2018 – 2019
Program Review
Thematic Summary

Compiled from Program Reviews submitted November 2019

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

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CONTENTS

Contributors 3
Committee Mission and Goals 3
Thematic Summary 4
Introduction 4
Program Strengths 4
Program Challenges & Institutional Support Needs 5
Student Learning Outcomes 6
Closing the Achievement Gap 7
Selected Program Review Highlights 9
Conclusion 12
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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.
THEMATIC SUMMARY

INTRODUCTION
As part of the integrated planning process, the Student Learning and Program Effectiveness Committee (SLAPEC) informs 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 thematic summary that builds upon West Valley College’s systematic processes for continuous quality improvement. This summary serves to inform planning, resource allocation, and participatory decision making. It is presented to the Academic Senate, Classified Senate, and College Council and is shared broadly for college-wide dialogue.

The 2018-2019 thematic summary is based on the SLAPEC members’ review of 70 comprehensive program reviews submitted via eLumen by November 18, 2019, from a total of 75 college programs. It is compiled from the individual theme reports prepared by the SLAPEC committee members from the set of comprehensive program reviews each member was assigned to read. The prepared theme report included a summary of the common themes noted in the following areas: (1) Program Strengths, (2) Program Challenges, (3) Student Learning Outcomes, and (4) Closing the Achievement Gap. The report also identified Program Highlights proposed for inclusion in the final summary. The co-chairs compiled the following overall thematic summary based on the theme reports and discussions by the SLAPEC committee.

This thematic summary presents Program Strengths followed by Program Challenges and Needs for Institutional Support. Common themes in the Student Learning Outcomes assessment and results process are presented next. The thematic summary then moves to themes in Closing the Achievement Gap. The final section of the report provides selected Program Highlights to reflect the excellent work being done across the college.

The intent of this thematic summary is to highlight commonalities in the four areas listed above across the various program strands: instructional, non-instructional, non-instructional with curriculum, and administrative programs. Though this report does not address specific program needs, SLAPEC has shared its feedback on each submitted Program Review with the appropriate Program Lead and Dean/Administrator that supports the given program.

PROGRAM STRENGTHS

Introduction
Programs identified and summarized their strengths at the time of completing the comprehensive program review. Themes within these responses were noted by SLAPEC members, and then discussed and compiled into overall themes of Program Strengths.

Student Engagement
Programs across the college are dedicated to developing and implementing tools and services that help students overcome obstacles and persevere to completion of their academic goals. Instructional programs are keeping and growing their commitment to student-focused curriculum and to providing student-centered learning opportunities. For example, the Biology Department provides unique opportunities for students that are not commonly available at a community college, such as a human dissection course, a variety of field courses, and opportunities for students to participate in hands-on research experiments. Student support services continue to provide and grow student-focused programs that have had a direct impact on students and on student success. The Umoja Program, for example, has proven to be effective in supporting students by increasing both retention and transfer rates for African American and other students.

Numerous programs share that more students are qualifying to transfer, improving their resumes, and adding to their employable skills. Programs are working hard to keep up with the latest technology in order to best serve students in both the classroom and beyond. For instance, the Court Reporting program adapted to changes in technology by creating a voice writing course and certificate track to better prepare students in the field. The high expectations set for instructional and non-instructional programs are being met by the strong caliber of faculty, curriculum, and student support services. At the same time, programs continue to develop innovative ways to engage students and support student success.

Collaboration
Programs identified collaboration as a vital factor for ensuring students complete degree and certificate programs with potential employment options after graduation. Programs use inter-
nal collaborations, interdisciplinary collaborations, and external collaborations to prioritize the knowledge and skills necessary to prepare students for transfer and their careers beyond. For example, Career Programs and the Biology Department collaborated to create a Biotech Lab Technician Certificate to train students for jobs that many employers continue to have a hard time filling in the Bay Area.

