Recently the Sociology program was the first at WVC to start offering an AD-T which allows students to have a smooth transition when entering a university. Thus this helps reduce the completion time of obtaining a Bachelor's degree. In addition the program equips students with the necessary skill sets to thrive at a CSU UC or other education-institutional environment or to flourish in a sociology-related occupation. By fall 2015 the sociology program will regularly offer 7 C-ID-aligned courses that are fully transferable into the sociology major other social science majors and as social science GEs/IGETC. 1. Soc001 / Introduction to Sociology 2. Soc002 / Social Problems 3. Soc003 / Social Psychology 4. Soc020 / Sociology of Race and Ethnicity 5. Soc028 / Sociology of Gender 6. Soc040 / Marriage and Family 7. Soc045 / Sociology of Human Sexuality

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

We do not have any challenges presently except for some scheduling/efficiency issues because so many other WVC Programs outside the Social Science Division have been allowed to offer what amounts to "sociology"/"social science" courses even when they
have severely limited transferability for social science students. None that are particularly distinct from those affecting the college as a whole.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. Is your program a CTE? [Click here to download the list of programs]. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program’s demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

**Closing the Loop**

Refer to your last full and update program review submissions ([Click here to open your last program review submission]).

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

   We continue to implement early low-stakes assessments before Census to make sure that students are capable and serious about succeeding in the course and to look for areas where they may to coached to improve.
11. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

Ideally we would need to analyze the data from the current term to answer this question. However early observation of the actions indicates that our overall success rates will improve substantially.

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

Not at this time. Current actions see to be proving effective.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

Perfectly. All courses transfer to CSU and UC. All have social science C-ID numbers. All are IGETC approved. All count toward WVC cultural diversity. Six of our 7 courses comprise the CSU-transferable ADT degree and the 7th merely is awaiting approval.

Learning Outcomes

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

16. If no, please explain:

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

There are two ways that the Sociology program has made a positive impact on the students’ success. The first aspect that students gained from the Sociology program was the utilization of the major sociological theories and research methods. Students were able to demonstrate to other students by validating certain social problems or phenomena as reoccurring patterns that can be generalized to certain populations such as impoverished individuals. Thus students could specify and analyze why they consider a particular theory or perspective best applied to certain social problems or sociological phenomena. The second aspect that Sociology program that impacted students’ success was that students were able to critically analyze and understand why these types of events occur such as racial discrimination or gender inequality. Students will be able to look at multiple factors to generate conclusions about these major social problems that impact the U.S. and on a global scale. These analyses drew upon the major theoretical concepts and research to provide a more detailed understanding of those phenomena. This allowed students to utilize the theories and research in their intended profession.

18. 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 planned change for the Sociology department is to determine the most beneficial courses for students who major in sociology. The Sociology department plans on modifying the list of elective courses to ensure that these courses help broaden and enhance one’s sociological knowledge. In addition the Sociology department plans to add more CI-D aligned courses to allow students to gain insight about the various concentrations that university-level sociology programs offer.

19. 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 department will guide students to the appropriate college resources to learn about the various and effective techniques for studying for exams and retaining the information. This support can come from other sources such as tutoring services or writing services. As a department the faculty has ongoing discussions about curriculum and the textbook.
Since a new textbook is being used for the course this will help determine the effectiveness of the textbook through the ease of defining and explaining concepts to students. The textbook goes into more detail with the major concepts discussed in Intro to Soc and Race and Ethnicity courses.

**Student Equity**

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

**20. Identify any differences in student equity in the program.**

Course Completion Our overall course completion rate is 82%. Only 3 groups fall 10% or more below this rate: Laotian at 50% (n=2) Other Pacific Islander at 50% (n=8) Samoan at 50% (n=4) The sample sizes here are too small to make valid statistical inferences. Of the larger subpopulations: Mexican Americans have the same course completion rate 82% as the class as a whole. African Americans have a fairly similar completion rate of 75% Whites are only 2% higher than the overall completion rate. There are no meaningful differences between age gender SES or DSPS except that students in the youngest age category are about 10% more likely to complete the course. The trend is toward better course completion rates in more recent terms most probably attributable to an early focus on some core material being due and assessed early in the term. Course Success While the course success rate is 63% overall and 70% there are some concerns about the success rates for some of the larger subpopulations. Most notably the rate for African Americans is a disappointing 34% and for Mexican Americans it is 55%. Other Hispanic is 46%. That these groups are below the overall average in sociology is not inconsistent with the college-wide data. We will look to the actions of the college as a whole to try to address this inequity. GPA The GPA for whites in the sociology program 2.73 is not substantially different than the overall average GPA for all ethnic groups 2.48. However the GPA for African Americans is 1.41. For Mexican Americans and other Hispanics GPA is 2.17 and 1.80 respectively. There are no other differences worth noting on the other demographic variable except that GPA is increasing because of our improvements in early assessment as noted above. Program Completion This is not directly discernible from the data provided. However just as GPA course completion and course success rates are rising so should program completion rates. The data does of course show a large increase in the number of spring term completions of the ADT degree (4 in 2013 and 13 in 2014) because the ADT option is so new. Students who started to pursue the ADT when it was first offered are just now completing it.

