PROGRAM REVIEW
2014 – 2015
SUBMISSIONS

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

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

Admissions and Records
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SUCCESS
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Veteran Resource Center
West Valley College ISP-International Student Program
PROGRAM REVIEW
2014 – 2015

FOR

Admissions and Records

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 7:32:55 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

   Admissions and Records

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

   Maritza Cantarero

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

   Barbara Ogilvie - Assistant Director - Admissions and Records Victoria Hindes - VP of Student Services

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

   The Admissions and Records team is the backbone of the college mission. The Office is responsible for all items from application to graduation pertaining to a student’s record. This includes application MIS data elements ensuring completion of matriculation steps registration prerequisite enforcement registration rules residency records transcripts petitions degree audit graduation evaluation grades athletic eligibility cashiering 320 reporting for the college and ensuring that the college continues to abide by all relevant Title 5 and Education Code standards. In addition to the myriad of needs and requests received from former students concerning proof of graduation and transcripts the office receives a continuous stream of inquiries from potential students and the community. By providing all services listed above the A&R office is a big component on contributing to the College mission by supporting students to reach their educational goal.

5. **Which College programs or shared governance groups rely on your services?**

   The Admissions & Records Office serves the entire campus community which includes past present and future students faculty staff and college administrators.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
Most of the external influences relate to the new state mandates reduction of staff and changes in technology. All of the external influences require extensive training and current Title 5 and Ed Code knowledge. State Mandates - SB1456 and the Student Success Task Force recommendations. Enrollment Priority requirements started in Fall 2014 and during the set up and communication to students multiple individual interpretations of the state mandates made the process a very challenging process to implement. Additionally the recent re-classification of the A&R staff to Student Enrollment and Financial Services Advisor necessitates the proper training of the staff in different functions within the A&R office but also in functions in the Financial Aid Office. This presents a challenging tasks given the fact that many of the practices that could be automated still demand heavy human interaction and very close attention to detail to ensure proper processing. This does not permit the time needed to perform cross-training. The A&R staff is heavily impacted by in-person students requests during different times of the year due to the nature of the application and registration cycles. As of today both offices A&R and FA are required to extend hours of service on Fridays: 9:00 ? 4:00 leaving no room for any ongoing training. The lack of proper IS support adds to the burden of troubleshooting a system that has not been properly set up and thus fails on performing as expected. IS support is a vital component for the proper functioning of A&R: applications need to be processed on a timely manner on time file submission to the Clearinghouse responses to Clearinghouse error reports residency determination date assignments for registration Degree Audit clean up etc.

**Closing the Loop**

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

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

The frequently asked question (FAQ) list has been revamped to address recent changes. Ongoing communication to faculty at the beginning of the term and as needed during the semester seems to be working. The WVC Portal has been updated to reflect priority registration dates assigned to specific groups at the time the registration process starts.

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

The FAQs have helped students to understand the process of priority registration and how to meet the 3SP requirements diminishing the number of questions received via phone/e-mail/in-person. The WVC portal has assisted and improved communication with students; they use the portal as the first step to register; review their FA information to make payments and to update personal information. This is a more efficient and timely access to updated information and services.
9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Since both departments FA and A&R are under one management it is important to address the following: To establish hours of service that are conducive to efficiently provide students with the services that are needed to ensure academic success. There are many processes that need to be performed besides serving students at the front counter: e-transcripts evaluation of transcripts certification of degrees troubleshooting application issues daily reconciliations preparation of deposits third party billing tracking and reviewing financial aid forms completing financial aid files processing FA Appeals Student loan requests Federal Work Study contracts correction of Clearinghouse errors submission of federal and state reports and many other activities that are part of the daily work flow. Current hours of service do not allow any time to do cross-training or time to look for a more efficient way to perform these tasks. Explore the possibility of developing online fillable forms.

Learning Outcomes

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

Yes

11. If no, please explain:

nnn

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

- Students are now proficient in the use of the WVC Portal to register to pay for fees and to buy parking permits. - E-transcripts requests continues to be a very busy website processing daily requests and mailing them out within 24 hours (except on weeke

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)
14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

IS support to better utilize technology to address students’ needs: online fillable forms? work flow implementation. If Banner is implemented as a new ERP system? Proper support staff will be needed to ensure FA staff receives required training.

Conclusions

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

- Office is now fully staffed? an Enrollment and Financial Services Advisor? this last position is a ?hybrid position? that also has the responsibility of assisting the Records Office? A&R area and the Veterans Department in FA. - The re-organization o

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

A&R continues to support students via outstanding customer service. Continues to inform the college community of the numerous changes being made due to the Student Success Act. Challenges: Ongoing state mandates; need proper support from IS to implement updates in a timely fashion.

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

41515
PROGRAM REVIEW
2014 – 2015

FOR

Assessment

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 6:50:08 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

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

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

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

   The placement testing process supports student success by ensuring that students are appropriately placed into basic skills or transfer level courses in ESL English math and reading. The reading placement test also determines whether a student meets reading proficiency for the AA/AS degree. Assessment maintains ongoing relationships with the academic departments using placement tests to ensure that the tests in use are meeting department and student needs. By supporting the use of the MBTI personality inventory and the STRONG career inventory in counseling and career courses assessment provides additional support for student success.

5. **Which College programs or shared governance groups rely on your services?**
   
   Admissions and Records Outreach Counseling Instructional programs: English Reading Mathematics and ESL.

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

   The Student Success Act of 2012 requires all incoming students by 2014 to complete assessment in the areas of computational and language skills and readiness for college. In addition the Act authorizes the State to develop a Common Assessment instrument intended to be used by all community colleges. Once released WVC will adopt that common
instrument as SSSP funding will be tied to the use of the Common Assessment. Phase-in of the Common Assessment is expected to begin in Spring 2016. Assessment is also required to evaluate its English reading and math placement processes for both consequential validity and disproportionate impact. The ESL Holistic Essay as a locally developed test must go through an additional re-approval processes. Accreditation also requires validation of placement processes.

**Closing the Loop**

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

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

   ACCUPLACER was implemented in January 2014 for English reading and math course placements. Testing was delivered on campus and in local high schools participating in the EA program in Spring 2014. The transition was expedited by the staff in Assessment Counseling Outreach and IS. Prior to implementation the English reading and math departments set cuts scores and multiple measures for the placement schemes. The majority of students now make appointments for placement testing online. The ACCUPLACER voucher system for registrations was adopted and has streamlined the testing process. ESL continues to use paper-and-pencil testing with the CELSA and Holistic Essay. The classified assessment position was reevaluated and the position was revised to Educational Testing and Technical Specialist to reflect the additional skill requirements and duties. There was a new hire into that position in February 2015. Assessment continues to accommodate students in the DSPS program in conjunction with testing delivered in the Disability Resource Center. Additional testing hours are also scheduled. ACCUPLACER placement data from 1/1/2014 to 12/30/2014 was compiled for English reading and math and the data was distributed to the respective academic departments administration and counseling. The data included comparisons to placements from the previous testing instruments. See file Assessment-ACCUPLACER Placements. Consequential validation judgments about accuracy placements were submitted by the reading department in Spring 2015. Analyses of the results indicated that the 75% standard for accuracy of placements was met by both the faculty judgments and the student judgments for READ 53 and READ 961. Judgments for READ 960 placements were in the 60% range however judgments were made for under 10 students. More data needs to be compiled for that course. See file Assessment-Reading Validation.

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

   Despite the lack of a dedicated assessment center testing is meeting the needs of prospective students. The total number of students tested was over 2 000. See file Assessment-
ACCUPLACER Placements Since the ACCUPLACER tests are adaptive most students complete testing in less time than with previous tests (even though the tests are untimed) answering fewer questions. Using the voucher system has reduced the time needed to set up the computers prior to starting the actual test administrations. The online registration system is effective with the majority of students using it. The departments of English reading and math reviewed the course placement data. Math revised its placement scheme to address the smaller percentage of students eligible for MATH 10. The departments commented that the data was useful for scheduling course sections. Reading is evaluating the consequential validation data to determine if their placement schemes need to be revised.

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

Consequential validation of ACCUPLACER for English and math will be conducted in Fall 2015. It is presumed that the curriculum standards for the Common Assessment will be completed in Spring 2015 and piloting will occur in selected community colleges prior to Spring 2016. Once the Common Assessment is released for use by WVC the academic departments of English reading ESL and math will have to set cut scores and multiple measures for each of their courses. That process will required extensive faculty participation. Staff will also need to be involved in setting up the testing systems using the placement schemes and in working with IS for uploading the scores into the DATATEL (or new ERP). The CCCCO may provide funds for training and implementation.

Learning Outcomes

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

Yes

11. If no, please explain:

Assessment submitted PLO assessment from Fall 2014. Outcomes assessment will be conducted again in Fall 2015.

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

Students indicated in the past assessment survey that they understood their placement results and how to access their scores in the portal if they lose their printouts. That is important for students to register into appropriate courses. Also when students understand what their
placements mean in the context of the sequence of courses in English ESL reading and math they are more likely to reach their academic and personal goals. In line with the ILOs students demonstrate Personal Responsibility for understanding the role of placement testing in their academic planning by knowing the courses they are eligible to take based on their placement results and by accessing their results in student portal.

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

Assessment is distributing new handouts of WVC Portal screen shots for retrieving placement information and of course patterns in English readings ESL and math. These revised materials should ensure students continue to understand their placements (in line the PLO) and improve their success.

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

It is anticipated that the new Student Services building will include a dedicated Assessment Center. The interface between the ACCUPLACER system and Colleague is not always stable. There are times when the placements do not get uploaded. District IS is responsible for this process. When uploads do not occur students cannot find their placements if they lose their paperwork from the testing session. Also counselors can not advise students if they can not access student scores in the system.

**Conclusions**

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

Because of the complexities involved in implementing and maintaining online placement testing Assessment is benefiting from the upgrade in the classified position. The transition with the new Specialist has gone smoothly. Implementing ACCUPLACER has streamlined the placement testing for English reading and math. Data collection and analyses has provided departments with data they need to review course placement patterns schedule appropriate numbers of course sections and possibly revise placement schemes. Test preparation resources are on the Assessment website for students to access in preparation for their placement testing. These materials can help students review their skills and perhaps improve their course placements. Academic honesty and testing integrity are important to WVC. Assessment has incorporated stronger security measures and ensures that trained professional staff administer the tests.
16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Assessment continues to meet the needs of students and academic departments by delivering appropriate and validated placement tests. Assessment continues to fulfill all State and accreditation requirements. The major challenge will be implementing the Common Assessment once it is released for use by WVC. Stable uploading of the student placements into Colleague remains a concern.

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

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

CalWORKs

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/17/2015 2:58:50 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?

CalWORKs

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

Mae Conroy

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

Marta Mora Evans

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

Transfer Preparation. CalWORKs provides support for 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. CalWORKs provide skills and knowledge responsive to current needs of business technology and the allied professional fields. General Education CalWORKs students are also general education students at West Valley College they successfully complete courses that 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. Pre-Collegiate Basic Skills at least half of all CalWORKs students are returning to college as adults they enroll in courses which prepare students for college level reading written and oral communication and mathematics. Economic Development CalWORKs is a program which advances California's economic growth and global competitiveness and contribute to the region's continuous work force improvement. Students all have a current Welfare to Work agreement with Santa Clara County. The driving force behind the program is economic self sufficiency and increase ability to earn a living wage. Student Services CalWORKs is a counseling programs 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. Skills of the CalWORKs program include critical thinking and information literacy Effective communication Personal responsibility Social responsibility Global awareness and diversity Creative problem solving
5. **Which College programs or shared governance groups rely on your services?**

Students at the college who qualify for CalWORKs services county CalWORKs eligibility. We are housed in Workforce Development as we are a welfare to work program and are an economic development program of the CCCCO.

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

California Community College Chancellor's Office CalWORKs Program TANF Santa Clara County Department of Social Services Santa Clara County Department of Employment Services South Bay Regional Consortium Student Success Basic Skills.

**Closing the Loop**

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

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

The actions suggested in the last program review were that CalWORKs will fully support the development and implementation of a robust non credit program of the college to prepare the students who are not accurately or adequately prepared to enter a credit based course. The goal of creation of a .5 unit CalWORKs counseling course was met. The section number was attained and the course was offered. Due to minimum enrollment numbers for Spring 2014 the course was cancelled. A cohort of new students will need to number 20 in order to offer the course in the future. There was not the ability to meet the enrollment requirement for the course. The students received the information but not as a counseling course.

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

The impact is that students will not benefit from the counseling course as long as minimum enrollment numbers are in place. The basic skills courses referenced above are slated for curriculum approval and implementation in the next semester.

9. **Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:**
The program does need to work closely with Basic Skills and make plans for new non credit courses to support CalWORKs students.

**Learning Outcomes**

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

Yes

11. If no, please explain:

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

    CalWORKs students continue to be highly successful with one of our students a Board Trustee and a public advocate and participant in AB 86.

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

    The non credit supportive courses and options for CalWORKs students need to be planned as part of student experience by the counselor and the director of the program.

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

    The temporary location of Career Programs has made the program environment challenging as there is no central location for students to gather and support one another. The current building that will house CalWORKs will provide such an environment.

**Conclusions**

15. Describe any notable accomplishments since the last program review:
Despite the economic conditions and a reduction of CalWORKs students statewide West Valley CalWORKs continues to have a vibrant and supportive program. Students continue to succeed in academics with higher than average gpa and access the supportive services that they depend on to successfully complete their academic and vocational goals.

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

The challenges are the low numbers of CalWORKs eligible students statewide and at the college. The strengths are the counselor of the program and the dedicated services that are resulting in high success in grade point averages certifications and participation.

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

4/16/415
Program Review
2014 – 2015

For

Contract Education

Self-Study Survey
Non-Instructional Update

Submitted on: 4/17/2015 2:15:04 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

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

3. **Please list the names of others who will be collaborating on this program review:**
   
   No other staff are assigned to this program.

4. **How does the program contribute to the fulfillment of the College mission?** ([Click here for the College mission statement](#))
   
   Economic Development: Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement. Vocational Technical Education: Courses and career programs which provide skills and knowledge responsive to current needs of business technology and the allied professional fields.

5. **Which College programs or shared governance groups rely on your services?**
   
   Career Programs Career Technical Education Workforce Development supports salaries of classified staff in workforce development. AB 86 and SB 1070 are mandatory participation of colleges this program provides information to leaderships groups such as academic senate DCC etc.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
   
   Major impact is California Community College Chancellor's Office Working for Jobs and the Economy legislation. Contract education partners with Work 2 Future Workforce Development Board (previously WIB) statewide occupational movements labor market trends regional initiatives such as STEM funding creating pathways from middle school high school adult school unemployed veterans and other community populations are served by
contract education. Member of regional county and statewide advisory groups boards and initiatives.

**Closing the Loop**

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

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

Since last program review contract education has increased contracted training agreements with Work 2 Future training 65 participants in Project Management a 160 hour training with industry recognized PMI certification successfully completed by 85% of participants. 35 participants participated in both Project Management and Business Analyst for a total of 360 hours of training. This year an additional cohort of 28 participants have currently enrolled in a contract education training.

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

This program needs additional staffing as this is a project undertaken by myself. It has helped to fund a classified position that has duties in another grant area but the work is in addition to my already overcommitted scope of work. My responsibility is from the administrative public relations budget purchase orders and data reporting to making the certificates for each person. West Valley has in the past funded a contract education manager who sole responsibility was to create these contracts and I recommend that a coordinator position be considered for the future.

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

New plans for staffing need to be created. This position is supported by the mission of the community college system and there is a vibrant Contract Education division of the CCCCO including Corporate College and Contract Education analyst with the CCCCO. There is limitless possiblity in contract education in Silicon Valley.

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

No

11. If no, please explain:

Contract Education is not on the master program review and assessment schedule. The participants are not students of the college but contracted participants.

