1. What is the name of your program?
Admissions and Records

2. Person responsible for completing this program review:
Herlisa Hamp

3. Please list the names of others who will be involved in this program review:
Barbara Ogilvie, Assistant Director Dr. Victoria Hindes, Vice President, Student Services

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
The Admissions & Records Office serves the entire campus community which includes past, present and future students, faculty, staff and college administrators. The Office is responsible for all items from application to graduation pertaining to a student’s record. This includes, application, MIS data elements, ensuring completion of matriculation steps, registration, prerequisite enforcement, registration rules, residency, records, transcripts, petitions, degree audit, graduation evaluation, grades, athletic eligibility, cashiering, 320 reporting for the college and ensuring that the college continues to abide by all relevant Title 5 and Education Code standards. In addition to the myriad of needs and requests received from former students concerning proof of graduation and transcripts, the office receives a continuous stream of inquiries from potential students and the community. In addition to Title 5 and the Education code, A & R has additional external influences that impact the way we function. Most of the external influences relate to the new state mandates, reduction of staff and change in technology. All of the external influences require extensive training, and current Title 5 and Ed Code knowledge. State Mandates ♥SB1456 and the Student Success Task Force recommendations ♥West Valley & Mission family of courses linkages, repetition and repeatability ♥Enrollment Priority Ruling effective fall 2014 Reduction of Staffing ♥The Cashier has been out on Medical Leave for the entire academic year which has become an additional workload for all remaining staff. ♥Our two seasonal office employees maxed out their days for the academic year at the beginning of our registration period which puts more work on fewer employees at the busiest time of the year. Technology Changes ♥The College is currently uploading all college catalogs in Degree Audit so West Valley students can begin to review their general education requirements online. ♥The College District has purchased the Student Services Portal of Datatel so both colleges can reduce the amount of screens visited to service a student. Once the system is up and running, staff will need training for efficient use of new program. Admissions & Records Staff will also be responsible for learning how to operate Degree Audit, MYEDU and all components that come with the Student Services Portal so they can train other student service users so all can benefit from the new technology. ♥Upload Enrollment Verification Information to the Student Clearinghouse

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
1) 2012 Student Services Point of Service Survey 2) Admissions Staff Office Assessment 3) Graduation Petition Survey

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
1) 2012 Student Services Point of Service Survey
The Point of Service Survey was administered to 70 morning, afternoon, and evening class sections in October. The same survey was then distributed to an additional students through prominent Student Support Services programs including Admissions & Records, Counseling, Health Services, Student Development/Campus Center, TRiO, and the Library a month later. Students who completed a survey received a $2 off coffee coupon that could be used at our two Drip Coffee locations on the campus, the library and Campus Center. This survey expands upon institutional efforts to obtain clear data regarding students’ perception. The survey data will be used for accreditation self-study and to actively address the ongoing needs of the student population. The students negative and positive experiences with our service help with our own internal audit and in planning retention strategies and better ways to communicate with staff, specific departments, and specific faculty. The survey revealed that 32% of our full time students and 26% of our part-time students surveyed visit our new Welcome Center while 79% of the full time and 76% of the part-time students have visited the Admissions & Records Office. Among the students surveyed, registration services appeared to be in the top 5 important services on campus. 71%- 1) Individual Counseling 55%- 2) Financial Aid 48%- 3) Priority Registration Information 37%- 4) Transfer Center/Workshops 33%- 5) Career Mentoring The variation of open office hours also ranked very good amongst 76% of the student population surveyed. 2) Admissions Staff Office Assessment
The A & R staff recorded every interaction for a 2 week period to determine how much of their time is spent relating to specific issues. Our audit reflects that 65% of their time is spent responding to emails, telephone and fax requests from students concerning course registration, billing issues, parking permits, verification and transcript requests. 30% of their time is spent at the window assisting with similar requests and the last 5% is spent assisting faculty and staff in other areas with an Admissions related process (census rosters, grade changes, student evaluations, etc.
3) Graduation Petition Survey allows graduating students to evaluate their satisfaction of the following college services –Admissions and Records Office, College Catalog, Schedule of Classes, Orientation, Financial Aid Office, Counseling, Career Planning, Reading/writing lab, Health Services, Tutorial, Student government and Student activities. For the past 3 years, 75-82% of the student graduates have ranked their Admissions & Records interaction as being very satisfied and satisfied.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
We have designed a calendar that now highlights our peak seasons for responding to registration, telephone inquiry, transcript request and the repeated enrollment questions from students, faculty and staff. We will make schedule changes to have the extra assistance needed from student employees and seasonal workers to help answer additional inquires at the noted times. More reminders will be posted on student portal along with constant updates to the Frequently Asked Question List. The Enrollment Director always sends a very detailed information sheet to all faculty concerning all registration related information at the beginning of the semester. She will begin to post on the faculty portal and also send out a few brief updates to campus faculty throughout the semester. The office will measure the impact of the proposed changes by our internal audit system of what seems to be best method for meeting the changing needs of our students, staff and faculty. We will also review Student Learning Outcomes; follow up Student Services Point of Service Survey and next semesters Admissions Staff Office Assessment. It is quite possible that we will also need to conduct a student focus group to discuss the new priority enrollment changes in fall 2014 for student feedback.
9. How will the program measure the impact of the proposed changes?

We have a detailed table of how to roll out enrollment priorities changes but will not know the impact on our students until the changes begin to occur.

10. List program learning outcomes (PLOs) here (click here for college catalog):

After visiting Admissions & Records, a student will be able to 1) Use MyWebServices (now WVMCCD portal) for processing adds, drops, change of address and transcript requests. 2) Use degree audit to determine program requirements needed or completed.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

- Quantitative and qualitative reasoning
- Effective communication
- Technological competency
- Personal responsibility
- Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

1) Students will use quantitative and qualitative reasoning, technological competency, personal responsibility and creative problem solving when using the Degree Audit system to plan their educational future which will include developing educational plan of courses each semester, researching and tracking general education and IGETC requirements for transfer option so they can demonstrate their plan with Counselor and other advising staff on campus to provide feedback and needed assistance through the entire matriculation process. 2) Students will use effective communication and technological competency when following directions in the WVMCCD portal to enter system so they can add, drop and pay for courses. Personal responsibility is required because most campus activities and events are now posted on the portal for student notification as well as students needing to follow directions and perform tasks in a timely manner and before deadlines apply.

13. 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 Admissions & Records team is the backbone of the college mission. We are the first step in the matriculation process and continuously guide all students through the entry to exit process often making referrals to needed services for the students' benefit. We are also the last service used on campus for transferring and vocational technical education students as we confer and evaluate all graduating and transfer requirements before certifying that a student has met all needed requirements.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

The Admissions & Records team has done a miraculous job in educating and informing our student body on using college portal and on-line services to reduce foot traffic in the Admissions & Records Office. Since the college district is importing a new Student Services portal to meet some of the Student Task Force recommendations; we will have to remain current in state
mandates and Title 5 additions as well as develop the skills needed to demonstrate the uses of MyEDU and Degree Audit for students to have a more efficient and effective avenue to review college graduation requirements and their status in the process.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

The largest barrier will be in staff having the time to learn all features in the new system so that they can train other campus service staff and students on the benefits of new system features.

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

1) Increase number of students using degree audit. 2) Increase the number of students receiving degrees and certificates; 3) Increase the number of students transferring; 4) Increase overall use of online services among faculty and students.

18. Based on the program’s outcomes assessments, what institution-level needs have been identified?

Technology Support and continued staff training will be needed to keep staff up to date on programatic issues concerning the many new facets our system will have.

19. 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 additional budget funds are being requested at this time.

20. Describe notable accomplishments since the last program review:

* There has been a 100% return rate on all book loans to students since we added student debt to current account screening and applied registration holds; *There are fewer students visiting the Admissions & Records Office for repeated assistance; * We have managed to serve the same number of students and student related requests with fewer full-time staff as we have had one staff person on an extended medical leave and others on shorter absences that still affected office consistency. *Enforcement of registration payments and the implementation of drops has decreased the number of students sent to collections for non-payment.

21. What general conclusion(s) do you draw about your program’s strengths and challenges at this time?

Strengths We continue to serve every single student that enters and exits the college. We continue to inform college community of the numerous changes being made in matriculation and how that affects the application to graduation process. Challenges: There are many state mandates being made. We need rapid technology updates to system to educate, train and inform our college community. While some of our budget is generated through the sale of transcripts, we are concerned with the growing district deficit and wonder how we will continue to do more with less if not allowed to hire year long seasonal assistance or a permanent part-time staff person.
1. What is the name of your program?

Assessment

2. Person responsible for completing this program review:

LeAnn McGinley

3. Please list the names of others who will be involved in this program review:

Jeremy Sias Herlisa Hamp

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

The Student Success Act requires all incoming students, by 2014, to complete assessment in the areas of computational and language skills and readiness for college. In addition, the Act authorizes the State to develop a common assessment instrument to be used by all community colleges. The target date is 2014. Once released, it is expected that WVC will adopt that common instrument. Assessment is also required by Matriculation requirements to validate its English, reading, and math placement processes for both consequential validity and disproportionate impact. Reports are kept internally. The ESL Holistic Essay, as a locally developed test, must go through additional re-approval processes. Placement validity research is also required for accreditation.

5. Is this a full or update program evaluation?

Full

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):

Placement data is collected annually for English, ESL, reading, and mathematics. Data includes number of students tested and number of students placed at each respective course level.

**Placement Statistics 04/01/2012 to 03/30/2013 (04/01/2011 to 03/30/2012)**

**MATH**

Math 103 1020 46% (960) (44%) Math 104 or 106 only 446 20% (NA) Math 104 or 106 or higher 751 34% with transcript (1233) (56%) Total Tested 2217 100% (2193) (100%) ENGLISH

Undetermined 18 1% (110) (5%) Recommend ESL test 94 4% (NA) English 903 127 6% (131) (6%) English 905 1181 54% (1197) (54%) English 1A 763 35% (784) (35%) Total Tested 2183 100% (2222) (100%) READING Read 960 50 2% (55) (2%) Read 961 563 23% (577) (23%) Read 53 916 37% (831) (33%) Read OK (Graduation proficiency) 948 38% (950) (38%) Total Tested 2477 100% (2513) (100%) Includes re-testers for graduation requirement ESL

Undetermined 1 1% (12) (3%) Recommend Mission 910 or Adult Education 4 2% (0) (0%) ESL 960 21 12% (61) (17%) ESL 961 43 26% (102) (28%) ESL 962 47 28% (84) (24%) ESL 963 25 15% (50) (14%) ESL 964 16 9% (27) (7%) ESL 65 7 5% (16) (4%) Recommend English test 4 2% (4) (1%) Total Tested 168 100% (356) (100%) Data regarding numbers of students taking the MBTI and STRONG inventories for counseling and career courses is also compiled annually. Data in ( ) from 2011-2012. MBTI 857 (792) STRONG 320 (400) COMBINED 95 (60) TOTAL 1272 (1256) Consequential validation research regarding accuracy of placement into English, reading, and math courses was conducted in Spring 2013. See summary chart. Disproportionate impact data was also compiled in Spring 3013 for English, reading, and math. See chart.

7. Based on the data collected, what conclusions do you draw about the program’s efficiency and effectiveness?

The placement of students into all levels of English, reading, math and ESL courses remains remarkably consistent from 2011-12 to 2012-13. This consistency was evident in previous years
Based on the consistency in the numbers of students tested for English, reading and mathematics and the consistency in the percentages of placements into each course level, Assessment continues to extend sufficient and appropriate placement testing opportunities and placements for incoming students. This data was shared with the English, reading, and math departments by the Assessment Coordinator. The two differences in the data reporting from 2011-12 to 2012-13 are the additional math placement category of "Math 106 or Math 104 only" and the additional ESL score reporting of the recommendation to take Mission 910 as the lowest placement level. The math change, as supported by the validation research results described below, was a positive move toward more accurate placement of students. The ESL change provides clarifying information to low-level students as to their academic opportunities. The drop (53%) in prospective ESL students taking placement testing can not be attributed to the lack of placement testing opportunities as the number of test sessions offered remained the same from the previous year. The Assessment Coordinator informed the ESL department as to this drop in test-takers. Consequential validation research conducted in Spring 2013 documents that the placement testing processes are, in most cases, effectively and appropriately placing students. Results were discussed with the respective departments, The final report, Spring 2013 Assessment Research, will be available from the Assessment Coordinator and will be distributed more widely at the end of Spring 2013. For math, all courses, except Math 104 and Math 4A, exceeded the State 75% placement accuracy standard. The full research report addresses these anomalies which are deemed not to be significant for the overall placement processes. English 1A and English 905 also exceeded the 75% accuracy standard. English 903 fell just below the standard with 73%. The discrepancy is addressed in the research report with a recommendation to collect additional data in Fall 2013. Reading exceeded the standard with the faculty judgements for both Read 961 and Read 53 at or above 90% accuracy. The recommendation is for the Reading department to consider lowering the cut score to allow more students into Read 53. Disproportionate impact data was collected using the Fall 2011 testing cycle. Disproportionate impact into the target courses of English 1A, Read 53, and Math 106 and Statistics (used for Math 106 and Higher) was noted for varying and ethnicities and age groups. The subsequent Spring 2013 consequential validation research data was disaggregated by gender, ethnicity, and age. Analysis of that data, using state-approved methodology, ameliorated the disproportionate impact determinations. See the Spring 2013 Assessment Research for details.

Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

Indications from the numbers of students tested, the consistency of placements year-to-year, and positive validation research results, assessment testing is providing processes that effectively and validly place students into English, reading, mathematics, and ESL courses. The College has had a goal of implementing computerized testing for several years. Based on the decision to implement computerized testing in Fall 2013, (see answer for Notable accomplishments), the Vice President of Student Services submitted a budget request for additional resources to cover the increased costs associated with that change. Costs include test units for each student, extended staffing, physical space with computers, and IS set-up. Prior to implementation, the Assessment coordinator will need to work extensively with the faculty in the English, ESL, reading, and math departments to determine cut scores and multiple measures for each placement.
9. How will the program measure the impact of the proposed changes?

If computerized placement testing is implemented, students will be surveyed regarding their experience with the process. This survey will evaluate the effectiveness of the new processes. New consequential validation and disproportionate impact research will be conducted within 3 semesters of the change to determine if placements meet the accuracy standard. It is necessary to allow time for a sufficient number of students to enroll in the courses who were placed by the new testing processes before conducting the research.

10. List program learning outcomes (PLOs) here (click here for college catalog):

Students who complete a WVC placement test will identify what English, math, Reading and/or ESL courses they are eligible to take.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

Quantitative and qualitative reasoning

Technological competency

Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

In accessing their scores in the WVC Portal, students use the technology specific to their academic life at WVC. Students must follow through on the instructions given them at the placement test sessions to determine the appropriate courses to meet their academic goals.

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

The placement testing process supports student success by ensuring that students are appropriately placed into basic skills or transfer level courses in ESL, English, math, and reading. The reading placement test also determines whether a student meets reading proficiency for the AA/AS degree. Assessment maintains ongoing relationships with the academic departments using placement tests to ensure that the tests in use are meeting department needs. By supporting the use of the MBTI and STRONG in counseling and career courses, assessment provides additional support for student success.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

Assessment data indicates a high percentage of students accomplish the SLO. No improvements necessary at this time.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

None

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

None

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

None
19. If the program is requesting resources beyond the base budget, list requests in the box below. Detail the individual budget/resource requests, and explain how each request will help the program to achieve its stated goals.

The VPSS submitted the budget information to Administrative Services for implementing computerized placement testing.

20. Describe notable accomplishments since the last program review:

The Assessment Coordinator prepared a White Paper: Implementing Computerized Assessment at West Valley College. Based on the research and recommendations, the College is seeking resources to implement computerized testing in Fall 2013. In conjunction with preparing the White Paper, faculty from English, ESL, reading and math piloted both the Compass and Accuplacer computerized instruments and made significant recommendations for implementation. The Assessment Coordinator conducted the consequential validation and disproportionate impact research as discussed in previous sections. The ESL Holistic Essay received 6-year reapproval from the CCCCO as a locally managed placement instrument. The operations manual for assessment was revised in Spring 2013 by the Assessment Coordinator with significant and essential input from the Testing Assistant. The testing assistant revised the online process for students to access the MBTI and STRONG inventories.

21. What general conclusion(s) do you draw about your program’s strengths and challenges at this time?

STRENGTHS Assessment is providing effective and efficient placement testing for students seeking entry into English, reading, mathematics and ESL courses. Over 7000 tests were administered and processed in 2012-13 with very limited staff. Assessment effectively supports counseling and career courses by delivering the online access the STRONG and MBTI inventories and by providing the individual student reports for each inventory. The Assessment Coordinator conducts research, compiles and analyzes data, and prepares the required reports for the CCCCO and accreditation regarding the validity of the College's placement practices.

