2015-2016
Program Review Summary Report

Compiled from program reviews submitted November 2016

Report submitted by the Student Learning and Program Effectiveness Committee (SLAPEC), Betsy Sandford, Chair
PROGRAM REVIEW THEMES

INTRODUCTION

This thematic report was compiled from the overall comments noted on the cover page of the Self-Study Rubrics prepared by the Student Learning and Program Effectiveness Committee readers. Each cover page addressed Overall Comments, Strengths and Challenges, and Needs for Institutional Support. The intent of this part of the report is to highlight commonalities across programs—Instructional, Non-Instructional, Non-Instructional with Curriculum, and Administrative. Be advised that each program also had Strengths and Challenges and Needs that were program specific. Overall, programs were meeting or exceeding the goals they had set previously, were providing excellent instruction and/or services to students, and were dedicated to program improvement.

INSTITUTIONAL SUPPORT NEEDS

Compiled from Needs for Institutional Support as well as from Strengths and Challenges

The greatest expressed needs across instructional and non-instructional/administrative areas involved aspects of technology including physical spaces, computers, software, and training. Ten instructional areas, especially Career Technical Education (CTE) and science programs, noted the need for additional Smart classrooms (or more access to existing ones) and specialized software. Six non-instructional areas also noted the need for computer-supported, dedicated rooms for their students and/or upgraded or specialized computer systems and software. Six programs expressed the need for training in college-wide technology as well as for program-specific systems.

The second greatest need noted by twenty-one instructional or non-instructional programs was for specialized staff or lab assistants and additional faculty, including counselors. Several programs also noted the need for more research staff to meet their reporting requirements and improve their service to students.

Another high need from nine program reviews was for expanded tutoring support, including one-on-one and online DESP. Space and physical infrastructure or equipment deficiencies were noted by eight instructional programs and four non-instructional programs. Some of the needs were termed safety ones.

Five programs noted the need to provide affordable textbooks to students and three noted the need to provide additional financial support to students such as increased financial aid and gas passes.

Three non-instructional programs and one instructional program wanted more marketing support.

Two programs referenced the need for research support to collect and analyze data to meet college demands and comply with external reporting requirements.

Several programs also noted insufficient release time or faculty compensation to complete administrative duties and to update courses in CTE programs and in programs with technology changes.

PROGRAM STRENGTHS

All non-instructional programs cited outstanding strengths. Most of these were very program-specific and selected ones are cited in Selected Program Review Highlights. Many initiatives were structured to serve the overall student population while others supported the members of a specific program. Instructional programs cited strong, dedicated faculty, many of whom were engaged in faculty development opportunities not only at West Valley but also with outside professional organizations and programs. Faculty were not only attendees, but often presenters. Many programs noted significant efforts to revise courses, certificates, and degrees to meet student needs and external requirements.
Selected Program Review Highlights

**Anthropology**
Anthropology added a new fossil collection to enhance student learning.

**Architecture**
Architecture provides free access to specialized software for its students and meets the demand for new software training (such as Revit) for students in other programs such as Interior Design. The program uses monitors and display cabinets in the Cilker Building to display current students’ work and attract new and diverse students.

**Art**
Art incorporates STEAM approach (Science, Technology, Engineering, Art, Math) into their curriculum, including an exhibition in the student art gallery about chemistry and ceramic glazing and the Annual Earth Stewardship Symposium.

**Biology**
Biology continues its efforts to develop the Science Garden as a STEM learning environment, and contribute to the Va-sona Creek project. It also provides other unique learning opportunities such as the classroom murals and greenhouse renovation. The program has also expanded night offerings to meet student need.

**Business Administration and Real Estate**
Business Administration and Real Estate developed the Entrepreneurship Center.

**Career Programs**
Career Programs added new funding streams like the Strong Workforce program and the CTE Data Unlocked grant and continues to develop non-credit offerings.

**Child Development Center**
The Child Development Center is at maximum capacity, with a waiting list, serving children of WVC staff, faculty and students and outside members of our community.

**Child Studies**
Child Studies continues to increase its enrollment and efficiency and reports high completion and success rates for all students.

**College Webmaster**
This program implemented OmniUpdate to improve ease of use and responsiveness of web page updating and retooled the college website into a mobile friendly responsive framework.