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

The participants are long term unemployed individuals who are served by Work 2 Future and the Workforce Development Board previously known as WIB. Over 100 have completed this 160 hour or 380 hour training of that group 80% have been hired at Google Facebook Intel and several other local industry partners at a significant salary.

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

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

The creation of staffing support for this program is required before any additional trainings can be provided.

**Conclusions**

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

Since the last program review Contract Education has successfully trained 37 participants and they have passed the industry recognized PMI certification exam.

16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
The ability of the program to expand and deliver high quality training for small business government agencies Workforce partners adult schools juvenile justice programs youth employment programs and displaced workers has no limit except staffing.

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

4/16/2015
PROGRAM REVIEW
2014 – 2015

FOR

Disability and Educational Support Program (DESP)

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 4:58:44 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

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

   Disability and Educational Support Program (DESP)

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:**

   Jean Finch Ross Smith Mike Scaletta Mark Kaaz

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. **Which College programs or shared governance groups rely on your services?**

   All college programs and shared governance groups benefit from DESP services. Students with disabilities are represented in all college programs and thus rely on DESP services and expertise. The DESP Accommodation Specialist works with faculty to implement accommodations in the classroom. Counselors work with faculty and staff to problem solve disability-related matters. The DESP Coordinator a member of Student Services Council and is a consultant to the College Hearing Board when students with disabilities accused of misconduct request a hearing and. A DESP counselor is a member of the Mental Health Services Advisory Committee and Academic Senate. Another staff member sits on the Construction Mitigation Committee and the Facilities and Safety Advisory Committee. Two staff members sit on the Student Success Core and Work Teams. Participation in these
committees offers opportunities to provide information important to understanding disabilities and federal and state disability law as well as practical information about working with students with disabilities.

6. **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.

**Closing the Loop**

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

7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?
The major proposed action was the hiring of program assistant to support the Accommodation Specialist in the provision of program services. A new position was created and the hiring process was recently completed. The new DESP Support Services Technician began work on February 18, 2015. Unfortunately the DESP SOC retired in December 2014 so we are only recently staffed to the level we need to be to provide effective efficient service to students. DESP has made some improvements on its web site and has completed some revision of DESP policies and procedures related to alternate media. The Alternate Media Specialist responsible for web site update and revision of alternate media policies and procedures has been on educational leave since fall semester 2014 which has delayed some of the planned improvements. An associate faculty member was hired primarily to work with students eligible for alternate media and assistive technology. However he has initiated the following actions: ? Creation of a checkbox on program database to track Alternate Media Contract so that students only sign the original form once when they first request alternate media services not every semester ? Revision of E-text Request Application (new information and now accessible) ? Clarification of E-text processes including new West Valley e-text e-mail account to facilitate communications with students ? Work on the following web site revisions has started: o DESP web site front page to include program hours of operation o Counseling page o Adapted PE page o Staff page o Important Information page o Faculty Resources page o Accommodations page o Adding the DESP calendar of events and due dates o Updating online forms for clarity new information and accessibility ? Development of page on DESP web site for inputting captioning requests in a digital format. This provides faster turnaround of media tracking and accountability for captioning requests ? Adaptive computer updates for all computers in DESP lab and on some computers in the MRC Tutorial Services Writing Center and Library ? Installation of large monitors CCCTV's (magnifiers) in Tutorial Services Library Writing Center and MRC ? Currently testing software for CCCTV(magnifiers) that allows enlarged screen captures and the ability of text to speech with the CCCTVs. This will be install on 5 of the units on campus ? Installation of scanners in DESP Test Center

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

These changes have only recently been made so there has not been the time to evaluate the impact. Already though the addition of the DESP Support Services Technician and the replacement of the Senior Office Coordinator position has palpably reduced stress in the office. Staff now can schedule lunches. Counselors and the Coordinator are no longer having to cover the front desk or the Test Center on a regular basis.

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

There is still much work to be done towards revising alternate media procedures and the DESP web site. One of the challenges with revision of the DESP web site is the need for support from the college web master and his staff. This has been very difficult to obtain due
to the number of responsibilities that the web master and his staff have. We will continue to work on the captioning request processes to make it easily accessible and user-friendly. A new plan which is in alignment with our current goals is to research new assistive technology and to develop a plan for their procurement and implementation. The department intends to design an assistive technology training area within the DESP computer lab to train students and staff. In addition we are discussing new ways to dispense information about the availability of assistive technology during counseling appointments learning disability assessment classroom instruction and workshops with the goal of increasing student usage. DESP has begun conversations with the Veteran’s Program about the reluctance of veterans to use DESP services though they may qualify. Mark Kaaz interim Alternate Media Specialist has given a short workshop on assistive technology and Ross Smith Counselor meets with students for educational plans. We are exploring ways to bring services to the veterans rather than asking them to come to us. Another goal that we are discussing is the development of individualized evacuation plans for students with types of disabilities that could make expeditious evacuation challenging. Lastly DESP intends to research and hopefully implement a program management system to replace Filemaker Pro which is currently what is used to manage program data. Filemaker Pro does not have the products that are needed to manage a disabled students program given present-day standards.

**Learning Outcomes**

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

   Yes

11. If no, please explain:

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

   The program assessed the following PLO: Demonstrate knowledge of DESP accommodation processes with 75% accuracy. Students viewed a powerpoint that described accommodation processes and then completed a survey which assessed their knowledge of the processes. Overall students showed good understanding of general accommodation processes (87% accuracy rate). It is imperative that students understand how to access their accommodations to maximize their potential for academic success. It would be interesting to initiate a study of students’ academic success before implementation of accommodations and after. A question on the survey about alternate media and a question about what to do if difficulties were encountered with accommodations were answered with less than 75% accuracy. Changes being discussed in the department are outlined below.
13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

DESP is revising several survey questions where the wording may have affected assessment results. In addition the program will be revising the powerpoint to make sure that clear information is given in the areas with low accuracy rates identified from the survey. DESP will also be creating an additional PLO during the 2015-1016 academic year to evaluate their orientations which have been revised to meet SSSP requirements and to include Campus Save Act information. Additional program goals are described above.

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

To undertake a study of pre and post accommodation implementation academic success DESP would need the support of the institutional researcher. DESP also requires the assistance of the college web master and his team in order to be able to make changes to its web site. Currently it is extremely difficult to make all but simple information changes. DESP is a complex program which uses a home-grown program to manage its data which is critical for completion of mandated reports and in order to ensure accurate and timely submission of program data for determination of funding. Many DSP&S programs across the state have implemented software management systems. We need financial support from the college in order to purchase this software so that we can ensure effective and efficient management of program services and data. DESP also requires the support of IS in order to make accurate and timely submissions of program data and to ensure priority registration for eligible students. Recently DESP endeavored to create a brochure for the college Open House. While we did get it done under the wire the lack of printing and graphic design support made it challenging and stressful.

Conclusions

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

? Increased number of Orientations for incoming high school students ? Increased number of Educational Plans ? Hired Program Technician and new Senior Office Coordinator ? Initiated update of DESP web site ? Installation of hardware and software in DESP computer lab DESP Test Center MRC Library Writing Center and Tutorial Services ? Began outreach to Veteran?s Program ? Participated in College Open House ? Participated in Convocation and Student Services Day ? Revision of e-text processes and forms to increase efficiency ? 2014 College Valedictorian was DESP student! ? One of the President?s Scholars was a DESP student!! ? Our manual count tallied 96 graduates who used DESP services in 2014.
16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The Disability and Educational Support Program is an effective well-regarded and well-integrated program at West Valley College. It is also well-regarded in the larger community. We continue to have strong relationships with Student Services and Instructional faculty and staff critical to promoting the needs of students with disabilities. We work hard to provide high quality services and we continually evaluate the program to maintain that high standard and to ensure that we stay current with the changing needs of our students. For years we have been under-staffed and under-funded. The collaboration of staff to meet the needs of the department despite these challenges is an enormous strength. This past year we have successfully represented DESP at Student Services Day Convocation the college Open House in addition to numerous outreach events at regional high schools. The commitment of staff to the college is another strength. We are active in shared governance and other committees including Academic Senate Student Services Council Curriculum Committee Student Success Core and Work Teams Professional Development Committee Construction Mitigation Committee Facilities and Safety Committee Graduation Committee Mental Health Student Advisory Committee hiring committees and evaluation committees. With the addition of our new Student Services Program Technician position and the hiring of our new Senior Office Coordinator DESP is fully staff for the first time in seven years. There will be continued challenges to meet work deadlines as new personnel learn new processes procedures and systems. DESP has also encountered challenges with keeping its web site current generating program outreach material and with implementation of the Student Success and Support Plan particularly when IS support is required. These are beyond the control of DESP.

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

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

Distance Learning

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/16/2015 1:51:14 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. What is the name of your program?
   
   Distance Learning

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

3. Please list the names of others who will be collaborating on this program review:
   
   Max Gault Janis Kea and William Clay are co-chairs of the Distance Learning Committee.

4. How does the program contribute to the fulfillment of the College mission? ([Click here for the College mission statement](#))
   
   Distance Learning supports the College?s mission of making quality education available to all students via a flexible and adaptable delivery method. By using our LMS as a foundation and incorporating newer technologies DE touches almost all classes at West Valley College. These tools create an atmosphere and a presence of being available 24/7 for students within their online hybrid or face-to-face classes. Distance Learning?s flexibility reaches a broad audience of students and provides learning opportunities for an increasing number of students who are not able to come to campus to attend traditional classes.

5. Which College programs or shared governance groups rely on your services?
   
   Distance Learning Committee ? Curriculum Committee (DE Curriculum must have separate approval) ? We support all departments that use ANGEL (whether it be for online or f2f classes). ? We support all department faculty that wish to update their ANGEL classes plan to teach distance learning or add a distance learning component to their f2f courses (i.e. hybrid) or change their classroom from f2f to online with both basic ANGEL training and online pedagogical instruction.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
Below outlines several government regulations and how the Distance Learning program complies: 508 and ADA Accessibility standards (which include using or creating videos and documents for their courses). The Distance Education Captioning and Transcription (DECT) grant provides a means for colleges to promote faculty innovation and compliance in the use of audio video and multi-media content in distance learning classes. Work closely with DESP to train instructors on the mandated standards. State Authorization: One of the U.S. Department of Education’s (USDOE) new program integrity regulations focuses on the need for institutions offering distance or correspondence education to acquire authorization from any state in which it operates. Maintain data on how many students and what states are currently involved in distance learning at West Valley. Continue monitoring SARA (State Authorization Reciprocity Agreement) for approval and fees. (SARA is still in the development stage.) Last Day of Attendance (LDA): If a student receives Title IV grants / loans and withdraws from a program WVC must determine the amount of Title IV assistance the student earned to calculate the amount of unearned fund that must be returned to the Department of Education. We continue to meet with departments and hold workshops to explain our pre-emptive solutions (i.e. instructors should save work of dropped students and document when the activity stopped). Work with Admissions & Records office email reminders are sent to all faculty re: last day to drop students as it applies to LDA issue. Student Authentication: The Department of Education (DOE) requires that until other methods are developed colleges must provide secure identification and authentication mechanisms for student to access online course offerings. The minimum requirement is a unique secure log-in and password which is provided in the ANGEL Learning Management System. DOE asks us to make good faith efforts to continue to learn about the developments of new technologies and practices. Differences between Correspondence and Distance Education classes: Title V Section 55204: Instructor Contact - Instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. The Distance Learning program continues to address this by holding workshops (including a flex activity at All College Day) and has prepared resource materials for faculty in assessing their DE courses. Inform current DE instructors by email. Contact division and department chair persons to disseminate this information. Standing offer to attend division meetings to discuss this information with faculty which allows them to ask questions and express concerns. Our Distance Learning Committee continues to be a positive influence. They are involved in workshops and the distribution of important information to faculty. They also provide strategic planning to the Distance Learning program. Without the committee Distance Learning would not be as effective. The job of ensuring the quality and effectiveness of our online program is too large for a small department of two (one faculty one staff) and it is critical to allocate additional resources (including stipends for instructor workshops).

Closing the Loop

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

This past year was active with accreditation. We worked with online instructors to improve their online classrooms and understand the hot topics that relate to community college distance learning (i.e. difference between an online class and a correspondence class; last day of attendance; understanding regular and effective contact). Workshops were held at All College Day in both Fall 2014 and Spring 2015 semesters with robust faculty participation. We completed and submitted a substantive change report for the addition of courses that constitute 50% or more of the units in a program or certificate offered through Distance Learning. We received a letter in November 2014 stating that the ACCJC had approved our report. Along with Mission College we initiated a Learning Management Search Committee for testing and evaluating possible LMS platforms. We continue to have a very robust and involved distance learning committee (with excellent leadership by our co-chairs).

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

We have not officially evaluated the changes. However retention and success rates at WVC have consistently followed a rising trend suggesting that the outreach to faculty via workshops and development of resource materials has had a positive impact.

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

There is always more work to complete because we of changing technologies including hardware software and social media. We also have a student population that is technologically savvy and expects this proficiency in an online class. Because technology constantly changes the DLC Committee decided to review out goals every three years (rather than five). This means our goals must be fluid and adaptable to a changing environment.

Learning Outcomes

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

Yes

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

Since there is no direct student interaction we rely on the data to see our progress. In our online classes: ? We have a good retention rate (80%) and our success rate increased by 13% in one year. ? Out of ten nearby community colleges West Valley is second in the number of online classes/sections offered. ? Distance Learning courses make up approximately one-third of the classes offered. ? Out of 132 programs 90 (68%) can be completed by taking more than 50% of the required courses in a distance education mode. ? Twelve out of 76 degrees (including ADTs) can be completed 100% in a distance education model. ? Ten of the 54 certificates can be attained 100% through a distance education mode. ? All 37 GE units required for IGETC can be completed online. ? Thirty-nine out of the 39 total GE units required for CSI Breadth can be completed online.

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

? Distance Learning offers the tools for effective online content. This helps our online instructors and in turn reflects directly on student success. ? As we move to a new LMS increased training opportunities will be held to interact and collaborate ideas and pedagogy with instructors. ? We are working with the Student Success Committee to find ways to improve student success. Through this committee we will be sending four faculty members to the annual Online Learning and Teaching conference in June 2015. ? With our small staff (one faculty one classified staff member) we manage to complete quite a large amount of work. In going forward we would like to have additional monies (stipends) for instructors to present workshops or teach online learning modules. The modules are currently taught by the Faculty Distance Learning Coordinator and as that position begins to take on new responsibilities it is difficult to continually update and teach multi-week online training modules.

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

? There is currently a lack of student service resources for online students such as tutorial online counseling as well as a lack of afterhours LMS and tech support. ? We would like to see more stipends available to instructors for teaching online training modules or workshops. ? Financial support to send faculty to conferences/workshops on an ongoing basis thereby maintaining the College’s high quality of instruction and to ensure knowledge and facilitate use of emerging technologies and pedagogies. ? We need additional web support so we can
expand and update the eLearning pages to provide more online support to faculty staff and students.

Conclusions

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

? Completed the Substantive Change approval which was approved in November 2014. ? Provided new workshops including retention and success creating videos and using icons and banners for ANGEL classrooms. ? Each year we participate in both All College Day workshops. ? DL Coordinator has an active role in approving all new and revised curriculum that includes an online component. This gives the DL Coordinator an opportunity to interact with faculty ? With Mission College initiated an LMS evaluation team that will continue through next year.

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

? Given the resources that we have we have created a good foundation for DL with the use of training classes seminars and the eLearning website. The lack of college resources makes extending our reach to provide assistance to more faculty a challenge. ? We provide support to more than just the online environment given that ALL classes at West Valley has an online ANGEL shell. This means that we provide support and training for online hybrid and face-to-face classes and instructors. ? We need to look ahead as technology constantly evolves. There needs to be a fluid exchange of how to use both current and new tools to create productive instructional and learning methods throughout the WVC environment.

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

April 16 2015
PROGRAM REVIEW
2014 – 2015

FOR

Extended Opportunity Programs and Services (EOPS)

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 12:16:01 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

   Extended Opportunity Programs and Services (EOPS)

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

   Elise Johnson Interim Director

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

   Helen Pivk PT Counselor

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

   EOPS directly relates to the college mission in assisting low income students and underrepresented students complete their academic goals by providing above and beyond services including but not limited to individualized orientation educational planning mid semester progress reporting additional tutoring and book services to support their educational goals.

5. **Which College programs or shared governance groups rely on your services?**

   EOPS works with the math department in coordinating the PAL academy (Peer Assisted Learning) and with all faculty on campus in collecting the mid semester progress report. Students are referred to the tutorial services in addition to the Writing Center for academic support. EOPS counselors work closely with financial aid in assisting students in financial aid appeals and eligibility determination. The EOPS advisory committee consists of campus-wide representatives who advise EOPS services. The Director sits on the Student Service Council to represent EOPS to the larger college community. In addition the Director is a member of the EOPS Regional Consortium.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
Currently EOPS funding from the state has been gradually restored after a severe decrease of 40% to categorical programs over the last 5 years. This decrease has negatively impacted EOPS services that are state mandated including but not limited to advisory board meeting tutoring counselor contact book services and auditing. While these services are required or mandated the money over the past several years was decreased creating a negative impact and a decrease in book services to students. While the program is still reeling from the impact of the budget deduction it will with the gradual increase of funding be able to support students in mandated services.

**Closing the Loop**

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

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

EOPS students are given the Cengage College Readiness Assessment Process - Discovery Wheel by counselors during orientation for new students. Next students make an appointment with a counselor and based on their results and feedback a dialog ensues between student and counselor. They are then given recommendations in the form of a handout or a referral to web resources based on their needs. In a follow-up appointment the counselor evaluates the effectiveness of the resources and if needed provides additional resources.

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

Anecdotally counselors report that students benefited from the additional resources.

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

Yes next year a formal evaluation will be conducted on the effectiveness of the Discovery Wheel. EOPS has experienced the loss of a full time counselor in December. It is staffed by two part timers who's schedule is routinely booked for several weeks out. The part-time counselors are pressed to complete mandated services such as orientation educational planning (second contact) and progress reports Due to this shortage in counseling hours the the Counseling intervention contract that focusing on student's experiencing academic failure did not get implemented.
Learning Outcomes

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

Yes

11. If no, please explain:

N/A

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

Through the use of the Discovery Wheel a group of eleven students were identified that needed time management skills. Two consecutive workshops on time management were created by the EOPS counselors and presented to the students. Later students reported that as a result of attending the workshops and implementing the recommendations they gained awareness and learned to use their time more effectively. Based on student reporting this improved their grades.

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

In student on-line evaluations students' requested more counseling hours and more text book funds. One student said perhaps more funds for their staff members who try their best to assist us students. But sometimes find if difficult to a take care of all of us who often have questions or concerns in our academic needs. " Plans are in motion to hire a full time Director and then a full time counselor. EOPS needs a full time counselor immediately and it is recommended not to wait for the director to be hire. Hopefully with the restoration of funding book services will increase. In the mean time counseling services has designated 3 general counselors who have previously worked as EOPS counselor to see EOPS student's who can not get appointments with EOPS counselors due to lack of availability. "

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

We need to hire a full time Director and most importantly a least one full time counselor and 2 part time counselor.
Conclusions

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

The PAL (Peer Assisted Learning) academy has had incredible impact on student grades. 80% of students in the PAL academy passed their math courses which is much higher than the overall campus percentages. In evaluations of students using the services 95% reported an excellent to good evaluation.

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

Again a full time counselor needs to be hired immediately. And a full time Director.

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

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Financial Aid

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 6:48:34 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?

Financial Aid

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

Maritza Cantarero

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

Lien Pham - Acting Assistant Director - Financial Aid Victoria Hindes - VP of Student Services

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

How does the program contribute to the fulfillment of the College mission? The mission and goals of the Office of Financial Aid reflect those of the College by: Providing timely funding to eligible students to support them in pursuing their educational opportunities. The Office of Financial Aid encourages life skill development necessary for their educational success. Students are instructed in the importance of managing their financial records to ensure they receive the maximum amount of aid for which they are eligible. Financial Aid actively helps students in decreasing any financial barriers that would prevent access and retention at West Valley College. Financial Aid offers assistance through literature on campus presentations off campus High School financial aid workshops in English Spanish Farsi and Vietnamese; individual appointments to students and families and through the West Valley College website.

5. Which College programs or shared governance groups rely on your services?

All Student Services Programs: EOPS DESP TRIO Counseling Transfer Center A&R Puente Athletics Honors CalWorks Career Programs Veterans ASO. Other Academic and Administrative Departments that participate in the Federal Work Study Program. There are many federal mandates that requires closed coordination with all campus areas to ensure compliance: Default Prevention Financial Literacy Gainful Employment and Enrollment Clearinghouse enrollment reporting.
6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

Ongoing changes to state and federal regulations throughout the year. These changes are often received with very limited time to implement them. CA Dream Act application allows AB540 students the ability to receive state and private funding for educational purposes. California Institutional Student Information Records (CAL ISIRs) processing is a tedious and manual process. Each application and any subsequent corrections needs to be carefully reviewed before posting any awards. Lifetime Eligibility Used of Pell Grant - The amount of Federal Pell Grant funds a student may receive over his/her lifetime is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding they can receive each year is equal to 100% the six-year equivalent is 600%. This is semi-manual process that delays timely disbursement of aid. Unusual Enrollment History - Is an added layer to the Financial Aid Appeal process. FA Advisors must review student's enrollment and academic performance at another school to determine whether or not the student is eligible to receive aid at West Valley College. The purpose of this regulation is to prevent fraud and abuse. Default Prevention is an ongoing task that requires very detailed analysis and tracking of students to ensure they are aware of their repayment responsibilities. New mandates from the Department of Veterans Affairs makes the certification of veterans benefits a very complex process.

Closing the Loop

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

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

The Department of Education approved the Default Management Plan submitted by WVC due to the high default rate of 30%. Since the inception of the plan great progress has been achieved resulting in a draft default rate of 17.7%. We continue to monitor student loan borrowers to ensure they fully understand their rights and responsibilities. The Assistant Director and the FA Advisor responsible for the program work closely to counsel students properly. The office is fully staffed; however the Financial Aid Director had to assume additional responsibilities in the Admissions and Records office to become Director of Enrollment and Financial Services due to the school re-organization; additionally the Financial Aid Supervisor had also to assume added responsibilities to become the Acting Assistant Director and is currently waiting for the Salary Analysis Study to finalize her permanent re-classification.
8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?

The implementation of all default prevention measures have really made a difference in the ?draft? cohort default rate which is expected to prevail as the ?final rate?. The re-organization of the college has open up the opportunity to establish a ?one stop shop? by providing a comprehensive student interaction when visiting the Admissions and Records building. Currently analyzing plans and steps to initiate proper cross-trainings that enhance the knowledge and level of expertise of the staff. The new Student Enrollment and Financial Services Advisor Veronica Bernal has gone through a cross-training program to add another Veteran Certifying Official.

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

Since both departments FA and A&R are under one management it is important to address the following: ? To establish hours of service that are conducive to efficiently provide students with the services that are needed to ensure academic success. There are many processes that need to be performed besides serving students at the front counter: e-transcripts evaluation of transcripts certification of degrees troubleshooting application issues daily reconciliations preparation of deposits third party billing tracking and reviewing financial aid forms completing financial aid files processing FA Appeals Student loan requests Federal Work Study contracts correction of Clearinghouse errors submission of federal and state reports and many other activities that are part of the daily work flow. Current hours of service do not allow any time to do cross-training or time to look for a more efficient way to perform these tasks. ? Explore the possibility of developing online fillable forms.

Learning Outcomes

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

Yes

11. If no, please explain:

12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
The Financial Aid Office performed a survey at the end of Spring 2014 and collected 491 responses. The survey wanted to assess FA services: 
- Students applying for the first time
- Convenience of the FA website
- FA Customer Service
- FA responses to students’ inquiries
- Duration of the FA Process
- Comments to improve

The survey presented a very positive feedback indicating the following:
- 75% are continuing FA applicants
- 90% felt the FA website is very easy to use
- 78% rate FA customer services as ‘very good’ and ‘excellent’;
- 18% rated it ‘neutral’ and only 3.5% rated the services as ‘poor’. 74% felt the FA staff was ‘very and extremely responsive’;
- 69.3% were ‘very and extremely satisfied’ with the FA process

According to the survey comments many students credited the Financial Aid assistance to their college success.

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

Comments from the survey helped the office to recognize the need for frequently asked questions (FAQs) which were created and posted on the financial aid website. In addition to post more information on the web; it was decided to also create a Facebook and Twitter account to enhance communication with FA recipients. Recommendations were given to use online fillable forms; we will evaluate this option in the future. Students provide suggestions to improve the portal FA information and requested to add staff to receive faster responses from the office and improved on delivery of funds.

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

IS support to better utilize technology to address students’ needs: online fillable forms; work flow implementation. IS support to improve importing process to be able to download financial aid applications in a faster manner. Currently all California Dream Act applications are being processed manually due to the lack of IS staff to integrate with the Colleague system. All Cal Grant payments are also submitted manually to CSAC? Webgrants. If Banner is implemented as a new ERP system; Proper support staff will be needed to ensure FA staff receives required training.

Conclusions

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

- Default Cohort Rate reduction from 30% to 17.7% (draft results posted in February 2015)
- Signed contract with USA Funds to utilize ‘Borrower Connect’ – a web product to assist in Default Prevention.
- Office is now fully staffed; two new hires: a FA A
16. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The strength of Financial Aid program is continuing to support students via outstanding customer service as stated by the survey. Processing Dream Act applications to award additional fee waivers to students? BOGW Loan counseling sessions resulting in reduced number of student loan borrowers and reduced amount of debt. Challenges - the current system cannot import Cal ISIRs automatically so they need to be processed manually. Due to low enrollment the number of FA applicants has decreased in comparison to last year: 2013-14: ISIRs downloaded = 12,516 Unduplicated = 7,271 2014-15: as of today (still in progress) ISIRs downloaded = 10,358 Unduplicated = 6,640 From now until the end of the award year (June 30th) only 200-300 applications are expected.

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

41515
PROGRAM REVIEW
2014 – 2015

FOR

First Year Experience

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 11:12:10 AM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

   First Year Experience

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

   Gretchen Ehlers

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

   Dr. Victoria Hindes Nicole Cuttler Christina Llerena

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

   First Year Experience (FYE) provides a clear pathway to transfer by supporting students in pre-transfer English and Math courses their first semester. The second semester students take transfer-level English and either degree applicable or transfer-level math. Through Counseling 5 students explore their career interests and aptitudes and incorporate this research into their educational plan at West Valley College.

5. **Which College programs or shared governance groups rely on your services?**

   Student Services & Student Services Council Counseling Student Success Team Outreach

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

   ? SB 1456 - Student Success Act of 2012: This legislation requires placement testing educational plans and orientation as a requirement for students to have priority registration. Each of these components is already in place in FYE. FYE students must have taken the placement tests in English Reading and Math before enrolling in the program. They are enrolled in Counseling 5 their first semester (fulfilling the orientation requirement) and will complete educational plans as part of Counseling 5. Thus next year's approximately 100 FYE students will have completed the requirements of the Student Success Act. ? Student Success Task Force Recommendations: FYE addresses the following recommendations from the
Closing the Loop

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

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

The following objectives were proposed in the last FYE program review: 1) As FYE expands to about 70 students continue the statistical comparison of FYE students to students in a control group who placed at the same levels. 2) Proactively work with FYE students to join TRiO or another support program after their first year. 3) Integrate acceleration principles into the English and Math classes in FYE. Please see #8 for implementation progress.

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

1) FYE did expand from 33 students in 13/14 to 63 students in 14/15. Unfortunately because we have not had access to an institutional researcher we were unable to continue the FYE/control group study. However the data still exists and we hope to work with the researcher to continue this statistical study as his work load allows. 2) We continue to encourage our FYE students to join another support program that can support them after their first year. In particular we have had TRiO present to this years? FYE classes. We will find out the percentage of students enrolled in such a program using our FYE End-of-Year Survey. In addition WVC?s federal TRiO Grant reapplication included this FYE collaboration and used FYE as the model for both cognitive and non-cognitive approaches as required elements by the U.S. Department of Education. 3) In both Fall ?14 and Fall ?15 FYE students took English 905 taught using acceleration principles. The success rates for these classes were 81.8% and 90.3% respectively. Last year the FYE Fall math class was Math 103. 70.6% of students passed this class and continued to Math 106 still a non-transferable course. This year the Fall math class was Math 106S a class which is based on acceleration principles. 83.3% of this year?s FYE students passed this class and continued to Math 10 a transferable math class. Using acceleration pedagogy has produced improved success rates in the English 905 and Math 106S classes. Using acceleration course sequencing has decreased the number of classes students need to reach transfer level in the math sequence.
9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

In 15/16 we will expand to approximately 100 students. These students will be able to take English 905 or 1A Math 103 or 106S and Counseling 5 in Fall ’16. We will have an expanded Workshop of Welcome (WoW!) the Wednesday before school starts. Previously WoW! was half a day and this year it will be a full day. This will allow us to include a financial aid workshop as well as workshops preparing the students for their classes. We will continue to use On Course pedagogical principles as the glue that holds the English Math and Counseling courses together. We will pilot a supplemental instruction program in the English and Math classes. We will explore adding a Reading 961 class to the Fall ’16 menu of classes. We will also explore adding a Sociology class to the Spring ’17 menu of classes. This sociology class will likely be paired with Statistics (Math 10) and the students will do a project satisfying the SLOs in both classes.

Learning Outcomes

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

No

11. If no, please explain:

FYE was just incorporated into the Program Review process in Spring ’14. Our first learning outcome assessment is due at the end of Spring ’15.

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

Our PLO is After participating in the First Year Experience students will develop a Student Educational Plan with the goal of an associate degree certificate and/or to transfer to a four year college or university. This requirement of having an Ed Plan has definitely helped focus FYE students in their first semester. We make it clear to students that they can definitely change their plan but having this road map has helped our students stay focused on the reason they are in college and consequently increased their success rates in the FYE classes.

13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)
Both last year and this year we have had more than 90% of our students complete full Ed Plans so we will continue to require a full Ed Plan as part of the Counseling 5 and Counseling 12C classes.

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

? Continued institutional funding for the program as it expands ? Institutional tracking of student transfers ? Improved access to the campus researcher

Conclusions

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

1. The FYE program has expanded from approximately 30 students in 14/15 to approximately 60 students this year. In 15/16 we will have the capacity for approximately 100 students. 2. Success rates have improved in both the FYE English and Math classes. 3. Acceleration principles are being used in both the Math and English classes and On Course principles are used in all FYE classes. All six FYE instructors for next year will be attending the On Course National Conference in April 2015. 4. The English and Counseling instructors worked collaboratively to team-teach a unit in Counseling 12C on writing a scholarship essay. 5. The entire FYE cohort went on a field trip to UC Santa Cruz and we will visit Santa Clara University at the beginning of May.

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

1. Strength: Based on student survey results and success and retention data FYE is a program that helps first year students succeed in college. 2. Strength: FYE was able to double in size and continued to see good student success results. 3. Strength: Small modifications in course offerings will continue to allow FYE to slowly expand. 4. Challenge: It would be ideal to have most first year students in a program like FYE. However given the resources and structures we currently have at WVC this cannot happen. To include most first year students there would need to be a much stronger commitment of college money time and personnel resources. The FYE Coordinator has researched one possible model in New York and will visit Pasadena City College to examine another model.

17. Please enter the date on which you submitted this program review Self-Study (be sure to press submit after completing this survey):
PROGRAM REVIEW
2014 – 2015

FOR

Library -- Non-instructional

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 5:21:27 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?
   Library -- Non-instructional

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 supports students on their transfer and career paths in an environment of academic excellence by providing information services resources and instruction to students faculty and staff. Through orientations and one-on-one student interaction as well as formal credit instruction the Library provides students the opportunity to learn information competency skills that will help them to reach their career and transfer goals.

