West Valley-Mission Community College District

WEST VALLEY COLLEGE 2020 EDUCATIONAL AND FACILITIES MASTER PLAN

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CONSULTING

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West Valley
College

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Colleagues,

I am pleased to present West Valley College's 2020 Educational and Facilities Master Plan, which provides direction for the college for the next five years.

This plan was developed during the 2014-2015 academic year through the efforts of the entire college community. West Valley's College Council, the central shared governance committee, developed the plan's five-year educational goals after reviewing and reflecting upon extensive data and listening to suggestions and feedback from the college community. The Facilities Master Plan was generated from the input of students, faculty, staff and the administration. It shows how the campus' built environment can best support the findings of the Educational Master Plan.

The 2020 Educational and Facilities Master Plan is the central component of the college's integrated planning process, the purpose of which is to serve the community and fulfill the college's mission statement. This plan drives all other college plans. The 2020 Educational Master Plan will be the central reference point for subsequent program plans and reviews, student learning outcomes, and resource allocations.

I would like to thank everyone at West Valley College who participated in the collaborative development of this plan, especially the College Council. You have invested many hours in this document by reviewing detailed internal and external environmental scans, identifying the needs of the college and community it serves, and developing significant overarching goals for the next five years.

Sincerely,

Bradley J. Davis, J.D.
President

ACKNOWLEDGEMENTS

FACILITIES MASTER PLAN STEERING GROUPS

The District and the planning team would also like to express thanks to the West Valley College community for their participation, support and valuable feedback during the planning process. The groups listed here represented the College during the entire Facilities Master Plan process. For a complete list of those who provided information and thoughts, please see the meeting minutes in the Appendix.

CORE GROUP / STEERING COMMITTEE

Brad Davis
President

Brad Weisberg
Interim Dean of Career and
Workforce Development

Stephanie Kashima
Dean of Instruction and
Student Success

Gaye Dabalos
Director of Construction,
WVMCCD

DIVISION CHAIR COUNCIL

Diane Hurd
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Jim Henderson
Business Division

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Steve McCann
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Grace Silva
Associate Students
Representative

Brenda Rogers
Classified Senate Representative

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OVERVIEW

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West Valley College is half of the West Valley-Mission Community College District located in Silicon Valley. The District serves the cities of Campbell, Los Gatos, Morgan Hill, Monte Sereno, Santa Clara and San Jose. West Valley College (WVC) is located in the town of Saratoga at the base of the Santa Cruz mountains. The college currently serves over 8,000 students.

West Valley College provides a full range of core academics, transfer programs, and technical programs, as well as mentoring and internship programs with numerous academic and research partners. The college is entering its 50th year of service.

This Master Plan document is a useful tool that will enable West Valley College to achieve its current and future educational goals for the next five years. The purpose of the Educational and Facilities Master Plan (EFMP) is to provide a guide for future campus development. The objectives of the EFMP are as follows;

- *Evaluate, on a macro level, existing facilities qualitatively for the purpose of identifying the extent of renovation required to provide cost efficient and serviceable buildings to meet educational needs.*
- *Evaluate existing facilities quantitatively for the purpose of evaluating the efficient utilization of space to meet educational needs.*
- *Develop a plan that addresses facility modifications, renovations and expansions that support the goals of West Valley College and its educational needs.*

WEST VALLEY COLLEGE SERVICE AREA

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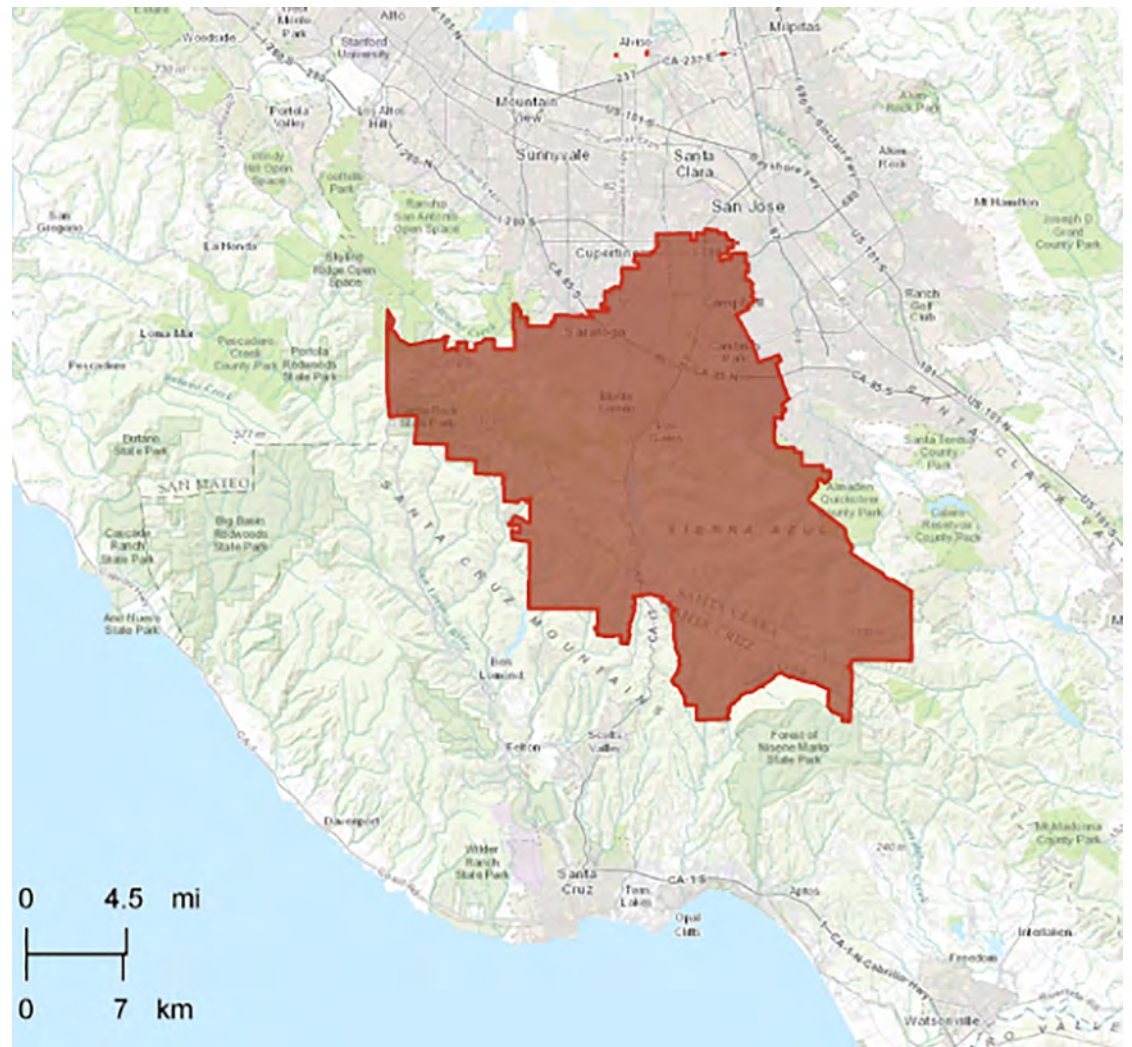
PLANNING PROCESS

The process of developing the FMP includes several important steps. To clearly understand the goals and desired direction for the Master Plan, significant input and planning guidance from all levels of the campus community was vital to its development. The following groups were an integral part of the process:

- **West Valley College Council** – comprised of District and College leadership, this group acted as the Educational Master Plan Steering Committee. They provided helpful guidance and decision making throughout the EFMP process.

- **Division Chair Council** – acting as liaisons for the campus community, this group is comprised of staff members that know the day to day operations of the College.

In addition to meetings with the groups noted above, the planning team received valuable input from a variety of other groups and resources:

- **Online Survey** – available to the entire college community, the survey asked twenty questions about all aspects of the college and its educational and facilities environment. Out of the 578 responses, over 80% were from students; the remaining responses were from staff, faculty, administrators, and members of the local community.

- **Needs Assessment Questionnaires** – the purpose of the questionnaires was to learn about college programs and services and to allow faculty and staff members to expand on instructional program needs, rate their satisfaction with their work and teaching spaces, and share ideas on how to improve campus facilities.

- **Faculty and Facility Staff Meetings** – these were held separately for the Educational Master Plan and the Facilities Master Plan. The EMP meetings were conducted as workshops with focus groups and ultimately with the College Council to discuss the environmental scans and survey results to formulate the goals of the Educational Master Plan. The design team held interviews based by Division to determine basic needs and services of each program, service or administration unit. The interviews also defined the number of students served, related growth trends, and space needs to support the program and its projected number of students. Functional and operational needs for programs, adjacencies between programs, and related campus-wide issues were discussed. See Appendix D for questionnaire templates and interview summaries.

- **Data Collection and Analysis** – the EFMP team worked on the collection and analysis of additional data simultaneously with the stakeholder meetings described above. Listed below is a sampling of the additional resources and activities which provided further input to the EFMP.

  - Student Learning Outcomes and Assessments (SLO/As)
  - Internal and External Environmental Scans
  - West Valley-Mission CCD Five Year Construction Plan
  - West Valley-Mission CCD 2015 District Services Master Plan
  - West Valley College 2009 Educational & Facilities Master Plan
  - West Valley-Mission Community College District Technology Strategic Plan
  - Bond Prioritization List
  - Site tours, photos and electronic plans of existing building

West Valley College is focused on meeting the needs of its diverse student population and providing multiple pathways to success. The Facilities Master Plan responds to this commitment by providing an excellent environment for student success as stated in the following aspirations approved by the Board of Trustees.

Statement of Philosophy

West Valley College's philosophy was articulated after extensive dialogue among members of the College community. The College's Statement of Philosophy is as follows (adopted March 8, 2007):

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

Mission

During the 2015-2016 academic year, the College plans to review its mission and develop its annual goals based on the Educational Master Plan.

"The West Valley College community supports students along their pathways to reach transfer and career goals in an environment of academic excellence."

2020 EDUCATIONAL MASTER PLAN GOALS

The College Council met on April 23, 2015 in an all-day workshop facilitated by the consulting team. The purpose of the workshop was to draft five-year goals for the College. Once finalized, these over-arching goals will be used to guide the institution so that it may better serve the service area community and fulfill the College's mission.

Members of the College Council considered all of the data, quantitative and qualitative, that had been gathered as part of the Educational Master Planning process. With this data in mind, the group brainstormed, discussed and developed draft goals.

