WEST VALLEY COLLEGE
2009 EDUCATIONAL & FACILITIES MASTER PLAN
JULY 2009
2009 EDUCATIONAL AND FACILITIES MASTER PLAN

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After more than four decades of service to major portions of Santa Clara County, West Valley College has changed little over the years. The Measure “H” bond issue in 2004 allowed the College to implement a number of facilities projects including renovations, replacement of old facilities, and the addition of two new instructional facilities, as well as a more prominent gateway to the campus. The Measure “H” funds supplemented by an aggressive pursuit of state funding have allowed the College to complete needed renovations and construction to support cutting edge academic programs. In 2008, the College community recognized the need to plan for the next phase of renovation and construction and to create a template for future state- and bond-funded building projects. To be effective, these facilities plans must be guided by a thoughtful educational plan that is informed by a respect for the future and an appreciation for the present needs of our community.

The result of a year and a half process, this plan began with a thorough review of our programs and departments, assessment of external needs and trends, and resulted in projections of the curriculum and program development required to achieve the future we envision. This information was in turn used to project the facilities needed to house relevant educational programs and services. A special focus was included to address the importance of the grounds and landscaping of the campus. We also sought to improve vehicular and pedestrian circulation, increase a spirit of welcoming, and add gathering places for students and staff. The result is an Educational and Facilities Master Plan in which form follows function. It provides a plan that will enable West Valley College to continue meeting the community’s expectations and to offer higher education in a positive institutional environment.

This plan emphasized the renovation of most of our campus facilities while preserving the natural beauty of the campus. The plan also proposes bold construction. A new student services facility to provide “one-stop shop” services is proposed, which will also replace antiquated “temporary” buildings. A new art building complex is planned to house instructional programs in the various art mediums and a health and fitness center is added to the campus.

I wish to thank the many faculty, staff, and administrators who devoted hours of service to provide critical information and insights for the plan. Special thanks to the members of the West Valley College College Council for overseeing the research and analysis while engaging in the dialogue needed to produce this strategic document. Deborah Shepley of HMC Architects headed a team of consultants that provided integration, structure, and content to the plan, and Clarus Corporation provided external scan data and analysis.

The West Valley College Educational and Facilities Master Plan will allow us to actualize our vision of the future, meet our mission and goals, and serve our increasingly diverse community with quality, relevance, and commitment as we move into the next decade.
Purpose
The purpose of the 2009 Educational and Facilities Master Plan (E&FMP) for West Valley College is to address the College’s educational programming, services, and facilities needs and provide a guide for the future. The Master Plan includes two components: an educational plan that details the College’s major future academic and instructional initiatives, and a facilities plan that provides the infrastructure to support the initiatives.

Planning Process
In August 2008, the West Valley Mission Community College District Board of Trustees hired a planning team to assist West Valley College in developing an Educational and Facilities Master Plan to the previously developed 2001 plan. The planning process was a highly participatory one involving the many constituencies of the College.

During the summer and early fall of 2008, the College Council worked with the planning team to define the project scope, develop processes and timelines, and develop the educational plan goals. Educational planning information and data were collected, and Program Reviews were analyzed to assure compatibility with the College’s strategic goals.

In October and November, meetings were held with representatives from every work unit and academic discipline. The meetings were designed to confirm findings from Program Reviews and assess future plans and needs. The condition of existing facilities, grounds, wayfinding, and pedestrian and vehicular access was also assessed. From December through February 2009, internal and external environmental scans were completed. Concurrently, other studies were completed that provided information for the E&FMP. These studies are described later in this section.

In January 2009, using the Program Reviews, the environmental scan, the information from the other studies, and a collection of other internal and external resource documents, the College Council reviewed the list of potential college-wide educational initiatives that were then disseminated via the participants to the entire campus community. Then, in February, the College Council, working with the planning consultants and using the educational initiatives as a guide, discussed several options for possible new campus construction and facilities modifications.

In the spring of 2009 the College Council worked closely with the consultants reviewing a series of planning options and developing recommendations for the Facilities Plan. The discussion included the consideration of primary and secondary effects, project linkages and priorities, strategies for maximizing state funding, preliminary project budgets, and phasing plans.

The planning process included a series of College Council meetings as well as presentations and discussions with the College to broaden the plan’s perspective and to enhance the acceptance of proposed developments. The Project Schedule summarizes the steps of the planning process and the timeline that was followed.
## Project Schedule

### Introduction

Project Schedule

<table>
<thead>
<tr>
<th>2008</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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<tr>
<td></td>
<td>18</td>
<td>25</td>
<td>1</td>
<td>8</td>
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<td>6</td>
<td>13</td>
<td>20</td>
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<td>2009</td>
<td>1</td>
<td>8</td>
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<td>12</td>
<td>19</td>
<td>26</td>
<td>2</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

### Strategic Review

- Define project scope and develop timeline
- Collect and review all planning information
- **COMMITTEE MEETING (Sep 30)**
  - Review Process and Schedule
  - Validate Ed Plan Goals
  - Define Overall MP Project Goals

### Educational Plan Analysis

- Analyze educational planning information
- Conduct Community Needs Assessment
- **COMMITTEE MEETING (Oct 30)**
  - Review Ed Plan Status

### Site and Facilities Analysis

- Visit site and meet with key personnel
- Analyze existing site and facilities
- **COMMITTEE MEETING (Dec 11)**
  - Review and Validate Analysis
  - Define Key Planning Issues
  - Review Ed Plan Status

### Educational Plan Forecast

- Develop Long Range Enrollment Forecast
- Develop recommended initiatives
- Forecast WSCN/FTES/ASF
- Develop Space Program for Master Plan
- Coordinate with Campus survey
- **COMMITTEE MEETING (Jan 22)**
  - Review Community Needs Assessment
  - Review & Validate Ed Plan Initiatives
  - Review Long Range Forecast
  - Review Space Program for Master Plan

### Option Development

- Develop Planning Options
- Develop Evaluation Criteria
- **COMMITTEE MEETING (Feb 12)**
  - Review and Evaluate Options
- Revise Options
- **COMMITTEE MEETING (Mar 12)**
  - Select Preferred Option

### Solution Development

- Develop Master Plan Recommendations
- Identify Primary and Secondary Effects
- **COMMITTEE MEETING (Apr 9)**
  - Review Recommendations
  - Discuss Project Linkages and Priorities
  - Develop Strategies for Maximizing State Funding
  - Develop Preliminary Project Budgets
- Develop Phasing and Implementation Plans
- **COMMITTEE MEETING (Apr 23)**
  - Review Strategies for State Funding
  - Review Budgets and Phasing Plans
  - Develop Recommendations
- **CAMPUS FORUM (5th Thursday in April)**
  - Develop Recommendations
  - Prepare Draft Report
- **PRESENTATION TO THE BOARD**
  - College Review of Draft Report
  - Prepare Final Report
**Master Plan Goals**

At the start of the planning process, a set of goals were established for the 2009 Educational and Facilities Master Plan. These goals were developed by the College Council and served as the foundation for the planning process.

- **Create a vital document.** Let the comprehensive research base and shared creative vision provide a lasting and effective plan.

- **Disseminate information and assure transparency.** Following an assessment of the current conditions of the campus, establish expectations and objectives for the physical requirements for the campus.

- **Promote increased awareness of the campus environment.** The Master Plan consultants will work to establish a common facilities “language” among participants.

- **Undertake a participatory planning process that establishes trust.** Define levels of participation. Allow for variety in types of involvement with the planning process. When appropriate, conduct open forums and encourage participation. Establish ways in which students can participate.

- **Extend the participatory process through implementation.** The degree to which the College assumes authorship and responsibility for the Master Plan will determine the vitality of the document after publication.

- **Perform a comprehensive assessment.** Conduct a comprehensive environmental scan to inform the Educational Plan. With the involvement of College personnel, evaluate all campus buildings relative to the Educational Plan and technical requirements. Develop building performance data from professional observations and from occupant reports.

- **Link educational objectives to spatial needs.** Accommodate variety in teaching methods and achieve spatial efficiency without compromising educational or service programs.

- **Match College needs with institutional requirements.** Distinguish between maintenance requirements, potential state-funded construction projects, and district-funded activities. Search for alternative sources of funding.

- **Encourage informed decision making.** The planning consultants will present options and prioritization strategies, allowing participants to determine alternate and final plans.

- **Reflect the highest aspirations of the College.** Let the energy and imagination of the design team enrich the experience, opinions, and expertise of the faculty and staff.
The Educational Plan for West Valley College serves as the foundation for the 2009 Educational and Facilities Master Plan. A summary of the information that was developed during the planning process is presented in this section which is divided into four parts.

**The College, the Students, and Communities**
- Campus History
- Environmental Scan
- External Scan
- Internal Scan

**College Philosophy, Mission, and Goals**
- Statement of Philosophy
- Mission
- Strategic Goals

**Academic Programs and Support Services**
- Transfer Programs
- Career Programs
- Basic Skills
- First Year Experience
- The Bridge Program
- Distance Learning
- Global Education Initiatives
- Student Support Services
- Economic Development
- Community Education
- Off-Campus Classes
- Programs of Study

**Educational Initiatives**
- Progress on 2001 Educational Initiatives
- 2009 Educational Initiatives
In July 1962, the first public meeting convened to address the formation of the West Valley Joint Community College District. In October of that year, the California State Board of Education approved the District’s formation, and in January 1963, the voters residing within the Campbell, Los Gatos-Saratoga, and Santa Clara High School Districts established the District.

The District’s first college, West Valley Junior College, became operational in September 1964. The College opened on a 12.5-acre site in Campbell, occupying a remodeled grammar school. The 1964–65 academic year began with an enrollment of 3,203 students and a staff of 10 administrators and 53 instructors. One hundred courses were offered that first year. The following year the name was changed to West Valley College.

In 1964, the District purchased the current 143-acre Fruitvale-Allendale site in Saratoga. Funding from the State Junior College Construction Act was obtained, and between 1964 and 1974 the campus was developed. The first building was completed in 1968, and the first classes began in fall of that year.

In September 1985, the name of the District was changed to West Valley-Mission Community College District to reflect the addition of Mission College in Santa Clara, which opened in 1979.
Environmental scanning is a critical component of effective planning. Through an external scan, colleges become familiar with the characteristics of the communities they serve and prepare to meet the needs of those communities. Likewise, colleges that take a good look at themselves through an internal scan develop a better understanding of how well they are meeting the needs of their students. External and internal scanning are essential if the college is to capitalize on its strengths and overcome its weaknesses.

**Federal and State Economy**

As this master plan is being written, the United States of America has plunged into the deepest recession since the Depression of 1929. Plummets home values, massive mortgage foreclosures, concern over the banking system, steep stock market declines, a tsunami wave of layoffs, and unemployment at its highest point since 1983 (8.9%, February 2009), have given Americans a jolt of anxiety. Consumers have cut back on their spending as the economy continues to deteriorate.

Economists predict that “we still haven’t hit the bottom yet,” (Diane Swonk, chief economist for Mesirow Financial in Chicago, as quoted in the *Los Angeles Times*, March 7, 2009). Most predict that the decline in overall economic activity will slow and then bottom out in the coming months. Many warn that the recovery that follows will be an unusually long process. Unique to this recession is how regionally dispersed it is, and how it crosses sectors.

In California, state lawmakers faced a deficit in the billions of dollars, and many public services and programs suffered massive cuts. State income tax refund checks were held until there was enough money to pay them. Job losses in the state are higher than the rest of the nation, and unemployment continues to be high. In the Silicon Valley, while at first job losses were slower in coming than nationally or state-wide, as of February 2009 unemployment was up to 10 percent.

Educational systems were not excluded from the cuts, although California community colleges suffered fewer cuts than the K–12 system, the University of California, or the California State Universities.

The recently passed American Economic Recovery and Reinvestment Act of 2009—known as the stimulus package—promises to bring relief to some industries and create as many as 3.5 million jobs. That won’t fill the employment gap entirely as about 3.6 million jobs have been lost since the beginning of this recession, and no one expects the losses to stop anytime soon. But, if the promises of the stimulus package hold true, it will bring timely relief to millions of the unemployed.

In the external scan that follows, the area demographics will describe the current population while the section on the local labor market will describe the makeup of the labor force and the industries in the area. The impact of the recession on local occupations will be further discussed and should give food for thought to West Valley College as it prepares to serve the students and work force of the future.
Area Demographics
West Valley College is located in Santa Clara County, the largest county in the San Francisco Bay Area. Because the majority of West Valley College students come from outside the district boundaries, the entire county can be considered the District’s service area. Therefore, the demographic characteristics that follow are for Santa Clara County rather than for the West Valley Mission Community College District. It is important to note that the county has areas of uneven distribution and concentration of specific ethnicities. Thus, it is unlikely that West Valley College would attract a high concentration of Asian students since most Asian residents live in Cupertino and Sunnyvale. Students from those communities are more likely to choose to attend De Anza or Foothill colleges as those colleges are located closer to where they live.

The county measures approximately 1,316 square miles and is located at the southern end of the San Francisco Bay. According to California’s Department of Finance, Santa Clara County is home to more than 1.8 million persons and by the year 2020, is projected to total almost 2 million residents. The county is the largest of the nine Bay Area counties (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma). Santa Clara County is the fifth most populous county in California, with approximately 24 percent of the Bay Area’s total population living within its jurisdiction.

Over the last few decades, Santa Clara County has been experiencing changes to the number of people living in the county, the diversity of the population, and household characteristics.

Population
Between 1990 and 2000, the county grew by 185,008, or 12 percent. Most of the population growth occurred in San Jose and in the North Valley cities, including those cities that comprise the West Valley Mission Community College District.
### Population Projections
Analysts at the California Department of Finance predict that in the next decade (2010 to 2020) Santa Clara County’s growth will begin to escalate, and that the county will continue to have steady growth through 2050.

According to the California Department of Finance, by 2010 Santa Clara County's population is projected to increase to 1,837,361. From 2010 to 2020, Santa Clara County's population is projected to grow to 1,992,805.

Population projections through 2050 are shown in Table 2.

#### Table 2
Population Projections, Santa Clara County — 2010–2050

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–2020</td>
<td>1,837,361</td>
</tr>
<tr>
<td>2020–2030</td>
<td>1,992,805</td>
</tr>
<tr>
<td>2030–2040</td>
<td>2,192,805</td>
</tr>
<tr>
<td>2040–2050</td>
<td>2,412,411</td>
</tr>
<tr>
<td>2050–2060</td>
<td>2,624,670</td>
</tr>
</tbody>
</table>

### Educational Attainment
A demographic of interest to West Valley College is the percentage of high school and college graduates in the county. While the number of residents, age 25 and over, who are high school graduates and have attended college is high (85.6%), there is still a significant number who never graduated from high school (14.4%). Also, the number of residents, age 25 and over, who have some college but no degree (17.6%) is of interest (Table 3). Taken together, these numbers represent 22 percent of the county's population, 25 and over, who may have any interest in taking courses at West Valley College.

#### Table 3
Educational Attainment, Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Level of Educational Attainment</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Ninth Grade</td>
<td>87,931</td>
</tr>
<tr>
<td>Ninth to Twelfth Grade - No Diploma</td>
<td>78,486</td>
</tr>
<tr>
<td>High School Graduate or Equivalent</td>
<td>203,962</td>
</tr>
<tr>
<td>Some College – No Degree</td>
<td>189,876</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>87,352</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>289,827</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>216,255</td>
</tr>
<tr>
<td>Percent of High School Graduates or Higher</td>
<td>85.6%</td>
</tr>
<tr>
<td>Percent of College Graduates</td>
<td>43.9%</td>
</tr>
<tr>
<td><strong>Total Population Age 25 Years and Over</strong></td>
<td><strong>1,153,689</strong></td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau
**Veteran Status**

The 2000 Census counted the total number of military veterans in the U.S., and the numbers were reported by Metropolitan Statistical Areas (MSA). At that time, the total number of veterans residing in the San Francisco–Oakland–San Jose MSA was 527,645, or about 10 percent of the population age 18 and over. Those numbers have certainly grown since then as a result of recruitments to the military for Iraq and Afghanistan.

In May 2009 the California Department of Veterans Affairs published a report indicating that over 2,000,000 veterans reside in California—72,091 of them living in Santa Clara County. However, there are no numbers available as to how many of those are veterans returning from Iraq and Afghanistan. The Department of Defense does not publish information by state or county as to military that are deployed and to where.

In spring 2009, 57 veterans matriculated at West Valley College and were certified for VA benefits. With the passage of the new GI Bill, effective August 2009, many more veterans may enroll at WVC. This so-called “Post 9/11 GI Bill” boasts the most comprehensive education benefits package since the original GI Bill was signed into law in 1944. It goes well beyond helping to pay for tuition. Many veterans who served after September 11, 2001, will get full tuition and fees, a new monthly housing stipend, and a $1,000 per year stipend for books and supplies. The new bill also gives Reserve and Guard members who have been activated for more than 90 days since 9/11 access to the same GI Bill benefits.

Unfortunately, almost one in three veterans returning from Iraq and Afghanistan are confronting profound mental health problems that challenge their lives and the lives of their families. Thirty percent suffer from depression, a rate 2-to-3 times greater than the general population. While West Valley College offers veterans support services, mental health counseling is limited to a few hours a week at the student health center. This is an issue on most California community college campuses. It will be important to have a vital resource and referral system in place for these veterans.
**Foreign Born Population**
The county, with its diverse population, high standard of living, and strong economic vitality, has attracted people from all over the world. According to the American Community Survey conducted by the U.S. Census in 2007, 633,207 county residents were foreign born. Of those, 324,693 were not yet U.S. citizens. The predominant number of foreign born in Santa Clara County are Asian, with Latin Americans the second highest foreign born population (Table 4).

**TABLE 4**
World Regions of Birth of Foreign Born,
Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Total Foreign Born Population</th>
<th>633,186</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>56,209</td>
</tr>
<tr>
<td>Asia</td>
<td>374,815</td>
</tr>
<tr>
<td>Africa</td>
<td>9,140</td>
</tr>
<tr>
<td>Oceania</td>
<td>3,547</td>
</tr>
<tr>
<td>Latin America</td>
<td>180,313</td>
</tr>
<tr>
<td>North America</td>
<td>9,162</td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau

Almost half of Santa Clara County residents (49.8%) speak a language other than English at home. The foreign languages most often spoken at home are Asian or Spanish (Table 5).

