1. What is the name of your program?
Career Programs

2. Person responsible for completing this program review:
Dean of Career Programs and Workforce Development

3. Please list the names of others who will be collaborating on this program review:
Heidi Diamond

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
The primary constituencies for Career Programs are: 1) students who are developing skills to seek or improve their employment options and; 2) companies who hire our students. 1) Our programs provide students with real world experiences in a safe environment of discovery and experimentation. Students are engaged in real world problem solving that requires them to think critically and dynamically about their field of interest. The Business Division offers an array of pertinent and targeted career focused certificates in areas ranging from Project Management and Small Business Management to Digital Media and Web Design. These certificates are approved by the California State Chancellor’s Office; and when students transfer, these units count towards elective units in the California State University system. Our slogan is that we “prepare our students for professional and career success.” The Business Division has been very responsive to student interest in Global Entrepreneurship. With the help of an SB 70 Workforce Innovation Partnership grant, we hosted several rounds of the Extreme Entrepreneurship Tour, sponsored the Startup Cup Business Model Competitions, developed a West Valley College Entrepreneurship Center, hosted ongoing entrepreneurship meet-up group events for the college and launched an “Entrepreneurial Mindset” course that would like to articulate for CSU and IGETC units. Attaining this articulation will enable our students to focus on both career and transfer objectives. The State Chancellor’s Office has just approved the Business Administration ADT. We are delighted to offer students this guaranteed CSU transfer degree that enables them to streamline their pathway through an associate degree and on to a bachelors degree. 2) The career related industries provide us with support and advice on the direction of our programs. They may create internship and work experience opportunities for students enrolled in our classes. These experiences give students practical knowledge about their field of interest and allow the students to visualize what it will be like to be employed in these careers. The Business Division is very closely aligned with our industry partners in the Silicon Valley. Our programs in entrepreneurship, digital media, real estate, accounting, and court reporting maintain an active dialogue with advisory board members so we have relevant input for our course offerings. We consistently strive to offer the most current technology applications to our students so they can find gainful employment in emerging industries.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
Career Programs serves as the college’s connection between students and instruction for career exploration, workplace learning and career advancement. The center supports faculty, staff, students, employers, and the community to meet diverse educational, employment, and economic needs. The Center with its current functions was established in 1995. Career Programs provides essential information and support to students seeking occupationally related programs of study. It helps to build enrollment, strengthen retention, and enhance the quality of departments in the Applied Arts & Sciences and Business divisions. Career Programs advances California’s economic development and global competitiveness by creating economic opportunities and
contributes to the region’s continuous work force improvement with Workforce Development Programs; i.e. Contract Education, and Advanced Transportation Technology. The Work Experience program assists students with enhancing job skills. Contract Education strengthens the colleges customized training programs for business, industry, and professional entities. The Campbell Center has expanded West Valley-Mission College outreach efforts to include areas of the county that are ethnically diverse and economical disadvantaged and has expanded our target area to address more areas of our county. Career Programs provides skills and knowledge that is responsive to current needs of business, technology, and the allied professional fields.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):

Career programs include a variety of professional industries that students are interested in, from health care technologies to interior design and business. Each of our 15 programs are involved with industry advisory boards who influence the direction of the program. Many of our programs have received state and federal, or foundation grants, that provide extra funding to support and expand activities and offerings. Some programs such as Child Studies, Administration of Justice, Paralegal, Court Reporting, have regulated certifications that may be State or Federally imposed. Because of this, students must learn the course material as they prepare for rigid testing and certifications. The Business Division is responsive to external influences in the following ways: Advisory Boards- We have active and engaged advisory boards that we meet with on a regular basis. We invite our industry partners to our meet-up events and to provide guest presentations in our classes. We are responsive to their suggestions for new and relevant course offerings. Accreditation Requirement- We complete student learning outcome assessments and program review reports in a timely manner. We support and provide input into the integrated planning process so it can appropriately inform budget allocation and resource planning. SB 1440 Requirements- We fulfilled the curricular requirements for the ADT in Business Administration. The ADT in Computer Science is in process. These degrees fulfill the State Chancellor’s Office requirement for expedited pathways for student transfer. Global Entrepreneurship- We are responsive to the changing global economy by developing a course and certificate in International Business. We infuse global business and global citizenship concepts in our courses. The Global Entrepreneurship program has offered

7. Is this a full or update program evaluation?

Update

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):

No Response

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program’s effectiveness and efficiency?

No Response

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

No Response

11. Describe how the program will measure the impact of the proposed changes:

No Response

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

No Response
13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

No Response

14. Describe notable accomplishments in serving your constituencies since the last program review:

Career Programs has been able to fund the equivalent of one full time counselor from two different funding sources, SB70 and Perkins CTE Transitions funds. The Career Counseling position supports the program through outreach to high schools and middle schools, by counseling students towards their educational goals, by increasing the number of education plans completed, and by becoming the liaison between college and high school faculty who will develop articulation agreements across program pathways. The Business Department has successfully obtained funding to create and support a Global Entrepreneurship program. This program has matched West Valley students with people in industry who can help them realize their goals of being an entrepreneur. The program has also helped high school and middle school students to develop and entrepreneurship mind-set through discovery and through creating and completing projects.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

The strength of Career Programs are the faculty, staff, and administrators who are part of the Career Programs team. The Career Programs team consists of professionals with a strong commitment to students and the College. The Programs have received grant support in crucial areas to assist with faculty driven innovation, like the Global Entrepreneurship program, and has allowed for some reflection on the future direction of the programs. Many funding sources now require a regional approach to program development and continuance and this emphasis requires that the faculty and administration stay focused on how we can better address issues of a regional economy as our students prepare to enter the workforce. Factors, such as changing State priorities, require that Career Programs take a lead role in redefining and reinventing what Career Technical Education means to our campus community.
1. What is the name of your program?
Child Development Center

2. Person responsible for completing this program review:
Shelley Gonzales

3. Please list the names of others who will be collaborating on this program review:
No Response

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
The Child Development Center serves children of students, faculty, staff and the community. We are regulated by the CDE which provides programmatic funding to help our low-income families, primarily West students. West students pay the tuition and fees. Partnerships have been established with several colleges to allow students to observe our indoor and outdoor environments and to place student interns, Mills College, San Jose City College, San Jose State University, Foothill College, CTE, California State University East Bay, Pacific Oaks College, and De Anza College.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
The CDC is uniquely involved in the academic life of the college by serving as teacher training labs and observation sites for students and parents. Approximately 300 students required the use of the lab school to complete assignments such as observing and assessing children's growth & development; case studies of children; designing and implementing early childhood curricular experiences; interviewing teachers or parents; researching and analyzing developmentally appropriate environments; and understanding teacher roles and responsibilities in an early childhood program.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):
State funding challenges and reductions, along with mandates for program quality, staff to child ratios, and reporting requirements impact our program both positively and negatively. The positive impacts include the mandate for staff qualifications and program quality assessments. The negative factors are the amounts of required reporting, and the low funding level per child.

