2019-2020 Program Review Progress Report
Thematic Summary

Compiled from Program Reviews submitted November 2020

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.

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 2019-2020 thematic summary is based on the SLAPEC members’ review of 71 program review progress reports submitted via eLumen by November 13, 2020, from a total of 73 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) Eliminating the Equity 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 Eliminating the Equity 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 main areas listed above across the various program strands: Instructional, Student and College Support Services, and Student and College Support Services with Curriculum. 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 program review progress report, as well as unexpected successes of the COVID-19 interruption. Themes within these responses were noted by SLAPEC members, and then discussed and compiled into overall themes of Program Strengths.

Curriculum
Across the college, programs are updating curriculum and providing students with high quality and diverse course offerings. Both the Interior Design and Paralegal programs have designed comprehensive and professional-level curriculum leading to consistent and successful employment by their graduates. The Honors program has fostered an environment of academic excellence and advanced critical thinking, and the Non-Credit program has offered more and more courses that increase student and faculty interest due to the opportunity to focus on skills attainment rather than just grades.

Faculty and Staff
Faculty and staff at the college are dedicated to student success. Both full-time and associate faculty possess a wealth of pedagogical knowledge and utilize best practices to facilitate deep learning. Counselors advocate for students and support students’ success. Professional experts, especially in IT support, have performed an immense amount of service to faculty and staff in support of student success especially because of the transition online due to the pandemic. The Wellness@Work program also supports faculty and staff through a continued and growing commitment to a healthy workplace environment.

Within programs, teams of faculty and staff are cohesive and focused on student success. Across programs, there is strong leadership and a willingness to promote and grow collaborative efforts. Members across all programs participate in and advocate for professional development workshops, college initiatives, and college committees. They also work to develop and promote college-wide activities and speaker series, building strong connections not only on the college campus, but with the community and organizations beyond the college grounds.

Enrollment and Students
West Valley’s students are engaged, passionate, and vocal. Programs listen to what their students need and work tirelessly to deliver upon those needs. By increasing online course offerings and making courses more accessible to students, programs across the college are seeing robust enrollment numbers. Programs that are now non-credit and free are also showing increased enrollment numbers, such as Court Reporting. A stronger social media presence has resulted in higher enrollments for programs like Kinesiology and Athletics as well.

Tutoring services provided by the Success Center have grown and improved by expanding the resources, workshops, and instructor materials available. Student retention and success has grown for the Dance program with the creation of a certificate of achievement, which is the first of its kind in the California Community College system.
Adapting to Online with the Pandemic
The resilience, flexibility, ingenuity, patience, and general awesomeness of the college’s programs are best highlighted in their ability to adapt to delivering absolutely everything online within days of the county and state shutdown in the face of a worldwide pandemic. Academic programs adapted swiftly and effectively to online teaching, creating a smooth transition to virtual learning for their students. Student Services programs and the Library made the transition online look effortless by implementing and expanding the use of services through Cranium Café. The college administration pivoted to a virtual commencement for students, creating a sense of normalcy in an otherwise completely abnormal situation. An unwavering commitment to student success enabled this unexpected transition to all-online learning to take place with the minimum possible disruption to students, faculty, and staff.

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 2019-2020 Program Review Progress Report, as well as unexpected challenges of the COVID-19 interruption. Themes within these responses were noted by SLAPEC members. Overall themes of Program Challenges and Institutional Support Needs across the college were then compiled.

Pandemic
While the pandemic highlighted the resilience and dedication of the programs across the college, it also caused many challenges. The pandemic brought about decreased enrollment, retention, and success numbers for many programs. It also highlighted the dramatic variations in online course content delivery, and the need for a more focused universal course design when it comes to virtual learning. The pandemic also highlighted the massive demand placed upon IT support to move literally everything online.

Programs across the college worked tirelessly to support and meet students' needs through any virtual avenue possible, but providing that support and meeting the needs of every student proved difficult. Campus closings and the cancellation of classes and activities dramatically impacted students and their well-being, both academically and mentally. From the demand for technology to attend class and complete their work online, to food and housing insecurities along with social and emotional difficulties, the pandemic highlighted the deep inequities many of our students face.