Programs also cite outreach and collaboration with the surrounding community through labor market analysis and advisory boards as vital to ensuring students meet and understand the desired learning outcomes of their programs and the learning outcomes of the college as a whole. Fashion Design, for example, has a strong relationship with the local apparel industry through its advisory board which provides feedback and program direction. In addition, the Noncredit Program has expanded its service to varied groups in the surrounding community, including the introduction of CTE programs in adult education schools and formerly foster youth centers.

**Equity and Diversity**

Assistance and support throughout a student's college experience can increase their odds of completion and success. All programs shared their commitment to closing gaps in achievement by providing academic and counseling support to ensure the students' educational and personal successes, especially for students with various backgrounds and abilities. For example, the Success Center continues to expand the Embedded Tutoring Program throughout the college to promote equity and provide students immediate access to academic support.

Programs also stated a continued commitment to promote equity and to celebrate cultural diversity. One of the biggest successes many programs note is the building of community through providing cohort programs and by providing safe spaces where students know they are supported and where they will be treated with kindness and respect. For example, students in the Puente Program have demonstrated growth in many areas: increased confidence in public speaking, increased participation in student leadership positions, and increased involvement in campus activities. Programs are working hard to provide increased access to services, to enhance the quality of the students' experience, and to ensure all students feel the college is invested in their pursuit of higher education.

**PROGRAM CHALLENGES AND INSTITUTIONAL SUPPORT NEEDS**

**Introduction**

In addition to their strengths, programs identified their challenges and needs for institutional support at the time of completing the 2018-2019 Program Review. Themes within these responses were noted by SLAPEC members. Overall themes of Program Challenges and Institutional Support Needs across the college were then compiled.

**Data**

In order to deliver the educational support students need for success, programs found it essential for a college-wide commitment to providing detailed data for analysis. While closing the achievement gap is a top priority, it is difficult to determine if current efforts are effective or not—or where efforts should even be focused—with limited data. In order to address the areas of success and equity in instructional programs, the programs need access to course-level data. Programs are looking for current and easy-to-access data; assistance with data analysis; and the ability to request special data projects.

In regards to addressing success and equity in student support programs, the programs need access to students' demographic data in connection to services utilized. The First Year Experience program, for example, needs persistence and success data for its students to illustrate the effectiveness of the program and to procure funding to support the more than 200 students that participate. In addition to access to data on a timely and regular basis, programs need training on how to derive meaning from the data, and they need time and resources to redirect a program's focus if necessary. By leveraging student data and the campus-wide commitment to equity, sustainable and focused solutions can be found.

**Equipment and Facilities**

For programs to continue with their commitment to prepare students for four-year colleges and the workforce, proper equipment, technology, and facilities are needed to support students and enhance their educational experience. Several programs state that their facilities are inadequate and outdated, from the Child Development Center to the Kinesiology and Athletics buildings, which limits students and instructors from incorporating multiple types of effective activities. In addition, programs shared that computers need to be updated, both for faculty/staff and for students. For programs that require hands-on learning to ensure student success, such as Architecture, Art and Photography, Chemistry, Digital Media, DESP, Engineering, ESL, and Interior Design, regular updating of equipment is crucial. In order to provide opportunities to develop technical literacy and fluency skills to students, as well as access to emerging technologies, up-to-date equipment, technology, and facilities must be allocated.
Faculty and Staff
Several programs highlighted the need for additional faculty and staff and stated their desire to ensure recruitment efforts continue to attract and retain diverse faculty. Programs share that department chairs and program leads are directed to take on more work, with little or reduced support and/or funding to help with these additional responsibilities. Almost all programs discussed the need for time to meet and plan, and compensation for the additional roles and activities taken on. Increased training for faculty who teach distance learning classes is also needed, especially to address inconsistencies in online delivery and accessibility issues. Faculty and staff also need training on how to assess, map, and find relevance in learning outcome results. The push to measure SLOs at the course, program, and institutional level is not likely to abate soon, and the college needs to support programs in aligning what they are trying to do at the course and program level with the overall approach of the college.