**TABLE 5**
Languages Spoken at Home, Age 5 Years and Over,
Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Total Population, Age 5 Years and Over</th>
<th>1,597,306</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>802,452</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>794,854</td>
</tr>
<tr>
<td>Spanish</td>
<td>300,801</td>
</tr>
<tr>
<td>Other Indo-European Languages</td>
<td>128,757</td>
</tr>
<tr>
<td>Asian and Pacific Islander Languages</td>
<td>348,321</td>
</tr>
<tr>
<td>Other Languages</td>
<td>16,975</td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau
Gender and Age of Population
According to the most recent census data, released in December 2008 for the population in 2007, 51.1 percent of the residents of Santa Clara County were male and 48.9 percent were female. Of the total population, 75.9 percent were 18 years of age and older. 12.9 percent (over 200,000) of the total population was 62 years or older. West Valley College may want to explore ways to reach this segment of the population.

TABLE 6
Gender and Age, Santa Clara County — 2007
Total Population : 1,722,819

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Age 18</td>
<td>193,174</td>
<td>11.2%</td>
</tr>
<tr>
<td>18 Years and Older</td>
<td>1,307,453</td>
<td>75.9%</td>
</tr>
<tr>
<td>62 Years and Older</td>
<td>222,192</td>
<td>12.9%</td>
</tr>
<tr>
<td>Total Population</td>
<td>1,722,819</td>
<td></td>
</tr>
<tr>
<td>Median Age</td>
<td>36.4 Years</td>
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</tbody>
</table>

Race
There are many ways to report race in the census. One may report being of one race alone, two races, or a combination of races. Those who are biracial or multiracial may choose to report being any one of the races and choose not to report the others. With that caveat, the American Community Survey reports the following racial information for Santa Clara County as of 2007.

TABLE 7
Race, Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Race Group</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>903,795</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>45,314</td>
<td></td>
</tr>
<tr>
<td>American Indians/Alaskan</td>
<td>8,199</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>513,901</td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>6,559</td>
<td></td>
</tr>
<tr>
<td>Some Other Race</td>
<td>189,787</td>
<td></td>
</tr>
<tr>
<td>Total Population</td>
<td>1,722,819</td>
<td></td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau
**Ethnicity**

Hispanics are the only ethnic group reported by the American Community Survey. When the statistics are combined with those reported for race, Hispanics are the second highest population of minority groups in Santa Clara County (25.4%). (Table 8)

**TABLE 8**

Hispanic/Latino Population, Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>438,057</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>374,554</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>6,297</td>
</tr>
<tr>
<td>Cuban</td>
<td>2,510</td>
</tr>
<tr>
<td>Other</td>
<td>54,696</td>
</tr>
</tbody>
</table>

*American Community Survey (December 2008), U.S. Census Bureau*

---

**Labor Market and the Economy**

Northwestern Santa Clara County is part of an area known as the Silicon Valley, an industrial region centered on the southern shores of San Francisco Bay. The name was derived from a dense concentration of electronics and computer companies located there. After thriving for several years, these industries experienced a decline in 2001 that continues to affect the region. However, it was felt that because industry employment increased in 2006 by 2.5 percent that the area was beginning to recover.

Twelve months ago the Silicon Valley was experiencing above-average growth rates and was still somewhat insulated from the financial crises taking hold on the nation. This is no longer the case. Since November 2008 there has been a steep hike in job losses and a sharp rise in commercial vacancies. The pace of these losses is increasing (2009 Silicon Valley Index published by Joint Venture: Silicon Valley Network).

The American Economic Recovery and Reinvestment Act was designed to help relieve the economic stress being felt by key industries across the country, as well as provide jobs to the unemployed. Four strategic employment sectors are targeted to receive money for job creation: energy (459,000 jobs), infrastructure (377,000 jobs), education (250,000 jobs), and healthcare (244,000 jobs) (John Rosshelm, Contributing Editor, Monster.com). Jobs in these strategic sectors may not materialize until 2010 or 2011 as it takes time to carry out new spending programs authorized by legislation. However, that gives community colleges time to train workers for those industries if they design programs immediately.

The creation of jobs in the energy industry is good news for the Silicon Valley. Local economic and business leaders believe they may be seeing “the seeds of a Valley comeback” being driven by a newly emerging “green” economy, especially in solar and other forms of energy technology. Investment in clean technology in the Silicon Valley has grown by 94 percent since 2007. Jobs in this sector have
The Valley has become a magnet for green innovation and a new epicenter for solar technology (2009 Silicon Valley Index). Of all the money invested in green technology nationwide, 57 percent is invested in California—much of it in the Silicon Valley.

Next10.org—an independent, nonpartisan organization focused on the economy, environment, and quality-of-life issues for Californians—found that since 2005, statewide green jobs have grown at a rate 10 times faster than total job growth in California. Green job growth has been strongest in advanced materials (28%), followed by transportation (23%), air and environment (22%), and green building (20%). Next 10.org expects job growth to continue, especially with the incentives contained in the stimulus package for alternative and renewable energy. Such incentives could mean more solar energy systems being installed and more use of wind power.

According to GreenCollarHiring.com, the top green jobs include land-use planner, eco-tour operator, environmental lawyer, solar panel installer and environmental engineer. The Los Angeles Times (March 8, 2009) advises career changers to seek courses and certifications for green jobs at local community colleges. Joint Venture Silicon Valley Network calls upon local higher education institutions to work with it to assure that the future workforce will be trained to work in the new green industry. Specifically, it states that local community colleges— including West Valley College—should gear up to provide the technical skills for the new technologies, and the retraining for people who already have degrees, in order to address the concern that the Valley is not prepared to meet its projected workforce needs for 2016.

Labor Force

The “labor force” is defined as those persons 16 years of age and older who are deemed employable. When demographers analyze the labor force, they naturally look at the rates of employment and unemployment. With the economy in a downward spiral, the unemployment news has been disheartening. Larry Chimerine, President of Radnor International Consulting, stated, “The jobs situation is now a national emergency because the huge number of layoffs are not only hurting those directly affected, but are intensifying fears among those still employed that they may be next,” (as reported in USA Today, March 12, 2009). In January 2009, compared to December 2008, the jobless rate rose in every state except Louisiana (Bureau of Labor Statistics, February 2009).

California’s unemployment rate for February 2009 was 10.9 percent, the highest level since April 1983. California lost 116,000 jobs in February, bringing the 12-month total to 605,900. The national unemployment rate for people ages 20–24 was 12.9 percent, and the rate for those ages 25–59 was 10.6 percent. Black men have been affected the most with their unemployment rate hitting a high of 16.3 percent (Los Angeles Times, March 21, 2009).

The unemployment rate for Santa Clara County reached 9.9 percent in February, and the rate for the Silicon Valley reached 10 percent—double what it was 12 months earlier (Silicon Valley/ San Jose Business Journal, March 20, 2009). This may explain the significant increase in enrollment that West Valley College has seen in 2008–2009, as studies have shown that when unemployment rates are up, more people, especially those ages 25 and older, enroll in community colleges (Brinkman, P. and C. McIntyre, “Methods and Techniques of Enrollment Forecasting,” in D. Layzell, ed., Forecasting and Managing Enrollment and Revenue: An Overview of Current Trends, Issues and Methods, New Directions for Institutional Research Number 93, Spring 1997, Jossey-Bass Publishers).
The College, Students, and Communities

External Scan

As unemployment rates continue to rise, Americans everywhere are watching to see if the American Economic Recovery and Reinvestment Act will help to create new jobs.

In 2007, 66 percent of the labor force (those 16 years of age and older) was in the county’s civilian labor force, while less than one-tenth of 1 percent, or 641 persons, were in the Armed Forces (non-civilian labor force). Table 9 shows the employment status of the labor force in Santa Clara County. Table 10 shows the categories of occupations of those who were employed in 2007, and Table 11 show the types of industries of those occupations.

Table 9
Employment Status, Santa Clara County — 2007

<table>
<thead>
<tr>
<th>Population 16 Years and Over</th>
<th>1,351,925</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Labor Force</td>
<td>892,479</td>
<td>66.0%</td>
</tr>
<tr>
<td>Civilian Labor Force</td>
<td>891,838</td>
<td>66.0%</td>
</tr>
<tr>
<td>Employed</td>
<td>836,601</td>
<td>61.9%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>55,237</td>
<td>4.1%</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>641</td>
<td>0.0% +/- 0.1</td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau

Table 10
Occupations with the Most Employees, Santa Clara County — 2007

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management, Professional</td>
<td>Sales/Office</td>
<td>Service</td>
<td>Production, Transportation, Material Moving</td>
<td>Construction, Extraction, Maintenance/Repair</td>
<td>Farming, Fishing, Forestry</td>
</tr>
</tbody>
</table>

American Community Survey (December 2008), U.S. Census Bureau
TABLE 11
Industries with the Most Employees,
Santa Clara County — 2007

American Community Survey (December 2008), U.S. Census Bureau

<table>
<thead>
<tr>
<th>A</th>
<th>Manufactured</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Professional, Scientific, Management, Waste Management, Administrative</td>
</tr>
<tr>
<td>C</td>
<td>Educational Services, Health Care, and Social Assistance</td>
</tr>
<tr>
<td>D</td>
<td>Retail Trade</td>
</tr>
<tr>
<td>E</td>
<td>Arts, Entertainment, Recreation, Accommodation, Food Services</td>
</tr>
<tr>
<td>F</td>
<td>Construction</td>
</tr>
<tr>
<td>G</td>
<td>Other Services, Except Public Administration</td>
</tr>
<tr>
<td>H</td>
<td>Information</td>
</tr>
<tr>
<td>I</td>
<td>Wholesale Trade</td>
</tr>
<tr>
<td>J</td>
<td>Transportation, Warehousing, Utilities</td>
</tr>
<tr>
<td>K</td>
<td>Public Administration</td>
</tr>
<tr>
<td>L</td>
<td>Agriculture, Forestry, Fishing, Mining</td>
</tr>
</tbody>
</table>

Effects of the Declining Economy on Jobs
Overall, in 2008, the San Jose–Sunnyvale–Santa Clara Metropolitan Statistical Area (MSA) added 0.1 percent in total jobs. However, large job losses occurred in the following industries (Table 12):

TABLE 12
Percentage of Jobs Lost in Various Industries,
Santa Clara County — 2007

- Machinery Manufacturing – 18%
- Food Manufacturing – 14.3%
- Computer and Peripherals Manufacturing – 12.5%
- State Government – 12.5%
- Utilities – 11.8%
- Accounting, Bookkeeping, Tax Prep – 10%
- Retail Electronics – 9.9%
- Employment Service – 8%
- Construction and Trades – 4.4%
Occupations with the Most Openings Projected Through 2016

It is important for West Valley College faculty, staff, and administration to stay informed regarding projected occupations in the service area, and to periodically compare educational programs to projected occupations. Otherwise, the College could be training students for jobs that no longer exist. Tables 13 and 14 indicate where job growth and openings are projected to occur through 2016 in the San Jose–Sunnyvale–Santa Clara MSA.

TABLE 13
Occupations with the Most Job Openings Projected Through 2016

| 1. Office and Administrative Support |
| 2. Sales                              |
| 3. Management                        |
| 4. Computer and Math Occupations     |
| 5. Computer Specialists              |
| 6. Computer Software Engineers, Applications |
| 7. Food Prep and Serving             |
| 8. Architecture and Engineering      |
| 9. Construction                      |
| 10. Retail Sales                     |

California Employment Development Department, Labor Market Division, November 2008

TABLE 14
Fastest Growing Occupations Projected Through 2016

| 1. Networks Systems and Data Communications Analysts |
| 2. Personal and Home Aides                          |
| 3. Computer Engineers/Applications                  |
| 4. Industrial Machinery Mechanics                   |
| 5. Industrial Engineers                              |
| 6. Database Administrators                           |
| 7. Biomedical Engineers                              |
| 8. Pharmacy Technicians                              |
| 9. Customer Service Representatives                 |
| 10. Logistics                                        |

California Employment Development Department, Labor Market Division, November 2008
No college external scan would be complete without determining current trends and their impact on higher education. The Society for College and University Planning, an international planning organization, documents these trends on a semi-annual basis in its publication Trends in Higher Education. The following trends analysis is based on the Society’s 2007 and 2008 publications, and sources for statistics cited below are available in those documents. The West Valley College community needs to review and discuss these trends and determine their potential impact on the College and its students.

1. The mental health of students attending college is increasingly becoming a cause for concern.

Campus shootings appear to be simply the most visible sign of a population that’s reporting more depression, anxiety, and major psychological disorders. The rate of students reporting ever being diagnosed with depression has increased from 10 percent in spring of 2000 to 16 percent in spring of 2005. Thirty percent of veterans returning from Iraq and Afghanistan are reported to suffer from depression. The passage of the new GI Bill will mean more veterans enrolling in college, and increasing the concern for students with mental health problems. Community college counselors, whose roles are more educational advising than mental health counseling, tend not to be equipped with the skills to assist students with these problems. Few community colleges have mental health counseling centers. With over 72,000 veterans in Santa Clara County, West Valley College needs to be proactive in preparing for an increase in numbers of students with mental health problems.

2. Financial aid has become a vital link to recruitment and retention as public funding for higher education cannot keep pace with costs, particularly for first-generation students.

Whether they attend a community college or a university, minority and first-generation students are hit hardest when trying to navigate the financial aid system. A recent study of Chicago Public School students indicated that the Free Application for Federal Student Aid (FAFSA) is a distinct barrier to many students. Those who manage to complete it are 50 percent more likely to enroll. Even if they manage to get into college, the chances of underrepresented minorities graduating are only 45 percent nationally, compared to an overall graduation rate of 53 percent. By the time they graduate, underrepresented minority students have often borrowed the maximum amount allowable, often as high as 73 percent of their total college costs.

3. Global economic indicators could hardly be more dire, and economists are forecasting more of the same, perhaps for as long as two years.

Jobless rates continue to climb. Construction materials costs increased at a 19 percent annual rate in the first five months of 2008. The rising cost of oil affects nearly everything on a campus, including the students who can afford to come. Many community colleges are eliminating Friday classes or consolidating schedules to help commuter students save on the cost of gas. Community colleges can expect to grow in their role as “feeder institutions” as public four-year colleges and universities “downsize” in order to reduce their costs. Increased enrollments at community colleges come at the same time as budget cuts that impact the colleges’ abilities to adequately serve these students.

4. The relationships between colleges and the communities they serve are likely to grow stronger on a number of counts due to these economic shifts.

Campuses may find that partnerships with their communities are essential for the economic health of the institution. Joint projects to save costs on energy will, most likely, be among the first partnerships to be developed. Other joint efforts may include shared facilities, purchasing cooperatives, and combined transit plans. Locally, the Joint Venture report 2009 Index of the Silicon Valley emphasizes the need for partnerships between the community colleges and the local business
community in determining what occupational skills are needed and how to train the work force in those skills.

5. Recruiting students may take a new turn as 13.5 percent now select a college based on sustainability concerns.

As more “green” occupations are emerging, and as more in the business community are stressing the need for community colleges to offer training in those occupations, it stands to reason that those colleges will, of necessity, become more green themselves. As community colleges engage in more sustainable practices, they will become more competitive for students.

6. Students most likely to enroll in online education are those who already have access to on-campus or in-person educational opportunities.

Even though research shows that students prefer face-to-face instruction, the cost of gasoline is moving U.S. students to online courses. This is especially true for students attending commuter institutions such as community colleges. A 2007 Sloan Foundation survey found a 9.7 percent enrollment growth that year as compared to 1.5 percent growth in higher education enrollment overall. Still, a survey of community college distance education administrators found that 70 percent felt that their colleges do not offer enough courses to meet demand. Students increasingly want their online courses to be available on their mobile devices. Nationally, retention continues to be an issue with online education. Online student support services are essential.

7. Students are increasingly technology savvy, and look to enroll at colleges where instructors make good use of technology when teaching their classes.

The design of learning spaces can enhance the availability of students’ preferred technology and foster changes in faculty/student interactions. Focusing on physical design could offer the middle-ground for helping instructors make better use of technology for learning. A recent SCUP/Herman Miller survey of learning space design indicated that campuses see the adaptability of spaces and their ability to facilitate interactions as the most important aspects of design. Interviews with West Valley College faculty indicated a strong desire for adaptable spaces. Faculty acknowledged their students’ desires to be able to plug in their laptops or use their mobile devices.

8. There is no question that a large percentage of students engage in online social networking.

A 2008 EDUCAUSE survey showed that 89 percent of students have a presence on Facebook, as compared to 29 percent of college admissions offices having a presence on Facebook. Sending e-mails is the students’ least popular form of daily social communication. Only 14 percent of 14–17 year olds use e-mails; 28 percent send instant messages; 27 percent use text messaging; and 21 percent send their messages via social networking sites like Facebook. Half the students surveyed in the EDUCAUSE survey indicated that they used their favorite social networking site to communicate about course-related activities and for collaborative study groups. More and more community colleges are using text messaging and social networking sites to stay in touch with their students.
9. The issue of under prepared students, and increasing public skepticism regarding the quality of public K–12 education in the U.S., continues to exist.

Research now shows that high school exit exams do not improve achievement in reading or mathematics. Research also shows that first-year college students are significantly less likely to return for their sophomore year if “gatekeeper courses” (ones with 90 or more students) are taught by part-time instructors. In community colleges, the effect was even stronger. Among high school students who graduated in the bottom 40 percent of their classes, whose first postsecondary matriculation was to a four-year institution, two-thirds had not graduated eight and one-half years later.

10. Over the last decade, accrediting agencies have not taken the national push for accountability lightly. They have made changes to better reflect desired institutional outcomes, instead of just their inputs.

However, they’ll need to go further and faster if they are to keep up with the quality efforts being undertaken in Europe. The Bologna Process has created an initial set of student learning outcomes giving meaning to what a student can do upon degree attainment in 46 European countries. Countries outside of Europe are looking to adopt the Bologna framework and, as they do, U.S. accrediting agencies may have no choice but to judge U.S. institutions on how well their students meet these quality standards.

