2017-2018
Program Review Progress Report
Thematic Summary

Compiled from Program Review Progress Reports submitted
November 2018

Report submitted by the Student Learning and Program Effectiveness Committee (SLAPEC)

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COMMITTEE MISSION AND GOALS

The goals of the West Valley College Student Learning and Program Effectiveness Committee are to:

- Develop a streamlined process that integrates learning outcome assessments and program self-evaluation.

- Encourage thoughtful and meaningful dialogue among faculty and staff on methods and practices that help students achieve their goals.

- Assist faculty and staff in managing learning outcome assessment data and supporting evidence for continuous quality improvement in compliance with accreditation standards.

- Support program self-evaluation and planning based on thoughtful student assessments, collaborative dialogue, and meaningful program review.

- Act as the faculty and staff voice to ensure a transparent and systematic process that improves linkage and accountability between program review and resource allocation.
INTRODUCTION

As part of the integrated planning process, the Student Learning and Program Effectiveness Committee (SLAPEC) works to inform College Council deliberations and annual goal planning by identifying critical College themes as they are revealed in program reviews. These themes are presented in an annual report that builds upon West Valley College’s systematic processes for continuous quality improvement. This report serves to inform planning, resource allocation, and decision making. It is presented to the Academic Senate, Classified Senate, and College Council and is shared broadly for college-wide dialogue.

This thematic report is based on the review of 58 Progress Reports submitted by February 8, 2019, from a total of 78 programs and was compiled from the overall comments noted on the cover page of each of the Progress Report Rubrics prepared by the SLAPEC readers. Each cover page included a summary of the reader’s Overall Comments, the program’s Strengths and Challenges, the program’s suggestions for Closing the Achievement Gap, and notable highlights from the program’s Progress Report. The intent of the theme report is to highlight commonalities in these areas across the various program strands: instructional, non-instructional, non-instructional with curriculum, and administrative programs. In addition to the commonalities shared by many programs, it should be noted that individual programs also had program-specific Strengths, Challenges, and ideas for Closing the Achievement Gap. Though this report does not address specific program needs, SLAPEC has shared its review of each program’s Progress Report with the appropriate administrator that supports the given program.

This report begins by outlining summary statements of Program Strengths, and then Challenges and Needs for Institutional Support. It continues to outline common themes and specific ideas for Closing the Achievement Gap. The final section of this report provides selected Program Highlights to reflect the excellent work being done across the College.

PROGRAM STRENGTHS

Community Partnerships and Outreach

West Valley programs have invested deeply in establishing a positive relationship with our local community. Several programs cited significant efforts to establish, maintain, and deepen partnerships with our community. By proactively establishing partnerships with several local organizations, these programs have increasingly become West Valley’s ambassadors to Silicon Valley. Some examples of this active relationship with our local community include:

- Biology has partnered with California’s Native Plant Society (CNPS) to host their annual Wildflower Show. The Wildflower Show provides an opportunity for WVC students to interact with the public, present their conservation projects, and practice their outreach education skills. Biology has also partnered with CNPS on the Science Garden project where CNPS will be helping Biology work with students to maintain the Science Garden once it is installed.

- In Spring 2018, the First Year Experience (FYE) Coordinator reached out to the students from a local continuation high school and helped them complete their FYE applications at the high school. As a result, ten of these students started their first semester in college as part of the First Year Experience cohort at WVC.

- The Veteran’s Resource Center continues to establish close connections with local veteran centers. This effort has brought in the numerous new community resources and connections for our students, including the VA Mobile Medical Outreach Van. The VA Mobile Medical Outreach Van provides monthly services on campus and enhances West Valley’s presence in the veteran community.
Expanded Services to Students

Several programs reported on their vigorous efforts to expand the services they provide to students. These services include numerous workshops, trainings, and presentations to better serve and inform our student community. Due to their concerted efforts, programs such as English as a Second Language (ESL), Extended Opportunity Programs and Services (EOPS), First Year Experience (FYE), and TRiO each reported robust enrollment in their programs.