5. Which College programs or shared governance groups rely on your services?
   ? All curriculum ? The whole college community (students staff faculty community)

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
   ? Unreliable source funding from state grants (TTIP and IELM) ? Continuing trend of digitization of library material and information resources

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

Now that the EBSCO Discovery Search Tool is fully functional (except for the search box on the library home page) the library has been able to create several videos posted on our YouTube channel for distance learners and others. Significant progress has been made in promoting and educating the campus community about the EBSCO Discovery service. The library has also increased the number of LibGuide pages to help students with their research needs. The library initiated distance learning orientation webinars with a beta test.

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

The online tutorial videos were completed in March 2015 and 183 views were counted until now. We had wanted to wait until a functional search box was in place on our home page before we created the videos. Due to accessibility issues with the search box and the webmaster not having enough time to spend on it due to his other responsibilities we created temporary videos in early 2015 that will eventually have to be replaced once the search box is fully functional. It is strongly recommended that all Distance Learning instructors require their students to watch these tutorials. Due to continuing promotion and education efforts the EBSCO Discovery Service usage statistics rose 154% during July through December 2014 compared to January through June 2014. The usage is expected grow if the search box interface is streamlined onto the main library home page with the help of the college webmaster. The LibGuides (topical interactive research guides) have been a great success. There were 8787 hits on 22 LibGuides from 3/2014 to 3/2015 (our first year of full use). Distance learning webinars were problematic. The product we first evaluated CCC Confer was difficult to use with wifi. Students were unable to easily follow instructions because the screen refresh rate was so slow. After several attempts we decided to move to another application called Zoom.US. We were able to conduct one webinar with Zoom.US in fall 2014.

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

We will modify our distance learning webinars depending on what vendor we finally decide to use. We are working with the college’s web master to determine the best synchronous video application that will be accessible easy to use and able to work well with all wifi speeds. In addition the college is moving to a new learning management system and whatever webinar vendor is chosen needs to be compatible. We will continue work on visioning a new Library and Success Center. The library is involved in visioning the library and learning resources center for the 21st century -- including a comprehensive learning...
resources and success center to serve student needs. The library is currently creating a concept map and working with other campus groups to solidify this vision. Library staff will be making visits to other libraries and learning resources centers to gather ideas for the visioning as input to the new Educational and Facilities Master Plan and eventually to the construction of the new Library and Success Center.

**Learning Outcomes**

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

Yes

11. If no, please explain:

The last learning outcome assessment was completed in Spring 2012. We will be completing the latest assessment of library orientations this semester.

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

Instructors who bring their students in for library orientations consistently acknowledge how helpful the workshops are in building research & critical thinking skills.

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

Assessment of Library orientations will be completed by the end of the Spring 2015 semester. The library encountered a glitch with Survey Monkey and lost all survey data that was collected in Fall 2014.

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

• Institutional research support to help us with data collection so that we don’t lose data like we did this year and so that we can tie our activities to student equity and student success and retention. • Webmaster support to load the Discovery search box on the library home page &ndash; so that students can find the cross-platform searching links
with greater ease and be successful with their research. &bull; Additional faculty/administrator positions of a Library Director and a Digital Services Librarian to help with planning and strategizing on how to best utilize technology our facility and staff to help students achieve their academic and career goals. &bull; Restoration of classified staffing levels (2 out of 4 retired this past year) with newly developed job descriptions to assist students at service desks and process and prepare materials including textbook reserves for students to use.

Conclusions

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

- Addition of Films on Demand database including incorporation of records in catalog
- Searching EBSCO Discovery techniques taught in orientations and at the reference desk
- Creation of Discovery Search videos to assist distance learning students
- Special events include: Project Censored event with the 2 directors; Silicon Valley Reads; and West Valley Authors Read
- Rotary grant for reserve textbooks
- Took over the logistical operation of Food for Books program from the ASO (with continued collaboration with Sam Liu Econ faculty member and the ASO). In Fall 2014 2514 lbs of food (1933 meals worth) were collected for the Second Harvest Food Bank and 312 textbooks were checked out for the semester.
- Database usage stats show a 9.35 % increase year over year from 2012/13 to 2013/14.
- LibGuides implementation
- Began visioning process for new Library and Success Center in Fall 2014

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

Strengths: 
- Link+ program with access to resources of 11.8 million titles 30.6 million volumes from 59 Libraries across California and Nevada
- Books for Food program
- New databases such as Films on Demand which provides access to streaming videos which are fully accessible for face-to-face and distance learning classes
- Opportunity to re-envision the services and function of the library and learning resources center moving forward to best meet the needs of the 21st century student.

Challenges: 
- Poor condition of facility furniture lighting HVAC entry/exit doors lack of power outlets for students? charging devices
- Planning for library renovation
- Reduced staffing levels due to retirements of classified staff
- Lack of Library Director
- Full implementation of EBSCO Discovery on Library Home Page requiring college webmaster support
- Migration of Libguides to version 2.0
- Student computers (as well as staff computers) are getting older slower and less able to handle new technologies

17. Please enter the date on which you submitted this program review Self-Study (be sure to press submit after completing this survey):
PROGRAM REVIEW
2014 – 2015

FOR

Office of Student Equity & Success

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/16/2015 11:18:16 AM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**
   
   Office of Student Equity & Success

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

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

4. **How does the program contribute to the fulfillment of the College mission?** ([Click here for the College mission statement](#))
   
   The newly formed office directly relates to our college mission of reaching out to all students and offering them a campus based mentor. The office will sponsor various forums for students to share their feelings and concerns regarding race and ethnicity as they prepare to become our future leaders and educators. One large goal will be for all students to begin to see things equitable and learn how to advocate when the scales are not balanced.

5. **Which College programs or shared governance groups rely on your services?**
   
   The office will focus on all registered West Valley Students. However collaboration of events and projects will always include our Outreach Team Marketing Team Counseling Student Services Council Student Activities Office EOPS TRiO Puente Success First Year Experience students and the Global Citizenship Committee.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
   
   There are no external influences that will impact the program. All office needs are funded through the President and and Vice President of Student Services. However as things occur in our world discussion and programs will quickly form for our students to be able to have a safe place to voice their concerns and opinions. A group of student assistants titled Diversity Diplomats will be formed in the fall to promote and assist in the planning of activities. An Advisory Board of faculty and staff will also be formed to review and support Office activity.
**Closing the Loop**

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

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

The Office of Student Equity & Success is a newly formed office on campus. Below is a list of goals for the 2015-2016 academic year. 1) Pair at least 50 faculty/staff-student mentoring teams. 2) Hold 3-4 perception workshops in the fall term that include West Valley students 3) Create student talk series that include our International Students sharing their experience and world views with native students in a format that provides a great framework of future leaders” to have a better vision of the world and all facets that exist. 4) Develop a Celebration of Diversity culture through many events highlighting ethnicity and diversity.

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

The college has always had small events to highlight speakers on diverse issues and cultures. The goal of this office will be to unite all involved and make it a larger celebration that educates and informs all.

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

**Learning Outcomes**

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

    No

11. If no, please explain:

    This is year 1 of the program.
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

We will have enough programs and services in the 2015-2016 academic year to survey students on their feelings of office.

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

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

Conclusions

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

1

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

There is a lot of energy and support in the newly formed office. Campus morale and faculty support continue to grow. There will be a lot of visibility in the next year. The only challenge is that this is a one person office that also has responsibility of other programs which makes the coordination sometimes challenging.

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

April 15 2015
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?

Puente Project

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

Melissa J. Salcido

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

Rebecca Cisneros-Diaz

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. An in depth look at the Puente Project offers ample evidence that we help West Valley College fulfill its Mission Statement and Strategic Goals to foster an increasingly diverse and inclusive learning community by: ? Communicating and building better relationships with the communities we serve ? Decreasing systemic financial geographic academic physical personal and cultural barriers to make the campus more accessible and inviting ? Attracting hiring retaining and supporting a highly qualified multi-faceted staff ? Preparing and encouraging students to contribute successfully to our contemporary multi-cultural society Through various recruiting events such as presentations done at high schools throughout the county the Puente Coordinators and/or Puente student ambassadors ?communicate and build better relationships with communities we serve ? especially the Latino community. We continually recruit potential Puente students and then support them on campus by introducing them to various resources staff faculty and professional mentors who encourage them in their academic endeavors making them feel supported and safe in their college journey. Once students are familiar with their Puente peers resources faculty and staff supporters as well as their assigned professional mentor we (Puente Coordinators) invite the students? families to an on campus dinner event called ?Noche de Familia??or Family Night? where families learn about the Puente Program and West Valley College in general. Family night also helps us in ?Communicating and building better relationships with the communities we serve? Decreasing? personal and cultural barriers to make the campus more accessible and inviting.? The students also have a Puente Club and focus their energies on hosting cultural events such as having Aztec Dancers perform in the campus center and putting up a Dia de los Muertos Altar both of which are
free and open to community groups and families. Puente has consistently had over an 80% retention rate from fall to spring in the last six years. This retention is remarkable considering that we also serve AB540 students who may often feel discouraged from continuing on the college path. AB540 students are not legal California (or U.S.) residents but they are charged in-state tuition if they completed at least three years in a California high school and graduated with their high school diploma or GED. Since Puente is open to all students regardless of immigration status every year Puente has had AB540 students in the program. Without additional scholarship assistance and constant encouragement it is very easy for AB540 students who are already at-risk to see transferring to a four year university as improbable since they can only qualify for state financial aid and not federal financial aid. However we want these students to feel supported and encouraged to stay at West Valley while considering it a safe learning space. Our focus is on preparing and encouraging students to contribute successfully to our contemporary multi-cultural society so that when students graduate they are prepared to compete and contribute to our society and economy. And since the majority of Puente students come from low-income backgrounds and/or are on financial aid all students are taught and expected to research and apply for scholarships to help them with school expenses. The Puente Coordinators (Counselor and English Instructor) write numerous letters of recommendations to assist them with this process. Every year for at least the past 10 years Puente students have been required to write a scholarship essay in their counseling course and every year we have had Puente students receive scholarships therefore demonstrating how Puente is committed to Decreasing systemic financial barriers to make the campus more accessible and inviting. The Puente Coordinators themselves attend at least 2 training conferences per year and a student motivational conference where all Northern California Puente students come together. These conferences are sponsored and led by the UC Office of the President since the Puente Project is housed under their umbrella at UC Berkeley. At these conferences Puente Counselors and English Instructors discuss pedagogy current political/social/economic trends affecting Latino college students and learn more about coordinating successful Puente Programs at their campuses. We receive and analyze our own college Puente student transfer rates and other pertinent statistics. West Valley College supports the counselor and instructor?s attendance of these conferences and thereby maintains a highly qualified multi-faceted staff that is prepared to assist our historically underserved Latino population. Although we primarily train for the Puente Program students what we learn at these conferences helps us work effectively with all students with a focus on working with various underserved student populations.

5. Which College programs or shared governance groups rely on your services?

The Puente Project is a year long learning community that is a joint venture between the Counseling and English departments. In the fall we offer one section of English 905 in conjunction with Counseling 5 and in the spring we offer English 1A with Counseling 12C.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
1. The Puente Project is a UC sponsored program therefore we must abide by certain criteria in order to continue receiving the benefits provided by the Puente Statewide Office (which is part of UC Office of the President-UCOP). As such we have to provide yearly reports and statistical information regarding our students. They also require that the Puente instructor and counselor attend their sponsored training. The Puente Statewide Office also provides a yearly Northern California Puente Transfer Motivational Conference where the attendance of our students is required but we have to provide transportation to the 4 year university where it is held which changes on a yearly basis.

2. Additional requirements by the Puente Statewide Office includes coordinating a mentor program where we recruit and train mentors who already have a minimum of a BA/BS in order for every Puente student to have a mentor for their first year in college.

3. We are required to host a series of events throughout the year which includes: two mentor and student dinners (one each semester) a Puente Family Night campus tours to four year universities and a Year End Celebration where students and mentors are formally recognized. They also highly encourage an excursion to a cultural event within the community although this is strictly a recommendation and not a requirement given our budgetary limitations.

4. Additional external influences include staying abreast of transfer requirements to UC CSU private colleges and out-of-state universities. There have been many changes in transfer requirements over recent years that have made the transfer process more competitive as universities become more impacted in particular majors or in certain cases entire campuses. Since the goal of Puente is to have students successfully transfer to universities it is essential that the Puente faculty stay well informed of the most current transfer policies to better support students with their transfer process.

Closing the Loop

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

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

In our past program review we planned to improve our program?s outcome by increasing the number of individualized contacts with our students outside of the classroom. We planned to have the English instructor have a one-on-one meeting with each student to provide additional support in an effort to increase student pass rates. In fall 2014 we implemented this additional contact in addition to maintaining our customary individual conferences with each student as a Puente team.

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

In comparing the pass rates of English 905 in Fall of 2013 to those of Fall of 2014 we noticed an increase in the pass rates of the students. Prior to implementing the additional one-on-one
visit with the English instructor we had a passing rate of 59%. In fall 2014 when we implemented this additional visit above and beyond our team individual visit with each student and the counselor’s one-on-one with the student we noticed a passing rate of 72% -- a 13% improvement in the passing rate from the previous fall. As a consequence we will continue to have the English instructor meet with the students for a one-on-one after we meet with them as a team. In fall 2013 we had 32 students enrolled in English 905 as opposed to 25 students in fall of 2014. We have to also consider the impact of having a smaller English class size as a factor in increasing the success rate.

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

Based on the data outlined above we would like to be able to have fewer student in the Puente English 905 class than the regular cap that is imposed on English 905 courses.

**Learning Outcomes**

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

Yes

11. If no, please explain:

N/A

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

N/A

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

Based on the data outlined above we would like to be able to have fewer students enrolled in the Puente English 905 class than the regular cap that is imposed on English 905 courses. We will also continue to have the English instructor meet with the students for a one-on-one meeting after we meet with them as a team. Our courses also need to be given priority to held in computerized SMART classrooms given the extensive writing and researching the
students are required to do for both the English and Counseling courses. Based on the data outlined above we would also like to be able to have fewer students in the Puente English 905 class than the regular cap that is imposed on English 905 courses.

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

Our English and Counseling courses should be given priority use of the Fox center not only because it has computerized SMART classrooms but also because it would allow the classes to be close to each other since they are taught back-to-back on the same day. We also need to consistently receive our annual funding request.

Conclusions

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

- Took students to the Puente Transfer Motivational Conference at UC Davis in September
- Took students to an admissions presentation and tours of CSU Monterey Bay and UC Santa Cruz in spring 2014
- Hosted our annual Noche de Familia in November 2013
- Hosted 2 mentor & student dinners (one in October and one in February)
- Hosted a mentor & student bowling event in March of 2014
- Hosted a picnic in September at Vasona park for current Puente students to meet past Puente students in order to help with the program's retention
- Recruited and trained 5 new mentors for our Mentor program
- We had a Puente student transfer to Santa Clara University with a full ride scholarship as an AB540 student. These scholarships are usually given to students who enroll directly after high school and it is extremely competitive. Jussely was singled out by the Admissions Office and invited to apply for it.