In the meantime, higher education accrediting agencies (such as WASC in the western U.S.) are requiring regularly updated program reviews and student learning outcomes (SLOs) developed by all work units—not just academic disciplines—and are becoming more strict in the enforcement of this rule. Colleges not moving swiftly enough have found themselves being sanctioned and given strict deadlines for meeting these accountability requirements. West Valley College has a well-developed program review process, and is making substantial progress in the development and assessment of SLOs.

11. The focus of minority recruitment has begun to shift to acknowledge the broader issues involved in access for low-income students of all ethnicities.

If the U.S. is to create the level of education that will keep the U.S. workforce competitive, bridging the socioeconomic achievement gap must be a top priority. Low-income students continually overestimate the cost of a college education. Studies show that beyond remedial help and financial support, these students need to identify a purpose for their education that will help them persist past inevitable difficulties that they will face.

12. Community colleges will continue to struggle with what constitutes “student success” since their students come with many different goals.

Results from the National Survey of Student Engagement (NSSE) indicate that students who meet regularly with their academic advisors are more likely to succeed; yet, the survey also shows that 36 percent of community college students never see an advisor. The NSSE also shows that students are more likely to finish their programs, and thus achieve the most commonly held definition of success, when they are actively engaged with faculty both inside and outside the classroom.
Internal Scan

The second component of environmental scanning is the internal scan. The internal scan affords the opportunity for the college to assess how well it is meeting student needs, and to identify its strengths and weaknesses.

Student Demographics

Age

The largest group of students attending West Valley College is the under 21 age group. That group has comprised between 35–40 percent of the student population in the years 2002–2008. The second highest age group of students attending is the 21–25 age group.

According to a study conducted by the WVC institutional research office in spring 2009, there has been a 5 percent decrease in the under 21 population since 2002. During that same time frame, there has been a 5 percent increase in the 21–25 age group. The institutional researcher is working with the District to collect data on enrollment patterns for the 21–25 age group.

Added together, the percentage of students attending West Valley College, age 25 and under, is close to 60 percent. The College may want to increase its marketing efforts toward those over age 25, and particularly to those over age 40, if it wants to improve headcount and enrollment.

### TABLE 15
College Age Data, Fall 2005–Spring 2008

<table>
<thead>
<tr>
<th>College Age Data</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21</td>
<td>40.2%</td>
<td>36.9%</td>
<td>39.0%</td>
<td>35.9%</td>
<td>38.4%</td>
<td>35.1%</td>
<td>-1.8%</td>
</tr>
<tr>
<td>21–25</td>
<td>21.6%</td>
<td>23.1%</td>
<td>21.3%</td>
<td>22.7%</td>
<td>22.2%</td>
<td>23.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>26–30</td>
<td>7.5%</td>
<td>8.0%</td>
<td>7.8%</td>
<td>8.6%</td>
<td>8.4%</td>
<td>9.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>31–40</td>
<td>10.5%</td>
<td>10.6%</td>
<td>10.5%</td>
<td>11.1%</td>
<td>10.5%</td>
<td>10.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>41–50</td>
<td>11.5%</td>
<td>12.2%</td>
<td>11.9%</td>
<td>11.7%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>51–60</td>
<td>5.3%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>6.6%</td>
<td>6.2%</td>
<td>6.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>&gt; 60</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.5%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>
Gender
There has been minimal change in the percentage of males versus females attending the College since the last Educational Master Plan was developed in 2001. Females still comprise about 60 percent of the student population, with males comprising about 40 percent.

Race/Ethnicity
There has been a slight increase in the Asian and Hispanic student population since the 2001 Educational Master Plan. In fall 1999, Asian/Pacific Islanders comprised 18 percent of the total student population, as compared to 19.5 percent in spring 2008. Likewise, in fall 1999, Hispanics made up almost 13 percent of the student population as compared to 15.9 percent in spring 2008.

It is important to compare the ethnicity of the student population to the County’s population as a whole. For example, as reported in the External Scan, the County’s Asian/Pacific Islander population represents 31 percent of the total population (2007). But, in fall 2007, only 19.7 percent of the West Valley College student population was Asian/Pacific Islander. This is, most likely, a result of the disproportionate ethnic distribution in the county with the largest percentage of Asians living in Sunnyvale and closer to other colleges.

On the other hand, the number of African American students at West Valley in fall 2007 exceeded the percentage of African Americans in the total population (3.2% compared to 2.7%). White student population at WVC is disproportionate to the county population.

TABLE 16
College Gender Data,
Fall 2005–Spring 2008

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59.3%</td>
<td>59.1%</td>
<td>59.5%</td>
<td>59.3%</td>
<td>58.6%</td>
<td>58.4%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Male</td>
<td>40.7%</td>
<td>40.9%</td>
<td>40.5%</td>
<td>40.7%</td>
<td>41.4%</td>
<td>41.6%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

TABLE 17
College Ethnicity Data,
Fall 2005–Spring 2008

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.3%</td>
<td>3.2%</td>
<td>3.1%</td>
<td>3.3%</td>
<td>3.2%</td>
<td>3.0%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.8%</td>
<td>0.9%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>18.9%</td>
<td>19.3%</td>
<td>18.7%</td>
<td>19.7%</td>
<td>19.7%</td>
<td>19.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.9%</td>
<td>15.3%</td>
<td>17.1%</td>
<td>16.0%</td>
<td>16.7%</td>
<td>15.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>2.1%</td>
<td>2.3%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>2.0%</td>
<td>2.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>59.0%</td>
<td>59.0%</td>
<td>58.1%</td>
<td>57.9%</td>
<td>57.5%</td>
<td>58.4%</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>
Enrollment Data
In 2001, when the last master plan was written, the College was averaging a headcount of 11,500 students per semester. By spring 2008 that number had dropped to 10,041. However, recruitment efforts, increased marketing, and the state of the economy increased the headcount in spring 2009 by 16.7 percent over spring 2008.

TABLE 18
Enrollment/Headcount/WSCH/FTEs Data, Fall 2005–Spring 2008

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>33,029</td>
<td>30,823</td>
<td>32,813</td>
<td>31,787</td>
<td>34,638</td>
<td>33,209</td>
<td>7.7%</td>
</tr>
<tr>
<td>Headcount</td>
<td>9,691</td>
<td>9,587</td>
<td>9,830</td>
<td>9,851</td>
<td>10,185</td>
<td>10,041</td>
<td>4.7%</td>
</tr>
<tr>
<td>WSCH</td>
<td>133,130</td>
<td>123,945</td>
<td>127,296</td>
<td>126,480</td>
<td>132,502</td>
<td>123,508</td>
<td>-0.4%</td>
</tr>
<tr>
<td>FTEs</td>
<td>4,083</td>
<td>3,801</td>
<td>3,904</td>
<td>3,879</td>
<td>4,063</td>
<td>3,787</td>
<td>-0.4%</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>573.00</td>
<td>534.00</td>
<td>547.60</td>
<td>525.10</td>
<td>557.40</td>
<td>496.50</td>
<td>-7.0%</td>
</tr>
</tbody>
</table>
**Student Attendance Area**
A zip code analysis done by the WVC Institutional Research Office shows 16 zip codes wholly within the boundaries of the West Valley-Mission Community College District. In addition there are three zip codes where only a small part is within the district boundaries. The 19 zip codes are from seven communities. They are Alviso, Campbell, Los Gatos, Santa Clara, Saratoga, San Jose, and Sunnyvale. Table 19 below shows the number of students coming from these communities in fall 2008.

Community college student attendance areas have changed drastically since the 1950s and 1960s when students were restricted to attending the community college in whose district boundaries they lived. Now, with the “free flow,” colleges in more urban areas—like West Valley College— are experiencing the enrollment of students from a much wider area than their district boundaries. Although those secondary school districts that send the largest numbers of students to West Valley College are located in the cities and towns near the college, the entire Santa Clara County can be considered the “attendance area” for West Valley. In fall 2008, approximately 57 percent of the student population came from the outside the District boundaries, while approximately 43 percent came from within the District boundaries. (Numbers are approximate as there is no breakdown of students attending from the three zip codes where only a part of the zip code is within the boundaries.)

**TABLE 19**

<table>
<thead>
<tr>
<th>Zip Code Analysis — Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Living Within District Boundaries (Headcount)</td>
</tr>
<tr>
<td>Total from within District Boundaries</td>
</tr>
<tr>
<td>San Jose (9 zip codes)</td>
</tr>
<tr>
<td>Los Gatos (3 zip codes including Monte Sereno)</td>
</tr>
<tr>
<td>Campbell (1 zip code)</td>
</tr>
<tr>
<td>Saratoga (1 zip code)</td>
</tr>
<tr>
<td>Santa Clara (3 zip codes)</td>
</tr>
<tr>
<td>Sunnyvale (1 zip code)</td>
</tr>
<tr>
<td>Alviso (1 zip code)</td>
</tr>
<tr>
<td><strong>Total College Headcount</strong></td>
</tr>
</tbody>
</table>

*Chancellor’s Office Data Mart*
Student Performance
As reflected in Table 20 below, West Valley College has been steadily improving its success and retention rates in both distance education courses and non-distance education courses since fall 2005. However, the retention rate in distance education courses is somewhat lower than non-distance education courses, consistent with the statewide trend. The lower success and retention rate in the distance education courses is a concern that needs to be addressed.

TABLE 20
Student Performance Data
Fall 2005–Spring 2008

<table>
<thead>
<tr>
<th>Performance Data</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Average Success Rate</td>
<td>64.9%</td>
<td>64.7%</td>
<td>64.4%</td>
<td>64.9%</td>
<td>66.4%</td>
<td>67.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>College Average Retention Rate</td>
<td>79.5%</td>
<td>80.0%</td>
<td>82.6%</td>
<td>83.8%</td>
<td>83.5%</td>
<td>82.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Distance Ed Success Rate</td>
<td>47.5%</td>
<td>49.5%</td>
<td>48.5%</td>
<td>53.5%</td>
<td>46.9%</td>
<td>50.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Distance Ed Retention Rate</td>
<td>71.2%</td>
<td>72.3%</td>
<td>73.0%</td>
<td>77.6%</td>
<td>72.9%</td>
<td>74.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>WSCH/FTEF</td>
<td>573.00</td>
<td>534.00</td>
<td>547.60</td>
<td>525.10</td>
<td>557.40</td>
<td>496.50</td>
<td>-7.0%</td>
</tr>
</tbody>
</table>
**Degrees and Certificates**

During the 2007–2008 academic year, 891 degrees and certificates were awarded, slightly less than the 903 awarded in 2000–2001. However, when compared to the percentage of enrolled students receiving awards in 1998–1999, as reported in the previous master plan, there has been a slight improvement. In 2007–2008, 9 percent of the student population received awards, as compared to 8 percent of students in 1998–1999. Since 2001, the number of associate degrees has decreased while the number of certificates awarded has increased.

**TABLE 21**

<table>
<thead>
<tr>
<th>College-Wide Success Rates</th>
<th>Spring 2008 — Total 64.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>54.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>54.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>73.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>59.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>62.9%</td>
</tr>
<tr>
<td>White</td>
<td>65.7%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>56.2%</td>
</tr>
<tr>
<td>Female</td>
<td>67.8%</td>
</tr>
<tr>
<td>Male</td>
<td>64.7%</td>
</tr>
<tr>
<td>Ages &lt; 18</td>
<td>73.2%</td>
</tr>
<tr>
<td>Ages 18–29</td>
<td>60.2%</td>
</tr>
<tr>
<td>Ages 20–24</td>
<td>60.4%</td>
</tr>
<tr>
<td>Ages 25–29</td>
<td>64.3%</td>
</tr>
<tr>
<td>Ages 30–34</td>
<td>68.3%</td>
</tr>
<tr>
<td>Ages 35–39</td>
<td>75.6%</td>
</tr>
<tr>
<td>Ages 40–49</td>
<td>76.9%</td>
</tr>
<tr>
<td>Ages 50+</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

**TABLE 22**

<table>
<thead>
<tr>
<th>Degrees and Certificates by Types</th>
<th>Since 2000–2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>604</td>
<td>614 580 599 567 573 572 513</td>
</tr>
<tr>
<td>Associate of Science (A.S.)</td>
<td>102 93 86 92 121 86 116 110</td>
</tr>
<tr>
<td>Certificate Req. 6 to &lt; 18 Units</td>
<td>122 156 160 174 177 173 191 152</td>
</tr>
<tr>
<td>Certificate Req. 18 to &lt; 30 Units</td>
<td>25 24 37 48 46 41 30 18</td>
</tr>
<tr>
<td>Certificate Req. 30 to &lt; 60 Units</td>
<td>18 57 31 48 40 47 21 27</td>
</tr>
<tr>
<td>Certificate Req. 60 or more Units</td>
<td>32 5 25 56 40 48 65 71</td>
</tr>
</tbody>
</table>
Transfers to Four-Year Colleges and Universities
During the 2006–2007 academic year, West Valley College transferred 135 students to the University of California system. The largest number of those (31) went to UC Berkeley. Students transferred to all but one of the system's campuses.

During that same year, 669 students transferred to the California State University system. As might be expected, the majority of those, 362, transferred to San Jose State University. Of the 23 universities in the system, West Valley College transfers matriculated at 21 of them.

Also during 2006–2007, 136 students transferred either to in-state private universities or to out-of-state public and private universities. Of the in-state privates, the University of Phoenix was the most popular with 36 transfers, followed by Santa Clara University with 11. Of the out of state universities, Portland State University was the most popular with five students transferring there.

Faculty and Staff Demographics
In fall 2008, 569 employees worked at West Valley College. This number includes both full- and part-time employees for a full-time equivalency of 418.7. The tables below indicate the distribution of those employees in the various occupations, by ethnic group, and by gender and disability.

Table 23, right, reflects data found on the Chancellor's Office Data Mart where the following definitions are given:

Executive: All persons whose assignments require primary responsibility for management of the institution.

Professional: Non-faculty employed for the primary purpose of performing academic support, student service, and institutional support activities where no college degree is required.

Technical: All persons whose assignments require specialized knowledge or skills which may be acquired through experience, on-the-job training, or two-year degrees.

Skilled: All people whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work. Such jobs usually require specific training or apprenticeships. (Examples: mechanics, carpenters, electricians)

Service/Maintenance: All persons whose jobs require limited degrees of previously acquired skills. Their work duties may contribute to the upkeep of the buildings and grounds or the comfort of personnel and students.
TABLE 23
Occupational Activity Headcount Distribution,
Fall 2008

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>11</td>
<td>2.0%</td>
</tr>
<tr>
<td>Faculty</td>
<td>433</td>
<td>76.0%</td>
</tr>
<tr>
<td>Clerical</td>
<td>82</td>
<td>14.0%</td>
</tr>
<tr>
<td>Technical</td>
<td>23</td>
<td>4.0%</td>
</tr>
<tr>
<td>Skilled</td>
<td>4</td>
<td>1.0%</td>
</tr>
<tr>
<td>Service</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td>Professional</td>
<td>11</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>569</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note: Numbers are rounded up to account for 100%
### TABLE 24
**Employee Percent Distribution by Ethnicity**
**Fall 2007 (557 Employees)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Educational Administrator</th>
<th>Tenured/ Tenure Track</th>
<th>Academic Temporary</th>
<th>Classified Administrator</th>
<th>Classified Professional</th>
<th>Classified Support</th>
<th>Not Identifiable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>11.1%</td>
<td>13.9%</td>
<td>16.53%</td>
<td>0%</td>
<td>10.6%</td>
<td>16.9%</td>
<td>0%</td>
</tr>
<tr>
<td>Black</td>
<td>22.2%</td>
<td>4.3%</td>
<td>2.59%</td>
<td>8.3%</td>
<td>0%</td>
<td>4.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>11.1%</td>
<td>0.9%</td>
<td>1.00%</td>
<td>0%</td>
<td>4.3%</td>
<td>6.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.1%</td>
<td>11.0%</td>
<td>5.18%</td>
<td>25%</td>
<td>6.4%</td>
<td>19.1%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian/ Alaskan Native</td>
<td>0%</td>
<td>0.6%</td>
<td>.60%</td>
<td>0%</td>
<td>0%</td>
<td>1.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>44.4%</td>
<td>69%</td>
<td>69.72%</td>
<td>66.7%</td>
<td>78.7%</td>
<td>52.9%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>0%</td>
<td>0.3%</td>
<td>4.18%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0%</td>
<td>0%</td>
<td>.20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Chancellor’s Office Data Mart*

### TABLE 25
**Employee Gender and Disability Status by Headcount**
**Fall 2007 (557 Employees)**

<table>
<thead>
<tr>
<th>Gender/Status</th>
<th>Educational Administrator</th>
<th>Tenured/ Tenure Track</th>
<th>Academic Temporary</th>
<th>Classified Administrator</th>
<th>Classified Professional</th>
<th>Classified Support</th>
<th>Not Identifiable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>0</td>
<td>0</td>
<td>4 or 1%</td>
<td>0</td>
<td>3 or 1%</td>
<td>16 or 3%</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>7 or 1%</td>
<td>205 or 37%</td>
<td>251 or 45%</td>
<td>6 or 1%</td>
<td>21 or 4%</td>
<td>197 or 35%</td>
<td>3 or 1%</td>
</tr>
<tr>
<td>Male</td>
<td>11 or 2%</td>
<td>140 or 25%</td>
<td>232 or 42%</td>
<td>6 or 1%</td>
<td>26 or 5%</td>
<td>117 or 21%</td>
<td>1 or 0%</td>
</tr>
<tr>
<td>Headcount</td>
<td>18 or 3%</td>
<td>345 or 62%</td>
<td>483 or 87%</td>
<td>12 or 2%</td>
<td>47 or 8%</td>
<td>314 or 56%</td>
<td>4 or 1%</td>
</tr>
</tbody>
</table>

*Chancellor’s Office Data Mart*
**Statement Of Philosophy**

West Valley College’s philosophy was articulated after extensive dialogue among members of the college community. The College’s statement of philosophy is as follows:

“West Valley College is a community of learners open to those seeking advanced educational opportunities. Our faculty, staff, and students have a passionate commitment to learning, fueled by the spirit of inquiry. The college embraces innovation and change characterized by trust, confidence, and accountability. Through open communication, support, and acceptance for one another, shared decision making through collaboration and teamwork, and a respect for diversity, West Valley College affirms its commitment to people.”  
(Adopted March 8, 2007)

**Mission**

The values the College holds—community, diversity and inclusion, collaboration, fiscal innovation, and physical resources—greatly strengthen the ability of faculty, staff, and administration to fulfill the College’s mission as an institution of higher learning. The WVC mission is as follows:

“West Valley College is committed to the broad educational mission of the California Community College system, which is in part, to offer lower division academic instruction and career preparation and to promote lifelong learning, intellectual rigor, aesthetic appreciation, respect for individual and world views, and responsible citizenship both locally and globally. The College is also committed to fulfill its mission to advance California’s economic development by creating economic opportunities in the communities it serves.”

