2020-2021 Program Review Progress Report

Thematic Summary

Compiled from Program Reviews submitted November 2021

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 2020-2021 thematic summary is based on the SLAPEC members’ review of 64 program review progress reports submitted via eLumen by November 2021, from a total of 68 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 Institutional Support Needs. 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

Identified Themes
Collaboration; participation; adaptability; growth; student success and support

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

Details and Examples

Dedicated Faculty and Staff
West Valley College faculty and staff are committed to and care deeply about the college’s students and their education. Programs across the college can count on their outstanding faculty to work with passion and dedication and make themselves available to students in a multitude of ways. Students can count on faculty to adapt to the challenges presented by the pandemic, to remove barriers to their success, and support student needs. Students can also count on Counseling Faculty, Librarians and Student Services professionals to provide a holistic approach to meeting their needs and committing to utilizing high tech with a strong soft touch.

In programs such as Biology, faculty fostered a variety of collaborative relationships with partner organizations including SOAP, UC CA Naturalist Program, and CURE. The TRIO program also developed strong collaborations with outside agencies such as CALSOAP, DCAC, and LEAF. Career Services partnered with Mission College to provide Handshake to all students across the district, effectively doubling the job and event opportunities for those students. The passion and engagement of the Sustainability Committee members resulted in outreach and involvement of college-wide groups, including the administration.

Faculty and staff across the college also demonstrated a strong commitment to the Anti-Racism and Inclusion Action Plan and Educational Master Plan goals of the college and participated widely in college initiatives and committees. Faculty and staff attended training, acquired and adapted resources, and are committed to diversity, equity, and inclusion.

Courses, Curriculum, and Programs
WVC faculty and staff demonstrated resilience in sustaining quality education for all students despite the pandemic. Departments, programs, and services considered their unique drastic shifts to form a foundation for further innovation in and out of the classroom. For programs like Sociology, online class offerings produced growth in enrollment. For the Paralegal program, offering courses online made the program more accessible, which was reflected in increased enrollment numbers. The Continuing Education (Noncredit) program not only had a large increase in enrollment, but also increased the number of departments it works with.

Across the college, programs report high levels of student success, retention, and persistence, with strong levels of student satisfaction in the quality of instruction. Programs like Interior Design offer students a high-quality education in the subject matter and prepare them to be well qualified and competitive in the job field. The TRIO program provides a one-stop-shop for students including counseling, financial aid application assistance, transfer application assistance, tutoring, etc.
Programs took the initiative to make resources necessary for student success as inexpensive and available as possible, and to make their faculty available to students in a variety of modalities. The Art and Photography program offered free supplies for its students in addition to offering one-on-one interactions with faculty. Architecture provided supplies for students so they did not have to purchase their own and so that they would not have to carry those supplies to school each day. Physical Science created lab kits at no cost for its students, eliminating the financial barrier for those courses.

Programs that attract a diverse range of students worked to ensure student success and retention through a variety of methods. The Outreach program was the first among California community colleges to offer virtual workshops with high school seniors after the pandemic began, and to then offer conferences to our high school partners both virtually and in person once the pandemic restrictions relaxed. They also developed their workshop materials in multiple languages to provide a more inclusive support system for incoming students and their families. The Umoja program is strong in fostering community and engagement with its participants, resulting in increased retention and transfer rates for African American and other students.

From dedicated faculty and staff to innovations in online learning, to putting in the work needed to develop an antiracist and inclusive college community, the college’s programs are the backbone to its success.

PROGRAM CHALLENGES AND INSTITUTIONAL SUPPORT NEEDS

Themes
Staffing; student needs; funding; resources; enrollment; disconnect with administration

Introduction
Programs identified challenges and needs for institutional support at the time of completing the 2020-2021 Program Review Progress Report. Themes within these responses were noted by SLAPEC members and then compiled.

Details and Examples

Staffing
Challenges with staffing were once again an issue raised by programs across the college. Faculty and staff retirements and the inability to hire new faculty and staff in growing programs dramatically affects the volume of work which program individuals must take on while also affecting students in need of the education, assistance and support these programs provide. For example, the Counseling program lost several full-time faculty over the past few years who have not been replaced and needs replacements or associate counselor funding. A failure to address staffing issues creates additional barriers for students, including the inability to take the classes they need and limiting student access to counseling and other important service areas.

Other examples of staffing challenges included a lack of full-time instructors and professionals in programs like Continuing Education (Noncredit) and Outreach and a lack of an embedded counselor covering programs such as Career Services and Art and Photography. These shortages disrupt a program’s ability to offer sections and resources the students depend on. Lack of adequate staff continues to negatively impact programs and their strong commitment to their students and the community. Programs’ role as
an integral part of student success is overshadowed by the perceived message that programs are not supported or understood by the college administration.

Allowing programs to retain and grow their personnel allows those programs to improve enrollment and to support both faculty and students. In addition, it gives programs the time to identify student needs and remove barriers; to reach out to the community and engage with the diverse areas that surround the college; and to make those programs the place students know they can go to for the support they need to be successful at school.

**Student Needs**
The technology students have available does not always meet the requirements of their classes. Food insecurity, housing insecurity, and financial insecurity alienate them from their peers and from the college experiences they hope to have. Challenges to learning may also be attributed to feelings of isolation, preventing the personal, individual, and group interactions that students need and thrive on.

Programs need support from the administration for faculty and staff so that the college goals of equity and inclusion can be realistically met. Intentional, guided, and focused support is necessary to identify specific student needs; to support online students and online learning; to develop and maintain personal connections with students; and to remove obstacles students face from “What is my college email?” to “What modality of class is best for me to choose?”

**Funding and Resources**
Challenges with funding are another continued issue reported by programs across the college. From insecure funding in programs like Counseling, Dance, and the Sustainability Committee, to budget cuts in programs like ESL and World Languages, funding is a real issue that affects the college’s programs and the students they serve.

In addition to funding and budget cuts, other challenges include resources available to programs. Financial Aid has had significant delays in processing, awarding, and dispersing aid due to lack of funding for staffing support. Psychology needs equipment for several classes. Biology has asked for repair and maintenance of its classrooms. Architecture needs computers in its labs to replace the Virtual Desktops along with new software that students need to learn on. For programs like the Sustainability Committee, the time and availability of members to develop and implement ideas and projects is a vital resource that can be hard to find.

**Courses and Enrollment**
Like many community colleges, multiple programs at WVC experienced a decline in enrollment. Some decreases were due to the overall statewide decline, but others were due to program cuts to faculty and course offerings that prevented programs from offering a typical schedule for their students or an expanded one. The online learning format imposed by the pandemic upon the college and its students also contributed to the decline in enrollment, as students were frustrated and less successful in the new modality.

Moving forward and out of the pandemic, programs are concerned about implementing student centered practices and working on eliminating the equity gap when class size caps are increased for the sake of efficiency. Keeping students at the heart of what programs do, while trying to keep up with new technologies and pedagogical techniques and more, has been a big challenge and programs worry about how they can rebuild from here.
Support from Administration
Programs are frustrated with a perceived lack of support and understanding from the college’s administration—support which is desperately needed during these unprecedented times. The cancellation of sections causes disruption and distrust from the students that the classes they need will be there and available each semester. The lack of funding, in addition to faculty and staff cuts, prevents programs from growing and adapting to their students and their students’ needs during the pandemic and beyond.

In addition, programs like Umoja, Outreach, and Paralegal need support in the form of outreach to the community and promotion of the programs’ services, especially those programs with only one full-time faculty member. CTE programs reported a strong need for data that allows them to track completion rates and job placements.

Changes to classrooms and technology and needs for software and tech support for that software make programs feel like they are in survival mode and cannot find a way out because of the disconnect they have with the college’s administration. Until programs feel like the college administration truly understands the student population they serve and what really goes on in each classroom setting, there will continue to be a reported disconnect and frustration between the programs and college.

STUDENT LEARNING OUTCOMES

Themes
Regular discussion; need for increased tutoring; growth and learning despite challenges; willingness to modify and improve

Introduction
Developing student learning outcomes (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.

Details and Examples

Discussions (meetings, workshops)
Programs like Online Learning, Library, Theatre and Film, and Biology reported that SLOs are discussed often in department and staff meetings. Some programs shared that they discuss SLOs in person, but outside of formal meetings where minutes are taken. Programs like Digital Media and Architecture report discussing SLOs with their Advisory Boards and assuring that those SLOs are task-based and approved by said Advisory Boards. Some challenges with holding SLO discussions are present, however, for programs with a one-person department and programs who want to include associate faculty in those discussions but said faculty are not always available to meet.

Programs report that they regularly review their SLO results, with some even meeting weekly to discuss their progress and goals. Others report meeting with the appropriate administrators to discuss the needs and progress of the program and its students.
Challenges (tutoring, funding)
The discussions of SLOs and their results gave programs a chance to reflect on the challenges they are facing and the needs of their students. Programs like World Languages, Computer Science, and Engineering report that increased tutoring services for their students would be a huge benefit to student success and retention. Some programs reported that their work for other areas of the college like accreditation—or even just work to survive the pandemic—caused the SLO process to be neglected.

Programs recognize that the multitude of challenges students have faced this past year—challenges many continue to face—have had a large impact on their individual SLO results and the cumulative results of the program. While it is difficult to fully understand the impact of the pandemic on SLO and student learning, programs recognize the value in continuing to assess and learn from SLOs.

Successes (student achievement, sharing strategies and best practices)
Despite the challenges placed on the SLO process due to the pandemic, many programs still were able to report positive learning and growth experiences from assessing and discussing SLOs. Programs like ESL, Architecture, and Umoja reported that the SLO process allows faculty and staff to document and share strategies and best practices in teaching and providing services to students. Programs in the academic fields reported that regularly addressing the effectiveness of their SLOs improved their understanding of student success and how to focus their energy in certain areas, while also reporting that smaller class sizes had a positive impact on SLO results. Programs in the student services fields reported that they have a better understanding of the students they serve, the community they serve, and the specific educational goals of each. Programs in the CTE fields reported that SLO results revealed the positive impact those programs had on transfer students and on students preparing for jobs.

Looking Ahead
Programs like Biology reported that the discussion of SLOs highlighted the fact that many SLOs are outdated and need revision. In addition, they reported their awareness that assessing and measuring soft skills along with academic knowledge is important in such programs as well.

Programs like TRIO reported plans to better track completion of one of their SLOs—the Ed Plan—and to plan a retreat to discuss improvement. Programs like Architecture reported that SLO discussions would be documented in future meetings moving forward.

ELIMINATING THE EQUITY GAP

Themes
Reduce costs; adjust to student population; revise curriculum; make effective use of resources; implement important initiatives

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.
Details and Examples

Curriculum and Best Teaching Practices (solutions to barriers)

In the 2019-2020 Program Review Progress Report, programs were asked to identify barriers to success their students face. In this 2020-2021 PRPR, programs were requested to then identify ways those barriers for students can be removed or minimized.

One of the main ways programs can remove financial barriers for students is by reducing the costs of materials and resources. The Digital Media program moved from an expensive software program to one that is free for students. Faculty in the Child Studies program created OER (Open Educational Resources) material for two courses so that students didn’t have to purchase textbooks. In addition, programs like World Languages, Continuing Education, and Interior Design all found ways to reduce costs for students taking their courses.

Programs also found ways to help their students by scheduling classes two days a week and not four; increasing access to faculty and support; reducing class sizes; and providing students with equipment and software needed for success. In addition, programs hired faculty and staff to better reflect the student population and its experiences; worked to eliminate the language barrier; revised their syllabi to include warm language; and ensured they worked with their students to allow them time to meet, to get help, or to just catch up when life got in the way.

Inside the classroom, programs like Anthropology made conscious choices surrounding curriculum and discussion topics to ensure those topics were inclusive, engaging, and culturally diverse. Programs recognize that the college’s students come from widely varied backgrounds with a variety of skills and challenges and the programs work hard to make sure their teaching is culturally relevant and uses high-impact and transformative pedagogy.

Training

The Office of the President provided training and mentorship to all the college’s programs and respective program and division leads. In addition, the Chemistry program purchased Culturally Responsive Teaching and the Brain, by Zaretta Hammond, for all chemistry faculty and are in the process of holding monthly meetings to discuss the book and develop at least one idea from each faculty member on culturally responsive teaching in their classroom.

Resources (provided by college and programs)

Most programs across the college encourage students to use equity-minded resources like Books for Food, the Success Center, DESP, EOPS, Puente, and Umoja. They also work to ensure students are guaranteed equal access to technology and other class-required resources. Programs report that they inform students about available scholarship opportunities and help their students apply and obtain letters of recommendation.

During the pandemic, the Office of Student Services provided an abundance of resources for students in support of the college’s goal to eliminate the equity gap. From groceries for 300 students every Monday, to free computer loans and free hotspots; from paying off over $1 million in student debt, to giving over $1 million in CARES/HEERF funds to Pell eligible students for basic needs; this program and the college has done so much to address students’ needs.
Programs Around College

Many programs have faculty, staff, and administrators that serve on committees with a focus on implementation of the college’s Anti-Racism and Inclusion Action Plan. Programs also report taking advantage of the Embedded Tutoring program to support their students and work toward eliminating the equity gap. In addition, programs report meetings with the directors of EOPS, DESP, TRIO, and Student Equity Experience to focus on thoughtful engagement with students in an inclusive, meaningful manner.

Implementing Programs (ideas for moving forward)

Initiatives like Caring Campus, Guided Pathways, and the Anti-Racism and Inclusion Action Plan, as they are fully implemented by programs across the college, will allow the college and its programs to develop key performance indicators to reflect on progress and success. Data dashboards will also give programs the ability to measure their progress and success on equity measures, in addition to the effectiveness of a program's work to remove student barriers to success.

Programs like Umoja and Puente will continue to advocate for the addition of ethnic studies coursework and requirements and will continue to advocate that the college be more intentional in allocating resources to the learning communities.

Challenges

The college and its programs are working tirelessly to eliminate the equity gap through the provision of resources, the reduction of costs, and the introduction of initiatives like Caring Campus and the Anti-Racism and inclusion Action Plan. Despite these efforts, challenges still exist to be addressed. Large class sizes make it next to impossible to provide underrepresented groups with the attention and focus they may need for success. The shift to online courses makes it difficult for students and faculty to connect and develop any rapport, and for students themselves to connect with other students at the college and build a sense of community with their peers.

Complicated processes like onboarding, financial aid applications, and creating educational plans are a continued challenge for the college and its programs that provide student services. These programs provide as much assistance as possible to those most in need, but additional staff, counseling hours, and funding support from the college’s administration are necessary to sustain these services and continue the college’s work to eliminate the equity gap.

SAMPLING OF PROGRAM REVIEW HIGHLIGHTS

Introduction

The following highlights section shares success stories of students, faculty, staff, and programs pulled directly from the 2020-2021 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.

Administration of Justice

In Spring 2021, the Administration of Justice program collaborated with both Milpitas and Santa Clara Adult Schools to provide information sessions on the program, its job opportunities, and brief introduction to both online learning and face-to-face instruction in a college setting. These outreach opportunities are beneficial to the inclusion and success of non-traditional students, including those formerly incarcerated or formerly in foster care. As a result of the program’s efforts, students from both schools enrolled in...
courses at WVC. Continuing this collaborative work will increase enrollment for the program and success for students while practicing equitable and inclusive outreach strategies.

