2016-2017
Program Review Progress Report
Thematic Summary Report

Compiled from Program Review Progress Reports submitted
November 2017

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

Mel Vaughn, Co-Chair
Betsy Sandford, Co-Chair
CONTRIBUTORS

Heidi Brueckner, School of Art and Design
Alyson Butcher, Science and Math
Sylvia Castellini-Patel, Language Arts
Victor Castillo, Professional Studies
Alfred Forrest, Health Services
Michelle Francis, Student Success Coordinator
Jennifer Ho, Social Sciences
Elise Johnson, Student Services
Tiina Keller, School of Art and Design
Patricia Louderback, Health and Human Development
Betsy Sandford, Chair
Melvin J. Vaughn, Chair

CONTENTS

Contributors 2
Committee Mission and Goals 3
Introduction 4
Program Strengths 4
Program Challenges & Institutional Support Needs 5
Selected Progress Report Highlights 5
COMMITTEE MISSION
AND GOALS

• 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 72 Progress Reports submitted from a total of 75 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, and the program's Need for Institutional Support. 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 needs for Institutional Support. 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.

The one common thread that ran throughout every program's Progress Report, whether the program was instructional, non-instructional, non-instructional with curriculum or administrative, was a desire to serve students. This was evidenced by the large number of student-centered resource requests, and many of these are highlighted in this report.

This report will begin by outlining summary statements of the Program Strengths and Challenges and Needs for Institutional Support. The final section includes selected Program Highlights to reflect the excellent work being done across the College.

PROGRAM STRENGTHS

Diversity Awareness
A significant number of programs cited significant efforts to promote diversity and diversity awareness in their programs not only among students, but also among faculty and staff.

Outreach
Several programs cited their vigorous outreach efforts as a key strength of their program. The outreach efforts of these programs focused on exposing:

- students to the varied programs offered at WVC,
- students to the world outside of WVC, and
- the community to the programs and opportunities offered by WVC.

These efforts resulted in the development and implementation of numerous workshops, trainings, and presentations to better serve and inform our students and community.

Curriculum
Several programs updated their curriculum by creating new programs, courses, and scheduling to meet students’ needs and promote academic success.
PROGRAM CHALLENGES AND INSTITUTIONAL SUPPORT NEEDS

Banner Implementation
Several programs reported that Banner implementation severely hindered their progress in achieving their stated goals and objectives.

Counseling Support
Several programs requested the hiring of additional counselors, especially program-based or specialized counselors to help guide students to appropriate courses and pathways.

Diversity
There has been an expressed desire to improve our outreach to students of color. Some suggestions that were made include:
- provide more professional development opportunities for faculty to learn about addressing bias in the classroom and to provide culturally responsive pedagogy;
- bring in guest speakers and role models of color;
- create volunteer or externship opportunities that connect students of color to a career opportunity that matches their academic interests; and
- provide internship programs for teachers of color to gain experience on our campus.

Facilities
There is a strong need to establish additional dedicated programmatic space on campus to support student diversity and success (e.g., a multi-cultural center where students of diverse backgrounds can feel supported).

Faculty and Staff Support
There is an expressed need to hire more part-time hourly to serve in a variety of areas, particularly as embedded tutors and laboratory assistants.

Student Support
Numerous programs requested additional support to subsidize students outside of the classroom (i.e., food, textbooks, travel, conferences, events, computers, peer mentors).

SELECTED PROGRESS REPORT HIGHLIGHTS

Business Administration and Real Estate
Received $100,000 from the Strong Workforce program for the Entrepreneurship Center, which has already sponsored a series of events during Fall semester 2017. In addition, the program plans to invite former students from underrepresented groups into its classrooms to speak with current students.

Community Education
Community Education accomplished the following:
- Implemented the Pathway Trust Grant – a $6,000,000 regional grant (in its final year) to align curriculum between West Valley and Independence High School and Yerba Buena High School for dual enrollment.
- Created a WVC certificate program in Water and Engineering to meet high employment needs in the sector.
- Developed a regional internship program focused on the water industry since the water industry profession is highly diverse, inclusive, and in high demand.

DESP
Number of students participating in DESP continued to grow. Unduplicated students served grew by 7%. Students using approved accommodations grew by 4%. The number of counseling appointments increased by 6%. Furthermore, DESP piloted the “Academic Skills Program” to provide support for students on the spectrum.

Distance Learning Program
The Distance Learning Program was instrumental in the full college-wide launch and adoption of Canvas, a new learning management system. The Distance Learning Program
- Offered over 40 workshops and individual one-on-one sessions in Spring 2016, Summer 2016, as well as on All College Day in Fall 2016, to support the full college-wide launch and adoption of Canvas;
- Reviewed and assessed NetTutor, which was later adopted by WVC; and
- Hosted two EdTech@WVC training workshops.
Engineering
The United States Navy sponsored an underwater robotic competition in Spring 2017 for students in ENGR 10. The Engineering Department sponsored six paired teams in the competition and the competition took place at the WVC pool.