The entire college community had an opportunity to review and comment on these goals. At its June 14, 2015 meeting, the College Council reviewed all the comments from the college community. Members revised the goals accordingly. Building on the College's accomplishments, the following goals provide overarching direction for continuing improvement during the next five years. The goals have been developed with the intention to serve the community and fulfill the mission statement. During the next five years, the College will develop short-term action plans, with measurable outcomes, to meet these goals.

Branding

Develop an innovative, comprehensive branding campaign to market the College as a distinctive institution (e.g., establishing signature programs, creating a capital campaign, leveraging athletics).

Campus Environment

Create a vibrant and engaging campus community.

Career Programs

Align career courses and programs with labor market opportunities.

Course Offerings

Explore and shift course offerings depending on evolving student and community needs (e.g., distance learning, noncredit, weekends, evenings, compressed courses and community education).

Diversity and Equity

Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity.

Organizational Structure

Modify and streamline the College's organizational structure and procedures to meet changing educational and community needs (e.g., partner with the District support services to the College; clarify institutional roles, functions and responsibilities; enhance effectiveness of participatory governance; match yearly goals with the strategic plan).

Professional Development

Plan and implement a needs-based program of professional development for the entire campus community.

Resources

Align campus and personnel resources to priorities supported by data.

Provide robust academic support services.

Values Statements

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

Transfer Preparation

Courses and programs which provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree.

Vocational Technical Education

Courses and career programs which provide skills and knowledge responsive to current needs of business, technology, and the allied professional fields.

General Education

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

Pre-Collegiate Basic Skills

Courses and programs which prepare students for college level reading, written and oral communication, and mathematics.

Economic Development

Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement.

Student Services

Counseling programs and additional services which:

1. Assist students in the matriculation process;
2. Facilitate planned selection of programs and courses;
3. Lead to transfer and/or career goals; and,
4. Promote student access, retention and success.

Community Education Courses and Programs

Community Education meets identified community interests and needs by offering state funded and fee-supported non-credit classes in areas including education for older adults, health and safety, short term vocational programs, basic skills, College for Kids, parenting, and drug and alcohol education programs.

COLLEGE STRATEGIC GOALS

The strategic priorities highlighted in the College's Strategic Plan 2013-2018 summarize the College's commitment to the students, staff, and community friends and partners. These priorities serve as guidelines and aspiration in developing the Facilities Master Plan.

1 - Learning Community

We will shape a learning community which blends the traditional focus on content with the development of additional skills that learners need to contribute successfully to our contemporary, multi-cultural society by:

- Effectively developing a sense of community
- Encouraging collaboration
- Making all members of the college community active partners with shared responsibility in the learning experience
- Developing appropriate skills to promote lifelong learning
- Supporting collaborative learning and problem solving within the classroom, across the College and throughout the District

We will continue to support student success by:

- Developing, evaluating, and improving our educational programs and services
- Assisting students in setting their educational goals and evaluating progress toward them
- Utilizing continual assessment to improve the student learning experience.

We will promote ongoing professional and personal growth by:

- Providing orientation for all full and part-time employees
- Providing opportunities, resources, and mentoring

2 - Diversity & Inclusion

We will 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

Learning Community
Diversity & Inclusion
Collaborative Leadership
Physical Resources   Fiscal Innovation

3 - Collaborative Leadership

We will work collaboratively, as active partners in the learning community, on behalf of the common good of the College and District. We will take responsibility, both individually and collectively, to engage in shared decision-making by:

- Improving and sustaining an environment of mutual respect, confidence, support and trust
- Communicating, interacting and building teams within and across constituencies
- Ensuring timely, effective communication
- Making intentional, conscientious, thoughtful, and timely decisions

4 - Physical Resources

We will proactively and innovatively support the learning community with physical resources (buildings, grounds, learning stations, instructional space, and equipment) by:

- Making the campus more accessible, inviting, safe, and physically attractive to a diverse population
- Maintaining, reconfiguring, and developing classrooms, laboratories and other facilities to promote collaborative learning
- Sharing our physical resources more effectively
- Using technologies that help us transcend the limitations of the physical environment by thinking of the community as the classroom
- Promoting the College campus as a resource to the community and viewing the community as a resource for the College

5 - Fiscal Innovation

We will proactively and innovatively fund our learning community by:

- Engaging in strategic financial planning
- Securing appropriate alternative sources of funding
- Allocating resources through fiscal policies, priorities, and processes that support institutional goals

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PLANNING FACTORS

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This Educational Master Plan was developed by the West Valley College, College Council, with participation from all constituent groups at the College. The plan is rooted in data, both quantitative and qualitative. Every effort was made to reach out to all stakeholders of the college for their input. This was accomplished through the use of an online survey, focus groups and interviews, presentations and meetings with various participatory governance groups and meetings with community and business leaders. Quantitative data was obtained from the Colleges' research staff as well as external data sources. Draft chapters were shared with the college community (and feedback solicited) via the College Intranet.

The Educational Master Plan includes a great deal of data and is comprised of the following:

- Internal scan – A profile and analysis of student demographics and student success data

- External scan - An analysis of the service area population and demographic trends

- Online survey – A detailed survey of more than 550 and 50 students, faculty, administrators, and staff

- Qualitative Input - Notes from the meetings and interviews held with numerous stakeholder groups representing faculty, staff, students and administrators

- Labor market analysis – An analysis of the bay area labor market and a gap analysis comparing this data to the College's programs

- Enrollment management analysis – Analyses of historical enrollment patterns and efficiency; and, forecasts of enrollment growth and future space needs

The plan also lists the needs of the College, its students and its surrounding community, as determined by the College Council, as a basis for goals that address eight broad areas that the Council felt deserve the College's time and energy during the next five years. These areas are listed in alphabetical order:

- Branding

- Campus Environment

- Career Programs

- Course Offerings

- Diversity and Equity

- Organizational Structure

- Professional Development

- Resources

West Valley College's 2015 Educational Master Plan includes five-year institution level goals that respond to these needs. In April, the College Council engaged in an all-day planning workshop facilitated by the consulting team. During the workshop, the council analyzed detailed quantitative and qualitative data and then identified Community needs related to higher education. Then, the council developed a set of draft goals that were circulated to the entire college community for review and feedback.

The Educational Master Plan also includes a forecast of enrollment growth and facilities space needs.

INTEGRATED PLANNING AND RESOURCE ALLOCATION PROCESS

The college's mission statement is the starting point for integrated planning and Resource Allocation Process at West Valley College. The 2020 Educational Master Plan reflects the data within its internal and external environmental scans. The plan identifies the needs of the College and the students and community it serves and then provides broad overarching goals for the college for the next five years. The Educational Master Plan is also the foundation for other long-range master plans for the college, including the college's Facilities Master Plan, and is the central reference point for program plans and reviews, student learning outcomes, student success, institutional benchmarking and resource allocation. All College planning efforts are informed by, and link back to, the College Educational Master Plan.

Each year the West Valley College Council adopts annual goals and objectives which lead to action plans which implement, year by year, the long-range Educational Master Plan. Each of the annual goals and objectives refers to an EMP goal and then identifies specific outcomes, timelines, and responsible persons.

Each program bases its curriculum and plans on its student learning outcomes (SLOs) and assessment, links with the college's goals and objectives, and reviews its progress toward its desired outcomes annually or accordingly to the SLO and Assessment Master calendar.

Currently, the college has a functional Integrated Planning and Resource Allocation process where SLO/A results inform Program Review, which then provides information to the Budget Resource Advisory Council (BRAC) for resource allocation consideration. Within this model with the newly instituted College's five-year Educational Master Plan (EMP), each program bases its requests for staffing and budgetary resources on its plans and student learning outcomes, developed within the context of the EMP and annual goals and objectives.

As resources are allocated, the College ensures that the overarching annual college plans and individual program plans are implemented in concert. Plans and outcomes are regularly reviewed and evaluated for their ability to achieve outcomes related to plans and goals. These evaluations lead to revisions designed to strengthen planning at all levels, with the common goal of all planning to improve student learning and success within an effective institution.

The College apprises all members of the college community of specifics of the planning process annually, so that each year it's clear what needs to be done in the planning cycle.

During the 2014-15 academic years the College updated its Educational Master Plan, extending to 2020. During the 2015-2016 academic year, the college plans to review its mission and develop its annual goals based on the Educational Master Plan.

The Mission Statement of West Valley College presents the guiding principle, which serves as the foundation for the College's integrated planning. The statement is reviewed and updated regularly. The current statement was updated in 2013:

THE WEST VALLEY COLLEGE COMMUNITY SUPPORTS STUDENTS ALONG THEIR PATHWAYS TO REACH TRANSFER AND CAREER GOALS IN AN ENVIRONMENT OF ACADEMIC EXCELLENCE.

ENVIRONMENTAL SCAN

This section of the West Valley College Educational Master Plan examines the environments internal and external to the College. The purpose of this section of the Plan is to conduct a detailed analysis of the demographics of the students who attend the College and the population of the service area population. From this data, one can make important assumptions that can be used in the planning process. These planning assumptions will be a key driver for the qualitative planning done by the College community.

STUDENT POPULATION PROFILE

DEMOGRAPHICS OF STUDENT POPULATION

In the fall 2014 semester there were 8,424 students enrolled at the College. Since 2010 there has been a steady decline in enrollments. The decline is consistent across the fall and spring semesters. The summer terms showed a similar decline but had an increase from 2012 to 2013.

WEST VALLEY COLLEGE ENROLLMENTS 2010-2014[1]

	2010 Spring	2010 Fall	2011 Summer	2011 Fall	2012 Spring	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
Total	12,111	11,422	4,722	10,292	11,793	4,327	9,600	10,554	4,478	8,924	10,080	3,831	8,424
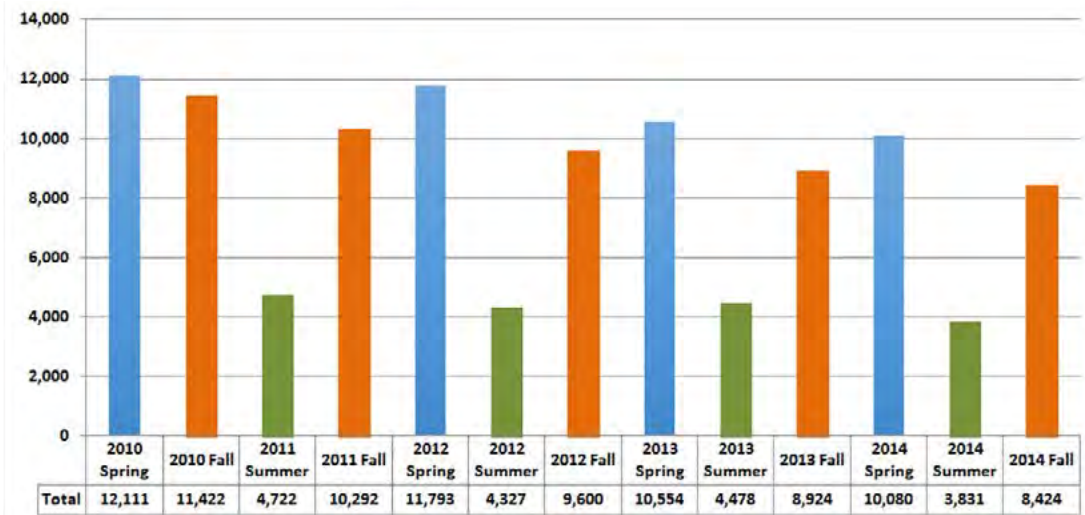
[1]Data for the spring 2011 semester has been intentionally omitted from this analysis due to inaccuracies.

WEST VALLEY COLLEGE ENROLLMENTS BY RACE/ETHNICITY 2012-2014

The table at left contains historical enrollment data disaggregated by race/ethnicity.

	2012	2013	2014	Total
African	909	817	650	3703
American Indian	82	85	63	408
Asian Indian	545	582	580	2437
Cambodian	49	37	35	178
Cental American	175	169	165	747
Chinese	1046	1016	944	4629
Filipino	547	531	504	2419
Guamanian	11	11	13	54
Hawaiian	19	18	13	86
Japanese	230	215	199	1046
Korean	329	387	402	1632
Laotian	16	10	12	53
Mexican	2259	1992	2001	9436
Middle Eastern	163	143	139	686
Other Asian	451	384	345	1983
Other Hispanic	666	538	509	2819
Other Pacific Islander	52	55	46	238
Samoan	11	13	7	49
South American	179	160	175	789
Thai	0	0	1	1
Two or More	2865	2996	3079	12499
Two or More API	176	186	171	758
Two or More Hispanic	131	164	160	631
Unknown	1909	1484	1268	7444
Vietnamese	850	763	697	3491
White	12050	11200	10157	52342
Grand Total	25720	23956	22335	110558

The following chart shows the college enrollments disaggregated by gender. Since 2010, female students have almost always outnumbered male students at the College. Interestingly, the male student population varies more significantly than the female population, between spring and fall semesters. This fluctuation is apparently due to the way enrollments are entered into the system for independent service agreement (ISA) programs, mainly administration of justice. The vast majority of students enrolled in administration of justice courses are male.

WEST VALLEY COLLEGE ENROLLMENTS BY GENDER 2010-2014

	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
F	6,021	6,260	5,591	5,906	5,186	5,223	4,873	4,966	4,663
M	5,301	5,765	4,606	5,785	4,341	5,250	3,999	5,037	3,699
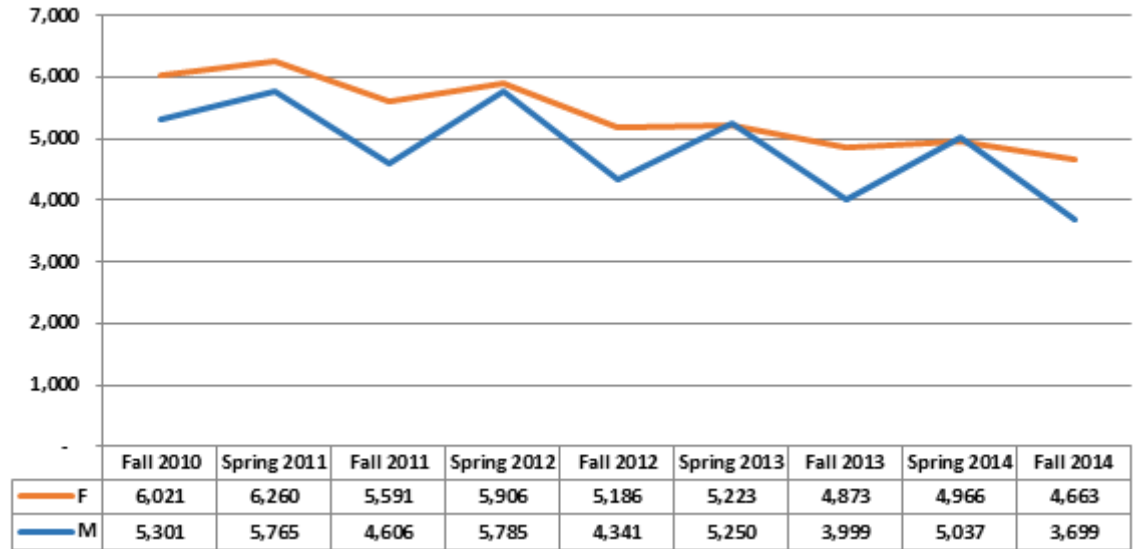
This table shows the same enrollment figures disaggregated by age group.

WEST VALLEY COLLEGE ENROLLMENTS BY AGE 2010-2014

	2010 Fall	2011 Spring	2011 Summer	2011 Fall	2012 Spring	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
19 or Under	2,671	1,372	1,408	2,457	1,247	1,364	2,445	1,262	1,468	2,286	1,221	1,335	2,164
20-24	3,561	4,420	1,738	3,602	4,356	1,759	3,531	4,155	1,775	3,309	3,948	1,537	3,159
25-29	1,339	1,546	527	1,148	1,416	400	1,038	1,274	449	1,001	1,315	391	1,007
30-34	756	1,023	288	687	951	228	583	762	207	496	740	138	479
35-39	579	796	145	431	814	118	358	602	136	356	614	110	366
40-49	1,216	1,465	303	934	1,546	224	761	1,246	206	705	1,118	144	578
50+	1,294	1,477	309	1,029	1,446	231	882	1,245	235	770	1,116	175	669
Unknown	6	12	4	4	17	3	2	8	2	1	8	1	2
Grand Total	11,422	12,111	4,722	10,292	11,793	4,327	9,600	10,554	4,478	8,924	10,080	3,831	8,424

The following table shows the student age profile at the College versus the age profile for all of the community colleges in California. Interestingly, the College's age profile is nearly identical to that of the State.

West Valley College Student Age Profile Fall 2014

Age Range	WVC	CA[2]
19 or Under	26%	25%
20-24	38%	34%
25-29	12%	13%
30-34	6%	7%
35-39	4%	5%
40-49	7%	7%
50+	8%	9%
Unknown	0%	0%
Grand Total	100%	100%

WEST VALLEY COLLEGE AWARDS 2011-2014
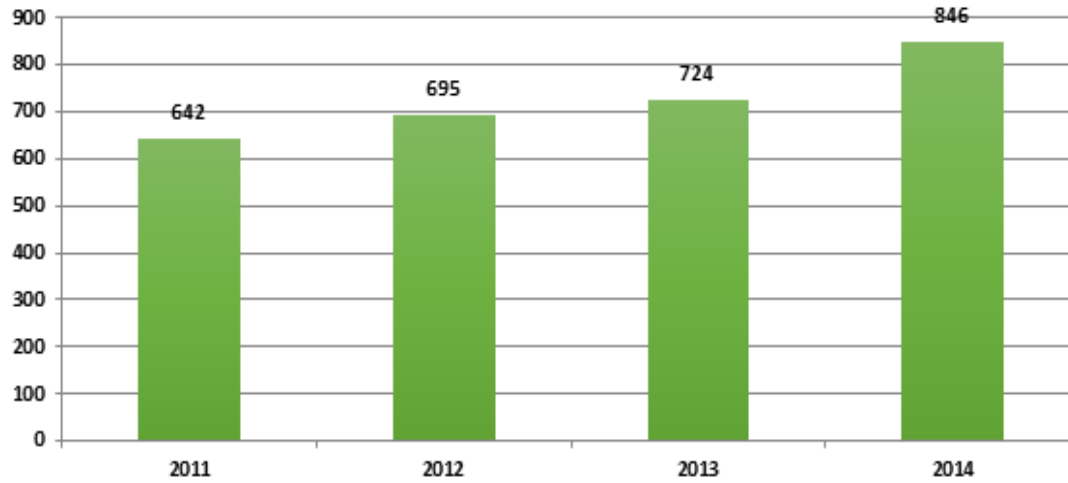
DEGREES AND CERTIFICATES AWARDED

This section of the Plan provides data relative to the degrees and certificates awarded by the College over the past several years.

The chart on left shows a steady increase in the number of degrees and certificates awarded from 2011 to 2014.

The next chart shows the annual numbers of degrees and certificates in five different categories. AAT and AST signify Associate's of Arts and Associate's of Science degrees for transfer. These degrees are newer classifications, since 2013.

WEST VALLEY COLLEGE AWARDS BY AWARD TYPE 2011-2014
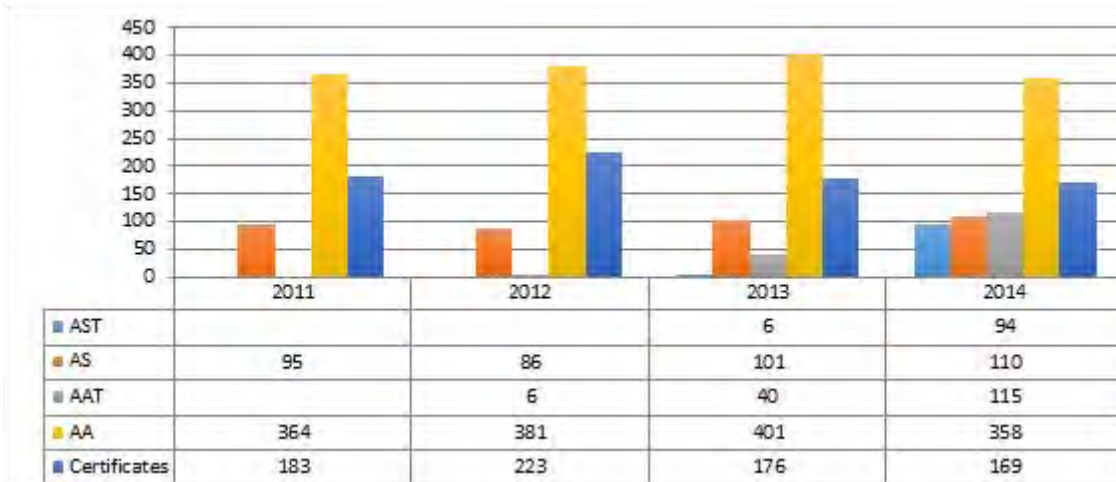
This chart shows the annual numbers of degrees and certificates in five different categories. AAT and AST signify Associate's of Arts and Associate's of Science degrees for transfer. These degrees are newer classifications, since 2013.

	2011	2012	2013	2014
AST			6	94
AS	95	86	101	110
AAT		6	40	115
AA	364	381	401	358
Certificates	183	223	176	169

The following chart disaggregates this data by student gender. Female students have consistently earned more certificates and degrees than male students. Awards earned by male students increased by 33% from 2013 to 2014, narrowing the gap somewhat.

WEST VALLEY COLLEGE AWARDS BY GENDER 2011-2014

	2011	2012	2013	2014
F	403	477	466	512
M	233	216	249	332
Unknown	6	3	9	2

The following table shows the degrees and certificates awarded by race/ethnicity.

WEST VALLEY COLLEGE AWARDS BY AWARD RACE/ETHNICITY 2011-2014

Race / Ethnicity	2011	2012	2013	2014	Grand Total
African	11	13	11	12	47
American Indian	1	2	1	6	10
Asian Indian	5	11	7	14	37
Cambodian		2	1		3
Central American	4	4	9	4	21
Chinese	11	5	13	19	48
Filipino	5	10	17	18	50
Guamanian				1	1
Hawaiian	2			1	3
Japanese	7	5	3	4	19
Korean	4		2	3	9
Mexican	51	48	71	84	254
Middle Eastern	21	1		5	27
Other Asian	14	13	10	5	42
Other Hispanic	23	28	19	22	92
Other Pacific Islander			2		2
Samoan	2	1			3
South American	9	18	2	8	37
Two Or More	36	57	64	82	239
Two Or More API	1	3	10	15	29
Two Or More Hispanic	1	2	3	14	20
Unknown	78	51	63	68	260
Vietnamese	8	15	24	27	74
White	348	407	392	434	1581
Grand Total	642	696	724	846	2908

WEST VALLEY COLLEGE AWARDS BY AGE GROUP 2011-2014

This chart shows the number of awards by age group. Students between 20 and 24 years of age showed a significant increase (+76%) in the number of awards earned from 2011 to 2014. For students in the 25-29 year old age group, the number of awards dropped in 2013 and then rebounded significantly (+45%) in 2014.
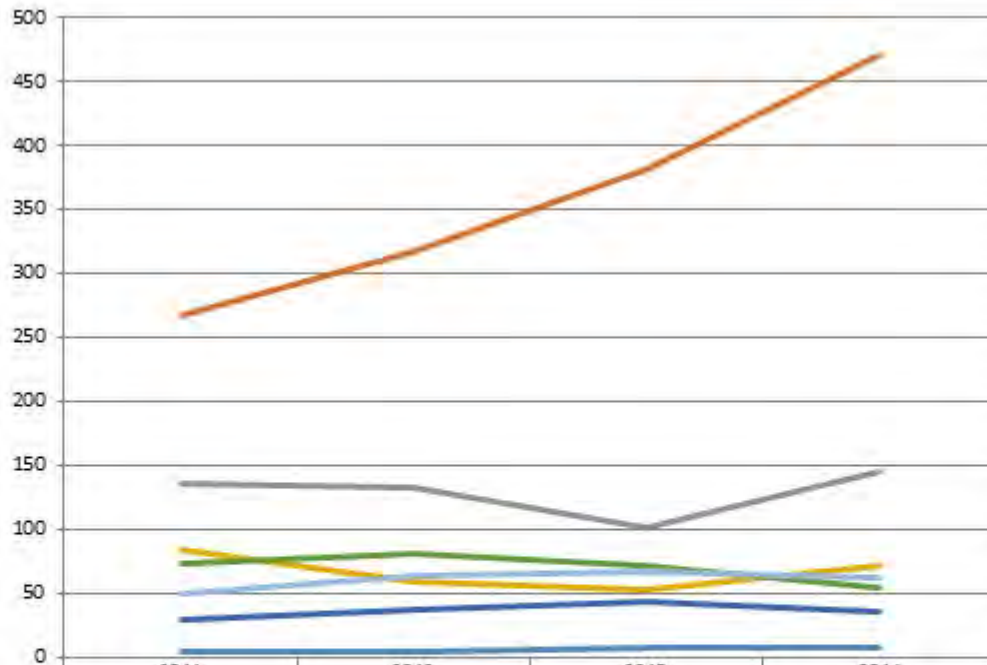
	2011	2012	2013	2014
19 or Less	5	5	7	8
20-24	267	317	382	470
25-29	135	132	101	145
30-34	84	59	53	71
35-39	29	37	43	36
40-49	73	81	71	54
50+	49	64	67	62

STUDENT SUCCESS / COURSE COMPLETION

The following section provides an analysis of course completion[3] and success[4] at West Valley College. The chart shows course completion and success rates by term, from fall 2010 to fall 2014. The data show some fluctuation that will be investigated further, in the following charts.

A pattern emerges from the data. Student course completion and success rates are considerably higher in the summer term than in the spring and fall semesters. The difference between spring and fall semesters is not as significant, but the rates are higher for course completion and success in the spring.

The following table shows the average course completion and success rates from 2010 through 2014 by term. Course completion and success rates were significantly higher in the summer terms. On average, spring terms had slightly higher rates of course completion and success than fall terms.

	Average Completion	Average Success
Spring	88.4%	70.9%
Summer	94.1%	80.3%
Fall	87.8%	69.4%

The College offers a large number of courses online. So the following data examine the differences in student success and course completion rates disaggregated by delivery method – online versus not-online, gender and race/ethnicity. These analyses include the fall and spring semesters only. The chart shows that student course completion rates are consistently lower for courses taught online. The differences are not huge, but are statistically significant and consistent.

[3]Course "Completion" is any grade ("A", "B", "C", "D", "F", "CR", "NC", "P", "NP", "IA", "IB", "IC", "ID", or "IF") except a "W."

[4] "Success" is a C or better for a grade, or "P" for "Pass" or the older "CR" mark for "Credit.

WEST VALLEY COLLEGE COURSE COMPLETION AND SUCCESS 2010-2014

West Valley College Course Completion and Success 2010-2014

	2010 Fall	2011 Spring	2011 Summer	2011 Fall	2012 Spring	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
Completion	86.9%	88.3%	95.3%	88.0%	88.3%	92.9%	88.4%	89.4%	95.0%	88.5%	87.6%	93.1%	87.3%
Success	66.1%	67.9%	78.1%	67.5%	70.4%	79.0%	68.5%	71.0%	81.3%	72.6%	74.4%	82.7%	72.4%

WEST VALLEY COLLEGE COURSE COMPLETION RATES BY ONLINE STATUS FALL 2010-2014

Completion Rates by Online Status 2010-2014

	2010FA	2011SP	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP	2014FA
Not Online	87.2%	88.5%	88.3%	88.8%	88.9%	90.3%	88.8%	88.4%	87.5%
Online	85.9%	87.1%	86.6%	86.4%	86.7%	86.2%	86.9%	84.2%	86.3%
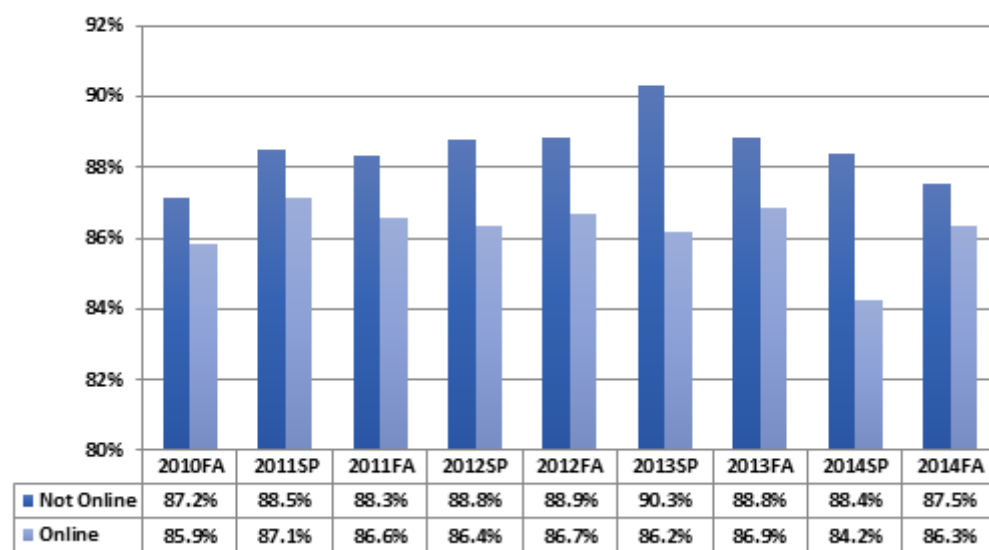
WEST VALLEY COLLEGE COURSE COMPLETION RATES BY GENDER FALL 2010-2014

Completion Rates by Gender 2010-2014

	2010FA	2011SP	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP	2014FA
■ F	87.8%	88.6%	88.6%	89.1%	89.3%	89.7%	88.9%	87.7%	87.7%
■ M	85.9%	87.9%	87.2%	87.5%	87.3%	89.1%	88.0%	87.4%	86.7%
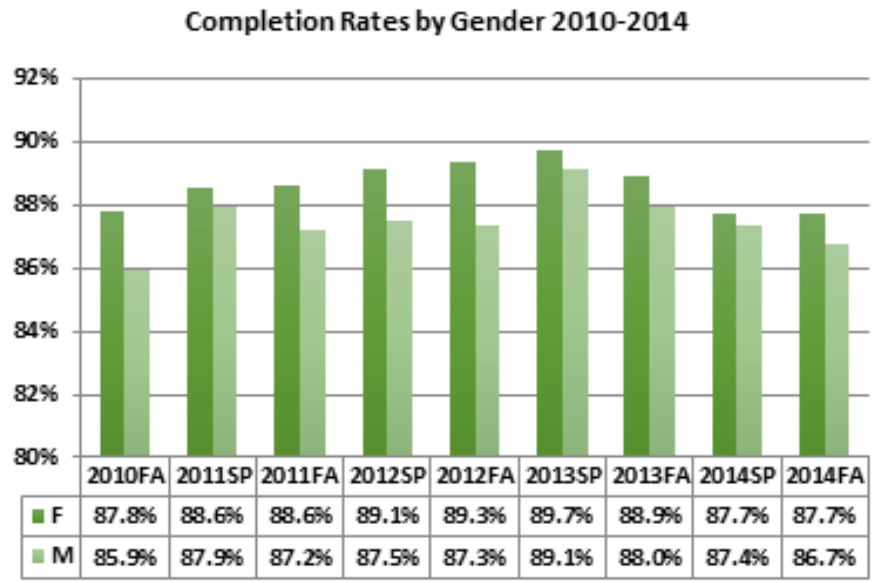
The chart shown left is course completion rates disaggregated by gender. Female students have consistently higher course completion rates than male students. Interestingly, course completion rates have declined each term since peaking in spring 2013.

WEST VALLEY COLLEGE SUCCESS RATES BY ONLINE STATUS FALL 2010-2014

Success Rates by Online Status 2010-2014

	2010FA	2011SP	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP	2014FA
Not Online	70.8%	73.0%	71.9%	74.7%	72.9%	75.4%	74.5%	76.7%	74.4%
Online	46.3%	47.1%	49.9%	53.2%	52.5%	54.6%	64.0%	65.0%	64.4%
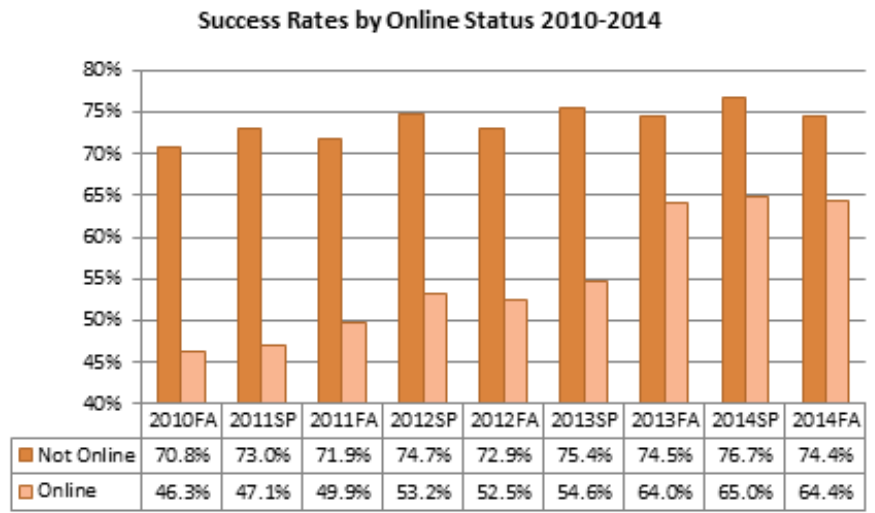
This chart shows the student success rates disaggregated by delivery method – online versus "not-online". The student success rates for online courses is significantly lower than for courses taught in another format. However, the difference has been shrinking in the past three semesters. Student success for online courses made an impressive jump from 54.6% in spring 2013 to 64.0% in fall 2013. Student success has remained at this level since that time.

The following chart shows student success rates by gender. Success rates for female students is consistently higher than those for males.

Success Rates by Gender 2010-2014

	2010FA	2011SP	2011FA	2012SP	2012FA	2013SP	2013FA	2014SP	2014FA
F	68.9%	69.8%	69.8%	72.6%	71.8%	72.5%	74.4%	76.0%	74.4%
M	63.1%	66.0%	64.9%	68.2%	64.9%	69.4%	70.4%	72.6%	70.1%

The following table shows the course completion rates by race/ethnicity for the fall 2014 semester. The data are broken out by online status as well. The column labeled "Difference" shows the difference in course completion rates according to online status. A negative number indicates that students completed at a greater rate in the "Not Online" format. A positive number indicates that students completed at a greater rate in the "Online" format. Overall, the course completion rate was slightly lower for online courses but there is a great deal of variance among the demographic groups.
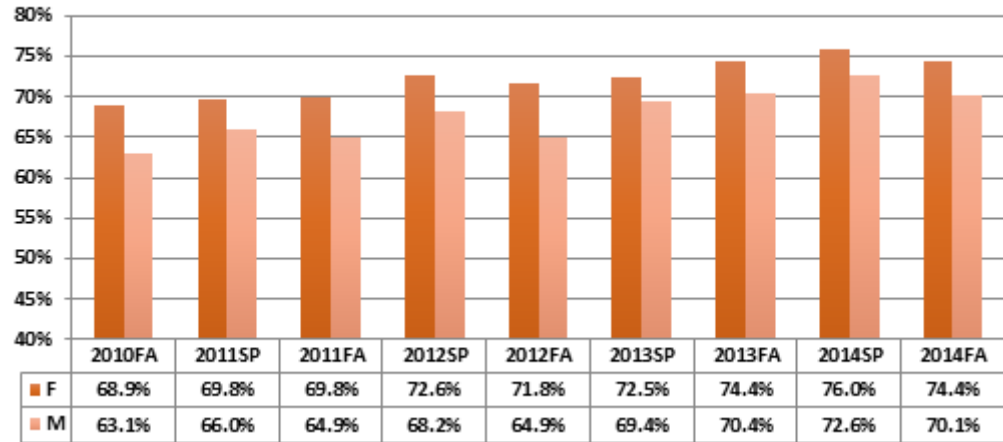
WEST VALLEY COLLEGE COURSE COMPLETION RATES BY RACE/ETHNICITY AND ONLINE STATUS FALL 2014

	Not Online	Online	Difference
African	82.8%	75.5%	-7.3%
Asian	91.0%	88.3%	-2.7%
Filipino	87.7%	85.3%	-2.4%
Two Or More	87.3%	85.4%	-1.8%
White	88.0%	87.0%	-1.0%
Hispanic	85.3%	85.0%	-0.4%
Two Or More Hisp	79.7%	83.3%	3.6%
Unknown	84.4%	88.1%	3.7%
Two Or More API	89.9%	93.9%	4.0%
Pacific	90.8%	100.0%	9.2%
American Indian	86.7%	100.0%	13.3%
Grand Total	87.5%	86.3%	-1.2%

Success and Completion - Difference Between Online and Not Online by Race/Ethnicity

	African	Asian	Filipino	Two Or More	White	Hispanic	Two Or More Hisp	Unknown	Two Or More API	Pacific	American Indian
■ Success	-27.1%	-10.1%	-10.2%	-12.1%	-7.8%	-10.2%	0.9%	-15.2%	2.5%	-20.5%	4.3%
■ Completion	-7.3%	-2.7%	-2.4%	-1.8%	-1.0%	-0.4%	3.6%	3.7%	4.0%	9.2%	13.3%

This chart illustrates the data in the preceding two tables. The orange bars are for success and the blue bars are for course completion. Bars extending to the right (greater than 0%) indicate that the particular demographic group had higher rates of course completion or success via online classes than for "non online" classes.

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Course completion rates by age group are analyzed in the following graph. There is some variation by age group.

Completion Rates by Age Group Fall 2014

	19 or Under	20-24	25-29	30-34	35-39	40-49	50+	Unknown
2014FA	88.2%	85.6%	86.2%	87.7%	90.0%	90.5%	92.1%	75.0%
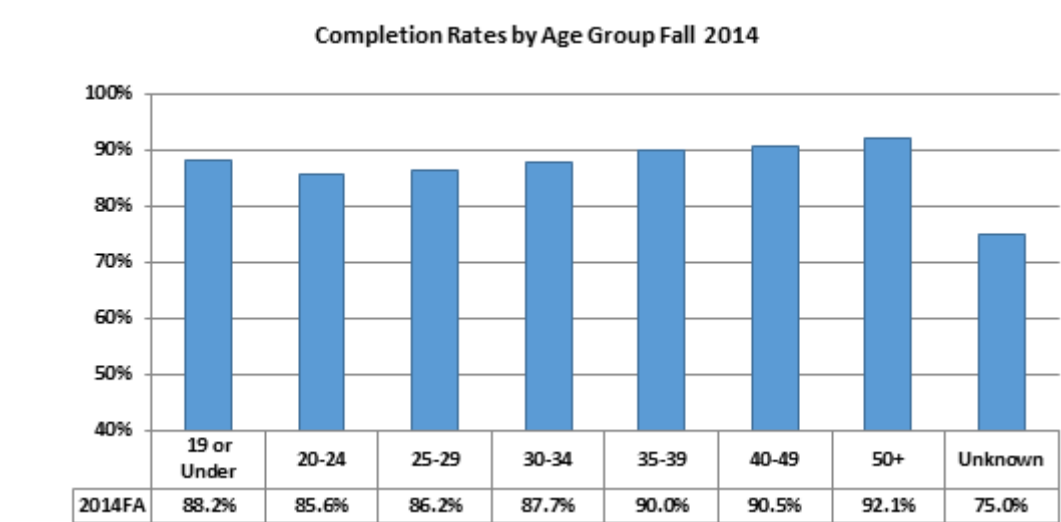
The following chart shows the student success rates by age group for the fall 2015 semester. With the exception of the 19 and under age group, student success appears to be directly correlated with age.

Success Rates by Age Group Fall 2014

	19 of Under	20-24	25-29	30-34	35-39	40-49	50+	Unknown
2014FA	73.0%	69.1%	72.7%	75.0%	79.5%	78.4%	81.7%	25.0%

WEST VALLEY COLLEGE COURSE COMPLETION RATES BY AGE GROUP FALL 2014

Zip Code	Town/ City	Fall 2014	Zip Code	Town/ City	Fall 2014	Zip Code	Town/ City	Fall 2014
95124	San Jose	625	95112	San Jose	140	95110	San Jose	45
95008	Campbell	584	95050	Santa Clara	137	95133	San Jose	41
95123	San Jose	539	95126	San Jose	123	95139	San Jose	38
95070	Saratoga	437	95148	San Jose	120	95131	San Jose	34
95120	San Jose	422	95127	San Jose	97	95006	Boulder Creek	34
95118	San Jose	382	95033	Los Gatos	94	95135	San Jose	32
95032	Los Gatos	355	95020	Gilroy	94	95054	Santa Clara	29
95125	San Jose	284	95122	San Jose	93	95046	San Martin	29
95136	San Jose	283	95132	San Jose	92	94085	Sunnyvale	25
95129	San Jose	278	95116	San Jose	91	94043	Mountain View	25
95117	San Jose	249	94087	Sunnyvale	88	95134	San Jose	25
95051	Santa Clara	216	95119	San Jose	83	95023	Hollister	23
95130	San Jose	201	95035	Milpitas	78	94024	Los Altos	21
95037	Morgan Hill	194	95138	San Jose	77	95062	Santa Cruz	21
95128	San Jose	179	95121	San Jose	73	94040	Mountain View	20
95111	San Jose	175	94086	Sunnyvale	66	94539	Fremont	20
95014	Cupertino	167	94089	Sunnyvale	52	Total		7,779
95030	Los Gatos	149						

DEFINITION OF THE COLLEGE SERVICE AREA

STUDENT GEOGRAPHICAL DISTRIBUTION

The Educational Master Plan includes an external scan. This is a profile of the service area demographics and labor market. For some colleges, the students come primarily from within the District boundaries. For other colleges, the majority of students come from areas beyond the District boundaries. This document describes the methodology used to determine the effective service area that will be used in the external scan for West Valley College. The process begins with an analysis of the zip codes in which the students attending the College reside.

The table at left shows the student headcount by zip code of origin for the fall 2014 semester.

The following table shows the same data organized by town/city.

WEST VALLEY COLLEGE STUDENTS BY CITY - FALL 2014

City / Town	Enrollments
San Jose	4,821
Campbell	584
Los Gatos	598
Saratoga	437
Santa Clara	382
Sunnyvale	231
Morgan Hill	194
Cupertino	167
Gilroy	94
Milpitas	78
Mountain View	45
Fremont	20
Santa Cruz	21
Los Altos	21
Boulder Creek	34
San Martin	29
Hollister	23
Total[5]	7,779

WEST VALLEY COLLEGE ENROLLMENTS BY ZIP CODE - FALL 2014

The map at right shows the same data graphically. The larger, darker circles indicate zip codes with a higher number of enrolled students. The symbols are located at the epicenter of each zip code area. The bulk of college enrollments come from the area to the southeast of the college, within the District boundary.

WEST VALLEY COMMUNITY COLLEGE DISTRICT BOUNDARIES
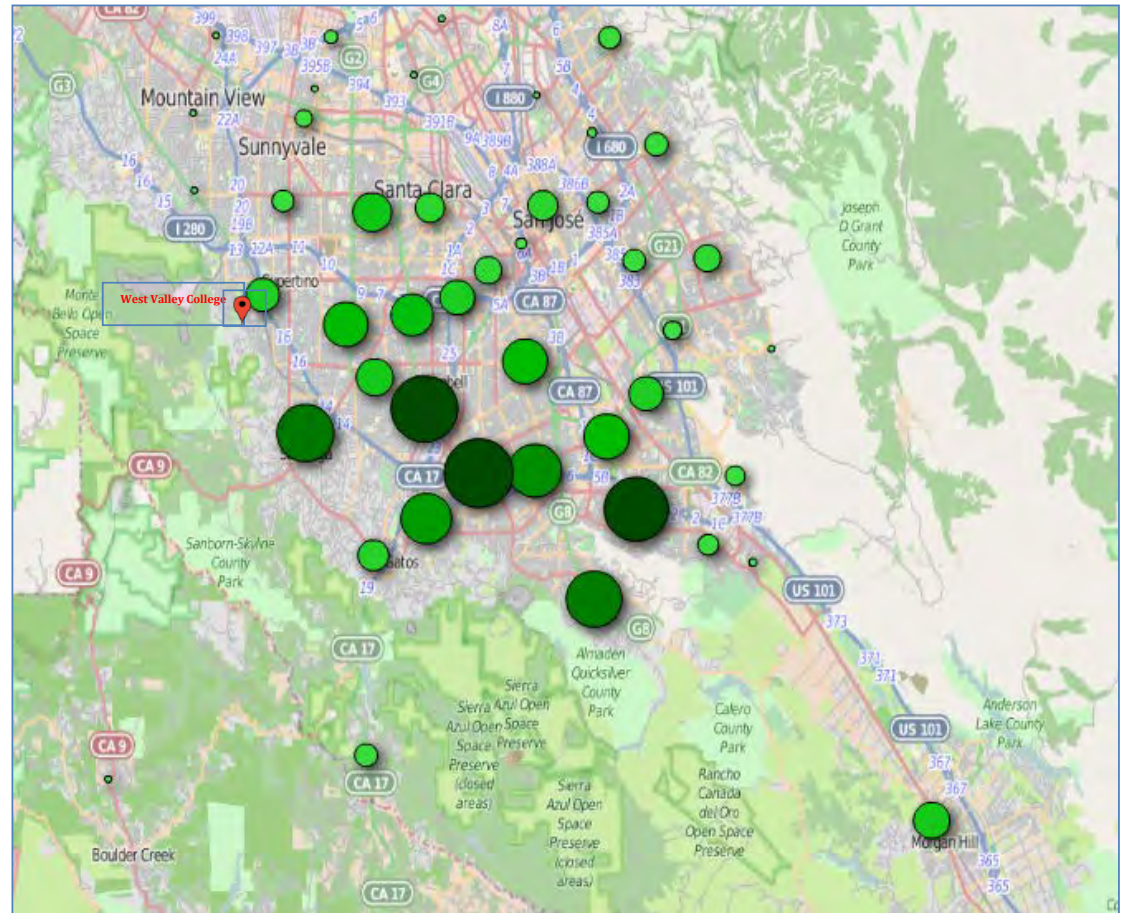
The map at left shows the District Boundary for the West Valley-Mission CCD as well as the adjacent districts and the various community colleges.

WEST VALLEY COLLEGE SERVICE AREA


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0    4.5  mi
0    7    km
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This section of the Plan provides data and analysis relative to the region in which the College operates. These data include information about the population living in the West Valley Mission College service area, the County of Santa Clara and the State of California. As described in the previous section, for the purpose of this Plan, the College service area has been defined as the southern portion of the West Valley Mission Community College District legal boundaries. The map of this area is at left.

SERVICE AREA DEMOGRAPHICS

The following table, left, provides summary demographic information about the population living in the College's service area. For comparison purposes, the same data is provided for the County and the State.

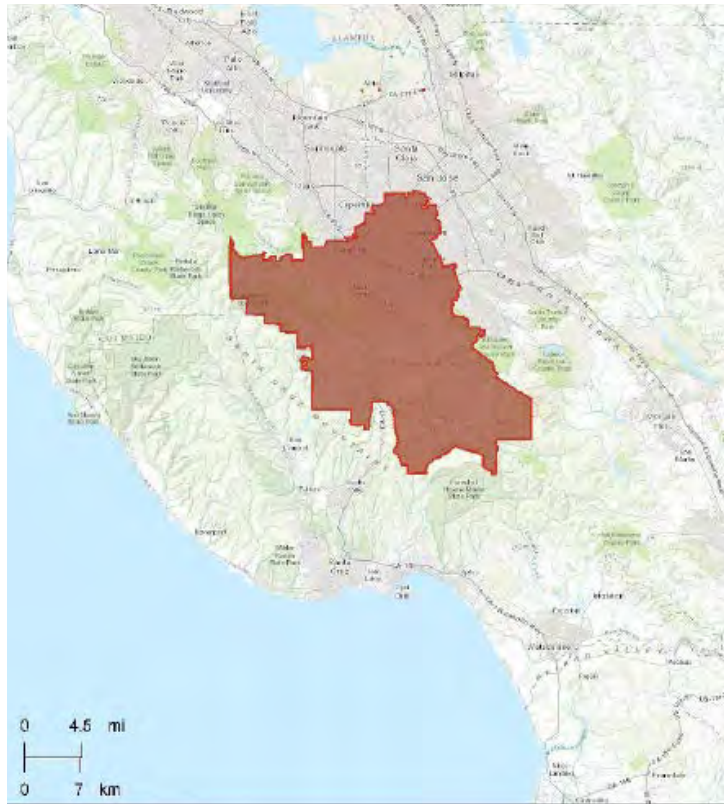The population of the College's service area is 278,250 and growing at an annual rate of 0.95%. This is a slower rate than that of the County, but faster than the State. The service area population is older and wealthier than those of the County and the State. The service area also has a relatively small percentage of its population in the 15-24 year old age group.

West Valley College Service Area Demographic Overview[6]			
Demographic Marker	West Valley College Service Area	Santa Clara County	California
Population	278,250	1,846,647	38,120,066
Population Growth Rate	0.95%	1.14%	0.77%
Household Growth Rate	1.00%	1.20%	0.77%
Median Household Income	$96,545	$92,689	$58,469
Per Capita Income	$47,985	$40,278	$28,657
Median Age 2012	40.6	36.9	35.6
Median Age 2017	41.0	37.5	36.1
15-24 Years of Age 2014	11.3%	12.8%	14.7%
15-24 Years of Age 2019	11.1%	12.3%	13.3%
Population <$50,000 2014	11.1%	9.9%	14.5%
Population <$50,000 2019	8.9%	8.1%	12.7%

[6] Unless otherwise noted, all demographic data in this section comes from the U.S. Census Bureau, Census 2010 Summary File with forecasts for 2014 and 2019 by Esri. http://bao.arcgis.com/

As noted above, the population and household growth rate for the service area are lower than those of the County and higher than those of the State. These data are illustrated in the chart, left.

Population Growth Rate Comparison
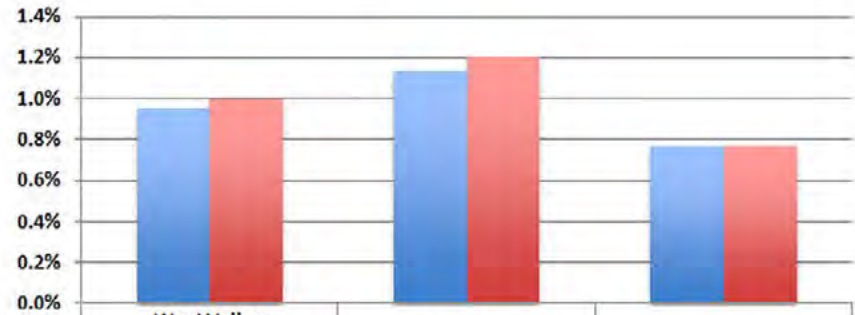
	West Valley College Service Area	Santa Clara County	California
■ Population Growth Rate	0.95%	1.14%	0.77%
■ Household Growth Rate	1.00%	1.20%	0.77%

The chart on left shows the median household and per capita income levels for the service area, the County and the State.

