



# **PROGRAM REVIEW 2014 2015 SUBMISSIONS**

**SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE**

Reported on: 10/13/2015



**LIST OF SUBMISSIONS, ADMINISTRATIVE**

Career Programs

Child Development Center

Honors University Transfer Program

Marketing/Communications

Office of Instruction

Professional Development

Student Services

Work Experience



# PROGRAM REVIEW 2014 2015

FOR

SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE

Submitted on: 4/13/2015 5:32:33 PM



**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

### *General*

**1. What is the name of your program?**

Career Programs

**2. Who is the primary contact person for this program review?**

Brad Weisberg

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

Rebecca McConnell Cathy Aimonetti

**4. How does the program contribute to the fulfillment of the College mission?  
([Click here for the College mission statement](#))**

Career Programs provides information and support in increasing a student's understanding of occupational study and we do it in an environment of academic excellence. We serve both the traditional career minded student as well as those looking to transfer to a four year institution. The program serves as a link between students and instruction work place learning and career advancement. We help build enrollment in CTE programs and funnel grant monies into the programs. We also help students realize their academic goals by offering programs such as CalWORKS and Work Experience. We have contracts with County agencies to provide training to their staff on various topics. These Instructional Service Agreements (ISAs) provide up-to-date training for departments like the Santa Clara County Sheriff's office while generating revenue for the College. In short we provide excellent opportunities for students to either complete a program for transfer or gain skills to enter the work force.

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

We have three major constituencies that we serve. The first of which are students. Our office helps students navigate their way through our CTE programs. We offer on site career counseling information on all our programs via the major's sheets and we keep track of the short unit certificates our programs offer. We are trying to serve as a

resource for our students who may be looking for a job or help with matters such as books or even gas money (Cal WORKS). The second constituents are our CTE faculty. Our office procures funds through grants helps departments establish new directions for their program and supports the faculty with everything from curriculum and course offerings to administrative requests. A good example would be our CTE information and registration event held the week before the start of each semester. We get between 150 and 200 students to show up and meet the faculty from each program. They then have the opportunity to enroll in courses on the spot. This event has become very popular with our students and faculty alike. Our last constituent group would be industry. We are members of the local Chamber of Commerce attending events and raising awareness of our career programs to those who would benefit from well-trained employees. Not only are these professionals part of our advisory boards but they participate in our career fairs and in the best case scenario hire our graduates.

**6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**

We are influenced greatly by outside groups. An advisory board that meets regularly with the faculty to ensure skills being taught in the classroom are the same skills required by industry runs all of our programs. Many of our programs benefit from both Federal and State grants. These grants have restrictions and guidelines as to how we can or cannot spend the funds. Each grant requires constant monitoring and reporting of expenditures to the State or Federal authorities. But these funds are vital to keep our programs current. The general budget does not have the capacity to fund a major purchase of equipment or training of faculty to keep current in their fields. Another external influence is the need for positive labor market data. This is very important for our Career Programs. Everything depends on labor market data ? grants certificates courses even programs themselves must show accountability. CTE programs must indicate that students who complete a program will be prepared to go to work in that field the next day. Other external influence include State mandates to update CTE curriculum every two years and the need to seek endorsements of our certificates and programs by the Bay Area Community College Consortia.

### *Closing the Loop*

Refer to your last program review submission ([Click here to open your last program review submission](#)).

**7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?**





## Self-Study





**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

### *General*

**1. What is the name of your program?**

Child Development Center

**2. Who is the primary contact person for this program review?**

Shelley Gonzales

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

none

**4. How does the program contribute to the fulfillment of the College mission?  
([Click here for the College mission statement](#))**

The CDC is uniquely involved in the academic life of the college by serving as a teacher training lab and observation site for students and parents. Approximately 300 students required the use of the lab school during 2014-15 to complete assignments such as observing and assessing children's growth & development; case studies of children; designing and implementing early childhood curricular experiences; interviewing teachers or parents; researching and analyzing developmentally appropriate environments; and understanding teacher roles and responsibilities in an early childhood program. Eleven students completed their 120 lab hours for CHS 035 during the fall and spring semesters.