Supporting Students’ Academic Needs
Programs report the continued need to increase the number of tutors available for students in all academic areas. More specifically, many programs requested an expansion of the Embedded Tutoring program. In contrast to students seeking out tutoring (the “wait and hope” model), especially when tutoring can be looked down upon as a remedial resource, the embedded tutoring model asks the tutor to take the initiative and go to the students creating a common ground for everyone in the class.

A major aspect of learning support that programs report needing is in “basic skills” – reading, writing, and foundational mathematics. Multiple programs wrote that students continue to struggle with these skills and ask that, at an institutional level, the college train faculty on how to support and guide students on effective reading, writing, and mathematical strategies. One valuable recommendation made by the Reading program (which has been dissolved) to provide learning support with reading skills is to have the college implement a Reading Apprenticeship program for faculty.
**Hiring**
Programs report a continued need to hire more full-time faculty, and more lab and instructional support aides. Programs also report that they are losing FTEF and staff, without the chance to have those positions replaced. In addition to hiring needs, programs are facing the challenge of attracting qualified instructors for various positions. They also acknowledge the need for a more diverse associate faculty pool that is representative of the college’s diverse student body.

**Budget**
It comes as no surprise that budget is a challenge many programs face. The lack of a stable budget is a major concern for several program areas. In addition, the lack of funding for students and personnel, as well as embedded tutoring, creates unnecessary roadblocks on a student’s path to success. Programs in the Non-Credit and CTE areas share that they need to increase their allotted advertising budgets to grow and develop their programs.

**Enrollment and Scheduling**
Some programs and departments continue to observe ongoing enrollment challenges due to the proximity of other community colleges in the area. In addition, several programs noted that the misperception of non-credit and CTE courses/programs as “not serious” or “not rigorous” can have a detrimental impact on course enrollment. Some programs noted challenges around scheduling that include limited classroom space and competition for specialized classrooms at certain times. In addition, a few programs indicated that holding CTE programs to the same FTES expectations as transfer programs can create challenges.

**Marketing and Advertising**
Multiple programs requested increased marketing support and community outreach to face the challenge of growing their program. Several programs requested help in developing new methods of community outreach to grow their enrollment.

**STUDENT LEARNING OUTCOMES**

**Introduction**
Developing SLOs and assessing SLO results are critical components of integrated planning for the college. SLAPEC members identified program themes in response to the questions regarding the impact that SLO results have had on student success and student learning. These led to the overall themes shared below.

**Discussions**
Programs discuss SLOs in a variety of ways. Many programs report they discuss SLOs during department and advisory board meetings, and that they are also discussed informally (e.g., in passing when faculty cross paths) and over email. Programs ask faculty to reflect on SLO results through eLumen, and then use those reflections to bring discussion topics to department and advisory board meetings. Programs are monitoring and reflecting on SLO results on a regular basis.

**Adjustments and Improvements**
As a result of SLO assessment, many programs reported adjustments and changes to their SLOs to not only improve SLO results but to also reconsider what the program’s SLOs should really be. Programs reported adding hands-on practice into the classroom and providing focused work with SLOs to better support their students. Some programs even created new non-credit courses tailored to meet the
outcomes of specific academic skills needed in the program. The Office of Student Services used student focus groups to better understand their service area outcomes and identify gaps in student learning outcomes. They are now working to better communicate with students on how Student Services programs are there to support their academic journey as well.

SLO reflection motivated programs to update their curriculum by either adding or removing SLOs based on changes in their respective fields. Programs are also considering a redesign of current SLOs to better meet course expectations. It was also reported that programs learned they need to tailor their courses to better support students’ professional objectives as well.

Successes
Across multiple programs, most students are meeting or exceeding SLO expectations. Programs report a high success rate on SLO results especially after reflecting on previous results from prior program reviews. SLO reflections have aided programs in understanding what is successful and effective in the classroom and have also motivated programs to develop a variety of methods to assess student knowledge. It is a privilege to report that programs shared how rewarding it was to discuss as a department what SLOs should be and how SLOs are assessed. These discussions led to increased instructors’ awareness of outcomes, of how to measure SLOs, and of students’ achievements.

Challenges
As part of the SLO assessment process, programs are learning there are challenges that must be addressed. For both faculty and program leads, there is an ongoing need for regular SLO training. This includes time to learn and troubleshoot the eLumen software system. Programs also need to sync course offerings and the SLO assessment schedule to meet or adjust the established assessment deadlines. For programs in the areas of student service, not knowing how to measure and record SLOs – or why some areas are missing them in the first place – has also proven to be a challenge.

The SLO assessment process and discussions have revealed that for some students, the lack of basic skills in reading, writing, and math – in addition to conflicts with work and other obligations – have created barriers to success. In addition, a lack of tutoring support or a lack of access to tutoring support has proven to be another barrier to success for students.

ELIMINATING THE EQUITY GAP

Introduction
Eliminating the Equity Gap includes, but is not limited to, eliminating the disparity in opportunity, academic performance, and/or educational attainment between different groups of students—especially groups defined by socio-economic status, gender, race/ethnicity, and ability. Programs discussed their efforts to eliminate the gaps in equity. Programs also identified barriers students face in achieving success, as well as ways the program is reviewing its curriculum and/or processes to ensure they are culturally inclusive, engaging, and respectful to all students. Below are the themes identified by SLAPEC.

Training and Development
Programs ask the college to continue to work to raise the level of knowledge and skill of faculty and staff around equity issues, while recognizing the work that faculty and staff have already started to educate themselves and reduce the equity gap. From conferences and workshops on cultural competency and awareness, to best practices in distance education, faculty are committed to student success. Encouraging
faculty and staff to learn and re-learn how to be actively anti-racist will go a long way towards eliminating the equity gap.

In the classroom, programs recommend the college teach faculty how to support students’ study, reading, and writing strategies to provide learning support for these student needs. Developing a faculty Reading Apprenticeship program would go a long way towards supporting this. It is also recommended that departments provide a space for discussions on grading policies to ensure consistency, and a time for learning about how to handle different equity-related situations with students so that no student will feel uncomfortable. Working to raise the level of cultural proficiency with tutors from the Success Center is another way the college can continue to eliminate the equity gap.

**Hiring**
Many programs reported they have successfully hired diverse faculty and staff to work towards closing the equity gap. However, the college must continue to support the hiring of diverse faculty and staff.

**Tutoring**
Programs recommend an increase in the number of tutors available to students and the number of embedded tutors in classrooms. In addition, they recommend the college ensure tutors are paid a competitive wage to encourage retention and excellence and are from diverse backgrounds. As shared earlier in this report, the embedded tutoring model asks the tutor to take the initiative and go to the students which creates a common ground for everyone in the class. This avoids the “wait and hope” approach to tutoring where services rely on the student to seek out the help they need outside the classroom.

**Course Design, Content, and Delivery**
With the goal of closing the equity gap, programs focused on course content and method of delivery. From the recommendation to use culturally inclusive materials and examples in class, to incorporating more hands-on practice for students, programs realize what is taught and how it is taught is one of the keys to closing this gap. The DESP program recommended the college promote and adopt a universal course design model, and many of the ideas shared in program review support this approach. All courses can use diverse strategies for delivering content – such as brain friendly, culturally-responsive teaching practices and offering small group assignments with diverse student groups – while including race consciousness and race/gender inequalities into the curriculum.

To adopt universal design in the classroom, however, programs need to update their course content and textbooks to make sure the content and resources are inclusive and embrace diversity and multiculturalism. Programs also need to revisit the course format and delivery methods to maintain and expand our commitment to student-centered learning.

**College Campus and Student Needs**
Meeting the needs of students is critical to their success and the college’s success in closing the equity gap. From technology support (more Wi-Fi hotspots, more workspaces, more laptops available to students) to personal support (financial, food, housing, transportation) the college needs to increase collaboration with faculty and staff – and of course students – to ensure what is provided aligns with what is needed.