To achieve West Valley College’s mission, the College strives to attain excellence in providing:

- **Transfer Preparation**: Courses and programs that provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree.

- **Vocational Technical Education**: Courses and career programs that provide skills and knowledge responsive to current needs of business, technology, and the allied professional fields.

- **General Education**: Courses and programs that contribute to the education of an individual, including the development of critical thinking, written and oral communication skills, understanding of and the ability to use quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social and behavioral sciences as they affect the individual and interaction with the community and the global society.

- **Pre-Collegiate Basic Skills**: Courses and programs that prepare students for college level reading, written and oral communication, and mathematics.

- **Economic Development**: Courses and programs that advance California’s economic growth and global competitiveness and contribute to the region’s continuous work force improvement.

- **Student Services**: Counseling programs and additional services that:
  1) Assist students in the matriculation process
  2) Facilitate planned selection of programs and courses
  3) Lead to transfer and/or career goals
  4) Promote student access, retention, and success
West Valley College has developed five specific strategic goals that mirror its values and support its mission: learning community, diversity and inclusion, collaborative leadership, physical resources, and fiscal innovation.

1. **Learning Community**: We will shape a learning community, which blends the traditional focus on content with the development of additional skills that learners need to contribute successfully to our contemporary, multicultural society by:
   - Effectively developing a sense of community
   - Encouraging collaboration
   - Making all members of the College community active partners with shared responsibility in the learning experience
   - Developing appropriate skills to promote lifelong learning
   - Supporting collaborative learning and problem solving within the classroom, across the College and throughout the District

   Furthermore, we will continue to support student success by:
   - Developing, evaluating, and improving our educational programs and services
   - Assisting students in setting their educational goals and evaluating progress toward them
   - Utilizing continual assessment to improve the student learning experience

   We will promote on-going professional and personal growth by:
   - Providing orientation for all full and part-time employees
   - Providing opportunities, resources, and mentoring

2. **Diversity and Inclusion**: We will foster an increasingly diverse and inclusive learning community by:
   - Communicating, and building better relationships with the communities it serves
   - Decreasing systemic financial, geographic, academic, physical, personal, and cultural barriers to make the campus more accessible and inviting
   - Attracting, hiring, retaining, and supporting a highly qualified, multi-faceted staff
   - Preparing and encouraging students to contribute successfully to our contemporary, multicultural society

3. **Collaborative Leadership**: We will work collaboratively, as active partners in the learning community, on behalf of the common good of the College and District. We will take responsibility, both individually and collectively, to engage in shared decision-making by:
   - Improving and sustaining and environment of mutual respect, confidence, support, and trust
   - Communicating, interacting, and building teams within and across constituencies
   - Ensuring timely, effective communication
   - Making intentional, conscientious, thoughtful, and timely decisions
4. **Physical Resources**: We will proactively and innovatively support the learning community with physical resources (buildings, grounds, learning stations, instructional space, and equipment) by:
   - Making the campus more accessible, inviting safe, and physically attractive to a diverse population
   - Maintaining, reconfiguring, and developing classrooms, laboratories, and other facilities to promote collaborative learning
   - Sharing our physical resources more effectively
   - Using technologies that help transcend the limitations of the physical environment by thinking of the community as the classroom
   - Promoting the College campus as a resource to the community and viewing the community as a resource for the College

5. **Fiscal Innovation**: We will proactively and innovatively fund our learning community by:
   - Engaging in strategic financial planning
   - Securing appropriate alternative sources of funding
   - Allocating resources though fiscal policies, priorities, and processes that support institutional goals
West Valley College offers several types of academic programs and support services for students. These include the following:

**Transfer Programs**
Transfer programs prepare students for junior standing at bachelor’s degree institutions and include general education courses. General education courses, lower division coursework for various majors, and programs are those that contribute to the education of an individual. This includes the development of critical thinking, written and oral communication skills, understanding of the ability to use quantitative analysis, appreciation of the arts and humanities, and awareness of the physical, social, and behavioral sciences as they affect the individual and interaction with the community and the global society.

Students may also earn an associate of arts or science degree (A.A. or A.S.) by successfully completing 60 units of college work in a specified area, fulfilling requirements for a major, and demonstrating proficiency in basic skills. In fall 2008, 51 transfer programs and 58 associate degrees were listed in the catalogue. These numbers are consistent with the numbers in the last master plan, written in 2001.

One of the ways West Valley College supports the transfer function is through its innovative Honors Program. The primary mission of the WVC Honors program is to create and maintain an alternative curriculum model, which by virtue of its interdisciplinary structure, ensures course enrichment and accelerates the intellectual and creative development of high-ability students. Students who complete the Honors Program and wish to transfer may receive priority consideration at selected colleges and universities.

The College is currently experiencing new growth in interdisciplinary programs and learning communities, reflecting a general trend in higher education to reshape curricula and rethink traditional design and delivery modes in response to student and social needs. Examples of interdisciplinary programs include Ethnic Studies, Leadership, Computer Animation, and Digital Media. Examples of learning communities include the First Year Experience Program, Puente, and S.U.C.C.E.S.S. West Valley College is an ongoing participant in the Regional Learning Community Consortium, the principle focus of which is creating learning communities in developmental courses. Other programs, such as Fashion Design, have integrated basic skills instruction and student support services into their programs to help ensure that students are successful.

**Career Programs**
West Valley College offers two types of career programs: those leading to an associate of science degree or associate of arts degree and those leading to a certificate of proficiency. Both provide instruction in the skills and knowledge needed to enter or to make progress in an occupation. The A.A./A.S. programs require completion of a series of general education courses in addition to courses that are career-oriented.

Certificate programs require completion of a series of career-oriented courses. Typically, students who seek certificates wish to complete a career program as quickly as possible to obtain employment. Many students complete the requirements for the certificate, attain employment, and return to West Valley College to complete the additional general education requirements for an associate of science degree. In fall 2008, 92 certificate courses were listed in the catalogue, as compared to 70 that were available when the 2001 master plan was developed.

**Basic Skills**
With the advent of the statewide Basic Skills Initiative, Basic Skills programs have grown and assumed a broader focus. The WVC Basic Skills program is designed to ensure that students develop the necessary fundamental skills to access collegiate level transfer and career programs and to meet their academic and career goals. Instruction is provided in pre-collegiate fundamental skills in the areas of mathematics, English, reading, speech development, learning services, and study skills. In addition, the College provides...
instruction in English as a second language to meet the needs of limited English speaking students.

Since 2001, the English department has offered team-taught learning community instruction to students in Basic Skills courses. Learning community offerings have combined English 905 with Reading 961, English 903 with Reading 960, and most recently, English 905 with Counseling 5. There is another learning community that brings together students in Counseling 5 and Math 103. These collaborative efforts include the instructors getting together regularly to discuss student progress as well as gaining an understanding of each other’s curriculum.

Starting in fall 2008, the First Year Experience Program and the Basic Skills program began collaborating to target specific basic skills students who are also first-year students. Students will take courses as a cohort and, in essence, become a learning community. Currently there is no learning assistance center dedicated to helping Basic Skills students, but available learning assistance exists in a variety of places. Tutorial Services provides course based tutoring in math. Additional math support is provided by the Math Resource Center. Reading and writing assistance is provided by the Reading and Writing Labs. ESL instructional support is provided in the ESL Skills Lab and the World Language Center where instructors are often present to answer questions.

With the infusion of dollars into the program from the statewide Basic Skills Initiative, the committee responsible for coordinating the program hopes to hire a part-time faculty coordinator and a testing assistant to provide faculty development, and implement an Instructional Support Center for basic skills students.

First Year Experience
The First Year Experience Program is designed for students coming to college after high school graduation in the previous spring. Students whose assessment scores place them just below college level in English 905, Reading 961, and Math 103 are the target group. Twenty-five selected students comprise a learning community cohort that will be expected to be together for fall and spring.

Program goals include:
1) Developing a strong cohort of students to maximize student success
2) Increasing student retention
3) Providing extra support for both students and instructors

The fall schedule will consist of a block of classes (English 905, Reading 961, and Math 103) scheduled to be taken together with an English 980A class and a Counseling 5 class. The total number of units for these classes will be 14.5 units offered in a Monday through Thursday schedule.

The spring schedule will consist of English 1A, Reading 053, Math 106, and Counseling 050, which are college level.

The First Year Experience Program is a two-year, stand-alone pilot program. At the end of the second year the decision will be made as to whether or not to continue the program. However, preliminary data shows strong improvement in English.
The Bridge Program
The Bridge Program is a joint effort of West Valley College, the Campbell Unified High School District, and the Lewis Center of Educational Research located in Apple Valley, Calif. The Lewis Center developed the original program. The program comes with lesson plans, and the technical expertise of the Lewis Center for the development and maintenance of the web site and use of the research information they receive from our participation.

The Bridge Program has six goals:
1) At least 75 percent of high school seniors will apply to a postsecondary institution
2) High school seniors will become ambassadors for the program
3) Community colleges will become the home base for K-16 coordinated education
4) Communication and collaboration among K-16 faculty, staff, and administrators will improve
5) Academic preparation and subsequent college success for all K-12 students will improve
6) Eventually, the Bridge process will begin in the fourth grade

West Valley College is in the preliminary phase of developing this program. Program staff have been working hard to design and implement high school web sites, and to establish partnership agreements.

The Bridge Program starts with the premise that every high school senior will participate in the program. The college application process has been moved from the college’s campus to the high schools. Students in grades 9–12 from two high schools participated in the first field test. The students participated in a series of lessons and activities that culminated with taking the college placement exam at their own high school, submitting an application to the local community college, and taking a student-guided campus tour.

Subsequently, the focus moved beyond the application process to the enrollment process. A personalized web site, “My Mentor,” was created for every student, and much of the enrollment process was taken to the high school sites.

Program staff believes that a full roll-out of this program will occur with the high school seniors graduating in spring 2010. It is anticipated that this effort will increase the enrollment of local high school graduates at West Valley College.

Distance Learning
Distance learning is a general term used to cover a broad range of teaching and learning events in which the student is separated (at a distance) from the instructor and other learners. Traditional face-to-face instruction, which requires the student to be at a specific place at a specific time, is often not feasible for today’s students. They are time and place bound by the demands of their jobs and family responsibilities. They want educational opportunities that are specific to their individual needs, delivered utilizing a variety of media, and available at times and places that are convenient to them. Distance learning helps meet these needs by incorporating interactive electronic technologies like video conferencing, electronic mail, and the World Wide Web to provide powerful new tools for meeting these challenges.
Most distance-learning courses fall into one or more of the following categories:

- **Telecourses**: Students study video courses in conjunction with integrated textbook readings, study guide activities, and supplementary online components and resources.

- **Online Courses**: Students use computers and the Internet to access course materials, including the use of e-mail, threaded discussions, simulations, and appropriate instructional chat rooms. Online courses use one of three types of delivery methods:
  1) **Hierarchical Web Pages**: Linked web pages, starting with a course homepage. Successively linked web pages lead the student through the lessons and exercises. Instructors typically use Microsoft Frontpage or Dreamweaver to help them design their web pages.
  2) **Angel**: An application shell and development template used by instructors to develop their entire course with web pages accessed under categories like “Weekly Lessons,” and “Course Calendar.” Angel also includes online testing, live chats, and online threaded discussions.
  3) **Web-enhanced courses**: A “live” on-campus course that also offers many of the strong course features listed above, including heavy use of Internet resources, interactive online communication tools, online assignments and testing, and online audio and video clips.

The Distance Learning Strategic Plan adopted in 2004 included goals in five categories:

1) Faculty development and training
2) Course development
3) Resource development
4) Student access
5) Diversity and retention strategies

West Valley College has aggressively expanded its online offerings. In fall 1999, 18 online courses were offered. In fall 2008, 83 online courses with 313 sections were offered—an increase of approximately 450 percent in a decade! Telecourses have not been as popular. In fall 1999, 22 telecourses were offered. In fall 2008, 13 telecourses plus multiple sections of court reporting were offered (115 sections) 10,388 students enrolled in distance learning courses in 2007–2008, an increase of 17 percent over the previous year. Total FTES generated by distance learning for 2007–2008 was 1194.55, an increase of 10 percent over 2006–2007. Retention for all distance education was 74.2 percent for spring 2008. The student success rate for all distance education for spring 2008 was 50.9 percent, an issue that faculty are addressing.

A new Distance Learning Instructor Certification online course was developed during 2008 to provide faculty with the guidance and skill sets needed to effectively design and deliver distance-learning courses. Upon completion, instructors can effectively assess, design, develop, implement and evaluate their distance-learning courses for the benefit of all learners.

In addition, also in 2008, members of the Distance Learning Committees from WVC and Mission College worked together to develop an evaluation system that will ensure that the quality of online courses is comparable to equivalent courses taught face-to-face.
Global Education Initiatives
The College mission statement should drive the development of academic programs. West Valley College presents a great example of that philosophy. Its new emphasis on global education campus-wide has direct ties to the College mission and strategic goals. The mission states that the College strives to “promote responsible citizenship both locally and globally.” The strategic goal on diversity and inclusion includes “preparing and encouraging students to contribute successfully to our contemporary, multicultural society.”

The College global education initiatives are stated below:

• Statement of Global Education as a Priority
• International Education for West Valley College students
• Semester Abroad
• Education Excursions
• Field Courses
• Global Education for West Valley College Students
• World Studies Courses
• College Activities and Presentations
• Global Education for West Valley College Faculty, Staff and Administration
• Opportunities for Professional Development
• Support for Program and Departmental Initiatives
• Partnerships to Further Global Education
• Cooperative Programs with Foreign and U.S. Educational Institutions
• Cooperative Degree Programs
• Intensive Training Programs at West Valley College
• Overseas Centers

As part of the emphasis on global education, West Valley College has been instrumental in helping to develop a community college in Kuwait. It also has received a FIPSE grant for a student exchange with Brazilian universities, and a State Department grant for educating Egyptian students at no cost to them.

Student Support Services
To foster and encourage student development, West Valley College offers a very comprehensive program of student support services that provide counseling, financial aid, and other special services. Student support services programs offered include the following:

• Admissions, Registration, and Records
• Associated Student Association
• Bookstore
• CalWORKs Program
• Campus Center, including Food Services
• Career Programs Center
• Child Care Center
• Cooperative Agencies Resources for Education (CARE)
• Counseling Center, including academic, career, personal, transfer counseling
• Counseling Courses, e.g. College Survival Skills, Job Search Methods, and Study Skills
• Disability and Educational Support Program (DESP), including adapted physical education, learning disability services, and adapted computer lab
• Educational Transition (Adult Re-entry) for Men and Women
• Emergency Book Assistance
• Extended Opportunity Program & Services (EOPS)
• Financial Aid, including grants, loans, work study, BOG waivers, scholarships, and veteran’s benefits
• Intercollegiate Athletics
• Job Placement
• Library Services
• Puente Project
• Recruitment and Outreach (Including Student Ambassadors and concurrent enrollment)
• Student Activities
• Student Health Services
• Students Using Cross Cultural Educational Support and Services
• (S.U.C.C.E.S.S.) Program
ACADEMIC PROGRAMS AND SUPPORT SERVICES

- Transfer and Career Center
- Tutorial Services
- Veteran’s Services
- Work Experience

Currently, Student Services programs are scattered around the campus, and some are housed in aging “temporary” modulars. There is a desire on part of Student Services to pull these services together into a “one-stop shop” at the “front door” of the campus, making it easier for students to find and familiarize themselves with the services offered, and to increase access.

Economic Development
In 1996, economic development was added to the mission of California community colleges. Economic development includes courses and programs that advance California’s economic growth and global competitiveness and contribute to the region’s continuous work force improvement. In addition to offering contract education, West Valley College houses three centers representing three of ten workforce development initiatives of the California Community College Chancellor’s Office.

The College hosts the Greater Silicon Valley Center of Excellence, a regional program of the Economic and Workforce Development Network of the California Community College system. It is charged with identifying industries and occupations that have unmet employee development needs, and assisting the community colleges in the region in developing new and relevant courses and programs that will benefit students, incumbent workers, and employers. As an example, the Center leveraged a partnership with the Silicon Valley Leadership Group to help West Valley College obtain a JDIF grant in the amount of $395,200 to provide training to upgrade skills and certify the massage therapy workforce in the township of Los Gatos.

The two other West Valley College centers are the Advanced Transportation Technology and Energy Center (ATT&E) and the Center for International Trade Development (CITD). The ATT&E trains students in emerging technologies, trains incumbent workers, and provides technical assistance to industry and government. The program’s focus has primarily been on delivering specialized, short-term training needed by a specific company. However, it also partners with WVC academic programs when opportunities arise, e.g. supported the expansion of the Geographic Information Systems certificate program, and the development of the energy curriculum for the Interior Design department.

The CITD program, located at the Campbell Center, provides essential services, workshops, and counseling to the business community to assist them in entering global markets. Additionally, the Center works with the College to promote its global initiative and is involved in the FIPSE grant program that provides students exchanges with Brazilian universities. It also was part of the successful effort to obtain a U.S. State Department grant to bring students from Egypt to California community colleges for skills training. West Valley College is one of 12 colleges chosen to receive a group of these students with full financial support.