**Communication Studies**
Communication Studies has approximately 100 students per semester who participate in the International Partner's Program, an on-campus student conservation program founded in 1993 to give WVC students opportunities to learn about the world directly from our international student population.

**Community Education**
Community Education brought in $6,600,000 in grants in a two year period. With these funds the program developed dual enrollment agreements, new curricula and a certificate program, and provided staff development and externships opportunities. The program also accomplished outreach to 15 high schools and three adult schools, offered several career fairs, provided project based learning and leadership programs to introduce about 2,200 students to West Valley College. Community Education also offers FTES-generating classes to Older Adults, a program that helps people with drug dependency, College for Kids for over 300 middle school children, and the regional Water Career Pathway program which provides educational pathways into high demand, high wage careers in the water industry.
Contract Education
Contract Education increased training agreements with Santa Clara County. It hosts the Title IV-E Training Collaborative, providing training at the Campbell Center to over 10,000 participants including social workers, staff of community based organizations and residential treatment settings, foster parents, and children's mental health providers. This year Contract Education is supporting the Danish Program with 26 students traveling to study for one month at West Valley in not-for-credit courses and living with 26 host families.

Counseling
Counseling created a transfer agreement with the University of Hawaii, prepared an Early Alert Handbook, and trained all counselors on Trauma.

Court Reporting and Related Technologies (CRT)
Court Reporting and Related Technologies updated its courses and certificates to meet current employment requirements while meeting the hours required for the California Certified Shorthand Reporter licensing exam. The program also completed the five-year FIPSE “Training for Realtime Writers” grant that provided upgraded lab equipment, scholarships, and implementation of the synchronous learning modality.

Digital Media
Digital Media surpassed the enrollment trend of the overall campus community.

Disability and Educational Support Program (DESP)
DESP increased its student participants. The program altered its orientations to meet requirements of the Student Success Act and federal mandates.

Distance Learning
The Canvas Team spent Spring and Summer 2016 leading more than 40 Canvas training workshops for faculty and staff (involving more than 350 participants in total) and met one-on-one with dozens of faculty for follow-up training. Resources were developed to aid in student and faculty learning of Canvas.

Engineering
Engineering benefitted from having three student peer-assistants to assist struggling students in a STEM class to improve learning outcomes and achieve program goals.

English
English collaborated on the BSSOT grant and anticipates the initiatives of the grant and other changes in curriculum, embedded tutoring, placement practices, and the expanded First Year Experience program, will positively impact student success.

Fashion Design
This is the only Fashion Design program in the area. Its instructors incorporate teaching and assessment strategies that improve student success. The program had one of its largest capstone course enrollments with the students showcasing their collections as a trade show open to the public.

Financial Aid
By providing proper counseling to students regarding student loans, Financial Aid has steadily decreased WVC students’ default rate. The program provides workshops and individual counseling to proactively support students in learning to manage their financial records to receive the maximum amount of aid and decrease their financial barriers to academic success.

First Year Experience
First year Experience tripled in size while maintaining good student success results.

Global Citizenship Center
The Global Citizenship Center sent 5 faculty and 2 administrators to the Global Citizenship Alliance’s Global Citizenship Seminar in Potsdam, Germany.

Health Care Technologies (HTECH)
This is the only program in Northern California that offers a Certificate of Achievement for Orthopedic Technician. HTECH is now part of Health and Human Development (formerly PE) Division whose goals and objectives are in better alignment with those of the program in terms of course offerings and CTE certificates.

Humanities
To address enrollment challenges, Humanities experimented offering different patterns of their 1A and 1B courses, including online, face-to-face, and late-start sections. To make its classes as inclusive as possible, the program integrates current events within the framework of the subject matter. Class discussion give students the opportunity to understand how people take ideas and convert them for their own purposes.
Kinesiology
Kinesiology has reorganized its division and associated departments and created three new CTE programs. It upgraded equipment for two of its fitness programs. It granted two sports medicine certificates and those students are employed in nearby wellness facilities and physical therapy clinics.

Library
The Library accomplished major facilities clean-up and upgrades, completed a Library Visioning document, updated a variety of systems, and purged its collections. It also supported Books for Food and textbook purchases and circulation for PUENTE/Success/FYE.