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

Strengths: ? A strength that?s been consistently reported by the students is the strong sense of community which is fostered within Puente. Students form strong bonds with each other and they routinely create study groups in other courses to help them with their studies. We create an environment where the students begin to hold each other accountable to attending courses and extra-curricular events where it?s no longer the sole responsibility of the Puente faculty to reach out to students who miss class. This strong bond also allows for deeper conversations within the classroom where critical issues are openly discussed and debated and where questions regarding college terminology and transfer requirements are posed without fear of judgment from their peers due to their lack of knowledge about college. ? The Puente English instructor and counselor work very well together meeting on a weekly basis to plan the extra-curricular components of the program course curriculum and student
concerns. Challenges: ? We constantly strive to increase the passing rate of our students particularly in the basic skills component of our program which is the most challenging for under-prepared students. ? Since the majority of Puente students come from financially disadvantaged backgrounds and are receiving financial aid they also tend to work while coming to school in order to help support their families. Therefore managing their work and school schedules has always been a problem for our students; particularly for those who work in excess of 20 hours a week while being full-time students. ? Many of our students have serious family issues and responsibilities that often prevent them from being able to focus solely on their education and educational goals. These challenges are common amongst first generation college students who come from financially disadvantaged backgrounds. Although the Puente faculty strives to create a sense of family within the classroom to help with retention we do lose some students because of financial hardships and lack of family support for their pursuing a college degree.

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

4/14/2015
PROGRAM REVIEW
2014 – 2015

FOR

STUDENT DEVELOPMENT/CAMPUS CENTER

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 5:22:58 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

1. **What is the name of your program?**
   
   STUDENT DEVELOPMENT/CAMPUS CENTER

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

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

4. **How does the program contribute to the fulfillment of the College mission?** [Click here for the College mission statement]
   
   Student Development Mission Statement: To foster a vibrant campus culture. The Student Development/Campus Center is the social educational and recreational center of campus life. Students, staff, faculty, and visitors enjoy our campus facility as the hub of many activities. The facility includes WM Caf? and Drip Coffee which provide food and beverages to the campus community. The Campus Center also houses the Information Desk, Art Gallery, Associated Students Organization Office, Inter-Club Council meeting rooms, and the Viking Bookstore. In addition, the Campus Center offers outdoor patios and eating areas for community members to congregate. In many ways, the Campus Center serves a living room for the campus where individuals feel welcome, can grab food, and build relationships. The Campus Center contributes to the overall well-being of the campus by fostering student belonging and student development. The result of these two outcomes is to increase student persistence and success. "The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence."

5. **Which College programs or shared governance groups rely on your services?**
   
   We serve all College and District Services that are instructional and Non-Instruction. Instructional units include Applied Arts, Business Counseling, Fine Arts, Language Arts, Physical Education; and Non-instructions include Associated Student Organization (ASO), Inter Club Council, Disability & Educational Support Program (DESP), Trio, EOPS, Facilities.
6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)

Student Development applies and implements all the following Federal and State rules and regulations: California Educational Code: The students of West Valley College in order to form an efficient representative student government to encourage greater student participation in the governance of West Valley College and the West Valley-Mission Community College Districts to promote and direct those student activities which stimulate the intellectual physical and social life of our college and to improve relations within the college community; do hereby establish this constitution and assume the powers and duties of self-government pursuant to policies of the Board of Trustees of the West Valley-Mission Community College District as authorized in Section 7606D of the State California Educational Code. Campus SaVE Act: (Prevention and awareness) as an institution of higher education West Valley College must engage in ongoing prevention and awareness campaigns for students and faculty pertaining to education programs to promote the awareness of rape domestic violence dating violence sexual assault stalking and provide resources and referrals to on and off-campus services. This Act primarily impacts our needs to ensure programs and workshops address these issues while also impacting the resulting conduct cases that student development works with. Brown Act: The Brown Act embodies the philosophy that public agencies exist for the purpose of conducting public business and the public has the right to know how its collaborative decisions? are being made. It represents the determination of the balance that should be struck between access on the one hand and the need for confidential candor on the other. There is a presumption in favor of access with exceptions for confidentiality where there has been a demonstrated need. The Brown Act has most significant impact on student involvement currently because it regulates ASO ICC and student organizations. The Brown Act is a cumbersome process for all student groups to be working within the confines of the regulations.

Closing the Loop

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

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

1. We have hired a permanent person to implement the reservations process for the over 1200 events annually. 2. We reopened the information desk to assist guests in the campus center open rooms and work with off campus vendors. 3. We hired an additional full-time custodian to assist with the maintenance of the Campus Center. 4. We implemented a new
student programming board called Campus Activities Board (CAB) who plans weekly activities for students.

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

Yes. We are finding that students are actively seeking more opportunities for involvement on campus. This is seen through an increase in reservations from last year to this year more student organizations larger scale events and more students in the Campus Center. The Student Development Office will be working on a plan to increase opportunities for student engagement which will launch in Fall of 2015 in order to respond to the growing needs.

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

Yes. The goals and objectives for the upcoming year will be based on increasing student involvement creating a comprehensive assessment plan and reevaluating the spaces and use of the Campus Center.

Learning Outcomes

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

No

11. If no, please explain:

Unfortunately this year there was not a current Director of Student Development. Moving forward the Student Development Office will be refocusing efforts on learning and program outcomes.

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

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

The Student Development Office will be implementing a comprehensive assessment plan starting in the Fall of 2015. The assessment plan will work with all student leaders to assess the growth and development of leadership capacities and work with student events to assess program outcomes from events.

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

N/A

Conclusions

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

Student Development First Student Development successfully hired staff member in spring of 2014 in order to focus on revenue generation from campus reservations. Second we had hired additional full time custodian in order to keep the building open until 9:00PM. Third we have increased the 53.3% ASO Fiscal Assistant to 80% until June 2015. Fourth we have employed 10 Program Board members (Student Employees). Finally we reclassified both Office Coordinators: one as a Student Advisor and the other as an Assistant Director. Associate Student Organization ASO had lost a total of $19 000 from last year due to lower enrollment. ASO still funded several large events and activities including: $2 000 for Persian New Year $3 000 for Library Book Reserve Program $4 000 for seven students to attend General Assembly Conference and establishing a Student Leadership Workroom. For Student Leadership Development Associate Student Organization attended a workshop for two days and a Conference for three days in fall 2014. The total budget for this year and next year is $80 000 and has a fund balance that can be used in a time of emergency; they are trying to create ways to increase their revenue by doing some fundraising since 48% of their income goes to Fiscal Assistant salary. Inter Cub Council Inter-Club Council (ICC) is the governing body that oversees 20 to 30 student clubs that are organized and chartered at West Valley College. All of these organizations have chosen to be actively involved in their campus community and through co-curricular Student Life and the Campus Center program are learning crucial leadership development skills as well as have the chance to meet and work with different people. This is the list for Inter Club Council for last Fall and Spring 2015. ? Administration of Justice Club (AJ Club) ? African American Student Union Club ? Alpha Gamma Sigma Club ? American Criminal Justice Association Club (LAE) ? Biochemistry Club ? Blade Runners Club ? Christians on Campus Club ? Dragon Council Club ? Fashion Club ? Film Junkies Club ? Global Student Club ? Interior Design Club ? Jewish and Israeli Vikings Club ? NAMI on Campus Club ? Oasis Christian Fellowship Club
? Puente Club ? Raisin Brandy IMPROV Club ? Righties Club ? Science Technology Engineering & Math Club (STEM) ? United Females Club (UFC Club) ? United State Green Building Council Club (USGBC Club) ? Veterans Club ? Video Game and Animation Club ? Voices Literary Magazine Club Also each Club members need to participate to increase their revenue by fundraising and this will allow them to do more activates they are interested in.

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

The program has unfortunately been without a Director for about 8 months. This lead to the office?s inability to advance the goals and objectives from previous years; and instead the office was only able to maintain the base-line level of success. The Student Development Office has a very dynamic staff excellent student leaders and a great space. With the new Director in place the Office will be able to move from maintaining basic operations towards increasing activity and becoming a thriving organization.

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

April 15 2015
PROGRAM REVIEW
2014 – 2015

FOR

Student Health Services

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/22/2015 11:37:07 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

2. **Who is the primary contact person for this program review?**
   
   Sharon Heimbaugh MSN RN FNP

3. **Please list the names of others who will be collaborating on this program review:**
   
   Dr. Victoria Hindes Rachel Metz

4. **How does the program contribute to the fulfillment of the College mission?** (Click here for the College mission statement)
   
   The mission of Student Health Services is to strengthen student learning retention and success by supporting the physical emotional and social well-being of students. This directly aligns with the college mission.

5. **Which College programs or shared governance groups rely on your services?**
   
   Student Health Services is available and accessible to all college programs for referral of students with health problems or concerns to students in emotional distress and for consultations about public health issues and health education. Health Services is available and accessible to all students. All students and all faculty and staff rely on Student Health Services for assistance and expertise about physical psychological and emotional issues that are impacting students on their pathways to successful college goals.

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
   
   Health Services is subject to numerous Education Code and Health and Safety code requirements. All health professionals working in Health Services must abide by strict state licensure and credentialing requirements. Health Services professional staff must adhere to the Medical Practice Act and the Nursing Practice Act and follow accepted clinical policies and procedures in the performance of functions and duties. Staff must update clinical
protocols on a timely basis as accepted standards of quality care periodically change with advances in knowledge. Professional staff are required to keep abreast of changing standards through ongoing continuing education and clinical practice requirements. Nursing staff consistently attend the Health Services Association of California Community Colleges Annual conference each spring to keep current on best practices in college health care. Ongoing review of standardized procedures by Health Services staff is performed and documented to assure that care meets benchmarking data. Fiscal external influences also greatly impact the scope and breadth of Health Services' programs. Because student health funding is based on student health fees the recent decrease in student enrollment directly impacts the funding available for services. The recent decision by the State Chancellor to not increase the student health fee for next year will result in lower revenue available for Health Services. The present fee of $19 per student per semester and $16 per student per summer session will be the basis for revenues. Services have already been reduced this year with the discontinuation of nutritionist and psychiatrist consultant services a decrease in hours of the mental health consultant a decrease in hours of registered nurses (hourly classified staff) and a decrease in purchase of medical and office supplies. Services will need to be further reduced next year to meet the reduced budget. Health Services began participation in the Medi-Cal Administrative Activities program in FY2012-13 as a means to increase revenues to supplement the decreased amounts of student health fees in recent years. Unfortunately due to significant issues at the state level (Department of Health and Human Services) there has been a delay in receiving any funds from that program. It is hoped that reimbursement funds that have been promised from the state for FY 2012-13 and FY2013-14 invoices will be received within the future years. Also HS is subject to district independent audits for state and federal requirements as just seen with the independent audit performed in spring 2015.

Closing the Loop

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

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

Health Services made great efforts to educate students about the Affordable Care Act and the new health insurance options available to students. This outreach was one of the activities included in the Medi-Cal Administrative Activities program. Data is pending as to the increase in insured students this year compared to last year. The number of West Valley students who accessed Health Services increased by 2% over the prior year. Health Services mental health visits have increased since the proposed objectives were put into place and Health Services has been able to provide a variety of mental health and wellness services to these students. Mental health visits now make up about 45% total visits compared to 30% total visits in past years. Through the state mental health grant in the past year numerous activities such Shelby's Rules Wheel of Wellness depression screening and continued faculty informational campaigns have been accomplished. However we will need to continue to
develop a method to gauge and determine if there has been an increase in the knowledge of students faculty and staff. We applied for assistance through a federal grant to further develop the evaluation tools as well as other defined activities (suicide prevention and mental health awareness).

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

Yes. Health services collects data via Pyramed electronic health record and reports are generated to determine utilization of services types of services and the demographics of students. Students are given post-visit surveys and the information is tracked. This process serves as a formative evaluation for continued quality improvement. The review of data also includes a process for reporting at the state level and follows the criteria for summative evaluation approved at the state level. Preliminary data shows an increase in number of students who have health insurance since the onset of increased outreach to teach them about the Affordable Care Act. Data shows an increased number of participants at health education activities (over 3,000 participants so far this year) and a 20% increase in number of health educational presentations offered. On-line learning outcome evaluations of students participating in the Kognito At-Risk trainings showed an increase in awareness and knowledge of mental health issues. Participation in the Wheel of Wellness Health education activity increased to approximately 300 participants from 75 participants the prior year.

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

Due to the increased positive response to increased mental health services and mental health and wellness activities there is a need to continue to explore additional mental health services and wellness educational activities.

**Learning Outcomes**

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

    Yes

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

    not applicable
12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

100% # of students who completed post-visit surveys indicated that the counseling and/or health care that they received through Health Services helped them with the problems that brought them to Health Services. Some success stories: A 32 yr old male came to Health Services with severe tonsillitis. Nursing assessment determined that he needed surgical removal of tonsils. Help of the nurse to address health insurance options with the client and a nursing referral to appropriate immediate surgical care expedited the procedure so that the client missed minimal class work and was able to succeed in academics despite a major health problem (that was resolved quickly). A 19 yr old male presented to Health Services with severe anxiety possible ADHD and poor academic performance. Weekly personal counseling sessions with a Health Services counselor throughout the semester along with referral to DESP for accommodations for ADHD and consultations with his parents gave the student continued strong support and his grades improved dramatically. A 23 yr old female was referred to Health Services from an instructor for disruptive behavior. Nursing evaluation and personal counselor evaluation determined a need for psychiatric evaluation. Health Services staff worked with client and her mother to arrange psychiatric evaluation and follow up. Diagnosis of bipolar disorder was made student was started on psychiatric medication and student began weekly personal counseling sessions. Weekly personal counseling sessions at Health Services continued throughout the semester student made dramatic progress in behavior and interpersonal interactions and student has been able to succeed in classes.

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

The results have indicated more students are utilizing the services especially mental health services. Students are more aware and understand the types of services available. The assessment also indicated that more students who return to use Health Services indicated that the previous visit had assisted/supported them and that they would utilize HS again. The 2013 National College Health Association Health Assessment Survey indicated that numerous mental health factors such as stress depression substance abuse greatly impact student success. The recent National College Health Assessment Survey administered in Spring 2013 indicates that the top ten factors that WVC students report as negative impacts on their academic performance (i.e. received an incomplete dropped a course received a lower grade in a class) are: stress work anxiety sleep difficulties cold (flu sore throat) depression concern for troubled friend or family member relationship difficulties internet use/computer games and finances. (National College Health Assessment Spring 2013.) Of significant concern is that 20% of students stated that within the last 12 months they felt overwhelming anxiety 21% felt overwhelming anger 18% were so depressed it was difficult to function 6% seriously considered suicide and 2% attempted suicide. Finances family problems and intimate relationships were reported to be traumatic or very difficult to handle by 36% 35% and 31% of students respectively (WVC NCHA Institutional Data Report...
spring 2013). It is important to note that we will be administering the National College Health Association Health Assessment Survey will be administered again in 2016. It is a comprehensive randomized national survey to determine a wide variety of student health knowledge and needs and how health services impact their success.

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

There are numerous mandated requirements that cannot be changed; however one of our proposed changes involves integrating health and wellness into every aspect of the West Valley College experience. The integration can occur within the New Student Convocation and orientation curriculum. Also new faculty and staff orientation should also include mental health and wellness education. Because the ability to deliver excellent health care depends on the expertise of excellent professional staff and sufficient facilities and supplies to deliver care it is imperative to have an expanded and updated building. Currently the Health Services facility does not meet Health and Safety or ADA code. The new student services building (projected to be completed in 2018) will include a new Health facility.

Conclusions

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

Of the nearly 600 students who attended the New Student Convocation approximately 80% of participants indicated that of their top 3 activities the Health Wellness and Resources workshop conducted by HS and TRiO staff was rated #1. Health Services visits especially mental health visits increased. With the help of a state mental health grant mental health awareness and wellness activities were increased and expanded in the past year. With strong support of faculty a new mental health awareness poster campaign is being launched with stigma reduction posters and health services brochures being placed in every classroom. Health Services joined with Student Services to promote campus awareness and educational activities related to the Campus SaVE Act.

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

Health services has become the hub for mental health services and behavioral consultation on campus. Our biggest strength is our mental health component and our integrated health team that addresses the rising mental health needs on campus. Our expert and experienced professional staff are dedicated to their work in college health and to the Health Services mission. One of the biggest challenges is decrease in the health fee revenue due to the decline in student enrollment. Another challenge is that more and more students arrive at WVC with
mental health and personal issues. Consequently there is a greater demand for services but with limited staffing and resources it is critical to foster a campus culture of support.