7. Is this a full or update program evaluation?
Update

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):
No Response

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?
No Response

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.
No Response

11. Describe how the program will measure the impact of the proposed changes:
No Response

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

No Response

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

No Response

14. Describe notable accomplishments in serving your constituencies since the last program review:

<table>
<thead>
<tr>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased the number of community families by forty percent</td>
</tr>
<tr>
<td>• Maximized state contracts by monitoring Mission and West Valley usage and transferring between the General Childcare and State Preschool contracts to ensure the district fully met our contracted maximums. (The district did not have to return unused funds to the state for the first time in several years due to monitoring and transferring amounts between contracts.)</td>
</tr>
<tr>
<td>• Created a revenue neutral budget for 2012-13</td>
</tr>
<tr>
<td>• Began working with the USDA food program to increase funding for meals and snacks in the school.</td>
</tr>
<tr>
<td>• Decreased costs by lowering the number of full time staff from 7 to 3 ½, maximizing the ratios, enrolling new families as some moved to other areas, or finished their time at West Valley.</td>
</tr>
<tr>
<td>• Began a marketing campaign to increase community awareness</td>
</tr>
<tr>
<td>• Built a very strong partnership with the Mission College CDC Meet with the director of Mission on a regular basis to collaborate on state contracts, the food program, staffing, staff training, support Joint summer training – West Valley staff trained the Mission staff on the Outdoor Classroom Curriculum, Mission staff trained West Valley staff on documentation during a full day staff in-service. Co-presented a workshop at the California Association for the Education of Young Children conference entitled “Walking the Financial Tightrope Without Dropping the Babies”</td>
</tr>
<tr>
<td>• Began partnerships with other colleges to have students observe and send interns to West Valley o Mills College – Director intern o California State University – East Bay – Nursing student observers o San Jose State University – Student observers o San Jose City College/CET – full classes use the West Valley CDC to do their observations o Foothill College/CCOC – placed practicum students for their summer program o Foothill College – student observers o Pacific Oaks College – partnership to have students observe and document for the research projects, capstone projects and Master’s thesis research</td>
</tr>
<tr>
<td>• Changed the atmosphere of the CDC o The staff have created a learning environment in which children, parents, and students feel welcome and where children can reach their full potential</td>
</tr>
<tr>
<td>• Created an exemplary Outdoor classroom environment and curriculum that is being observed and documented by students, teachers, and directors of other programs</td>
</tr>
</tbody>
</table>

15. What general conclusion(s) do you draw about your program’s strengths and challenges in meeting its intended goals, objectives, and requests for resources?

The CDC has become a very strong program with the support of the staff, parents, students and faculty. We have met all of our 2012-13 goals for enrollment, attendance, budget and program quality. We will continue into 2013-14 with a fund balance even though we have faced very difficult staffing issues in the 2012-13 academic year. We have had to carry the salary and benefits of a staff member who has been out all year, and also the payout of accrued vacation due to staff retirement at the end of 2012. We will continue to increase our income and limit our expenses into the future to ensure the strength and stability of the program. Our enrollement for 2013-14 is stronger than 2012-13 and will continue to grow to serve the community as well as the students, faculty and staff of the college. We will be replacing the half time CDC III position in the fall of 2013 to maintain the student to teacher ratios mandated by the CDE. We will also be working to improve our outdoor classroom to become a model classroom for northern
California through grants and a conference that will be held in the spring of 2014.
1. What is the name of your program?
College Webmaster

2. Person responsible for completing this program review:
Scott Ludwig

3. Please list the names of others who will be collaborating on this program review:
Fred Chow

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
For internal users; faculty, staff, and administrators; the site provides a method of delivering content to the students for instructional and student services uses. It also serves as a repository for college administrative documents, committee minutes, and calendars. For external users, primarily current and future students, the website provides step-by-step instruction and links to pages used to enroll at the college and registering for classes. The website also offers links to our Course Management System, ANGEL, our internal student and staff portal, and links to much of the digital course material that supports instruction, i.e. documents, graphics, lecture capture and event video recordings. Students can also get information about the college catalog, class schedules, instructor contact information, college programs and requirements, news items, campus events, calendars, admissions policies, financial aid, fees, assessment sessions, student services, and more. We have roughly 2500 active webpages to maintain. It’s critical we keep our web content accurate and timely. Our newly implemented Web Content Management System, OmniUpdate (OU), allows the student services division, academic departments, and faculty/staff members to update and maintain their own webpages. The webmaster is no longer the principal conduit for the updating many of college web pages. This creates independence for college-wide departments and allows the webmaster to concentrate more on maintaining the back end of the website, ensuring an easy to navigate site that helps students, and serves as the primary marketing mechanism of the college. OU was implemented in mid-2012 and the conversion from the old site to the OU design is ongoing.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
"The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence." The website supports the mission of the college by providing a portal to all of the information a student needs to be successful in their college career. Support toward helping students reach their transfer and career goals is provided by giving information about and descriptions of the Programs and Services available. Links to the Angel Course Management System, multimedia presentations offering lecture capture, event recordings, and supplemental media are housed and stored on the website and available to the students. This information helps students complete their goal of transfer and/or earning a degree or certificate.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):
The college website provides viewers access to mandated information, i.e. Federal HEOA information, the Clery Report, emergency notifications and contact information, and the newly mandated Student Success Scorecard.

7. Is this a full or update program evaluation?
Full
8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):

The types of data collected includes a recent effort to improve website visibility and search rankings. The office of the webmaster has recently undergone changes to website keywords and search phrases. This helps improve the rankings and visibility of the website for search engines like Google or Yahoo. Google analytics provides a snapshot of hits to specific pages on the website which has shown a steep increase in site visits accessed via search engine references since the improvement of the search terms. Google analytics also provides snapshots of page hits to help us determine what pages are highly used, where and how users access the pages, and where they navigate to once they are on the site. Other data comes in the form of external email and phone user comments regarding their interaction with the site. The webmaster also receives comments from internal users to help update or correct issues with the site.

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program’s effectiveness and efficiency?

Conclusions drawn by evaluating the data indicates a sharp rise in ranking and visibility on the website. This is a successful effort that will continue to be modified for further improvement. User input, external and internal, indicates satisfactory effectiveness and efficiency of the website. However there is room for improvement. Methods for improving customer use will be described in the following section.

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

There are two plans to analyze and improve the user experience. The first is to conduct an online survey, open to all users, to get feedback on what works and what needs improvement. Questions will center on ease of use, ability to find information and the ability to navigate to necessary pages without confusion. The second is to gather first-time website users and analyze their initial experience as they navigate and search the site. Seeing how they use the site for the first time will also help us determine what works and what needs improvement. The objective of both efforts is to make sure visiting the site is a positive experience for users, helps them in the process of enrolling and registering for classes, and accessing needed information. The website is often the first point of contact the prospective student has with the institution and that first experience needs to be a positive one that doesn’t distract students but rather attracts them to the site. The timeline for these two efforts is to develop the survey and study in the early part of the summer of 2013, run a trial survey and first-time user analysis and then roll out each in late summer. Analysis of the data and steps for improvement will be implemented in time for Winter/Spring 2014 registration.

11. Describe how the program will measure the impact of the proposed changes:

The two efforts mentioned above with be measured in terms of follow-up surveys regarding website use. We will track user comments and analyze user behavior on the site to determine if improvements have had a positive effect on users.

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

In evaluating the effectiveness of the improvement plans the goals are to see positive user feedback, an improved user experience, an increase in completion of the enrollment and registration process, all culminating in increased student enrollment and retention.
13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

An additional request of $2,500 to fund student-hourly assistance and to reward survey takers, in the form of bookstore gift cards, was requested. The funds will come from the marketing department student-hourly account. Student-hourlies will help develop the survey based on their own experience of using the college website and will provide survey analysis and recommendations to staff. Gift cards will be offered to students who complete the surveys and the first-time user analysis. The information gathered in both efforts will help the college improve the user experience for prospective and current students.

14. Describe notable accomplishments in serving your constituencies since the last program review:

- Continued the conversion of westvalley.edu to the Web Content Management System, OmniUpdate (OU).
- Provided training and support of content creation and editing so that the owners of that content can update their web pages themselves using a non-technical editor.
- Continued implementing a new navigation model (Information Architecture) on the westvalley.edu website.
- Improved the OU web page templates and wyswyg editors to make it easier for users to edit page colors, text, links, graphics and documents, all with stylesheets that enforce the prescribed branding.
- Determined where the missing content is and started on the process of implementing Clarus recommendations.
- Continued to implement use of the new college brand; logo, tagline, colors, styles, and mission.
- Improved the search engine keywords to enhance visibility through external search engines like Google and Yahoo.
- Improved the RSS calendar feed so multiple users can submit items to the calendar.
- Designated user authority for page management.
- Continued to work with the Graphics Department and key stakeholders in updating website Information Architecture (IA) and Navigation model.
- Oversaw writing of user support documentation, video step-by-step training videos, and college-wide workshops for the end users. • Provided one-on-one training for "super users" who manage large segments of the website particularly Student Services and Athletic department staff.
- Trained interim webmasters to manage the site after the college webmaster retired.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

With the conversion to OmniUpdate (OU) well under way the college is on a steady path to providing college staff with an easy way to manage and update their department and faculty/staff web pages. Students have at their disposal a well structured website that is easy to navigate. Information is readily available to help them on their way to their career and educational goals. The OU conversion has strengthened the college’s web presence by making the site easier to explore through internal and external search engines. The potential to continually improve the site for internal users, which will help with student success, and to help grow the marketing efforts of the college, are reasons for optimism. One challenge will continue to be providing a website with current and relevant information that is easy to understand and navigate. With the retirement of the long serving webmaster the college has the opportunity to re-create the webmasters' role as not only the site administrator but as a leader in the external perception of the college through website design and college marketing efforts. Budget cuts and realignment of college and district departments and services will be another challenge. A potential move of the college webmaster to district Central Services would possibly detach the webmaster from the staff and students who use the site. While centralization of services can be seen as cost effective in the short-term, the long-term effect could be negative if the webmaster becomes an isolated
figure under district management. The need for the webmaster to be fully in-tune with the college community is paramount to providing a website that fully and accurately represents the college services and strategies.
1. What is the name of your program?
Community Education

2. Person responsible for completing this program review:
David Esmaili

3. Please list the names of others who will be collaborating on this program review:
Star Underwood

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
Community Education serves many constituencies through the various programs that are offered. College for Kids serves the regional middle school students, providing enrichment programs in the areas of science, math, English, the arts, and sports. The program’s profits have helped offset the college’s deficits. Older Adults is a non-credit program that services the senior populations of our district and generates close to 600 FTES annually. The Extension programs offer fee-based classes that are community focused and are not offered in the for credit side to college. These classes are based solely on community wants and generate self-supporting income to the program. CDAAP is a drug diversion program that treats clients referred from the courts in a similar manner as to traffic school. It is a very specialized program and West Valley is only one of two service providers in the county. The program is fee-based and is funding self-sufficient. Advanced Transportation Technology and Energy is an economic and workforce development grant that is categorically funded via the state chancellor's office. This program provides fee-based workforce training and supports the capacity of the college to develop and offer training programs. The grant has supported the GIS program, Interior Design, and Engineering programs. Agriculture, Water, and the Environment is a new Economic and Workforce Development grant program that provides fee based workforce training and supports the capacity of the college to develop and offer training programs. Workplace Learning Center is an Economic and Workforce Development grant program that provides fee based workforce training and supports the capacity of the college to develop and offer training programs. The focus of this program is soft-skills. The Community Education department is very active in trying to acquire grants and contracts that support the needs of the community and offer opportunities to expand the capacity of the college.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
Community Education supports students along career paths and meets identified community interests and needs by offering state funded and fee supported non-credit and not-for-credit classes in areas including education for older adults, health and safety, soft skills, short term vocational programs, basic skills, College for Kids, parenting, and drug and alcohol education programs. Goals: 1. Develop a sense of community 2. Develop appropriate skills to promote lifelong learning 3. Develop, evaluate, and improve our programs and services 4. Develop and make available additional career pathways for students through Community Education. 5. Promote the College campus as a resource to the community and view the community as a resource for the College.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):
Older Adults is funding is contingent of the college's need for FTES generation and the State's willingness to support this type of program. Fee based classes enrollments have been increasing, especially in the area of College for Kids. Identifying the subject matter in demand and the
wellness of the economy impact the program development. The Economic and Workforce Development programs are contingent on the state budgets and the funding of categorical programs.