CHALLENGES If resources for implementing computerized testing are allocated, there will be several months of extensive planning and coordination. This will involve working with the test vendor for set up of the placement testing system, conducting content review and pilot testing by the respective academic departments to set cut scores, choosing and embedding multiple measures into the placement schemes, coordinating with district IS for the implementation of the placement schemes within DATATEL, setting up the physical location, restructuring the time of the Testing Assistant, training any additional staff in delivering the new placement tests, and changing and improving the information and instructions in the WVC portal. With the new regulation for mandatory placement testing on admissions to the College, there may be increased demand for placement testing just prior to the Fall and Spring semesters.
1. What is the name of your program?
CalWORKs

2. Person responsible for completing this program review:
Mae Conroy

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

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
California Community College Chancellor's Office CalWORKs Program TANF Santa Clara County Department of Social Services Santa Clara County Department of Employment Services South Bay Regional Consortium

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
No Response

9. How will the program measure the impact of the proposed changes?
No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
Provide services to eligible CalWORKs participants to meet educational and vocational goals as described in the participant welfare to work plan through the County of Santa Clara Social Services Agency. Provide individualized services to students vulnerable to circumstances of poverty including tenuous housing, food, childcare, often prior school failure, transportation and learning differences. Define personal and or academic goals, short term and long term. Identify and refer to on and off campus resources Liaison services between County and student to verify ongoing eligibility and provide support to the student.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Critical thinking and information literacy
Effective communication
Personal responsibility
Social responsibility
Global awareness and diversity
Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
The connection between PLO(s) and ILO(s) is as follows: The CalWORKs program is located in the Workforce Development and Career Programs Division, as the intention of the program is to provide students in pursuit of educational and vocational goals through the student's welfare to work plan and the matching educational plan. The interdepartmental links to career programs credit-based certificate and degree programs that are attainable for the CalWORKs students in the short window of allowable time (24 months) is a good fit for the college. The key importance of earning a college transcript as evidence of learning for the student is relevant beyond the current short term goal attainment and can be a powerful success for students with prior school failure. Through academic rigor and goal achievement, CalWORKs students are in receipt of academic awards and scholarships each year. A deconstruction of the relationship between each PLO and ILO illustrates the linkages and connections. 1. Provision of individualized services to students vulnerable to circumstances of poverty and critical thinking and information competency: CalWORKs students, through credit-based courses are engaged in an educational environment that strives to create critical thinkers, competent in evaluating information. These two outcomes, measured through assignments in the various courses, are a match of IPO and PLO. Successful completion of this coursework while achieving the goals of the welfare to work plan and educational plan is one demonstration of outcomes as well as the critical thinking and information competency required to navigate the CalWORKs eligibility criteria, articulate and then engage in progress toward identified vocational and academic goals and participate in work requirements while in college. CalWORKs program provides referral and support in counseling, access to technology and tutoring in all subjects. CalWORKs program provides “work activities” during all semester, summer, and winter breaks. Students must be enrolled in activities totaling a full time schedule to remain eligible for CalWORKs. Those activities consist of group and individual projects regarding reading articles and listening to podcasts of information, writing responses to prompts and demonstrating critical thinking skills and assessing the value and merit of the information provided. All students have a library tour and they complete the information competency course required by West Valley College. 2. Provision of individualized services to students vulnerable to circumstances of poverty and communication: Students in the CalWORKs Program learn and demonstrate communication skills in the instructional classroom, in the program through daily check in at the CalWORKs office, quarterly meetings with the counselor and educational planning meetings with the Counselor. The student schedules appointments with the counselor, must be on time to the appointment and once there, discusses challenges and successes in the classroom and with the social service agency requirements. The student communicates issues regarding books, childcare, housing, food, transportation and all on campus services. Students communicate with the county social services agency staff to continue to meet eligibility requirements, confirm continued progress in goal achievement and communicate regarding the discipline required to meet the multiple expectations of all instructors, CalWORKs staff, county staff and community based organizations in order to complete all requirements within either 12 or 24 months. CalWORKs students communicate in writing, verbally and in individual and group settings through the program “work activities” that occur during each semester break. CalWORKs students participate in new and returning student orientations each semester and in the summer. Those orientations include small group exercises, dynamic speakers with discussion sessions, writing labs, poetry assignments and journal assignments. The ability of CalWORKs students to communicate effectively directly affects eligibility for services and therefore the funding for all basic needs of the family. Communication is essential to the students in CalWORKs Program. The student who does not communicate through the mechanisms
mentioned above will lose eligibility for the program. 3. Define personal and or academic goals, short and long term, and creative problem solving: CalWORKs students experience the vulnerabilities of poverty. This can include living in a community with safety concerns, ambient noise, attending elementary and middle schools that are lower performing, prior school failure, a fragile social support system, unpredictable transportation, food shortage on a regular basis, housing instability, childcare instability and limited access to behavioral health care and medical care. Vulnerability to poverty increases the likelihood of prior trauma, and often a need to spend a great deal of time and energy gathering resources to pay rent, electricity and communication devices. These realities can appear as “crisis” to an instructor. The ability to engage in creative problem solving to meet daily, weekly and monthly goals, developed with the support of the dedicated counselor and the social services support system on and off campus. Long-term goal achievement can seem remote for students vulnerable to the circumstances of poverty, it is a perfect intersection of ILO and PLO, as the counselor, instructors and social support systems on campus reinforce the powerful force of an education. 4. Identify and refer students to on and off campus resources and personal responsibility: CalWORKs students, referred to personal counseling, tutoring, resources such as food and assistance programs are experiencing taking steps toward personal responsibility in learning strategies for successful negotiation of the barriers and hurdles that are between themselves and their dreams. The dedicated CalWORKs counselor employs motivational interventions through accurate identification of resources and referrals that are culturally, academically and personally accurate for each student. 5. Liaison services between the county and student to verify ongoing eligibility and provide support to the student and effective communication: Eligibility for the CalWORKs program can yield benefit to the student including assistance with food, housing, counseling, tutoring, child care, transportation, books and supplies and myriad of other services. Singularly essential to student success in this program is the provision of a dedicated counselor to provide liaison services between the county and the campus to verify eligibility and provide support that will enable the student to succeed. This relationship is the most important element for students who have had prior school failure, crisis, cultural barriers and other obstacles to success. Through the relationship the individual needs of the student are assessed, needs are addressed and accurate communication is provided to the county for the continuing eligibility and the student welfare to work plan and education plan. The efficiency of individualized planning reduces student drop out and has a built in “intervention plan” if early warning signs appear that indicate a student is in need of increased assistance. Each student file is confidential, kept under key. The file contains evidence of eligibility and student progress toward goals along with mandatory agreements, welfare to work plan signed by the county and the education plan signed by the counselor. The program student files are audited once a year by the internal auditor and separately, once per year by the county analyst. There is an audit of financial records twice per year. In the seventeen-year history of the program no audit finding has ever been made regarding the CalWORKs program, the county is consistently pleased with the liaison services and the quality of education provided to CalWORKs students. 6. Global education and diversity institutional learning outcomes are achieved and demonstrated through participation in three orientations per year. The mandatory orientations include guest speakers, reading assignments and podcasts regarding issues of diversity, race relations, global issues and personal responsibility. Successful completion includes the student submission of a journal packet of prompted question responses to the speakers, readings and podcasts. The counselor reviews each packet to confirm successful completion of the orientation process.
13. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)

CalWORKs Program contributes to the mission of the college in the following areas: Transfer Preparation, many CalWORKs students transfer to four year universities in fulfillment of goals. Vocational Technical Education, all CalWORKs students sign an educational plan which is a "Welfare to Work Plan" to obtain a certificate or training or education toward a specific vocational goal. This increases the likelihood that the student will meet personal and vocational goals toward self sufficiency. General Education, all CalWORKs students take GE courses as part of educational/vocational plan whether it is a certificate or degree program. Pre-Collegiate Basic Skills, many CalWORKs students have prior educational failure, learning challenges and are in need of basic skills to be proficient and successful in the classroom. Economic Development, all CalWORKs students are engaged in an educational/vocational plan of coursework leading to workforce qualification. All students are expected to achieve economic self sufficiency increasing the community resources through employment and adding to the economic vibrancy of the community. Student Services, CalWORKs program is a fully funded program (state and county contracts) that assists students with matriculation, mandates individual education plans, coordinates resources individually for each students, leads to transfer and or career goals and most significantly provides access, retention and support for the most vulnerable of students. This includes assistance to students in the matriculation process with the individual education plan tied to the welfare to work plan; the priority registration for CalWORKs students to facilitate the planned selection of courses in the most efficient use of the time available to the student (12-24 months total) that are closely linked to career goals. The dedicated counselor provides one on one and group sessions, drop in and appointments to increase student access, to retain the CalWORKs students through strategies like early alert and intervention plans and recognition and celebration of each success as a springboard to the next challenge. Diversity and inclusion are integral to CalWORKs students who are over represented in under represented student populations on campus. The issues of poverty, learning challenges and differences as well as lived experiences that contribute a rich diversity to the classroom dialog and the campus landscape.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

The CalWORKs program assessments have not indicated any gaps or risk. The program continues to stretch to meet the individual needs of all students and have planned to initiate a half unit counseling course designed specifically for CalWORKs students for academic success strategies, exercises in motivation, and provision of ongoing support for goal achievement. This course will streamline the interventions that are currently provided individually to students; that individual time will shift from strategies and motivation to work on individual goals and plans, child care and resource referral, review of intervention plans and early alerts plus registration. Since one great barrier to CalWORKs students is often a functioning social support system, those supportive and motivational skills can be taught in a counseling class.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

Obtaining the instructional authority to offer a half unit counseling course by the CalWORKs
dedicated counselor.

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

All orientations and student groups in CalWORKs are evaluated by students at the conclusion, to create an open and engaged environment. The evaluation is a likert scale plus request for narrative comments. Additionally a (+) (delta) verbal assessment is completed by the students at the conclusion of trainings and orientations. The requested course would also be evaluated by the faculty course evaluation system.

**18. Based on the program's outcomes assessments, what institution-level needs have been identified?**

Replacement of a temporary part time data monitor. The position is fully funded.

**19. 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 budget request for funds other than previously identified catagorical CalWORKs funds. In the event that these funds are block granted CalWORKs requests to be funded at the current level as this allows for county funds to full support the cost of salary for the required staffing of the program.

**20. Describe notable accomplishments since the last program review:**

Since the last program review we have successful exits from the program and new students this year, bringing the total number of students served by CalWORKs this year to 88. CalWORKs workstudy students placed on campus in vocationally accurate placements worked more hours than previous years, earning more funds. The counselor for CalWORKs is an active member of Basic Skills Committee bringing integration of the program to the campus in important and informed ways. During the monitoring visit from the county analyst office students were selected for interview with the analyst. The feedback was that the program is providing excellent student centered services and the county is very pleased with the participant (student) experience at West Valley College.

**21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?**

Although the number of students needing individual services is increasing and a temporary part time position remains unfilled, due to circumstances beyond the control of the program, we are delivering high quality program services to vulnerable students. Our strength is commitment and purpose, our challenge is reduced resources in support staff time.
1. **What is the name of your program?**
   Counseling (non-instructional)

2. **Person responsible for completing this program review:**
   Melissa J. Salcido and Carol Pavan

3. **Please list the names of others who will be involved in this program review:**
   **No Response**

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

   The most significant external influence this year has been the creation of the Student Success Act of 2012 which is now requiring that all new students complete an Orientation, assessment, and an educational plan in order for the college to receive commensurate funding from the State. Although we do not have the sufficient faculty and staff to reach the estimated 2300 students to receive the maximum amount of funding allocation, we have developed a significant and feasible plan to reach as many students as possible. We do not have the necessary staffing due to budget cuts over the years which have prevented us from hiring positions as people have left due to retirements and resignations to work at other college districts. Another significant external influence that impacts our program revolves around maintaining strong articulation agreements and staying up-to-date with transfer requirements to four year colleges and universities. In order to best serve our students and to become competitive with our community college peers, it is essential that we continue to work closely with colleges and universities where students wish to transfer so that we can best advise them of what they need to do and the curriculum they need to take at our school to ensure their successful transfer. This issue is particularly pertinent with the increased selectivity of both CSU’s and UC’s with their admission process, given their own budgetary constraints which have forced them to become more stringent in their admittance requirements for community college transfers. Although the new AA-T/AS-T degrees were created to facilitate the transfer process for our students, it has also created increased efforts and resources from our department to ensure the speedy creation of the maximum number of these degrees as possible in a very short timeline. In addition, the articulation officer not only has to successfully work with the different disciplines across campus, but with the various universities (public, private, in-state and out-of-state). Although much focus has been placed on transfer, the Chancellor’s Office has also issued recommendations to all community colleges asking us to focus on 3 areas: basic skills, transfer and vocational preparation. Therefore, we cannot ignore these other 2 areas. As such, the department fully participates in three learning communities that all work with basic skills students: First Year Experience, Puente, and Success. We have also partnered with Career Programs to help provide services to students who are focusing on vocational programs. It is through a grant written and administered by Frank Kobayashi that we were able to hire associate faculty to offer counseling specifically and exclusively for this population which otherwise we would not have the funding to provide to the extent we have this past academic year. Our athletes also have to abide by strict guidelines established by NCAA in order to become eligible to play in their sport and transfer successfully. International students must also abide by strict guidelines established by the federal government in order to maintain their visas and immigration status in compliance. It is due to the strict guidelines of these 2 programs that we have assigned counselors to specifically work with these students to ensure they continue to be at the forefront of any rules and regulations established by these external agencies.
5. Is this a full or update program evaluation?

Full

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):

We collect data in a variety of formats in order to ensure the successful delivery of services to our students. Our SARS program allows us to track the number of students serviced via appointments along with maintaining a log of the reason for their visit. For the 2011-2012 year we serviced a total 9,214 appointments, out of which 4,185 students scheduled follow-up appointments. Common reasons for appointments include: major and career exploration, transfer planning, degree and transfer requirements, financial aid appeals, probation/dismissal petitions, transcript evaluations from courses taken at other colleges, transfer university exploration, personal counseling, student concerns regarding their coursework, early alert, and educational planning (counselors completed approximately 3,000 ed plans in 2011-2012). We also provided Orientations for all new students to our college through a variety of formats in order to maximize the number of students we could reach to provide this important information which is an essential component of the matriculation process. Orientations were provided in the following formats: 1. Counseling A: Orientation – 0.5 unit course 2. Counseling 2: Academic and Personal Planning – 1 unit course 3. Early Admissions Program – An all-day Orientation workshop for local graduating high school seniors (it is a free service we provide since it is not a class) 4. Online Orientation It is in this manner that we provided Orientations to approximately 1,100 students (out of the approximately 2,300 new students who enrolled for fall 2012). The Director of Student Activities conducted a Point of Service Survey in fall of 2012 which was completed by approximately 1,485 full-time students and 558 part-time students. In this survey there were some questions included regarding Counseling services. Through this survey we learned that approximately 75% of participants indicated that they used Counseling/Academic Advising services at the college “Often” and “Sometimes.” Only 21.4% indicated that they had never used our services at all, while 2.9% were unsure. When asked to rank Student Support Services from highest to lowest on a scale of 1-5, individualized counseling (with the added descriptor of educational plans, career, transfer, athletics, international, and personal) had the highest rate of importance of all the student support services listed. Approximately 71.5% of students surveyed placed a high importance on individualized counseling services scoring 1-2 on a scale of 1-5 (ranked from highest to lowest); 82% of students surveyed ranked us within the 1-3 range.

7. Based on the data collected, what conclusions do you draw about the program’s efficiency and effectiveness?

We are attempting to service the greatest amount of students possible with the counseling staff we have available. The budget cuts from both the State and internally from within the College has prevented us from filling all the counseling positions we have lost due to retirements and faculty resignations (who left to work for other community college districts). The data shows us that students still see our services as necessary parts of their college experience. Although we provided one-on-one appointments, group Orientations and educational plans to a large number of students, we are not providing these services to the extent to which the Student Success Act will hold us accountable for come fall of 2014. With this in mind, we have created a plan to modify how we provide services in order to reach more students. We will increase the number of Orientation modalities from 4 (outlined previously) to 8 by this fall of 2013. We have included the requirements of what needs to be in an Orientation seamlessly into 3 additional Counseling courses: • Counseling 5: College Success – 3 units• Counseling 45: Successful Study Strategies –
1 unit • LS 1: Learning Strategies – 3 units We have also had some of our Special Programs (DESP) adapt their Orientations so that we can include them as College Orientations. In order to provide better service to our students, increase communication amongst counselors, and in preparation for the required documentation for the Student Success Act, we created an electronic ed plan that is housed in a confidential shared folder, making all educational plans we create with students accessible to all counselors. In this manner, regardless of who the student met with and whether they lost or failed to bring their ed plan to any follow up appointment, the information is now readily available. This tool was created in the fall of 2012, and we are transitioning from paper-and-pencil to this electronic ed plan in spring of 2013.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

The Counseling Department needs to hire more full time faculty in order to serve the greater amount of students required by the Student Success Act. We also need to be provided with additional funding for our associate faculty pool. It is important to note that we need to plan not only to serve the new student requirements outlined by the SS Act, but we need the necessary staff to continue to provide services to our continuing students as well. In addition to obtaining increased staffing, we also need to institutionalize proven successful programs such as Early Admissions Orientations, which is currently funded through a Basic Skills grant.

9. How will the program measure the impact of the proposed changes?

We will measure the impact of these proposed changes by documenting the increased number of students served via appointments, our 8 Orientation modalities, and the number of educational plans completed. We will also create a satisfaction survey which will be handed out to a sampling of students in the fall of 2013 to better assess the efficacy of our services.

10. List program learning outcomes (PLOs) here (click here for college catalog):

After utilizing Counseling programs and services, a student will be able to:
• Identify General Education courses of AA/AS degree and for transfer (IGETC/CSU)
• Identify course selections for the next semester
• Identify major or career goal

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

Critical thinking and information literacy
Quantitative and qualitative reasoning
Effective communication
Technological competency
Personal responsibility
Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

Students will use critical thinking skills in identifying the general education courses they need to fulfill for their educational goal(s) of obtaining an AA/AS degree and/or transferring to a four year university, identifying the courses they will take each semester, and in identifying major and career goals. They will also need to make use of quantitative and qualitative reasoning in order to successfully research their options in choosing the right degree and transfer university that will best suit their educational and career goals, and determining the requirements necessary. They will use creative problem solving that comes in determining how to complete all the
requirements necessary for their educational goal in the most expedient way possible given their home and work responsibilities. Along with this planning process comes a certain degree of personal responsibility that counselors strive to help students realize in order to better empower them so that they may achieve their educational goals. Technological competency is an absolute necessity since all four year universities require the successful navigation of online applications. In addition to researching universities, students also research majors and careers via the use of technology since print media is almost obsolete in our Counseling center given our minimal budget for purchasing resources for the center. Through this entire process, we also help students become effective communicators since it is essential that they may be able to formulate their questions so they may be able to access the services and support they need to achieve their educational goals.

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

The Counseling Services component is primarily housed in the Counseling Center and it closely reflects the college’s mission and strategic goals of providing access and retention services so that our students can succeed in their lower division courses, basic skills, lifelong learning, and intellectual development. At the core of our professional practice is respect, dignity for each individual, and advocacy for students by promoting diversity and social justice for all. Towards this commitment we closely guide students through the matriculation process by helping facilitate the planning of programs and courses selection that lead to transfer and/or career goals. Counseling Services directly deliver student access, retention and success opportunities and services. We service all students and help support them in identifying and gaining the knowledge necessary to achieve their academic, career, transfer and/or personal goals, whatever those may be. More than 9 programs are housed and designed to serve specific student populations through Counseling Services. The Early Alert Program increases student retention by personally contacting each individual student who has been identified by their instructors (from all departments on campus) regarding their academic progress in their course(s). Puente and Success student service programs are dedicated to access, retention, and success of primarily underrepresented students. The Honors Program works closely with high achieving students whose goals are to transfer to a four year university or college. The Transfer Center works specifically in assisting students who have an expressed desire to transfer, and is the center of the Transfer Admission Guarantee programs we have with a variety of four year colleges and universities. Through the International Student Program, individualized and group support for international students is provided to help them with their particular issues regarding career and educational goals/objectives. The Articulation Officer works closely with transfer universities to ensure our courses are meeting their requirements, thus helping facilitate a smooth transfer process for our students. The role of our Articulation Officer has become particularly impacted with the creation of the new AA-T/AS-T degrees that are being developed with CSU campuses to help assist students with the transfer process. Athletics counselors serve athletes in over 10 sports. We also have a counselor who works with our First Year Experience learning community which serves students who assess into basic skills courses in English and math. Limited on-line services are also provided to students who prefer to use technology to seek guidance and information. All these services are exclusively designed to help support "students along their pathways to reach transfer and career goals in an environment of academic excellence."

14. Has your program performed outcomes assessment in the last 3 years?
15. Based on your program’s outcomes assessment(s), what improvements is your program implementing?

One of the most significant improvements that was made in the department was the creation of an electronic educational plan that can be accessed on a shared confidential folder within the department. An educational plan serves as a tool that requires that a student identify a major or career goal, the general education courses needed for attainment of their educational goal and an outline of when they plan to take each course so that they can establish when their education or career goal will be met. We are now in the midst of transitioning from paper-and-pencil educational plans to this electronic one which all counselors have agreed to adopt (including those in special programs outside of the Counseling building). We also plan to request in this next academic year that additional full-time faculty be hired so that we can serve more students, particularly in the areas of Orientation and educational planning.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

The main barrier we face in order to better serve a larger percentage of our student population is our lack of full time counseling faculty. This is of particular concern not only because of an unexpected retirement we had this semester, but also because of the new requirements that are dictated under the new Student Success Act.

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

We will begin tracking the number of students who receive assessment, orientation, and educational planning as a trial starting in fall 2013 so that we can prepare to meet the requirements of the Student Success Act which will make these services mandatory by fall of 2014.

18. Based on the program’s outcomes assessments, what institution-level needs have been identified?

In order to assure accelerated educational planning since all students will now be required to have an educational plan, our Datatel system needs to be upgraded to provide a Degree Audit system which will electronically assess student’s classes and help facilitate the planning process. This will allow counselors more time to spend time on career counseling, choosing a major, and transfer planning to assist students with more efficient matriculation through the college. A computerized assessment system and a designated assessment center needs to be established on West Valley Campus. Comprehensive educational plans cannot be created if students are not properly assessed in English, Reading and Math. As the Student Success Act requires assessment of all new students, it becomes crucial to update to a computerized system and to have a designated area accessible to students at a variety of times. This will require increased staffing to provide proctoring while students are taking the assessments and computers for the students to take the test. The institution will need to prioritize hiring Counseling staff and faculty positions to meet the mandates of the SS Act. Over the years Counseling has lost many positions due to retirements and cutbacks and we are now operating with a diminished staff. Since the state of California is now prioritizing Counseling as a means to student success, West Valley College will also need to provide adequate staffing.

19. 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.
We listed all of our budget requests with explanations at the time we turned in our base budget. We have nothing to add at this time that wasn’t already included in that request.

20. Describe notable accomplishments since the last program review:

- We hired a transfer counselor who has an assignment in Articulation.
- We have expanded the number of Orientation modalities we offer from 3 to 8 in order to prepare for the Student Success Act.
- We are in the process of updating our online Orientation.
- We are in the process of finding funds and establishing a location on campus to transition from paper-and-pencil to computerized assessment.
- We were able to secure a Basic Skills grant in order to continue offering the Early Admission Program (Orientation workshop for local graduating high school seniors).
- We created an electronic ed plan.
- We collaborated with our Veteran’s Center to offer a Welcome event designed specifically for new Veteran students in January 2013. Given the positive feedback we received from the students, we plan to hold a similar welcome this August 2013.
- We have increased our transfer rate by 17% above the State average according to data from the Chancellor’s Office.
- We created a timeline and inventory of current practices in relationship to the SS Act and developed a plan of implementation to increase our services to reach a larger population of students.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Strengths:
- We serve a significant portion of our student population despite our limited counseling staff.
- Counselors’ flexibility and willingness to assist our students as best we can despite limited resources.
- We have counselors who are able and willing to teach counseling courses in order to reach more students.
- We are working on plans to provide the services required by the Student Success Act using our current resources (since we have not yet received additional funding from the State to make this happen).
- We continue to reach out to special populations to help support them with their educational goals (e.g., Athletics, International Students, Honors, Success, Puente, First Year Experience, Veterans, Early Alert, etc.).
- Counselors serve on a variety of shared governance committees across campus.

Challenges:
- We need to increase our staff in order to reach more students and stay compliant with the new requirements outlined in the Student Success Act that will be implemented in 2014. We will receive funding from the State in part based on the new compliance that all new students attend an Orientation, go through assessment, and complete an educational plan within their first year in college.
- We need an effective partnership with IS so that we can track the students who successfully complete these requirements in order to provide these numbers to the State, and also to provide students with registration priorities as required by the Student Success Act.
- Achieving successful implementation of Degree Audit so that we may better serve our students with educational planning.
1. What is the name of your program?
DESP (non-instructional)

2. Person responsible for completing this program review:
Cheryl Miller

3. Please list the names of others who will be involved in this program review:
Jean Finch Ross Smith Ann Crosby Judy Colson Susan Sherrill Mike Scaletta Colleen Butterfield

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
DESP is impacted by federal regulation, the American with Disabilities Act and the Rehabilitation Act of 1973, and state regulation, Title 5 and Education Code. It has been impacted significantly by categorical budget reductions beginning in 2008, culminating in an almost 50% reduction in our state allocation. Looking forward, DESP will impacted by the passage of the Student Success Act. With the passage of the Student Success Act, and the mandate of orientation and educational planning for all non-exempt students, DESP is predicting that counselor workload will increase beyond what two counselors can handle. In addition, DESP has experienced a change in the percentage of types of disabilities served. For example, students on the autism spectrum that attend West Valley College and are served by DESP have increased by 64% percent since 2010. This population requires increased counseling services to meet a greater demonstrated need and to interface with faculty in whose courses these students are enrolled.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
No Response

9. How will the program measure the impact of the proposed changes?
No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
After completing one or more appropriate DESP courses, a student will demonstrate measurable progress in one or more of the areas listed: physical fitness arithmetic and pre-algebra computer use learning strategies reading writing After completing one or more DESP program activities or services a student will be able to: specify, evaluate the benefits of and access the program services and accommodations that relate to this or her disability.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Critical thinking and information literacy
Quantitative and qualitative reasoning

Effective communication

Technological competency

Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

DESP professionals assist students with disabilities to become knowledgeable about their skills and abilities and how their disability impacts them educationally and personally with the goal of developing students who are strong self-advocates, who are dependable and accountable, and who can manage their personal and academic lives independently with the support of DESP.

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

DESP assists students with disabilities along their pathways to reach their achieve their educational goals, including career, transfer, associate degree and basic skill improvement, by providing a variety of services and specialized courses designed to insure access to all campus programs, services, and facilities, and to facilitate maximum student success.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

The data collected during the last cycle of program outcomes assessment showed that the majority of students evaluated the benefits of DESP services as "very useful" and indicated that they "understood" or "thoroughly understood" the procedures for obtaining DESP accommodations. Though the program learning outcome was considered met, DESP saw the need to provide greater accessibility to information regarding accommodations and developed a video to explain to students the processes and procedures for requesting and implementing the accommodations for which they were eligible. This was also an effort to facilitate the development of self-advocacy skills as well as to "standardize" the information presented to students. The video now provides students with an ongoing information resource. It is easily accessed on the DESP web site. Looking forward, DESP will need to study the impact of the Student Success Act on its ability to meet its program learning outcome. Of particular concern is the greater workload for counselors which may have the consequence of reducing the amount of time spent with individual students. DESP will need to consider increasing counseling hours available to students if program learning outcomes are negatively affected.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

The video requires frequent updating as the program's processes and procedures are changed to meet student and program needs. This requires a substantial amount of time to write the script, record it in the TV studio, caption the video and finally upload it to the DESP web site. It also requires the time and expertise of Scott Ludwig and his team. As categorical funding has decreased, DESP does not have the budget to increase counseling hours.

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

DESP has established a goal of updating the video beginning this summer, 2013. DESP will
consider assessing PLO's before the next required cycle when the Student Success Act begins to be implemented in fall, 2014.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

Accomplishment of updating the workshop video will require the time and expertise of Scott Ludwig and his team. We will also require funds to caption the video. Funding for increased counseling hours will need to be identified.

19. 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.

DESP is mandated to provide services to eligible students with disabilities. In recent years, our program numbers have increased, particularly the population of deaf and hard of hearing students and students on the Autism Spectrum requesting accommodations. In recent years, the expenditures to provide services to students with hearing impairments have cost the program and the college an average of $100,700.00 annually. Because we rely on categorical funds that have been reduced by almost 50% since 2008, we have requested college funds to cover expenses. Accordingly, we have provided budget information to the Financial Analyst's office to include in the 2013-2014 budget. In addition, we have seen a 64% increase in students on the Autism Spectrum since 2010. These students often present challenging behaviors that require a significant amount of staff time, particularly counseling time, as we work with the student, his/her family, and faculty to problem-solve situations that arise. This, in addition to the anticipated necessity of additional counseling hours to meet the mandates of the Student Success Act, will require college funding to meet student needs and state regulations.

20. Describe notable accomplishments since the last program review:

The DESP Test Center has been fully operational for one year. The Center provides adequate space to provide test accommodations for eligible DESP students. Other accomplishments include: -Creation of test request form submittable from DESP web site -Instructor notification of accommodations now done electronically -DESP web site re-design -Began development of DESP team site on Portal -Review of accommodation processes and procedures; revision of forms accordingly -Revision of DESP application and Student Education Contract -Increased number of outreach events -Presented to WVC Writing Center tutors as part of tutor training -Staff members participated in development of WVC Matriculation and Student Equity plans -Participated in Student Services Day; created flyer to describe DESP program and services -Developed and conducted "Student Satisfaction Survey;" results indicated that 86% of students surveyed rated the overall quality of DESP services as "excellent" or "very good", and 94% rated the overall quality of DESP staff as "excellent" or "very good". -Coordinated two fundraisers: annual See's Candy fundraiser and WVC Gala silent auction

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Despite the number of challenges, including the almost 50% budget reduction and resulting decrease in resources, and the change in program demographics, DESP remains an effective, well-regarded program at West Valley College. We are well-integrated at West Valley College and have strong working relationships with faculty and staff which is essential to ensure equal access for students with disabilities and to assist students to meet their educational goals. We have not allowed our program challenges to reduce services to students, but certainly, further reductions or increase in work load will affect services to students. In addition, DESP staff is committed to the institution and participates in numerous committees to represent the needs of
students with disabilities. These include: Basic Skills Advisory Committee; College Council; Student Services Council; Curriculum Committee; Mental Health Advisory Committee; Veteran's Task Force; Student Equity Committee; Matriculation Committee; Distance Education Committee; Professional Development Committee
1. What is the name of your program?
Extended Opportunity Programs and Services (EOPS)

2. Person responsible for completing this program review:
Irene Serna, Director

3. Please list the names of others who will be involved in this program review:
Melissa Ceresa, EOPS Program Specialist

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
In 2009 the EOPS program had a 40% reduction in funding. This impacted the number of students that we are funded to serve to 194 annually. The director as directed by VP Student Services elected to reduce staffing versus program services to students. As a result, EOPS served 289 unduplicated student for 2009 -2010 academic year and 265 in 2010 - 2011. The program has turned away an average of 300 students each year who potentially met the income and educationally disadvantaged criteria. The program easily could serve 500+ student given the funding. At this time, the program director serves as the Region 4 Coordinator to the State Chancellor meetings to discuss issues and services represented by 14 colleges. In this role, she advocates for Region 4 and state-wide funding increases. The EOPS Association has successfully engaged Senator Block and Bonilla, to propose AB 705 to restore funding by 25 million annually for EOPS and DESP. The bill passed and is moving forward to senate appropriations hearing on May 13. Basesd on the outcome and successful passage, the program will serve 500 students for the 2013 - 2014 fiscal year.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
No Response

9. How will the program measure the impact of the proposed changes?
No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
After participating in an EOP&S New Student Orientation, a student will be able to:
- Demonstrate personal responsibility by: attending counseling appointments, submitting academic progress early alert, developing educational plan with a counselor.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

The EOPS orientation covers all program information, services and student responsibilities. The Title 5 guidelines require all students to meet with their counselor of program staff three times per semester. Also, students complete a mid-semester academic progress report signed by each class instructor. This provides EOPS staff information about student academic progress and to develop intervention strategies if a student is experiencing academic difficulty. All students complete a 1-2 semester education plan their first semester in the program. Thereafter, it the education plan is updated and complete upon confirmation of educational goal, within a 2 semester time period. The institutional outcomes identify the following competency that EOPS services and staff assist students with personal responsibility. In addition, by administering the college readiness assessment "Discovery Wheel" the student identifies college success skills to be successful students. Students take personal responsibility for their success by participating in program services.

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

The EOPS program staff support students to successfully reach their transfer and career goals. We provide comprehensive counseling support services to strengthen their college readiness. The services are structured from point of entry to the program to final completion of student's educational goal. The achievement gap is reduced by providing complete education plans, counseling intervention and supplemental instruction for mathematics. Additionally, the program director is an active member of the Basic Skills Advisory committee, and other EOPS staff participate in the SEAS, and Mental Health committee.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

In April 2013, the EOPS/CARE program conducted a survey to determine how the needs of current students are being met. With 120 students completing the survey, the following results show a good to excellent review and a high satisfaction rating of 90% or more for the services they receive or participate in. Students were asked to rate the following activities; the Good – Excellent rating is noted below: Staff is helpful/courteous – 97%; Staff explanation of EOPS Services – 94%; Satisfaction with Book Service process – 94%; EOPS Priority Registration process – 97%; Personal importance of WVC-EOPS – 100%; Importance of EOPS Study Center to student’s sense of community/belonging - 90%. Additionally, Students utilizing the EOPS counselors were asked to rate their overall counseling experience and indicate if their counselor helps them to understand their Educational Plan, academic major, and general education requirements. With 85 of the 120 surveys indicating participation in this service, 88% of students value the counseling as good or excellent. In 40 of the 120 surveys, participation in the PAL Academy was reported; 90% reported a good to excellent satisfaction rating of instructor.

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

Based on the PAL survey, EOPS is planning to provide a 2-day training for new tutors in collaboration with San Jose City College Math Supplemental instruction program. Students who apply to tutor math will be screened for clear English communication. There were 3-4 concerns
expressed in the PAL survey outcomes indicating some tutors language was somewhat difficult to understand. The Student Learning outcomes are good to excellent based on survey results. At this time, we plan to continue orientation and counseling services in the same manner, no improvements are needed.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

We do not anticipate any barriers in providing training for new PAL tutors hired for fall semester, 2013. Math faculty also refer high performing math students who they assess have good communication skills and can be effective tutors. Additionally, we recruit successful students who participated in the PAL Academy to apply for tutoring positions.

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

The three key services that EOPS provides that are "over-and-above" those offered by general counseling are; the College Readiness Assessment, Counseling Intervention Contract and PAL Academy supplemental instruction. Each semester, we monitor the number of students who use these services to collect data outcomes and assessment of service. A program goal is to recruit and interview a wide pool of student applicants to serve as tutors. A pre- and post-test will be administered to determine the tutoring training learning outcomes.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

EOPS students attending the program orientation have two learning outcomes: 1. Define personal and/or academic goals and, 2. Identify program requirements and services. Personal responsibility as related to their academic planning, use of EOPS services and meeting program expectations. Overall, 94% of all EOPS participants meet program requirements: 3 counseling appointments, Early Alert submission (75%), complete education plan 95%. Students are dropped from EOPS services if never maintain counseling contact, approximately 8% for the academic year 2012-2013. Based on the survey results 94% percent of students felt that EOPS staff explained services and requirements effectively. Of the respondents 100% felt that the EOPS program was of personal importance. 88% percent of the respondents indicated that the counselor helps them understand the general education requirements, education plan and academic majors. The overall rating for counseling is 88% valued by student good to excellent. This all are indicators that students are learning and defining their academic goals. The services as provided will continue next year, no improvement needed based on student's overall responses. There are no institutional-level needs at this time, only a funding request to maintain the PAL Academy. The EOPS program staff submitted a funding proposal for Basic Skills funding.

19. 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 additional funds are requested.

20. Describe notable accomplishments since the last program review:

PAL Academy – offers supplemental instruction and tutoring for students enrolled in Math 103, 106, Statistics. The intent was to increase the number of student complete of the upper level math
courses to transfer. The average success rate is 25% above WVC math data. Counseling Intervention Contract (CIC) - counselors meet with students and review issues that are impacting academic progress, i.e., tutoring needed, reduce work hours etc. Student is required to meet with a counselor bi-weekly to review academic progress. Data reflects that 95% percent of all EOPS students have updated ed plans each semester, 75% submit Early Alert, and 92% attend required counseling appointments. College Readiness Assessment – all new EOPS students are to complete the Discovery Wheel (D. Ellis) online during EOPS orientation to identify strengths and weaknesses related to successful skills to persist in college. Counselors provide reading handouts or recommend enrollment in specific courses i.e. Reading. These student success initiatives are all “over and above” other counseling support programs offered at West Valley College.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The major challenge is ensuring on-going and increased funding by the state. There is currently AB 705 that passed the appropriation committee to be reviewed by the education committee. Senator Block and Senator Bonilla are 100% invested in moving this bill forward for restoration of 25 million dollars funding for both EOPS and DESP programs. Each year, we have over 300 applicants and are limited to accept only 100 new students to EOPS. The strength of the program is the staff commitment to student development, student achievement and continuous improvement of services. The staff is skilled and experienced working with EOPS students to promote persistence and success.
1. What is the name of your program?
Financial Aid

2. Person responsible for completing this program review:
Maritza Cantarero

3. Please list the names of others who will be involved in this program review:
Victoria Hindes - VP of Student Services

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
The current economic crisis has greatly increased the volume of FA applications. The processing time is currently 4-6 weeks after receiving electronic files from the Department of Education. Ongoing changes and added restrictions on federal and state regulations have made the processing of FA applications an extremely detailed process. Some of these changes can be automated; however, DATATEL continues to require extensive human/manual intervention to prevent mistakes. In addition, not having the IS support we used to have to deal with day to day troubleshooting issues makes it extremely difficult to perform weekly tasks required to communicate more effectively with WVC students. The passing of AB131 - California Dream Act will create an additional mandated process: downloading, into a separate database file, Dream Act applications to determine state eligibility. Ensure compliance with new state aid requirements. Additional federal verification requirements, fraud prevention measures and the new Student Success Act are impacting FA.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
No Response

9. How will the program measure the impact of the proposed changes?
No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
Learning Outcomes after accessing Financial Aid Services, a student will be able to:
- Complete the process of applying for a Direct Student Loan by attending an Entrance Loan session:
  Understand his/her Rights and Responsibilities, develop a personal budget, determine amount to borrow, understand payment plans, understand deferment options and default consequences.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Critical thinking and information literacy
- Quantitative and qualitative reasoning
- Technological competency
Critical Thinking and Information Literacy: Loan Entrance is a process done online; the student navigates a federal student loan website and must pass an Entrance Loan test to ensure comprehension of the new concepts learned. This session presents a student with definitions and types of student loans, interest rates, eligibility criteria, and rights and responsibilities to become a borrower. Quantitative and Qualitative reasoning: A student demonstrates understanding of financial need by setting up a personal budget requiring a listing of all income and resources available/accessible to him and by listing all expenses associated with those resources. Then analysis the required need to request a specific amount of student loan for the academic term or year. Technological competency: The ability of navigating multiple websites and fill out online documents, print them and submit them to the financial aid office.

The mission and goals of the Office of Financial Aid reflect those of the College by: Providing funding to eligible students to support them in pursuing their educational opportunities. The Office of Financial Aid encourages life skill development necessary for their educational success. Students are instructed in the importance of managing their financial records to ensure they receive the maximum amount of aid for which they are eligible. After receiving the aid, students are instructed on the necessary steps they must take in order to maintain their eligibility. Financial Aid actively helps students in decreasing any financial barriers that would prevent access and retention at West Valley College. Financial Aid offers assistance through literature, on campus presentations, off campus High School financial aid workshops in English, Spanish, Farsi and Vietnamese; individual appointments to students and families and through the West Valley College website. Financial Aid maintains a close relationship with other student services programs such as EOPS, DESP, TRIO, Health Center, Counseling, and Admissions and Records.

Implemented an online entrance and exit test which provides an online tutorial for loan processing and student responsibility. This has improved students understanding of loan process, money management for the academic year and contributed to fewer loan defaults.

Not all students have online access or fully understand how to navigate the entrance and exit test.

Every student applicant has to complete the online entrance site and test before they are eligible for student loans. This ensures that 100% of student loan applicants receive money management lesson and is fully aware of all student loan benefits and requirements

Constant training is needed for more than the one staff member identified to handle loans.
One of the Financial Aid Technicians resigned and the budget did not allow for us to replace the position. Our office could benefit greatly being able to replace the FA Technician. Having enough staff to process all financial aid requests in a timely manner is critical.

20. Describe notable accomplishments since the last program review:
Accomplishments: Financial Aid continues to reach out to help students by streamlining the process to complete and process FA files. Loan requests are more simple with the mandatory entrance and exit test that ensures students understanding of loan process. Students receive their funds faster via Higher One process

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?
Strengths: We continue to support FA students to achieve their educational goals and have informed more students about the benefit of receiving Financial Aid and money management.
Challenges: Financial Aid regulations are constantly changing. We have to find balance to serve students, process requests and remain compliant requirements. How long can we continue to do more work with less staff?
1. What is the name of your program?
   Health Services

2. Person responsible for completing this program review:
   Becky Perelli, RN, MS

3. Please list the names of others who will be involved in this program review:
   George Mageles Rachel Metz

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

   Recent trailer bill passed that changes the ability for us to submit claims for mandated cost reimbursement. This has already begun to severely impact health services because the state had put a hold on this reimbursement for at least two years up until the bill was passed. Thus the ability for us to grow our fund balance truly ended two years ago. Going forward Health Services will rely solely on health fees charged and collected from currently enrolled students. As before, this fee is regulated by the state. A $1 increase is allowable based on when the implicit price deflator index indicates a need. To date this has been approximately once every two years. Presently the fee is $19 per semester/$16 per summer session.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
   No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
   No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
   No Response

9. How will the program measure the impact of the proposed changes?
   No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
    Students who visit Health Services will be able to access services needed in the future. Students who come to HS visit an average of 2.4 times per year. This means that the students who find the HS office and use the services do re-access the service.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
    Critical thinking and information literacy
    Effective communication
    Personal responsibility
    Social responsibility
    Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
    Students who visit Health Services are part of the larger entity of Student Services. Health
Services participates in broader collegewide efforts toward student success as part of Student Services (e.g. Matriculation Plan, Equity Plan) and specific activities that directly engage students (e.g. Athlete Welcome, Convocation, Student Services Day, Transfer Day.)

13. **How does the program contribute to the fulfillment of the college mission?** ([click here for the college mission statement](#))

Health Services is in the business of supporting students to make healthy choices which have a long term effect on their ability to succeed in college. The mission of Health Services is in direct alignment with the college mission. Health Services supports the physical, emotional and social well-being of students through accessible, high quality health services activities. The goal is to motivate students to seek and embrace healthy lifestyles, which can have long term benefits for themselves, their families and their community.

14. **Has your program performed outcomes assessment in the last 3 years?**

Yes

IOOV POC Survey - Student Services Patient Post-Visit Survey (Satisfaction): Health Services does a very good job - assisting students to stay in class/study/work; assisting them to understand follow-up instructions and medication instructions; providing accurate information; providing clean/pleasant appearing environment; maintaining confidentiality/privacy. We have been less consistent in informing students about health insurance options, low-cost community resources available, and clearly describing outcome/diagnosis of the visit. Those students who are screened and seen to benefit from Personal Counseling are given information about Personal Counseling availability, thus not all students who visit are informed about PC.

15. **Based on your program's outcomes assessment(s), what improvements is your program implementing?**

In March 2013 we instituted a new sign-in system whereby students sign in at the front desk on a sheet that offers confidentiality. The student signs in on a sheet that a sticker with their name on it is remove such that the next student who signs in cannot see other names. This system has already been observed to provide for greater confidentiality; higher comfort level on the part of student patient visitors. HS staff will review procedures for clinical visits to determine how best to be consistent in sharing information about health insurance options and in providing low-cost community resource availability. This will be a focus of Fall 2013 semester.

16. **Please describe any barriers to the planned improvements described in the outcomes assessment questions above:**

Staffing is limited and part time status of clinicians make it challenging to implement a consistent procedure. There is limited time to do training and information-sharing that all staff can participate in.

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

Health Services will revise our post-visit survey tool and be more assertive and implementing it in Fall and Spring - not just in Spring. Having two time periods for implementing the survey will allow for an increased number of students to do the survey, which will give a more realistic view of how we are doing. This increased time period will also allow for all staff, especially PT clinicians, to fully embrace and participate in implementing the post-visit survey.

18. **Based on the program’s outcomes assessments, what institution-level needs have been identified?**

Not sure yet.
19. 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.

Accident/Injury Insurance Premium coverage - $45,000  
Lease & Maintenance of Konica copy machine - $2,500  
RN, FNP - approx. $48,000  
MH Professional - approx. The two positions that have been part of our request for resources for at least the last 3 years (FNP and MH provider) are still needed. At this time both of these positions, critical for HS to do the work we do in support of student wellness and success, are paid for through “Hourly Classified Services” and through an Independent Contract (respectively). both positions are less than 20 hours per week, although more hours to fulfill the service need of our students are needed. Two thirds of HS visits are clinical; one third are mental health - some individual students are seen by both. Total Visits 2012-2013 = 2153 Average visits per day = 20 (some of these visits are as swift as 10 minutes, some as long as 3 hrs if domestic violence, abuse or suicidality need intensive follow through.) The request for coverage of the accident/injury insurance premium is very reasonable given that if HS did not exist at WVC the college/district would need to provide this to cover liability for anyone who steps on the WVC campus. At this time the coverage of this premium is 12% of the HS budget. This translates to approximately $2.30 per student, which leaves HS less than $16/student to cover all expenses. (Personnel is over 82% of budget expense, leaving little else for program equipment, supplies, educational materials, and required contracts to do the work of a health care entity.) Lease and maintenance of the Konica is essential, as the konica is how we scan many records into our EHR system, as well as our primary copier and printer.

20. Describe notable accomplishments since the last program review:

Implemented Year I of the Mental Health Initiative campus-based grant; established collegewide procedures for responding to students of concern as well as an Incident Report Form with procedures. Implemented the Student Emergency Assistance Fund; established policy and procedures. Precepted a Family Nurse Practitioner student. Supervised four graduate mental health interns. Updated the Health Services website to a large degree. Further refined our Electronic Health Record and reports. Began MediCal Administrative Activities (MAA) to generate income by informing students about health care access.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Health Services continues to be a comprehensive, high quality student support program that offers a wide variety of services and programs to all WVC students. Given the limited budget with which the program operates it is well-run and offers all students access to health and mental health care. The major challenge is the lack of funding stability. Given the elimination of mandated cost reimbursement and decreasing enrollment there will be increasingly less funding to continue the program at the current level. Of note is that because Health Services is not a mandated "categorical" program there is no state funding to backfill increasing personnel costs (salary, benefits), nor is there a mandate to continue the program should a district choose to eliminate it. We will continue to collect data and disseminate this data as it relates to student success act initiatives and in support of our college scorecard. We know that students may be unprepared for coursework not only academically but physically, socially and emotionally as well. These factors need to be acknowledged and addressed in our actions to support student success.
1. What is the name of your program?

International Students

2. Person responsible for completing this program review:

Sara W. Patterson

3. Please list the names of others who will be involved in this program review:

Dr. Wanda Wong Terry Eppley

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

1. DHS - Department of Homeland Security - Federal (oversees SEVIS & regulates admittance of students into the US after they have visas) 2. SEVIS - Student Exchange Visitor Information System - Federal (DSO and PDSO report students coming into US, enrollments, drop below units, termination, work permits etc.) 3. ICE and CBP - Immigration and Customs Enforcement and Customs and Border Patrol - Federal (regulate students at the airports and within California and US regarding legal presence) 4. West Valley College - local budget (governs money for International Student Program @WVC) 5. West Valley Mission Community College District - budget allocation to College (oversees total budget of the colleges and use of those monies towards other programs). 6. Counseling department - reassigned time for counselors

5. Is this a full or update program evaluation?

Full

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):

1. Appointment usage (12-13 to present, Patterson 231 contacts @50% reassigned time and Wong 119 contacts @30% reassigned time= 350 student contacts for 65 F1 and variety of other visa types ie. L, E, J and H). 2. SLO for Counseling 2 international student emphasis (retention). Offered in Fall and Spring formatting to accommodate transition for the first 5 weeks of school. 3. Datatel queries for units and grades (done by semester and weekly for status -12 min units required for full time status). 4. SEVIS records for total amount of students (done per semester Fall and Spring only for total count of F1 visa students registered - 65 students Fall 12 and 55 total to date Spring 13 - these numbers are fluid since students change status to other visa or residency through family, marriage or work relationships) 5. Early Alert notifications to students who need to see counselor (retention). 6. Notifications and email survey of where students transfer (we must release documents from SEVIS to transfer school). 7. Notifications and email survey of students who are graduating with certificate or AA degree (for OPT work option or completion of record in SEVIS). 8. Budget allocation for international student program (ISP) $32,000

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?

1. Counselors are accessible and see students as needed. Students have multiple access to counselors on a weekly basis for transfer, graduation, certificate, work permit, status issues, educational planning and revision, cultural and personal adjustment issues as well as change of immigration status needs or any other immigration topic needed - drivers license concurrent enrollment etc. 2. 100% international student pass rate in Counseling 2 international emphasis, 100% learning info which is measured from orientation at 70% or higher achieved. Pre orientation activity added this Spring 2013. New formats works well since first four to five
weeks of school tend to be the most difficult in assimilating into US College Campus life as well as US life in general. 5 week format better than one week class since students get to know each other better. 3. Queries give us real time data of who or who is not enrolled full time. It also intervention for students with F and NP grades, so that we can problem solve what is happening either on academic or personal level. We contact and see those students who need program problem solving since all international students on F1 visas must be full time, though there are a few exceptions within SEVIS guidelines for less than full time (illness, or incorrect placement or last semester before graduation/transfer) 4. Continuing students are identified for total amount each semester. Entrance for international F1 students only happens in Fall and Spring semesters, since they are considered full time semesters only for DHS purposes. Total enrollment of active students allows ISP (International Student Program) to verify if students are here or have returned to their home countries or completed programs. ISP shows decrease from Fall 12 to Spring 13 present by 10 students. 5. Early alert notifications allows ISP to contact students who may need educational problem solving in difficult classes through adding, dropping, teacher and tutorial contact referrals. 6. Email notifications verifying student transfers are required, since we must transfer students out in SEVIS to their respective transfer schools. It is also a part of student status per DHS guidelines. This number is fluid through the summer since students don't always know where they are transferring to until summer or need to make a decision between acceptance from multiple campuses. F1 students can only transfer to ONE SEVIS approved school per DHS guidelines. 7. Email notifications let us know whom to expect to go through graduation ceremony, since we honor these students with a country sash to wear with graduation apparel. It also lets us know in ISP of potential students who may apply for work permits, which start with counselor/dso/pdso in ISP office. Students must fill out information prior to requesting work permission, namely petitioning to graduate with AA or certificate. 8. $32,000 allocated for 12-13. which was reduced in Fall 12 to $16,000. We only could take one small international recruitment trip to Vietnam as a result.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

1. Continue with same level of counselor/dso/pdso coverage for student contact and needs. this program is very contact heavy since counselor and advisor see students for a variety of needs that are not always academic, like tax info, drivers licence, housing, medical insurance, social security and work permit etc. 2. Counseling 2 international emphasis remain the same. Pre orientation activity added in Spring 2013 to improve registration in classes, before school started, which worked out well and oriented students to the campus as well as took care of housing, medical insurance and fee questions before class started the following week. Fall/Spring class better than summer and winter since real time student needs can be addressed within the first five weeks of school and academic problem solving better since students have more late start classes available to add/drop if problems arise early on in semester. Students also meet each other and know someone on campus that they didn't know before coming. 3. Continued IS (Internet Services) is required for success of the program. This program lives through the IS department, because ISP has Federally mandated reporting through SEVIS. 4. Recommend Dr. Wong take more administrative international time for marketing/advertising/recruiting, since our total number of students has decreased from start of Fall 12 to present. Non student contact hours needed to contact agencies overseas, pull together recruitment trip logistics as well as see to advertising needs of the program. SEE 8 below for budget allocation related to this as well. 5. Early Alert stays the same - helpful to the program. 6. We want to survey our students to update
our services - we want to see what other services students want to see us provide in our program or other needs that we may be able to accommodate. 7. Continue as before - honoring students at graduation is a plus for the college and ISP. Also motivates other students to do the same. 8. Recommend a consistent resource funding to make recruiting new students possible as well as advertise overseas. Our program is consistently given a budget that is consistently swept in the end of the year search for financial resources. Last year given $32,000, which was initially decreased in Fall 2012 to $16,000. We requested only $20,000 for Fall 2013 and have tentatively been allocated $17,000. Funding is insufficient for consistent recruitment efforts overseas. If growth of program is desired, more consistent funding source will need to become available to program either from revenues generated by students ($330,000 12-13 current - we would request a 30%) as well as a full time classified recruiter, since one counselor, Dr. Wong sees students, markets, advertises and recruits within ISP and works 50% in another program - athletics. The other counselor/PDSO works 50% International, 30% Athletics and 20% regular counseling consisting of Veteran’s and regular students.

9. How will the program measure the impact of the proposed changes?

Program will see an increase in students based on increased visibility in the international student market overseas with in person recruiting as well as advertisement (BRANDING). Currently we see many students who have relatives in the area and see some students from recruitment efforts, but do not have the resources schools like De Anza and Foothill have with 4 full time recruiters that are on the "road" year round. Additional financial resources help maintain the college's presence in the overseas markets by recruiting more frequently. Currently recruiting is inconsistent and doesn't help us BRAND our college in the international student market. Student surveys will help us to offer workshops in areas of need or student interest. (DMV, Taxes, work permits)

10. List program learning outcomes (PLOs) here (click here for college catalog):

After accessing the services provided by the international student office (program), an international student will: -understand the responsibilites for the F1 visa -will be able to make an education plan for one semester.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

Critical thinking and information literacy

Quantitative and qualitative reasoning

Effective communication

Technological competency

Personal responsibility

Social responsibility

Global awareness and diversity

Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

PLO is connected to the ILO by: Critical thinking and info literacy helps students to take information from orientation, Counseling 2, individual appointments with counselor/advisor and use that info towards educational planning, as well as immigration/status needs of the F1 visa.
Quantitative and qualitative reasoning are used in making decisions about transfer, transfer requirements, schedule planning, status issues centered around grades, transfer grades and figuring out timeline towards graduation/transfer (students receive a 3 year I20 to complete their programs). Effective communication through communicating with counselors, advisors, front office staff, teachers, tutors, other students, including ESL students as well as outside community agencies like the DMV, IRS, DHS, CBP/ICE etc. Technological competency in using the Portal to search and register for classes, Angel to complete class work and obtain assignment info for each class, ASSIST for transfer to UC or CSU, email to communicate with counselors, advisor, teachers, tutors, other students and community agencies. Personal responsibility pertains to students responsibilities towards their status and maintenance of the visa by attending classes, completing assignments, passing classes with minimum gpa and following SEVIS regulations set up for F1 visa students. Social responsibility includes international students are representative of their own countries when outside of them as well as representing the college as a F1 visa student. This also pertains to knowing that they are responsible to the laws of the USA while attending college. International students represent their countries and their cultures here on WVC campus. They also bring diversity to our campus by their presence. Creative problem solving is needed in a program such as ours since many students are unfamiliar with US college methods of teaching and social customs, when they first come to the US. They are also here without familial support many times needing assistance to problem solve personal or social situations as well as academic.

13. 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 International Student Program (ISP) provides program information, assessment, counseling, orientation, matriculation, immigration advisement pertaining to education, educational planning and transfer/career information planning, occupational and work permit information, as well as associate degree and certificate completion with our international population of students. We help students achieve these goals in an academically supportive environment and work predominately with culturally diverse, non native English speaking students.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

We changed our counseling 2 orientation from a summer/winter format of one week to a 5 week class that supports the students first semester in a sometimes stressful first experience with the US college system and cultural. Signed additional letters of understanding with outside marketing/recruiting agencies as well as foreign schools. this will help with the non contact recruitment and branding of our college. In the last few years we have expanded our partnership with VETEC in Vietnam as a recruiting resource and ELS in US and abroad for recruitment. ELS update of forms online for international publication marketing WVC. Shanghai Normal University affiliate has provided four applicants for Fall 2013 Ongoing training at NAFSA Region XII in San Jose to update PDSO (Principal Designated School Official) and DSO's (Designated School Officials) with important immigration, ICE,DHS USCIS info.
16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

Inconsistent funding for recruitment has resulted in inconsistent improvements to our program. Our numbers therefore fluctuate yearly.

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

Requesting more consistent funding source from revenues obtained by the college as a percentage of the programs needs for recruitment. To clarify we are talking about revenues that are from F1 visa tuition fees from the students in our program, not general funds provided by the state. We have asked for a percentage of the revenues to provide an income flow that is consistent.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

Institutional needs are met by current existing students thus far. If program grows, then additional counselors or advisors may be needed. Additional space may also be needed if program grows as well as student contact hours for potentially new recruited students. IS support needs to remain consistent for program to remain effective at current level. Additional support may be needed if program grows in the way of data collection from DATATEL.

19. 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.

Base budget fund 100 for Fall 2013 is $17,000. Additional recruitment would require at least double that ($34,000) to have a well BRANDED college (WVC) in the international student market. A high level recruitment trip like DeAnza or Foothill would take would cost close to $20,000-25,000. Our current budget doesn't allow for this type of recruitment.

20. Describe notable accomplishments since the last program review:

ELS language partner program - increased student applications. Shanghai Normal University affiliate - sent 4 first applicants after MOU last Spring 2012 Change in Counseling 2 resulted in no first year students on early alert that attended the class

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

We have a dedicated, flexible, responsible, resourceful, hard working staff/counselors that see student that seeks assistance. We try to meet every students needs when they ask for it and try to anticipate needs that are not asked for (ie. when students drop below units etc.). Despite the fact we have never had consistent funding we have provided international students with every service in order to be successful. It is a very complicated program with many rules and regulations and we strive to keep ourselves up to date. We have squeezed 25 cents out of every penny we have been given. When the college asks for more students but doesn't provide the necessary budget to attain those students, then we are at a loss as to how we are supposed to meet the college's requested goal of more international students.
1. What is the name of your program?
Library (non-instructional)

2. Person responsible for completing this program review:
Yanghee Kim

3. Please list the names of others who will be involved in this program review:
Betsy Sandford Maryanne Mills Rachel Sandoval Fred Chow

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
1. Statewide budget crisis 2. Elimination of State Grants such as TTIP & IELM 3. Continuing trend for Digitization of library material

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
- The Library Survey is disseminated every three years and measures all library services. The latest survey was completed in 2012-2013.
- The Library keeps statistics on library services such as book and audiovisual checkouts, textbook reserve usage, electronic database usage, and other services.

7. Based on the data collected, what conclusions do you draw about the program’s efficiency and effectiveness?
Based on responses from our latest library survey, the library is effective in meeting the research needs of our students. 71% either strongly agree or agree that the service at Circulation/Reserve was satisfactory; 64% either strongly agree or agree that the service was satisfactory at the Reference Desk. 32.4% indicated “no opinion or not applicable regarding Reference Desk service due to the fact that these students did not require the use of the library for their specific classes. When asked if they saw improvement in their ability to find information after attending a library orientation, nearly half (46%) either agree or strongly agree that the instruction they received improved their research skills. 48% indicated “no opinion or not applicable”. These numbers are relatively consistent with the findings of the faculty survey where 49% agree or strongly agree that a library orientation helped their students with their research skills. The remainder of faculty responses were “no opinion or not applicable”. Access to library resources from off-campus appears to be one of the most popular services. 58% agree or strongly agree that off-campus access is satisfactory; 6% disagree while 2% strongly disagree. One-third of respondents responded with “no opinion or not applicable”. In a separate question, 30% were not aware of off-campus access to library resources (6 out of 20 respondents). 4% of comments mentioned an unfamiliarity with online library resources or the existence of a physical library on campus. This indicates that the program needs to aggressively market its services to both on-campus and off-campus students. 16% of respondents indicated that they were not satisfied with the current library hours. In Fall, 2012, a separate SLO survey was distributed to 174 students from six classes that were brought to the library for an orientation. All students were “Very confident” or “Somewhat confident” that they could locate books through the West Valley Library Catalog (100%) or Link+ (96%), periodical articles using Academic Search Premier (96%) and web sites (98%). Students appeared to be less confident about their ability to evaluate web pages with 56% indicating “Very confident”; 34% indicating “Somewhat confident”; and
“Not very confident.” An area that needs improvement is confidence on citing articles which fell 6% from 2010 to 2012. Given that there is only one hour and twenty minutes per orientation, it has been difficult to devote enough time to evaluating web pages and citing sources. This is due to the increase in sources and formats that require instruction (e-books, new databases). The library continues to administer the Library 4 Credit by Examination despite the fact that there is no information competency librarian. This is a needed service for students who want to graduate and have not taken the Library 4 class. An average of 20 students per semester register to take the test. The CBE continues to be efficient and effective despite the outreach librarian coordinating this outside her load. Based on all this data collected, the library is doing well in customer services areas. There is room for improvement in marketing library resources to both on-campus and distance learning students.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

Actions: 1. A marketing plan to advertise the library's services to both on-campus and online students. 2. Online quizzes/exercises on how to cite certain sources will be developed and introduced in the orientations starting in fall 2013. Conclusions: 1. Regarding Library hours, the Library has no plans to increase open hours because of college budget constraints. Requests for Resources: 1. The library lost one FTE in December 2010. The library requests stipend funds or a contract librarian to assist with developing a marketing plan.

9. How will the program measure the impact of the proposed changes?

If the library can obtain resources to fund a marketing plan, the plan would be written in Winter 2014 and implemented in Spring 2014. Another SLO for Orientations will be administered in Spring 2014. At that time, we will rollout online quizzes for students to take where they will have to cite certain sources after taking an online tutorial. The Library Survey will be conducted every three years. The next one is scheduled for Fall 2015.

10. List program learning outcomes (PLOs) here (click here for college catalog):

• Gather, evaluate, organize and use information in order to successfully complete research projects

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

Critical thinking and information literacy

Quantitative and qualitative reasoning

Effective communication

Technological competency

Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

The Institutional Learning Outcome of Information Literacy is defined as being able to gather, evaluate, organize, and use information, as well as the ability to properly cite sources of information and use information ethically.

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

The mission of the Library is to provide information services, instruction and resources to students, staff, and faculty to facilitate successful learning. Through orientations, one-on-one
student interaction, and formal credit courses, the Library seeks to provide students with information competency skills that will enable them to become successful in their academic and career paths, as well as to function in contemporary society.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

In Fall 2012 the library completed its non-instructional SLO in the form of a user survey and library orientation survey. Based on the results from those items the library plans to create a series of interactive online orientations and tutorials for students that are unable to visit the physical library and those that prefer to conduct their research off campus, including distance learning students. Additionally, a citation specific tutorial will be created for students attending face to face orientations. As mentioned in Section 4, marketing of the online orientations is needed. A marketing plan will help the library prioritize activities to advertise our services. Some of the activities to increase awareness may include placement links to orientations in ANGEL classes, on the Distance Education’s eLearning page, College’s main page, and posters in various campus locations.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

Barriers to the planned improvement are the lack of faculty time to dedicate to researching and creating interactive online orientations and tutorials.

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

The goals of the plan are to: • Create online orientations and tutorials. • Make students aware of library orientations and tutorials, specifically geared towards students who prefer to research off campus and distance learning students, who do not attend face-to-face orientations. • Create a citation specific tutorial for face to face orientation classes.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

At an institutional level the following have been identified:• Increase awareness of library services during College orientations, sponsored by Student Services. • Provide a stipend for the development of a marketing plan and creation of online tutorials/orientations.

19. 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.

1. Discovery Service: offers a single interface for discovery of a library’s entire collection and the powerful features to heighten the research experience. -- $10,300 (as of Spring 2012) 2. Lap top computers for check out to accommodate the underrepresented population group identified in Ethnicity Data provided by the College. -- $9,400 3. 12 public area desktops and networks & electrical drops -- $22,000 4. Reclassify one existing LMT position to a Supervising LMT position 5. E-reserves 6. Stipend for writing a marketing plan for library services -- $7,000 7. New staff computer -- $1,200 to replace older computer that cannot handle current technological demands

20. Describe notable accomplishments since the last program review:

• New laptops (29) are being used for orientations in the Ranganathan Room• Library extended
hours during Study Week and the beginning of finals week courtesy of Associated Students Organization (ASO)• Archives Open House May 2012• Restructuring of Library staff including – the loss of 2.64 Library Media Technicians; a change to Dept. chair’s responsibilities and release time; and the shift in reporting to the Dean of Instructional Technology• New databases including 30,000 ebooks through ebrary• Expansion of LibGuides implementation• Partnership with Better World Books for disposal of weeded books

21. What general conclusion(s) do you draw about your program’s strengths and challenges at this time?

1. Strengths• Its electronic resources which are available remotely 24/7 as well as on-campus• The orientation program utilizing the new laptops• Textbook support for students through a number of means, such as, Reserves, the ASO food for books program, and Link+ borrowing from other libraries

2. Challenges• Reduced budgets• Rapid technological change• Need for ongoing staff training• Reduced staffing levels – loss of librarian due to retirement, loss of library media technicians through restructuring, and the lack of a Library Director• Poor condition of building, furniture, lighting, HVAC, and front doors
1. What is the name of your program?
Outreach Services

2. Person responsible for completing this program review:
Joe McDevitt

3. Please list the names of others who will be involved in this program review:
none

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
Middle College Community Board Middle College Statewide Advisory Board BOAR (Bay Area Outreach Specialists) An advisory board made up of Outreach staff from all the area community colleges Influentials: parents, high school counselors, high school career techs, administration at high schools, high school teachers CALSOAP - working group and Board

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
1. Student Satisfaction survey following Outreach in-class workshops 2. Student/Parent Satisfaction survey following Information Nights/Panels 3. Student Services Satisfaction Survey 4. Satisfaction Survey/Follow up Card to FAFSA workshops

7. Based on the data collected, what conclusions do you draw about the program’s efficiency and effectiveness?
Outreach: Events attended: 102 Students/parents serviced: approximately 5,000 The overall feedback continues to be very strong for all of the survey results. 87% of the respondents felt that the information was helpful to very helpful. 91% of the respondents accomplished their goal in attending the particular event – having questions answered, learning how to complete the FAFSA or understanding the transfer process. The comment section of the survey is always very insightful: “This information is so helpful.” “The presentation was fun and informative.” “I am not so afraid to complete the forms now. THANK YOU.” Survey results from the high school workshops tend to vary depending on the grade level. Those closest to graduation (seniors and their parents) find the information relevant to their futures in 88% of the surveys. The numbers decrease for the groups farthest from graduation with 65% of juniors, 34% sophomores and 15% freshmen feeling that the information was relevant to their future plans. This speaks to the need to develop workshops that layer information that is age appropriate to the audience. Middle College/College Advantage Data 2012 – 2013 MC Students in the Program: 94 (class of 2013 and class of 2014) 2013 Graduates: 39 – 2 will graduate with AA degrees; 17 will remain at WVC to earn their degrees and transfer CA Students in the Program 16 - 2 students will remain at the WVC and work towards their AA degrees and transfer

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
1. $5,000 for mailings (printing, mail house, labels) – President’s mailing, CE mailings for spring, fall and summer enrollments, dept. chair letters 2. $1,500 to reinstate the annual high school counselors event – this covers food and materials, collateral materials, invitations, 3. $7,000 in hourly funding to provide clerical support in the recruitment office and to create a team of paraprofessional ambassadors to provide tours and staffing at events that the recruitment
supervisor cannot attend (this also includes funding for training per the direction of the Chancellor) 4. $5,000 for a counselor to provide support to the Middle College program – includes: workshops, personal counseling, orientations, training on K-16 Creating a college going culture, Naviance, guidance on course selection (This is a match with the 2 high school districts that will also be providing $5K for a total of $15K.) 5. $1,000 for t-shirts for the “WVC in the House” volunteers.

**9. How will the program measure the impact of the proposed changes?**

There are many factors why a student chooses one college over another. By only measuring the office by the enrollment numbers is not enough. Often the reason one selects one college is because they feel comfortable at the institution. There is a fit. That often comes from making a connection to/developing a relationship. We need to be able to connect more prospective students with current faculty, staff and students on and off campus. Faculty can be guest lecturers in high school classrooms, provide expertise/partner with a teacher in the same discipline at a feeder high school or attend career days. Ambassadors/volunteers can attend college fairs, tabling events, sit on panels and visit their home high schools as part of a “WVC in the House” program. We need to combine that with increased opportunities for students, parents and student groups to visit our beautiful campus. While we have a robust campus tour program, we need to offer an Open House or a more extensive Senior and Parent Night Program that not only explains the mechanics of the matriculation process but also showcases our programs. It will take our West Valley village to truly reach our sustained enrollment targets.

**10. List program learning outcomes (PLOs) here** (click here for college catalog):

Outreach Learning Outcomes: After participating in outreach services and/or activities, a prospective student will be able to:

• Demonstrate knowledge about the California systems of higher education and independent colleges and universities, including admissions requirements, transfer agreements, costs, scholarships and financial aid, and student support services. • Demonstrate knowledge about the community college system and determine which community college meets his or her academic goal. • Identify the benefits of higher education and evaluate the appropriateness of each educational option.

**11. Identify the institutional learning outcomes (ILOs) that apply to your program:**

- Critical thinking and information literacy
- Personal responsibility
- Creative problem solving

**12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:**

The Outreach team is charged with carrying to the community the community college mission of open access. The team is charged with educating prospective students and those that influence them (parents, counselors, teachers, grandparents, etc.) on the variety of paths available in higher education (transfer and/or career) in California and specifically at West Valley. Through information sharing events such as college fairs, workshops, panels, classroom presentations and campus visits, students are introduced to the benefits of higher education and the steps to meet their goals. In some cases it begins at the foundation level of helping students develop goals and in others it is weighing the benefits of one program vs. another. Outreach partners with a variety of programs; Financial Aid, Counseling, TriO, EOPS, ESL, DESP (among others) in educating about the plethora of student services available.
13. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)

The Outreach Office is the gateway for many students as they begin on their path of higher education. The team is charged with educating students and parents about the appropriate options available at West Valley. After working with the Outreach office, students are aware of the variety of services available to them to be successful along their educational journey.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

The reality of the times requires that the Outreach office morph into a true recruitment office. The philosophy in the past has been to provide information about paths to lifelong success through the opportunities provided by the community college. West Valley has always taken a “soft sell” approach. Those days are over. There is an immediate need to leverage the relations developed over the many years with high school personnel and the amazing resources on our campus to plan a strategy to increase and maintain a healthy enrollment. While many factors contribute to the decision to enroll in a college, there needs to be a revival of the energy and focus at the College on enrollment.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

As is the case in most departments on campus, there isn’t enough staffing to adequately provide the level of outreach to the community. With a one person office, the office is virtually shut down when the Outreach Supervisor is in the field. At various times in the past there was an EOPS Outreach Specialists that partnered with the general outreach office to provide services to the community. That position was eliminated in the categorical cuts two years ago. The onset of BFAPP brought 4 additional part-time Financial Aid outreach ambassadors to promote financial aid literacy in the community - through both in-reach (on campus) and out-reach (off campus) activities. That folded into one full time position 3 years ago. Originally that position was 70% outreach/30% financial aid office support position. During that time, the collaborative efforts provided 29 FAFSA workshops at high schools, community centers and on campus. While the focus of these workshops was financial aid and not recruitment to the College, the simple fact that the information was provided by West Valley employees was by extension an outreach activity. Given the huge increase in financial aid applicants, the position has morphed into 80% office support and 20% outreach. This shift in focus has been substantial with only 8 workshops provide this last year in the community. Also, through the Program Review the case was made for an Outreach assistant to be hired. This position was approved for a .5 and was filled for two years before budget challenges forced the elimination of the position. At the very least a .5 outreach assistant needs to be reinstated.

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

1. Write a Recruitment Plan that drives decisions for the institution as it relates to creating and maintains a robust enrollment flow. 2. Better use of Social Media – WVC Outreach Site – push information to students 3. Revive the High School of Origin report (HSO) to provide baseline information where are students are coming from and to form enrollment goals 4. Reengage the PRSP/recruitment module in Datatel for inquiry follow up. 5. Create department letters that are
1. Support and funding for clerical office assistance.
2. Revive the Outreach committee with active members from various departments and programs on campus. Include community members for a true Advisory Board.
3. Funding and training for paraprofessional Student Ambassadors.
4. An updated computer for the general Outreach Office for maintaining PRSP and inputting inquiries, printing letters, responding to tour requests.

19. 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.

| Resources needed: (Since recruitment involves many facets of the campus, some of these augmentations will be found in a variety of program reviews/annual requests for budgets namely: marketing, counseling – both instructional and non instructional, VP of Student Services, Admissions and Records, Puente, FYE) 1. $5,000 for mailings (printing, mail house, labels) – President’s mailing, CE mailings for spring, fall and summer enrollments, dept. chair letters. $1,500 to reinstate the annual high school counselors event – this covers food and materials, collateral materials, invitations, 3. $7,000 in hourly funding to provide clerical support in the recruitment office and to create a team of paraprofessional ambassadors to provide tours and staffing at events that the recruitment supervisor cannot attend (this also includes funding for training per the direction of the Chancellor) 4. $5,000 for a counselor to provide support to the Middle College program – includes: workshops, personal counseling, orientations, training on K-16 Creating a college going culture, Naviance, guidance on course selection (This is a match with the 2 high school districts that will also be providing $5K for a total of $15K.) 5. $1,000 for t-shirts for the “WVC in the House” volunteers. |

20. Describe notable accomplishments since the last program review:
1. In partnership with the Vice President of Students Services, applied for and was awarded an $88,000 Middle College Grant.
2. Increased the number of book scholarships for the Middle College and College Advantage students.
3. Enrolled the largest class for the College Advantage program (increase by 50%).
4. Expanded the K-16 Program to include 2 additional schools and Middle College.
5. Laid the groundwork to expand K-16 Bridge to 2 new schools for 2013-2014.
6. In partnership with Counseling, utilized the K-16 Bridge ed plan to design a streamlined Early Admission Ed Plan.
7. Took the Middle College and College Advantage students on 2 college tours (UCSC & Sonoma State, Cal & St Mary’s), senior project trip to Google headquarters, and junior project trip to Hoover Institute at Stanford.
8. In partnership with the marketing committee, reestablished the senior mailing to 12,000 potential WVC students. Resulted in standing room only at the Senior/Parent Information Night. (over 400 attendees)
9. Panelist at the Share Learn Connect Conference (over 350 high school counselors) on the new AA -T, AS -T degrees and the best paths to successful transfer.
10. In an effort to reach out to underserved students as outlined in the Student Equity Plan, targeted mailings to students at Del Mar, Boynton and Prospect High schools.
11. In conjunction with the office of Instruction, facilitated 2 off campuses classes for high school students: Anthropology at Los Gatos; Sign Language at Leigh.
12. To maximize the increased summer opportunities, mailed concurrent enrollment information to the homes of all sophomores and juniors at the feeder schools in the Campbell Union High School District.
13. Facilitated the partnership of Jeremiah’s Promise, a group that provided monthly self empowerment workshops to former foster youth.
14. Held a summer writers’ “boot camp” for Middle College students with the goal of enrolling 15 students. 32 students participated.
15. Increased the number of campus tours by 2%.
16. Partnered with Financial Aid to provide 8 FAFSA workshops at Feeder High schools.
17. Partnering with the Articulation Officer and the various departments, added streamlined flow charts on class progression (ESL, English, math) to the schedule of classes and the catalogue.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The time has come to morph the Outreach office from the “Little Engine that Could” into a sleek well oiled machine. The Outreach office is able to achieve many of its goals on a wing and pray but that is no longer enough. The mindset needs to change from outreach to recruitment utilizing the latest technology and leveraging relations on and off campus. Innovation and creativity will be the mantra....no longer will it be enough to think/say: “I think I can.I think I can.” as the survival of the College is at hand. The College will need to embrace this new way of defining the Outreach Office and support it both spiritually and financially.
1. What is the name of your program?
Puente

2. Person responsible for completing this program review:
Melissa Salcido and Rebecca Cisneros-Diaz

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

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
The Puente Project is a UC sponsored program, therefore, we must abide by certain criteria in order to continue receiving the benefits provided by the Puente Statewide Office which is part of UC Office of the President (UCOP). As such, we have to provide yearly reports and statistical information regarding our students. They also require that the Puente instructor and counselor attend an all-expense paid two day training which is held every semester where the faculty are presented with best teaching and counseling practices with a specific emphasis in working with under-represented students who are in basic skills courses. The Puente Statewide Office also provides a yearly Northern California Puente Transfer Motivational Conference where the attendance of our students (and that of all Puente sites) is required, but for which we have to provide transportation to the four year university where it is held (which changes on a yearly basis). Additional requirements include coordinating a mentor program where we recruit and train mentors who already have a minimum of a BA/BS in order for every Puente student to have a mentor for their first year in college. We are required to host a series of events throughout the year which includes: two mentor and student dinners (one each semester), a Puente Family Night, campus tours to four year universities, and a Year End Celebration where students and mentors are formally recognized. They also highly encourage an excursion to a cultural event within the community, although this is strictly a recommendation and not a requirement given our budgetary limitations. Additional external influences include staying abreast of transfer requirements to UC, CSU, private colleges, and out-of-state universities. There have been many changes in transfer requirements over recent years that have made the transfer process more competitive as universities become more impacted in particular majors, or in certain cases, entire campuses. Since the goal of Puente is to have students successfully transfer to universities, it is essential that the Puente faculty stay well informed of the most current transfer policies to better support students with their transfer process.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
The Puente Coordinators annually collect and assess data on: - Student Retention for both fall and spring semesters - Retention from fall to spring (because this is a year-long learning community) - Student Success Rates in both fall and spring semesters - Finally, because this is a transfer program, and the coordinators assist them in all aspects of transfer preparation, we have data on what we call “retention from spring to fall”- when they “complete the year-long learning community” but return the next fall to continue their coursework at WVC. Since the majority of Puente students receive financial aid, as part of the counseling course, students are taught to research and apply for scholarships (including—but not limited to—the WVC Scholarship). The coordinators write letters of recommendations for students. Because so many Puente students
apply and are scholarship recipients, the coordinators have started keeping data on the number of applicants and recipients. In addition to our own data, the Puente Statewide office gathers student data when they first join our program. Their data analyst tracks WVC students and has information for us that include transfer rates and length of time it takes students to transfer. The coordinators are asked to review and assess this data at the statewide conference. We do not yet have access to the 2012-2013 data. Program effectiveness is also measurable by the percentage of students and community members who attend our sponsored events outside of the classroom, such as: - Mentor-Student dinners (over a 80% participation rate) - Puente Student Transfer Motivational Conference (over 90% student attendance to UC Davis) - Family Night - University presentations and tours (over 60% student attendance to UCSC and 40% UCM) - Year End Celebration (over 95% of invited students and community guests attended)

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?