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

The CDC supports students who have children needing education and care who are between the ages of 2-5 so that the parents can attend classes work on and off campus and complete study hours. Staff and faculty also enroll their children for care and education.

**6. Describe any external influrstandrursta7(a)0thar cur renimpc ram(f)-Feeral**



Classroom Project and we are training many sites to replicate the success we are having in increasing outcomes for children's learning.

**8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?**

Yes the number of inquiries and wait list for the school is evidence of the program visibility and reputation building that has been done over the last 3 years increased child outcomes have been documented and reported to the state and the number of practicum students using the center for their student teaching has increased by 300%.

**9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:**

We will continue with the program goals of: Remaining cost neutral - increasing grant and community support. Increasing the number of Practicum students who utilize the center for their lab and strengthening the ties between the center and CHS program. Increasing the visibility and reputation of the center to be able to be the place where students want to learn and the increase the professional development opportunities for preschools in the county. A new goal for the center would be to increase revenue by adding community based professional development for preschool teachers directors trainers and coaches.

to improve the program quality and training session will be conducted with staff to meet the goals. The Outdoor Classroom Project also monitors success and growth to allow the program to continue as a designated training site.

**12. How have the program quality assessments increased the awareness of program quality and allowed the CHS students to acquire an understanding of the necessary skills and competencies required of state funded preschools. The students have also learned new skills that will be highly sought after in future employment. The program is being recognized in the community as a leader in curriculum development for the outdoor classroom due to the assessment of program strengths. CHS students are learning about nature education and the impact of learning through nature. The CDC is being used as an example of an alternative program in which children are gaining problem solving and social emotional skills that will help them to succeed in elementary school and beyond.**

The program quality assessments have increased the awareness of program quality and allowed the CHS students to acquire an understanding of the necessary skills and competencies required of state funded preschools. The students have also learned new skills that will be highly sought after in future employment. The program is being recognized in the community as a leader in curriculum development for the outdoor classroom due to the assessment of program strengths. CHS students are learning about nature education and the impact of learning through nature. The CDC is being used as an example of an alternative program in which children are gaining problem solving and social emotional skills that will help them to succeed in elementary school and beyond.

**13. What changes have been made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)**

The CDC has made substantial changes in staff training due to the assessments conducted. A consultant with First 5 Santa Clara County provided 2 trainings for teachers and teaching assistants to increase quality interactions with children. A third training will happen in May to further assist staff with quality improvement. Staff meetings are focusing more on curriculum development with the students to allow them to grow and provide developmentally appropriate activities for the children. Goals for curriculum were set based upon the developmental profiles of the children. Master teachers are meeting with students to scaffold their learning and c

**14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)**

The most important change that could be made is the support of the college for the program. We currently receive facilities support but the buildings are aging and in need of repairs and upgrades. The kitchen from which we serve 60 plus lunches and 120 snacks each day is old antiquated and in desperate need of tender loving care. We provide lab and observation opportunities for up to 200 students each year. Additional staffing would help to provide students with the exemplary experience that the program provides to children. Office support as well as an additional teacher (CDC  
IIH 126.0i6.02 157.1 Tm{ne}4(e)DC