The Contract Education program provides customized short-term training to local businesses and incumbent employees. The $395,200 grant for massage therapy training was one of several successful grants written by the contract education staff in 2007–2008. The total amount of grant money brought to the college by the efforts of the Contract Education staff that year was over $1 million. In addition to offering short-term training, Contract Education staff is also coordinating efforts to improve articulation agreements with local regional occupation programs through the development of career pathways.
Community Education
The Community Education program furthers the College mission and goals by offering courses that enhance an individual’s personal and professional goals. Courses offered by Community Education are not traditional college credit courses; however, these not-for-credit courses do present an opportunity to acquaint students to the vast courses available through the College.

College for Kids is the most popular program offered by Community Education. Parents are requesting that it expand to include college preparation curricula and GED preparation courses.

The Older Adult program responds to the needs of this group by offering classes that will keep them active socially, physically, and mentally. This clientele has been requesting more computer classes. The present economy has also required many older adults to seek part-time employment thus requiring them to search for short courses that will help them develop new skills or enhance their skills. The CE program staff has responded by expanding class hours, offering additional courses at various sites, and expanding the pool of instructors.

Additionally, CE offers popular tennis academies, on-line computer classes, and a variety of special interest, life-long learning classes.

Off-Campus Classes
West Valley College has offered off-site classes at Leigh High School, located in San Jose, for many years. The Child Study program has operated out of that location very successfully, drawing a large number of students. In fall 2008, of the 11 evening classes offered there, six were Child Study classes.

More recently, the College opened another off-site location, the Campbell Center, located in the city of Campbell. Some of the Economic Development programs are located there. Additionally, 11 day and evening classes were offered there in fall 2008.

The number of off-site classes has decreased since the last Educational Master Plan was developed. In fall 1999, 31 sections were offered at Leigh High School. In fall 2008, the combined offerings and the Leigh and Campbell locations were only 22.
### Programs of Study
West Valley College offers the following transfer, degree, and certificate programs:

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<thead>
<tr>
<th>Program</th>
<th>Transfer</th>
<th>Degree</th>
<th>Certificate</th>
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<tr>
<td>Accounting/Accounting Clerk</td>
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<td>D</td>
<td>C</td>
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<td>Administration of Justice</td>
<td>T</td>
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<td>Anthropology</td>
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<td>Architectural/Historic Prevention</td>
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<td>D</td>
<td>C (2)</td>
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<td>Art/Animation</td>
<td>T</td>
<td>D</td>
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<td>Biological Science</td>
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<td>Business Administration</td>
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<td>C (17)</td>
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<td>Child Studies/Early Childhood Ed</td>
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<td>C (4)</td>
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<td>Communication Studies</td>
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<td>Computer Applications</td>
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<td>C (5)</td>
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<td>Computer &amp; Information Systems</td>
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<td>Court Reporting</td>
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<td>C (6)</td>
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<td>Dietetics, Food, Nutrition</td>
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<td>Digital Media/Internet Services</td>
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<td>Drafting Technology</td>
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<td>Economics</td>
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<td>Engineering/Engineering Tech</td>
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<td>English</td>
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<td>Ethnic Studies</td>
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<td>Facilities Management</td>
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<tr>
<td>Fashion Design/Apparel Manufacturing</td>
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<td>D</td>
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<td>Foreign Language</td>
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<td>C (3)</td>
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<td>Geography</td>
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<td>Geology</td>
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<td>Graphic Design</td>
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<td>Health Care Technologies</td>
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<td>C (8)</td>
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<td>History</td>
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<td>Honors University Transfer Program</td>
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<td>Humanities</td>
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<td>Interior Design</td>
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<td>Journalism/Mass Communication</td>
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<td>Landscape Architecture</td>
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<td>Liberal Arts</td>
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<td>Mathematics</td>
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<td>Music</td>
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<td>Nutrition Studies</td>
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<td>Paralegal</td>
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<td>Park Management</td>
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<td>C (2)</td>
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<td>Philosophy</td>
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<td>Photography</td>
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<td>C (2)</td>
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<tr>
<td>Physical Education</td>
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<td>C (4)</td>
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<td>Physical Science</td>
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<td>Physics</td>
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<td>Political Science</td>
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<td>Pre-Professional Programs</td>
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<td>Professional Office Skills Training</td>
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<td>Psychology</td>
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<td>Public Relations</td>
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<td>Real Estate</td>
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<td>Workplace Success Skills</td>
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aCaDeMiC PrograMs anD suPPort serViCes
When doing planning, it is important to look at the previous plan to see if the institution accomplished what it set out to accomplish. In doing that analysis, the organization needs to ask itself several questions: “If not, why not? Is it still important? Do we still want to do it?”

In 2001, based on analysis of concept papers from every work unit (replaced by today’s program reviews), 34 initiatives or strategies were developed in eight goal areas. At the request of the planning consultants, Vice President of Instruction David Fishbaugh prepared the following progress report.

TECHNOLOGY

**Develop a comprehensive program of assistance for users of technology that includes training, technical support, consulting, and instructional development.**

The comprehensive program of assistance for users of technology is particularly well-developed in the area of distance education. There are permanent personnel in place with primary responsibilities to support the use of technology by faculty and students. This includes instructional design and training in the development of courseware. Both faculty and students are well supported in online and hybrid course instruction. Additionally, an array of services to students is online, including counseling, tutoring and a wide array of electronically based learning resources.

**Institutionalize the processes and plans for ongoing acquisition of instructional equipment and computer technology.**

The ongoing acquisition of instructional equipment and computer technology is facilitated through certain funding that has been placed in a fixed cost category. This supports such systems as the ANGEL online learning system (a web and hybrid course management system) and the library’s automated system, including the LINK+ automated interlibrary loan system. Faculty and staff computing and network access is well-managed by the District’s IS Dept. AV equipment has a regular allowance through IELM. Classroom computing and its network infrastructure are updated to the extent that classrooms and labs are not allowed to become obsolete. Nevertheless, the fiscal support required to maintain and upgrade about 800 desktop systems is a challenge.

**Provide faculty, staff, and students on-demand, efficient, and reliable access to technology.**

On-demand, efficient and reliable access to technology is well-provisioned by the previously mentioned on-campus infrastructure of computers and networks. In addition, the College operates a sophisticated web site that has particular online services devoted to students and to faculty. The College also has wireless capabilities in both the library and campus center and is expanding Wi-Fi campus-wide.
EDUCATIONAL INITIATIVES
Progress on 2001 Educational Initiatives

OUTREACH

Establish a coordinated outreach program, with appropriate staffing and resources, to increase student access, diversity, and inclusion.
West Valley College has a very active and dynamic outreach program that is seen as a model to other community colleges.

Increase collaborative partnerships with business, industry, education, and the community. Outreach to the local community has increased substantially since 2001.
A conflict-filled relationship with the City of Saratoga and local neighborhood groups was made more salutary in 2004. To some extent this helped lead to the passage of a local bond measure. The College has also developed the Campbell Center, an off-campus facility that includes program staff offices and several classrooms to serve students in the City of Campbell and a part of San Jose.

Implement a comprehensive marketing plan integrated with College goals.
Marketing has been upgraded in importance and become much more sophisticated in the last two years, helped along by a large infusion of funding from the District’s Land Corporation.

STUDENT SERVICES DEVELOPMENT

Develop reliable, user-friendly registration processes and student services focused on student needs and customer service.
Web-based services to enable students in registration and many other aspects of student services appeared in the last several years.

Provide student services that support all modes of program delivery, e.g., satellite campuses, online courses.
As mentioned earlier, distance-learning students are well-supported through online means. Also, the College serves other communities and provides an array of services to these off-campus students.

Improve campus climate through activities and events that foster diversity and inclusion.
Diversity and inclusion has been an area of emphasis with some notable successes. Nevertheless, many members of the campus community feel more progress must be made.

Support increased student participation in leadership activities.
The College has an active and vibrant student government.
EDUCATIONAL INITIATIVES

Progress on 2001 Educational Initiatives

EDUCATIONAL PROGRAM DEVELOPMENT

Continue to use quality program design to develop and renovate programs by:
• Establishing and promoting standardized processes for program planning, review and implementation
• Conducting ongoing research on the impact of internal and external influences on the College
• Ensuring that facilities reflect pedagogy
• Utilizing a cross-disciplinary team approach throughout the College

The entire system for program review was thoroughly revamped, beginning in 2005. It has become a well-established tool used by each program to analyze effectiveness, develop objectives and state needs. It leads directly into various decision-making processes.

The College filled a vacant research analyst position one year ago and has made substantial improvements in its capacity to conduct ongoing research.

Facilities planning is ongoing and frequent. The President’s Cabinet has a standing item on its agenda twice per month as it hears from project and construction management personnel. Each major project has design teams established at the outset of planning that continue with the project to completion. Faculty members are the predominant constituents and influence decisions concerning facilities and pedagogy.

Cross-disciplinary teams are most notable in several learning communities and most recently in the Basic Skills Advisory Committee.

Expand programming to assess, address, and promote student proficiency in the following areas:
• Basic skills
• Limited English proficiency
• Essential skills, e.g., SCANS

The Basic Skills Initiative has been a boon for the College as it has provided both funding and focus for the development of improved instruction and services to developmental students.

Refine and expand delivery systems for programs and services to provide greater access and support for varied learning modes that include:
• Distance learning
• Flexible scheduling
• Alternative pedagogy
• Satellite locations
• Collaborative learning
• Accelerated and intensive courses

The most prominent and well-developed delivery system is that for online instruction.

The College switched to a 16-week semester five years ago. In some ways this has limited flexible scheduling by virtually eliminating Friday classes, although it has permitted the offering of a four-week winter session in January, between semesters. Lately, the College has made use of FTEF made available through section cancellations to offer mid-semester courses. These have proved to be popular.

Some collaborative learning and alternative pedagogies are being employed, such as learning communities and the widespread use of web-based instructional content.

There are satellite locations in two distinct locations. Also, the College has an active Middle College program and College Advantage program in conjunction with the two local high school districts.
Respond to the complex nature of problem solving in our society by establishing interdisciplinary programs and courses.
In addition to the development of some learning communities as inter-disciplinary courses, the college has developed a global education initiative that is expanding some parts of the curriculum and sponsoring the development of international programs.

Another major development has been the establishment of information competency as a graduation requirement. The base requirement is met by completing a one-unit course in information competency, Library 4. Also, students are required to complete at least one additional subject-level course that has been infused with information competency components and learning objectives. The Curriculum Committee has now approved nearly two dozen of these courses that cover many of the general education areas.

Expand learning resources to increase student access to and skill in using information and technology.
Learning resources have expanded in two major areas since 2001. One is the major deployment of web-based research databases and e-books. The second is the Library’s involvement in the LINK+ consortium. LINK+ is an automated, user-initiated interlibrary loan program. Students and faculty at West Valley College are able to draw upon a collection of more than 30 million items from universities and large public library systems throughout California and Nevada. Delivery occurs within three days of the initial item request.

Develop a process for funding and integrating new programs into the College.
The newly revised Program Review process that ties in budget and planning has allowed programs throughout the College an improved means for funding and integrating new programs. Unfortunately, the extreme loss of funding experienced in 2008 blunts forward momentum.

STAFFING

Provide institutional support for all staff and faculty to maintain currency in their fields by:
• Establishing a College staff development resource center
• Providing resources and incentives to promote professional growth
A recognizable center for staff development has not been established. Although the College continues to maintain a faculty member on reassigned time to coordinate flex-day activities and other related staff development activities, these plans have not come to fruition. Fiscal resources for staff development are primarily directed to full-time faculty, who each receive annual allowances of $200. The District has also committed to an extensive package of professional training tools directed at administrative staff and classified staff.

Develop a competitive compensation structure that attracts and retains high quality staff and faculty.
The compensation package for faculty and staff, including medical benefits, which remain among the highest, has become a somewhat unaffordable burden for the District in its current fiscal state. Salaries and hourly compensation rates for faculty, staff, and administration have not stayed so competitive.

Develop a plan to ensure an adequate number of faculty and staff to serve student needs, program offerings, and College functions.
The District recently employed a consulting group to study the District’s organizational needs in view of the current budget deficit of $9 million. The findings will likely form the basis for determining what staffing levels are affordable and needed for West Valley College and Mission College to serve the needs of students, program offerings and College functions.

Establish a program to promote and maintain wellness.
The Physical Education program and Professional Development and Human Resources will establish a program to promote and maintain wellness.
ORGANIZATIONAL STRUCTURE

Ensure that the College organization structure supports a student centered learning environment by providing resources to
• Promote collaboration and teamwork
• Support a 12-month college structure

As mentioned above, concerning the organizational review, the College will uphold the belief that it must adhere to a student-centered learning environment, but in ways that emphasize pragmatism.

Provide more timely, effective and seamless student services, e.g., by clustering Student Services in one location.
Planning is well under way to cluster Student Services. This will initially occur in the Phase One reconstruction of the campus center. There are also plans, although no current funding source is available, to construct a Student Services Center building that would consolidate services and eliminate the current set of temporary buildings that have housed segments of student services for many, many years.

Develop an organizational structure that supports interdisciplinary programs.
An organizational structure that supports interdisciplinary programs might become a criteria through the upcoming organizational review process so long as it adds to the organization without introducing new costs.

Collaborate with the District to review and assess the effectiveness of “District Administrative Services” and to improve the quality and timeliness of the services provided.
The effectiveness of District Administrative Services was a component of the organizational review study and will be further regarded as future plans emerge.

Provide increased organizational support for program development, implementation, and revision.
Increasing organizational support for program development, implementation, and revision could become an outcome of the organizational review process.

INTERNAL COMMUNICATION

Develop an increased sense of community among faculty and staff by creating a faculty and staff gathering place that facilitates interaction and camaraderie.
The plans for the upcoming Fox Center (campus technology center building) include the concept for a gathering place for faculty and staff.

Develop a comprehensive, multifaceted system for sharing information throughout the College.
Improvements in systems for information sharing across the campus have been aided by the development of a more sophisticated web site and intranet.

Develop a more inclusive, College-wide process for reviewing the efficiency and effectiveness of programs and services in light of established College goals.
The revised Program Review process has become a very effective means for reviewing the efficiency and effectiveness of programs and services related to College goals. Additionally, the College Council and its subordinate councils have stronger processes in place to influence the roles of governance in decision making.
ACCOUNTABILITY

Systematically collect and analyze data on potential, current, and former students to identify emerging needs and trends.

The systematic collection of data and its analysis has been greatly aided by the hiring in 2007 of the Research Analyst. In addition, the adoption of the Accountability Reporting for Community Colleges (ARCC) and its annual report of West Valley College along with the other state community colleges is very helpful in this area. Program Review is a further extension of data analysis.

Integrate research and development into established College processes.

Research and development are being better integrated into established College processes. The Research Office now publishes an annual Fact Book, in addition to what has been previously cited.

Conduct ongoing research on the College’s external communities to determine attitudes, opinions and needs.

The College has been proactive in seeking labor market surveys to assist the career programs. During each of the last two years, the College has used a “Secret Shopper” research firm to review the student intake process and other elements of College services. Recently, the District employed specialized marketing consultants to conduct gap analyses of student satisfaction as well as a comprehensive marketing study with recommendations to augment the Educational and Facilities Master Plan.

Establish a culture of evidence and an etiquette of inquiry.

It is hard to say if the College has established a culture of evidence and an etiquette of inquiry. How would one measure this? Nonetheless, the changes made in the research office and the vast improvement of the Program Review process with its intentional linkage to planning and budgeting have likely improved the situation. Also, the substantial efforts made in the last two years to improve the capabilities of department and division chairs to participate in enrollment management should be mentioned in this regard.

Make more effective use of data to direct the planning and apportionment of resources.

As illustrated above, data is being used more effectively in the planning and apportionment of resources. Of course this comes at a time when many resources are shrinking and disappearing.

Revise the faculty/staff evaluation processes to improve their effectiveness and efficiency, and develop programs that support mentoring and recognition of best practices.

The faculty appraisal process is being addressed through collective bargaining. It has the potential to be made more effective and efficient. Since 2001 the College has undertaken a comprehensive, year-long program to orient and mentor its first-year, full-time faculty. The staff evaluation process, also embedded in employee contract language, is largely unchanged.
The 2009 Educational Initiatives that follow evolved from numerous planning activities, namely:

• Analyzing program reviews from 2007–2008 and 2008–2009
• Interviewing members of every work unit
• Reading numerous reports and studies
• Consulting the College catalog and class schedules
• Reviewing internal and external demographics
• Reviewing labor market and labor force information
• Reviewing trends affecting community colleges
• Discussing the above with the College president and individual members of his cabinet
• Discussing the above with individual deans where appropriate
• Visiting every facility on campus
• Engaging in discussions with College Council
• Reviewing progress on 2001 Educational Initiatives

These initiatives were vetted through the shared governance process and approved by the College Council. There are 39 initiatives in four goal areas: Educational Programs and Services, Technology, Staffing, and Facilities. They will be used to drive the planning and resource allocation processes of the College. Future facilities plans, including the projects to be supported by the next bond measure, will be directly driven by the educational directions established by these initiatives.
EDUCATIONAL PROGRAMS AND SERVICES

As stated in the West Valley College mission, the faculty, staff and administration are committed to offering fully transferrable lower division courses and programs, career and technical programs that are responsive to labor market demands, pre-collegiate basic skills, and general education that promotes life-long learning and an understanding of our global society. With this commitment in mind, the College community supports the following initiatives relative to developing, evaluating, and improving our educational programs and services:

1. Fully implement the Basic Skills Initiative.

2. Continue to develop student learning outcomes (SLOs) for the institution, all programs, and all courses. Fully implement the SLO assessment process and make changes to programs and courses as necessary to achieve the SLOs.

3. Continue the effort to modify existing programs and courses based on labor market information, advisory committee recommendations, SLO assessments, and Title 5 regulations.

4. Begin an energetic new program development effort and implement programs that meet labor market demands.

5. Explore the implementation of new and/or expanded programs in “green” industries as recommended in the Silicon Valley 2009 Index and Program Analysis.

6. Assure articulation agreements for all transfer level courses.

7. Continue growing the distance learning program while addressing retention issues. Make Student Services functions available to distance-learning students.

8. Prepare students for the “real world of work” by offering internships and service learning opportunities, and by incorporating SCANS skills into the curriculum.