Student Support
Almost all programs discussed the need to develop, implement, and expand programs and services that focus on supporting students and their success. When it comes to supporting students in the classroom, tutoring was highlighted most often with the aim of increasing tutoring options for various programs, and increasing funding and support for the successful embedded tutoring model in place. A priority for student services programs is supporting students through the education process (admission, registration, graduation) and informing students of available resources and aid on campus. A key concern is ensuring that students who need assistance the most are the ones actually receiving and/or applying for it. Programs determined that access to and analysis of specific data is necessary to address this concern.

Program Support
Many programs expressed concern regarding low and/or declining enrollment. Although programs have taken initiative to focus on declining enrollment through marketing aspects, programs need support from the college to build and market what makes them unique and what differentiates them from local competition. Programs also need support from the college to ensure local high school students are ready for the rigors of college and to ensure that the education received by a program’s students is tailored to the unique needs of both four-year universities and the local workforce.

STUDENT LEARNING OUTCOMES

Introduction
Student Learning Outcomes (SLOs) and the actions programs take in response to SLO results are a critical component of integrated planning for the college. SLAPEC members identified themes in the successes programs experienced by assessing SLOs, and the challenges programs still face. These led to the overall themes shared below which highlight the positive impact the SLO process has on student success and how increased support and resources will improve student learning.

SLO Discussion and Documentation
Programs discuss and document SLO assessments and results in a variety of ways, both informal and formal. From department, division, and advisory board meetings, to impromptu hallway discussions, programs are processing, learning, and growing as a result of SLO assessments. For example, as a direct result of the SLO process the Physical Science Department designated a whiteboard near faculty offices for documenting and encouraging hallway discussions about pedagogy and course learning outcomes. Programs also reported that these dialogues lead to richer and more useful discussions of student successes and challenges, while highlighting the difficulties that certain programs face in gaining meaningful insight from the SLO results (especially in one-person departments). Almost every program noted that the discussion of SLO assessments and results was documented in both meeting minutes and during the writing of program review. This gives programs the opportunity to note the extent to which learning has been successful and whether there has been any change in student learning over time.

Positive Impact on Students at the Classroom Level
Many programs emphasized putting theory into practice through real-world examples and current events so students may appreciate the relevance of the learning outcomes. This in turn led to an increased use of these authentic examples and events in the lessons taught by faculty. Programs also recognized the need to better communicate with students about the purpose of SLOs and the relation to their academic success. By making the SLOs clearer to students, conveying how they could achieve those outcomes, and evaluating the SLOs frequently to identify gaps in student learning, programs were able to take corrective action quickly which resulted in improved student success.

In addition, many programs began integrating more student-centered activities into the classroom to improve student learning and leading to higher SLO achievement. Based on lessons learned from SLO results, the English Department implemented a laptop cart in nearly every English classroom to help with hands-on writing and grammar support, thus affecting a positive change in students over the last year. Faculty and staff also learned to be proactive in student engagement by reach-
ing out to students who struggle or stop attending class, and to establish regular and substantive contact with students taking classes online. Programs are actively restructuring how and when SLOs are assessed, and making sure students are aware of why the process is so important to learning.

**Continuous Improvement to Ensure Student Success**

Programs stated how they apply the SLO process to refine and improve the experience and success of students to ensure meaningful outcomes. As a result of SLO assessment, the First Year Experience (FYE) program realized it was important for all FYE Counseling faculty to have individual counseling hours, so they could meet with their students individually to refine their educational plans. Short-term and long-term solutions are now in place.

Many programs also noted the need to improve learning assessment methods to obtain better data on student success and to derive meaningful insight from the SLO results. Programs discussed the need to provide rich, timely, and personally relevant feedback to students throughout the learning process so that necessary adjustments can be made before it is too late. As stated earlier, bringing real-world data and events into the classroom and into SLO assessments was a change many programs implemented, in addition to more focused and effective communication with students.