**17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):**

4-16-15 waiting 13-14 program review







# **PROGRAM REVIEW 2014 2015**

FOR

**SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE**

Submitted on: 4/14/2015 9:05:36 PM



**The Self-Study section of this program review must be submitted by Wednesday, April 15**





*Conclusions*

**15. Describe any notable accomplishments since the last program review:**





# **PROGRAM REVIEW 2014 2015**

FOR

**SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE**

Submitted on: 10/5/2015 5:50:44 PM







A measurement of success for a marketing team is to see improved awareness/sales of the product being promoted. In our case enrollment numbers would be the defining factor. We've seen a dip in enrollment the last few years. Internal forces like staffing levels and limited fiscal resources in the marketing department class scheduling and cancellations have contributed to lower enrollment. Enrollment is cyclical dependent on economy unemployment funding tuition costs population fluctuations etc. These external factors can lead to heavy enrollment despite zero marketing efforts vs. lower enrollment despite heavy marketing efforts depending on the external factors in play. With the augmentation to our general budget due to the switch to Basic Aid more funds have been allocated for marketing efforts and we've increased our advertising reach in traditional areas (radio targeted newspaper ads mailers) and online (Google AdWords Pandora ads). The District and College also need to dedicate consistent funds to marketing efforts. Funding can't be cut off when enrollment is good and then kickstarted when enrollment is down. We need consistent marketing funds to continue to raise brand awareness; outreach to K-12 specifically high schools; and staffing support to keep up with the numerous ways the marketing department reaches out to the community

### *Closing the Loop*

Refer to your last program review submission ([Click here to open your last program review submission](#)).

**7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?**

Through the actions of the President's office the role of the Marketing/Communications Department has been more clearly defined. Hiring a full-time Marketing/Communications Director and assigning full-time staff to work in the department has improved the efforts of the college in this area. The V.P. of Administrative Services and President have dedicated funds in the regular budget to better support the efforts of the department. Land Corp funds have also been assigned to each college to improve marketing efforts. Efforts are underway to consolidate all marketing staff into one space providing a more collaborative work space. Included will be graphics digital media webmaster marketing and printing staff. This move will be complete by the end of Fall 2015. We continue to explore and improve methods of communicating our marketing message to prospective students their parents and the community. Additional funding has allowed us to step up our web presence using Google AdWords as our primary advertising medium. We take advantage of Google Analytics to identify likely students and narrow our search fields to specific keywords in our demographic. Students who go online and search Google for a "community college" or "Fall classes" or "transfer to CSU" will see our targeted ads. Clicking on one of our ads will take the prospective student or parent to our admissions page or

transfer page providing further information. We've stepped up our presence on radio stations by advertising on the top rated stations for our demographic. We've also explored advertising on Pandora.

**8. Has the program evaluated the impact of the changes referenced above? If yes, what conclusions have you drawn?**

We are still in a growing phase for the department. To help us proceed from a base level we conducted a survey last year to see how students perceived the college and to determine their preferred method of information delivery. Conclusions were surprising. Students still prefer to receive information via mail delivery to their home or via email. Texting is not the preferred method of content delivery. Another critical piece of information is that the number one reason students attend/heard about WVC is via "word of mouth." This information is a reenforcement that we need to provide our students with the best experience while they're here. The website needs to be simple to use with easy to find information; our A&R staff needs to continue to be courteous and attentive; our counselors need to provide accurate and helpful

n/a

**12. success? Please share your success stories. nt**

The Marketing/Communications department goal is to spread the word about all the positive opportunities available to our students. By helping students find out about WVC and its programs our excellent faculty rewarding career programs outstanding student development and support programs we have opened the door for our students' academic growth. We held a successful Open House last spring where hundreds of prospective students and their families came to West Valley met faculty attended mock classrooms settings and lectures and toured the campus. The highlight of the event was the participation of dozens of faculty members who volunteered in droves eagerly setup their info tables engaged with the students and parents and gave interesting classroom demonstrations or lectures. The energy and positive vibes were contagious. This was our first full open house in many years and the efforts of the faculty along with members of the marketing committee deserve full credit for its success.

**13. made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)**

We will continue our outreach efforts expand the high school visits to our campus (once we get them here they usually like it and want to attend) improve our online advertising and assessment by using survey data and evaluate available analytics to determine the best methodology. We will continue to explore and tweak new ways to reach our prospective and current students to get them to enroll/persist. We will strengthen our external marketing efforts and our outward brand by redesigning the college website feature our unique programs that differentiate us from our competitors highlight our transfer and general ed. opportunities brag about our excellent faculty and flaunt our beautiful campus.

**14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)**

A realistic look at staffing levels needs to be made to determine additional staffing needs. Given this institution's reluctance to add additional full-time classified staff hiring consultants and agencies to assist in the marketing efforts of the college should be explored and funded. A budget submitted to the President and V.P. of Admin. Services indicated the need for a \$250K marketing budget to achieve and implement a robust marketing campaign and to rival what our competitors are spending. The

hiring of consultants for writing ad campaign design graphics website redesign were included in the proposed budget.

## ***Conclusions***

### **15. Describe any notable accomplishments since the last program review:**

We have hired more student interns to help with marketing and graphics efforts. They have added online listings at various websites to our list of communication methods. We are planning and moving soon to a new space where all marketing team members will be located creating a collaborative work area where team members with various skills can support each other. Additional funding has helped us increase our online advertising and now we are promoting late start classes well past our normal advertising deadline date. We just completed our second student marketing survey with more revealing data. The survey helps reconfirm what we are already doing e.g. emails and direct mail to students continued printing of the class schedule updating the college website to be mobile friendly use of the Portal homepage and social media to get info out to current students to name a few.

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

We've come a long way in the two years since the marketing department was reformed but we have a long way to go and room for improvement. We are actively promoting different departments and programs providing targeted advertising to specific populations (example: ESL - advertising in several ethnic newspapers). But there are many more programs and services that need more marketing attention. Performance based programs like Theater and Music need help bringing in new students and promoting their events. The Art Dept. offers a variety of skills taught by great faculty but their enrollment numbers are down. PE and Dance have the same issue. We need to work with faculty/staff to help them help us promote their program. The new Cilker School of Art and Design will consolidate many great programs and a goal is to make WVC a well known destination for students who want to study one of the programs there. We will work closely with the new Dean of the CSAD to accomplish that. Redesigning the website will be a large project with feedback coming from across the campus and the end result will be an easier to use attractive mobile friendly site. Challenges include the massive need to market all departments to boost our brand in the community and improve marketing efforts using student workers and a limited permanent staff. Luckily our college is full of dedicated faculty and staff great academic and personal opportunities and is based on a beautiful park-like campus. We need to convince more people that we have all the components to provide an excellent college experience.

**17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):**

October 5 2015





**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

***General***

**1. What is the name of your program?**

Office of Instruction

**2. Who is the primary contact person for this program review?**

Kuni Hay Vice President of Instruction

**3. Please list the names**



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

Office of Instruction have multiple opportunities to provide support and collaborative relationship with participatory governance groups and programs (below are within WVC): Academic Senate Division Chairs Council Performance Goals Committee Curriculum Committee Student Success Team Integrated Planning Team (coordination of SLAPEC SLO/A PR and BRAC process) Administrative Services Student Services Distance Education Committee Instructional Technology President's office College council Classified Senate Load committee Integrated Planning team Associate Students Technology Committee

**6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**

Office of Instruction is in many aspects a clearing house of all state and federal legislative initiatives mandates and federal regulations that directly affects the college's instructional curriculum and faculty matters. Accreditation standards also influence all parts of the college's operation and practice. Office of Instruction under the direction of the Vice President of Instruction constantly receives analyzes and operationalizes title 5 regulations curriculum Accreditation and other external influences through the participatory governance process to ensure that how we deliver and operate instructional and curriculum matters are in compliance. In the area of CTE programs industry advisory committees are a requirement for each CTE program which is also ensured by the Office of Instruction to have them with necessary support given to the programs. Title 5 California Education Code State legislative mandates California Community College Chancellor's office policies and regulations on curriculum and instruction student accounting manual datamart Management Information systems (MIS) Distance Education regulations and enrollment reports (320) Accreditation Commission for Junior and Community Colleges (ACCJC) are some of the major external influences that directly impact our college

***Closing the Loop***

Refer to your last program review submission ([Click here to open your last program review submission](#)).

**7. What progress has been made in implementing proposed actions and/or objectives described in your past program review?**

Self-

the information (recommendation 8). 3. Curriculum committee continued to make

participatory governance retreat 4. Continue to move forward with the institutional benchmarking process in conjunction with the state's Institutional Effectiveness and Program Initiative (IEPI) 5. Continue to move toward instituting NC courses (with consultation process as described above) so that we can serve communities that we have not served in the past. Increase collaboration and partnership with many diverse communities around WVC 6. Continue to collaborate with the rest of the college community to actively engage in the outreach and marketing process

### *Learning Outcomes*

- 10. Check the Master Program Review and Assessment Schedule by [clicking here](#). Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?**

Yes

- 11. If no, please explain:**

- 12. success? Please share your success stories.**

Students are able to choose a new pathway through ADT route to transfer into CSUs with guarantee seats. Due to the massive clean up of the curriculum program and DE course offerings where we have a master list students are able to use Degree Audit with accurate information. With the clean Curriculum information students are able to obtain accurate educational plans.

- 13. made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)**

See box 7 and 9 for responses (included there)

- 14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)**

1. Clarify Institutional Benchmarking process for the college so that we will have a target to achieve on the course program and institutional level to ensure that student success is measured 2. District's IS system and report accuracy and access

communication with students and overall coordination with the college need major improvement 3. Provide professional development for faculty in the area of data-driven decision making as relates to the benchmarking process. Provide professional development activities around Teaching and Learning that leads to student success etc.

### ***Conclusions***

**15. Describe any notable accomplishments since the last program review:**

Please see #7 - all accomplishments since the last program review are listed there.

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

Office of Instruction has done a tremendous work on behalf of the college which are





# **PROGRAM REVIEW 2014 2015**

FOR

**SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE**

Submitted on: 4/30/2015 12:30:47 PM



**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

*General*



**7. What progress has been made in implementing proposed actions and/or**

- 12. How success? Please share your success stories.**
  
- 13. made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)**
  
- 14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)**

**PROGRAM REVIEW  
2014 2015**

FOR

SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE

Submitted on: 4/14/2015 11:06:09 PM

**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

### *General*

**1. What is the name of your program?**

Student Services

**2. Who is the primary contact person for this program review?**

Victoria hindes

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

**4. How does the program contribute to the fulfillment of the College mission?  
([Click here for the College mission statement](#))**

Student Services supports students along their pathways to reach transfer and career goals in an environment of academic excellence by providing a wide array of services that can be accessed in person or online. Student Services encompasses a large portion of the college's operational responsibilities including admissions registration records outreach counseling orientation transfer financial aid health services Campus Center Student Development special programs such as Middle College; Puente SUCCESS; TRiO; DESP; Veterans International Program and student discipline/judicial affairs. It's gateway services (Admissions & Records Assessment Orientation Counseling and Financial Aid) are the core services for students to help them through their pathway from the beginning of their academic journey through completion. Student Services follows a thematic based on our mission statement and it is "Destination Graduation and Completion." Student Services supports the college's degree programs as well as the college's Career Technical Education (CTE) programs. We offer a broad range of services to ensure that students are able to navigate the way through their first year and beyond. Student Services is not only guided by the College Mission Statement but also by the Student Services Mission statement which was developed in 2012 in tandem with the guiding principles.

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

Student Services Council reports to College Council directly. We also rely on the Student Success Committee the Student Senate the Academic Senate the Classified Senate and the PGC/DCC.