7. Is this a full or update program evaluation?
Update

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):
No Response

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?
No Response

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.
No Response

11. Describe how the program will measure the impact of the proposed changes:
No Response

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:
No Response

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.
No Response

14. Describe notable accomplishments in serving your constituencies since the last program review:
College for Kids has developed new programs and has the highest enrollments and profits since its inception over 20 years ago. New classes are developed annually. The workforce development programs have served over 500 students in the last two years. These programs have brought in over $5,000,000 in contracts and grants over the last 5 years. The economic development programs funded the development and operation of the sustainability internship program. The program sponsors 20 internship students and won the California Community Colleges Board of Governors award for best faculty-student initiative category. Purchased $10,000 worth of GPS equipment for the WVC Geographic Information Systems certificate program. Successfully outreached to the Latino population and have successfully offered fee-based courses in solar and energy. More than 300 people tried to enroll and 90 were accepted due to budget limitations. Two contracts for solar education and training in Chile has generated over $50,000 in profit. The college economic development programs host a session at the annual Inter-solar conference in San Francisco supporting the deployment of American solar technology and services to other parts of the world. Annually there is in excess of a hundred attendees participate and it generates $5,000 in income. Online registration was implemented via a third party vendor making it easier/more convenient for Community Education students to register for classes. Published the first printed “schedule of offerings” for Community Ed since 2006. Successfully transitioned the Winchester Orchestra from credit to fee-based so the long-time members could continue their class in the face of non-repeat-ability. Community Ed has offered 25+ fee-based classes to the community each fall and spring semester since Spring 2012. The Older Adult Program
successfully expanded the number of classes to accommodate more adult students and the college’s need for FTES. Successfully implemented one week science workshops to accommodate middle school children who could not commit to a full three week College for Kids session. Redesigned the College for Kids website for ease of use. Implemented a College for Kids “end of session” activity to involve more parents in their child’s C4K experience. Distributed brightly colored College for Kids lanyards to camp participants to increase campus awareness of our students’ presence.

**15. What general conclusion(s) do you draw about your program’s strengths and challenges in meeting its intended goals, objectives, and requests for resources?**

The programs continue to grow and develop. The key strength is the ability to react and change to the changing needs of our constituents. The staff is dynamic, hard working, and customer focused. We operate with the understanding of profitability. The biggest drawback is access to classroom space and the ability to retain funding generated to create and expand program development. Further expanding community education’s capacity with limited staffing is a challenge. College for Kids continues to grow in numbers and will expand in scope. There is a need for workforce development courses in the area that we serve - focused on energy and the environment. Funding development has been successful and will continue to be developed. Continue to develop partnerships with the community and industry; creating job ready training pathways for our students. CDAAP will likely expand to incorporate alcohol and gambling.
1. What is the name of your program?  
Contract Education  
2. Person responsible for completing this program review:  
Mae Conroy  
3. Please list the names of others who will be collaborating on this program review:  
No Response  
4. Explain the relationship of the program to its primary constituencies (internal and external clients):  
Contract Education links the community to the college in provision of education and training to agencies and entities in need of specific workforce development. The role of Contract Education is to engage in a myriad of community relationships with industry, non profit, for profit, government, public and private agencies and companies and respond to their education and training needs by collaborating with college faculty or college partners to provide needed training and education. The community agency or industry pays the college for non-credit, non FTES generating education and training to enhance the workforce skills of the agency or industry.  
5. How does the program contribute to the fulfillment of the college mission? ([click here for the college mission statement])  
Contract Education contributes to the fulfillment of the college mission in these areas: 1. Vocational Technical Education including provision of community based, on site and specific courses and career programs which provide skills and knowledge responsive to current needs of business, technology, and the allied professional fields. 2. Economic Development, including courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement. 3. Contract Education meets identified community interests and needs by offering contract funded non-credit classes or certificates in areas including education for community agencies and local industry in health and safety, short term vocational programs, workforce preparation and professional development.  
6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):  
Contract Education is impacted by labor market fluctuations, federal and state regulations and emerging skills and technology. Community agencies and business require training and education of the workforce to meet new and changing regulations and to stay relevant in a quickly changing technological and skill based environment. Employment trends and labor market trends provide information for Contract Education in provision of responsive and reflexive training and education to enhance and improve local workforce preparation.  
7. Is this a full or update program evaluation?  
Update  
8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):  
No Response  
9. In evaluating the data referred to in the previous question, what conclusions can you draw about the the program's effectiveness and efficiency?  
No Response  
10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.  
No Response  
11. Describe how the program will measure the impact of the proposed changes:  
No Response  
12. What goals have been established to evaluate the effectiveness of the improvement plans described above:  
No Response  
13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.  
No Response  
14. Describe notable accomplishments in serving your constituencies since the last program review:  
Since the last review Contract Education has engaged in promising new relationships with Work 2 Future and NOVA services to the unemployed. West Valley Contract Education is in partnership with these
entities to provide cohort training to high skill unemployed persons in the community. The cohort training provides short term, intensive professional development in evidence based, practice based, real world training designed to increase employability. Contract Education has identified college departments and college partners capable of providing the requested training in multiple start and end training segments. The training is based on labor market data, is highly specific and will be an excellent service to the community.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

Contract Education is responsive to a dynamic and changing labor environment. Due to the multiple local and statewide relationships and experiences of success, the program continues to be successful. The program is able to adapt training and education to diverse entities in industry and in the community. Due to efficient structure, it is reflexive and high quality.
1. What is the name of your program?

Distance Learning

2. Person responsible for completing this program review:

Lisa Kaaz / Fred Chow

3. Please list the names of others who will be collaborating on this program review:

Max Gault

4. Explain the relationship of the program to its primary constituencies (internal and external clients):

Students: work with students who need assistance with the LMS. To faculty: one-on-one trainings; workshops; boot camps, four distance learning online instructional modules, survey to faculty eliciting feedback on their needs, assistance with the LMS.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)

Distance Learning supports the College’s mission of making quality education available to all students via a flexible and adaptable delivery method. By using our LMS as a foundation and incorporating newer technologies, DE touches almost all classes at West Valley College. These tools create an atmosphere and a presence of being available 24/7 for students with their online, hybrid, or face-to-face classes. Distance Learning’s flexibility reaches a broad audience of students and provides learning opportunities for international and U.S students and an increasing number of students who are not able to come to campus to attend traditional classes.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):

Below outlines several government regulations and how the Distance Learning program complies: 1. 508 and ADA Accessibility standards (which include using or creating videos and documents for their courses). 2. The Distance Education Captioning and Transcription (DECT) grant provides a means for colleges to promote faculty innovation and compliance in the use of audio, video, and multi-media content in distance learning classes. 3. Work closely with DESP to train instructors on the mandated standards. 4. State Authorization: One of the U.S. Department of Education’s (USDOE) new “program integrity” regulations focuses on the need for institutions offering distance or correspondence education to acquire authorization from any state in which it “operates.” 5. Maintain data on how many students and what states are currently involved in distance learning at West Valley. 6. Continue monitoring SARA (State Authorization Reciprocity Agreement) for approval and fees. (SARA is still in the development stage.) 7. Last Day of Attendance (LDA): If a student receives Title IV grants / loans and withdraws from a program, WVC must determine the amount of Title IV assistance the student earned to calculate the amount of unearned fund that must be returned to the Department of Education. 8. We continue to meet with departments and hold workshops to explain our pre-emptive solutions (i.e. instructors should save work of dropped students and document when the activity stopped). 9. Student Authentication: The Department of Education (DOE) requires that, until other methods are developed, colleges must provide secure identification and authentication mechanisms for student to access online course offerings. 10. The minimum requirement is a unique secure log-in and password, which is provided in the ANGEL Learning Management System. 11. DOE asks us to make good faith efforts to continue to learn about the developments of new technologies and practices. 12. Differences between Correspondence and Distance Education classes: Title V, Section 55204: Instructor Contact - Instructors need to make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design
and delivery. 13. The Distance Learning program continues to address this by holding workshops (including a flex activity at All College Day) a) Inform current DE instructors by email b) Contact division and department chair persons to disseminate this information c) Standing offer to attend division meetings to discuss this information with faculty, which allows them to ask questions and express concerns. 14. Our program presented the “hot topic” information listed above to major committees (such as the DCC, Academic Senate, Student Services) on campus. 15. Our Distance Learning Committee has been a very positive influence this year. They are involved in workshops and the distribution of important information to faculty. They also provide strategic planning to the Distance Learning program.

7. Is this a full or update program evaluation?  
Update

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):

No Response

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?

No Response

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

No Response

11. Describe how the program will measure the impact of the proposed changes:

No Response

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

No Response

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

No Response

14. Describe notable accomplishments in serving your constituencies since the last program review:

1) This year we had an incredible Distance Learning committee that is active in everything from improving our eLearning website to training, and up for next year, improving retention and success. 2) We launched the new eLearning website this year. Currently the Distance Learning Committee is reviewing relevant documents and ways to improve the website for both students and faculty. The eLearning web site has an area specifically for distance learning students. 3) Held our 2- and 6-week online modules in Introduction to Online Teaching. 4) Working to ensure that online instructors have information and training on the state’s "hot topics" including, but not limited to: a) State authorization b) Last date of attendance c) Correspondence courses vs. distance education, including regular and effective contact d) Student identification

15. What general conclusion(s) do you draw about your program’s strengths and challenges in meeting its intended goals, objectives, and requests for resources?

1) We have created a good foundation for DL with the use of training classes, seminars, and the eLearning website. The challenge is to extend our reach to provide assistance to more instructors and expand resources to our part-time instructors. DL should be ingrained in the culture of WVC
to ensure the success of the college’s goals. 2) ANGEL has proven to be an effective and stable LMS for the college. 3) We have an excellent Distance Learning Committee, which helps create procedures and policies to improve the program’s effectiveness. Members continue to assist in all college online workshops. 4) We need to look ahead as technology constantly evolves. There needs to be a fluid exchange of how to use both current and new tools to create productive instructional and learning methods throughout the WVC environment.
1. What is the name of your program?
Honors Program

2. Person responsible for completing this program review:
Ann Malmuth-Onn

3. Please list the names of others who will be collaborating on this program review:
No Response

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
The West Valley College Honors University Transfer Program primary constituencies consist of the college's Honors students and faculty who are teaching, coordinating, or counseling students within the program, and the transfer institutions to which these students transfer to.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
The West Valley College Honors University Transfer Program offers an alternative curriculum model, that of a learning community, which ensures course enrichment and fosters an environment of academic excellence and advanced critical thinking. The program contributes to the college's goals of attaining excellence in providing transfer preparation and meeting the general education need of the students. The Program also provides counseling support and activities such as the Symposium which promote student success.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):
The need to maintain and develop transfer agreements between our program and four year institutions. Highly impacted majors at several of the UC's have influenced some changes in our transfer guidance.

7. Is this a full or update program evaluation?
Full

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):
Data collected: - number of students who attend orientation to the program - number of students who complete entire program (6 courses) - number of students who complete 3-4 courses in the program - institutions to which students transfer - certification data

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?
The transfer rate of our Honors students is about 98%.

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.
The program needs to increase its current administrative support, and budget for printing and supplies and conferences. The Program Coordinator needs additional time for recruitment and one on one meetings with students to accommodate the current activity and the increased demand.

11. Describe how the program will measure the impact of the proposed changes:
The Program will measure: - Increased student enrollment - student participation in Honors activities such as symposiums - Completion of program, and successful transfers of students in the Honors Program to four year institutions.
12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

The Honors Program's primary goal is to maintain the current enrollment, student access, participation and success, while the resources have diminished. The Honors Program's secondary goal is to increase student enrollment in the Honors Program (5-8%) by the end of Fall 2014.

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

Re-instate the Program Coordinator's assigned time to 40%. The reduction to 20% assigned time did not anticipate the needs of the students in the program.