Curriculum

To meet the diverse needs of our students, several programs updated their curriculum by creating new programs, courses, and scheduling based on student demand.

Women and Gender Studies (WGQS) is one example of a program that proactively responded to student needs. WGQS identified a need to reinforce and expand its diversity-dedicated course offerings and programs, courses that focus on diversity and examine gender, sex, sexuality, race, ethnicity, class, ability and other identity categories. These course offerings were designed to help students see how oppression works, is internalized, and may be overcome through challenging dominant paradigms and disempowering social norms and/or stereotypes. As a result of their efforts, WGQS has reported positive student demand for these courses.

PROGRAM CHALLENGES AND INSTITUTIONAL SUPPORT NEEDS

Inadequate Funding

Over twenty percent of programs cited insufficient state and college funding as a significant challenge to meeting their goals and objectives. These funding challenges adversely affected the following areas:

- student success and retention,
- the programs’ ability to close the achievement gap among their students, and
- program growth and development.

Many of these programs recommend that the College include funding to:

- hire more embedded tutors to assist with closing the achievement gap to several under-served and under-represented groups. Embedded tutors are necessary to support first-level transfer English and Math classes that will be filled by students pushed upward as a result of AB 705.
- hire more full-time tenure track counseling faculty to serve more students in special programs (such as EOPS).
- create a Multicultural Center on campus that is coordinated by a full-time staff member.
- provide free bus passes to any student who is in need of one.
- provide a set of laptops available for students to check out in the library to help those students who do not have access to a computer at home.

Insufficient Faculty and Staff Support

Fifteen percent of programs cited insufficient faculty and staff support. Many instructional programs requested increased faculty and classified staff to ensure continued improvements in instruction and to replace retiring faculty. Major concerns regarding instructional improvements revolve around the:

- perceived lack of support for faculty in their administrative duties, as evidenced by insufficient support staff, insufficient technologies for handling non-teaching responsibilities;
- need to hire additional laboratory technicians to address the needs of students in our science programs;
- need to hire new faculty who have expertise in new areas of a field and to replace retiring faculty; and,
- insufficient release time for handling current department administrative duties.

Non-instructional programs cited the need to hire additional staff in addition to supplementing the funding of current staff to assist with expanded student support services. With the success and growth of several student support services programs such as FYE, UMOJA, and TRiO, to name a few, programs request additional funds to better serve students and close the achievement gap.

Outdated Technology

Several of the College’s programs report outdated technology has significantly impacted their ability to accomplish their varied goals and objectives.

Our Biology and Physical Sciences STEM programs report that keeping on top of basic technology maintenance, replacement, and upgrades (computers and software) for departments that
serve STEM students is a continuing challenge with limited equipment and maintenance funds. Keeping up with technological advances is critical in science, in order to ensure our students are trained with modern tools.

Currently, the College lacks a stated mechanism or process to order, replace, and/or upgrade technology in the classroom, offices, and laboratory spaces. This inhibits programs’ ability to close the achievement gap by providing current and relevant laboratory experiences.

At present, there is insufficient monitoring, maintaining, and supporting of software that meets student and faculty needs.

**CLOSING THE ACHIEVEMENT GAP**

**Support AB 705**

AB 705 has the chance to make a big difference in the achievement gap, specifically by removing a lot of the implicit bias inherent in placement tests and by eliminating unnecessary prerequisite courses. However, there is some concern that the implementation of AB 705 could adversely affect the success of some of our students.

With the implementation of AB 705, several programs cited the need for increased College support to students to ensure that students are successful in completing their transfer-level coursework. This support could come in the form of increasing funding for tutorial services, particularly for embedded tutoring.

**Provide Timely Data**

A number of different programs cited the need to access current data in order to identify any achievement gaps and propose solutions to address them. It should be noted that though data may exist, faculty and staff are often unaware of this or what is needed to obtain the data. It is recommended that the College ensures all faculty and staff are aware of where to obtain the data pertinent to their areas.

The following are some of the responses to the “Closing the Achievement Gap” question on the Program Review Progress Report (PRPR):

“To pursue this issue with more focus and direction, data is needed. If we could have achievement gap info at the class level, that would be very helpful and would enable us to develop focused and specific action plans.” – Business

“The data did not break out by course and we still need to ask for that break out data to make analysis regarding what the struggle is. This needs almost student-by-student details to compare attendance and assignment scores.” – Communication Studies

“We will continue to ask for more access to data that we need to track services and report to the state. This is very important because we do receive funding from the state based on the services we provide. This funding can be used to serve at-risk students. The infrastructure in Information Services needs to be improved so that the reports we receive are accurate and updated regularly.” – Counseling

“We need a greater volume and greater access to data. With data, we can make informed decisions about how to better serve students in the disproportionately impacted groups, both in terms of instruction and student services.” – Distance Education

“We do not have access to any achievement gap data. Therefore, I am not sure if there continues to be a gap and am not able to comment on this.” – Geography

“Without data, we are unable to identify any achievement gaps in our programs. We know achievement gaps must exist, but we don’t know where the gaps fall.” – Physical Sciences

“Data collection at the college is a concern and lacks the level of where the college needs it to be in terms of look, best practice, effectiveness, and availability. This makes it a challenge to be guided by the data to make programmatic decisions to best serve students.” – Student Equity and Success

One conclusion drawn from numerous PRPRs is that the College needs a Research Office staffed by more than one person, a centralized place where College data is housed, and a means to make data requests accessible to faculty and staff.

**Create New Learning Spaces**

To support the effort to close the achievement gap at an institutional level, several programs have recommended that the College be more intentional about how its student spaces support underrepresented students (for example, by creating a Multicultural Center and a Learning Space for Veterans) as well as instructional curriculum that is intentional in its application for underrepresented populations. Some of the learning spaces recommended are:

**Learning Spaces for Veterans**

It is recommended that the College create various smart learning spaces for veteran students. These learning spaces would include dedicated quiet study areas for peer-to-peer advising, tutoring, and study groups. While continuing to support academic success, it is recommended that the College increase the footprint of the Veterans Resource Center lounge within the Student Development area of the Campus Center and maintain the Veterans Plaza and Veterans Flight Deck as places for camaraderie and events.
**Multicultural Center**

Several programs cited the need to have a Multicultural Center on campus that is coordinated by a full-time staff member. The Career/Transfer programs said “Our under-represented students need a designated space on campus where they can receive culturally appropriate support. This center needs to provide a welcoming and comfortable environment that is conducive for students to meet, do homework, and have faculty/staff conduct workshops. It would also need to have a computer lab area where printing is available.”

**Science Resource Center**

Students of a variety of socio-economic groups often struggle with science classes. Many students are academically unprepared, lacking the study skills and STEM background to successfully navigate science courses. The Biology, Chemistry, and Physical Sciences programs each recommend that the College establish a success center that is targeted specifically for STEM students. The Science Resource Center (SRC) would be a space where all WVC students, particularly those students from a diverse socio-economic and under-represented groups, would receive support and resources to help them achieve their academic goals. The SRC would provide computer resources to assist students with their studies, and services such as study skill workshops, mentoring, and walk-in tutoring. Such resources and services would greatly benefit the goal of closing the achievement gap for women, minorities, and first-generation college students in STEM courses.

**Expand Embedded Tutoring**

Several programs cited the benefits of embedded tutoring and recommend that embedded tutoring should be expanded to cover all classes that would benefit from it. Embedded tutors are among the most successful models in improving student success. Meeting the students where they are removes barriers that exist in other support services.

English reports in their PRPR that embedded tutoring “has been highly effective in supporting students in entry-level courses, where many student groups such as FYE, Puente, Umoja, start out. It goes without saying that Latinx, African American, and first generation college students make up the majority of these cohorts. We need Embedded Tutoring to increase the academic support available to these students.”

The Writing Center recommends that the College “can further support the Success Center’s efforts at closing the achievement gap by extending the Success Center’s hours of operation. This includes late evenings, Saturdays, and online support to assist students who take evening and distance education courses. In addition, training tutors to specifically work with students who have learning disabilities would help close the achievement gap. Students with learning disabilities also deserve to have tutors with disability support training, as regular tutor training does not offer specialized training for working with students with an IEP or a 504, and DESP does not offer tutoring.”