**Challenges to Address**

Several programs identified that proper equipment and technology are needed to improve and assess student learning inside and outside the classroom. In addition, programs also mentioned the need to improve ways of communicating and reaching out to students, especially students for whom learning has not been successful. Increasing the number of faculty, counselors, and tutors dedicated to and available to students in different disciplines is essential to continue to build and grow the line of communication between programs and students, and to understand and improve student learning.

Another challenge identified is continuing to make the SLO process meaningful to both programs and students and ensuring it has a positive impact on student success. Developing a quality SLO means discussing the skill sets students need to transfer or meet external industry demands, and then working backward to modify and update SLOs that relate to the skills and knowledge students should acquire in pursuit of degrees, occupations, or career fields. A meaningful and well-communicated SLO process would entail: making the SLOs clear to students; reminding students regularly of what needs to be done to achieve those outcomes; evaluating SLOs early and frequently to identify any gaps; and taking corrective action quickly. This systemic process will ensure that both programs and students understand the importance and value of learning outcomes to student success.

**Closing the Achievement Gap**

**Introduction**

Closing the Achievement Gap includes, but is not limited to, decreasing the disparity in academic performance or educational attainment between different groups of students—especially groups defined by socio-economic status, gender, and race/ethnicity. The college has made this initiative a top priority. Programs examined data to identify gaps in achievement and to reflect on trends. Programs also discussed their efforts and ideas to close the gaps in achievement. In addition, programs shared professional development activities members completed to understand equity issues and the experiences and needs of students. Below are the themes identified by SLAPEC.

**Representation**

Students need to see themselves in the people they encounter across campus. From faculty and staff, to campus leaders and guest speakers, students need to know that their culture, abilities, resilience, and efforts will be recognized by those they interact with at the college. Many programs emphasized the need to recruit and retain diverse faculty and staff ensuring students have role models to look up to. The college needs to develop education programs that prepare current faculty and staff to effectively work with students from diverse backgrounds. Examples like the Women in STEM and Roots to STEM speaker series showed how guest speakers in the classroom and at the college can be effective agents in bringing representation to all students on campus.

**Communication**

Engaging with and reaching out to students on a regular basis, and showing students the college community is invested in their success, is necessary to close the achievement gap. Several programs cite the need to improve communication with students regarding the many processes they must navigate within the college, from admissions to registration to graduation. Programs specifically highlighted the need to expand use of the Early Alert Program to reach students and to expand the program to include students in late-start classes. In addition to communication within the campus, programs discussed the need to expand community outreach and social justice programs to create a bridge between the campus and the diverse population beyond it.
Inside the Classroom
Closing the achievement gap is a college-wide responsibility, with its roots lying in the classroom. Instructional programs shared the need to set high expectations of all students, while understanding and capitalizing on students’ varied backgrounds and abilities to meet those expectations. Programs noted that outlining the specific learning outcomes the courses and programs are meant to achieve, in addition to setting clear expectations and defining rubrics for assessment, allow students to know exactly what is expected of them. Another crucial step that programs have taken to close the achievement gap is following the accessibility guidelines, such as making the course syllabus accessible to different learning abilities.

Within the classroom setting, whether in person or online, programs emphasized the use of collaborative, small group assignments as a part of varied and effective strategies for instructing diverse learners. Embedding culturally relevant instruction into these activities and discussions was deemed necessary for student success and engagement. Programs suggested assignments that focus on race and gender inequalities, projects that cross multiple disciplines, and the reading of culturally relevant materials as some of the examples that can be effectively used in a classroom that provides rigorous and deep curriculum.

Outside the Classroom
There are efforts being made to ensure students experience a community of support when they step outside the classroom door. From tutoring centers that welcome and support all learners, to staff members that speak the students’ native language, students are looking for safe and orderly learning environments. Almost every single program review submitted discussed the need to expand tutoring services for students, especially for ESL students and students in math. The biggest demand was for the expansion of embedded tutoring services, with a close second to expanding the number of discipline-specific peer tutor hours available to students. Programs also widely discussed the need to provide robust support from the college for cohort programs like First Year Experience, Puente, and Umoja. This support includes informing and improving the ways students connect to these programs, in addition to increasing faculty involvement in and the resources available to these programs.