Math
Math continues to expand its offerings despite overall enrollment decline at WVC.

Music
Music had one of its graduates acting as guest artist for the 2016 Jazz Festival and another is teaching Applied Music at WVC. Two other graduates are employed at local high schools.

Office of Equity and Student Success
The Office of Equity and Student Success sponsored student college visits to traditional black colleges and gave financial assistance to Foster Youth. The program delivered a speaker series for the entire campus community.

Office of Instruction
The Office of Instruction successfully addressed all eight accreditation recommendations.

Office of the President
The West Valley College President's Office has raised more external funding than any other office in the California Community College system, including 400K for Child Studies and funding for major improvements in Athletics and Veterans programs.

Paralegal
Paralegal has tracked the employment of its alumni with several at the Santa Clara County District Attorney and Public Defenders Office and large tech companies.

Park Management
Park Management received approval for its revised Park Management and Geospatial Technology certificates and the new Unmanned Aircraft Technology certificate. An alumni received the lifetime Achievement Award from the Park Ranger Association of California, another former student received the Medal of Valor from the Park Ranger Association of California, and faculty Chris Cruz received the Medal of Valor from the Park Ranger Association of California.

Physical Sciences
Physical Sciences put the planetarium project out to bid and its faculty are active in developing new and modern laboratory settings where students use instrumentation to measure real time data.

Political Science
As a result of SLO assessment, the program implemented a new writing requirement.

Sociology
Sociology increased the GPA, completion rates, and success rates of its students.

Student Development and Campus Center
The Student Development and Campus Center program has changed and improved the Campus Center atmosphere by promoting cultural events and activating new services. Student Development used a Land Corporation grant to install Viking Lounge Equipment which has significantly increased student activity within the building with 2,000 equipment checkouts in Fall 2015. ASO allocated $40,000 from their reserve account to help kick-start campus activities creating unique events and activities. The WVC Foundation received a grant to install the sound system and interior shades for the Kirkorian Pavilion. More than 2,000 students participated in more than 45 student led-events.

Student Services
Student Services received and is implementing the Title III Grant and received a SAMSHA Arise Grant.

Sustainability Committee
The Committee sponsored the 5th Earth Stewardship Symposium with standing room only attendance for several sessions.

Theater
To address declines in enrollment and efficiency, the Theater program began high school outreach and worked with leadership groups in the Campus center to increase awareness and participation.
Transfer Center
The Transfer Center achieved a 10% higher transfer acceptance rate than the statewide transfer rate (48% vs. 38%), a 10% higher transfer acceptance rate to the UC schools than the statewide rate (74% vs. 64%), and a 75% acceptance rate vs. the 60% statewide transfer acceptance rate for San Jose State.

TRiO
As a result of meeting the criteria and goals of the grant every year, TRiO was awarded a new five-year grant for 2015-2020. A number of its alumna from the first grant cycle have graduated with Bachelor’s degrees with some entering Master’s programs.

Tutorial Services
Tutorial increased the number of tutorial course requests by 43% and the number of courses supported by the center by 23%. Increases were also noted for overall student registrations, retention rates, and use of the center for independent study and computer/software use.

Umoja Community SUCCESS Program
The Umoja Community SUCCESS program increased its number of students, increased outreach and services to target high school student populations, expanded tutoring services, and offered more visits to four year universities and educational conferences.

Veterans Resource Center (VRC)
The Veterans Resource Center increased student attendance by 50% and offered more than 70 hours of tutoring with support from the Office of Student Equity. The VRC also received donations of $10,000 from the Lions Club, $10,000 from the Saratoga Realtors Association, $2000 from Campbell Rotary, and funding from the President’s Office to purchase outdoor furniture. The VRC also increased its textbook support by over 60% to 120 books, lent 12 calculators and 4 iPads, and supplied 130 students with food vouchers.

Women’s and Gender Studies
This program began a Social Justice Transfer AA

Writing Center
The Writing Center supported steady student enrollment with over 1,000 hours of assistance to students and presented 30-40 focused topic workshops each semester. It created a Title III video to promote the Writing Center and consistently pushed out marketing materials for its workshops and services.