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

4/22/2015
PROGRAM REVIEW
2014 – 2015

FOR

SUCCESS

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 4:58:39 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

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

   Philip Severe and Paulette Boudreaux

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

   Philip Severe and Paulette Boudreaux

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 intention of the program is to meet some of the specific needs of the African American student population and other underrepresented and under-prepared students to ensure more successful outcomes in their academic careers. Many of the African American students who enroll in the program are first generation college students and many face other significant socioeconomic disadvantages and are academically under-prepared to make a successful journey through college. The SUCCESS Program offers special support services to these students. The program utilizes a learning community across disciplines to move students from the basic skills level in English writing to the transfer level by offering two dedicated counseling classes (Couns 5 and Couns 12C) and two dedicated English classes (Eng 905 and Eng 1A). The program also has a mentor component and it sponsors student attendance at and accompanies them to statewide conferences for networking among African American students at different California colleges. The program also takes students to visit universities and sponsors visits by special motivational and informational guest speakers to emphasize the value and results of persisting in college. The Program also engages students in culturally appropriate and life enhancing activities such as visits to local museum exhibits and theater performances relevant to African American culture and the notions of achieving through education and building community. When students feel welcomed recognized and supported in an academic community they are more likely (verified by national research statistics) to persist toward their academic and career goals. All of the components of the SUCCESS Program learning community model help create an environment that allows the previously underrepresented under-prepared African American student and other underrepresented...
under-prepared disadvantaged students to feel at home welcomed and supported as members
of the West Valley community. When these pieces all work well we see students encouraging
other family members and friends to enroll at West Valley and to participate in the
SUCCESS Program and they tend to have better results as students here and they persevere
through the stages from Basic Skills level to transfer to the baccalaureate to the master?'s and
in some SUCCESS Program success stories to the doctorate level.

5. Which College programs or shared governance groups rely on your services?

All academic and shared governance programs and groups that enroll and/or support the
academic goals of African American and other under-represented under-prepared students on
the WVC campus rely on the work of the SUCCESS program. Programs such as EOPS Trio
Tutoring Services and Health Services are directly and positively impacted by the services of
SUCCESS

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

External influences ?state and local economic crisis affecting the availability of resources
among and for students (i.e. funding for books tuition increases changes in financial aid
eligibility transportation funding). State mandates that foster the academic success of
students from underrepresented groups who arrive to college needing basic skills level
courses and institutional support as outlined in the Student Success act.

Closing the Loop

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

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

We have been successful in following up with students to insure that they are following
through on their set goals and objectives while periodically modifying their Educational Plan
as necessary. Additionally keeping students involved in program activities and assisting with
the process of transfer. English and Counseling faculty participated in hiring committee to
select a new counselor to replace retiring program counselor.

8. Has the program evaluated the impact of the changes referenced above? If yes, what
conclusions have you drawn?
All program students have successfully completed an Educational Plan and have had follow up appointments to make revisions and needed and consequently we believe the initiated changes have been effective. The hiring of the new program counselor has provided consistency and longevity to the program in that there is a counselor for the program in the years to come. This proactive process has benefited the program in that it ensures its sustainability into the future.

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

The program has intentions of creating additional goals and objectives focused on the expansion of number of students we are able to serve. Currently we serve approximately 10 to 15 percent of the African American student population on campus and based on college wide data it appears that more students could benefit from the support of our program. Program has intention of expanding tutoring services as well as mentoring resources. Program plans to offer more visits to four year universities and educational conferences as well as providing more on campus guest speakers and presentations.

Learning Outcomes

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

Yes

11. If no, please explain:

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

The impact of students succeeding with the implementation of their educational plan early in their academic career has given program students more confidence and sense of direction prompting them to be more active in campus leadership such as student development and outreach activities. Students have indicated that they have a better understanding of suitable careers for their skills and interests and the appropriate academic pathway to achieve their career goals.
13. Based on the program’s assessment results, what changes have the program made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)

To improve student success the program plans to find ways to assist a larger population of students bring more students to educational conferences and four year universities provide tutoring support and mentoring resources as well as more guest speakers and presentations.

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

Institutional changes to assist program would be more organized and target outreach among the high school population that the program serves. Additionally more institutional funding and resources such as space to be provided for the program in support of students’ needs.

Conclusions

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

The program is now an affiliated member of the Umoja Community which is an organization that provides support to African American Community College Students at a state wide level. Bringing students to Umoja State Wide Conference as well as sending English Faculty and Counseling Faculty to learning institute. Additionally attended with students to A2Mend State Wide Conference. English and Counseling faculty participated in hiring committee to select a new counselor to replace retiring program counselor. Held fall welcome event in which guest speaker attended and presented to program students. Additionally guest speaker came to counseling class and provided presentation concerning educational and vocational skills. Planned and organized outreach visits to local high school African American student organizations to provide information concerning program benefits. Recruited program students to attend and participate in outreach to high school African American student organizations. Created an updated version of program handout.

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

Our program's strength is that it successfully serves the students who enter into the program. The percentage of program students that are retained at the college and succeed in obtaining their academic goals (transfer certificate associate degree) has been higher than the general population of African American students attending the college. Our challenge still continues to be related to inadequate funding which limits the number of students that the program serves and the ways in which we can serve them.
17. Please enter the date on which you submitted this program review Self-Study (be sure to press submit after completing this survey):

4/15/2015
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?

   Transfer Center

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

   Tom Golbetz Transfer Center Director and Counselor

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

   Christina Llerena Transfer Counselor Susie Tong Transfer and Career Advisor

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. "Transfer is a crucial component to the college's mission. We assist students from start to finish through all facets of the transfer process. Through our many services we promote student retention and success. In addition we assist students in setting their educational goals and evaluating their progress. Most importantly we help students to reach their educational goal which often times include transferring to a 4-year university."

5. Which College programs or shared governance groups rely on your services?

   All programs within Student Services depend on our Transfer services. Our services are open to all students in the campus community. We regularly share our information with the Counseling Department the Student Services Division and we update the Student Service Council.

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

   There are many external influences that impact the Transfer Center. four-year public universities have been limiting admission due to budgetary reductions. In addition our local CSU (San Jose State) has become even more impacted making it more competitive for our
students to transfer. We follow the California Community College Chancellor's Office best practices" for transfer. State regulations have changed drastically in the last couple of years creating new paths for transfer students. SB1440 led to the creation of the new transfer degrees which our college is implementing. We have worked diligently to inform our students and the campus community about all changes in the transfer process. Changes in technology require us to adapt and develop new platforms to provide transfer information to our students. For instance we now advertise our events on Facebook.

**Closing the Loop**

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

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

   We have continued to monitor student usage of the Transfer Center and we are pleased to see that an increasingly large number of students utilize our services. We meet weekly as a Transfer Team to ensure we are executing all of our transfer activities. We have continued to monitor our SLO's and are happy to say that our student learning outcomes are being met. Finally we have been very involved in all phases of the student service consolidation and we are happy with the proposed plans of our new transfer center.

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

   We continue to evaluate the usage of the Transfer Center. We have concluded that our workshops classroom presentations and events are meeting their objectives. Attendance to our activities is robust especially our largest event Transfer Day in the fall. Our SLO surveys have shown that students utilizing our services have strong transfer knowledge. Finally we will continue to reach out our transfer services to meet with students across the campus. Once the construction on our new building is complete we will design the interior space to meet the goals of our program and students.

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

   The one goal that we are continuing to emphasize is increasing our activities and marketing them across platforms.
Learning Outcomes

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

Yes

11. If no, please explain:

Not applicable.

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

We found a significant increase of transfer knowledge in students who utilized our services compared to students who have not utilized the Transfer Center. This finding has led us to increase the number of campus-wide activities that we offer resources permitting.

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

We have realized that more and more students are utilizing our transfer web site. This has encouraged us to add more content to our web page and to utilize it more in marketing events. We also upgraded our technology with all new computers in our Transfer Center to better meet student needs.

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

The institution needs to support transfer with adequate resources. More specifically with added personnel support we could add the Transfer Center's activities events and workshops.

Conclusions

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

West Valley College's transfer rate (based on the Chancellor's Transfer Velocity report) has increased. Student participation at our four year institution workshops has also increased. We
have also increased the amount of our classroom presentations. The Transfer Center booth at the recent Open House was the most populated by parents and students.

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

Our greatest strength is our ability to continue to help students to transfer. We have excellent events workshops and presentations that are provided throughout the academic year. Our student outcomes demonstrated that we significantly enhance student transfer knowledge after utilizing our services. Our biggest challenge is our current staffing. We cannot meet the student demand with our current staff levels.

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

4/13/2015
PROGRAM REVIEW
2014 – 2015

FOR

TRiO

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/9/2015 3:30:25 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?
   
   TRiO

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

3. Please list the names of others who will be collaborating on this program review:
   
   Amber Lopez-Degrandis Geneva Leighton

4. How does the program contribute to the fulfillment of the College mission? ([Click here for the College mission statement](#))
   
   The TRiO program directly relates to the college mission by supporting low income/first generation students in reaching their academic goals of graduation and transfer. We do this by providing services above and beyond in educational planning and tutoring support services.

5. Which College programs or shared governance groups rely on your services?
   
   The TRiO program partners with The Financial Aid office to identify low income students who will benefit from TRiO services. TRiO has a dedicated Financial Aid officer who assists our students in applying for financial aid. TRiO partners with EOPS Puente and SUCCESS programs by sharing students and collaborating on programming such as college tours and cultural events. The grant allows for a percentage of DESP students mostly low income so we work closely with DESP to assist these students specifically with academic support. TRiO provides additional tutoring for students therefore we collaborate closely with tutorial services. The Director serves on the Student Service Council and represents the TRiO program to the larger campus community.

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
Currently the grant has been resubmitted and is up for renewal. If the grant is not renewed this would obviously have a major impact on the program. For the first grant we were not notified until August which made it very difficult to gear up with new hires and to recruit 140 students. If this holds true for this grant cycle it will again create a challenge. New hiring will need to be conducted as quickly as possible and students will need to be recruited during the summer perhaps without the benefit of fully knowing if the grant will be in place for the fall.

**Closing the Loop**

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

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

Student educational planning was tied to priority registration. It was communicated to students via email that in order to keep their priority registration they needed to have a current educational plan. All students were assessed for current educational plans. Over 91% of students who were reported in the Annual Performance Report had ed plans. Those without current plans were not attending West Valley.

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

I believe the success of our APR receiving the maximum points available speaks to the success of the program. However there are too many confounding variables to determine if this one factor (tying registration to current ed plans) was the reason for success. Each year the compliment of students varies significantly as they move through the 5 year cycle.

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

Counselor contact and educational planning remain the most significant service that TRiO provides to students. This will continue to be measured and reported in the APR and in Program Review. There will always be some attrition due to our vulnerable population of low income first generation students. With the new grant reporting needs to take place of those students who leave the program. This report will in turn help the program design interventions to assist these students.
Learning Outcomes

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

Yes

11. If no, please explain:

N/A

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

The TRiO grant has a built in evaluation tool which is the Annual Performance Report which is sent to the federal government yearly. This last and final year for the grant is the most important one because the points derived from meeting our markers will help determine if the grant gets renewed. Specifically 15% transfer 20% graduate 80% continue and 85% receive a 2.0 or higher. The TRiO program surpassed all markers significantly and received full points for renewing the grant. These percentages surpassed the general population and well surpassed the population of low income first generation students. As we say in TRiO speak....TRiO Works!".

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

As stated in question 9 students who leave through attrition need to be interviewed and that information gathered to assist the program in developing intervention strategies.

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

Significantly this fall there was a 5 week period where there was no tutoring services offered. The problem has been rectified but it had a negative impact on our students.

Conclusions

15. Describe any notable accomplishments since the last program review:
We received full points available to assist in the renewal of the grant. In the fall we took 27 students to UCLA and UC Irvine and to the J. Paul Getty museum. This spring based on the success of that trip we took 38 students to CSU Chico and Southern Oregon State for College Tours. The students toured Shasta Lake and took in a Shakespeare play. The intangibles of these trips cannot be measured in raw data. For many of these students this was their first trip outside the Bay Area and in the Oregon trip outside of California. They were so appreciative of the amazing Shakespeare play and the incredible beauty of Shasta Lake. The evaluations for both these trips were overwhelmingly positive.

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

TRiO is a successful program. Our biggest challenge is refunding the grant but I have every confidence that it will be refunded and we will start another five year cycle. Having been in place the program will be at a great advantage if it is refunded. The staff is well versed in recruitment and retention of students. It will also be possible to add new elements to the grant such as student mentoring and coaching.

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

4/13/2015
PROGRAM REVIEW
2014 – 2015

FOR

Tutorial Services

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 6:59:14 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

   Tutorial Services

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

   Stephanie Kashima

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)*

   Tutorial Services provides a critical support service to students as they move along their pathways to reach transfer and career goals. It supports their success along those pathways and contributes to the "environment of academic excellence" noted in our mission statement.

5. **Which College programs or shared governance groups rely on your services?**

   All instructional and non-instructional programs and shared governance groups that enroll and/or support the academic success of students at WVC benefit from the service provided by Tutorial Services. The college programs which most highly refer students to Tutorial Services are (in order of usage): Math, Acc? Chem, Bio, Phys, Econ, Psych, World Languages, Music, Architecture. A total of 30 departments (out of 44) referred students to the service in Fall 2014. Non-instructional programs that rely on Tutorial Services heavily are: DESP (28% of Tutorial Services students are DESP students in a recent analysis)? Trio? Veterans Resource Center The shared governance groups and college committees that rely on our services in order to reach college goals are: Student Success Core Team/Work Group To a lesser degree: Student Services Council College Council Institutional Effectiveness Team

6. **Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**
The Student Success Act of 2012 (SB 1456) was the first step to implement the Student Success Task Force recommendations 2.2 (mandated services) 3.2 (BOG Fee Waiver conditions) and 8.2 (Student Support Initiative). As a result of this legislation the state implemented the Student Success and Support Program (SSSP formerly known as Matriculation). SSSP has increased scrutiny on student support services to impact student success. In addition the new Student Success Scorecard and the new Institutional Effectiveness Partnership Initiative make it clear that the state and the public are expecting colleges to set institutional benchmarks and implement plans to achieve those benchmarks. Because Tutorial Services has the potential to increase our student success and retention rates and narrow the achievement gap this campus service is a critical component of any plan for institutional effectiveness and increasing student success. Tutorial Services will be working with the Student Success Core Team to re-envision the services offered and the role played on campus to increase access to and impact on students. The Core Team is currently in the data gathering stages before developing a new vision for the Center.

Closing the Loop

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

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

There were no proposed actions or objectives described in the last program review; however there has been progress made in the past 4 months (Jan-Apr 2015 in regard to improving the funding and oversight of the Tutoring Center. Due to fiscal management issues in fall 2014 scrutiny was raised on the operations and budget management of the Tutoring Center starting in late 2014 early 2015. In addition a key staff member in this area retired in early April. These changes have provided an opportunity for a reconfiguration of how students are assigned tutors how tutoring hours are tracked how budget is tracked and how data is gathered and analyzed to target specific populations for tutoring services. The current plan for re-envisioning the Tutoring Center is to: 1. Gather data (both qualitative and quantitative) 2. Establish goals benchmarks and objectives 3. Implement activities to reach those goals benchmarks and objectives It is expected that the data gathering portion of the plan will take place in late spring and fall 2015. Establishment of goals benchmarks and objectives will likely take place in spring 2016 with implementation in fall 2016. In the short term Tutorial Services has been granted $35 000 from the Student Equity fund to spend between now and Dec. 31 2015 on student equity activities. The Student Success Core Team has recommended that these funds be spent on the establishment of embedded tutoring (also known as Supplemental Instruction) for courses relating to the following programs for Fall 2015: Success Puente FYE It will also ask representatives from DESP Trio EOPS Veterans Resource Center and the DE Committee to make recommendations for additional courses to attach Supplemental Instruction to for Fall 2015. It is anticipated that this additional support
for these targeted populations will have a positive impact on student success and the achievement gap.

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

The preliminary evaluation of the improved tracking is that it will provide a solid foundation for the Student Success Core Team to be able to effectively re-envision this center and service and maximize services for improving student success. An interesting preliminary piece of data is that in fall 2014 28% of students accessing the Tutoring Center were also registered with DESP as students with disabilities; however DESP was not able to pay for all of those students because the services offered were not above and beyond the normal services. The Fall 2015 plan for adding Supplemental Instruction to sections affecting students in the areas listed above will likely lead to increased student success and retention numbers for the sections impacted.

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

The program needs to establish new goals. As mentioned above Tutorial Services is currently in the process of re-envisioning its services and role in collaboration with the Student Success Core Team. We expect that this process will take all of the 15-16 academic year for the long term plan. Therefore our goals for the 15-16 academic year are: 1. Clearly establish data on the following for the Tutoring Center: a. Current usage of center broken out by age race/ethnicity gender instructional class b. Cost of services broken out by instructional class and GE basic skills and content area groupings 2. Implement Supplemental Instruction (embedded tutoring) in for courses relating to the following programs for Fall 2015: ? Success ? Puente ? FYE 3. Ask representatives from DESP Trio EOPS Veterans Resource Center and the DE Committee to make recommendations for additional courses to attach Supplemental Instruction to for Fall 2015. Implement those possible based on need and cost. 4. Complete the re-envisioning process of the Tutoring Center with the Student Success Core Team to be ready to implement changes for Fall 2016 5. Improve data tracking and establish assessment of services tool 6. Put a Tutoring Coordinator in place for 15-16 and beyond

Learning Outcomes

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

Yes
11. If no, please explain:

NA

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

It is not clear that the program’s assessments have been effective in the past. Therefore one of the goals for 15-16 is to establish an assessment of services tool that identifies whether the service is truly serving all students who could benefit from tutoring.

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

There hasn’t been effective assessment in the past and so we will be establishing an improved assessment tool. In addition many improvements are planned in the short term and longer term planning is underway with the Student Success Core Team.

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

Ultimately the college is going to have to be willing to fund the Tutoring Center at the level needed to positively impact student success data such as: Retention, Course completion, Course success, Persistence, Program completion, Narrowing the achievement gap. Because we do not have sufficient data at this time to identify what that funding level is and what other resource support is needed to implement the re-envisioning plan we have asked for only a slight increase in funding for the 15-16 academic year. The 15-16 year will provide more clarity as to the support and budget needs of the Center for 16-17.

Conclusions

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

The 14-15 academic year has been a difficult one for the Tutoring Center. With the fiscal management issues and oversight issues which resulted in a need to cut back tutoring services in Feb and early March the campus demonstrated concern about the health of the center. Given these difficult circumstances we have been able to tighten up operational oversight and budget oversight and clarify expectations of tutors in the center and ensure we are upholding the highest standards of operation moving forward. I consider this to be an
accomplishment and it is due in large part to the assistance of Thuy Tran, the support of Library Media Technicians and the librarians and our substitute Coordinator Cliff Mills.

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

Our greatest challenge at this time is in finding a Tutoring Center Coordinator. There is discussion occurring as to whether this position should be faculty or classified staff. The college is leaning toward having a faculty coordinator for this position given the need for a comprehensive understanding of instructional practices and an educational framework. The individual placed in charge of the center needs to have the following skills: o College-wide perspective on student need o Understanding role of tutoring on student success o Positive face of tutoring to campus and external o Teaching and learning approach o Strong supervisory management and administrative skills The re-envisioning process is an outstanding opportunity to make the center truly designed to meet student need. Therefore while the current transitional status is not ideal we recognize that it is an opportunity to make this long-neglected area robust and high performing. I believe the greatest strength the center has at this time is the college-wide focus on its success. While it has been challenging weathering the numerous fiscal staff and operational issues of the past few months this has demonstrated to the college that a critical campus service is faltering and the campus community has clearly communicated that this service is one that must work effectively for students. I believe this to be a great strength supporting the Tutoring Center.

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

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

Veteran Resource Center

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/15/2015 1:07:18 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

General

1. What is the name of your program?
   Veteran Resource Center

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

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)
   The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence. "Builds relationships among West Valley College and Transfer Schools because 80% of our veteran students transfer to either SJSU or UCSC. The VRC has a direct link with the VRC at San Jose State University and UC Santa Cruz. We invite these liaisons to our Veterans Task Force meetings twice a year and host a table at transfer day. Our support services foster Student Success and retention. Through our VRC we help veterans develop life skills and career skills and through the club leadership development. Their participation in the VRC enhances their classroom learning with real application. We award a President's Veteran Scholar to honor academic achievement and promote scholarship application graduation and transfer each year. Through our partnership with EDD we promote from classroom to career activities."

5. Which College programs or shared governance groups rely on your services?
   Student Development Counseling Trio Veterans Task Force Foundations Office Student Services Council Associated Student Organization Inter-Club Council

6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)
Military benefits Department of Veteran Affairs Veterans Task Force EDD & VTA Outreach & community donors-namely Dr. Daniel Furtado Lyons Club Campbell Rotary and Saratoga Rotary. We meet with our donors on a quarterly basis.

**Closing the Loop**

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

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

1. Seek funding to house a dedicated veteran counselor permanently in the VRC: We have been approved for 50% counseling position for a dedicated veteran counselor who is to be stationed in the Veteran Resource Center. Even though this is great strides towards our goal we are continuing to advocate for a full time position in the future.

2. Seek funding to increase book loan program: We have successfully secured $2500 from the Saratoga Rotary for additional book funds as well received notification recently that a portion of the $30,000 proposed funding from the Lion’s club has funded with $10,000 which includes funding for additional book funds and equipment for the VRC.

3. Seek funding to hire office support: This year we have applied for and hopefully will receive funding for part-time staff. The only staff we currently use is VA workstudy student staffing and even though these are wonderful employees they transfer and graduate every two years which leaves our program without student staff the following semester. We are in dire need of additional permanent staffing who will assist us in running the program.

4. Seek funding for PTSD & TBI related educational workshop support for the college community: A portion of the aforementioned donation from the Lion’s club will be used for educational workshops but we also were received a Landcorp grant that will assist us in funding our Fall welcome for veteran students.

5. Seek funding for equipment & office supplies: As mentioned above we have applied for a supply and equipment budget as part of program review and hope we will receive such this fall. Since student enrollment has dropped we can no longer depend on Student Development to assist us with supplies and event funding.

6. Establishing yearly veteran orientations before classes start: Even though we are doing a back to school welcome every fall because of staffing concerns and counseling support we were not able to implement an official orientation for veterans as of yet.

7. Hiring 2 female VA work study students to establish veteran education and collaboration of support services as well as reach out and mentor female veteran students funded by VA: We were able to hire two female work study students who have assisted us in planning veteran specific events such as the veteran Family Day at which a majority of our veteran and their families had the opportunity to form networking opportunities and friendships.

8. Offer workshops and events to bring awareness to the campus community as well as veterans about mental health issues: We offered several workshops last semester one of which was in conjunction with the last All College Day at which we had the opportunity to communicate some of the issues that our veterans deal with as they return from combat to civilian life. We also hosted a Veteran
Connection table at the previous All College with an arcade game that communicated to faculty and staff the issues that veterans deal with as they transition to civilian life. Part of this table was one of our VA veteran workstudy students who answered questions and gave out handout to all faculty and staff with 10 things you would not want to say to veterans. This handout is also now posted on our VRC website under additional resource page link. 8. Continue to collaborate with the entire campus community with the Veteran Task-force which is composed of counselors administrators and staff: We have done so consistently every month. We have also started to include VA and EDD personnel as well as veteran students to seek solutions and communicate upcoming issues. 9. Continue to improve already requested support to implement veteran tracking in Datatel that expands beyond veterans who are certified: This allows us to identify all veteran students attending who could also benefit from VRC services. Our data collection continues to prove to be a challenge. Even though we collect our local data via FileMakerPro the main database cannot be used to track all veteran data without tremendous IS support and is often incomplete. We hope this to be a component in the future. It is necessary to track all veteran data in order to offer support to all veterans even those who are not currently using their benefits and are the only students tracked in DataTel. 10. Improved marketing to veterans in the community will improve veteran student attendance. Marketing proves to be a challenge that we cannot fulfill without a budget. We have applied for such budget but until we receive additional financial support we cannot hire staff or pay for outside agencies that would help us get the word out. We have asked for help from our marketing department and are waiting to hear how to proceed. 11. Workshops in which we feature on campus support services to our veteran students will educate our existing veterans to reach for help in timely manner: We held our back to school welcome in which where we invited many support programs to attend and communicate with our new veteran students available help as they navigate college. We have accomplished this partially with our annual welcome where several counselors from our counseling department attended and held short informative sessions to communicate what was needed to get the student started. We have also formed solid relationships with our DESP program on campus where a program specialist has started to install digital support programs on our computers in the VRC to help our students as they work on written reports as well as train our veteran students how to use such. Additionally we plan to arrange times with the DESP counselors who can come to the VRC to meet with students in a one-stop-shop environment to discuss how to navigate the DESP services and evaluate the individual student for DESP service qualification. It is still difficult for our veterans to self-disclose a possible disability. I am pleased to report that we are working in conjunction with DESP to bridge these hindrances. 12. Continued tracking of learning outcomes and student success by way of FileMakerPro database & daily sign-in data: We collect data consistently all year. This includes keeping track of all new students we import via Datatel and then import into FileMakerPro. We then compare the data and add walk-in students. This collection of data allows us to pinpoint where support services are needed the most. We have completed two student surveys this semester one student staff and another general student survey. It is interesting to note that the student staff survey indicated when asked what skills were acquired during the time working in the VRC all had acquired improvement time-management skills. Another staff member mentioned that he discovered improved deductive reasoning on his own without having to be told what to do as was the case while serving in the armed forces. The general student survey indicated that as a VRC staff we need to work more diligently at getting the word out to all of
the veteran population to announce in house support service visits such as EDD and Palo Alto VA since those who answered the question did not use the services at all. We also discovered that all who were questioned were aware of financial aid benefits as well as counseling. We concluded that we also need to work harder at bridging the gap between veteran student and the DESP office. Through daily ticketing sign in we have concluded that the average usage of the VRC this semester has been 65 weekly. It will be interesting to measure attendance based on following year’s attendance numbers to gauge the effectiveness of our outreach.

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

There will be a tremendous impact at the inclusion of a 50% veteran counselor permanently stationed in the VRC. Not only will our students develop a very close and trusting relationship with their new counselor. This new counselor will also be assisting in tracking difficulties with the individual veteran student in a timely manner thereby assisting by advising the student with immediate resources as well as crisis intervention when needed. The impact that an increased textbook lending library will have will be measured by the success the students has as they pass their classes and able to access technology and text books in a faster and timely manner. Currently many veterans cannot afford to buy their textbooks at the beginning of the semester; this will change with the fully stocked library. Funding for office staff will enable the program to accomplish the goals of tracking the students offering programmatic assistance and maintaining student data accurately. If we continue working with transitional VA workstudy staff that needs to be replaced and trained every two years the program will remain stifled and not grow to offer the so much needed assistance to all veteran students as well as bring additional students to this campus by outreach. Regular staffing will allow us to outreach more effectively which is only in minimal existence at the present time. With the newly hired veteran counselor we will be able to establish veteran specific orientations. Because of decrease of student enrollment at our college as whole our program has suffered at the loss of support from the campus center supply budget for back to school welcome and other events for the VRC. Without a budget there will not be supplies for our welcome which is a largest source of outreach to our veteran student body every year. As we evaluated the employment of our female veteran to draw in the female student population we discovered that childcare was lacking in order for the majority to use our services on campus. It is our goal to seek funding to cover this need. Without such the female population will not be able to attend the VRC since family obligation outweigh the need to attend the VRC and support activities as well. We also discovered the need to establish a mentorship program for our veterans. We have begun to gather student information with the student permission that will be accessible to our veteran students. This information can serve to prepare our veterans as they move into the business arena. We hope to include veterans in the business community eventually to broaden this resource. As we move forward with the acquisition of Banner to replace DataTel we hope that improved tracking of veteran students will be a high priority as well as mandated currently by the state regulations and allow us to offer valuable resources to all veteran students. This will ensure greater success rates for our veterans as we will be able to
successfully reach the entire student body. We also recognize the great need of marketing funds. The only way to get the word out without in-house outreach staff is to advertise our great school and program we have with off campus resources. This requires funding which we hope to secure with additional donor requests. Additionally as mentioned above we will need to focus on improving communication with our veteran students about in house support service visits since there still seems to be a lack of knowledge on behalf of the veteran about valuable support available to them in the VRC that would aid the veteran student in their whole being. Announcing EDD DESP visits and Palo Alto VA needs to be a priority in the next year.

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

As mentioned above we will need to continue to develop a mentorship database which will allow our veteran student to contact other veterans in the business community for research and mentorship opportunities. We hope to continue to build on our resource list and maintain such to offer this valuable resource to our student base.

**Learning Outcomes**

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

   Yes

11. If no, please explain:

   N/A

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

   Our latest veteran student survey revealed that 60% of our veteran students believed tutoring to be a necessary component for the success. Since then we built active relationship with the tutoring department and partnered with tutoring to bring in-house training to the VRC as well as separate time and space for our veterans who went to the tutoring department. Because of these efforts many more veterans are passing their math class as well as use the tutoring department more consistently. Additionally it was mentioned that because of limitations with textbook lending in the Library the students would not use such services. But instead we established a textbook lending library in the VRC. Text books were purchased with donated funds from the Saratoga Rotary. We also secured 4 Ipads through the SSSP funds that will be
used for a loan program and books purchased with funding from a proposal through the AJ department and the Saratoga Rotary grant for veteran students who use textbooks online. It is the general consensus that most Veteran Resource Centers are working towards a one-stop shop environment which will help veterans feel more at ease while going to college. Research indicates that a veteran student’s success often depends on locally available support readily available in terms of peer support as well as centrally located student support services. The goal of the VRC remains to work towards making the environment for WVC veteran students a one-stop environment. It was also noted that many of the veterans only listed two or three WVC support services. The VRC has taken great strides to collaborate with support services by including representatives from many support programs such as Trio DESP Tutoring as well as counseling. It is important to note that we have gotten approval to hire a 50% veteran counselor who will be stationed in the VRC. This will further move us towards the goal in making the VRC truly a one-stop shop. One of our goals to officially establish a veteran orientation could not be realized at this time because of lack of staffing. We hope this will change with the new addition of the veteran counselor.

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

We have applied for an official budget this year and hope to hear positive results of such. We have secured additional funding to increase the textbook library. We also successfully secured a 50% dedicated veteran counseling position who will be stationed in the VRC. In our application for a budget we hope to include part time office staff supplies and replacing antiquated computer and printer equipment for the VRC as well as the counselor office. With the transitional turnover of VA work study who change every two years it is becoming increasingly difficult to provide necessary program support for our veteran students. We plan to continue working on making the VRC a one stop shop which will hopefully include a monthly visit from the benefits advisor within the VRC to answer benefit questions for our veterans. Hiring female VA work-study student proved to be difficult to accomplish. The main reason is lack of affordable childcare for those who want to work. We will have to regroup and find resources for childcare in the future. We plan to continue to advocate that the tracking of all veterans is implemented into the newly proposed Banner database.

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

The main institutional change that needs to occur is to recognize the program’s need for a budget that includes office staff. Transitional VA student employment cannot support a growing program on its own. Additionally the importance of dedicated veteran counseling needs to be implemented at a 100% level. Many veteran students establish a trusting rapport with their counselor and when counselors are limited to minimal support time many serious issues our veterans face cause them to drop out of school. As stated above if veterans don’t
have all services available in one place they often will not seek help when it is needed. I believe the college needs to continue to strive at a one stop shop environment. Recently the veterans were given 15000 from a Landcorp grant and were instructed to spend it how say saw fit. It was with pride that I watched them spend the funding wisely and save support funding for the following semester.

