Program Review Question Description

Below are brief descriptions and or examples that provide context for the questions within the Program Review Survey. Please refer to this document if you are unsure of what a question means or how to answer it. Should you have any questions, you can contact the following resource people for Program Review based on the nature of the question:

- General Process – John Hannigan
- Data Analysis – Inge Bond
- Data Tables - Inge Bond
- SLO/PLO or ILO – Heidi Diamond
- Curriculum – Cheryl Miller
- Budget Requests/Resource Allocation – Pat Fenton
- CTE – Brad Weisberg

GENERAL

What is the name of your program?
Use drop down menu.

Person responsible for completing this program review.
Please type your name as the primary person responsible for this review.

Please list the names of others who will be involved in the program review.
Program evaluation is a collaborative activity which includes full & part-time faculty, staff and students. List the names of those who have made contributions.

Is your program a CTE/vocational program?
Choose yes or no.

Describe how your program meets documented labor market demand (note evidence used).
This intent of this question is for the program to describe how it complies with the State Education Code quoted below, particularly item (1). Consult Brad Weisberg with any questions.

Education Code
78016. (a) Every vocational or occupational training program
3/22/13
offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

Example: Employment of interior designers is expected to grow 19 percent from 2008 to 2018, faster than the average for all occupations. An increasing interest in interior design and awareness of its benefits will increase demand for designers. As businesses realize the improvements that can be made to worker and customer satisfaction through good design, they will use interior designers to redesign their offices and stores.

Are there other similar programs in the area (programs in which students can earn comparable certificates/degrees/training)?
This intent of this question is for the program to describe how it complies with the State Education Code quoted above item (2). See other local CC Catalogs or consult Brad Weisberg

Example: The closest program in Interior Design is College of Marin, approximately 90 miles from West Valley.

Please analyze available evidence of the program’s demonstrated effectiveness as measured by student’s successful completion of the program and job attainment in the field:
This intent of this question is for the program to describe how it complies with the State Education Code quoted above, item (3). Consult Brad Weisberg with any questions.

3/22/13
Example: Students earning ID certificates increased by 30% from 30 in 2012 to 39 in 2013. Degree recipients increased by 20% from 20 in 2012 to 24 in 2013. Fifteen of the above students had employment in the field before graduation.

Is this a full or update program evaluation?
Check one. See the schedule of program reviews. Choosing full review leads you to all the questions. Choosing Update directs you to a subset of questions

STUDENT LEARNING
List Program Level Learning Outcomes (PLOs) here
This question addresses the accreditation requirement that all programs have learning outcomes in addition to course SLOs. In some cases there are different PLOs for different degrees and certificates.
Contact Heidi Diamond with any further questions regarding the program’s PLO.

Identify the Institutional Learning Outcome (ILOs) that apply to your program:
Check all that apply.

Explain how the PLO(s) meet(s) the ILOs checked above:
This question addresses the accreditation requirement that there be linkages between SLOs, PLOs, and ILOs. Phrase your answer to indicate what and/or how students demonstrate the learning outcome(s) not simply what activities or opportunities the program provides.

Example: The PLO "Students will be able to speak and write effectively in business and workplace settings" satisfies the ILO for Effective Communication A. and B. Students prepare written reports and deliver oral presentations.

Contact Heidi Diamond with any further questions regarding the program’s PLO

How does the program contribute to the fulfillment of the college mission?
This question addresses the requirement that programs be aligned with the mission of a college. The response should be aligned with data such as degrees/completed certificates, employability, transfer/articulation such as AAT/AST degrees or lower-division preparation for transfer majors.

Example: The department fulfills the College’s mission by working with an active business advisory board that informs us about industry trends, internship opportunities, and strategic partnerships. An AST in Interior Design has submitted to the State for approval.

Describe notable accomplishments since the last program review.
This question gives programs the opportunity to highlight effective practices, new curricular or extracurricular activities, external or internal partnerships, articulation packages, and other ventures in support of student success.

Example: Responding to needs voiced by the profession, the Department proposed a 12-unit Sustainable 3/22/13
Design Certificate. In addition to serving existing Interior Design students, the courses are geared toward interior design professionals desiring to build sustainability into their practices. All 12 units are now included in the approved courses for the department.

Describe any external influences that impact your program (federal or state regulations, advisory boards, etc.)
This question provides programs with the opportunity to explore the effect(s) of external regulations, legal statues, licensing requirements, industry standards and other factors on its offerings and operations.

CLOSING THE LOOP
Refer to your last full and updated program review submissions. Describe the goals/objectives/plans your program made in the following areas: enrollment & efficiency, student performance, learning outcomes and provide an update on the progress that has been made.
This question provides evidence that all programs engage in cycles of continuous improvement. The process includes goals setting, implementation of actions and objectives in support of the goals, and evaluation of progress toward the reaching the stated goals. This question also provides evidence that budget planning and resource allocation is aligned with program review.

If additional resources were requested and allocated, describe how those resources have been used, or will be used.
This question provides evidence that budget planning and resource allocation is aligned with program review.

Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?
This question addresses the need for programs to engage in continuous quality improvement efforts. The program should address how implemented changes for improvement will be monitored/measured.

Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe.
This question provides ongoing evidence that all programs engage in cycles of continuous improvement. The process includes goals setting, implementation of actions and objectives in support of the goals, and evaluation of progress toward the reaching the stated goals.

ENROLLMENT AND EFFICIENCY
In comparing your program’s enrollment trend (Table 1) to the college’s, please comment on any differences between the trends.
This question provides programs with the opportunity to analyze or investigate factors that may be influencing similarities or differences in enrollment compared to the overall college. Be specific in discussing declining and/or increasing enrollment trends. Explain how the program intends to address those trends.

3/22/13
Example: A factor contributing to decreasing enrollment in the department is the recent severe economic downturn. This factor may be contributing to the overall College enrollment increase. However, the overall increase can indicate that students are enrolling in more basic skills and transfer courses. The interior design industry is directly affected by the construction and housing markets which have been severely depressed in the recession.

What is your program's efficiency goal for Fall 2013.
Refer to summary document and then insert data

In comparing your program’s planned efficiency to its actual efficiency, please analyze and explain any difference.
The intent of this question is to give the program an opportunity to discuss how or why there is a discrepancy between the goal and the actual efficiency. The program should explain why 1) the goal is above or below the College goal of 570 and 2) the actual efficiency is above or below 570.

If your program is not meeting its efficiency goal, what program level practices will be created or modified to meet the goal during the next program review cycle?
The intent of this question is for the program to explore and explain efforts such as curriculum changes, scheduling changes, course sequencing that could contribute to increased efficiency. This is the opportunity to address efficiency issues with a plan that includes specific goal(s), expected outcome(s) and target completion date(s).

Example:
Action to accomplish goal: Reduce multiple sections of first level courses as well as not offer second and third level courses every semester.
Expected outcomes: Efficiency goal: 500
Expected completion date: Spring 2014
Over the years, the Department has found that unduplicated headcount of 450 is a good and manageable number. Although that figure has gradually reduced to closer to 400, the Department hopes to get it back to the 500 range. Increases in enrollments in the Introduction to Furniture Design sections may be a sign that enrollment in the Program is on the increase.

STUDENT PERFORMANCE DATA I
Beyond a letter grade, how does your program define student success?
This question provides program with the opportunity to explain how measures other than grades in single courses indicate success. This is particularly important within the context of the recent Student recommendations noted here:
- Strengthen Support for Entering Students
- Incentivize Successful Student Behaviors
- Align Course Offerings To Meet Student Needs
- Improve the Education of Basic Skills Students

Examples:
- Progression rate to the next higher course in a sequence.
• Rate of awarding certificates and degrees in the program.
• Employment as interns or membership is a restricted organization.
• Pass rate for licensing examinations.

**Analyze and explain the program’s success trend**
The intent of this question is for the program to explore factors that might contribute to the success trend. If the trend is downward, what factors could be contributing?

**Analyze your program’s success rate and the success rate of peer programs statewide. Identify any differences and explain the possible reasons for these differences. If necessary, provide additional research to support your response.**
This question provides program with the opportunity to evaluate how it performs on traditional success rates with similar programs. The evaluation can reveal possible factors contributing to higher or lower student performance. In your answer, you must refer to factors that are internal to your program such as course sequencing, pre-requisites, class size, faculty staffing. Refrain from factors outside your control such as, “need better prepared students.”

**Analyze your program’s retention rate and the retention rate of peer programs statewide, identify any differences and explain the possible reasons for these differences, both within and outside of the program. If necessary, provide additional research to support your response.**
This question provides program with the opportunity to evaluate how it performs on traditional retention rates with similar programs. The evaluation can reveal possible factors contributing to higher or lower student retention. In your answer, refer to factors that are internal to your program such as course sequencing, pre-requisites, class size, faculty staffing. Refrain from factors outside your control such as, “need better prepared students.”

**Example:** The program’s retention rate is consistently below the statewide average for similar programs. There is no prerequisite course for the program’s gateway or GE courses. Three of the local community colleges have instituted prerequisite courses. The program will revise its course outlines and submit through the curriculum committee.

**STUDENT PERFORMANCE DATA II**
What program level practices will be created or modified to improve student success and/or retention during the next program review cycle?
This question provides programs with the opportunity to systematically explore goals, program practices, and needed resources to improve the academic performance of students. This question addresses an accreditation requirement that programs must engage in ongoing evaluation and improvement of program practices in support of improved student learning and achievement. What initiatives might the program initiate to address the decline, e.g adding a pre-requisite? If the trend has increased, what program changes could be contributing? How will the increase in the trend be sustained? Improvements can range from pedagogy to scheduling. Programs are encouraged to
research benchmark similar programs across the state.

**Example:**

**Achievement improvement goal?**
Supply trained interior design graduates ready to work in the industry—assisting interior design professionals. With an average of 325 individuals enrolled in interior design classes each semester, West Valley College is one of the largest interior design programs in the country.

We are working on an articulation agreement with Menlo College that we hope will go into effect in the fall of 2011 semester. This arrangement will enable West Valley students to apply their associate degrees in business to a four year degree at Menlo College. The Menlo College classes will be offered on our campus.

**Changes in program practices?**
In response to declining enrollments, we have modified our Real Estate program in order to more closely tailor what we believe the market demand is for real estate classes. In particular, we've converted almost all of our real estate offerings into online classes.

Explore the possibility of a West Valley College BS degree in Interior Design.

**Expected result?** An accredited and state approved Bachelor of Science Degree in Interior Design.

As a result of offering almost all of our classes online now, our real estate enrollments have not only stabilized, but they are actually starting to grow again.

**Improvement implemented by?**
Seek out evaluate and possibly contribute to development of new accrediting bodies that meet the highest standards of interior design professionalism. An example of possibility is the activity of the California Council for Interior Design Certification. Recently it has developed its own test for professional interior design certification. The possibilities for developing its own accrediting body may emerge as well and WVC can participate in development of this.

We are also considering implementing hybrid classes in the fall of 2012 to meet the demands of some students who prefer not to take online classes.

**Are additional resources necessary?**
The department is currently using CAD software with the 2006 version of the ‘industry standard’ AutoCAD program. Currently the 2010 version of the program is in demand. Further, the company has produced additional software that aims to streamline the process of architectural design drawing and drafting.’ There is considerable demand for training with this software and in the use of graphics programs to complement and enhance it.

**Action:**
The Interior Design and Architecture Departments applied for and received a Land Corp Grant in 2010 to purchase new CAD software. This will be purchased during the fall semester with the goal of installation for the spring semester 2010

**Analyze and respond to your program’s degree/certificate data --are students successful in meeting their goals?**
This question provides programs with the opportunity to analyze the effectiveness of their degrees and certificates in meeting students’ academic and employment goals. CTE programs should refer to their compliance with Ed Code cited earlier. All programs should address whether they are developing AATs or AST to meet state requirements for the college-wide development of those degrees. If courses in the program are used mainly for transfer GE or lower-division major preparation, that should be explained.

3/22/13
Example: The number of certificates given by the Department has remained steady over the past two years, although the number is significantly lower than the previous year. This is directly related to the decrease in overall program enrollment. The number of degrees given by the department has decreased over the past two years, attributable to students needing to enter the workforce immediately after receiving a certificate and not completing degree requirements. It is worthy to note that in the three years from Fall 2007 to Spring 2010, the Department issued 26.8% of the total certificates given by the College.

The program is completing an AA-T for submission to the curriculum committee for eventual state approval. This option should attract more degree-completers as the students will have a clear and efficient path for CSU transfer.

Where applicable, address trends or differences in the success and retention data for the same course(s) offered face-to-face and distance formats (Table IV).
This question provides programs with the opportunity to analyze factors that might contribute to different retention and success rates and efforts to address those differences. Distance learning courses are facing intensifying scrutiny from the State, ACCJC (accreditation), and transfer institutions.

Example: Success and retention rates were always higher in the face-to-face courses when compared to the on-line courses. The department will strengthen its online and hybrid course offerings by encouraging faculty to obtain online teaching certification, participation in workshops and other development opportunities. The program is concerned about lower retention rates and is continuing to enrich its online offerings with streaming video, more frequent student contact, and interactive online sessions.

STUDENT EQUITY DATA
Analyze and respond to the success and retention data disaggregated by ethnicity for your program.
Programs should address and differences in success and/or retention between or across students in the various ethnic groups, paying particular attention to traditionally underrepresented minorities. Are certain groups consistently less successful or retained to a lower degree than white/Caucasian students. Are there factors that might be contributing to those differences?

What changes to instruction, curriculum, or materials does your program plan to implement to improve student access and success for underrepresented student groups?
These questions provide programs with the opportunity to analyze and evaluate efforts to improve access, retention, and success for any underrepresented minority group. Note: Research indicates that minority students perform significantly better when their instructors share their ethnic backgrounds.

Additional questions and example responses to consider for these questions were provided by the WVC Global Citizenship Committee:

1) What can a program do to improve the access for any underrepresented minority group

3/22/13
(URM), if the data shows enrollment is below the college average?

a. Prepare/train faculty to welcome and truly support and integrate URMs
b. Teach/prepare/inform faculty about URMs
c. Raise consciousness and a sense of responsibility toward the URMs on campus and those who are “invisible” in communities right next door
d. Advertise (to potential URM students) that the program is focused on the URM community, and show how (e.g., refocused courses)
e. Infuse all curricula with content that is directly relevant to URMs
f. Train faculty in culturally-aware pedagogy

2) What can a program do to improve retention and success for any underrepresented minority, if the data shows retention and success below the college average?

a. Increase awareness and engage discussions about how and why education has to include the development of a sense of social responsibility, participation in the social and political life of one’s community, and practicing cultural empathy
b. Raise everyone’s consciousness about how and why civic responsibility extends beyond national borders
c. Expand availability of bridge programs/courses such as Puente and Success
d. Engage URMs on campus to participate in extra-curricular activities, but find ways to reward that engagement
e. Make more concerted efforts to reach out to URM communities by consistently scheduling curricular and co-curricular activities that interest URMs directly

3) What recommended measurable actions can programs take to move from discussion and toward improvement?

a. Assure that data on the recruitment, retention and success of URMs is kept current and available to everyone
b. Establish stronger ties to local URM communities
c. Expand recruiting efforts
d. Establish transfer agreements and relationships with National Hispanic University

CURRICULUM AND ARTICULATION

Are all of your program’s course outlines up to date?

Answer yes or no.

The next questions address State Title 5 requirement (6 years) and ACCJC requirement (5 years) that course outlines of record and programs be periodically reviewed and updated (6 years for State and 5 years for ACCJC) for relevancy and currency. Course outlines needing C-ID approval must also be no older than 5 years. Programs must also be updated to reflect current courses. See Cheryl Miller or your curriculum committee representative if you have questions.

If any of your program’s course outlines are not up to date, identify the plan of action for submitting updated course outlines by August 2014 (list by course.)

The intent of this question is to ensure compliance with the State and ACCJC requirements noted above. If you have any questions, contact the curriculum committee representative for your division. The division representatives are listed on the West Valley CurricUNET home page.

3/22/13
How well do transfer and articulation agreements serve the needs of students in your program? This question provides programs the opportunity to describe how additional articulation of courses to CSUs, UCs or selected private colleges and universities would better serve the transfer needs of student in their programs. If appropriate, the program should describe efforts to submit current outlines for C-ID approval and to develop AA-T and AS-T degrees to meet the new State requirements. **Contact Freba Cognetta with questions.**

**LEARNING OUTCOMES**

*Have all courses in your program undergone SLO assessment in the last 3 years?*

Answer yes or no. Explain, if no. This question documents the program’s intentions to meet accreditation requirements for measuring SLOs. Be sure to consider a plan for new courses that have not yet been offered.

**Based on your SLO assessments and PLO assessments, what curricular improvements is your program implementing?**

The intent of this question is to address accreditation requirements for ongoing, sustainable improvement in student learning. Explain how the program plans on improving student learning. You need to identify actionable improvement(s). Note, these improvements may need more funding. Also, these improvement(s) need goals and implementation dates.

**Based on your SLO assessments and PLO assessments, what pedagogical improvements is your program implementing?**

See above.

**Based on your SLO assessments and PLO assessments, what improvements in learning technologies is your program implementing?**

See above.

**Based on your SLO assessments and PLO assessments, what improvements in the learning environment is your program implementing?**

See above.

Please describe any barriers to the planned improvements described in the SLO/PLO questions above. This question provides program the opportunity to analyze factors such as college structures, scheduling difficulties, faculty needs are impeding SLO/PLO efforts. If resources are necessary, these must be included in the program’s budget requests.

**Based on the program’s SLO and PLO assessments, what institution-level needs have been identified?**

The intent of this question is to solicit input regarding institutional changes that would assist the program in meeting its SLOs and/or PLOs.

**CONCLUSIONS**

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

This question gives programs the opportunity to evaluate how strengths and challenges affect the

3/22/13
implementation of goals, activities, and resource requests that support continuous improvement.