INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Park Management***

2. Person(s) completing the questionnaire: *Kim Aufhauser*

3. Date of completion: *November 9, 2007*

4. What are the primary purposes of the program? Check all that apply.

   - x WVC Degrees and Certificates
   - x Transfer Courses
   - x WVC General Education
   - x Lifelong Learning/Life Enrichment
   - x Occupational / Vocational Courses
   - ☐ Student Support Services
   - ☐ Academic Support Services
   - ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Click once here and type your response

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The Program has expanded its offerings in Geographic Information Sciences with a State approved Certificate in GIS. The program has continued to improve its relationship with ESRI and Trimble Navigation. Through diligent efforts of department faculty, Trimble Navigation recently donated over $40,000 in hardware to the GIS program. Also, the program has received another $40,000 donation in software and services dedicated to developing a Remote Sensing component to the GIS Program through the IGETT Project.
(Integrated Geospatial Education and Technology Training).

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

A) Enrollment for Park Management remains constant at 130-150 enrolled per semester.

B) The Park Management Program is unique to the western states, meaning there is no other 2-year institution for our students to transfer to. Our courses offer an excellent balance of classroom lecture-based instruction and hands-on field-based courses. This keeps the students interested and involved. Thirdly, while many Program students go on to 4-year institutions, most are so well prepared and the industry is so receptive to our graduates that they go straight into full-time employment in our industry. All are powerful incentives to remain at West Valley College and complete the Program.

C) The Park Management Program has the potential to grow because our industry will be experiencing the retirements of the 'Baby-Boomer' Generation. It is estimated that 50% of the current staffing of all public land management agencies will be retiring in the next five years. This, along with the uniqueness of our program and the integration of employment-rich courses (e.g. GIS, Wilderness First Responder, Power saws, etc.) make our Program a very attractive.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

A) The program gender diversity is generally ~30-35% female and the average age of our students are older than college average.

B) Our gender distribution is consistent with our industry, both regionally and nationally. Our age difference can be accounted in two ways. Our student body is, in general terms, made up of three populations. A smaller recent high school graduate who has less than one year of post-high school education, a larger re-entry student population and a larger park professionals who are enrolled in Park Management course for professional development and advancement. A small fourth group is retirees and others who are taking select classes for personal enrichment.

C) None that hasn't been stated.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

A) The Park Management Program continues to enjoy a success rate higher than that of the college. Over the past 8 terms, the range has been 70%-82% with an average of 77% while the school range for the same period has been a range of 63% to 70% with an average of 66%

B) The Department credits the higher success rate in three related influences. The Park Management Program is unique to the western states, meaning there are no other 2-year and very few 4-year institutions for our students to transfer to. Our courses offer an excellent balance of classroom lecture-based instruction and hands-on field-based courses. This keeps the students interested and involved. Thirdly, while many Program students go on to 4-year institutions, most are so well prepared and the industry is so receptive to our graduates that they go straight into full-time employment in our industry. All are powerful incentives to remain at West Valley College and complete the Program.

C) The Park Management Program will continue to have an active Advisory Board and frequent contact with local agency employees through internships, professional associations, governing boards and Program-sponsored training programs to help steer the Program in the right direction. The Department will continue to expand its part-time employment to ensure that we continue to get the best field practitioners to instruct our students.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The Park Management Program has a wide array of field-based courses from field seminar-style courses like Duties of the Ranger to High Angle Technical Rescue, Wilderness First Responder and Wildland Power saws courses where a high degree course preparation is required including equipment servicing and inspection. Additionally, many of these courses have a high degree for potential risk to students necessitating a high instructor-to-student ratio. The Department frequently needs the services of professionals to assist in instruction or supervision in the field and Instructional Aides for equipment servicing and inspection. The program could use increase funding for stipends for these professionals and funding for aides.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Park Management anticipates changes in four distinctively different areas. The first will be expanding the Emergency Preparedness course offerings to include NIMS/SEMS and CERT training. The second area will be in our Outdoor Skills courses. The Department has been examining how the classes are currently segregated and are considering redefining them into a more logical progressive sequence where we will offer more courses that are shorter duration and fewer units each. The third area is to develop a Ranger Academy whereby the Department will provide a systematic training sequence. The fourth area is in the field of Remote Sensing the department is part of the IGETT Project (Integrated Geospatial Education and Technology Training). NSF, NASA, and NCGE sponsor this project. (National Council on Geographic Education).

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

None

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

The Park Management Department has a long history of assessing its students using a broad array of testing/evaluative modalities to determine their learning progress and achievement. These include clearly defining (for the students) the class/program expectations, how they are to be met, intermediate benchmarks and ultimate outcomes.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

Since the program was created in 1970, we have had an active advisory board comprised of land management professionals from across the California and Nevada. This board has been instrumental in providing direction and advising Department faculty of changing treads and professional requirements. This board meets at least once a year. In additional to land management professionals, these meetings include senior Division and College managers, full and part-time faculty and senior Program students. The Park Management Department makes every effort to ensure that relevant courses comply with Federal, State, or industry standards. These include Basic Wildland Firefighting, First Responder, Wilderness First Responder, Cardio-Pulmonary Resuscitation, GIS courses, and Wildland Power Saws. Over the past 5 years the Park Management Department has expanded its articulation agreements to include Humboldt State University, Chico State University, Cal Poly-San Luis Obispo, and San José State University.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

The two biggest changes have been with the introduction of our Wilderness Navigation course and scheduling of our classes to meet the needs of our students. We have tried to balance daytime and night time courses to meet the needs of the workforce. Examples include; GIS and Wilderness Navigation courses from day to evening, week long and weekend classes.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Based on comments from our advisory board, there is a need to replace 50% of our industry's workforce due to anticipated retirements. With an increasing number of articulation agreements with 4-year institutions, an increasing number of students are delaying their entry to the workforce by transferring to bachelorate programs. Our students need to be prepared to enter the workforce as soon as possible as well as be prepared for upper division courses at university. To do so the Park Management Department must continue to offer dynamic and cutting-edge courses by refining current offerings and introducing new courses that prepare students for future employment and education.

2. Program Strengths:

Our program has over 37 years of continuous service, making it one of the oldest of its kind. Hundreds of graduates now in supervisorial and management positions continue to recruit from their alumni. All faculty are spirited, energetic seasoned professionals who continue to work with and in the industry. Our diverse advisory board provides effective direction and guidance. Our courses are a well-balanced pedagogy of classroom-based and field courses giving the students both the academic and practical field skills. The Park Management Program continues to have excellent public land agency and corporate support including a special use permit with Santa Clara County Parks, Trimble Navigation, ESRI and Pigeon Mountain Industries.

3. Program Challenges:

Our full-time faculty spend an inordinate amount of time in non-instructional activities that include but are not limited to: obtaining sufficient funding for stipends, supplies and materials for instruction, recruitment of qualified faculty, recruitment of new students, educating other professionals within the District and both Colleges of the Park Management Program, and developing new programming.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The intended actions would be to continue updating curriculum and design courses to meet changing industry needs, develop a P.O.S.T. approved Ranger Academy, develop the Campus Emergency Response Team (C.E.R.T.) training, and revise the Outdoor Skills (Pk Mgt 12a-c) course series. The Park Management Department will continue to expand articulation agreements with 4-year institutions, continue to grow and expand its offerings in the GIS Program, be involved in the Disaster and Emergency Response and Preparedness for the College and District and student-led GIS projects supported by Department faculty that benefit both West Valley College and the District.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The first session of the Ranger Academy is planned to begin January/February 2009. The changes and modifications to the Outdoor Skills courses curriculum is ongoing as are developing articulation agreements. The participation of Park Management staff and students on both emergency preparedness and response and GIS projects are ongoing.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Other than the Ranger Academy, all other of the above-mentioned areas will be addressed in an ongoing manner. None of the above projects will be completed but significant progress will be made on all.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: *Click once here and type your response*	☐ Yes X No ☐ Partially
Associate faculty FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars): *Click once here and type your response*	☐ Yes ☐ No X Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *DIGITAL SCANNER----------**NO*** *TRIMBLE GPS UNITS---**Obtained by Program Initiated Donation*** *Climbing & Rescue Equipment----------**YES*** *Safety Equipment----------**YES*** *Tools----------**YES***	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Increase in Copying Budget*	☐ Yes ☐ No X Partially
Staff Development (brief narrative description): *Access to more travel and conference money. Our industry requires us to maintain knowledge and skills competency for safety and certification. Examples include: Wildland Firefighting, Emergency Medicine, Search and Rescue, Law Enforcement, Trail Construction, Geographic Information Science, Remote Sensing and Global Positioning Systems.*	☐ Yes X No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The Park Management Department was able to replace some of its outdated or worn rescue and maintenance equipment. The program was also able to upgrade its emergency medical field kits. These acquisitions make field operations safer and make responding to emergencies (should they occur) more effective. Since the Park Management Program is also involved in major incident and disaster response at West Valley College, new equipment and supplies will make a greater contribution during these events.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Classified support staff will be necessary to assist in getting the Ranger Academy operational and maintaining this operation.*

Classified Hourly (in dollars): *$2000 in additional permanent funding to that already received.*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Access to more travel and conference money. Our industry requires us to maintain knowledge and skills competency for safety and certification. Examples include: Wildland Firefighting, Emergency Medicine, Search and Rescue, Law Enforcement, Trail Construction, Geographic Information Science and Global Positioning Systems.*

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu