

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***College Webmaster***
2. Person(s) completing the questionnaire: *David B Duncan*
3. Date of completion: *10/19/2007*
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Webmaster oversees the primary student access portal to the college, through the public website; where course schedules, registration, activities and many other forms of information are available. The Webmaster is also responsible for overseeing several other internets and intranets for West Valley College. As a member of the Marketing, Publications, Online Student Services & Website Design committees, the Webmaster has influence on decisions affecting the public image of the college, how the college is being promoted to current and future students and the dissemination of information to Students, Administration, Faculty, & Staff.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

A new, technologically advanced Instructional Website Server has been put into use. This server supports scripting and rich media content and initial use has been implemented for the presentation of password protected copyrighted instructional video and audio content linked from courses on the Angel Course Management System. Further investigation has begun to examine a long term solution for the delivery of rich media by way of a modern streaming media server such as Flash Media Server.

A Help Center System has been setup and is undergoing final tests. This program will allow the creation of help tickets for the Audio/Visual, Classroom/Lab Computer Support and Webmaster functional area. This will be available only within the firewall on campus. It supports self registration and may also be able to import the LDAP user database.

Promotional videos have been added to the News & Events section of the College website. These include audio of WVC radio commercials, several videos of College events such as Student Services Day and a Campus Update with College President Phil Hartley.

Relationships have been created with several vendors of discount educational hardware and software for purchase by students and staff. Links have been placed on the College website.

The process has been begun to re-map the top level pages of the College website with emphasis on an intuitive and easy to use navigation model. The addition of a Prospective Student page is the first step toward a promotional section of the website to focus on information and resources aimed at attracting and convincing potential students to attend WVC. Redesign of the home page and top level pages has been begun by the Graphic Design Department.

In conjunction with the district IS department & Mission College, an investigation and choice of a Web Content Management System (CMS) for all three websites has been made. The hardware and software is in the process of being installed and an implementation and training schedule is being created. This project is estimated to require several years for full implementation and conversion of the existing public websites.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Analysis of the West Valley College Website consists of: analyzing the server logs of visitors to the website, search reports of the site, the Front Door Report, Student feedback and surveys and page counters on specific important pages.

Server log analysis continue to show a steady increase in the number of unique visitors to the website. Most of the visitors are now using modern version browsers that eliminate the need for separate programming code lines to maintain backward compatibility with older browser versions. Accessibility requirements actually increase the usability of the website for the non-disabled as well as the minimally disabled visitors (color blindness, partial hearing loss, Presbyopia, etc.).

The Front Door Report showed that the site is generally able to provide the needed information in a usable and organized fashion. There were opinions that the "College Speak" and wordiness need to be addressed by rewriting many of the top level content topics in non-academic terms friendly to students both old and young. The overly detailed content also needs to be simplified and then provide information on how to obtain more detailed information on the subject (by phone, appointment, download a document, etc.). Break up long pages using submenus or tabs has also made much more of the content readily available and visible.

Several other searched terms have prompted easier and/or more visible access to: "Finals Schedule", "Transcripts", "Catalog" and "Class Schedules". Each Semester, fewer Students get their Schedules and Catalog in print format. This is confirmed by the increasing number of downloads of the online, accessible, PDF versions of these documents. Many other documents are also web-delivered. Introduction of a central document library for all newly posted documents allows all documents to be located in one central place. Some of the recent document categories are: administration, admissions, application for admission, calendars, classes, events, faculty resources, financial aid, maps, media, notices, & schedules.

Additional work on the streamlining of the Public Website continues under the supervision of several committees. The second phase of the site redesign also needs to go forward. Re-categorization of the site content to match the visitor interest should be implemented as soon as possible. Groups such as Current Students, New Students, Prospective Students, Leisure Learners, & Career Advancement Students as well as others, should have site paths specific to the needs of that group.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a. Data shows that more students are taking fewer classes. This may be partly attributable to those returning to college to update skills along with leisure learners taking just one or two classes each. These additional students are more likely male than the general college population, bringing the genders a little closer to parity. The need to work more hours to pay higher book, rent and energy costs may also be a factor.

b) The recent improvement in the employment situation in our service area has reduced the number of people interested updating their skills. The aging of the population has added interest in Leisure learning classes. And the number of high school graduates continues to trend down in our immediate service area.

c) As a "Community" College, the class offerings, website design, advertising, and publications need to cover many segments of the population. This should increase the variety and dynamic quality of the institution.