**6. Describe any external influences that currently impact your program (Federal or State regulation, advisory boards, etc.)**

Student Services is primarily supported by categorical (non-fund 100) funds as well as grants student-based fees and other revenue generating funding. Most of our programs require advisory boards mandated by Title 5. Because Student Services must follow many state and federal directives and legislation we have very complex requirements for federal and state reporting. The categorical funding formula is also quite complex. The funding formula is performance-based and service-based. Categorical Programs including the 3SP (formerly Matriculation) financial aid A&R Campus Center as well as the TRiO EOPS and DESP Programs also have strict audit regulations. Additionally with SB 1456 the Student Success Act it requires student services to provide mandatory assessment orientation and educational planning to all new non-



attending each fall. ? Last fall 750 students attended. ? A high retention rate among participants with an average of 90.4% of participants completing their first semester with at least 9 units or more. ? 90.2% of all participants persisted and enrolled in at least 9 units the following spring term. ? Of those who enrolled in at least 9 units 89.4% completed the spring semester. ? A high rate of follow-up (?check-ins?) responses (79% of Convocation students respond to follow up activities) ? The student follow-up survey indicated that the vast majority (85%) stated that West Valley College meets or exceeds their expectations ? An overall 94.2% said they are very satisfied with the New Student Convocation.

**9. Does the program need to modify any of the goals/objectives/plans cited above, or to create new ones? Please describe:**

The state has not yet indicated if it will require a Student Equity Plan and a Student Success Plan every year. If this becomes a requirement again we will need to include it in our goals.

***Learning Outcomes***

**10. Check the Master Program Review and Assessment Schedule by [clicking here](#). Has your program conducted learning outcome assessments in the last 3 years (2 years if the program is a CTE/Vocational Program)?**

Yes

**11. If no, please explain:**

All student services service areas have completed their SLO and assessments

**12.**

**13. made or are planning to make to improve student success? (Some areas for consideration are Curriculum, Pedagogy, Technology, Learning Environment)**

Continue to improve online process for students. Review our hours of operations. We are currently doing a study this semester to discover what hours the students utilize in-person/on-site services. We will also improve communications to students by working on the appropriate "messaging" and ensuring consistent information.

**14. What institutional changes need to be made to help the program improve student success? (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)**

Improve technology support to student services. IS has such limited staffing and many critical technology needs are not addressed.

### *Conclusions*

**15. Describe any notable accomplishments since the last program review:**

Our New Student Convocation received the State-wide Student Success Award last year. West Valley was one of only 2 awards given (one to represent southern California colleges; one to represent northern California colleges). We also completed the Accreditation process with flying colors and did not receive any recommendations. Consequently Student Services did not have to report on any findings for this upcoming progress site visit.

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

We are a cohesive and energetic half of the campus community. Accomplish goals over and above the call of duty often putting in hours beyond 5 p.m. The student services team functions as a team. Our challenges are that we have so many mandates and compliance requirements across student services that are constantly changing or being updated at the state and federal level that it is difficult to keep up the pace. Staffing is always very limited. Student Services always has to find funds through non-fund 100 or through categorical funds to hire or rehire vacated positions. The Vice President of Student Services has not had a full dean since 2012. In years past SS had 2 deans. Recently the college approved the hiring of a Dean of Student Services so this will be a tremendous help.



**17. Please enter the date on which you submitted this program review Self-Study (be sure to click submit after completing your review):**

4/14/2015





# **PROGRAM REVIEW 2014 2015**

FOR

**SELF-STUDY SURVEY  
ADMINISTRATIVE UPDATE**

Submitted on: 6/19/2015 4:13:48 PM



**The Self-Study section of this program review must be submitted by Wednesday, April 15, 2015.**

### *General*

**1. What is the name of your program?**

Work Experience

**2. Who is the primary contact person for this program review?**

Brad Weisberg

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

Heidi Hughes

**4. 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

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

Our program provides students with real world experiences in a safe environment of discovery and experimentation. Students are engaged in real problem solving that requires them to think critically and dynamically about their field of interest. It also provides the employers an opportunity to discuss the work habits of one of their employees with an outside party (the faculty member).