**Hire Additional Counselors**

The Career/Transfer program states, “Many special programs (such as EOPS) could serve more students if they had additional financial resources to hire more full-time tenure-track counseling faculty. These special programs are designed to provide extra support for under-represented students, and many first generation students work best with individual appointments to help them with their transfer concerns.”

To help close the achievement gap, Student Support Services recommends hiring a “Retention Counselor” to increase the “level of intrusive counseling.” According to Student Support Services’ PRPR, “The Retention counselor, in conjunction with the Director of Multicultural Center and the Director of Student Need, can spearhead the development of a targeted student retention plan. Currently, we are using multiple funding sources to provide targeted workshops and advising session for special programs (EOPS, DESP, TRiO, Umoja, Puente, Veterans, and Foster Youth) to promote degree and certificate completion.”

Distance Education cites the need to expand online counseling and enable online submission of required college forms and recommends increased institutional commitment and funding for online student services.

**Expand Access to Technology**

As reported by the English program, many of our underrepresented students “do not have a laptop or Wi-Fi connectivity at home, making it impossible for them to complete their research and writing assignments. Classroom laptops and reliable Wi-Fi would provide students with the opportunity to do work in-class while the instructor and [embedded tutors] are available to help with their writing as they compose and revise drafts.”

Puente recommends that “the process students should follow to borrow a laptop from the College needs to be made clear and publicized. A variety of options for the duration of the loan could help meet more students’ technology needs. For example, instead of checking out a laptop for a semester, perhaps loans could be on a daily or weekly basis and run through a location that always has staff on hand during regular business hours (e.g. the library or student success center). Regular and reliable access to computer equipment is necessary for students to succeed in today’s classes.”
Provide Public Transportation and Parking

Access to affordable public transportation remains a challenge for many West Valley students. As reported by Puente, “Transportation and parking costs continue to be a barrier for our program students.”

In their PRPR, the Career/Transfer program states, “Transportation has become increasingly problematic for our students, particularly for those who do not live close to campus. There are students who do not qualify for EOPS yet still have struggle to purchase bus passes. The College should provide funding for free bus passes to any student who is in need of one. In addition, we could provide a free shuttle with a stop is East San Jose and Santa Teresa that would be available to our students Monday - Thursday.”

Interim Dean of Instruction Chris Dyer reports: “There are few bus lines that service WVC, and, out of these bus lines, the location of bus stops and transfer stations are often inconvenient for students to get to West Valley, making our campus inaccessible to many students.”

Support Students’ Basic Needs

According to Puente's PRPR, “A lack of affordable housing is pushing students out. A significant number of our students are adversely impacted by housing costs in the Bay Area. Numerous students work 30-40 hours per week to assist their families with bills and rent. Additionally, we are seeing more and more students move to areas such as: Morgan Hill, Los Banos, and Modesto. These factors impact our students' mental health and well-being as well as limit students' ability to access services such as tutoring, health center, and ability to work/study in groups. Resources dedicated to assisting our students with budgeting, identifying housing options, and assisting with reading and evaluating housing leases (to eliminate students being scammed) would assist with retention and persistence rates.”

In addition to facing housing insecurity, students also face food insecurity. Several programs provide food and snacks for their students, and continuing support and resources for these provisions will positively affect their chance of success.

Expand Textbook Support

The library facilitates the circulation of textbooks to students in Puente, Umoja, and FYE programs. As reported by the Library PRPR, “the College should support extending this voucher textbook program to TRiO & EOPS.

In addition, the College should continue to support the Books for Food program to provide the updated editions and to offer more variety of courses by allocating additional funding. Also, the College/Division/Department should provide funding sources for Textbooks on Reserve Program so students who could not afford to purchase their textbooks have access via [the] library.”

SELECTED PROGRESS REPORT HIGHLIGHTS

Administration of Justice

The Administration of Justice (AJ) program continues to develop current and relevant curriculum, reaching out to local agencies to create long-term partnerships. So that students may receive practical class exercises, AJ is enhancing faculty recruiting efforts targeted towards professionals currently working in the criminal justice system. For AJ, community is the priority and therefore outreach is a continued priority.

Anthropology

The chair of the Anthropology program served as a member on the Executive Board for the annual meeting of the American Anthropological Association. This meeting was held in San Jose, and the program chair was able to extend the opportunity to attend the meeting to several current West Valley students. These students were able to see the discipline in action, and arrive at a better understanding of the dynamic, vibrant field in which they are currently involved. In particular, the theme of "Resistance, Resilience, Adaptation" was very timely and relevant and helped the students to see that the field is keeping up with contemporary issues and addressing topics directly relevant to their own lives.

Art and Photography

The Art and Photography program, in collaboration with architects and contractors, has worked to make the North Walk art lab spaces aesthetically beautiful, showcasing faculty work. Art is now intentionally engaging the public in myriad forms compelling students who meander through the halls. The Art Gallery exhibit had over 100 in attendance. The “Picture Me in College” was a collaboration between WV art students and Campbell elementary school students in an effort to get these young students to see themselves in the future as college students.

Biology

Biology continues to cultivate an extraordinary relationship with its students, the campus, and the local community through its continued partnerships with the following:

- California Native Plant Society (CNPS)
- John Muir Laws/ Saratoga Nature Journal Workshop
- CURE project
- UC California Naturalist Program
- On-Campus Collaborations
**Child Development Center**

The waitlist for children enrolled at the Child Development Center (CDC) is strong and growing. The CDC continues to offer State child care tuition subsidies to qualifying low income WVC students who are parents. In 2017-2018, 30% of their enrolled children received child care tuition subsidies that allowed them to attend WVC full-time. CDC’s ability to care for the children of WVC students allows the students to complete their coursework for certification or transfer.

**Dance**

The Dance Program has continuously supported the choreographic and performance potential of its students with outstanding results, continuously working to achieve the goals of student equity. The program has actively collaborated with community dance groups, statewide dance programs, and local dance artists to provide an enriched experience for both the dance students and the wider student body.

A yearly spring dance concert “Dance Caravan” in the theater, in addition to studio performances, provide opportunities for dance artists at different levels to perform and share their experience with the community. The program has been committed to “World Dance” forms throughout the years, and this area has significant potential to create new linkages in the community. Additionally, the Music, Dance and Theater students come together yearly for the MTC (Musical Theater Collaborative). The MTC produces a musical each spring that fully engages the student body, and through this initiative the college has also made positive connections within the wider community.

**Health Science**

The Health Education Department officially changed its name to Health Science last year to be consistent with CSU program names and to be in alignment with the Public Health Science AD-T. This created a huge amount of work, but the program successfully completed the change. Faculty in Health Science worked with the campus graphic designer to create flyers and reached out to the campus community to make sure they were aware of the changes in the program and its classes, and to make sure everyone understood that these changes were beneficial to the students and helped them meet CSU and UC requirements. The program also modified its course offerings to better meet the needs of current WVC students, and regularly collaborated with various on-campus and community organizations to bring in guest speakers and support Student Health Services.

In addition to the major work of a name change, the program applied for and obtained funds to create a lending library of instructional materials and books for its students, and to update their course instructional supplies. The program also adopted Open Ed Resources to give students access to free and reputable materials. Finally, the program changed their CPR training to a location nearer to campus that is also less expensive for students with a quicker turn-around for the certification process.

**Library**

The Library facilitates the circulation of textbooks to students in Puente, Umoja, and FYE programs. In addition, the Books for Food Program has been expanded with donations from ASWVC, faculty, and students. Approximately 160 books were added during the year. The program serves 91 courses compared to 31 courses previously. During the 2017-2018 academic year, 1391 semester-length textbook loans were made.

In May 2018, West Valley College Library was awarded the Platinum Award by the Second Harvest Food Bank.