d) Since a large part of our student body is still in the 18 to 24 age group but older adults at the other end of the age spectrum are the current opportunities for increased enrollment, there is different generations attending the our college. These two groups have quite different needs in terms of interests, goals and accessibility. Additional targeting of career advancement and transition students can help retrain for the changing job market and also bridge the increasing age gap in student population. Finally, the ethnic population within the South Bay Area is becoming increasing more diverse, with the white population quickly becoming a minority. Communicating to these diverse populations with the College Website and advertising campaigns requires different targeted advertising campaigns and website content for these vastly different student populations.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a. Students members have been added to several of the committees concerning the College website including Marketing and Website redesign to provide input that the correct content is being delivered and that the site is easy to use by the sites most important customers.

b. Rich media has also been added to increase interest to the site providing a multimedia experience.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

Students are increasingly using the Public Website as their "portal" to the college. Starting with exploration of the College as a potential place to attend classes through department listings, virtual tours, and transfer information to searching the schedule and the catalog, viewing lists of late starting classes, finding out dates when finals, holidays, and drop dates are, the web has become the main form of communication outside of the physical boundaries of the campus.

Additional emphasis has been placed on the "fun" part of education such as student activities including clubs, career fairs, activity days, etc. Students are here to learn, but it is often these activities that they remember and pass along positively to their friends, family and other potential students creating invaluable good will and word-of-mouth advertising.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

WVC, the District IS & Mission College have chosen a Web Content Management System (CMS) for all three websites. The hardware and software is being installed and the implementation and training schedules are being defined. Due to the large number of departments that will need to designate and train a content editor and approver, and the large variety of external web pages and internal web pages this process is estimated to require several years for full implementation. We will need to leverage many of the faculty and staff throughout the college to take the responsibility of migrating web pages within their departments and then take on the additional responsibility of maintaining their own department's web pages.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
- What relevant findings have been derived through the SLO assessment process?
 - What changes have been implemented, or are planned, based on the findings since the last program review?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Click once here and type your response

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

The addition of rich media presents the increased opportunity to deliver more interesting and dynamic educational and promotional content and the challenge of making it available to the largest number of people taking into account the large range of user technology levels and making the content accessible by providing alternative forms of content delivery such as text transcripts and captioning.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

** Implementation of a new Instructional Website Server supporting rich media content delivery of password protected copyrighted instructional video and audio content linked from class sites on the Angel Course Management System*

** A Help Center System that will allow the creation of help tickets for the Audio/Visual, Classroom/Lab Computer and Webmaster Departments.*

Promotional videos have been added to the News & Events section of the College website.

** Links to several vendors of discount educational hardware and software for purchase by students and staff.*

** A Prospective Student page to focus on information and resources aimed at attracting and convincing potential students to attend WVC.*

** Selection of a Content Management System (CMS) for the college external website and intranets.*

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Due to the variety of theories on website design, decisions need to be made through the use of surveys and other student input in what works best for them in a website. Additional use of rich media is both feasible and desirable to attract additional students now and in the future.

2. Program Strengths:

The site has received complimentary comments from international visitors and students as to the improved ease of use.

ADA compliance, timely updating of top level pages, cross-platform conformance of webpages.

Functional working groups guiding the development and priorities of webmaster's efforts e.g. on-line student services committee, A&R web working group.

Accessibility - standards compliant (section 508) web pages

3. Program Challenges:

Website redesign is difficult to accelerate due to other time commitments by those stakeholders needed to provide content and input to the process.

Difficulty in imparting the high level of importance of CMS implementation to the various Departments and Offices allowing them to make timely updates of their content.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Implementation of the web content management system that will allow the decentralization of managing/editing web content, including the capability to easily publish college committee agendas and meeting minutes, replacing inside.westvalley.edu. This initiative has completed the selection and procurement phases. Training and pilot phases are next.

Provide specific views for different visitors to www.westvalley.edu, including Prospective Students, Current Students, Faculty/Staff, Friends & Community

Addition of more images and rich media, video, audio, podcasts.

Move ahead with a style-guide, for the site as well as the college as a whole.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Complete all phases of transition to anew Web Content Management System (CMS)

Redesign the college website to not only be more attractive and useful, but accentuate the fun as well as the academic programs at WVC and create a prospective student orientated section to attract and interest future students.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Test functionality and train to use the new Web Content Management System (CMS)

Implement Inside West Valley intranet for West Valley College committees.

Import top level WVC webpages into CMS while simultaneously implementing the site redesign and updated navigation model.

Create style guide for departmental websites to enforce common navigation elements while allowing for individual design expression.

Complete deployment of the Helpdesk System.

Switch instructional rich media delivery to a streaming media server.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu