

**NON-INSTRUCTIONAL PROGRAMS AND REVIEWS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-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 as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Work Experience***

2. Person(s) completing the questionnaire: Cathy Aimonetti

3. Date of completion: 10/10/07

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

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- 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)

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

The Work Experience program has struggled in recent years since it lost its only full-time staff member and has survived on part-time hourly help and a small stipend to a faculty coordinator (Heide Hughes) to keep it operational

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

A large number of students work more than 20 hours a week in addition to taking classes. Although the unemployment rate has increased significantly in the past two years, fewer than five percent of students in the program have been affected.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide 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?

Work Experience students are diverse in ages, registered units, and field of study. In terms of age, there are students from high school to late adulthood. There are seven different Work Experiences courses in which the students are registered. Generally every semester the three-unit General Work Experience session enrolls 50 percent to 60 percent of the whole student population of the program; the one-unit General Work Experience and Occupational Work Experience courses enroll the fewest number of students. Most students work for a variety of large and small companies; however a few students are self-employed. Most Work Experience students are employed in entry-level positions in the fields of retail, banking, and other general business areas. A few students work in the high-tech industry.

An Internship Resource Center would be beneficial for students who seek internship in a career and academic disciplines. The IRC should be a central location for employers seeking students who need hands-on experience in their disciplines. The IRC would scrutinize internship announcements to ensure that students will gain valuable work experience and not just be used as "cheap labor." Monitoring will ensure that students will increase their labor market skills.

The Work Experience Coordinator must organize an agenda and conduct an orientation for faculty advisors to discuss guidelines for advising students regarding the formulation of learning objectives.

Sufficient private consulting space in close proximity to the Career Programs Center would enable faculty advisors to meet with students.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Many of the respondents of the student survey have indicated their use of services in work experience. Generally the survey indicates satisfaction with the level of service. One student and one staff member commented that the program is excellent. One item of note that was highlighted on survey responses is that there is a wide range of expectations among advisors. There was also a desire to see some minimum level of expectation outlined with work experience advisors. There is frustration on the part of faculty advisors in this program that there is lack of space and on the part of the coordinator to hold consultation meetings. Some funding for essentials of this program is desirable.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

Not Applicable

5. 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)?

Not Applicable

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - 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.

Click once here and type your response

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect 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?

Not Applicable

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Cooperative education work experience periods are considered as a formal part of the student's curriculum. The student must be registered with the West Valley College for the cooperative education work experience.

Prior to employment, participating students are provided with either an individualized or group orientation to the purposes and policies for the program and expectations for student involvement.

Efforts are made to ensure that cooperative education work experiences are related to student academic and/or career goals. Student's work scope and/or area(s) of responsibility usually broaden and/or involve progression to increased responsibilities with advanced education.

Each period of cooperative education participation is documented on the student's transcript. Official documentation of participation, progress, employer evaluation of the student and student evaluation of each work experience is maintained.

Student performance is evaluated in each work period. Assistance is provided to the student in assessing work experiences and integrating classroom studies with the practical knowledge obtained.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The Work Experience program has struggled in recent years since it lost its only full-time staff member and has survived on part-time hourly help and a small stipend to a faculty coordinator (Heide Hughes) to keep it operational.

2. Program Strengths:

The program provides an opportunity for students to obtain credit for work experience. Many of these placements also are an enhancement to the student's vocational education plans.

3. Program Challenges:

Lack of full-time staffing

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?

We plan to again ask that the full-time classified Work Experience Coordinator position be re-instated. This would significantly enhance the program's ability to promote the program, and expand enrollment levels by as much as 100 FTEs.

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?

We will be requesting the classified position be added each year.

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

None, unless additional staffing/funding is allocated.

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: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially

Associate faculty FTE: <i>0,75 (part-time stipends)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>1</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>3000</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>0</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>None – Off Campus Program</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Three computers</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>None</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>N/A</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> 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.

Click once here and type your response

I. RESOURCE REQUESTS 2007-2008

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: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

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): *Click once here and type your response*

Other: *Click once here and type your response*

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