Admissions & Records
The Admissions and Records program experienced a 38% increase in graduation petitions for Spring 2021. The only reason all of these were handled and processed on time (even for those submitted late) was the herculean efforts of A&R professionals. This was done despite reduced staffing for the program, and while making sure A&R professionals continued to meet the demands of all other regular and assigned duties.

In addition to this success, the program also played a central role in enabling program status and “what-if” features in Degree Works for West Valley programs. All WVC course and program elements for 2017 to present were coded in under 14 months. In the same time frame, the program also completed transfer and catalog mappings for six priority feeder schools. As a result, both students and counselors can now use Degree Works for complete educational planning.

Finally, Admissions and Records worked to establish an on-going process for bp, form, and web review of critical department services. Because of this effort, many program functions have been enhanced with automated workflow and with improved web resources.

Anthropology
The Department Chair of the Anthropology program was featured in a film entitled “Stakeholders’ Values for Archaeology and Heritage in Silicon Valley” produced by the San Jose State University Department of Anthropology for the March 2021 annual meeting of the Society for California Archaeology. The film was also aired as part of the Santa Cruz Archaeology Society Film Fest in October 2021.

Art and Photography
The Cilker School of Art and Design has been awarded accreditation by the National Association of Schools of Art & Design (NASAD). The NASAD Commission awarded the accreditation in April 2021 following self-study and peer review processes.

Communication Studies
The Professional and Workplace Communication Certificate introduced by the Communication Studies program in Fall 2020 has been a huge success and is growing in popularity. In the Spring 2021 semester alone, 48 students earned the certificate. This certificate is not only serving student needs and creating more opportunities for students to be successful, but also likely increasing enrollment. The Professional and Workplace Communication Certificate also applies to any major.

In addition to the success of the certificate, the program also increased its course offerings with the Honors program to include Honors Introduction to Persuasion along with Honors Public Speaking.

Finally, Communication Studies faculty and staff worked to revise multiple courses, the entire department webpage, and the department mission and description in the catalog to include welcoming and inclusive language. These edits were done according to the Diversity, Equity, and Inclusion (DEI) principles with the mission of advancing equity while reducing the achievement gap.
Computer Science
The Computer Science program had several students transfer to both UCLA and UCSD over the past year. In addition, 11 students transferred to the very competitive CIS program at SJSU, and six students transferred to the UC system (UCD, UCLA, UCR and UCSC).

Continuing Education (Noncredit)
The change from credit to noncredit for the Court Reporting and Captioning program at West Valley College has been very successful. As of Fall 2021, the class offerings have been exclusively noncredit, and the program has seen close to a 180% growth in attendance and number of students. One of the primary reasons for the successful switch from credit to noncredit for the Court Reporting program is the switch to tuition-free classes. Additionally, students are allowed to repeat speed-building and other skill-based classes without having to incur additional tuition fees. This allows students to focus on skill attainment and passing the court reporting tests, rather than focusing on units needed to transfer to a UC or CSU. This change allows students to focus on attaining skills needed for the profession.

Counseling
Through targeted in-reach efforts, the Counseling program saw the number of students who had an ed plan on file for the 2020-2021 academic year increase by over 60% when compared to the number of students who had an ed plan on file the prior academic year. The program also successfully launched West Valley Welcome, a free online orientation that helps new students with the onboarding process at WVC. This orientation gives students an overview of all the resources and programs available at the college.

Digital Media
Students from the Digital Media program produced the 2021 West Valley Virtual Fashion Show streaming event. Graphic design students created the logo, while video students filmed a range of fashion endeavors (both still and video footage) were used in the final runway video. Digital media faculty provided mentorship to students and worked side-by-side with students to ensure the production went smoothly.