**21. What measurable goals have or will be set by the program to address differences in student equity?**
Again we will make the most of our new method of assessing some core course material very early in the term so that we may identify needs and capabilities early enough so that students may avail themselves of various support programs resources and perhaps other needed courses.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

As department chairs we are encouraging meaningful early assessment across all of our courses and faculty.

23. What institutional support does the program need to implement its strategies to address differences student equity?

We need student support and assessment at the college level to remain excellent.

Conclusions

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

We have increased GPA completion rates and access rates. We have secured Cultural Diversity Credit designation and top level transferability status for all of our 7 offerings including the new Sociology of Gender course will we be first offered in fall 2015 taught by a very capable faculty member.

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

Along with the other Social Science Programs we are the campus center of Global/Diversity/Social Science courses. All 7 Sociology courses transfer to CSUs and UCs including the new Sociology of Gender course. All 7 offerings fulfill West Valley's Cultural Diversity Requirement for the AA. The Sociology program embodies the college?'s mission by assisting students to successfully transfer to a four-year university CSU or UC and to achieve their career goals. Recently the Sociology program was the first at WVC to start offering an AD-T which allows students to have a smooth transition when entering a university. Thus this helps reduce the completion time of obtaining a Bachelor?'s degree. In addition the program equips students with the necessary skill sets to thrive at a CSU UC or other education-institutional environment or to flourish in a sociology-related occupation. By fall 2015 the sociology program will regularly offer 7 C-ID-aligned courses that are fully transferable into the sociology major other social science majors and as social science GEs/IGETC.
26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/21/2015
PROGRAM REVIEW
2014 – 2015

FOR

Theatre Arts

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 11:52:03 AM
**General**

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

   Theatre Arts

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

   William Clay

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

   Brad Weisberg Laura Lowry

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

   The theatre program has and continues to support students majoring in theatre and other subjects find and cultivate their artistic and academic talents and skills. We tend to get more students transferring than seeking AA degrees and offer them the space and environment to prepare for their next academic institution.

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

   Our program has been adversely impacted by the new streamlining of transfer degrees which tends to cut the arts out of the loop. Although our GE and IGETC courses still see relatively healthy enrollment our other courses delving deeper into the art are not likely to be taken by students who are not theatre majors. A streamlined program does not allow for students to find themselves? or try something out? and students attempting to do so are often counseled against it. In addition changes in regulation at the state level have simultaneously eliminated repeatability for performing arts and directed studies both of which are necessary to prepare students for transfer and mastery and made it both difficult and time consuming to revise courses and programs to address these changes. Both of these issues have cut into our enrollment and made it sometimes difficult to offer the courses that our theatre majors need to graduate. The emphasis on speed of passage coupled with unfortunately timed course cancellations creates an adverse environment for our students (while simultaneously providing the California taxpayer with assurance that his or her money is being spent responsibly). While value for money is the ultimate goal of the state educational system all of these problems are likely to continue.
**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/

6. **Is your program a CTE?** Click here to download the list of programs. If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   Yes

7. **Describe how your program meets documented labor market demand (note evidence used):**

   Although our program is listed as CTE it has not been in practice. We are currently putting together a board and working on completing the other steps to make the program functional.

8. **Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?**

   Foothill College that I know of but no data has been examined or analyzed yet.

9. **Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:**

   No data has been examined or analyzed yet.

**Closing the Loop**

Refer to your last full and update program review submissions (Click here to open your last program review submission).

10. **What progress has been made in implementing proposed actions and/or objectives described in your past program review?**
The revamping of the curriculum to accommodate the Theatre AA-T and revamp some of the AA degrees has progressed but is a very slow process. We have discontinued a few degrees that we rarely confer and are preparing for the Film/Video/Audio AA-T (one re-activation and half a dozen revisions). Currently we are focusing our course offerings on the students we have and how to best fulfill their degrees. Enrollment issues make this challenging: high-enrolled courses help efficiency but low-enrolled courses satisfy degree requirements. We still haven’t found a designer/builder to both design shows and teach theatre tech to our students. This is an ongoing quest and we will be revising our part-time pool listing to specify theatre design experience (99% of applicants specialize in acting or theatre appreciation/history). In order to get our Theatre Tech. CTE program moving we need to have someone in place.