Income Comparison
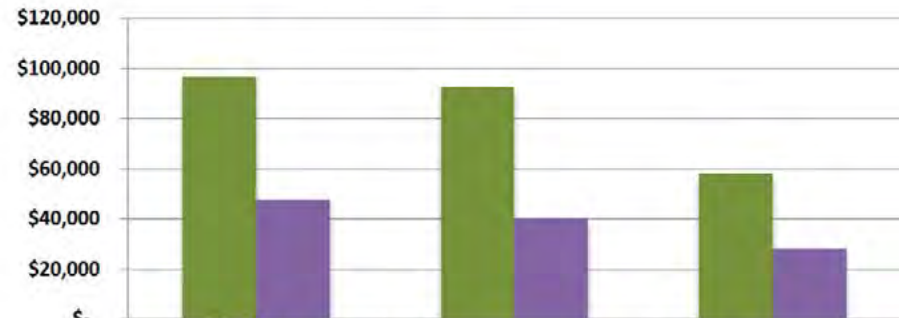
	West Valley College Service Area	Santa Clara County	California
■ Median Household Income	$96,545	$92,689	$58,469
■ Per Capita Income	$47,985	$40,278	$28,657

Median Age Comparison

	West Valley College Service Area	Santa Clara County	California
Median Age 2014	40.6	36.9	35.6
Median Age 2019	41.0	37.5	36.1
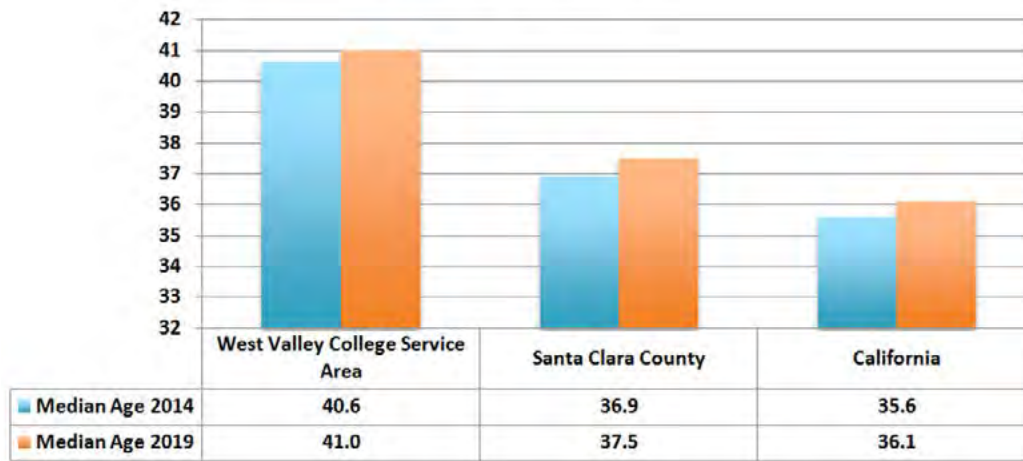
The median age in the State of California is 35.6 and is predicted to rise to 36.1 by 2019. Santa Clara County has an older population with a median age of 36.9. The College's service area is older still with a median age of 40.6 predicted to increase to 41.0 by the end of the decade. This older population may indicate a present and continuing demand for lifelong learning programs for older learners.

Population 15-24 Years of Age Comparison

	West Valley College Service Area	Santa Clara County	California
15-24 Years of Age 2014	11.3%	12.8%	14.7%
15-24 Years of Age 2019	11.1%	12.3%	13.3%
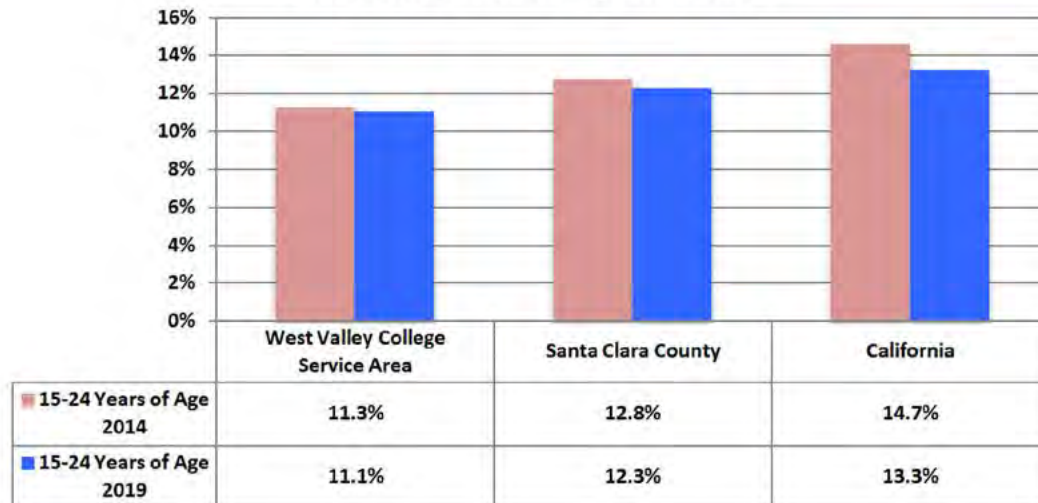
The age group from 15-24 years of age comprises those most likely to enroll in college classes now or in the next several years. The College's service area has 11.3% of its population in this age group and that number is predicted to fall slightly to 11.1% by 2019.

The percentage of service area households that earn less than $50,000 per year is 11.1%. This is expected to decline by 2019 to 8.9%.

Household Income Less than $50,000

	West Valley College Service Area	Santa Clara County	California
■ Households <$50,000 2014	11.1%	9.9%	14.5%
■ Households <$50,000 2019	8.9%	8.1%	12.7%
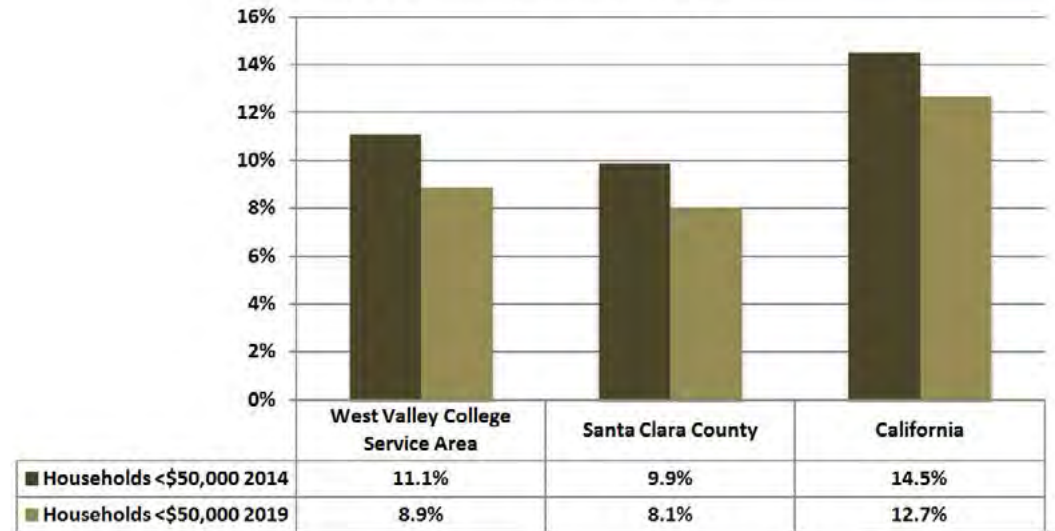
The age segmentation profile is an important tool used to forecast enrollment growth at a college. For each of the age segments, the chart shows the percentage of the service area population in 2014 and the projection for 2019. This gives an indication of which age segments are growing and which are not. As evidenced throughout California, and the Nation as a whole, the population is aging. The baby-boomers are retiring. All age segments from 55 year and older will experience growth as a percentage of the service area population. In the younger age groups only the 15-19 year old segment will grow appreciably. The College might look to enhance academic opportunities for high school students.

West Valley College Service Area Age Segmentation Profile
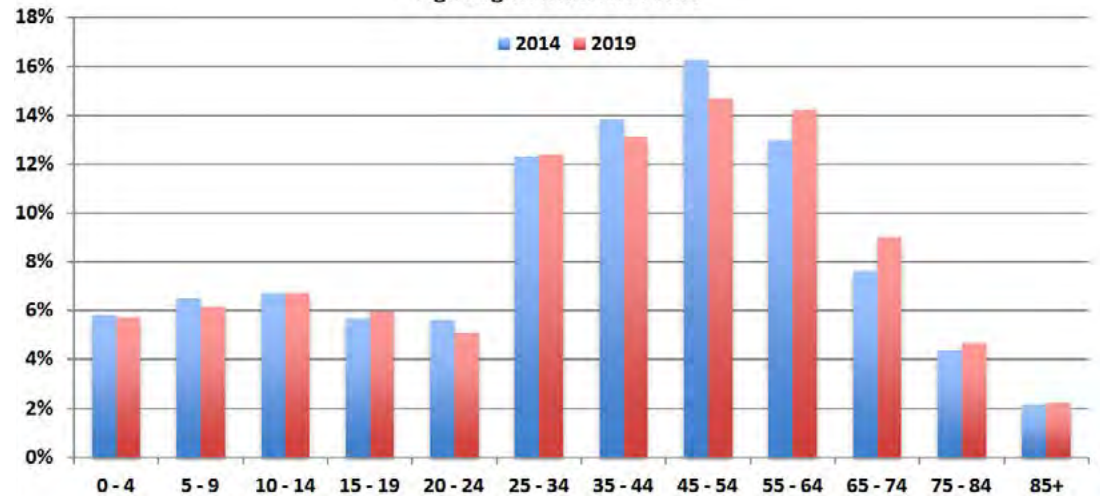
■ 2014 ■ 2019

West Valley College Service Area Race/Ethnicity Profile - Area		
Race / Ethnicity	2014	2019
White Alone	62.8%	60.0%
Black Alone	2.6%	2.6%
American Indian Alone	0.6%	0.6%
Asian Alone	20.1%	22.3%
Pacific Islander Alone	0.4%	0.4%
Some Other Race Alone	7.9%	8.2%
Two or More Races	5.5%	5.9%
Hispanic Origin (Any Race)	19.4%	20.5%

The race/ethnicity profile for the service area population is shown to the left.

EDUCATIONAL ATTAINMENT

The table and chart show the highest educational attainment as a percentage fo the population 25 years of age or older.