Three additional ways to support students that were mentioned in many of the program reviews include increased counseling, advising, and mentoring of students. Programs hope to see increased access to counseling and more effective use of newly-hired division counselors. In addition, there was hope for more advising on career paths to be available to students. Several programs brought up the idea of peer mentoring, where students who are further along their academic path could serve as mentors to new and incoming students. The college would take a step toward closing the achievement gap by strengthening tutoring and counseling services, and by providing mentor and peer support networks to support student success.

Student Expenses and Basic Needs
Beyond the support and resources necessary in classrooms and on campus, there are additional external factors for students experiencing achievement gaps that must be addressed. Students, especially in the Bay Area, face food insecurity, housing insecurity, and financial insecurity like never before. Reducing costs for students was a major theme discussed in nearly every submitted program review. For several programs, reducing student costs included offering semester-length book loans and semester-length laptop loans. Other programs discussed the use of open educational resources (OER) and zero-cost textbooks. Many instructional programs utilize the Books/Calculators for Food program to help students reduce textbook and calculator costs.

To show that closing the achievement gap is a priority, additional resources and support for students experiencing these gaps must be provided. Programs indicated that public transportation options to and from school need to be improved, child care options for students need to be expanded, and food and housing insecurity concerns must continue to be discussed and ways to address them must be found and implemented for students.

Continued Need for Data
Almost every single program review reiterated the need for more data. There is a need for college-wide data gathering to better understand the vision for success required at the state level. Course-level data is also necessary to better understand where achievement gaps lie for different programs. Resources must be targeted on closing the gaps and data is necessary in order to determine where those targets lie. Gaps cannot be meaningfully addressed until programs know where the gaps actually exist.

Research data on student learning outcomes informs instruction and identifies strategies to increase achievement in learning. Research data on student needs is used to inform service areas and to identify strategies for providing adequate and equitable funding. Student support programs repeatedly indicated the need to know who is using their services, as well as who isn’t using those services and why. Programs need the demographics of students using services like tutoring and counseling, students participating in cohort programs, and students simply trying to navigate the various processes on campus, in order to identify and address the achievement gaps.

Professional Development
Programs consistently discussed their willingness to participate in, and have access to, professional development activities aimed at understanding and addressing equity. Ideas for various activities ranged from engaging faculty in strengthening curriculum and student assessments to mentoring faculty and staff on culturally responsive pedagogy, implicit bias, and accessibility. Many programs brought up the need to provide their members with the time to meet and plan and attend such activities, in ad-
dition to compensating those who take on extra responsibilities in these areas. Overall, programs expressed the necessity to engage in conversations about diversity and to attend professional development activities around addressing the equity gap.

Members of various programs participated in professional development activities to understand equity issues and to learn how to work towards closing the achievement gap. Below is a sampling of the activities:

- Culturally Responsive Teaching and the Brain workshop sponsored by Title 3 grant at WVC
- Creating Accessible Documents workshop
- Implicit Bias training
- National Conference on Race and Ethnicity in American Higher Education
- Diversity Uncovered training
- OnCourse Equity and Diversity workshops
- Multi-day Puente training
- Teaching Men of Color at the Community College training
- AACU Conference in Student Equity
- Black Minds Matter course

SELECTED PROGRAM REVIEW HIGHLIGHTS

Introduction
The following highlights section shares success stories of students, faculty, staff, and programs pulled directly from the 2018-2019 Program Reviews. This sampling of selected highlights represents the variety of programs across the college, from instructional to non-instructional areas.

Admissions and Records
During the past year Admissions and Records moved into the new Student Services Building, redesigning the front-line experience of students. The program, in collaboration with the welcome center, developed a client intake system to address issues and potential exit points caused by line fatigue. Students no longer wait in a traditional “line” to receive service at Admissions and Records or Financial Aid. Instead, students check in at a welcome desk and if their inquiry cannot be addressed in the welcome center, they are placed in a virtual queue and are called to the window by their first name when it is time for their appointment. Students and employees have had an overwhelmingly positive response to the new system. Students no longer wait in line to have general questions answered, and those who do wait in the virtual queue are given estimated wait times and have the option of additional support from the welcome desk and center.

Business Administration and Real Estate
Two faculty from the Business program took 16 business students to China as part of the Study Abroad program on a very successful venture. The Business program is heavily invested in two programs focused on student success and increasing enrollment at the college—the Dual Enrollment program at local high schools and the development of noncredit programs.

Real Estate program faculty have been contacted by numerous students over the years who have successfully completed their license requirements and obtained their Real Estate Salesperson license. For example, one student is now a licensed salesperson with Compass Realtors and another student has opened her own interior design company, in addition to having her salesperson’s license.

CalWORKS
Collaboration with the West Valley Adult Education Program means that the West Valley Counselor for CalWORKs has met with all adult school CalWORKs programs and created a working group of adult education CalWORKs providers who can plan transitions for extremely vulnerable students who may not have perceived college as an option for them previously. This innovative collaboration is connecting resources in new ways for student achievement.

Chemistry
Introducing LabQuest into the general chemistry curriculum has revolutionized the data collection and data interpretation aspect of the course. Students are now more prepared to collect and analyze many different types of data. The new Nuclear Magnetic Resonance (NMR) spectrometer in the organic chemistry lab has revolutionized NMR data acquisition for students in organic chemistry.

Child Studies
Because of a Strong Workforce EC STEM grant, the Child Studies department has incorporated more STEM activities into its college courses. In CHST 080 “Introduction to Curriculum,” students are required to do an in-depth study of the components of curriculum development for science and math for early childhood. Students work together in groups to help each other understand the skills and knowledge that young children need in these two areas. Each group presents to the rest of the class on their topic. In CHST 035 “Practicum in Early Childhood Education,” a guest lecturer came and discussed the core components of STEM. The students’ main assessment is tied to STEM. The students need to plan, create, implement, and eval-
uate a STEM activity for young children. The faculty and lab school staff will all attend an early childhood STEM conference in Pasadena, CA in February 2020 which will help to further collaboration efforts and knowledge about STEM.

Communication Studies
The Communication Studies Department provided two faculty leaders and took 18 students to Greece to study and compare the intercultural differences and similarities of classical and modern Greece. Also, the Communication Studies and ESL Programs continue to collaborate in the International Partners Program (IPP) where Communication Studies students are placed with ESL students to meet and engage in cultural exchanges.

Computer Information Systems
The Computer Information Systems program reports that West Valley College now has the capability to host an online judge server that supports multiple programming languages and runs in a state-of-the-art Docker environment (and can therefore be deployed to Amazon’s AWS or the Google Cloud). The judge can be used to run programming contests (high school style like USACO USA Computing Olympiad or college-level ACM/ICPC Intercollegiate Programming Contest) or host technical job interview questions. The judge can, in general, be used to provide many more practices to students at all levels.

The CIS program has also updated two classes with the famous Raspberry Pi Single-board Computers. The department is now teaching computer organization with a $38 single-board computer that students can hold in their palm in a see-through casing. Assembly language is used to probe and understand the architecture of the ARM processor, and the box runs on Raspbian, an open-sourced Linux variant. Students can also use the same Raspberry Pi computer to learn how to use C as a programming language to perform input/output control (reading temperature and humidity data from a modified 1-wire protocol, and writing to an I2C Liquid Crystal Control Panel).