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

Our enrollment is not good and hasn’t been for the past year but our efficiency has fallen into an acceptable range (given allowances for the current college-wide dip). We have also kept courses and shows going despite initial poor numbers and they have achieved expected minimum enrollment every time. Our students appreciate this because it doesn’t make them wait additional semesters to complete their degrees. The good news is that we are graduating and transferring a decent-sized group this semester so we must be doing something right.

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

Goals objectives and plans need to be examined on a semester by semester basis. For example: although we are stepping our Theatre lab/performance classes the process will not be completed by next semester but repeatability will be repealed this summer meaning that the TA 20 and 70 courses will have virtually no enrollment (and auditioning students will not be able to enroll). Since the Office of Instruction and Curriculum made this announcement after we scheduled the fall semester and the catalog went to press other courses cannot be scheduled in their places. But since this sort of situation is relatively common we are used to thinking on our feet (even if the institutional schedule suggests otherwise).

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

No
14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

Course outlines are never really up to date because curriculum requirements change like the weather. We are continually revamping courses to satisfy new requirements or to match CID descriptions (for AA-T degree inclusion). As previously mentioned TA 70 is being split into 8 sections (A-H) in order to allow 4 repetitions on each of our two stages. Since TA 20 was not included in the Theatre AA-T it will be de-activated. Film courses included in the new Film/Video AA-T will have to be revised in order to be included so their course outlines will include CID descriptors and any new arbitrary change imposed by the state. TA 40A-41B are also having their outlines updated and titles changed so that their numerical sequence makes sense; unfortunately they are being held up by 40A?s inclusion in an AA-T which prohibits it?s being revised for the time being.

15. How well do transfer and articulation agreements serve the needs of students in your program?

Well enough since we are transferring around 10-12 at the end of this semester. Also our IGETC courses for non-majors continue to be well-attended and seem to fit well with the new Ed plans that students are now required to follow.

Learning Outcomes

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

16. If no, please explain:

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

Since much of our program is practical many of the assessments require performance and demonstration of skills learned. These performances and demonstrations are where we see this success. Our students embrace these opportunities and put a great deal of themselves into them whether they are taking an acting class for the first or second time.
and doing their "Rock Star" routine (final for 41A/40B) or enrolled in one of the shows (20 & 70) and performing for two hours on seven different nights. Success is always much sweeter in front of an audience.

18. 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)

Focus on needed degree classes scheduled in a way to maximize enrollment and student access. Continue revising curriculum to fit into degrees that will attract new students or work better for students we have. Continue pedagogical shift into more interactive and project-based learning to address post-millennial learning styles. Offer more opportunities for performance and skill/talent showcasing. Create more cross-class collaborations (ex. TA 007 + 005). Maximize monetary requests for teaching/learning technology to put more functional and up-to-date equipment in more students’ hands.

19. 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.)

Our program requires institutional support not necessarily additional resources but an effort by the college to understand how it does and doesn’t fit into current institutional learning schemes. The students we do have are committed and driven to refine their craft but the current institutional model isn’t really conducive to that. A student who gets a class cancelled out from under him/her can’t be expected to succeed in a substitute class that they didn’t really want to take. A student who runs into enrollment hurdles (TA 20 & 70) might opt not to sign up for the class they have been told for whatever reason they cannot or should not take. Theatre like most other arts is not efficient. But efficiency is not the same thing as success. Sometimes the two are mutually exclusive.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The results more or less fit into institutional norms (women do better than men African-American and Latino Men fare the worst) which is not necessarily a good thing but at least we know that it is a continuing problem and can address it. The inequity though is relatively low across most age groups and in some cases contrary to norms by a degree or two (young men doing slightly better than women).
21. What measurable goals have or will be set by the program to address differences in student equity?

We currently explore culturally-specific and politically charged pieces in both theatre and film classes and conduct in-class group and writing assignments specifically about them. This at least on an anecdotal level seems to have positive outcomes (our students are engaged and enjoy it). Our assignments do allow us to measure the tangible data (success etc.) and once we have a large enough data set we can compare it to the college-wide numbers. The emphasis on Student Equity is an important consideration but it is still in its infancy - it is a process and we will continue to refine it.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

Our program strives to examine and explore other cultures in our coursework and exercises to bring all voices into the conversation. Students are encouraged and in some cases required to do work that is true to their cultural heritage (actors and writers must be comfortable in their own skins before trying on others). In addition we keep our doors and minds open to help our students through personal problems (which may or may not have to do with specific equity issues) that can prevent them from succeeding in our classes.

23. What institutional support does the program need to implement its strategies to address differences student equity?

Although our coursework has engaged students and allowed them to discuss otherwise problematic issues it does not directly address the cultural and socio-economic problems that the students may be struggling through themselves (ex: 2 hour bus rides from East Palo Alto full-time jobs with inflexible schedules). Some of the difficulties in just getting to and staying in school will need to be addressed by Student Services. Once the students are in our classes we will do our best to create an environment that makes them want to stay despite any external difficulties and direct them to the proper entities which may provide them with additional support.

Conclusions

24. Describe any notable accomplishments since the last program review:
Our program continues to evolve since the last chair stepped down. We faced (and continue to face) numerous personnel challenges and an overall shift of the department?s identity. We now seem to have a lot of that under control: a repaired relationship with the Music and Dance departments scheduled play seasons a new emphasis on degree completion courses getting curriculum up to date. We made the shows late start which mitigates the PGC?s confusion as to why those courses always start with zero students. We are also actively working on our CTE program in Theatre technology which once in place will pay large dividends to the department and our students. Many of these processes are long-term and far from completed but the progress is very encouraging. The current enrollment valley and the push for efficiency over retention and success creates scheduling challenges that we are facing as successfully as we are able. We also are having trouble getting enough students to audition for our shows getting the students who do audition to register for the shows and getting the college to understand what an audition entails and how long it takes. The dip in student interest in extra-curricular events and its effects on our play audience size also challenges our ability to generate revenue (to match what the college gives us at the start of each fiscal year).

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

Our program?s primary strengths lie in our students and instructors; allowing them both to reach their full potential is our primary goal and challenge. Being able to offer the classes that our students need is continually a challenge but we do our best and work with what we have. We do the same with the instructors we have who at present are not all of the instructors we need ? we pull together to make it work. We are a small and tight group and we should probably be larger (enrollment and staff) but we embrace the reality of the situation adapt and change when necessary to ensure our students? success. The current enrollment valley and the push for efficiency over retention and success creates scheduling challenges that we are facing as successfully as we are able. We also are having trouble getting enough students to audition for our shows getting the students who do audition to register for the shows and getting the college to understand what an audition entails and how long it takes. The dip in student interest in extra-curricular events and its effects on our play audience size also challenges our ability to generate revenue (to match what the college gives us at the start of each fiscal year).

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Women and Gender Studies

SELF-STUDY SURVEY INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 6:52:17 PM
1. **What is the name of your program?**

Women and Gender Studies

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

Julie Maia

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

Leigh Burrill Rebecca Cisneros

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

The WGS Program fulfills the college's mission by providing transfer courses that help students develop critical thinking skills, information competency skills, and appreciation of the arts and humanities. Our courses help students become aware of social constructs such as gender, race, and class that affect an individual's sense of self and life opportunities. In addition, our program promotes dialog on the responsibilities of the individual in local and global communities. By encouraging awareness of diversity on both the local and global levels, the WGS Program enhances the college's commitments to student equity, success, and academic excellence.

5. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
State Regulations: The Student Success Act has had a strong impact on enrollment in our courses. Because students face pressure to choose a path as soon as they enroll in college the students enrolled in WGS courses seem quite knowledgeable about and committed to the field. We are however concerned that the SSA discourages students from experimenting with new ideas discovering new interests and developing new talents and strengths.

Advisory Boards: Although WGS does not have a formal advisory board we maintain ties with numerous national and local organizations such as the National Women's Studies Association; the Clayman Institute for Gender Research at Stanford University; and WMST-L an international Women's Studies listserv maintained by the University of Maryland Baltimore. Through these organizations WGS instructors keep abreast of current scholarship in our rapidly changing interdisciplinary field.

**CTE Labor Market**

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at

[http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/)

6. **Is your program a CTE?** [Click here to download the list of programs.](http://wvcapture.westvalley.edu/presentations/labor-market-workshop_112414/) If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

   No
7. Describe how your program meets documented labor market demand (note evidence used):

N/A

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

N/A

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

N/A

Closing the Loop

Refer to your last full and update program review submissions (Click here to open your last program review submission).

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

<p style="margin-left:.25in">1. Student Performance: We have successfully worked with the Global Citizenship Committee on a number of projects including the upcoming Third Annual Global Gender Forum: &ldquo;The F-Word&amp;rdquo; Gender in a Global Context. &lt;p style="margin-left:.25in">2. Curriculum Improvements: Due to declining enrollments District-wide we have delayed the launch of a new course WGS 4: Women in World Cultures from Prehistory to 1500 CE. We will take this step as soon as overall enrollment patterns improve. &lt;p style="margin-left:.25in">3. Learning Outcomes: We have not been able to work with a Research Analyst because this position has been unfilled for most of the current year.

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

<p style="font-family:"Times New Roman"; font-size:12.0pt; text-align:justify;">1. Student Performance: We have successfully worked with the Global Citizenship Committee on a number of projects including the upcoming Third Annual Global Gender Forum: &ldquo;The F-Word&amp;rdquo; Gender in a Global Context. &lt;p style="font-family:"Times New Roman"; font-size:12.0pt; text-align:justify;">2. Curriculum Improvements: Due to declining enrollments District-wide we have delayed the launch of a new course WGS 4: Women in World Cultures from Prehistory to 1500 CE. We will take this step as soon as overall enrollment patterns improve. &lt;p style="font-family:"Times New Roman"; font-size:12.0pt; text-align:justify;">3. Learning Outcomes: We have not been able to work with a Research Analyst because this position has been unfilled for most of the current year.
1. Student Performance: We will gather qualitative responses from students who attend the Third Annual Global Gender Forum to assist us in determining the impact of this innovative program on student learning.

2. Curriculum Improvements: Adhering to PGC guidelines we have monitored enrollment closely with the result of an increase in efficiency so that we are exceeding our efficiency goal and are above 520 efficiency. Our concern is that the current emphasis on efficiency inhibits programs from launching new courses or trying to offer courses outside of prime-time hours. We conclude that the focus on efficiency inhibits innovative programming across the college.

3. Learning Outcomes: We are eager to work with the newly hired Research Analyst on developing a method for gathering data on student performance in cross-listed courses in the program.

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

Goals for 2015-2016:

1. Work with DCC/PGC on developing means of encouraging and rewarding (or at least not penalizing) innovative programming.

2. Continue to work with the Global Education Committee to keep pace with a rapidly changing global academic consciousness. The Women and Gender Studies Program is one of the few interdisciplinary programs on the college campus and also one of the only programs that is closely aligned with the Global Citizenship Committee and its commitment to innovating new perspectives; and curriculum and degree programs as well; to keep students aware, competent and competitive on a diverse global scale.

3. Continue to serve as the campus's primary source of visibility and empowerment for the gender and sexuality diverse (LGBTIQAP) community and continue to build awareness, acceptance, and celebration of our queer students and communities among the campus community. The WGS Program is the only program on campus currently actively teaching Queer Theory and courses in various disciplines with a Queer Studies/Queer Theory approach. This means that the majority of queer-identified students; and this includes gay lesbian bisexual transgender queer questioning intersex asexual and pansexual-identified students; find support and personal empowerment in our courses. These are students who are often disenfranchised from their families, religions, and peer groups and who are at greater risk for suicide and psychological challenges. Finding personal individual support and
empowerment in the WGS Program can have a lifelong impact on our students and makes West Valley College a safe space for EVERYONE in our gloriously diverse population.

4. Remain committed to continuing with the annual Global Gender Forum and expand campus-wide events supported by the WGS Program in order to continue to promote awareness of the queer community on campus. We hope to inspire students to start up the GSA (Gay-Straight Alliance) and/or Empowerment Women’s Studies clubs!

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):

N/A

15. How well do transfer and articulation agreements serve the needs of students in your program?

Because of Freba Cognetta's diligent work all WGS core courses have been approved to meet IGETC and CSU GE areas. However we have been waiting for over two years for the State to approve our revised AA degree. Many students have expressed frustration over this slow approval process (which prevents them from counting WGS 3 as a core course for the AA degree). In addition because the catalog information does not sync (e.g. courses with AA requirements) students are confused about how to complete the WGS AA. We anticipate an increase in the number of AA degrees awarded as soon as the State approval comes through.

Learning Outcomes

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
16. If no, please explain:

According to the Master Schedule three courses are due for assessment this semester (SP 2015): WGS 001, 002, and 004A. We cancelled WGS 001 in order to improve efficiency and we have not offered WGS 004A (see answer to question 6). Therefore we will only a

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

The PLO assessment process resulted in a complete revision of the AA degree and the addition of new courses to meet our PLOs. Students have responded to WGS 003 (one of these new courses) enthusiastically: The course has had high enrollment during both terms when it was offered even with the declining enrollment campus-wide and has increased interest in the WGS courses and AA. PLO assessments have also informed our instituting of the annual Global Gender Forum which showcases our students’ outstanding research on gender issues. The forum continues to be very well-attended and to draw interest in the WGS courses and programs thanks to exceptional students and their dynamic presentations!

18. 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)

1. Pedagogy: Three instructors who teach our core courses have attended OnCourse workshops and conferences which emphasize the use of student-centered active learning techniques in the classroom. These professional development opportunities have renewed our commitment to student-centered instructional methods such as workshops team projects seminar discussions experiential exercises personal reflection journals and community service learning. We continue to incorporate field observations interviews surveys media analyses and/or experiments as well as traditional library research into our research assignments. The program also encourages instructors to adopt flexible methodologies that accommodate different learning styles through field trips; media presentations using film video sound recordings and multimedia devices; lectures; and presentations by guest lecturers. The WGS program is working to insure WGS courses are offered at diverse times of day and in various formats (e.g. online and hybrid formats) to increase students’ access to our courses. 2. Curriculum: With guidance from the Stanford Human Rights Education Initiative (SHREI) we have incorporated Human Rights Education into WGS core courses and elective courses cross-listed with the English Department. Classroom Assessment Techniques (CATs) administered in WGS 002 indicate that these additions have significantly improved students’ understanding of the historical and global contexts of gender issues.
19. 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.)

Basic Skills instruction is crucial for student success college-wide. We urge the College to continue to support the Writing Center as a vital element of campus-wide initiatives to address students' needs for Basic Skills instruction which the Student Equity Plan also emphasizes.

The WVC Library's databases and web pages with information on how to access library resources as well as how to document research using various different scholarly guidelines (e.g. APA MLA) are quite helpful to students conducting research in the WGS program. We encourage the college to continue to promote the advancement of research and information literacy through support of the library and its resources &ndash; from web databases and resources to audio-visual and print materials to a well-staffed library as a center for scholarly life on campus.

By sponsoring guest speakers forums events and presentations the Global Citizenship Center has provided excellent opportunities for WGS to learn about gender and sexual diversity issues around the world. We encourage the college to continue to support the activities of the Global Citizenship Center.

Faculty involved in interdisciplinary work need more staff development opportunities focused on cross-disciplinary knowledge and interdisciplinary methodologies. Faculty also need training in implementing student-centered teaching methods.

When the college dismantled the Educational Transition Re-Entry program it removed support and resources for low-income students such as single parents displaced homemakers working-poor students and veterans. The college needs to find new ways helping these students achieve their educational goals.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program's student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.
21. What measurable goals have or will be set by the program to address differences in student equity?

The College has not compiled student equity data for the WGS Program (none appears in the Resources folder on Angel). Therefore we cannot complete this section.

22. What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?

The College has not compiled student equity data for the WGS Program (none appears in the Resources folder on Angel). Therefore we cannot complete this section.

23. What institutional support does the program need to implement its strategies to address differences student equity?

The College has not compiled student equity data for the WGS Program (none appears in the Resources folder on Angel). Therefore we cannot complete this section.

Conclusions

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

The WGS Program continues to increase and promote awareness in the area of sexuality and gender diversity through a growing array of course offerings and an evolving AA program that focuses on gender in the global context and via the successful and growing Global Gender Forum. Our contact with the Stanford Human Rights Education Initiative (SHREI) has had an invigorating effect on our courses. One of our core faculty Julie Maia received a year-long SHREI fellowship that enabled her to study gender and human rights issues in a global context with experts at Stanford University. During her fellowship year she developed Human Rights Education curriculum specifically for WGS programs; her work was published by Stanford on the SHREI website and distributed throughout California at faculty development workshops.
25. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

PROGRAM STRENGTHS: <ol type="1" start="1" style="margin-top:0in">
<li>Excellent faculty: The WGS Program draws strength from its dedicated faculty— instructors who bring a passion for gender studies and the intellectual rigor of feminist scholarship to the various disciplines encompassed by the program.</li>
<li>Cross-disciplinary connections: The interdisciplinary nature of the field makes it one of the most intellectually stimulating initiatives at WVC. Students and faculty alike learn to use concepts and methods from different fields to pursue ideas across disciplinary boundaries.</li>
<li>Historical Pride of Place: This year the WGS Program celebrates its 40th birthday as the first AA degree program in California.</li>
<li>Community involvement: Through our courses and community events we promote dialogue about social justice issues within our community our country and our world.</li>
</ol>

CHALLENGES: <ol type="1" start="1" style="margin-top:0in">
<li>The greatest problem facing the WGS Program is awaiting state approval of the WGS AA which continues to create confusion for students interested in our courses and the AA and has led to declines in enrollment over the past two years since we’ve been awaiting approval (we’ve gone from offering three well-enrolled courses per semester to one course this semester and last semester).</li>
<li>As we emphasized in our last program review we feel strongly that the erosion of shared decision-making is the most pressing problem confronting all programs and departments at this time. The reduction of department chair assigned time has burdened faculty to the detriment of the entire college community. We urge everyone reading this document to embrace the challenge of restoring meaningful shared decision-making to our college. As we adjust to the new environment created by our designation as a Community Support district we face opportunities to embrace innovation and to reaffirm the principles of shared decision-making based on mutual respect.</li>
</ol>