Conclusions

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

- The VRC was able to gain approval for an additional staff member through the VA-workstudy program currently totaling 5 staff members. Sadly all will be transferring this semester however. The added VRC staffing produced higher level of services as well

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

As mentioned above our strength is the passion for cause. The entire Veteran Resource center staff is currently veteran VA work-study and as such knows what the challenges are that present itself for our veteran students as they return from combat to civilian life. Our challenge is also as stated above working solely with VA work-study veteran students staff. We are in dire need of a yearly assigned budget that is accessible when needed. Currently the difficulty to access funding when needed is stifling the program?s effectiveness as we find ourselves spending valuable time chasing after ways to access and pay for services. When transitional staff is based solely on VA work-study revolves every two years the program is decimated and needs an entire semester to recover by seeking for new staff as well as training such. All planned activities and programs must take a back seat as we recover to start anew.

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

4/15/2015
PROGRAM REVIEW
2014 – 2015

FOR

West Valley College ISP-International Student Program

SELF-STUDY SURVEY
NON-INSTRUCTIONAL UPDATE

Submitted on: 4/14/2015 2:35:20 PM
The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.

**General**

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

   West Valley College ISP-International Student Program

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

   Sara W. Patterson PDSO and International Student Counselor

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

   Dr. Wanda Wong DSO and International Student Counselor and Ms. Terry Eppley DSO and Program Coordinator and International Student Advisor

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

   The West Valley College International Student Program (ISP)supports International students along their pathways to reach successful transfer to University and obtain Associate Degrees in their chosen major since international students are required to have majors when they enter the US to study based on DHS/SEVIS requirements.

5. **Which College programs or shared governance groups rely on your services?**

   1. District and College for bringing in tuition fee paying students - enhances the coffers of both. 2. Global Education Committee - brings diversity to the college 3. ESL Department-enroll in these classes on as needed basis (per ESL assessment) 4. West Valley College Student Body - enhances diversity of the college and gives other American students perspective about the world and issues that are different than what is known in this country.

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

   Federal Influences: a.DOS=Dept. of State:controls Embassies and Consulates where students apply for and receive their visas. b.DHS=Dept. of Homeland Security: oversees SEVIS and the admission of F1 students into the US once they obtain visas for entry. c.SEVIS=Student Exchange Visitor Information System: PDSO (Principal Designated School Official) and
DSO (Designated School Official) register students for documents to enter US register for F/T or deviation from program work permits drop below units change of address terminations for out of status students all required for students on F1 visas. d. ICE and CBP=Immigration and Customs Enforcement and Customs and Border Patrol: regulate students as they come into the US at the borders and within the US pertaining to their legal or illegal status. Sometimes they reach out to PDSO or DSO regarding specific status situations. State and Local: a. West Valley-Mission Community College District: budget allocation for running program related to recruitment/outreach and use of international revenue within other college programs and academic offerings at both schools. b. SSSP/VPSS and Admissions Directors interpretation: no priority for international students regardless of their units completed or meeting the requirements for priority based on SSSP requirements which is a detriment to science and tech majors that need to compete for classes. LAST REGISTRATION (NO PRIORITY FOR REGISTRATION) c. West Valley College - College oversees money that is allocated to ISP at West Valley College d. West Valley College Counseling Department - includes reassigned time for counselors in the program. Also includes part time international student advisor position within the ISP. Global: a. Environmental and World Issues - earthquakes tsunamis and other world disasters/wars affect financial ability to come to US college. b. World Markets - financial instability of markets throughout the world affect students financial ability to come to US college.

Closing the Loop

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

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

From Q8 on last years Program Review - Proposed Actions or Objectives: 1. Same - continuous level of coverage for ISP from Counselors/International Student Advisor all whom are DSO or PDSO. Variety of needs happen outside of registration and educational planning such as status checks for full time reporting to SEVIS any student changes social security letters for employment employment requests that are made to DHS tax info disseminated and transfer as well as completion processes done with students either going to other colleges or returning to home country. Coverage will actually increase in Fall 15/Spring 16 since Dr. Wong coming into IS for 50% instead of 30% so we will have 1.0 or 100% equivalent coverage by counseling. 2. Counseling 2 - same but additional SSSP requirements make this class mandatory now for all new incoming students. Students however may take Counseling A orientation to meet orientation requirements but are advised that Counseling 2 is preferred. Since registration priority is now off the table for new incoming F1 visa students we may need to creatively problem solve this issue so our international students can have some equity in the priority process get classes and transfer or graduate in a timely manner. 3. IS - Internet Services - new tablet Microsoft Surface 3 obtained to help with overseas outreach for counselor who is working in that area. Assists during outreach/recruitment
activities. 4. Marketing and Advertising - it was recommended that Dr. Wong take more IS Administrative time to evaluate and implement prospective resources to obtain new students. Dr. Wong will implement more IS Admin time in Fall 2015 since she will step back from Athletics counseling. She will be 50% ISP in Fall 2015. During this time she will be doing more marketing and advertising for the college. We had mentioned in earlier program reviews that we need to BRAND" the West Valley College name in the overseas and local communities. She will take more recruitment trips if we have consistent budget for it. 5. Early Alert - Same since helps with student success and identifying students at risk. 6. Survey given to IS students in Fall 2014/Spring 2015 for total of 41 out of 85 students in our program. 14 questions given with a bonus question. Some results will be shared below. 7. Continue to honor students at graduation with country sashes and small party. 8. Request for consistent resource funding - The board and Ed Maduli VCF said that they have developed a allocation model for both colleges to receive funding from IS funds received (tuition payments only not the $46 state fee). Fall 14/Spring 15 there were 85 students each semester who were required to be enrolled minimally in 12 units per student per semester. We calculate that minimal tuition collected by the college for those students to be approximately $416 000.00. Last year we asked for $90 000 for ISP for one year 14-15. We received $48 290 F14/S15 from primarily Fund 120 (does not include advisor or counselor salaries or backfill). These funds are non rollover funds and will go back to the college for redistribution for the next year. We are questioning the transparency of the budget that we supposedly received from fees generated by our students but as of April 9 2015 $0 dollars have come from the supposed allocation model per District Finance office with all monies received in this program coming from either the Land Corp (fund 120 -831) or our department budget (fund 100) or our accrued $100 application fees (Fund 120). At a board meeting that we presented last Spring 2014 we were told that the allocation model was where our funds were going to come from (a percentage of what student tuition generated). It does not seem like this is happening so we are kept in the dark with how money is really being allocated to the program and if it will be consistent on a yearly basis. We cannot make long term plans with this type of budgeting. This year we requested $38 600 for 15-16. Our only consistent rollover funding is our $100 application fee which gets us about $3000 per year. 

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

1. We will increase the amount of time to a full 1.0 for ISP counselors Fall 2015 by increasing Dr. Wong's time with international students. She will also be doing more in the way of marketing and outreach during this time. Dr. Wong will also be available to see more students since our advisor Terry Eppley has been inundated with many more students this academic year which takes time out from other duties regarding budget status checks and processing of documents. In the Spring 2015 we also hired a part time person to collate and evaluate old documents for archival purposes in readiness for moving from paper to computer as well as relieve space issues.
9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:

Yes we need to continue liaisons with local language schools as well as develop new contacts with foreign high schools colleges and groups where potential NEW F1 visa students might be recruited from. Dr. Wong's switch to 50% International reassigned time should help us increase these contacts. There are new local high schools (VIA-Valley International Academy) that serve F1 visa students and we have made a preliminary visit last December 2014 to discuss WVC programs and opportunities. Our survey showed that the majority of our students hear about our college from local friends and family with website/internet being the next highest recruitment tool followed by sports (athletes coming to play for our school) then foreign agencies (whom we do not pay but fees are paid for by parents to 3rd party agents). We could do a mass marketing campaign to local families who may have interested foreign family members/relatives/friends and possibly offer an information night to see what kind of interest we could generate. 32 out 41 respondents to our survey stated transfer as their main goal. Most students were first year students (22) who took the survey. One third (14) had no issues or difficulties. The most difficulties centered around transportation (8) speaking English(10) and communication with teachers (4). 25 of 41 (65%)said that they registered on their assigned date and time making use of priority registration which is no longer available to them as of Summer/Fall 2015. This will need to be problem solved at the next level since we have made the VPSS and President along with Director of Admissions aware that this action could lose students for our college. Overall the survey reaffirmed that the majority of our students are wanting to transfer to university and that seeking and receiving the help that they need. We polled usage of health center (25%) campus center(75%) tutorials(25%) admissions(75%) clubs/ASO(10%). 80% said that they used counseling but most of them filled out the survey in the counseling building so you can infer from there...it may mean that this was for other usage.

Learning Outcomes

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

Yes

11. If no, please explain:

n/a

12. How have the program’s assessments produced a positive impact for student success? Please share your success stories.
Of the people that are eligible to transfer out over 80% transfer out and/or receive Associates degrees/certificates. The other 20% either change status to resident and may not complete programs of study by dropping out of college as well as some may return to their home countries for a variety of personal reasons or drop out completely without notifying the International Student Program therefore incurring termination in the SEVIS (Student Exchange Visitor System). Many of our students transfer out to UC CSU and private colleges in California as well as into other states university systems. Many of our international student athletes receive scholarship offers to attend other universities in and outside California.

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

We cannot answer this question since priority registration has been removed and has presented some new challenges to review in the next year. We will problem solve these issues as they arrive. Students also must pay when they register in full so this may also affect our students success as well as the amount of units taken since all of our students must be full time but many take more than just the minimum amount of 12 units. Last year this was not the case and international students did have priority completing usually more than 12 units per Fall/Spring semesters and they did not have to pay right away but were given the same opportunities as resident students to pay within one month of their registration. We believe that this change will impact the numbers of students that register previous to school start therefore giving them less opportunity for successful matriculation at our college.

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

1. Registration Priority: Removal of International students from school registration priority will impact majors such as Biology Chemistry and Engineering where the school only offers one class such as Bio 41 42 43 Chemistry 12A and B Math 4A B C Arch classes and a variety of engineering coursework on limited basis. This could delay their transfer and perhaps be cause to leave WVC in pursuit of a different school that gives some type of priority. Currently international students within a cohort will have no priority and will register with first time students every semester (level 10) 2. ESL: Full time programs in ESL would allow us to enroll lower level language students into a full time ESL program. As it stands now ESL only provides one level (ESL 961 GW RV and LS) with 12 full time units. We accept level 963 (corroborates with IELTS 5.5 and TOEFL 61) or above for full time attendance so students can take other classes to meet the 12 unit fulltime attendance for F1 visa. Students are issued I-20 documents that require that they be full time every Fall/Spring semester. 3. Pay to Stay Regulation change for F1 students: F1 students MUST now pay at the time of registration whereas in the past they would be allowed to pay just as residents would pay one month after they register for class. Now F1 international have no other option but to pay at the time of registration. We feel that this will limit the amount of units initially
registered for (students making deliberate choices of needed classes first) so that international students will not preregister in numbers as they have done in the past. We usually have at least 50% of our students registered by mid summer. We believe that this number will be less and will be keeping an eye on registrations this summer because of the new payment policy.

4. Continued attendance at International Student Conferences by PDSO/DSO for updates on SEVIS regulations and information. 5. Budget for hiring part time workers on as needed basis.

Conclusions

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

1. VETEC Vietnam visit in Fall 2014 provided continued relationship with Mark Matsumoto and his VETEC team which eventually led to the Spring 2015 successful visit. see 3 below
2. China and Thailand visit produced resources for potential growth of international students.
3. Vietnam Spring 2015 visit: Dr. Wong’s last outreach trip to Vietnam produced two on site complete applications for the Fall 2015 semester. These applications are currently under review in our next acceptance cycle. 4. ISP students continue to transfer and receive Associates degrees at consistent rates. Most are very successful in transferring out to UC CSU and private universities. Many student athletes receive full or partial scholarships to attend university. 5. San Jose State representative visited second year in a row this Spring 2015 to facilitate WVC ISP to SJSU where many of our students transfer out. Developing a relationship with international office at SJSU. 6. GGLS visit at their college in Fall 14 fair. We had 4 applicants for Spring 2015 and accepted 3 applicants. 7. BECALOS visit included Mexican Consulate to see President and meet with faculty/staff at WVC. see below for outcome. 8. Silicon Lake College of Vocational Technology in Jiangsu China rep visit. 9. Former De Anza recruiter Mr. Lee wants to set up recruiting protocol with WVC. See below. 10. Mr. Isaac Yehuda RCS VP meeting to set up overseas recruitment fair. 11. Mission College IIS visit to campus Spring 2014 and explored majors in a presentation. Received 4 applications and accepted 3 for Fall 14 deferring one to Spring 15. 12. Concordia International School of Shanghai visit March 16 2015.

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

Strengths: 1. Committed dedicated staff and counselors despite all the challenges of changes in college protocol due to registration payment on demand and SSSP requirements. The college continues to create hurdles that hinder our knowledge of ongoing financial support as well as budget allotment (we are given a different budget/rollover every year). We provide answers and solutions plus help problem solve personal and economic issues for students as well as administrators. In Fall 2015 we will offer 1.0 service from counseling. 2. Consistently graduate and transfer international students to other programs. Since we are a one-stop shop we can advise students on international issues as well as help them with the graduation and transfer process. Statistics available if needed. 3. We enroll international students from about
30 countries worldwide and this creates a diverse group of students at the college.
Challenges: 1. Recertification for I-20 status: We are currently under the recertification
certification process with Department of Homeland Security (DHS) on being able to continue to issue
acceptance for F1 visa students. This process took a lot of time since programs at the college
needed to be reviewed for time spent in class units accrued course and program content and
whether they were eligible to receive I-20 approval (document needed for students to receive
their F1 student visa). There was also additional certifications required by the college to
reaffirm the PDSO and DSO's at the college as well as their accreditation and program
certifications (ACCJC as well as CCCC ABA etc.) Time taken from both counselors and
advisor since this was a very information heavy process. Program recertification will now
happen every two years and we will receive a visit from our Department of Homeland
Security Representative Ms. Mariyah Tolentino twice a year as well. We had our first on site
visit this last January 2015. 2. We also spent time with BECALOS (Hispanic Chamber of
Commerce and Mexican Consulate representative) on trying to develop and coordinate
faculty with programs for low income Mexican students who were seeking to become
students in the US. Unfortunately our proposal was not accepted because BECALOS lost
funding. This was time taken from both counselors and advisor in meetings and preparation
of documents. 3. Time spent with Silicon Lake College of Vocational Technology in Jiangsu
China (Coco Tan rep) without results or transfer agreements made as of yet. 4. Mr. Xiaodong
Lee former De Anza recruiter in China as potential recruiter for WVC. Dr. Wong went to
president and executive staff of the college and Mr. Lee was denied on becoming a recruiter
for WVC. 5. Budget rollover or lack thereof every year. We are given information on how
we are supposedly budgeted monies to our program and find out that it doesn't really happen
the way that administration initially described it. We were told about a budget allocation
model and that we would receive ongoing budget from this source. When we checked (Terry
Eppley checked with Sandy Dinh) there were $0 funds allocated to the program with all
funds coming out of Fund 120 which mostly will NOT rollover. Year after year the rules
seem to change so we cannot plan completely for next year. 6. Registration Priority: None as
of Summer and Fall 2015 since the Director of Admissions has interpreted the regulations to
read that international students will have NO priority regardless of assessment orientation
and educational planning completion. We are a responsible program that will continue to
provide assessment orientation and educational planning regardless of whether our students
will receive priority registration but will are going to try to revisit this in future to
accommodate science math and technology majors that will have a tough time competing for
classes without priority if only one class is offered each semester. We may need to approve
students taking classes at other schools in order to get what they need and this will take away
financial resources from the college.

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

April 14 2015