Court Reporting
A former student, who went through the Court Reporting program from start to finish, is now working as a court reporter in Tokyo, Japan. She travels throughout Asia working as a court reporter for Epic, an international court reporting firm. She graduated from Smith College with a major in Japanese, but was not happy with her job as a translator for anime productions. She will be the first to tell you that she found and prepared for a better-paying and more fulfilling career by attending West Valley College and combining her court reporting education with her Japanese language skills to land her dream job. This student was also profiled in a nationally-broadcast NBC news story about court reporting which featured West Valley College students a few years ago.

Digital Media
Many of the graphic design students from the Digital Media program have been hired to work in the Marketing Department at West Valley College. All of the wonderful posters on campus and screen images on college digital displays are made by Digital Media graduates. Collaborations will continue with more interns from Digital Media working in the College’s Marketing Department. In the past year, several students transferred to Visual Communications, Industrial Design, and Graphic Design four-year programs. The program hopes to keep building bridges with four-year universities.

Disability and Educational Support Program (DESP)
As the college FTES has decreased, the number of students DESP serves has increased. DESP currently serves more than 11% of the college population. The beautiful new area dedicated to DESP in the new Student Services Center shows students that DESP is a program of value and that they are valued. In addition, it has given the program the opportunity to collaborate more efficiently and effectively with other Student Services programs.

The number of DESP students that transfer or earn a certificate or degree has continued to grow based on internal tracking—from 56 students in 2017 to 133 students in 2019. Individual student success stories continue to stoke the passion of DESP faculty and staff for serving students with disabilities: successful transfers to UCLA, SJISU, and UCSC; completion of a course despite a debilitating mental health disability; and successful completion of COMM 001 by a student with a disability that impacts effective communication.

English as a Second Language (ESL)
The ESL program had several student success stories. One ESL student received the Transfer Scholar Award at the 2019 Commencement and was accepted at UC Santa Barbara for Fall 2019. Another ESL student was accepted to UC Berkeley for Fall 2019. A third ESL student started her own business and works for the South Korean government recruiting teachers for EPIK (English program in Korea). A fourth ESL student graduated from West Valley College’s Park Management Program and is now a park ranger.

Extended Opportunity Programs and Services (EOPS)
EOPS has been revitalized over the last three years and will serve over 380 students in the 2019-2020 academic year, with the potential to serve even more. A responsive and caring program has been created where students feel supported. In 2018-2019, EOPS students earned 62 degrees, 5 certificates, and were awarded 56 scholarships. EOPS student engagement on campus increased as evidenced by participation in numerous
EOPS student development workshops and activities. These include the UC Davis Pre-Health/Pre-Medical Conference; Stanford University Minority Medical Alliance (SUMMA); UC Insights Questions workshop; CSUMB Campus tour; EOPS focus groups; WVC Scholarship and Financial Aid workshops; and workshops on the following topics—De-Stress for Success, Career/Major Exploration, Test Anxiety, DREAMers and Allies, Got Your MyWVM email?, Looking Ahead—Transfer Planning Basics, Time Management, Study Skills, Self-Care, and Building a Resume.

Fashion Design
The School of Art and Design produced two very successful fashion shows. The "Launch" in 2018 and "Alchemy" in 2019 were professionally produced with a WVC Fashion Design alumnus. Participation of other School of Art and Design programs helped to elevate the event into a collaboration of creativity. Two of the faculty members also participated in showing their designs in the Alchemy show.

First Year Experience (FYE)
The FYE program is very intentional about reaching out to students who most need support. Over the last two years the FYE Coordinator has visited Boynton High School, one of our feeder district's continuation high schools, to meet with and enroll any students interested in First Year Experience. In addition, the Boynton High School counselor frequently refers students to the FYE Coordinator for help enrolling in classes at West Valley College. Before the Fall 2018 semester, the FYE program targeted recruiting to students who placed below transfer in either English or math. Now that the college no longer has placement tests, recruiting efforts will target students who identify as first generation college students or have a high school GPA below 2.0.