The Digital Media program also started an intern referral program with both the City of Campbell and a collection of small businesses, and 14 students participated in the Spring 2021 launch. Some of those students continue to work with these clients, and at least two students have secured graphic and web design positions because of this initiative.

Economics
At the WVC graduation in Spring 2021, two faculty from the Economics program were noted by students in their speeches and comments as being influential in the students' experience at WVC.

Fashion Design
Despite the Covid-19 restrictions and difficulties faced during such a challenging time, students in the Fashion Design program produced the West Valley Virtual Fashion Show in Spring 2021 with the support of faculty and the college, in collaboration with the Digital Media program. Students presented their collections via YouTube and their work was featured in the program’s media partner, Content Magazine.

Geography
The Geography program continued to be a strong contributor to the overall college success. Classes were consistently full, and the success rate continued to remain high while the program maintained academic integrity.
In addition, the Geography program worked with the SJSU Social Science Division to build a stronger relationship between the colleges with the goal of developing courses that fulfill the CSU Ethnic Studies requirement.

Health Care Technologies
The Health Care Technologies program saw 10 of 11 students who completed their internships and the HTCH program during 2020-2021 obtain employment in the field. In addition to this success, the program was able to offer students the only Ortho Tech Certificate in all Northern California.

Library
During the 2020-2021 academic year the Library program worked to make sure the library building was the one place on campus open to students and that Library resources were accessible and available to students as well. The Library was open both to serve as a study space and as a place to circulate textbooks, technology, and other library materials.

Mathematics
The WVC student team representing the Mathematics program competed in the American Mathematical Association of Two-Year Colleges (AMATYC) Data Science competition and won first place in the nation with the support of several faculty members. In addition to this success, the program’s new Data Science Course (Math 80) was approved in Fall 2021 by the Curriculum Committee and two sections will be piloted in Fall 2023. This course will increase enrollment for the program and college, and the program hopes to offer expanded Data Science courses moving forward. As a final highlight, the Mathematics program had 18 students transfer to four-year colleges as Math majors: 6 went to UC math programs (Davis and UCLA) and 12 transferred to CSU math programs.

Outreach and Student Recruitment and Middle College Program
During the 2020-2021 academic year, the Outreach and Student Recruitment and Middle College program optimized the use of technology in a creative manner in every possible way. The program offered new and focused virtual sessions for activities like the “Honors Program Info Night” (35 participants) and “How to Transition Your IEP/504 to College” (70 participants). The program also provided nine offerings of the “Next Steps” workshops in both English and Spanish (350 attendees) and “Concurrent Enrollment Information Session” (170 participants).

The program also worked to revise the website that welcomes high school graduates by providing detailed steps and videos of the required steps. Over 1200 students viewed the three videos created, which detailed “How to Register for Classes,” “How to Register for COUN 000A,” and “How to Make an Appointment with a Counselor.”

Another way the program utilized technology was in creating, maintaining, and using a list that grew to 400 students and parents who attended events and wanted to know more about the college. Based on this list an email was sent every few weeks, ensuring students and parents knew about upcoming events and the next steps. The program also sent monthly newsletters to the college’s high school partners and offered 30 minute “Coffee Chat” sessions whenever needed.

Another highlight for the program was the full implementation of the Signalvime texting service, which provides all new college applicants with a welcome text with their student ID and login information one day after their application is processed. The service then allows the program to send timely messages, helping to direct students toward their next steps in the onboarding process.
Park Management, Geospatial and Unmanned Aircraft Technology
The Park Management program saw its students continually get employed by Santa Clara County Parks, National Park Service, Mid-Peninsula Regional Open Space District, Santa Clara Open Space Authority, Palo Alto Parks and Open Space, and the City of San Jose Regional Parks. The program also received FAA approval as members of the UAS Collegiate Training Initiative. Faculty and students in the program continued work in the community via Adopt-a-Park and Creek participation alongside the program’s student-led Park Management Club.