14. Describe notable accomplishments in serving your constituencies since the last program review:

Notable accomplishments include:- Continued successful transfer of our Honors Program students to CSU's, UC's, and highly selective private institutions.- Attendance and participation of our students in our WVC Honors Symposia as well as at UCB and Stanford.- Presentation of our Honors Learning Community Model to the faculty of other colleges at Mills College (fall 2012).- Presentation by our Honors Program English faculty of workshops to assist our Honors students to prepare research proposals for conference submission. Mentoring by these faculty of our Honors students for Symposium.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

Program Strengths: The West Valley College Honors University Transfer Program is one of our institution's flagship programs, and it has remained very strong in providing an enriched curriculum to meet the needs of high achieving students. Our Program is unique among college Honors Programs in that it is based on the “Learning Community” model. This “best practice” has been recognized by UCLA in their review of Honors Transfer Programs. Program faculty have also expressed personal/professional rewards as an outcome of their collaborative work. The Honors Program is successful in assisting students to define and achieve their transfer goals. These students benefit from instructional faculty who are deeply committed to the Learning Community model, the high standards of the program, and the coordination of special workshops and symposiums. The Honors Program has been successful in maintaining agreements with transfer institutions. Both Counseling Faculty and Coordinator have established a positive team approach, resulting in excellent communication and coordination to meet student needs. Program Challenges: Our program is well positioned to grow, but this will require further curriculum and schedule coordination as well as more outreach and on-site presentations. The Program Coordinator needs more time to work on new Honors transfer agreements. Also, with numerous majors at selective institutions being highly impacted, the Honors Program Coordinator and Honors Program Counselor have been working hard to meet the challenge of guiding students to broaden their consideration in terms of transfer institutions as well as alternative majors. Data collection is a challenge for the Honors Program. We are efficient in inputting eligible students into the database, but we need to use this data to successfully track our students.
1. What is the name of your program?

Marketing and Advertising

2. Person responsible for completing this program review:

Scott Ludwig

3. Please list the names of others who will be collaborating on this program review:

Fred Chow, Carl Jones

4. Explain the relationship of the program to its primary constituencies (internal and external clients):

For internal clients the marketing department is the conduit to the students and public in the dissemination of educational and student services information. Marketing staff work closely with administrators, faculty, and staff, including the webmaster, in designing and distributing marketing material. The goal is to generate enrollment and deliver information to students to help them succeed and reach their educational goals. Marketing works closely with the Outreach department, collaborating on marketing strategies, creating collateral to distribute at high school campuses and direct mailed to high school students’ homes. To external clients the marketing department is a producer of information that the public, mostly prospective and current students and their parents, receive before and after they enroll at the college. Marketing efforts are seen on the class schedule covers, college website, social media outlets, newspaper/online advertising, direct mail, department brochures, on-campus digital signage, and event flyers and posters.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)

"The West Valley College Community supports students along their pathways to reach transfer and career goals in an environment of academic excellence." The marketing department helps fulfill the college mission, through marketing and outreach efforts, by introducing students to the educational services offered at the college. The college website, class schedule, catalog, advertising, printed brochures, etc., all help the student realize the educational opportunities available, along with student services functions available to help them succeed.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):

An external influence that impacts the marketing department is the continued funding problem for community colleges in the state. Cuts to staffing and supply accounts have impacted marketing efforts, which may have contributed to the recent drop in enrollment. Land Corp marketing funding, which has been made available to each of the colleges in the last two years, has been greatly reduced as the Land Corp has switched allocation of funds to the colleges to help with general fund shortfalls. Other external forces effecting marketing and enrollment as a whole are state mandates from the Chancellor's office and Board of Governors to concentrate on basic skills, transfer, career programs courses and the non repeatability of some classes.

7. Is this a full or update program evaluation?

Full

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):

Recent data collected is directly tied to enrollment numbers and web analytics. The Winter 2012 session saw higher than expected enrollment in many classes. In some part this is evidence of the effective marketing campaign targeting current WVC and SJSU students. Newspaper ads in the SJSU Spartan Daily highlighted earning three units in a short period of time and that WVC
tuition is significantly less for lower division classes than at SJSU. We setup an exclusive webpage and URL, westvalley.edu/sjsu, that was customized for SJSU students. We provided step-by-step instructions for enrolling and registering on the page and in newspaper and online advertising used the distinct URL. This allowed us to track how many visits there were to the page, giving us an idea of the effectiveness of the targeted marketing. However, both Fall 2012 and Spring 2013 enrollment was down. This was likely influenced by a recovering economy (where prospective students could be finding jobs), a rise in tuition to $46/unit, and in some part, may be due to a sharp reduction in the mail distribution of the WVC Summer/Fall 2012 Class Schedule. While several local colleges have also reduced or discontinued distributing a printed class schedule, these colleges have better visibility due to their geographical locations near major freeways. The Clarus Report from 2009 (http://www westvalley.edu/documents/faculty_resources/Market_Research/WVMCCD-ExecutiveSummary.pdf) indicated that WVC needs to be more proactive in staying in prospective student’s minds due to our physical location, hidden in the foothills of Santa Cruz Mountains. One way to stay visible is the widespread distribution of the class schedule. Fall 2012 enrollment numbers were down and since Fall enrollment has a direct correlation with Spring enrollment numbers, the reduced distribution of the class schedule likely contributed to the two semester enrollment loss. In March of 2013, in collaboration with the Outreach department, the Senior Mailer was directly mailed to thousands of graduating high school seniors. The mailer included a letter from the college president, information about educational programs, transfer paths, early enrollment, assessment testing, financial aid, scholarships, student services, and featured information about an information night for parents and students. Indications are the mailer was very effective, with standing room only in the college theater, where the information night was held.

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?

Conclusions drawn about the effectiveness of the program are that we need to stay vigilant getting the word out about the college. We need to approach marketing and advertising on all fronts: online, newspapers, direct mailing of the class schedule and the Senior Mailing, social media, bus ads, radio and TV spots, and campus based marketing using digital signage and other content marketing strategies. Just as important as attracting new students we need to target our existing students in order to increase retention. This is a marketing department effort as much as a college-wide effort, making sure our students have a positive educational and life experience at the college so they will register for classes the following semester and persist with their educational goals. This also ties into the most important marketing strategy the college has, our reputation. If students like the college and have a positive experience they will tell their friends who are then more likely to enroll at the college.