9. Improve student learning by establishing a comprehensive Learning Resources Center that consolidates tutorial services and assisted learning programs. Consider incorporating forms of assisted learning like Supplemental Instruction into the array of educational support services offered. Encourage and promote exchanges between and among instructors across the departments served by the center.

10. Fully implement the existing Global Learning initiatives and increase the number of students and employees participating in international and global education opportunities. Expand the number of partnerships to further global education. Develop an institutional global learning SLO, and encourage similar SLOs at the appropriate program and course levels.

11. Improve students’ skills in gathering and using information by increasing the number of courses that have infused the information competency into their course outlines.

12. Utilize a cross-disciplinary team approach throughout the college, and increase the number of interdisciplinary programs and courses.

13. Improve the level of student success through expansion of Learning Community cohort models such as Puente, Success, and Honors.
14. Continue efforts to improve FTES generation through:
   - Marketing, outreach, and recruitment
   - Increasing utilization of off-campus locations
   - Improving retention
   - Offering and/or expanding “in-demand” programs
   - Nontraditional scheduling of programs and courses such as Weekend College and PACE (Program for Accelerated College Education)
   - Implementing more online degree programs

15. Promote and encourage diversity and inclusion through college-wide activities such as the “Courageous Conversations about Diversity” sponsored by the Coalition for Student Success, and the programs offered by the Center for Global Education.

16. Improve student access by consolidating student services functions into a “one-stop shop” operation.

17. Establish a culture of evidence by collaborating with the District to ensure full implementation of the District data warehouse to improve the capability of the Institutional Researcher to provide comprehensive and accurate data for decision making, planning, and allocation of resources.

18. Increase the amount of contract education offerings, not only to better serve the community, but to generate alternative funding for the college.

19. Implement the recommendation of the Clarus study to expand the community education program to meet community demand.

20. Explore opportunities to collaborate with the District Foundation to raise funds for essential college programs and services.

21. Enhance the non-credit program by offering “career prep,” pre-employment skills courses.

**TECHNOLOGY**

The following technology initiatives can be directly tied to the College strategic goals that state “We will proactively and innovatively support the learning community with physical resources”...including technology and equipment, and that we will use “technologies that help us transcend the limitations of the physical environment by thinking of the community as the classroom.” The College community is committed to the implementation of these initiatives.

1. Optimize the process for ongoing acquisition and replacement of instructional equipment and computer technology, including:
   - Computers
   - Laptops for student use
   - Instructional equipment such as electronic patternmaking equipment, sewing machines, large bed scanners, plotters, electrocardiographs, smart boards, electronic stenograph writers, videotaping equipment, planetarium/astronomical equipment, and emergency phones

2. Enable and encourage increased use of technology in the delivery of instruction by:
   - Continuing to move toward a wireless campus
   - Providing infrastructure to support laptop usage
   - Providing Internet access in classrooms
   - Developing and utilizing standards for “smart” classrooms

3. Assure regular renewals of instructional software licenses and maintenance contracts on expensive classroom and lab equipment.

4. Provide faculty and staff development in the use of current technology.
5. Increase access to Student Services through innovative use of emerging technologies, such as
   - Secure phone lines for applying and registering and submitting financial aid applications
   - Complete scanning of records for permanent storage
   - "Do-it-yourself" online services such as Student Educational Plans (SEPs) and preliminary degree audits

STAFFING
The West Valley College strategic goals emphasize the importance of hiring and supporting a highly qualified, multifaceted staff, and of promoting ongoing professional and personal growth of our employees. The following initiatives support these goals.

1. Develop a competitive compensation structure that attracts and retains high quality staff, faculty, and administration, both part-time and full-time.

2. As budget allows, enable demand-based program growth through replacement of faculty and staff.

3. Provide adequate staffing to effectively support a 12-month college operation.

4. Develop a regularly scheduled program of professional development activities for faculty and staff, and explore the concept of a Professional Development Center.

5. Establish a year-round, streamlined process for the recruitment, selection, and hiring of associate faculty.

FACILITIES
The College strategic goals state that “We will proactively and innovatively support the learning community with physical resources.” They also state that we will encourage interdisciplinary collaboration by sharing “our physical resources more effectively,” and that we will use our “facilities to promote collaborative learning.” The following initiatives were developed with these concepts in mind.

1. As classrooms are refurbished and remodeled, create flexible spaces with moveable furnishings that can be used by many different departments to improve their delivery of instruction by using small group process techniques.

2. As buildings are remodeled and constructed, provide adequate and secure storage space for classroom, office, and lab supplies and instructional equipment.

3. Analysis of campus space and its use to enable the growth of programs and improved pedagogy.

4. Develop a friendly, expedited process for addressing facilities concerns and upgrades and results in improvement of the delivery of instruction.

5. Enhance campus life and student success by developing spaces for students to gather, collaborate and learn. Consider the inclusion of spaces and facilities that enhance an appreciation of the arts and observation of the natural world.

6. Enhance student access and the ability of Student Services to deliver services in a seamless manner by creating a “one-stop shop” at the college’s “front door.”

7. Design appropriate facilities to support new modes of student services delivery and include the need for student consultation confidentiality and protection of their personal information.

8. Preserve, develop, and appreciate the grounds and landscaping as an integral, dynamic feature of the campus.
The Facilities Plan for West Valley College presents an overall picture of the future developed campus that is designed to support the content and direction established in the Educational Plan. The E&FMP Goals and the Educational Initiatives served as the foundation for the Facilities Plan recommendations, which are described in this section.

The Facilities Plan section of this document is divided into three parts:

**Recommendations**
A series of graphic plates with narrative descriptions summarize the recommendations for renovations of existing facilities, proposed sites for new facilities, and a series of site development projects. In addition, this section includes preliminary phasing plans to be used in the implementation of this master plan.

**Existing Conditions**
Based on a series of meetings, discussions, and tours of the existing campus, the analysis of existing conditions are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

**Data and Options**
During the master planning process, planning data was collected and analyzed in order to link the educational and facilities planning efforts and establish priorities. A summary of this data is included in this section along with the conceptual preliminary options that were reviewed with the College Council and led to the development of the recommendations.
The Facilities Master Plan drawings presented in this section describe an overall picture of the future developed campus and include recommendations for building renovations, new construction and landscape improvements. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with a designated user group.

The recommendations address the facilities plan priorities established during the planning process:

Maximize functional space
- Renovate facilities
- Address program needs
- Continue technological advancements

Eliminate non-functional space
- Remove temporary buildings
- Replace aging facilities

Improve efficiency/utilization of facilities
- Consolidate related programs
- Create flexible, interdisciplinary spaces

Enhance the campus environment
- Create gathering spaces for learning
- Improve landscape and wayfinding
West Valley College is committed to a policy of sustainable design, green building, and comprehensive energy efficiency as well as the reduction of pollution and greenhouse gases. The Facilities Master Plan provides a central framework for supporting this commitment. The campus will apply a set of sustainable design principles to the siting, design, construction, and commissioning of all master plan projects.

The following principles shall serve as a guide in the development of sustainable design strategies:
• Minimize the negative long-term effect on the environment
• Conserve natural resources, e.g., water, fossil fuels, and forests
• Use recyclable/recycled materials
• Maximize use of renewable resources, e.g., solar energy, geothermal energy, and certified wood
• Maximize energy efficiency and utilization
• Provide for aggressive and thorough pursuit of rebates and incentives
• Provide for environmental quality
  - Improve interior air quality and lighting
  - Mitigate noise factors
  - Reduce negative influence of waste products
• Facilitate use of alternate forms of transportation
  - Public transportation
• Bicycles
• Carpooling
• Non-fossil vehicular fuels
RECOMMENDATIONS
Recommended Pedestrian Circulation
RECOMMENDATIONS
Recommended Pedestrian Circulation
RECOMMENDATIONS

Master Plan Projects

This section describes recommended building and site projects. Note that some new construction projects provide the opportunity to renovate existing spaces for re-use by other programs (called “Secondary Effects”).

RENOVATION PROJECTS

The majority of the existing buildings on the West Valley College campus were built in the 1960s and 1970s. Few, if any, improvements have been made to these original buildings, which require upgrades to a number of areas including building systems, technology, access compliance, and deferred maintenance.

Several buildings were targeted for modernization in the 2001 Master Plan. These are highlighted in blue and include the following:

• Applied Arts and Sciences (AAS)
• Science – Mathematics (SM)
• Campus Center (CC)
• Library
• Social Science – Liberal Arts (SS – LA)

Following the priority to maximize existing functional space to support programmatic needs, the 2009 Master Plan includes the identification of additional buildings for modernization. These are highlighted in yellow and include the following:

• Music (MU)
• Theatre Arts (TA)
• Business (BU)
• Administration of Justice (AJ)
• Physical Education (PE)
RECOMMENDATIONS

Recommended Building Renovations
New Construction Projects

**Student Services Center**
A new Student Services Center is recommended to replace several aging facilities and centralize student support services functions in a central, front door location. The new two-story building will be approximately 25,000 SF and developed as part of the welcoming gateway entrance and will be balanced by the new Fox Center. The placement of this facility provides the opportunity to create an outdoor activity space on the east side and create a link to the Campus Center.

**Secondary Effects**
- Administration (AD)
- Counseling (CO)
- Learning Services (LS)
- Health Services (HS)
- EOPS Career Center (EOPS)

As programs are moved out of these existing facilities and centralized into a new Student Services Center, these buildings will be demolished and removed from the College’s space inventory.

**Fitness Center**
A new Fitness Center of approximately 25,000 SF is proposed for the physical education and athletic programs. The new facility will include spaces to support a variety of activities related to fitness and wellness, including cardio, weight training, aerobics and martial arts. The proposed location is within the Physical Education Zone of the campus, adjacent to the Physical Educational building, the pool and the football/track. The prominent location above the football/track will be easily identifiable and will provide opportunities to maximize views to the west.

A new parking lot is recommended to be developed as part of this project in order to provide parking for this area of the campus. An area to the north of the center is proposed as an outdoor gathering area to support a variety of formal and informal activities. Related to this project is the proposed development of an underutilized area of the campus to the west of the track. This area is recommended to be developed to provide space for both the outdoor volleyball and golf. Further study and evaluation will determined the best layout and configuration for this area.
Art Center
A new Art Center is recommended to replace the outdated and inefficient Art Studios and Art Labs. The proposed facility will be approximately 18,000 SF and will be shifted to the east in order to create programmatic ties to the existing theatre and music buildings and create an outdoor arts quad for the campus.

Secondary Effects
- Art Labs (AS)

As programs are moved out of the existing art building, the facility will be demolished and removed from the College’s space inventory.

Child Development Center
A new Child Development Center is recommended to support the instructional and childcare programs of the College. The new facility will be approximately 10,000 SF and will consolidate the childcare programs currently housed in the temporary facilities with the child development classrooms located in the AAS building. The proposed facility is recommended to be constructed in the same location in order to take advantage of the easy access from Allendale Avenue and the adjacent parking.

Secondary Effects
- Child Care P1, P2 (CH)

Space currently located in the temporary buildings will need to be moved to swing space in order to allow for the construction of the new facility. The existing facilities will be removed from the campus and the College’s space inventory.
Campuses are defined as much by their landscapes as their buildings. The campus at West Valley College has a beautiful natural setting that should be utilized and enhanced through the thoughtful development of new and existing open spaces. The woodland creeks that bisect the campus, the mature oak trees located throughout the campus, and the views of the surrounding landscape are valuable natural features that are integral to the campus’ character and its sense of place. These aspects of the campus have been celebrated and reinforced where possible in this master plan. The master plan also includes the thoughtful development and design of plazas, open spaces, pathways, seating areas, and intentional adjacencies to encourage and support formal and informal gathering, the exchange of ideas and the creation of knowledge. The following summarizes the key recommendations of the master plan.

### Campus-wide Recommendations

- Strengthen campus identity through the thoughtful development of new and existing open spaces
- Create unique open spaces of various sizes to support user groups and relate to adjacent programs
- Highlight campus entries and gateways
- Improve pedestrian safety by removing vehicles from the campus interior
- Strengthen pedestrian connections
- Create a hierarchy between major and minor pathways through design guidelines
- Develop design guidelines to unify landscape character and aid in maintenance and operations
- Create consistent landscape site furnishings vocabulary (seating, trash, bicycle racks, lighting, etc.)
- Identify permanent, secure locations for outdoor vending machines
- Express connection to context through landscape treatment
- Retain specimen trees where possible
- Create and support outdoor educational opportunities
- Create outdoor seating areas to serve as outdoor classrooms where possible
- Development of a clear art program throughout campus
- Provide interpretive signage where possible
- Preserve native oaks and other significant trees where possible
- Express a sustainable vision through landscape treatment (including but not limited to the following)
  - Utilize elements that have low maintenance requirements
  - Use native plants and low water use plants where possible
  - Limit turf to areas of greatest impact
  - Use low water use irrigation systems
  - Use stormwater control strategies
  - Mitigate the urban heat island effect
  - Use sustainable materials
RECOMMENDATIONS

Recommended Landscape Plan
**Recommendations**

**Landscape Improvements**

**Campus Perimeter & Entries**
The campus perimeter defines the identity of the campus for non-students. Strong visual connections to the surrounding community can be made through a thoughtful approach to planting, signage, and details such as fencing.

Recommendations:
- Strengthen identity of campus along perimeter; create consistent unifying landscape treatment
- Express connection to context through landscape treatment
- Retain specimen trees where possible
- Replace extensive areas of turf with lower water-use landscapes
- Improve vehicular and pedestrian entries and paths of travel with paving, landscaping, signage, and lighting
- Screen views of parking lots from the adjacent streets
- Replace variety of fencing with consistent, aesthetically appealing fence
- Develop planting concepts for vehicular entry drives that reinforce identity and distinguishes between entries

**Parking Lots**
Parking lots are opportunities to reinforce the sustainable approach to design on the campus. Tree-covered parking lots, sustainable stormwater control, and clear and safe pedestrian connections are important.

Recommendations:
- Create campus identity through landscape design
- Soften large expanses of asphalt with landscape elements
- Define major circulation routes with landscape treatments and improve the layout and efficiency of parking lots
- Utilize sustainable approaches to parking lot design (increased shade, permeable paving, stormwater control, low-water use planting, etc.)
- Improve pedestrian access and provide clear and direct connections to campus
- Improve directional and way-finding signage
- Provide pedestrian walkways and crosswalks where possible to connect to proposed campus gateways
**Internal Loop Road**

College Circle is the main vehicular connection between campus areas. Improving access, developing safe pedestrian crossings, and improved way-finding will enhance the experience of the campus for both students and visitors.

Recommendations:
- Enhance campus identity through streetscape design
- Complete a pedestrian pathway along the entirety of the road
- Improve way-finding and directional signage
- Improve line of sight and access to interior of campus through pedestrian improvements
- Provide clear and safe pedestrian crossings across the road

**Pedestrian Gateways**

Campus gateways become markers for people to orient themselves on a campus as well as creating memorable icons for campuses. Pedestrian gateways can be defined through planting, signage, seating, and other architectural elements. All major spines and entry points to the interior campus are marked by campus gateways.

Recommendations:
- Create gateways at pedestrian access points where major spines meet College Circle
- Define gateways with landscape elements (signage, seating, plaza, planting, lighting, and other identity elements)
- Improve way-finding and directional signage by locating directional signage or “You Are Here” map at each gateway
- Utilize special paving and lighting at gateways
**RecommendaTions**

**Landscape Improvements**

**East-West Pedestrian Spines**

Three east-west pedestrian spines connect the campus. These spines cross the creek and serve as primary connectors. Spines act as edges of major open spaces. They are also opportunities to create specialty gardens, allées, and outdoor plazas that act as informal gathering spaces.

Recommendations:

- Enhance sense of connection of campus across creek landscape by opening view corridors along spines
- Enhance campus identity through promenade treatment of spines
- Remove vehicular traffic from the interior campus on spines
- Improve pedestrian experience through landscape elements such as specialty paving, seating, planting, and lighting
- Mark ends of spines with campus gateways
- Reinforce spines with planting treatment and use of special paving
- Create seating areas along spines
- Provide site amenities
- Provide lighting along spines to reinforce hierarchy of pathways

**Creek Landscape**

The creek is a significant landscape resource for the campus. Opening views into and across the creek will enhance the experience of the campus landscape and improve orientation. The creek is also an educational resource for biological, sustainable, and engineering design. Developing and enhancing the creek experience is important to the overall campus design philosophy.

Recommendations:

- Take advantage of the borrowed views of creek landscape
- Create pedestrian experiences along creeks (creek paths, seating, and site amenities)
- Improve lines of sight across creek (especially near bridge crossings)
- Develop a series of architecturally interesting bridges and creek overlooks to act as markers on the campus
- Incorporate seating and overlooks into bridges where possible
- Develop curriculum related signage along creek, such as plant identity markers or plant community interpretation
- Remove invasive species and dead trees
- Remove construction materials, waste, and debris
- Restore creek (stabilize banks, control erosion, enhance habitat)
- Utilize water quality strategies to reduce pollution in the creek
RECOMMENDATIONS

Landscape Improvements

**Student Services Quad**
The student services center acts as the main gathering area for students. The proposed new student services center develops a strong indoor/outdoor relationship. Courtyards, plazas, outdoor eating areas, and gardens are developed to support and reinforce this activity.

Recommendations:
- Create series of open spaces, plazas, quads, gateways, and paths to unify the campus where student services and administrative offices are located
- Develop the new student services building with a strong indoor/outdoor relationship
- Develop the area along internal loop road as a people collector and gateway to the campus

**Central Campus - Main Quad**
The central campus main quad acts as the primary gathering area for full campus functions. Developing a design that is flexible and that can allow for a variety of events such as temporary exhibit booths, staged events, group seating, and informal lounging is desirable.

Recommendations:
- Create a unified open space that defines the center of campus
- Improve pedestrian paths of travel
- Create gathering spaces for a variety of users and sizes of groups
- Provide seating and site amenities
- Regrade to maximize flexibility of use
- Provide infrastructure to support events including power, water, and Internet connections
RECOMMENDATIONS
Landscape Improvements

Science & Math Quad
The science and math quad area falls along one of the primary east-west spines. The areas between the primary walkway and the buildings are ideal for creating a series of specialty gardens for outdoor program. This includes potential outdoor classrooms, informal seating, and educational gardens.