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

World Languages

SELF-STUDY SURVEY
INSTRUCTIONAL UPDATE

Submitted on: 4/12/2015 11:45:33 AM
General

1. What is the name of your program?
   World Languages

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

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

4. How does the program contribute to the fulfillment of the College mission? (Click here for the College mission statement)
   Along with WVC as a whole the WL Department has its number one priority as student learning and success. To achieve West Valley’s mission WL Department provides AA degrees in French and Spanish AAT degree in Spanish and courses in lower division language arts with full transferability through articulation agreements to UCs and CSUs. We also strive to provide a variety of culturally enriching experiences that embrace the diversity of the college and the greater community. The courses offered by the Department contribute to the general education of an individual develop critical thinking written and oral communication skills cross-cultural appreciation and a meaningful awareness of the responsibilities which are required by global citizenship.

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

CTE Labor Market

Note: If you need help in acquiring Labor Market data, or if you need help in looking at Labor Market data, please contact Brad Weisberg at Bradley.Weisberg@westvalley.edu. You may also view the video from a recent workshop conducted by John Carrese at WVC regarding labor market data. You may view the recording at
6. Is your program a CTE? **Click here to download the list of programs.** If your program is on the list, please select “YES” and answer the next three questions. If your program does not appear on the list, please select “NO” and skip to Question 10.

No

7. Describe how your program meets documented labor market demand (note evidence used):

8. Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?

9. Please analyze available evidence of the program's demonstrated effectiveness as measured by students’ successful completion of the program and job attainment in the field:

Closing the Loop

Refer to your last full and update program review submissions (**Click here to open your last program review submission**).

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

WL Department continues to work tirelessly creatively and effectively in order to achieve the PGC approved Annual Plan goals for efficiency and FTES by analyzing and shaping the schedule each semester. We are offering new/pilot courses (Fast French 1A and 1B) and cancelling low-enrolled sections. We have reduced the number of Spanish sections offered from five to two. A full-time instructor in Spanish and Italian has been hired to the faculty in fall 2014 which brought the total number of faculty in the department to two. The Department curricula have been updated on Curricunet: AAT in Spanish has been submitted for State approval; German 11A; Directed Studies courses deactivation. All SLOs assessments are current and up-to-date. The Department actively improves our marketing strategy to increase diverse student enrollment. During the Open House on March 21 2015 the Department presented a teaching demonstration highlighting the high quality courses and programs offered. We have dedicated time in Department meetings to discuss pedagogical improvements new ideas and successful methods and new course materials. A special training has been conducted to prepare all faculty to a new online
platform used by the publisher. Department members attended and presented at a Conference. The Department has introduced a partnership with Leigh High School where we offer an ASL course which has been successful in addition to our coordinated global citizenship initiatives between the two institutions.

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

As a result of the aforementioned changes the efficiency of the WL Department as of 4/2/15 is 443 which represents 96.1% of the plan and the highest in the Language Arts Division. This was made possible by the implementation of new scheduling initiatives resulting in the reduction of the FTEF by 36%. A Tenure Review Committee has been established and the new faculty member is appraised according to the contract. However since this is her first year she will only be able to contribute to the Department’s tasks starting in the next academic year (Fall 2015). We are actively marketing among our Spanish students the high prospects of an AAT Degree in Spanish which we expect will increase enrollment in Spanish courses. German 11A is now offered as an online laboratory course. Faculty in the Department are undergoing rigorous training to prepare a new teaching workflow through a new online platform.

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

The Department discovered the need to continue to develop our associate pool and to find qualified instructors for several of the languages that we offer. Our cooperation with Leigh High School where we offer ASL courses has been noted by other institutions as Saratoga High School is conveying a strong interest in offering ASL courses on their campus. In order to develop this new partnership we will be seeking more resources including but not limited to faculty and FTEF.

Curriculum and Articulation

13. Are all of the program's course outlines up to date? (CTE course outlines need to be updated every two years, non-CTE course outlines need to be updated every five years)

Yes

14. If any of the program's course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2015 (list by course):
The Department continually reviews the course outlines and is in constant communication with the Language Arts Curriculum Committee representative to ensure that the course outlines are consistently up-to-date.

15. How well do transfer and articulation agreements serve the needs of students in your program?

All courses taught are fully transferable to UC and CSU programs through our AA and AAT degrees as well as lower division language arts via our articulated agreements with these institutions. All of the WL courses are included in AAT English.

Learning Outcomes

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

16. If no, please explain:

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

All courses have been assessed according to the schedule. The SLO assessment findings did not indicate a need for improved measures in this PR cycle. Thus the Department is highly satisfied by the success and progress of our student population.