- High retention in fall, from fall to spring, and in spring to fall (compare Puente to WVC general student population)- Higher passing rates in English basic skill course Retention Passing Grade Retention to the next semester Fall 2011 97% 43% 83% Spring 2012 89% 81% 90% As mentioned in 4.1.(b), because this is a year-long learning community, we record the percentage of student retention from fall to spring. It’s important that we understand the reasons why students may leave the program halfway through the year. We had an 83% retention rate, and some reasons for losing students were as follow: 1 student moved out of state, another student traveled outside the U.S. to deal with a family emergency, and another realized he was not interested in transferring to a university. Other students’ reasons for not returning are unknown. In the spring of 2013, 23 students were awarded scholarships which amounted to over $59,000. Since the majority of Puente students receive financial aid, we believe that our efforts in supporting them to receive additional financial assistance to help further their education should also be considered towards the program’s effectiveness and efficiency.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

We request that the college continue to support the Puente Project by maintaining the reassigned time as outlined in the MOU for both the English and Counseling faculty. The reassigned time is used to plan the year’s events, execute these events, meet to discuss student success and assist them with various aspects of their college success, and meet with community volunteers who mentor our students. Furthermore, since the majority of Puente students are first generation Latino students who are under-prepared for college, they often require extra time from the instructor and counselor to assist them with their coursework, help them with planning and formulating transfer, major and career goals. In addition to the reassigned time outlined in the Memorandum of Understanding, we request continued funding for the $5,000 operating budget (also stipulated in our MOU with UCOP). This operating budget is necessary in order to carry out the Puente events throughout the year, including, but not limited to: - Three Mentor-Student dinners (each dinner has an average of 55 guests, with the exception of Family Night where we host close to 80 people) - The Student Transfer Motivation Conference (we are responsible for transportation—either renting a bus or vans- and a light breakfast for the students) - 2 university tours (rent a bus or vans, and include one light meal for the students) - Year End Celebration (invitations, certificates, dinner, etc.)

9. How will the program measure the impact of the proposed changes?
We plan to implement Satisfaction/Program Evaluation Surveys to students at the end of the year, in addition to the data gathering process already in place. We will also continue taking note of student and mentor participation. But above all, as a transfer program, the most crucial measurement will remain the success and retention rates in the courses and program, as well as the transfer rate data gathered by UCOP.

10. List program learning outcomes (PLOs) here (click here for college catalog):

- Develop an educational plan with the goal of transferring to a four year college or university.
- Explore possible transfer institutions and specific requirements at the college/university for a chosen major.
- Write a research paper that demonstrates the effective evaluation, integration, and MLA documentation of sources

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

- Critical thinking and information literacy
- Effective communication
- Personal responsibility
- Social responsibility
- Global awareness and diversity

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

- Critical Thinking and Informative Literacy is demonstrated through successful fulfillment of required assignments for both Counseling 5 and 12C, as well as for the English 1A (the Ed Plan and research essay, respectively). The combined assignments of our Counseling and English courses require synthesis of research, planning (as part of the Writing Process, but also course and timeline planning as required for their personalized Ed Plan), evaluation of sources, and problem solving of social controversies and academic/personal issues.
- Effective Communication is demonstrated through their oral presentations, as well as through their writing assignments which-in order to pass- must exhibit the articulation of coherent, well-organized ideas in support of an argument, with college level grammar and vocabulary.
- Personal Responsibility is developed through the Educational Plan requirement in the Counseling course. Students learn what personal responsibility means, then write reflective journals on goal setting and decision-making skills, and then are required to take the necessary steps as outlined in their personally developed Education Plan.
- Social Responsibility is understood and demonstrated through course emphasis and research essay in English 1A. This assignment includes materials, writing prompts and discussions which encourage students to be active, engaged citizens broadening their understanding of the Latino community and their role and impact on that community, and its effect on the larger society.
- Global Awareness and Diversity is achieved as the result of our program’s curriculum emphasis: Latino literature and issues (both historical and current). Students engage in academic dialogue when interpreting and preparing to write about a text that focuses on social identity markers, such as race, ethnicity, and class. Because of the Latino emphasis in the Puente Project, students must engage in introspective thought, followed by written explication of how personal identity is linked to diverse cultures and global issues (for instance immigrant and 1.5 generation students learn about the global economic issues that often lead to Latin countries immigration patterns, resulting in their own current place in U.S. culture)
which is a topic discussed in both the counseling and English courses. • Creative Problem Solving is demonstrated in their journal writing in both the counseling and English classes. In particular, the research essay topic for the English 1A final must be on a controversial issue affecting some aspect of the Latino community. Through this research project, students construct a thesis statement that is solution-oriented in attempt to resolve the issue of controversy. Their thesis (a solution-oriented argument) must be well-supported with a variety of source evidence; only after evaluating the evidence do they arrive and start drafting their own problem-solving argument essay.

13. 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." An in depth look at the Program offers ample evidence that the Puente Project directly helps West Valley College fulfill its Mission Statement and Strategic Goals to "foster an increasingly diverse and inclusive learning community by: • Communicating and building better relationships with the communities we serve • 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, multi-cultural society" Through various recruiting events, such as presentations done at high schools throughout the county, the Puente Coordinators and/or Puente student ambassadors "communicate and build better relationships with communities we serve," especially the Latino community. We continually recruit potential Puente students, and then support them on campus by introducing them to various resources, staff, faculty, and professional mentors who encourage them in their academic endeavors, making them feel supported and safe in their college journey. Once students are familiar with their Puente peers, resources, faculty and staff supporters, as well as their assigned professional mentor, we (Puente Coordinators) invite the students’ families to an on campus dinner event called “Noche de Familia”—or Family Night—where families learn about the Puente Program and West Valley College in general. Family Night also helps us in “Communicating and building better relationships with the communities we serve… Decreasing… personal and cultural barriers to make the campus more accessible and inviting.” The students also have a Puente Club, and focus their energies on hosting cultural events, such as having Aztec Dancers perform in the campus center and putting up a Dia de los Muertos Altar, both of which are free and open to community groups and families. Puente has consistently had over an 80% retention rate from fall to spring in the last five years. This retention is remarkable considering that we also serve AB540 students who may often feel discouraged from continuing on the college path. AB540 students are not legal California (or U.S.) residents, but they are charged in-state tuition if they completed at least three years in a California high school and graduated with their high school diploma or GED. Since Puente is open to all students regardless of immigration status, every year Puente has had AB540 students in the program. Without additional scholarship assistance and constant encouragement, it is very easy for AB540 students, who are already at-risk, to see transferring to a four year university as improbable. However, we want these students to feel supported and encouraged to stay at West Valley while considering it a safe learning space. The Puente Program does not inquire about students’ legal residential status. Our focus is on “preparing and encouraging students to contribute successfully to our contemporary, multicultural society,” so that when students attain legal residency, they are prepared to compete and
contribute to our society and economy. And since the majority of Puente students come from low-income backgrounds and/or are on financial aid, all students are taught and expected to research and apply for scholarships to help them with school expenses. The Puente Coordinators (Counselor and English Instructor) write numerous letters of recommendation to assist them with this process. With the record number of students we had receive a scholarships this year (22), no doubt that Puente is committed to “Decreasing systemic financial… barriers to make the campus more accessible and inviting.” The Puente Coordinators themselves attend at least 2 training conferences per year, and a student motivational conference where all California Puente students come together. These conferences are sponsored and led by the UC Office of the President, since the Puente Project is housed under their umbrella at UC Berkeley. At these conferences, Puente Counselors and English Instructors discuss pedagogy, current political/social/economic trends affecting Latino college students, and learn more about coordinating successful Puente Programs at their campuses. We receive and analyze our own college Puente student transfer rates and other pertinent statistics. West Valley College supports the counselor and instructor’s attendance of these conferences and thereby maintains “a highly qualified, multi-faceted staff” that is prepared to assist our historically under-served Latino population. Although we primarily train for the Puente Program students, what we learn at these conferences helps us work effectively with all students, with a focus on working with various under-served student populations.

14. Has your program performed outcomes assessment in the last 3 years?
Yes

15. Based on your program’s outcomes assessment(s), what improvements is your program implementing?
In order to help increase the passing rate of our Puente students, the English instructor and counselor meet with each student individually many times throughout the semester. We do, however, host a joint meeting with each student in November to check in on their progress in our classes and to get their feedback regarding what they would like us to do more or less of in the program to best suit their needs. We are considering moving this joint meeting to a date in October to see if that will benefit our struggling students more to help increase the possibility of their successfully passing the Puente courses. We will also try to refer students who we suspect may have a learning disability to DESP as soon as possible so that they may receive additional services should they need it. Every year we have students who never knew they had a learning disability until we referred them to DESP. That diagnosis and referral usually does not occur until the spring. We will attempt to refer these students to DESP in the fall whenever possible, although this can be complicated since it usually time and careful deliberation between the Puente instructors before making the decision to refer the student to DESP. Since every student in the program completed an educational plan with an identified major and transfer university, no improvement for those PLO’s will be made at this time. We will continue to strive for 100% compliance with these last two PLO’s next year.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:
We do not perceive any institutional barriers to the planned improvements listed above. In regards to the small number of students who we discover/suspect to have learning disabilities, we hope that DESP will not suffer any further budget cuts and that they will be allowed to continue testing students for learning disabilities for free since we find this is an essential service for our
students; particularly for students who come from educationally and financially disadvantaged backgrounds who were never provided with this resource in their K-12 education.

17. What goals have been established to evaluate the effectiveness of the improvement plans described above?

We will evaluate the effectiveness of the improvement plans above with an increased success and retention rate in our courses, in addition to the continued high success rate of our other PLO's.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

The institution level need we have is to continue receiving the release time for both the English instructor and counselor and a $5,000 operating budget as established by our MOU with the UC Office of the President.

19. 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.

We have not requested any money beyond the $5,000 MOU stipulation from UCOP. We outlined our budgetary needs within this framework when we submitted our budget proposal to the College.

20. Describe notable accomplishments since the last program review:

• 22 students were awarded scholarships this year, totaling over $59,000 which included a student receiving UCSC’s $20,000 Pfizer Scholarship. • 16 students transferred to UC, CSU, private, and out-of-state universities. • 14 students were awarded new laptops through a grant received by Land Corp. • 31 students were given USB’s through a Basic Skills grant. • We attended the Northern California Transfer Motivational Conference at Sonoma State University in the fall semester. • We coordinated campus visits, which included admission presentations at UCSC and St. Mary’s College in the spring semester. • 4 of our Puente volunteer mentors are returning Puente students, fulfilling part of Puente’s mission (to earn at least a Bachelor’s Degree and return to the community as leaders and mentors). In fact, 3 of the 4 either have or are working toward their Master’s Degrees. • Students rallied together and collaborated in an advocacy effort on behalf of a fellow classmate who was facing a legal battle. Students demonstrated compassion, effective communication skills, and problem solving plans for their peer. The students’ writing and advocacy helped this young man’s attorney formulate his remarks before the court. We still have this student with us and are awaiting news from the attorney. This felt like a community victory for our Puente class. • One of our students was chosen to attend the all-expense paid, week-long residential summer leadership program that is held annually at UC Riverside. 60 students out of 123 applicants were chosen to participate in this unique Puente Leadership opportunity that is sponsored jointly by UCOP and UC Riverside.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Strengths: • Puente students are transferring at higher rates that not only their under-represented peers, but at higher rates than the general student populations on a whole. The transfer rate of all community college students is at approximately 44%; the transfer rate of under-represented students is 34%. With an average Puente cohort of 30, the 16 students who are transferring this year represent a 53% transfer rate. • A strength that’s been consistently reported by the students is the strong sense of community which is fostered within Puente. Students form strong bonds with each other, and they routinely create study groups in other courses to help them with their studies. We create an environment where the students begin to hold each other accountable to
attending courses and extra-curricular events, where it’s no longer the sole responsibility of the Puente faculty to reach out to students who miss class. This strong bond also allows for deeper conversations within the classroom where critical issues are openly discussed and debated, and where questions regarding college terminology and transfer requirements are posed without fear of judgment from their peers due to their lack of knowledge about college. • The Puente English instructor and counselor work very well together, meeting on a weekly basis to plan the extra-curricular components of the program, course curriculum, and student concerns. Challenges: • We constantly strive to increase the passing rate of our students, particularly in the basic skills component of our program, which is the most challenging for under-prepared students. • Since the majority of Puente students come from financially disadvantaged backgrounds and are receiving financial aid, they also tend to work while coming to school in order to help support their families. Therefore, managing their work and school schedules has always been a problem for our students; particularly for those who work in excess of 20 hours a week while being full-time students. • Many of our students have serious family issues and responsibilities that often prevent them from being able to focus solely on their education and educational goals. These challenges are common amongst first generation college students who come from financially disadvantaged backgrounds. Although the Puente faculty strives to create a sense of family within the classroom to help with retention, we do lose some students because of financial hardships and lack of family support for their pursuing a college degree.
1. What is the name of your program?
Success

2. Person responsible for completing this program review:
Carolyn Nash

3. Please list the names of others who will be involved in this program review:
Paulette Boudreaux

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
External influences--state and local economic crisis affecting the availability of resources among and for students, i.e. funding for books, tuition increases, changes in financial aid eligibility requirements, and funding for transportation; State mandates to foster the academic success of students from underrepresented groups who arrive at college needing basic skills level courses and institutional support as outlined in the Student Success Act;

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
Number for African American students in the program who successfully complete the series of program related courses; numbers/percentages of program students who transfer or obtain degrees or certificates; retention of program students; overall WVC enrollment of African American students; overall WVC successful completion rate for African American; overall WVC retention rate for African American students; WVC African American Student Survey;

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
During the 2011/2012 academic school year the SUCCESS Program served 49 students (approx. 15% of WVC African American population); 85% of program students were retained at the college and in the SUCCESS Program for the entire year; 75% of the students enrolled in program courses completed the program courses with C or better; at the end of the academic year, 12 program students transferred (10 to CSU; 1 UC; 1 Private); While the program only has the resources to accommodate only a small percentage of the African American students at the college, doing a comparative the numbers shows that the overall success and retention rates for the program’s students are slightly higher in the program courses than in the overall WVC African American student population. The results from the African American Student Survey conducted by the program indicates that students appreciate the presence of the program on campus and would like more avenues for interacting, connecting, and learning from each other on campus;

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
The SUCCESS Program generally enrolls about 10-15% of WVC’s African American student population and approximately 60% of the students in the SUCCESS program graduate with associate degrees/certificates and/or they transfer to four year during a two to four year time period. This percentage is slightly higher than the college-wide success rate (51%) for African American students. So if the program could assist more African Americans the success rates for that population of students (who are underrepresented at the college and largely in need of basic
skills assistance upon arrival at the college) would increase for the college overall. However, to assist more students, the program would need increased institutional support by way of funding and staffing, including continuing funding for a program dedicated counselor and a part-time clerical or administrative support person. Another conclusion reflects a need for more specialized recruitment of African American students from across a broader range of the spectrum in the high schools. Such a recruitment effort may necessitate a dedicated recruiter for the program, even on a part-time basis. Per the results of the African American Student Survey, a dedicated space for program students would be a benefit as well. Stronger institutional support for the SUCCESS Program in the above mentioned ways would result in a higher enrollment and greater success rate for a population that is important to the college’s diversity goals and the college’s overall efforts to maintain and environment of inclusion, as the general demographic and the economic factors affecting the valley continue to shift. This could assist the college meet the state initiated goals set forward in the Student Success Act.

9. How will the program measure the impact of the proposed changes?

By reviewing the college and program statistics that measure these particular elements as they become available; Student Surveys; Measuring Program SLOs

10. List program learning outcomes (PLOs) here (click here for college catalog):

Develop a Student Educational Plan with the goal of an associate degree, certificate and/or to transfer to a four year college or university;

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

Critical thinking and information literacy
Effective communication
Personal responsibility
Social responsibility
Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

In order to complete an Education Plan, students must set objectives for themselves; they must evaluate their strengths and barriers; they must determine their preparation and readiness to accomplish their goals, all of which requires their critical thinking, their taking responsibility for their current actions and future planning. All of this involves creative problem solving to identify an appropriate path and connect this with the resources, both personal and institutional, that will allow them to achieve their goals in a reasonable timeframe. They must also be able to articulate that effectively and follow through. Through this process, and what is involved in getting the students to this point, students are learning to identify their assets and what their best contributions to society may ultimately be.

13. 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 intention of the program is to meet some of the specific needs of the African-American student population and other underrepresented underprepared students to ensure more successful outcomes in their academic careers. Many of the African-American students who enroll in the program are first generation
college students, and many face other significant socio-economic and are academically underprepared to make a successful journey through college. The SUCCESS Program offers special support services to these students. The program utilizes the a learning community across disciplines to move students from the basic skills level in English writing to the transfer level by offering two dedicated counseling classes (5 and 12C), and two dedicated English classes (905 and 1A). The program also has a mentor component, and it sponsors student attendance at, and accompanies them to, statewide conferences for networking among African American students at different California colleges. The program also takes students to visit universities and sponsors visits by special motivational and informational guest speakers to emphasize the value and results of persisting in college. The Program also engage students in culturally appropriate and life enhancing activities such as visits to local museum exhibits and theater performances relevant to African American culture and the notions of achieving through education and building community. When students feel welcomed, recognized and supported in an academic community they are more likely (verified by national research statistics) to persist toward their academic and career goals. All of the components of the SUCCESS Program learning community model help create an environment that allows the previously underrepresented, underprepared African-American student, and other underrepresented, underprepared disadvantaged students, to feel at home, welcomed and supported as members of the West Valley community. When these pieces all work well we see students encouraging other family members and friends to enroll at West Valley and to participate in the SUCCESS Program, and they tend to have better results as students here and persevere through the stages from Basic Skills level to transfer to the baccalaureate to the master's, and in some SUCCESS Program success stories, to the doctorate level.

14. Has your program performed outcomes assessment in the last 3 years?
Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?
We plan to initiate a process for following up to insure that students do follow through on their set objectives and periodically reassess and modify their Educational Plan when necessary.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:
The absence of clerical or administrative support to assist in establishing and monitoring a process for following up with students, especially once they have completed the entry level program courses

17. What goals have been established to evaluate the effectiveness of the improvement plans described above:
Establish and require individual counseling conferences at least twice a semester; and survey students to learn whether or not this type of process has helped them to become more active participants in the process of achieving their goals

18. Based on the program's outcomes assessments, what institution-level needs have been identified?
Regularly assigned clerical or administrative support staff for the program

19. 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.
Part-time clerical or administrative support staff person—(person would assist with program communication (on campus and in community outreach); would assist with planning and organizing program events gathering between mentors and students; collecting and maintaining program data and files; This will increase what program is able to accomplish because program counselor and faculty would be freed to focus on other aspects of the program’s work with students Part-time outreach and recruitment person—person would contact, visit, etc. local high schools and actively seek African American students who would benefit from participating in the program’s learning community and would benefit from attending WVC;

20. Describe notable accomplishments since the last program review:

1. Refined SLO (s) for the program 2. Measured student satisfaction with program and at the college through a student survey 3. Continued to increase enrollment in program 4. Maintained and strengthened the mentor program 5. Continued university visits 6. Brought students to culturally appropriate events in the Bay Area 7 Sponsored student attendance at state conferences 8. Invited guest speakers to campus to meet with SUCCESS students and other 9. Pursued ways to increase program resources for recruitment and administrative assistance 10. Obtained a Land Corporation grant to support program recruitment and other program activities and meet student needs 11. Held our end of the year event in conjunction with the PUENTE Program to celebrate the academic achievements of students in the program 12. Advised and supported the African American Student Union on campus in its efforts to support and promote African American student success at WVC 13. Continued academic course offerings through the program (Counseling 5; English 905 in Fall and Counseling 12C English 1A in Spring) 14 Designed and obtained a new program brochure for outreach and recruitment

21. What general conclusion(s) do you draw about your program’s strengths and challenges at this time?

The Program continues to be quite strong with high completion rates with our program students, and has continued to accomplish its goals, even with limited resources, such as an uncertain budget and limited staff. African American, and other underrepresented and underprepared students, continue to seek participation in the program in strong numbers. They also recommend it to family and friends, and our enrollment numbers match the ebb and flow of the overall college enrollment numbers. The fact that students seek out the program, recommend it others, and tend to persist once they enroll, reveals to us that the program is doing a good job serving the needs of WVC students who need the support to obtain their certificates, associate degrees and/or to transfer to four year institutions. With more and continued institutional support the program could shepherd even higher numbers of students from WVC entry to the achievement of their academic and career goals.
1. What is the name of your program?
TRIO

2. Person responsible for completing this program review:
Elise Johnson

3. Please list the names of others who will be involved in this program review:
Lee Rodriguez Geneva Leighton Amber Garcia

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
TRiO is a federal grant and most adhere to all federal guidelines. We had one 4% budget cut and have been level funded since 2010. There may be a 5% budget cut this year.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
As part of best practices and to follow federal guidelines, all student workshops, men's and women's group, orientations, and college tours are evaluated and the number of students served are recorded in SARS to be used as part of the Annual Performance Report required. We also keep a record of every student contact, either by the Director, Counselor or Retention Specialist. In addition as part of our current PLOs we are evaluating student learning outcome in three areas; student increasing their knowledge of financial literacy, of campus resources and of transfer information.

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
Our Annual Performance Report was due in mid March. We received 13 out of 13 points possible for meeting all our performance goals. The TRiO grant requires that 85% of our students be in good academic standing, we met this marker and it compares favorably to the overall student body of 67% in good academic standing. The grant requires that 80% of our students persist, which we met. The grant requires that 20% of our students graduate with an AA degree in 4 years and that 15% of our students graduate and transfer in 4 years. This is our second year, but I estimate that we will meet those performance goals in our third year. We have not done an efficient job of collecting our SLOs from all of our students. We developed our SLOs in .............and have only collected ................evaluations. It should be noted that we had nearly 100% positive response for each area. This needs to be done at the front desk. Unfortunately our Administrative Assistant is part time and we do not have enough coverage to assure that students coming in for appointments are uniformly given an SLO evaluation form.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
I am requesting full time Administrative Assistant. The grant provides for a 53% Administrative Assistant. All student contacts need to be inputted into SARS to track services for students. This is very difficult without a full-time Admin. This would also benefit our tracking of PLOs. Increased counseling time. Currently the counseling hours were cut back to 14 hours a week and the Director has taken on counseling hours. The grant mentions a mentoring program that needs to be initiated, including training, monitoring and evaluating student mentors. This program would require increased counseling hours.
9. How will the program measure the impact of the proposed changes?

40% response rate for collecting PLO information. Mentoring program would need to be evaluated.

10. List program learning outcomes (PLOs) here (click here for college catalog):

After one semester in the TRiO program, a student will be able to use a flashdrive to retrieve information on transfer, financial literacy, and career

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

- Critical thinking and information literacy
- Technological competency
- Personal responsibility
- Social responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

Unfortunately the catalog was not updated to the current TRiO ANGEL community site that is now used instead of flashdrives for students. This community site has a vast array of information for students but specifically relating to ILOs: financial aid and literacy information (both critical thinking and personal responsibility), career information (personal responsibility) and students must access it through ANGEL providing them with an on-line experience as part of the TRiO program, providing them (technological competencies). The site also connects TRiO students in a virtual community and allows them to message each other, particularly as they increase their knowledge through various on-line tools and sites, allowing them to share this with other students in TRiO (Social responsibility). Please note that the goals of the grant include, computer literacy, financial literacy and career exploration. The site was developed to assist students in these areas.

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

TRiO has a dedicated part time counselor (14 hours for 200 students) who has a background as a professional career counseling background. She and the retention specialist have conducted workshops on Test Taking, Stress Management, Transfer, Goal Setting, Careers, Resume Writing and Interviewing Tips. All TRiO students are required to have an educational plan. In addition, TRiO provides extra tutoring for our students and has hired a dedicated TRiO tutor for math and science.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

Our Student Learning Outcome was evaluated during our orientation session in Fall 2011. The outcome we evaluated was effective communication and the desired outcome was whether we provided students with information concerning campus resources. There were 50 evaluations collected and the biggest response was in (16) my webservices (now Portal). The second response was in tutorial (12). We developed for the fall 2012 a new ANGEL Community site and presented it at the orientation. This was an attempt to further the grants goals of exposing students not only to technology but to resources to support their academic goals.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:
Unfortunately because our team site is voluntary we are not getting the student participation desired. I would like to have an ANGEL class that supports students and make it required of new TRiO participants. TRiO will need increased counseling hours to support this goal. This may not be possible with the 5% cut in the grant funding.

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

If the class is implemented there will be a course evaluation to survey its effectiveness in meeting program goals.

18. Based on the program’s outcomes assessments, what institution-level needs have been identified?

The program could use additional money to pay for counseling. In addition though this is not currently supported by program outcome assessments TRiO has been fortunate to have a Land Corp grant to purchase book vouchers for not only TRiO students but for all low income students. Those vouchers will be used up and need to be replenished. This need for book money is mentioned as a problem for all West Valley students in the last campus evaluation.

19. 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.

Additional counseling hours from 14 to 21 to support development of Mentoring program and to track on-line class developed in ANGEL. (7 additional hours and benefits for 9 months total $14,400) Additional front desk coverage from 53% to 75% to provide tracking of PLOs, student tracking for Annual Performance Report, and front desk and administrative services. (additional hours and benefits for 9 months total $31,581) Additional money to purchase book vouchers which will run out this year. ($5,000 for two semesters) total $50,981.

20. Describe notable accomplishments since the last program review:

We recieved 100% on Annual Performance Report. Development of "TRiO on the Net" first and currently only Team Site on the PORTAL. College tours to CSU Cal Poly, Santa Barbara and SJSU. Further Development of Community Site on ANGEL to connect students and utilize technology. Development of both Men's and Women's support groups. Board Presentation April 16th.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

TRiO is faced with a possible 5% budget cut, after facing a 4% cut in 2010. In our third year we have our largest number of students since the conception of the program. TRiO students are mostly all first generation, low income and all have academic need. What we see is that these students who are most vulnerable are successful with additional counseling and tutoring services provided by TRiO. TRiO also provides a sense of family for first generation students who often feel they do not belong in "college". To coin a TRiO motto "TRiO Works". West Valley has many more TRiO eligible students than what we can serve. Over half of students on financial aid are TRiO eligible. Ideally all these students should all be served instead of further cutting these vital services for low income first generation students.
1. What is the name of your program?
Transfer Center

2. Person responsible for completing this program review:
Tom Golbetz, Transfer Center Director and Counselor

3. Please list the names of others who will be involved in this program review:
Susie Tong, Transfer and Career Advisor Freba Cognetta, Transfer Counselor

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
There are many external influences that impact the Transfer Center. Four-year public universities have been limiting admission due to budgetary reductions. We follow the California Community College Chancellor's Office "best practices" for transfer. State regulations have changed drastically in the last couple of years creating new paths for transfer students. SB1440 led to the creation of the new transfer degrees which our college is implementing. We have worked diligently to inform our students and the campus community about all changes in the transfer process. Changes in technology require us to adapt and develop new platforms to provide transfer information to our students. For instance, we now advertise our events on facebook and twitter.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
We utilize Student Learning Outcomes (SLOs) to evaluate our effectiveness. In addition, we have reviewed satisfaction surveys through the West Valley Point of Service Survey, Fall 2012. We also track transfer statistics to compare us to previous years and statewide averages. We survey our 4-year university partners for their input. Finally, we collect SARS GRID/TRAK data to evaluate transfer services usage.

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
We are pleased to see that West Valley's transfer rate is increasing. The transfer velocity cohort provided by the California Community Colleges Chancellor's Office showed that our transfer rate improved to 17% above the state average in the most recent data. The previous two years we were 13% above the state average. Our SLO data reveals that students who utilize our transfer services are extremely knowledgeable on transfer resources and required steps in the transfer process. Data from the four-year universities demonstrate that we have strong relationship with our transfer partners. Finally, SARSGRID shows more students are utilizing our services.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
Actions and Objectives: 1. Continue to increase the training provided to all counselors 2. Increase the content of the Transfer website 3. Increase classroom transfer presentations 4. Provide transfer workshops for campus programs serving underrepresented students. Resources: 1. Provide adequate funding to support our Transfer Center and all of our transfer activites 2. Provide a part-time student worker to assist the transfer team and provide transfer information to students during peak times.

9. How will the program measure the impact of the proposed changes?
We will continue to use data to measure the Transfer Center's effectiveness and efficiency. We keep track of student usage of transfer services on an annual basis. We will continue to evaluate whether our student learning outcomes are meeting their objectives through data provided by our surveys and SARS GRID/TRAK. The transfer team will continue to meet regularly in an effort to enhance our transfer services.

10. List program learning outcomes (PLOs) here (click here for college catalog):

Through participation in Transfer Center Activities, students will be able to:
1. Identify 4-year colleges/universities that offer his/her major
2. Research the requirements necessary to transfer to the college/university of his/her choice
3. Understand the transfer process including know how and when to apply
4. Identify and explain the Transfer Center resources

11. Identify the institutional learning outcomes (ILOs) that apply to your program:

- Critical thinking and information literacy
- Quantitative and qualitative reasoning
- Effective communication
- Technological competency
- Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:

Students critically evaluate quantitative and qualitative information during the transfer process. We share technological resources with our students so they can better effectively apply, transfer and communicate to their four-year institution. We stress personal responsibility through the entire transfer process.

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

Transfer is a crucial component to the college's mission. We assist students from start to finish through all facets of the transfer process. Through our many services we promote student retention and success. In addition, we assist students in setting their educational goals and evaluating their progress. Most importantly, we help students to reach their educational goal which often times include transferring to a 4-year university.

14. Has your program performed outcomes assessment in the last 3 years?

Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

We plan to serve more students through outreach activities. We recently initiated classroom transfer presentations and we plan to increase the number of presentations next year. We've created new workshops based on students' requests for transfer information. We're constantly updating our website to provide comprehensive transfer information. We regularly purchase software and reference materials to keep our resources up to date. Finally, we're beginning the planning stage for the physical construction of a state of the art Transfer Center as part of the new student service building.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

We are working with limited time and budget To accomplish our goals, we need to devote our
entire transfer time to transfer activities. The transfer team members all have many responsibilities outside of transfer and often find themselves spread thin and pulled in many directions. We need counselor support to accomplish many of our activities, such as covering the many workshops and presentations we provide. We need an adequate budget to support our activities.

17. What goals have been established to evaluate the effectiveness of the improvement plans described above?

We will continue to monitor student contacts to evaluate the usage rates of our transfer services. In addition, we plan to meet regularly to ensure that we are executing on all of our transfer activities. We also plan to continue to monitor our SLOs to ensure our activities are performing to our expectations. Finally, we are committed to be actively involved in the student services consolidation and the new construction. The goal is to ensure our new Transfer Center will provide an optimal space for our current and future transfer students.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

Transfer is an important component to the college's mission. West Valley College needs to have institutional support for the Transfer Center. Part of the support is moving forward in the process of designing a "stand alone" Transfer Center to meet the current and future needs of our transfer students. In addition, the institution needs to support our transfer activities with time and modest financial resources in order for us to accomplish our goals.

19. 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.

We are not requesting additional funds other than our base budget which we have already submitted.

20. Describe notable accomplishments since the last program review:

1. Increased our transfer student contact by 776 to a total of 10,015. 2. Visited 25 classrooms to present transfer information. 3. Transfer Day - 800 students attended our Transfer Day event. This is the largest attendance in the last 5 years since we have been keeping track. In addition, we received extremely high evaluations from our 4-year partners. 4. Successfully coordinated our Transfer Admission Guarantee (TAG) Program with 8 universities. 5. Added two new transfer workshops: "TAG" and "Next Step" Workshops 6. Increased our visibility through marketing efforts 7. We are very pleased to see with the most recent data that West Valley's transfer rate increased from the last two previous years. West Valley's transfer rate in the most recent data was 17% above the statewide average. 8. Significantly increased transfer training over last year to campus community. 9. Hosted numerous 4-year universities to present workshops and to meet one on one with our students.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

Our greatest strength is our ability to continue to help students to transfer. We have excellent events, workshops, and presentations that are provided throughout the academic year. Our student learning outcomes demonstrated that we significantly enhance student transfer knowledge after utilizing our services. Our biggest challenge is our Transfer Center facility. It's not conducive for transfer workshops and classroom visits. Background noise and interruptions interfere with transfer presentation due to us lacking a self-contained area. In addition, we do not have enough computers to accommodate all the students that attend these workshops and presentations. Finally, our Transfer Center lacks an enclosed office, interfering with the Transfer
Center Advisor's ability to work on projects and assist students in a quiet confidential environment. A final challenge is the transfer team often struggle with the ability to meet and coordinate our many special projects due to numerous non-transfer demands on our time.
1. What is the name of your program?
Tutorial Services

2. Person responsible for completing this program review:
Jeff Griffin

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

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
The State budget crisis and its effect on the college budget are affecting Tutorial as well as the rest of the college. With more students and high demands for individual tutoring, tutorial has been forced to cut individual tutoring and serve more students in a drop-in environment. Because of State regulations for claiming apportionment, prospective tutors are offered the opportunity to take IS 40 Tutor Training. Tutorial can claim positive attendance for students who receive tutoring from trained tutors, or from tutors with advanced education who receive waivers from the VP of Instruction. The SARS attendance tracking system was modified so that there are different log-in and reporting options for students who receive tutoring by trained tutors and those who are tutored by non-trained tutors.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
SLO Student Survey Our SLO survey questions are: 1. I came to tutoring with questions, class notes and/or homework attempted. 2. I identified my problem areas for tutoring help. 3. I went to class with completed homework. 4. I was able to paraphrase & explain ideas and concepts to summarize what was learned. 5. I improved my grades in homework, quizzes, and tests. 6. At the end of tutoring, I feel that I am a more independent learner. Budget analysis Usage analysis: - student access data (log in/log out, individual hours and totals, total program hours tutored per semester, male vs. female percentages) - tutor access data (log in/log out, individual hours and totals, total hours of tutoring per semester, which students were helped by trained tutors and which were not and total hours of each for WSCH reporting) - how many students utilize the service in which subjects, most popular subjects - TRiO and DESP student access hours and budget transfer amounts. - Volunteer hours

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
The last SLO survey indicates effective delivery of tutoring services: 1. I came to tutoring with questions, class notes and/or homework attempted. 100% 2. I identified my problem areas for tutoring help. 100% 3. I went to class with completed homework. 93% 4. I was able to paraphrase & explain ideas and concepts to summarize what was learned. 90% 5. I improved my grades in homework, quizzes, and tests. 100% 6. At the end of tutoring, I feel that I am a more independent learner. 100% At the 10 week point of Spring 13, Tutorial has 458 registered students. and we are tutoring them in 89 different classes. 292 students are being served by our drop-in math tutors, 67 in chemistry, and surprisingly, 54 students are being tutored in accounting. This is the second semester that a math class has been surpassed by an accounting class as the most popular subject. This success is due to close cooperation and trust between the
accounting teachers, particularly Nancy Ghodrat, and the accounting tutor. Many students are being helped in multiple classes at Tutorial. Tutorial usually comes in at, or under budget, which indicates efficiency. If we are allowed to use our full budget (without reductions) we will be able service students as they need to be serviced, and so should be able to maintain this high level of effectiveness. If the budget is reduced, students who need individual help will be turned away and drop in hours will be cut. A 40% budget cut (as occurred during this current fiscal year) could equate to 30% or more reduction in tutoring hours delivered to students.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?

Unfortunately, Tutorial has been allocated only $35,500 for 2013 - 14, and this is woefully inadequate to maintain our level of service. We are requesting that our tutor salaries budget (52410 - Hrly Class Instr Aide) for 2013 - 14 be restored to the 50K level it was at the start of the 2012 - 13 fiscal year. A grand total = $49,811 ($47,432 sp/fall + $2,379 su) is needed as illustrated below. If you consider that the Tech Center will move to Tutorial Services this summer, becoming available to students next Fall, it is indefensible to cut our budget by 30%.

For the past many years Tutorial has been expected to support the nearly 150 sections of math, chemistry & physics and other related sciences. In order to be efficient and save money while meeting student demand, Tutorial has had to use primarily a drop-in tutoring and group tutoring approach for those students. This has pros and cons. Many years ago, individual, weekly math, physics and chemistry tutoring was eliminated due to on-going budget constraints. Group Drop-in tutoring is currently available for math, chemistry, physics and economics for almost 40 hours per week. For other subjects, individual tutoring is still offered. ESL, English, Reading & Writing are served by a separate tutorial center, which is run by the English Department.

Detailed budget request for 52410 - Hrly Class Instr Aide Salaries: Spring/Fall semesters: Drop-in* tutor pay: 14 weeks x 34 tutor hours per week = 476 tutor hours x average pay of $11/hr. = $5,236 per semester x 2 = $10,472 per fiscal year Individual** appt. tutor pay: 14 weeks x 120 students (average load) = 1,680 tutor hours x average pay of $11/hr. = $18,480 per semester x 2 = $36,960 per fiscal year Subtotal - $47,432 for Spring/Fall Summer semester: Drop-in* tutor pay: 4 weeks x 34 tutor hours per week = 136 tutor hours x average pay of $11/hr. = $1,496 per semester for drop in tutor pay Individual** appt. tutor pay: 4 weeks x 20 students (average load) = 80 tutor hours x average pay of $11/hr. = $880 for summer semester Subtotal = $2,376 for Summer * Drop-in tutoring Drop-in tutoring is the most cost effective way to serve students for Math, Chemistry, Econ., and Physics. The staffing level necessary to meet the PLO for this function is one person on duty M – Th mornings from 9:30 to noon, and two people on duty afternoons from noon until 6 pm. ** Individual tutoring For subjects other than drop-in subjects, the minimal allotment necessary to meet PLO for each student is one hour of individual tutoring once a week (the student must choose only one subject for individual tutoring). This minimal level of funding is necessary in order to have an acceptable level of support so that students can get the help they need to become independent learners without getting discouraged or frustrated and abandoning the service.

9. How will the program measure the impact of the proposed changes?

We will look for continued good results on our SLOs as students who have increased access to tutors should become even more independent learners. Data collection for number of students served would indicate an increase in total number of students served and the total number of tutoring hours delivered.
10. List program learning outcomes (PLOs) here (click here for college catalog):
After accessing tutorial services, a student will be able to demonstrate skills and characteristics of a self-directed learner.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
There is a direct link between the PLO of Tutorial Services and the ILO Personal Responsibility. When engaged in the tutoring, a student, working with a tutor, assesses his or her own knowledge, skills, and abilities. The student uses that information to set reasonable academic goals, to allocate and manage time, to build specific skills and abilities in partnership with the tutor, and ultimately to become a self-directed learner.

13. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
The Learning Community fostered by Tutorial Services supports the mission and goals of the college by providing tutoring and academic support to students in the areas of basic skills, career programs and core transfer/general education courses including accounting, social sciences, and math and sciences. This program helps to improve student retention, persistence and completion in academic, transfer subjects and in career/vocational programs. Tutorial Services supports the college by contributing to the success rates in the various basic skills, certificate, and degree and enrichment programs offered by WVC. The college’s mission is also our mandate to provide support for vocational certificates, associate degrees, and transfer programs, courses for basic skills, job readiness, personal growth and enrichment. Collaborative Leadership is supported by a welcoming, encouraging, supportive and collaborative environment. Students are encouraged to bring classmates in to form study groups, which qualify for additional tutoring help. This promotes teamwork and a sense of collaboration at Tutorial. Diversity & Inclusion are practiced because tutorial has always had a number of international student-tutors. It is a natural for foreign students to serve as foreign language tutors. Many of our math/science tutors are foreign born, and in addition, many math/science tutors are females preparing to enter non-traditional fields of study and non-traditional work environments. International student-tutors learn to feel more confident in speaking English while helping classmates. An added benefit is that native-born American students have a chance to get to know students from different cultures and different religions, learning more about the larger world in the process. Motivated students can use all forms of tutoring as a supported study hall/homework center.

14. Has your program performed outcomes assessment in the last 3 years?
Yes

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?
Based on the high scores returned on the last SLO (90 - 100% range) no improvements were deemed necessary. Spring 12 SLO results: 1. I came to tutoring with questions, class notes and/or homework attempted. 100% 2. I identified my problem areas for tutoring help. 100% 3. I went to class with completed homework. 93% 4. I was able to paraphrase & explain ideas and concepts to summarize what was learned. 90% 5. I improved my grades in homework, quizzes, and tests. 100% 6. At the end of tutoring, I feel that I am a more independent learner. 100%

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:
If funds are not restored, it is possible that students will not reach the level of SLO success as in previous years.

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

If budget is restored, SLO should mirror the previous outstanding student survey data related to becoming an independent learner because of the tutoring experience. If our budget remains intact, Tutorial usually comes in at, or under budget, which indicates efficiency. If we are allowed to use our full budget (without reductions) we will be able service students as they need to be serviced, and so should be able to maintain this high level of effectiveness. If the budget is reduced, students who need individual help will be turned away and drop in hours will be cut. A 40% budget cut (as occurred during this current fiscal year) could equate to 30% or more reduction in tutoring hours delivered to students.

18. Based on the program’s outcomes assessments, what institution-level needs have been identified?

A stable and adequate level of funding, as detailed further along in this survey.

19. 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 resources requested beyond base budget.

20. Describe notable accomplishments since the last program review:

Due to extensive Title 5 process and software tracking capability improvement, Tutorial Services is now collecting positive attendance hours. The importance of this change cannot be underestimated in the current fiscal environment. In close cooperation with Nancy Ghodrat we have developed a very successful adjunct tutoring program for her Acct. 10 and 11 classes. At mid semester we have 54 students attending Acct. 10 and 11 tutoring with a specially trained and coached tutor. This puts Acct. at the top of the list of requested subjects to date this Spring.

21. What general conclusion(s) do you draw about your program’s strengths and challenges at this time?

Students appreciate the convenience and nearly 40 hours per week of drop-in tutoring access to tutors for math, chemistry, economics & physics almost every hour that Tutorial is open. These hours seem to meet the diverse needs of students. The math/science division receives the lion’s share of the tutoring resources. Drop-in is really a math/sciences homework center, with some economics, and other subjects, as well. While Tutorial is closed on Fridays and Saturdays, we are open from early morning until late (Monday through Thursdays 9:30 a.m. to 6:00 p.m.). The late hours do help to accommodate working adults who are trying to juggle work, family and college part-time. Tutorial does a good job supporting transfer and career students to meet their educational goals. Tutorial has many capable, versatile student tutors dedicated to supporting fellow students. We also have a core of professional tutors with career experiences and the desire to support students. We have other dedicated workers who tutor without pay, strictly as volunteers. Our challenge is to juggle the dwindling funds with the steady student demand for more tutoring. we began the 12-13 fiscal year with 50K budgeted for tutor salaries, but that was reduced to 15K in Sept. of 2012. In response, I had to reduce the number of tutors and restrict access to individual tutoring. As the number of hours of tutoring and service availability drops, students are forced to wait longer for help and forgo more individual help. This frequently causes students to go away frustrated, and not return. The cycle of constant budget cuts causes students to be less able to get help, and consequently, fewer students come in to get help. When they do come, they are served with less hours of tutoring. 20K was subsequently restored into fund 100
for a total of $35K (which still leaves a 15K cut in the budget). Only $35,500 has been allocated for the 2013 - 14 fiscal year. The challenge also, as with the entire math department, is to support basic skills math students so that they can succeed at basic math classes such as Math 902, 103 and 106. Due to the chronic budget under-funding, individual math tutoring has not been offered for many years, in order to stay within the Tutorial budget allocation.
1. What is the name of your program?
Veterans Resource Center

2. Person responsible for completing this program review:
Mrs. Bernadette Walker

3. Please list the names of others who will be involved in this program review:
Dr. Michelle Donohue-Mendoza

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
Military benefits, Department of Veteran Affairs, Veterans Task Force, community donors—namely Dr. Daniel Furtado

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
1. Veteran Focus Group consisting of two administrators and 5 veterans - November 2012
2. Veteran Student Survey - 18 student veterans participated of which 83% full time and 17% part time students.
3. Datatel cohort labeled as WVET, these students are certified benefit users at West Valley College. This method allows us to track students in terms of class completion, grading, and dropout rate.
4. Personal weekly contact with Veteran Resource Center support personnel.

7. Based on the data collected, what conclusions do you draw about the program’s efficiency and effectiveness?
The above mentioned veteran student survey revealed that 56% of students believe tutoring to be a necessary component for their educational success. 69% of the students would appreciate a dedicated veteran counselor located in the VRC (Veteran Resource Center). 82% of the students indicated that information in regards to veteran benefits should also be locally available in the VRC. 89% mentioned that they would take part of a veteran club on campus. It is general consensus that most Veteran Resource Centers are working towards a one-stop shop environment. Research indicates that a veteran student’s success often depends on locally available support readily available in terms of peer support as well as centrally located student support services. It is the goal of the VRC to work towards making the environment for WVC veteran students a one-stop environment. The Veteran club has blossomed over the past year and doubled their attendance. I strongly believe this success is due to the fact that the VRC employed a veteran student outreach worker as well as closely mentored the veteran club president. We collaboratively joined forces with faculty such as the athletic coach who serves as the veteran club president. Establishing a veteran student welcome last semester led the veteran task force to consider moving towards officially establishing a veteran orientation. This is planned for Fall 2013.

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
1. Funding to house a dedicated veteran counselor permanently in the VRC
2. Establishing yearly veteran orientations before classes start.
3. Hiring 2 VA work study students to maintain data and mentor veteran students.
4. Establish close connections with local veteran centers.
5. Bring official personnel to the VRC to offer workshops on VA benefits.
6. Offer workshops and
events to bring awareness to the campus community as well as veterans about mental health issues. 7. Continue to work in collaboration with the entire campus community as we have with the Veteran Taskforce which is composed of counselors, administrators and staff. 8. Continue to improve already requested support to implement veteran tracking in Datatel that expands beyond veterans who are certified. This allows us to identify other veteran students attending who also will benefit from VRC resources. 9. Establish a shared Filemaker Pro database to track veteran students. 10. Improved marketing to veterans in the community will improve veteran student attendance.

9. How will the program measure the impact of the proposed changes?
Success rates will be measured by tracking student progress in a Filemaker Pro database. This will be accomplished by the VA veteran work-study positions. Veteran orientation will prepare students before they start school this will be tracked by improving dropout rates as well as improved student progress, both will be measured by running reports on DATATEL and SARS. Increase of student attendance at WVC will demonstrate marketing efforts. Providing centrally stationed veteran counseling will improve student grades, reduce dropout and improve veteran success. Offering workshops to veterans as well as campus community will enable veteran students to take opportunity of student support services as well as off campus services and improve student’s ability to effectively deal with mental health issues.

10. List program learning outcomes (PLOs) here (click here for college catalog):
The Student will be able to demonstrate dependability, reliability, and accountability The Student will be able to assess his or her knowledge, skills, and abilities to plan, coordinate, and implement events and activities.

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
- Effective communication
- Technological competency
- Personal responsibility
- Social responsibility
- Global awareness and diversity
- Creative problem solving

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
1. Student Retention-The responsible agent for the integration of the student into college community 2. Community-building through the implementation of educational, cultural, and community event planning and college-wide marketing efforts 3. Student Leadership Development & Training/Student Development/Life Skill Development 4. Advising/Counseling of student leaders in student government, inter-club council, and 26 clubs 5. Conference Center-Room Reservation, Use & Set-up for internal/participatory governance groups and external community partners. 6. Facility & Vendor Operations, Routine Maintenance, & Cleaning 7. Global Education Center as a meaningful collaboration with Division of Instruction to champion global awareness and cultural learning.

13. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
Builds relationships among West Valley and Other Schools Student Retention Life-skill
14. Has your program performed outcomes assessment in the last 3 years?

No

While we have collected ample qualitative and quantitative data, we have not written SLO's for our services and programs specifically tied to veteran student support services. We will do so fall 2013 and also assess them fall 2013 and will add them to the Student Services portfolio of programs assessed and reported.

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

The department will shift to focus on effective communication and creative problem solving in the future after receiving department members feedback expressing these Student Learning Outcome would be better match for the department. Hire 2 VA workstudy students who will assist in tracking of veteran student progress, student learning outcomes, and assist in mentoring students as will as bring off-campus support services to the VRC.

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

DATATEL tracking currently allows us to track approximately 50 percent of veteran students attending West Valley College. Implementation of Datatel tracking via IS will improve improve student success as well as reduce staff needs.

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

1. Establish FilemakerPro database to track student progress and success. 2. Implement veteran student orientation and establish exit questioneer. 3. Develop two student learning outcomes and assess them in fall 2013. 4. Be approved for and host two Department of Veteran Affairs work study students to support VRC offerings. 5. Collaborate with tutoring to co-locate some tutoring support services for veteran students adjacent to the VRC. 6. Purchase computer and set-up office for counseling staff in adjacent office.

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

We will need to pursue the process of increasing the Campus Center fee in early fall semester 2013. We cannot remain fiscally solvent under the current arrangement. We will continue to lose staff as a result both classified as well as student staff each year. Also, DATATEL Implementation for the tracking of all veteran students attending West Valley College, including those who do not utilize GI benefits here. This cannot be accomplished without strong institutional support.

19. 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.

We are a self-sufficient program and have to generate our own revenue. Thus, the Campus Center will embark on the process of increasing the Campus Center fee to accommodate the level of programs and services that the campus has become accustomed to.
20. Describe notable accomplishments since the last program review:

- Time, Place & Manner Procedures & Forms Updated for 2012-13
- Compiled Convocation Survey
- Investigating Veteran Support Services Websites from other community colleges
- Developed and distributed Veteran Student survey. Will analyze results and supply report to Task Force at October meeting.
- Researched Butte College’s Veterans support program as a model program
- Completed logistical needs to host Chamber Mixer
- Collaborated with Bill Taylor & Landscape Vendor to complete (& pay for) Campus Center Landscape Project
- Ongoing meetings and construction updates with Viking Grove Complex
- Designed Tile Donor Campaign with Advancement Office
- Presented Veteran’s Resource Center Naming Opportunity to Advancement Office
- Updated Point of Service Survey for October/November distribution and collection in classes and offices
- Chaired Human Resources Specialist Search Committee
- Prepared narrative activity report for Matriculation Orientation Sub-committee
- Attended Human Resources Performance Review & Discipline Workshop presented by Liebert & Cassidy
- Submitted Division-wide Student Learning Outcomes report-100 %
- Identified assessment initiatives to fulfill Compass Grant requirements for Global Citizenship. Discussed ideas with Cynthia Reiss & Dulce Gray
- Appointed to DISJOINT committee to aid in accreditation processes. Meets every 3 months
- Completed review of Campus Center punch list with Facilities Construction staff. 120 out of 300 items have been addressed
- Will support Victoria with Disciplinary Hearing Board training on 9/28
- Integrated and transitioned new employees to department and their specific roles: Berni Walker & Nick Bedel
- Intimately involved in the planning, delivery, and evaluation of New Student Convocation
- Administered Point of Service Survey to 800 students in 35 classrooms
- Served as Search Committee Chair for the Human Resources Specialist selection process
- Completed Mental Health Initiative on-line modules
- Compiled and submitted narrative report for Orientation Matriculation sub-committee
- Developed data-tracker with Becky to best report out our work with “Students of Concern”
- Oversight of opening of the Viking Grove Complex and preparations for reservation use of Outdoor Conference Room
- Completion of the Campus Center Renovation Project Punch list, HVAC training, and AV testing
- Finalized facility purchases including: (1) 25 new chairs for Baltic B Meeting Room, (2) magazine & brochure racks, (3) 2 privacy screens for Concierge Desk, (4) printer table for Veterans Resource Center, and (5) 5 outdoor tables/umbrellas for Viking Grove Complex
- Close collaboration with Director of Financial Aid and staff to update Veteran’s Student website
- Convocation Passport Cards submitted to Director of Admissions & Records
- Coordinated the data collection for the Point of Services Survey
- Special appreciation for Victoria, Berni, Yalem, Nicole, Herlisa, Becky, Elise, Angela, Nick, Danny, Ryan for making classroom visits to administer the survey as well as administering surveys from their specific offices
- Data entry was completed in December for 2,048 POS surveys
- Subpoenaed for and participated in student parole hearing for student government officer. Worked closely with this student since his return to campus and with police to support appropriate campus visits given restraining order limitations. Worked collaboratively with police to support both students involved in this case. I added these: *Doubled Veteran club participation and monthly events for veteran students.
*Formed connection with Oracle Corporation, Project Hire and Wounded Warriors.
*Increased marketing efforts for VRC by establishing Facebook page, Veteran Website renovation, Display signage, VRC logo completion, as well as veteran brochure completion.
*Implemented Veteran & Campus Center events on website & portal.
*Successfully obtained funding for veteran...

**21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?**

Below are most of the component events/programs/activities we have served to our general student populations. Our goal is to engage, integrate, and affiliate students for their success in understanding of leadership, diversity appreciation, involvement, engagement and volunteerism. This year our facility being ready, we were able to serve many community events and bringing the Campus Center about ~$25,000 and we still have time to earn more revenue.
1. What is the name of your program?
Work Experience

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 involved in this program review:
No Response

4. Describe any external influences that currently impact your program (federal or state regulation, advisory boards, etc)
External influences that impact the program are state regulations and local interpretation of those regulations. Students have lost the opportunity to repeat Work Experience, regardless if the objectives have changed. This action has devastated the program.

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

6. List the types of data the program collects to demonstrate its effectiveness and efficiency in delivering services (e.g. student retention, satisfaction surveys, utilization data):
No Response

7. Based on the data collected, what conclusions do you draw about the program's efficiency and effectiveness?
No Response

8. Based on the above conclusions, what actions, objectives, or requests for resources does the program propose?
No Response

9. How will the program measure the impact of the proposed changes?
No Response

10. List program learning outcomes (PLOs) here (click here for college catalog):
Demonstrate personal and professional standards for responsibility, honesty, and decision-making Demonstrate verbal and written communication skills Set and manage priorities Demonstrate interpersonal skills in various settings

11. Identify the institutional learning outcomes (ILOs) that apply to your program:
Personal responsibility

12. Explain the connection(s) between the PLO(s) and the ILO(s) checked above:
All of the PLO's Demonstrate personal and professional standards for responsibility, honesty, and decision-making, Demonstrate verbal and written communication skills, Set and manage priorities, and Demonstrate interpersonal skills in various settings) meet the Personal Responsibility ILO.

13. How does the program contribute to the fulfillment of the college mission? (click here for the college mission statement)
The Work Experience Program offers two General work Experience courses in 2, and 3 units as well as three Occupational Work Experience courses in 2, 3, and 4 units. These courses are intended to support students along their pathways to reach career goals. Occupational Work Experience courses involve supervised employment of students in positions which are related to their selected field of study, thereby extending the learning experiences of the classroom to the
field. General Work Experience courses involve the supervised employment of students in positions, which will develop the students’ general job skills, vocational awareness, and understanding of the requirements for successful employment.

14. Has your program performed outcomes assessment in the last 3 years?

No

15. Based on your program's outcomes assessment(s), what improvements is your program implementing?

n/a

16. Please describe any barriers to the planned improvements described in the outcomes assessment questions above:

n/a

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

n/a

18. Based on the program's outcomes assessments, what institution-level needs have been identified?

n/a

19. 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.

n/a

20. Describe notable accomplishments since the last program review:

In 2012-2013 153 students received Work Experience credit.

21. What general conclusion(s) do you draw about your program's strengths and challenges at this time?

The program has shrunk to 43 students in Fall 2013, from 75 in Spring 2013, because students can no longer repeat the classes. The interpretation of the regulations concerning Work Experience repeatability is not consistent throughout the state. West Valley's program has been devastated by this limitation.