Recommendations:
• Create perimeter pedestrian arrival points at College Circle as campus gateways
• Create strong pedestrian connections to connect the perimeter to the interior campus
• Renovate the outdoor picnic area to accommodate a major pedestrian connection to the northern parking lots
• Remove existing vending machines, trellis structure, and picnic area to allow for new pedestrian connection from gateway to interior campus
• Provide individual and group outdoor gather spaces
• Provide outdoor classrooms that support the curriculum
• Enhance the relationship to creek through paths and seating
• Enhance district identity with landscape elements
• Provide seating and site amenities

Creative and Performing Arts Quads
A new theatre and arts quad will provide opportunities that reinforce the curriculum of both programs. Outdoor display areas for art, informal and formal outdoor amphitheatre seating, and outdoor work areas adjacent to a proposed new art building will revitalize this district. In addition, the proposed new campus gateway will invite visitors to enter the campus and aid with campus orientation and identity.

Recommendations:
• Create vehicular drop off area and entry plaza for theatre
• Create campus gateway as part of pedestrian spine
• Utilize the grade change for seating for an outdoor amphitheatre
• Create a sculpture garden and plaza that supports an outdoor art program
• Increase pedestrian safety by separating vehicle and pedestrian paths
• Enhance connections to the rest of the campus and improve pedestrian circulation to and between facilities
• Create stronger linkages between district and creek landscapes
• Provide individual and group gathering spaces
• Enhance district identity with landscape elements
• Provide seating and site amenities
Landscape Improvements

Library and Social Science Quad
The library and social science quad has a strong relationship to the creek. The quiet character, attractive mature trees, and the variety of spaces enhance the campus environment.

Recommendations:
• Enhance perimeter pedestrian arrival points as campus gateways
• Improve pedestrian circulation to and between facilities
• Increase pedestrian safety by separating vehicle and pedestrian paths
• Create stronger linkages between district and creek landscapes
• Create larger, more unified open spaces
• Provide individual and group gathering spaces
• Create additional outdoor gathering spaces associated with arts complex and library
• Enhance district identity with landscape elements
• Provide seating and site amenities

Language Arts Quad
The language arts quad is open in character. It provides the second largest lawn gathering area within the interior campus. Improving circulation and drainage can help to support the use of this area.

Recommendations:
• Enhance perimeter pedestrian arrival points as campus gateways through landscape treatment
• Improve pedestrian circulation to and between facilities and fields
• Program underutilized areas
• Relocate the golf driving range to improve pedestrian connections and provide future development possibilities
• Opportunity to enhance public perception of campus
• Enhance district identity with landscape elements
• Provide seating and site amenities
**RECOMMENDATIONS**

Landscape Improvements

**Athletic Facilities and Sports Fields**
The athletic facilities and sports fields comprise a significant portion of the campus landscape. Making strong clear connections between these facilities and the remainder of the campus is important. Creating associated outdoor areas adjacent to each building will provide waiting areas between classes and before events.

Recommendations:
- Enhance perimeter pedestrian arrival points as campus gateways through landscape treatment
- Improve pedestrian circulation to and between facilities and fields
- Program underutilized areas
- Relocate the golf driving range to improve pedestrian connections and provide future development possibilities
- Enhance public perception of campus through landscape treatment
- Create outdoor plazas and gardens at entrances to buildings and facilities with adequate seating for pre-event functions
- Create direct paths between main facilities and sports fields across College Circle
**RECOMMENDATIONS**

**Landscape Improvements**

**Transit**
The transit center is located at the northwest corner of the campus. Providing clear safe pedestrian connections between the transit center and the campus core is critical. This area also serves to define the image of the campus for many visitors. The Carlson House use is in question. Developing a multifunctional plaza at this corner can support both campus and community activities.

Recommendations:
- Enhance identity of campus
- Strengthen the connection between the bus stops, parking lot, community events, and the campus
- Improve pedestrian safety by controlling the vehicle path of travel and using landscape elements (paths, special paving, bollards, etc.)
- Create a plaza that supports community events (e.g., farmer’s market)

**Warehouse and Maintenance Facilities**
The warehouse and maintenance facilities are located along College Circle within a yard dedicated to these functions and related activities.

Recommendations:
- Screen views of parking lot and maintenance yard from College Circle
- Enhance streetscape to create an attractive appearance along College Circle
The analysis of existing conditions phase of the planning process involved a study of the existing conditions on the campus in order to identify key planning issues to be addressed in the Master Plan Recommendations. The information was developed based on meetings with college staff, campus tours, and discussions with the College Council. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.
The graphic illustration of the existing campus describes all of the existing facilities on the campus, with the portable buildings highlighted in red.

The following was discussed during the planning process:

- The campus is located in a beautiful natural setting
- Two woodland creeks bisect the interior of the campus, which is filled with mature oak trees and naturalized landscapes
- The majority of the buildings on campus were constructed in the 1960s and 1970s
- Many facilities are in need of renovation, and some are considerations for replacement
- Temporary, or portable facilities, house several functions on the campus and are planned for removal
- The Fox Center is currently under construction, but for the purposes of this master plan, is color coded as existing
Existing Vehicular Circulation

Vehicular circulation patterns are illustrated on this graphic. Campus entry points and major vehicular circulation routes are shown, along with areas allocated for parking.

The following was discussed during the planning process:
- The main entry to the campus is on the west side, along Fruitvale Avenue
- Additional entry points are located along Fruitvale and Allendale Avenues
- The majority of parking is located on the west and north sides, with limited parking on the east and south
- An interior roadway encircles the campus core and extends around the athletic fields to the south
- Service and delivery vehicles utilize many of the interior pedestrian paths to access different areas of the campus
Functional zoning of the existing site and facilities are illustrated on this graphic. Colors indicate the current assigned functions of buildings and identify the general zoning of uses on the campus.

The following was discussed during the planning process:

- The creek creates a natural division of the campus, separating functions on the east and west sides.
- The majority of the instructional areas are located around the central open core of the campus.
- The physical education and athletic fields are grouped together, but have limited parking close by.
- The majority of administrative and student services areas are located on the west side, but dispersed in a variety of facilities.
- The library and tutorial services for the College are located across the creek on the east side of campus.
EXISTING CONDITIONS

Existing Campus Zoning
Pedestrian circulation patterns are illustrated on this graphic, along with under-utilized outdoor spaces. Pedestrian paths from parking lots, drop-offs, and bus stops are illustrated along with the major pedestrian circulation routes through campus.

The following was discussed during the planning process:

• An extensive network of pedestrian paths connects the various areas of the campus
• A variety of paths are found on the campus including asphalt, concrete, and bare ground
• Eleven bridges located throughout the campus provide pedestrian and vehicular linkages across the creeks beds
• The system of pathways and bridges is in poor condition and lacks clarity between major and minor pedestrian routes
• The system is disconnected or under-developed in some areas of the campus
• Pedestrian/vehicular conflicts exist along some of the pathways where there is no clear separation between pedestrians and vehicles
EXISTING CONDITIONS
Existing Pedestrian Circulation
Campuses are defined as much by their landscapes as their buildings. The campus at West Valley College has a beautiful natural setting. The campus landscape is comprised of a variety of buildings, structures, and open spaces linked by a network of pathways. Two woodland creeks bisect the interior of the campus. Along with the mature oak trees and naturalized landscapes located throughout the campus, these creeks lend to the unique character of the site. The campus character is also defined by its perimeter frontages, tree-filled parking lots, open lawn areas and plazas, planted garden areas, the network of pathways, and views offered by some of the campus’ open spaces of the surrounding mountains.

As part of the facilities master plan, a campus-wide study of the landscape condition was conducted. The following general comments regarding the existing landscape was discussed during the planning process:

• Overall, the campus is in fair to poor condition and is in need of improvements and renovation
• Many turf and garden areas are in poor health
• The two creeks create strong physical barriers and, in some areas, are poorly maintained
• There is an inconsistent use and application of materials, way-finding measure (signage, etc.), and site furnishings throughout the campus

For the purposes of the Landscape Analysis, the campus is divided into 12 zones. Each zone has unique opportunities and constraints and they are described in the following pages.
EXISTING CONDITIONS
Existing Landscape Zones

[Diagram showing various zones labeled A through L with descriptions:
Zone A: Perimeter Landscape and Vehicular Entry Drives
Zone B: Parking Lots
Zone C: Internal Loop Road
Zone D: East West Pedestrian Spines
Zone E: Creek Landscape
Zone F: Central Campus District
Zone G: Science District
Zone H: Theater District
Zone I: Library and Arts District
Zone J: Physical Education and Sports Fields
Zone K: Warehouse and Facilities
Zone L: Carlson House]
EXISTING CONDITIONS

Landscape Zones

Zone A - Perimeter Landscape and Vehicular Entry Drives
The campus fronts Fruitvale Avenue and Allendale Avenue to the west and north, respectively. Both are tree-lined road frontages with vehicular entry drives into the campus. Large trees and shrubs comprise the east and south perimeters of the campus, creating a buffer between the campus and the adjacent residential community. At the intersection of Fruitvale and Allendale, a large sloping lawn area with campus identity signage serves as the public face of the campus. This corner also provides infrastructure for public transportation (buses).

Analysis of existing conditions:
• The perimeter and entry drives offer a first impression of campus for public
• Landscape treatments vary along the perimeter and at each entry drive and could be strengthened
• Campus identity could be strengthened at intersection of Fruitvale Ave. and Allendale Ave.
• Vehicular entries lack hierarchy and sense of identity
• The connection to surrounding community and landscape could be strengthened
• Parking lots are highly visible from Fruitvale Ave. and Allendale Ave.

Zone B - Parking Lots
Parking lots are generally located along the west, north, and east perimeter of the campus. The lots are comprised of large expanses of asphalt and provide adequate parking for the campus faculty and staff. Shade trees are located between the parking aisles in planting areas that have little or no under-planting.

Analysis of existing conditions:
• The parking lot areas contribute to the first impression of campus for visitors
• Large expanse of asphalt needs relief
• Pedestrian connections to main campus are inconsistent, poorly marked, and unclear
• Some areas have significant trees in good health; trees in other areas are less consistent and not in good health
• Lack of sustainable approaches and features
• Parking lot layout and vehicular circulation may be improved
**EXISTING CONDITIONS**

**Landscape Zones**

**Zone D – East-West Pedestrian Spines**
These spines run east to west and constitute major linkages across the creek landscape and across the campus. The northern spine has no clear separation between vehicle and pedestrian use along these spines and is used by both.

Analysis of existing conditions:
• Spines lack clear identity and could be reinforced through landscape treatments
• Northern spine (along science buildings) has pedestrian/vehicle conflicts creating an unsafe condition for pedestrians
• Few site amenities and seating areas exist along spines

**Zone C - Internal Loop Road**
The internal loop road, College Circle, encircles the interior campus and serves as the major access road to campus facilities, parking lots, drop-offs, and entries into the interior campus. On the inside of the road lies the interior campus; on the outside of the road lie the major parking lots, some sports fields, and the maintenance facility. There is a disconnected pedestrian path along this road and limited 90-degree parking in the southeast quadrant of the campus.

Analysis of existing conditions:
• The road varies in character
• There is poor directional signage along the road
• There are inadequate entries and drop-offs to the interior campus
• The road creates a barrier between the parking lots and the interior campus
• There are inconsistent pedestrian crossings across road between the parking lots and interior campus
• Poor site lines exist into the campus from the road
• There are few areas that offer a sense of arrival or celebrate a campus gateway
Zone E - Creek Landscape
Two tributaries of Vasona Creek bisect the campus. The creek landscape provides a unique natural amenity for the campus. The vegetation within the creek corridors is comprised of native, non-native, and invasive species. Existing bridges are used to create vehicle and pedestrian connections across the creeks. There are segmented paths running the length of both creeks. Areas of the creek have broken concrete and debris in them.

Analysis of existing conditions:
- Creeks create physical barriers that divide the campus
- Thick growth within the creek corridors obstructs views across campus
- Creeks are a valuable aesthetic and educational amenity
- Pedestrian experiences along the creek landscape could be enhanced

Zone F - Central Campus District
The central campus is comprised of a series of plazas, turf areas, open oak woodlands, and pedestrian paths set within and connecting student services, classrooms, and administrative buildings. At the center of this zone is the central gathering space for the campus: a turf area adjacent to the creek and student center. The new campus drop-off and pedestrian corridor creates a gateway to the central campus.

Analysis of existing conditions:
- Lack of clear contiguous open space for large events
- Lack of clear connections between areas
- Poor hierarchy of paths
- Undulating turf mounds limit ability to use the space for large central gathering
**EXISTING CONDITIONS**

Landscape Zones

**Zone G - Science District**
The science district lies west of the creek and between the interior loop road and the central campus. A large expanse of turf is located at the west portion of the site along the internal loop road and an outdoor picnic area with vending machines is centrally located in the district. The northern east-west spine runs the length of this district along its southern edge.

Analysis of existing conditions:
- There exists a strong relationship between this zone and the northern east-west pedestrian spine
- No strong or clear connections exist between the northern parking lots and the interior campus
- Landscape around buildings is generally in poor health
- Lack of attractive outdoor “rooms” to promote gathering
- Lack of relationship to creek

**Zone H - Theatre District**
The theatre district is located on the east side of the creek in the northeast corner of the interior campus. A significant vehicle pull-off is located along the interior loop road at the east end of the northern pedestrian spine. There is a grade change between this district and the library and arts district.

Analysis of existing conditions:
- There is a weak sense of arrival along Campus Loop Circle
- First impression of campus for public visiting theatre
- Lack of attractive “foyer” to theatre
- Lack of clear connections to other parts of campus
- The creek and the grade change south of the theatre isolates this area from the rest of the campus

**Zone I - Library and Arts District**
The library and arts district is located between the two creeks on the eastern side of the interior campus. Mature oak trees are located in the northern portion of this district. The southern portion contains pedestrian paths and a large expanse of turf.

Analysis of existing conditions:
- Heavily used sector of campus
- Small scale spaces create attractive gathering areas
- Strong relationship to creek
- Limited defined outdoor gathering areas
- Pedestrian/vehicular conflicts are present where no clear separation exists
- Large expanses of lawn and garden areas in poor condition
ZONE J - PHYSICAL EDUCATION AND SPORTS FIELDS
Physical education facilities and sport fields are located in the southern portion of the campus. The sports fields are generally located along the perimeter of the campus and enclosed with fencing. Sports events and the existing facilities attract visitors and the surrounding community to the campus.

Analysis of existing conditions:
• Condition of sports fields and athletic facilities varies
• Pedestrian connections to and between facilities are inconsistent
• Lack of clear connection between fields, adjacent parking areas, and remainder of campus
• Creek creates a physical barrier within this zone
• No sense of arrival or clear formal entrances to the various athletic facilities and sports fields
• The current location of the golf driving range creates awkward adjacencies

ZONE K - WAREHOUSE AND FACILITIES
This zone includes campus police headquarters, campus maintenance facilities, and a parking lot. It is bounded by sports fields on two sides and is located adjacent to the internal loop road and across from pedestrian entries into the interior campus.

Analysis of existing conditions:
• Facility and parking lot is exposed to East Campus Circle
• Fenced and gated area

ZONE L - TRANSIT CENTER AND CARLSON HOUSE
The Carlson House and the surrounding landscape is currently unoccupied and underutilized. It lies between the bus stop at the northwest perimeter of the campus and the internal loop road. Currently, community events such as farmer’s markets are held in the adjacent parking lot.

Analysis of existing conditions:
• This highly visible site contributes to the first impression of campus for visitors
• Landscape is in disrepair
• Pedestrian connections between bus stop and campus are unclear and unsafe
This section of the document includes information that was generated during the planning process and used in the development of the Master Plan Recommendations.

The following are included:

• Planning Data
  A summary of the planning data that was developed to link the educational and facilities planning efforts and establish planning priorities are included in this section.

• Development Options
  During the Option Development phase of the planning process, a series of options were created, reviewed, and evaluated with the College Council. They are included in this section for reference.
The Educational Plan for West Valley College serves as the foundation for the development of the Facilities Plan and drives the recommendations that are described in this E&FMP Update.

The Educational Plan includes both qualitative and quantitative information. The qualitative documentation is described in Section One of this document and summarized in the Educational Planning Initiatives. The quantitative information referred to as Planning Data, assists in the quantification of space needs for facilities and is described in this section.

Using the information developed during the educational planning process along with the figures received from the State Chancellor’s Office, the data is organized into two timeframes:

2008 — Base year of actual complete data
2015 — Projected year used for planning purposes

It is important to note that the exact year in which a projected student enrollment is met is not critical. It is more important to understand that the projections for student enrollment are master-planned so that when these forecasts are achieved, the College will have the appropriate level of instructional programs, support services, facilities, and staffing.

**Enrollment & WSCH Forecasts**
The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the Chancellor’s Office, California Community Colleges, each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated change. These forecasts are distributed to the sites in the District and used as a basis for developing the Facilities Master Plan Recommendations. The following tables summarize the enrollment and WSCH forecasts for each of the campuses within the West Valley-Mission Community College District.

**Direct Enrollment Forecast**

<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>251,928 Actual Base</td>
</tr>
<tr>
<td>2015</td>
<td>299,106 Projected</td>
</tr>
</tbody>
</table>

**WSCH Forecast**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Mission</th>
<th>West Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>251,928</td>
<td>110,848</td>
<td>141,080</td>
</tr>
<tr>
<td>2015</td>
<td>299,106</td>
<td>139,144</td>
<td>159,962</td>
</tr>
</tbody>
</table>
**Projected Space Needs**
Title 5 of the California Administrative Code prescribes a set of benchmark standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related Weekly Student Contact Hours (WSCH), result in the total capacity requirement expressed in assignable square feet (space available for use by occupants). These standards were applied to the 2015 WSCH projections in order to generate the Instructional space needs for lecture, lab, office, and library space at each campus.

**Capacity Load Ratios**
By combining existing and future enrollment estimates with appropriate space use standards, capacity load ratios are developed. Capacity load ratios describe the direct relationship between the amount of space available, by type, and the number of students participating in programs. These numbers are important because they demonstrate to the State Chancellor’s Office whether there is a need for space or if there is excess capacity and directly affect a college’s potential in receiving state capital outlay funding.