First Year Experience
Participation grew from 30 to over 200 students.

Health and Human Development
There were a great deal of significant changes in the division. All Kinesiology degrees, courses and certificate programs have been site approved and meet Title 5 mandates. The program has five state approved CTE programs, one ADT in Kinesiology, and an ADT in Nutrition. Classes are now KIN instead of PE, reflecting the new department name change. New curriculum was passed to support the dance program by adding various levels of performance, allowing students to progress. The WVC Dance Specialist Certificate was approved and the department continues to put on various collaborative dance concerts. Health and Human Development has renovated classrooms and received a Perkins grant for equipment to support the Pilates program. The Beach Volleyball facility was completely renovated using facility rental monies.

Health and Human Development has also enjoyed notable success in several sports programs:
- The Women’s Water Polo program won back-to-back conference championships. The Men’s Water Polo program also won back-to-back Northern California Championships and advanced to state finals.
- Men’s soccer won the 2017 Coast Conference Championship and advanced to the Northern California playoffs.
- Women’s Volleyball earned its first playoff spot in a decade in Fall 2017. Beach Volleyball sent its first pairs team to the State playoffs.
- Two women swimmers won State titles in Spring 2017.

Mathematics
The Mathematics program implemented multiple measures, supplemental instruction, and established a strong mentoring program for part-time faculty. Offerings grew by 10 percent in the last three years. There is a concerted ongoing effort to research the effectiveness of teaching techniques by the department.

Mathematics expanded its online course offerings, offers boot-camps to prepare students, increased enrollment in higher level classes, and decreased its textbook costs. In addition, Mathematics is adding seven noncredit courses to support Basic Skills students.

Music
The Music Program was active in a number of different areas. In particular: the WVC choral director conducted combined choirs in “White Birds” by Dr. Ron Kean, in Dublin, Ireland; WVC music students participated in the Choral Leadership Academy, sponsored by ACDA and CMEA (California Music Educators Association); and, new choral work was jointly commissioned by SJSU & WVC Choirs.

Office of the President
- Achieved full ACCJC Accreditation for WVC.
- Finalized the WVC 2020 Educational and Facilities Master Plan Goals.
- Established the WVC College Promise Scholarship Program, the largest tuition remission program in Northern California, and negotiated WVC’s place in the SJ City Promise with the Mayor’s office.
- Ensured access to WVC for socioeconomically vulnerable students by negotiating WVC as a VTA Transit Hub and preserving bus lines to the College from East San Jose.
- Established the Mobile Food Pantry for students with the West Valley Community Services.

Physical Sciences
For his sabbatical project, Mel Vaughn of Physical Sciences developed a Physics Animation and Simulation Engine (PhASE) web application. PhASE is a simple to use lecture-note authoring tool that may be used to create dynamic and interactive visualizations of a variety of math and physics concepts. PhASE has the potential to be:
- a dynamic virtual math and physics laboratory that can be used to support a learner-centered classroom environment;
- a capable notetaking tool able to create, edit, and share interactive animations of abstract math and physics principles; and,
- run on any computer or mobile device (such as a smartphone or tablet) that has an active internet connection and a modern web browser.

Student Equity
Student Equity has organized a number of campus-wide events that promote diversity awareness, including “Who We Be? A Cultural History of Race in Post-Civil Rights in America” by author Jeff Chang and “Unfinished Business: Closing the Racial Achievement Gap in Our Schools” by author Pedro Noguera.
Student Services
Student Services applied for and received a competitive grant that
• provides comprehensive outreach to local high schools as well as schools in impoverished areas of San Jose.
• pays for students’ textbooks and bus passes.
• pays the registration fees for newly graduated high school students who take 12 or more units of courses at WVC.
• fully staffs the Admissions office for the first time in nine years.

Transfer Center
The Transfer Center sponsored Transfer Day, with approximately 50 universities represented, and helped over 134 students obtain TAG agreements with UC Campuses.

UMOJA Community SUCCESS
The program contacted High School counselors and advisors of Black Student Unions and arranged to bring African American high school students on to West Valley Campus to attend WVC’s first African American High School Student Conference. This event was successful in bringing a little over 100 students to campus. Some of the students in attendance ended up enrolling in the UMOJA program at WVC. In addition, UMOJA took a group of students on a tour of nine historically black colleges and universities.

Veteran Resource Center
As of November 2017, the Veteran Resource Center (VRC) saw an increase in student visits by 60 percent with an average of 52 out of 84 currently enrolled student veterans and dependents visiting the VRC on a regular basis. Approximately 20 students utilize the VRC on a daily basis, and another 34 students tend to sign in two to three times per week.

Women and Gender Studies
The Fifth annual F-word Global Gender Symposium sponsored a keynote speaker, Laci Green, for the first time. It continues to draw an ever-growing crowd of students, campus community and local community members. Women and Gender Studies also developed a new degree – the Social Justice Studies transfer degree (ADT).