In addition to these highlights, faculty in the program were actively involved in service to the college through the Guided Pathways Committee, Caring Campus Initiative, Sustainability Committee, and Community Advisory Committee. The program was able to renew its lease agreement with Santa Clara County Parks and acquire a new equipment trailer to be used in classes which require equipment to be brought to various learning sites.

A final highlight for the program was the acquisition of a large donation that will directly help and support its students.

Physical Sciences
The lab tech for the Physical Sciences program, Kenny Smith, worked diligently to purchase and assemble hundreds of lab kits for all the program’s lab classes. This project included the immense task of not only disbursing but also collecting these kits from every student. In addition to this work, he made demonstration and lab videos to assist faculty in the conversion to online learning and generally did whatever was asked of him whether by staff, faculty, or students. Kenny Smith was the Physical Science MVP of the 2020-2021 academic year.

Another highlight for the program was the extra work and creativity shown by the program’s amazing associate and full-time faculty. Their work ensured online lectures and labs were both educational and meaningful.

Sociology
One positive outcome of teaching virtually in a pandemic for the Sociology program was the growth in enrollment for concurrent enrollment offerings. With the transition to synchronous online courses, this allowed for more high school students across a school district to access the same class without having to factor in travel time or seek transportation accommodations. It’s been amazing for program leads to observe these sections and witness the robust interaction between students and faculty.

Success Center
In Fall 2021, the Success Center program launched a shell in Canvas to provide an all-access resource for students, faculty, and staff and allow them immediate access with no registration required. Creating the "Success Center Support" shell was a huge step in ensuring that all students have equitable access to support and resources. Additionally, because drop-in tutoring has been offered online via Zoom during the pandemic, the Success Center program is the only place where students can meet with a live WVC representative 7 days a week.

Sustainability Committee
The development and launch of the West Valley College Sustainability Storyboard, in partnership with staff and interns in Facilities, was a highlight for the Sustainability Committee program. In addition, the Earth Stewardship Symposium, held online in April 2021 and featuring three dynamic speakers who dug
into different aspects of the future of fire in California, was another highlight. The program was able to launch the Sustainability Study Canvas course for faculty to access as a resource, and, despite the challenges posed by the pandemic and social distancing, student interest remained strong in projects such as computer refurbishing (followed by donations to students in need) and the regenerative garden/farm which are projects that require in-person activity.

**Transfer Center**
The Transfer Center program saw a 91% acceptance rate to CSU and a 76% admission rate to UC for WVC students in Fall 2020. West Valley College placed #4 out of 113 community colleges in the state for the percentage of students who transferred within six years.

**TRIO**
The TRIO program had 23 students successfully complete the requirements to earn a certificate, to graduate, or to transfer during the Spring 2021 semester. In addition, over 90% of TRIO students completed an Education Plan, and TRIO students received over $45,000 in student grants. The program provided over 15 new student workshops on various topics ranging from money management to public speaking, while giving students in the program the chance to attend the annual student leadership conference and to attend a virtual tour of the Jim Crow Museum.

**Umoja (SUCCESS)**
A highlight the Umoja program is very proud of is the successful transition to a virtual environment. The program was still able to host its Welcome Event and High School Conference, as well as other celebrations and student engagement activities, virtually via Zoom. Additionally, Paulette Boudreaux, the English Instructor and co-coordinator for the Umoja program, was presented with the West Valley College Equity and Inclusion Lifetime Achievement award for her work and impact in the Umoja community.

**CONCLUSION**
This 2020-2021 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 the willingness of faculty and staff to collaborate and participate in activities and college initiatives to do the work needed to improve student success and retention. With respect to Program Challenges, a central theme is the disconnect programs feel from the college’s administration—programs very much want the college to truly understand the student populations they serve and the intense reality of the current college classroom setting. The primary theme for Student Learning Outcomes is the growing willingness of programs to discuss, learn from, and improve SLO assessments and results. Finally, the central theme for Eliminating the Equity Gap is the reduction of costs to students for the materials and resources needed for their classes.