An analysis of the campus was completed during the planning process in order to determine the projected space needs. The following is a summary of the capacity/load ratios for five primary types of spaces on the West Valley College campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>120%</td>
<td>102%</td>
</tr>
<tr>
<td>Lab</td>
<td>111%</td>
<td>106%</td>
</tr>
<tr>
<td>Office</td>
<td>131%</td>
<td>101%</td>
</tr>
<tr>
<td>Library</td>
<td>106%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**Analysis**
The West Valley College campus has excess space in 2008–09 and with the projected growth will start to come into alignment with reasonable capacity/load ratios. Based on this review, it is clear that additional space is not required on the campus, but instead renovation and replacement of aging or unsuitable facilities is recommended.

**Facilities Planning Priorities**
This analysis of the Planning Data led to the development of the Facilities Planning Priorities that were used to develop options for consideration during the planning process.

1. Maximize functional space
   - Renovate facilities
   - Address program needs
   - Continue technological advancements

2. Eliminate non-functional space
   - Remove temporary buildings
   - Replace aging facilities

3. Improve efficiency/utilization of facilities
   - Consolidate related programs
   - Create flexible, interdisciplinary spaces
DATA AND OPTIONS

Planning Data

Option 1

Option 2

Preferred Option

West Valley College 2009 Educational & Facilities Master Plan

Facilities Plan 117
During the planning process, several critical planning resources were made available to the master planning consultants to help guide the development of recommendations. In addition to the College mission, philosophy, and strategic goals cited in an earlier chapter, the resources included the following documents.

**California Community College Goals**
The West Valley-Mission Community College District has, as its foundation, goals that have been mandated by the state legislature, and that are contained in AB 1725, the California Community College Reform Act. Specifically, this includes the following:

1. The provision of “rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields.”
2. The provision of remedial and ESL instruction and support services that assist post-secondary students.
3. Advancing California’s economic growth and global competitiveness through education, training, and services.
4. The provision of non-credit education.
5. The provision of community services, as long as they do not interfere with the institution’s ability to meet the primary missions.

In addition, in 1996, economic development was added to the mission and goals of the state’s community colleges. Specifically, colleges were encouraged to provide “courses and programs that advance California’s economic growth and global competitiveness and contribute to the region’s continuous work force improvement.”

**The Board of Trustees’ Goals**
The Board of Trustees sets goals for itself on an annual basis. In February 2009, the Board held a special meeting to set priorities to guide the District’s budget and planning processes. The following items reflect the Board’s specific priorities for 2008–2009. The priorities regarding Organizational Mission and Fiscal Responsibility are particularly relevant to this master planning process.

Organizational Mission:
- Increase the Board’s discussion of educational quality by conducting strategic sessions regarding curriculum review, instructional quality, and student success
- Focus Board discussion on educational quality and student success by revising Board policies regarding agenda item requirements to include how an item connects with educational priorities. Reference relevant District policies and procedures, documents, and how the item ties into program review and/or educational master plan

Fiscal Responsibility:
- Develop a policy outlining requirements for presenting financial information to the Board and guiding discussion of budget and fiscal matters
- Establish Board budget priorities to guide staff in the development of the District budget
- Conduct a fiscal review of the District including a review of the recently completed Organizational Review and mid-year budget review
Board Operations:
• Increase open communication by publishing Board/committee agendas and minutes on the District web site
• Expand access to Board meetings by offering Board/committee meetings via digital audio web-based access
• Revise District policies establishing standing Board committees, their charge, and membership
• Establish an annual Board self-evaluation that includes input from constituent groups
• Schedule training sessions regarding the Brown Act, Parliamentary Procedure, and the California Public Records Act

Board Conduct:
• Schedule a strategic session to discuss Board conduct and develop strategies to improve Board teamwork, respect, and cooperation
• Review the District policy regarding trustee conduct and develop a process to address violations of the policy

WVC Annual Goals and Objectives
In response to a recommendation from an accreditation team visit in March 2008, West Valley College has developed a practice of regularly updating and publishing college-wide goals with measurable objectives. These are annual operating goals rather than the more long-term strategic goals that are described in Chapter Two of this document. The goals are developed through the college’s shared governance process. Annually reviewing these goals and adopting new goals is the responsibility of the College Council. College Council is the highest college-wide governance body and is charged with serving as a steering committee for college-wide planning. The Council also reviews the strategic goals on a regular basis, and ties the annual goals to the strategic goals, as appropriate.

In response to the recommendation of the visiting team, the College Council has now identified objectives derived from its annual goals that will guide discussion and actions that will improve institutional effectiveness. These goals and objectives are published and distributed through the other executive governance councils and posted to the college web site.

College-wide goals and objectives established for 2008–2009 are presented below. Each of the four goals has objectives that are related to the objectives of this master plan.

**West Valley College Operational Goals and Objectives 2008–2009**
1. Establish long-term plans for enrollment management, fiscal stability, restoration of lost apportionment, and increased student success
   a. Identify data-driven elements to support student retention as part of the enrollment management plan.
   b. Embrace a centralized single data source, e.g., Cognos data warehouse, for all reporting.
   c. Refine data collection and reporting techniques related to performance goals and attendance accounting.
   d. Implement real-time enrollment reporting.
   e. Make data integrity a campus-wide mission at all levels.
   f. Bring resolution to the HBA issue by completing curriculum revisions, complying with state requirements while sustaining FTES.
   g. Participate in and guide the review and revision of the E&FMP with the master planning consultants.
   h. Complete classroom standards I & II evaluation process and employ updating to at least three multi-use instructional facility classrooms.
   i. Continue to identify and develop long-term strategies to meet financial challenges.
   j. Assess current and future facility needs for the next bond measure.
2. Work with the District administration and the Board of Trustees to establish District-wide goals that address efficiency, integrity, credibility, and trust by our students and community.
   a. Recruit and fill key administrative, classified, and faculty positions in a timely manner.
   b. Address impending leadership issues and changes.
   c. Strengthen participatory (shared) governance—all councils need to review the plan and strengthen their contributions and responsibilities for its implementation.
   d. Complete and strengthen processes and procedures.
   e. Increase access to College-wide information and updates through open forums and online updates, particularly on leadership, budget, and facilities.
   f. Improve and enhance College-wide and District-wide communication.
   g. Continue to support and guide construction on campus while informing the students, community, and personnel of our progress.
   h. Increase the opportunity for students to be engaged in College-wide decisions in meetings.

3. Through study and review, improve student learning in curricular and co-curricular programs. Create dynamic, cross-disciplinary, and integrated programs and services that evolve and reflect the learning needs and changing demographics of our students and the community we serve.
   a. Successfully complete the progress report for WASC/ACCJC by March 1 or before.
   b. Revise the program review process in accordance with ACCJC Recommendations, e.g., include SLOs in all program reviews.
   c. Fill classified positions as funding becomes available.
   d. Establish program, course, and institutional SLOs for all programs.
   e. Relocate all support service programs from the current portable locations to permanent residences in other buildings on campus.
   f. Develop or charge College-wide the task of creating mission statements and definitions for basic skills, enrollment management, and student equity that everyone understands and knows.
   g. Stay committed to providing maximum financial support for District marketing and outreach/recruitment.
   h. Through the strengthening of auxiliary services, further enhance student and campus community life.
   i. Specific focus on student retention-related initiatives, balanced with our current recruitment efforts.
   j. Increase activities and curriculum for global education.

4. Continue our commitment to achieve equity, diversity, and success for our students and college community.
   a. Continue to improve staff development, especially concerning hate speech and acts that trouble students and personnel. Improve campus climate to remove hate and bullying from our college.
   b. Define and create a council or committee for access and equity.
   c. Increase focus on diversity, inclusion, and access by making these priorities and modeling this for the rest of the College.
   d. Support diversity efforts for basic skills, global education, ethnic studies, LGBT issues, disability issues, and access and success for all.
   e. Support professional development as a cross disciplinary process.
   f. Professional development opportunities for staff focused on diversity, access, equity, basic skills, and student success.
Collegiate In-Site: Assessing the “Front Door” Experience (2006 and 2007)

In 2006, and again in 2007, the services of Collegiate In-Site were engaged to gain a better understanding of the prospective student’s experience when initiating contact with any of West Valley College’s “front door” services and systems. An extensive series of experience evaluations was conducted to provide a powerful perspective regarding what prospective students encounter, whether initiating contact online, over the phone, or in person. The intent of the study was to use the information gained in the following ways:

• Provide prospective students with a professional, positive, successful experience as they initiate and forge a relationship with WVC through the critical “front door” interaction points
• Protect and promote the accessibility to WVC for all students interested in furthering their education in an environment and system that can accommodate students’ diverse and complex range of abilities, prior experience, education, and socio-economic status
• Examine and ascertain whether any “front door” admissions-related systems issues are presenting any barriers to access and enrollment

Many recommendations were offered including several that have been considered in the Educational and Facilities Master Plan. Those that were similar to recommendations found later in this plan include:

• Consider developing a “one-stop” registration and admissions process
• Expand service and program offerings for basic skills students
• Enhance first-year experience programming and initiatives
• Expand hours for the library and computer labs
• Expand outreach, recruiting, and marketing
• Enhance staff development opportunities for the WVC “front door” team
• Invest in technology capabilities and systems training

A recommendation to “review the training and staffing of counseling with the goal of providing consistent information” was similar to a recommendation found in the study by Interact Communications that is cited below.

Interact Communications: Gap Survey (2008)

The gap survey, conducted online for both Mission College and West Valley College, measured two elements: (1) how important students viewed a variety of experiences and services offered by the colleges, and (2) how satisfied students were with those experiences. Where experience was less highly rated than the importance level, the negative gap implied that the colleges failed to meet student expectations. Conversely, where experience was more highly rated than importance, the Colleges were perceived to have exceeded students’ expectations.

Overall, WVC was perceived to be meeting the majority of student expectations. Two areas merited further attention, although even with these, the gap was perceived to be only small to medium. In the instructional area, students’ expectations about their classroom experience were not completely met because of their concern about the quality of the teaching materials and the classroom facilities. In the student services area, there were concerns about the availability of and procedures for obtaining emergency loans, and the need for additional assistance in applying for scholarships. Also, students felt there needs were not being met in the counseling they received. This latter gap is similar to the recommendation in the Collegiate In-Site study cited above. The College may wish to address these potential problem areas.

Clarus Corporation: Community Scan (2009)

During fall 2008, the District contracted with the Clarus Corporation to conduct multiple community scans of non-enrolling students for Mission College and West Valley College. Designed to inform the Colleges of the reasons students do not enroll, the study’s purpose was to assist the Colleges in improving outreach and recruitment,
and for targeting marketing efforts. Preliminary findings were revealed in February 2009. A few insights will be shared here, with the caveat that the findings are only preliminary.

Three geographic areas were identified. One was an area that could be called the “West Valley College area;” one the “Mission College area;” and the third—an area of east San Jose—was simply called “Both,” the reason being that students living in that area could have easily attended either college due to proximity. However, of the small percentage of students polled who were already attending college, none in the “Both” area enrolled at Mission College, while 23 percent of them enrolled at West Valley College.

Students in the east San Jose area also had issues with enrolling that students in the other areas didn’t have: 56 percent of them had English as a second language, and 80 percent of them needed to complete paper applications rather than apply online. It was determined that more neighborhood outreach is needed in this area, and students need assistance with the application and registration processes. It is assumed that many of these prospective students are low-income and would be first generation college students. It was suggested that a “high touch-low tech” approach might be needed to assist these students.

Although it was no surprise, the study did confirm that De Anza College is the biggest competitor with the District for students. Students from the other two geographic areas, not enrolling at West Valley College, cited a perception that De Anza offered a better quality education, and that they had difficulty getting the classes they needed at West Valley College. Scheduling issues and the nonavailability of classes in the evenings and on weekends were often cited. WVC needs to explore expanding its offerings during those times, and needs to determine the right mix of courses.

As for the types of courses and programs that prospective students would like to take at West Valley College, if they were to enroll, a few degree and certificate programs were listed: business, fashion design, fire tech, law, nursing, and paralegal. More consistently, though, there was a demand for community education-type classes such as continuing education units, cooking, exercise, sewing, and yoga. In addition, classes that might be deemed as more “cultural” were popular such as architecture, art, languages, music appreciation, piano, photography, and choir. Community education and “cultural” requests seem consistent with the demographics of the communities surrounding West Valley College—more seniors, more time, and more wealth. WVC needs to explore expanding community education and cultural programs for these prospective students.

**Joint Venture: 2009 Index of Silicon Valley**

**Joint Venture: 2009 Special Analysis of Economic Restructuring and Workforce Transitions**

The Silicon Valley Index has been telling the Silicon Valley story since 1995. Released early very year, the indicators measure the strength of the economy and the health of the community—highlighting challenges and providing an analytical foundation for leadership and decision making. Its five major content areas include People (including population and demographic changes), Economy (including employment, income, and investment measures), Society (including education, arts and culture, and healthcare), Place (including regional, environmental, transportation, and housing concerns), and Governance (including the challenges facing cities in the area).

The Special Analysis is a supplemental, stand-alone document published for the first time in 2009. It is a core piece of the Index, and is given special emphasis due to the enormity of the issues, especially in the context of the current economic climate. It provides a more in-depth analysis of the fundamental changes taking place in the Silicon Valley and their impact on the region.
A major finding of the Special Analysis—and one of critical importance to West Valley College—is that local “employers and educational institutions must learn, adapt, and reorganize to maintain a thriving regional ‘habitat’ for living and working in the global marketplace.” The document concludes that the:

“Silicon Valley is not currently prepared to meet its projected workforce needs for 2016. The region is not producing enough talent with the necessary skills to fill the large volume of replacement jobs opening in community infrastructure and in high tech. It will not be able to meet these needs by importing workers from abroad and other states,”

and, that the:

“Silicon Valley needs a robust system of workforce development and safety net programs—one that supports adult worker retraining and transition, in addition to improving the education of today’s young people.”

The Special Analysis strongly suggests that local institutions of higher education need to provide programs to train workers for the new jobs that are being developed—especially in the “green” industries, high tech, and healthcare. Colleges need to “support the new needs for life-long learning and support local workers in making the transitions necessary to succeed in the changing economy.”

**California Collegiate Brain Trust (CCBT) Report**

In September 2008, the WVMCCD Board of Trustees approved a contract with CCBT to prepare recommendations to help solve the financial deficit being experienced by the District and to improve institutional effectiveness. CCBT conducted a comprehensive organizational review for the primary purpose of reducing costs. Of particular interest to the development of the Educational and Facilities Master Plan are the sections on (1) increasing FTES through retention, increasing student load, changing the academic calendar, and attracting new students through a long-term commitment to marketing and outreach; and (2) increasing instructional efficiency by improving the enrollment management process and developing demand-driven schedules.

There are also recommendations to reduce the number of full-time faculty, the amount of faculty reassigned time, and the general fund contributions to categorical programs. Reductions in library staff are recommended, as is the merger of library administration with Mission College.

Another suggestion was to “examine carefully the current division and department structure,” and to “explore the possibility of converting to a model that utilizes deans to head divisions.” The report is extensive and includes many pages of recommendations affecting practically every area of the District. As the E&FMP is being written, discussion of the Brain Trust report is occurring utilizing the collegial consultation process.

**Program Reviews**

West Valley College has a well-established and thorough program review process that it formally and systematically evaluates. The program review process for instructional programs allows each unit to annually review its degrees, certificates, active vs. inactive courses, and its plans for new curriculum. All instructional and non-instructional programs use the program review process as an important part of the continuing development of student learning outcomes.

During spring 2008, the Dean of Instruction and the Program Review Team conducted a thorough evaluation based on what it had learned from the 2007–2008 program review process. The team used a variety of approaches focusing on improving the process. Their recommendations were incorporated into the 2008–2009 process.
In previous years, not all departmental faculty were involved in the program review process. In contrast, the 2008–2009 program review forms were sent to all full-time faculty rather than only to department chairs. All were invited to participate in collaboration with their department chairs, to foster an internal peer review process.

Program review summaries and data extracted from the 2008–2009 program reviews have been incorporated into planning and resource allocation processes. Summary information is accessible to the college community and has been disseminated through printed hard copy, on the Program Review web site, and on CD-ROM. In terms of contributing to planning, every 2007–2008 and 2008–2009 program review was read by the consultants developing this master plan. The content of the program reviews provided the questions for discussion during the interviews that the consultants held with each academic and student services department, and with each administrative services work unit.

The program review process, along with the curriculum development and approval process, is used effectively to evaluate the development and assessment of student learning outcomes. SLOs are an important component of any educational master plan. Program review serves as the vehicle for departments to annually report course and program level SLO activities and to present their analysis and conclusions related to SLO assessment activities. As a part of program review, the assessment coordinator provides each department/program with a data sheet that lists the courses in the department with SLOs and tracks each course through the steps of SLO assessment from SLO development, to assignment, to measurement tool, to measurement and analysis, to conclusion for change. Departments use this information as they respond to the program review questions pertaining to SLOs. The assessment coordinator reviews all program reviews and contacts departments regarding their responses if there are questions or discrepancies related to those responses. This allows the assessment coordinator to monitor all SLO activities to ensure that college and ACCJC standards are being met and that SLO information is accurate. Furthermore, the assessment coordinator has been able to use these findings as the basis for completing the annual report to the ACCJC. The assessment coordinator also contacts departments several times during the academic year to assist them in their SLO assessment efforts and tracks and records SLO activities between program review cycles.

For a recent example of its applicability to resource allocation, program reviews have been consulted to help determine the distribution of instructional equipment funding. More importantly, the program reviews are a component part of the annual budget development for programs, as each program review now includes program cost data. Examples of resource requests contained in both instructional and non-instructional program reviews can be found at the end of this chapter.

The master planning consultants review of all program reviews and SLO activities, as well as the interviews held with every work unit, enabled the consultants to develop a revised and updated set of Educational Initiatives to replace the ones from the 2001 Educational Master Plan. Each program and service had input into the development of the Educational Initiatives that are used to drive the planning and resource allocation processes of the college.