18. 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 WL Department is committed to offering more advanced courses in Spanish and Italian such as Spanish 3A and 3B and Italian 2A and 2B encouraging students to progress through a sequence of the language study and to obtain an AAT in Spanish. In an effort to go ?paperless? throughout the Department faculty will now provide course materials in course ?shells? on Angel. Spanish and French language faculty will undergo training for the new 3.0 online platform. The Department is also dedicated to continue SLOs assessments and implement changes as necessary promptly. Furthermore the
Department will cooperate with the Global Citizenship Committee to organize and encourage student participation in the conference in fall 2015.

19. 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.)

Due to reduced faculty membership in the WL Department each individual faculty member has experienced more work per person. Out of two faculty in the Department one is in her first year of instruction and is currently on maternity leave so there is only one remaining faculty member responsible for all Department functions and programs. Consequently there is neither additional time nor resources necessary to research and develop curricular improvements. The Department adamantly needs more faculty to share the weight of these responsibilities and to sustain the livelihood of the WL programs. The Department is highly dedicated to applying for new hires in the coming academic year. All language programs greatly suffered this year due to the unavailability of tutoring services. We have received multiple strong requests to re-instate this student support service. The Department needs significant improvements to financial support for our faculty to attend professional development courses and conferences. The WL Department is also continually seeking richer marketing resources for the newly developed Fast French courses and the AAT Spanish degree.

Student Equity

Open the Student Equity Report from the Resources folder in ANGEL to view your program’s student equity data. Analyze your program's student equity data for the following four categories: Course Completion, Course Success, GPA, and Program Completion.

20. Identify any differences in student equity in the program.

The GPAs Course Completion and Course Success rates among the various categories analyzed in the Student Equity Report are overall not statistically different in their individual comparisons. However what is most notable is that in the 2014SU term the Course Completion and Course Success rates are at their highest in the previous three academic years. The biggest achievement in the WL Department is that the number of attained degrees has significantly risen in Spanish. The Spanish language program has doubled the number of degrees achieved by its students in 2014SP in comparison to the full 2012 academic year. This indicates that our student population conveys a strong initiative to excel in the program and to continue their education beyond their WVC careers.
21. **What measurable goals have or will be set by the program to address differences in student equity?**

Based on the data the Summer Sessions demonstrate the highest Course Completion and Course Success rates which could be attributed to the higher frequency of interactions and compressed schedules designed by the Summer Session courses. The WL Department will reflect on innovative strategies to ensure consistent rates throughout all semesters.

22. **What program level strategies will be employed to meet the program’s goals in addressing differences in student equity?**

Strategies to ensure consistent rates of Course Completion and Course Success throughout all semesters is to advance our marketing strategies of AA and AAT degrees and student support and to collaborate with counselors to promote seeking these degrees. Furthermore the WL Department will strive to ensure State support of the AAT Spanish degree which has demonstrated significant progress in recent semesters.

23. **What institutional support does the program need to implement its strategies to address differences student equity?**

Per the Age category in the Report the younger demographics of the student population who are new to the WVC environment and experience would require greater resources to facilitate their integration into the programs and ensure consistent Course Completion and Course Success rates as well as high GPAs.

**Conclusions**

24. **Describe any notable accomplishments since the last program review:**

WL Department continues to work tirelessly creatively and effectively in order to achieve the PGC approved Annual Plan goals for efficiency and FTES by analyzing and shaping the schedule each semester. We are offering new/pilot courses (Fast French 1A and 1B) and cancelling low-enrolled sections. We have reduced the number of Spanish sections offered from five to two. A full-time instructor in Spanish and Italian has been hired to the faculty in fall 2014 which brought the total number of faculty in the department to two. The Department curricula have been updated on Curricunet: German 11A Directed Studies courses deactivation. All SLOs assessments are current and up-to-date. The Department actively improves our marketing strategy to increase diverse student enrollment. During the Open House on March 21 2015 the Department presented a teaching demonstration highlighting the high quality courses and programs offered. We have dedicated time in department meetings to discuss pedagogical improvements new
ideas and successful methods and new course materials. A special training has been conducted to prepare all faculty to a new platform used by the publisher. Department members attended and presented at a ABEAI Conference OnCourse. In the 2014SU term the Course Completion and Course Success rates are at their highest in the previous three academic years. The Spanish language program has doubled the number of degrees achieved by its students in 2014SP in comparison to the full 2012 academic year.

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

The Department seeks to expand program marketing and to cooperate with the Business Department. Our faculty will continue their Professional Development goals by attending conferences undergoing trainings and participating in OnCourse. We actively and continually evaluate our strategies to improve retention and student success.

26. Please enter the date on which you submitted this program review Self-Study (be sure to click submit when you are done):

April 12 2015