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

Based on the above conclusions we will continue to market our services to students using a broad delivery method, not limited to one type of media over the other. As funding allows we will also provide more content marketing, a results oriented method of telling prospective and current students about the benefits of attending WVC. We will feature current and past students and tell the story of how a program, class, faculty member, or experience at WVC helped change their life for the better. We will continue to photograph and record performances, presentations,
ceremonies, interviews, lectures, and events that feature student life and successes and highlight those in our print and online marketing delivery. In order to produce, edit, and distribute the content mentioned above we have recently created a content production space with three workstations for editing the website, video, photography, and music. The space is adjacent to the digital music lab and TV studio and will serve as a trial location for what will be the future graphics, marketing, multimedia, and webmaster workspace. That workspace will be located in the back of the current print shop. Revisions to the print shop space to house full and part-time personnel will cost in excess of $80K. Funding will need to come from the general fund or through funds provided by Land Corp or an outside donor seeking naming rights. The current trial location was a former office for Distance Learning, then a staging area for hundreds of pieces of computer and classroom AV gear that is antiquated or comes out of buildings slated for remodel and is processed for reuse or recycling. Conversion to the production space was completed in the Spring of 2013. The conversion timeline of the print shop space is pending due to funding needs and uncertainty regarding campus program and department restructuring.

11. Describe how the program will measure the impact of the proposed changes:
The proposed changes will be measured by improved enrollment numbers and visibility and recognition of the college in the community. Online analytics will help us determine if visitors are coming to our website and accessing the pages that will help them enroll, register, and find information about programs and services.

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:
Goals would be to consolidate marketing, graphics, webmaster, and multimedia production into one cohesive space where staff can collaborate in unifying the marketing message and work in a team atmosphere to keep the website and other marketing tools current and accurate.

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.
The marketing department requested over $100K in marketing funds to be used for various marketing, advertising, branding, and data analytics. This is seen as the minimum to effectively get the word out about West Valley in order for these efforts to have a lasting impact. This amount should be an annual expenditure, regardless of enrollment numbers, in order to compete with our neighboring colleges and to fully market the college brand. The marketing department additionally requests $80K to create a content production studio that will house the webmaster, graphics, marketing, and multimedia production teams. The funds will cover infrastructure upgrades (electric, network, HVAC, wall configurations), workstation furniture and equipment. Consolidating the staff that perform the various duties described is important to reaching the goal of building a collaborative workspace. If no college funds are available for this expenditure outside sources will be considered in the form of endowment or donation in exchange for naming rights, sponsorship, etc.

14. Describe notable accomplishments in serving your constituencies since the last program review:
Production improved with the addition of a .5 FTE employee transferred in from the library. This individual assists the graphics and marketing efforts of the department. Additional accomplishments included an expanded mailing of the Winter/Spring and Summer/Fall 2013 class schedule, the Senior Mailer sent to thousands of high school graduates, and an increased web presence using social media and online advertising to distribute marketing material.
Additional modifications to the website are also taking place in the form of the continued conversion to the web content management system, OmniUpdate, which allows departments, faculty, and staff to modify and update their own pages without needing assistance or permission from the webmaster. Keeping department and faculty web pages up to date and branded to college specs helps improve the web experience for students seeking information about programs and services offered by the college.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

The program strengths continue to be the employees in the department who are talented and resourceful at creating large quantities of marketing material, both print and online, that effectively describes the quality programs and services the college has to offer. One of the challenges for the marketing department is being able to compete with other local colleges who have large marketing budgets that dwarf the resources of West Valley. The result is finding alternative methods to get the message out about the college that isn’t as costly but still has maximum impact. Expanding the use of online advertising and content marketing hosted by social media sites like Facebook, twitter, Instagram, and iTunes U is one strategy being implemented. Regardless, if the college wants to take its marketing and branding seriously, considerably more money needs to be dedicated to that effort. A minimum $100K budget for outreach, advertising, marketing, and analytic research for targeted marketing is required to have a lasting impact. Utilizing the new content production space to output marketing material for print and the web will increase productivity and provide an efficient workspace where collaboration and cohesive marketing messages can be created. The college community also needs to realize we are all part of the marketing effort for the college by insuring a positive experience for our students in the classroom, in student services areas and on the our website.
1. What is the name of your program?

Professional Development

2. Person responsible for completing this program review:

Michelle Francis

3. Please list the names of others who will be collaborating on this program review:

Faun Maddux, Whitney Clay

4. Explain the relationship of the program to its primary constituencies (internal and external clients):

The Professional Development Committee is a standing committee of the Academic Senate. It has the following charge: To provide time and opportunities for faculty, staff, and administration to participate in growth and development activities related to staff, student, and instructional improvement, hence, supporting WVC's mission of facilitating successful learning, providing students opportunities to participate in a wide spectrum of educational experiences and encouraging them to be lifelong learners.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)

The Professional Development Committee focuses on creating opportunities for Faculty Professional Growth so that they can provide an environment of academic excellence. The relationship to students is not direct, rather it is through faculty that we have an impact on student success.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):

Academic Senate provides us our charge and is therefore the one we ultimately report to.

7. Is this a full or update program evaluation?

Update

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):

No Response

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?

No Response

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

No Response

11. Describe how the program will measure the impact of the proposed changes:

No Response

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

No Response

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

No Response

14. Describe notable accomplishments in serving your constituencies since the last program review:
We collaborated with the All College Committee to put on the Fall 2012 and Spring 2013 All College Day events. It was impressive that we were able to support the Basic Skills Committee's decision to send 18 faculty and staff to the On Course National Conference in Costa Mesa, CA. Through our mini-grant program, we gave each attendee $100 to defray food costs. We gave out 2 other mini-grants to faculty to help them attend professional development events. We also supported faculty as they presented professional development workshops to their colleagues, offering Independent Professional Development FLEX credit to the faculty that attended such workshops or meetings.

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

The strength lies in the dedication of WVC faculty who, even though there is a lack of funding, continue to participate in professional development activities both on and off campus. We do not need to bring in people from the outside to tell us how to be better teachers, our faculty are doing amazing things here on campus. It is a challenge to deal with the limited funding for activities and the lack of time that people who serve on this committee have. We would love to offer more workshops and development opportunities, but it is hard to convince faculty to take time to attend such events, especially since they are over-worked and over-loaded. Therefore, we continue to seek out alternative ways to develop faculty. One exciting proposition is the On Course contingency, who appears to be excited about sharing their newfound knowledge with the wider college community. It is a grassroots group that wants to offer sessions during department/division meetings, All College Day, and possibly a mini-conference during 2013-2014. It will be important that the Professional Development Committee offer financial support (even if it is minimal) and presence to this movement.
1. What is the name of your program?
Student Services

2. Person responsible for completing this program review:
Victoria Hindes

3. Please list the names of others who will be collaborating on this program review:
No Response

4. Explain the relationship of the program to its primary constituencies (internal and external clients):
Student Services provides direct support to students in a variety of ways: admissions and registration services, outreach, counseling, advising, orientation, transfer/transition services, financial aid, health services, student development, and special programs that assist students to become successful in college. The Office of Vice President of Student Services is the central clearinghouse that tracks the effectiveness of these programs through Point of Service Surveys (POS), student focus groups, and through program review. The VPSS is also responsible for enforcing the Student Conduct Policy and other District policies, and for revising current policies and developing new procedures. The VPSS is also responsible for scholarships, the New Student Convocation, and for certifying athletic eligibility. The Office of the VPSS also serves as the liaison to the community and the feeder schools. The Office of the VPSS serves current and prospective students, West Valley College faculty from across disciplines, former students, parents, community members, administrators from various school sites and districts, Board members, and college/and district administrators.

5. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
Student Services is the means by which students are supported. The responsibility for providing a clear pathway to transfer and career goals weigh heavily on Student Services. Student Services has the distinct responsibility for developing and implementing the College's Student Success-Matriculation Plan and the Student Equity Plan.

6. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc):
SB 1456 Student Success Act--requires student services to provide mandatory assessment, orientation and educational planning to all new, non-exempt students. Students must complete these requirements by the end of their first-year in college. SB 1440 Transfer (TMC)--requires student services to inform students of new transfer degrees and expedite the petitioning and transfer certification process. These are unfunded mandates. It falls heavily on student services to complete more work, within a short span of time without additional staff and in fact with fewer staff than in the past.

7. Is this a full or update program evaluation?
Full

8. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of its constituencies (e.g. point-of-service surveys, utilization data):
Campus-wide point-of-service surveys; program review, SARS track; MIS reports; state and federal reports; district and federal audits; Annual Performance Reports (APR); collaborative meetings with school districts superintendents, principals and key school personnel.

9. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency?
WVC has an extraordinarily high student-to-counselor ratio. In fall 2012, student to counselor ratio (based on SARS report by student-counselor contact) was 1000 to 1. The American School Advisor Association recommends a maximum of 250:1 as a national ratio of students to counselor, and the California Community Colleges Chancellor's Office recommends 500:1. As a result, counselors are overburdened with too many students, and too few counselors lead inevitably to poor placement of students in classes. Federal Financial Aid reports also indicate that the application from low income students have risen by 35% in the past five years, a time of basically flat enrollment (and slightly declining enrollment the past 2 years). More students of poverty require more and specialized services. Additionally, students 19 years old and younger comprise about 75% of the new student population. These students want a variety of options to access services: through the web, through their portal, through their smart phones, and in person when they need personal assistance and support. WVC's inadequate technology and limited training for staff and counselors in online student services puts our students at a disadvantage. Student Services personnel have limited training in the delivery of online services to meet the demands of the "new student." Thus, technology is not fully incorporated into student services. While Student Services have designed service components online and provided greater access to students no matter what time of the day or night through their student portal, many services are still not available online. Limited staff in A&R and Financial Aid, Assessment, Counseling and Transfer Center has inevitably resulted in gaps in service delivery. For example, with a 0.5 transfer Director, the college is unable to serve the needs of students with transfer goals and not readily available to our growing number of Distance Education students. Even before the surge in online education at the college, online academic advising/counseling was only available a few hours a week via email correspondence with a counselor and is an ineffective labor-intensive paper-based process at best because the online counselor does not have remote access to the Datatel system.

10. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose? Please provide an implementation timeline.

1. Submit Title III grant applications to the U.S. Dept. of Education to provide much needed funding to support online services. June 3, 2013 2. Requested Assessment budget to be augmented in order to provide computerized assessment (currently a paper process) March 2013. 3. Requested additional part-time counseling hours to comply with the Student Success Act and also because the Counseling and overall Student Services budgets are vastly underfunded. March 2013. 4. Provided training (on-going) training to key staff in the managing and maintaining the website and the portal for their respective departments--thus allowing staff to utilize the portal and the web more often for students' convenience. Twice each semester and ongoing. 5. In-service training on SB 1450--Twice yearly and ongoing 6. Requested enhancements and upgrades to the student portal and the Datatel student module. This has been prioritized by District IS as among the top ten priorities.

11. Describe how the program will measure the impact of the proposed changes:

Through formative and summative evaluations--both qualitative and quantitative measures including program review; student surveys, staff surveys and through the data entered in SARS and Datatel in various student services screens (TSUM, MATI, etc.)

12. What goals have been established to evaluate the effectiveness of the improvement plans described above:

Student Services goals are directly linked to the overall college goals: Optimize the effectiveness
of Student Services to strengthen the pathways for student success. Increase numbers of students reaching categories of "Transfer-Directed" and "Transfer Ready."

13. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual the budget/resource requests, and explain how each request will help the program to achieve its stated goals.

$30,000 for new computers to be used for computerized assessment. Currently the college has a paper and pencil assessment. With mandatory assessment for all non-exempt students, a paper process is not effective nor efficient. $16,000 new Accuplacer assessment $60,000 for existing associate counselors and additional hours to comply with SB 1456 mandatory orientation and educational planning ($45,000= existing part-time counseling needs; $15,000 additional part-time hours requested.

14. Describe notable accomplishments in serving your constituencies since the last program review:

Completed Matriculation/Student Success Plan Completed Student Equity Plan Nearing completion of Outreach Plan Received a state grant for the Middle College Program The WVC New Student Convocation which was established in 2010 is now a state-wide model Received and Mental Health Initiative grant through our Health Services Dept. Redesigned and revamped Student Services website Trained key staff in using the portal and the web to enable them to upload information and make appropriate changes to web-based resources Provided approximately $250,000 scholarship awards

15. What general conclusion(s) do you draw about your program's strengths and challenges in meeting its intended goals, objectives, and requests for resources?

In spite of the dramatic cuts in the budget, Student Services provides quality services to students, as reflected on the fall 2012 Point-of-Service Survey. Student Services personnel display a warm and caring nature. Students are the #1 priority for Student Services. However, customer services remains a high priority for Student Services because overworked staff are likely to react negatively to the pressures and demands of their job. Also, to improve effectiveness and efficiency, we need to use innovative technology including implementing the degree-audit IS module. Student Services is dependent upon the assistance of District IS because much of what we do utilizes the Datatel system. The college/district will need to identify, prioritize, and find the means to obtain funding for upgrading current positions, making improvements/enhancements to the existing MIS system, and proactively engage in strategic financial planning in order to secure appropriate funding and allocating resources through fiscal policies, priorities, and processes that support institutional goals.