Programs recommend the college work to directly provide services to underrepresented populations; create more on-campus internship opportunities; simplify and streamline the financial aid process;
increase support for working students; and explore OER teaching materials and low-cost textbook options. From a marketing perspective, the college must recognize we have a changing student population and focus our marketing and recruitment there. Programs recommend the college include in graphics, photos, and social media content images that reflect all students and information relevant to students of all groups, so students feel included, recognized, and supported.

**Moving Forward**
With the goal of providing an anti-racist campus that is safe and respectful of all students, faculty, and staff, programs support the Anti-Racism and Inclusion Action Plan developed and presented by the Office of the President.

**SAMPLING OF PROGRAM REVIEW HIGHLIGHTS**

**Introduction**
The following highlights section shares success stories of students, faculty, staff, and programs pulled directly from the 2019-2020 Program Review Progress Reports. This sampling of program review highlights represents the variety of programs across the college, from Instructional to Student and College Support Services.

**Administrative Services and Information Technology**
The program deployed WVC Go and supported the entire campus in response to the pandemic. They also deployed Zoom and Panopto, tying both into the Canvas infrastructure to improve faculty ease of instruction. The program was able to upgrade 19 servers to support virtual education, while managing and providing resources in a reactive, unplanned manner.

**Biology**
The incredible teamwork of Biology faculty, lab support staff, and student lab assistants allowed for an effective transition of its lab courses to an online format. After foraging in kitchens, garages, and junk drawers, faculty and staff were able to develop take home Bio Kits that supported lab activities for lab courses. Continued collaboration allowed the program to edit and improve the Bio Kits and distribute them to almost 800 students!

**Career Programs Center and Career Education and Workforce Development**
The program successfully introduced Career Coach to the Student Service's tool bag. Career Coach is a job board that allows students to do career assessments (Myers and Briggs), to build their resumes, and to access real time data on jobs, wages, educational requirements, and regional labor market openings. Students can also see what jobs and/or careers fit their own personal academic pathway. For employers, Career Coach provides space to post job/internship opportunities. To date, there are over 60 employers registered, including Apple computers, Fed Ex, Amazon, and various local governmental agencies.

**Child Development Center and Park Management**
The Strong Workforce Grant that was awarded to the Child Development Center (CDC) at the end of the 2018-2019 fiscal year enabled the program to complete work on the STEM Lab in the outdoor classroom. The program provided trainings on integrating a STEM Lab and its corresponding curriculum, thereby providing an opportunity for the CDC to model best early education STEM practices to the students at West Valley College, and the larger early education community.
In coordination with the CDC, students of the Park Management Department worked to construct the garden portion of the outdoor classroom’s STEM Lab. Park Management students removed old garden planters; trimmed and manicured the outdoor classroom’s plants and soil; and designed and constructed new garden beds. It was a hugely successful collaboration.

**College Webmaster**
Much of the work contributed by the Web Team this past year was focused on student success. Course description and degree requirement pages were created for all academic departments to be consistent with the catalog, and all Associate Degree for Transfer (ADTs) were transferred from static non-ADA compliant PDFs to individual web pages for each ADT. In addition, webpages for the Office of Student Needs and the Office of Student Equity and Success were created. With the launch of the new college website design in January of 2019, the Web Team continued the development of a robust component library that allows for web editors to create complex content using a simple editor. This work was done to empower faculty and staff to tailor and enhance their web presence based on the feedback they receive from students.

**Contract Education**
The revitalization of the Foster and Kinship Care Education curricula for all new foster parents was a remarkable achievement for the program, one that involved the county government, Department of Family and Children’s Services, the state, and the advisory board. This exciting new curriculum provides real tools for foster and adoptive parents to reduce failed placements and increase permanency while increasing mental health experiences for youth.

**Dance**
The creation of DANC 031 – 034, Tap Dance Levels 1 – 4, to be first offered in Fall 2020, was a highlight for the program. These courses will address the needs of the college’s musical theater students.

**Engineering**
The program proudly transferred a student to the Engineering program at Columbia University. In addition, a member of the department published a paper in a peer-reviewed journal: "Physical Analysis and Optimization of Electromagnetic Coil Gun Launch Systems"; American Journal of Physics 87, 894 (2019); https://doi.org/10.1119/1.5124975.

**English**
The program’s ability to effectively face the challenges presented by the pandemic highlighted the student-focused drive of English faculty and staff. In addition, PUENTE and UMOJA continued to retain and support students on their pathways to success; Best Essays and Voices anthologies published excellent student work; faculty continued their efforts to make our classrooms more effectively anti-racist; roughly five English faculty were approved to teach in the new Social Justice Studies Program; and a host of English courses added DE and Honors components even as the English ADT was updated and revised and additional courses were articulated with the CSU and UC systems.

**EOPS**
In September 2019, the EOPS program proudly celebrated its 50th anniversary. In the Spring 2020 semester, the program honored and celebrated its 60 students who earned a degree, met transfer requirements, and/or earned a certificate. Over the course of the year, EOPS presented a variety of student success workshops including De-Stress for Success, Designing Your Future Major/Career, STEM
Research Experience (6-part workshop series), Learning Your Communication Style, SJSU Peer Mentor presentations, Virtual Meetups (on topics like gratitude), and many more.

**Financial Aid**
Implementing the Cranium Café platform helped the program efficiently transition to serving students online during the spring term. With Cranium Café, students and staff were able to connect and continue to complete Financial Aid files online.

Training on Banner Document Management, an imaging and electronic document management system, allowed Financial Aid staff to scan and upload documents to students' files quickly and easily. The process helped eliminate paper files, while allowing staff to review and/or retrieve students' files promptly while assisting students online.

**First Year Experience**
The First Year Experience (FYE) program continued to serve students who most need support and over the course of the year served a large proportion of Latinx and first-generation college students. The program continued to be a robust collaboration between both academic and student services areas, with strong support and participation from the English, Math, Counseling, Biology, and Communications departments.

In Spring 2020, the program participated in the RP Group's Leading from the Middle Academy (Re)designing the Student Experience. This activity helped program leaders see that FYE effectively integrates the RP group's six success factors into a guided pathway model. They were able to focus on the aspects of the FYE program most critical for student success, and to be assured the program is on the right track.

**Health Science**
The program was able to transition the advanced first aid portion of the HCI 05 class to the online format thanks to its dedicated faculty. Their creative and innovative approach taught students the advanced first aid techniques while at home, simply by using everyday items from around their house. Students then turned in videos of themselves doing the advanced first aid techniques at home.

The program also offered a new course during the Spring 2020 semester, HSCI 14 – Concepts of Public Health and Society. This class is specifically for the Public Health Science AD-T and was taken by 17 students who all identified as either Public Health or Health Science majors.

**Interior Design**
Students of the Interior Design program continue to win awards. One of the program’s students was awarded the Clarellen Adams Scholarship at the 2020 Design Symposium.

**International Students**
Despite the effects of the pandemic, the program still had 78% of International Students earn a cumulative GPA of 3.0 or higher at the end of Spring 2020; 22% of International Students graduate or transfer in May 2020; and 5 students receive scholarships for the 2020-2021 school year. In addition, the dedication of the program’s staff allowed the program to support its students and their success by keeping the students on track to graduate and/or transfer.
Marketing and Communication

With the combined efforts of many members of the graduation committee, the program pulled off a virtual graduation that included speeches by administrators and students, while recognizing all graduating/transferring students and providing them with a method to send a video and written message to their families, friends, and fellow classmates. The program was willing to venture into unchartered waters and deal with a less-than-adequate vendor to successfully complete a commencement ceremony that was professional, respectful, and celebrated our student achievements.

Music

This past year three alumni of the program were hired as adjunct professors, providing inspiration to the students and a verification of excellence for future students and donors. In addition, several current students and alumni of the Commercial Music (CM) and Creating Music for Film, TV & Gaming (CM4FTVG) programs successfully progressed in their professional experiences and careers.

The program also successfully established a variety of collaborations. A Master Class with Canadian Saxophonist Allison Au was presented in conjunction with the Cilker School Visiting Artist Series. The Symphonic Band (MUSC 049) began a partnership with the San Francisco Wind Symphony. The Concert Choir (MUSC 042) hosted a joint concert, Light Out of Darkness with Christopher HS and Gilroy HS, commemorating the mass shooting at the Gilroy Garlic Festival and was also invited to perform with Resounding Achord, a community choir based in San Jose. The Symphonic Band (MUSC 049) participated in a consortium commission and performance of the world premiere of "Mandatory Social Distancing" by Ryan Williams, a multi-ensemble, online collaborative virtual performance. Students in the Musical Theater & Opera Scenes class (MUSC 044A-D) performed their roles from the musical, "Into the Woods," in a virtual performance via Zoom. Each of the students labored hard to rewrite and rehearse their songs and scenes via Zoom, living up to the mantra, "The show must go on."

Non-Credit

In the past year, the Non-Credit program offered Certificates of Completion to over 100 students in areas of Bookkeeping and Small Business Entrepreneurship. In addition, as part of its quick transition to online learning, the program developed an online application that was simple and streamlined and replaced the usual paper-based application. With everything done by phone or electronically, the online application resulted in a 250% increase in class enrollment in Bookkeeping and saw the Immigrant Education program maintain its normal enrollment without experiencing a decline.

Office of Instruction

When the pandemic began, the Office of Instruction immediately connected with Distance Education leadership to offer training to faculty that was highly attended and highly successful. The program then collaborated with Administrative Services and District IS so that faculty could maintain access to technology. Distance Education Addenda were submitted to the state, and the program collaborated with the Academic Senate, Curriculum Committee, academic deans, and program chairs to prepare a plan to revise about 500 courses in a short period of time.

Another highlight for the program was the college becoming more outward facing. In the 2019-2020 academic year, the college successfully offered non-credit courses at Campbell and Santa Clara Adult Schools; successfully offered concurrent enrollment to Los Gatos, Saratoga, and Lynbrook High Schools; and successfully offered dual enrollment to Del Mar, Braham, Leigh, Prospect, and Westmont High Schools. This is a quite an uptick from three years ago, where the college was only connected with Lynbrook and Saratoga High Schools.
**Outreach, Student Recruitment and Middle College**
The Dual Enrollment program, while a ton of work for the Office of Instruction, Admissions and Outreach, continues to be a highlight for the college. The program had a positive impact on students, with many students successfully completing their first steps towards earning their AA or BA due the opportunities provided by the program.

Despite the pandemic, the program helped bring the college together to honor the graduates, certificate recipients, and transfer students—and their families—in the virtual environment. They pulled out all the stops to create a fun and inclusive event with the distribution and mailing of survival kits, graduation drive-through activities, and the purchasing of caps and gowns for all students that were interested in participating.

**Online Learning**
The program was able to successfully update the college website and provide resources and information to support the entire college community and its transition to online learning. The program hosted WVC online academies in addition to numerous successful workshops. The team, rebranded from the WVC Distance Education program to the WVC Online Learning program, was recognized by the college for their outstanding work with an Oak Tree Award.

**Paralegal**
The Paralegal program has had several alumni obtain significant positions in the legal departments of companies such as Yahoo and 23&me. In addition, several alumni have advanced on to law school because of gaining their Paralegal Certificate which enables them to work in the legal field.

**Political Science**
Two summits were hosted by the Political Science program this past year, the Democracy Summit and the Women in Leadership Panel, with at least one hundred students attending and actively participating. The Democracy Summit dealt with money in national politics and was cohosted with Move to Amend, a non-partisan group seeking to reform campaign spending. The Women in Leadership Panel, cohosted with the WVC Entrepreneur Club, put together an exciting panel of individuals from academia, politics, social justice activism, and the corporate world. The success of these two summits shows that students are eager to engage in political issues, and the program hopes to continue to host such events in the future.

**Professional Development**
The program’s transition to the Vision Resource Center has been incredibly impactful. It has paved the way for accurate accounting of FLEX hours for faculty and gives the program a space to publish workshops and track hours. The smooth transition to an online All College Day was a result of the transition to the Vision Resource Center.

The New Faculty Orientation coordinated by the program has now been going strong for three years. There are 1st-year, 2nd-year, and 3rd-year cohorts and faculty in the 3rd-year cohort are invited to mentor the new 1st-year faculty. The feedback from new faculty is incredibly positive and the program hopes to continue with this model.

**Puente**
For the 2019-2020 academic year, 20 Puente students won academic or study abroad scholarships. This included approximately 50% of the program’s first-year cohort. Additionally, 19 Puente students
transferred to 4-year colleges and universities last year. The program is expecting approximately 27 students to transfer to four-year colleges and universities this year.

**Student Needs**
The Student Needs program was able to secure a contract with Second Harvest Food Bank to provide free food for students and community members to continue until 2021. The program also successfully participated in Undocumented Student Action Week in October 2019 where many activities, workshops, and off-campus partners participated to support and advocate for the students.

**Student Services**
The opening of the Student Services Center helped connect all programs while providing easier and more convenient access to students. The creation of the Welcome Center helped students obtain information about the college, apply to the college, apply for financial aid, and register for classes, truly creating a one-stop-shop experience for students.

The program’s implementation of Signal Vine allowed the college to connect to students via a modality they were more likely to use. This allowed for pushing out vital information such as drop dates and registration dates. Implementation of QLess alleviated the problem of long queues in the Student Services Center which enhanced the student experience. Cranium Café allowed all the student services programs as well as other programs on campus to have an online presence during the pandemic.

**Theater Arts**
The pandemic hit just before the program was scheduled to open their main stage show in April 2020. The program and its students, however, all voted to move the show online for one Zoom performance. Students rehearsed for weeks, faculty dropped off props, costumes, and anything else students needed, and then the team had one performance in May 2020. It was a rousing success and something all the students in the program felt proud of.

In the Fall 2019 semester the program had a Kennedy Center American College Theatre Festival respondent attend the Main Stage production of Machinal, giving high and effusive praise to every aspect of the show. Two of the program’s students were awarded KCACTF Certificates of Merit for technical contributions to the production and two student actors were nominated to participate in the KCACTF Irene Ryan Acting Competition at the regional conference in February 2020. Their visit was highly successfully and made everyone involved very proud.

**Transfer Center**
In place of the program’s usual Transfer Year-End Celebration, transferring students were instead asked to share their transfer success stories and provide advice for current West Valley students, along with a picture of themselves to post on the program’s website. The Transfer Center received over 50 responses and will showcase these stories on a new dedicated page on its website to celebrate their accomplishments.

For the program’s annual Transfer Day, it hosted over 50 colleges and universities and served approximately 700 students. It successfully hosted transfer application workshops that served over 180 students. The program offered various opportunities for students to meet with representatives from different colleges and universities, despite having to cancel most of the spring visits due to the pandemic. The program also visited numerous classrooms prior to the COVID-19 shutdown where they were able to advertise the program’s services and resources to over 170 students.
CONCLUSION

This 2019-2020 Program Review Progress Report thematic summary highlighted commonalities across the college in the following areas: (1) Program Strengths, (2) Program Challenges, (3) Student Learning Outcomes, and (4) Eliminating the Equity Gap. If an overarching theme in Program Strengths is to be noted, it is that programs are listening to what their students need and are working tirelessly to deliver upon those needs. With respect to Program Challenges, a predominant theme is the demand for increased embedded tutoring and learning support for student skills with reading and writing. The primary theme for Student Learning Outcomes is a willingness to discuss and learn from SLO results and then adjust and adapt the curriculum and learning process. Finally, the central theme for Eliminating the Equity Gap is recognizing that all courses can use diverse strategies for delivering content – such as brain friendly, culturally-responsive teaching practices and offering small group assignments with diverse student groups – while including race consciousness and race/gender inequalities into the curriculum.