The FYE program continues to be a robust collaboration between academic and student services programs. The English, Math, and Counseling Departments host multiple FYE classes each semester and the FYE instructors and counselors meet regularly to discuss both programmatic and student issues. Other programs have also expressed a desire to have FYE classes in their departments. First Year Experience has the support of programs in both the student services and academic arenas to allow it to expand to host guided pathways for students in each division.

Interior Design
In the Interior Design program, as part of an extension of the Spring 2019 Commercial Design class, a group of graduates and students continued to do pro bono work on the design of administrative offices for a non-profit organization called LifeMoves. This was done through the auspices of Design For A Difference, a national movement that connects interior designers and design services with non-profit organizations and charities.

Office of Instruction
During the 2018-2019 academic year, the college implemented and then renewed its College and Career Access Pathways agreement with the Campbell Union High School District. This dual enrollment partnership allowed the college to offer about 25 sections to the high schools where the students earned both high school and college credit. The goal was to improve graduation rates, to provide access to students that are not college bound, to ease the transition from high school to college, and to allow students to explore college programs at the comfort of their high school and surrounded by their peers. The high schools already reported an increase in graduation rates in Spring 2019.

Philosophy
This last spring the Philosophy program tutor graduated from West Valley College and transferred to UC Berkeley majoring in Philosophy. He was a student in the program for the past few years during which time he restarted the Philosophy Club and also participated in philosophy reading groups. He began as a middle college student and excelled from there. Before leaving, he came to a WVC Philosophy professor's office to express thanks for inspiring him with philosophy and leading him on the path he is now on. He is a great example of what student success looks like and the affect one can have as an instructor in positively influencing students.

Professional Development
The Professional Development program participated in a partnership with Stanford University, hosting seven Stanford graduate fellows on campus in the Spring 2019 semester. These students attended class with a faculty member in their field, spoke with the College President, and interviewed students in a focus group. It was hugely successful. In the Spring 2020 semester, three more Stanford graduate students will be hosted, shadowing faculty in the Language Arts, Child Studies, and Biology programs.

Theatre and Film
A former student, who took acting and film classes, returned to campus to thank faculty for all he was taught during his time at West Valley. He will be finishing up his BFA at the New York Film Academy next spring and just produced his thesis student film, which will have a screening in San Jose. He said everything he learned from WVC theatre faculty allowed him to flourish at his current institution.
Another student, after taking WVC acting classes, auditioned for a Netflix show and was cast. He came to visit a month ago to share how he has an agent and is moving to LA. He had not done much performing before coming to West Valley and now he has so much to be proud of and feels confident enough to pursue a full time acting career in a very competitive market.

The department is in talks to begin technical theater internships with San Jose Stage (one of just two professional theaters in the area). This is a very exciting development and one that will greatly benefit students.

**Umoja**

One Umoja student who transferred to Morehouse University was selected as a Forbes Under-30 Scholar and was provided a scholarship to the Forbes Under-30 Scholar Conference in Detroit this year. This student was the keynote speaker at the Umoja end-of-year event and is an inspiration to the program’s current students. The Umoja program is at its highest enrollment in years and has fostered increased interest from high school students from all around the Bay Area.

**CONCLUSION**

This 2018-2019 Program Review thematic summary highlighted commonalities across the college in the following areas: (1) Program Strengths, (2) Program Challenges, (3) Student Learning Outcomes, and (4) Closing the Achievement Gap. If an overarching theme in Program Strengths is to be noted, it is the college-wide dedication to students and student success. With respect to Program Challenges, a predominant theme is the need for access to specific data that addresses gaps in student achievement and gaps in student support. The primary theme for Student Learning Outcomes is the positive impact discussions and assessments of SLOs are having on student learning and success. Finally, the central theme for Closing the Achievement Gap is understanding: understanding who needs support and how to provide that support; understanding that college commitment to time, effort, and resources is imperative to growing student success; and understanding that the culture, abilities, resilience, and effort of students should be recognized and celebrated as the college works towards closing the equity gaps.