**Mathematics**

AB 705 has the chance to make a big difference in the achievement gap, specifically by removing a lot of the implicit bias inherent in placement tests and eliminating unnecessary prerequisite courses. The department is excited to see what their classes will look like starting in Fall 2019.

The department is always interested in involving more associate faculty, particularly in professional development. In Spring 2018 the department organized a teaching workshop and was able to give stipends to seven associate faculty who were able to attend. The faculty who attended found it worthwhile and with the new classes now be offered due to AB 705, Mathematics is hoping to organize ways to share information on these new classes and tools that faculty can use to better connect with more students.

**Puente**

The Puente program continues to provide ongoing support and guidance for our West Valley students. Puente has had notable retention and persistence of their students recruited from high school - 90% across a year-long cohort. Additionally, the percentage of West Valley College Scholarship recipients increased to 60%. The commitment of the Puente staff has had a positive impact on many of our students and the College, as evidenced by the following:

- The number of mentors increased by 33%.
- Seven new mentors are former WVC Puente students.
- Student participation increased by 33%.
- Two students were awarded scholarships to participate in the study abroad program in London and the Dominican Republic.
- A Puente newsletter was created in collaboration with an active Puente student.
Student Equity and Success

The Student Equity and Success program hired a new Dean of Student Equity and Success. The program was involved in numerous activities to promote diversity, inclusion, and equity at WVC. Specifically, Student Equity and Success hosted two guest speakers:
- Eden Silva Jequinto “WERQ Walk it like I talk it” and
- Lesley S. Brown, Chief Diversity Officer at HP “Stem Pipe”

Additionally, they screened America in Transition for Trans Awareness month, and actively sponsored and was directly involved with equity activities for:
- Black History Month
- Persian History Month
- Veterans Summit
- Professional development for faculty and staff - “Black Lives Matter” by Dr. Luke Wood

Student Services

Due to its concerted efforts at student outreach, and despite a steady ten-year decline in student enrollment, Student Services was able to increase student access and participation in orientation, assessment, education planning, counseling, and academic/progress probation services, and other follow-up services. Particularly noteworthy is that there was an eighteen percent increase in the number of completed education plans in Fall 2017 in comparison to Spring 2017.

Veteran’s Resource Center

The Veteran’s Resource Center continues to establish close connections with local veteran centers. Strengthening already established community connections and seeking out new resources has brought in numerous new community resources and connections for our students. The VA Mobile Medical Outreach Van provides monthly services on campus and we intend to continue this type of outreach to further enhance West Valley’s presence in the veteran community and bring more local community agencies to campus to share resources. At the Veteran’s Day celebration, there were twelve visiting veteran-specific community agencies on hand to share information about their programs and services.

Women, Gender, and Queer Studies

Diversity and Inclusion: WGQS is an open and inclusive program, actively engaging in the process of welcoming new faculty members to the instruction of courses in WGQS and SJST from a variety of areas.

Courses in WGQS are also very student-centered and offer many forms of “low stakes” assignments that encourage and support student success. To address and help close the achievement gap for students enrolled in WGQS courses, the WGQS program offers courses that:
- focus on diversity and examine gender, sex, sexuality, race, ethnicity, class, ability and other identity categories;
- help students see how oppression works, is internalized, and may be overcome through challenging dominant paradigms and disempowering social norms and/or stereotypes;
- encourage students to recognize various forms of oppression that may be making their own personal academic and personal lives challenging; and,
- help students to build skills for addressing and challenging interpersonal, institutional, systemic, internalized, and other oppressions.

Writing Center

The Writing Center merged with the Success Center (formerly Tutorial Services) in a location shared with the ESL Skills Lab. This move and merger created one welcoming space where students can now receive tutoring in various subject areas, without having to go to separate locations on campus to try and find support. This is especially important for students with physical disabilities.

CONCLUSION

If a key theme in Program Strengths is to be highlighted, it is community outreach and partnerships. With respect to Program Challenges, a key theme is the continuing need for funding and institutional support. Finally, in Closing the Achievement Gap, a key theme is to increase access: access to tutoring and counseling, access to data and technology, and access to basic student needs.