Highest Educational Attainment	WVC Service Area	Santa Clara County	CA
No schooling completed	0.9%	1.9%	2.4%
Nursery School	0.0%	0.0%	0.0%
Kindergarten	0.0%	0.0%	0.0%
1-4th Grade	0.4%	1.1%	1.8%
5-8th Grade	2.1%	4.2%	6.0%
Some High School	4.1%	6.2%	8.7%
High School Diploma	12.5%	14.1%	18.5%
GED	1.5%	1.6%	2.2%
Some College	19.7%	17.5%	22.2%
Associate's degree	8.1%	7.3%	7.7%
Bachelor's degree	30.3%	25.8%	19.4%
Master's degree	14.6%	14.4%	7.3%
Professional school degree	3.3%	2.6%	2.3%
Doctorate degree	2.6%	3.2%	1.5%
Total	100.1%	99.9%	100.0%

For example, in California, 61.8% of the 25 and older population has a maximum educational attainment of some college classes or less. The data shows that the service area population has much higher educational attainments than the County and the State of California.

Maximum Educational Attainment: Some College or Less

	Some College or Less	Post Secondary Degree
WVC Service Area	41.2%	58.9%
Santa Clara County	46.6%	53.3%
CA	61.8%	38.2%
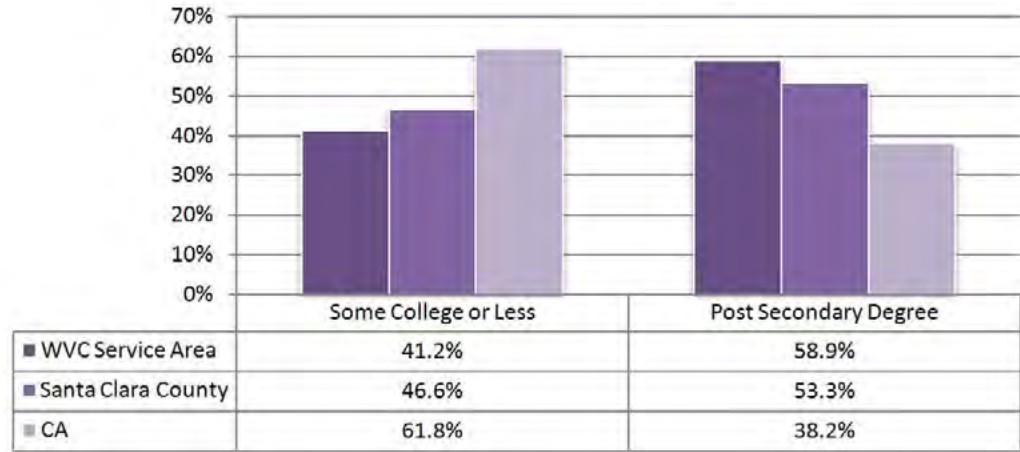
The following chart compares the population percentages (25+ years of age) who have a maximum educational attainment of an Associate's Degree.

Maximum Educational Attainment: Associate's Degree

LANGUAGE SPOKEN AT HOME

The following charts show the languages spoken at home in the College service area, the County and the State. The first chart is for the 5 to 17 year old age segment. The College service area population has a higher percentage of people in this age group speaking only English at home. For the languages other than English, the data indicates that the other language is spoken at home but not necessarily exclusively.

Language Spoken at Home 5 to 17 years

	Speak only English	Speak Spanish	Speak other Indo-European languages	Speak Asian and Pacific Island languages	Speak other languages
WVC Service Area	11.5%	2.6%	1.1%	1.9%	0.2%
Santa Clara County	9.4%	4.3%	1.1%	3.3%	0.2%
CA	10.6%	6.8%	0.6%	1.2%	0.1%

The chart at left shows the same data for the 18 to 64 year old population segment.

Language Spoken at Home 18 to 64 years

	Speak only English	Speak Spanish	Speak other Indo-European languages	Speak Asian and Pacific Island languages	Speak other languages
WVC Service Area	43.9%	8.3%	5.4%	10.0%	1.1%
Santa Clara County	32.9%	13.3%	5.9%	16.9%	0.8%
CA	37.7%	19.9%	3.1%	7.0%	0.6%

ONLINE SURVEY RESULTS

This section of the plan provides the results from the online survey that was conducted from February 4-18, 2015. The survey contained 20 questions and was distributed to the entire campus community including administrators, faculty members, staff and students. There were a total of 578 responses.

For questions with multiple-choice responses, a graph is included to illustrate the results. Many questions also included the opportunity for free-form responses. Those are summarized for the reader's convenience.

QUESTION 1 - WHICH OF THE FOLLOWING BEST DESCRIBES YOUR ROLE AT THE COLLEGE?

Of the 578 responses to the survey, 482 were from students. The remaining 96 responses came from staff, faculty, administrators and members of the local community.

QUESTION 2 - IF YOU ARE A STUDENT OR FACULTY MEMBER, WHEN DO YOU ATTEND / INSTRUCT CLASSES?

The largest share of respondents, 70.4%, attends or instructs classes before noon. Just over half of respondents attend classes between noon and 4:00 PM. Evening and weekend attendance is quite low among respondents.

Which of the following best describes your role at the College?

Role	Value
Student	482
Full-time faculty	48
Classified Staff	22
Part-time faculty	11
Administrator	7
Other (please specify)	5
Community member	3
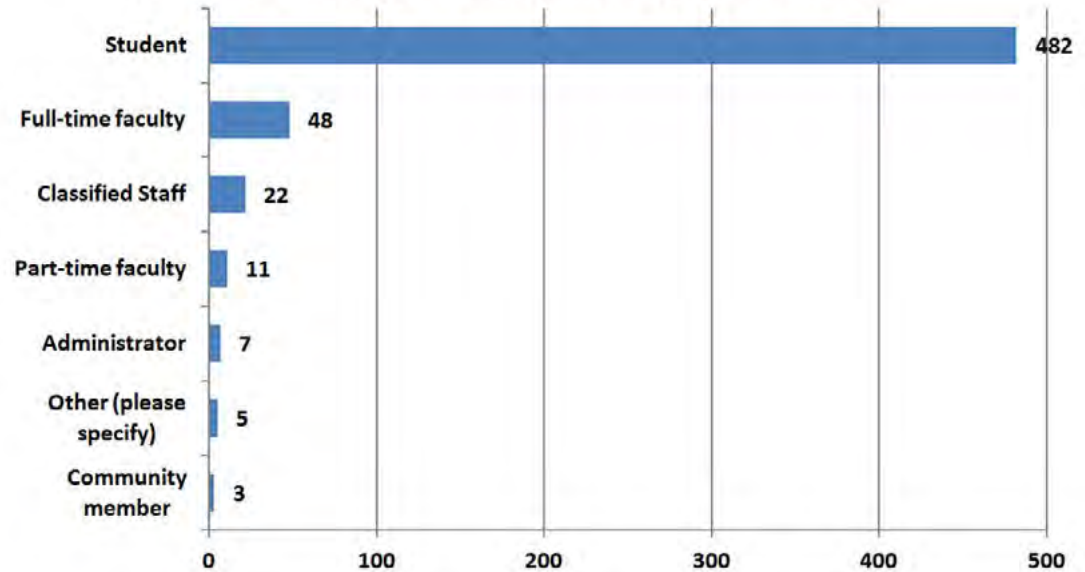
If you are a student or faculty member, when do you attend/instruct classes? (select all that apply)

	Morning (before noon)	Afternoon (12-4 pm)	Evening (after 4 pm)	Weekend	Other (please specify)
Series1	70.4%	51.4%	28.7%	3.7%	16.4%
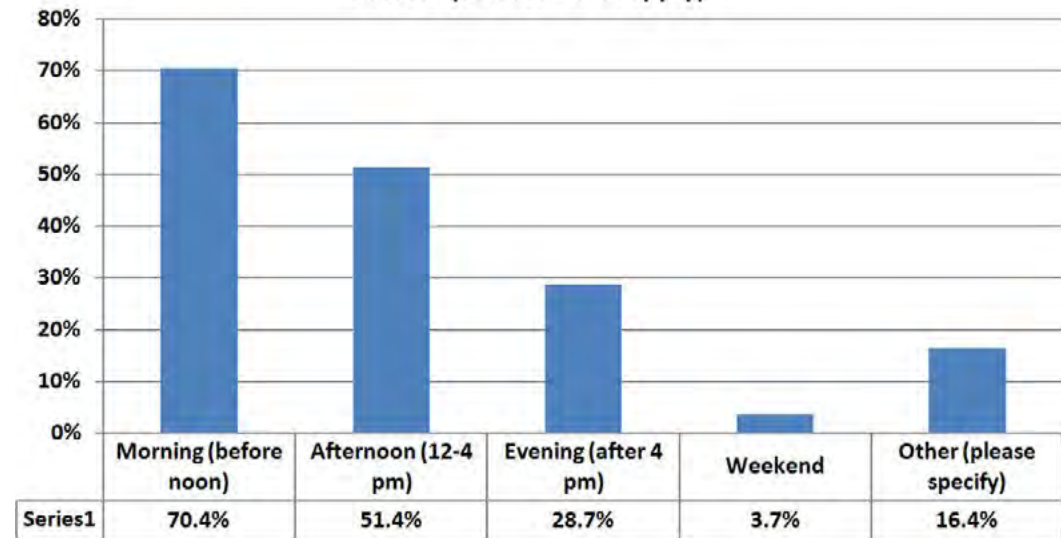
City	Respondents	City	Respondents
San Jose	293	Felton	1
Los Gatos	60	Fremont	1
Campbell	48	Half Moon Bay	1
Saratoga	41	Hayward	1
Santa Clara	26	Hollister	1
Sunnyvale	12	Livermore	1
Cupertino	8	Los Banos	1
Morgan Hill	8	Millbrae	1
Santa Cruz	8	Milpitas	1
Boulder Creek	6	Monterey	1
Gilroy	4	Redwood City	1
San Francisco	4	San Bernardino	1
Los Altos	3	San Carlos	1
Mountain View	3	San Diego	1
Palo Alto	3	Sierra City	1
Ben Lomond	2	Stockton	1
Scotts Valley	2	Tracy	1
Watsonville	2	Truckee	1
Alviso	1	Van Nuys	1
Belmont	1		
Capitola	1	Grand Total	555

Why did you choose West Valley College? (Check all that apply)

WVC offers a program or class I need/desire	56.9%
Close to home/family	54.6%
Friendly environment	36.1%
Financial reason	28.8%
High quality instruction	26.0%
A friend or relative attends or attended WVC	25.6%
Other (please specify)	14.1%

QUESTION 3

This table shows the city or town of residence of the ruvey respondents.

QUESTIONS FOUR THROUGH ELEVEN WERE FOR STUDENTS ONLY.
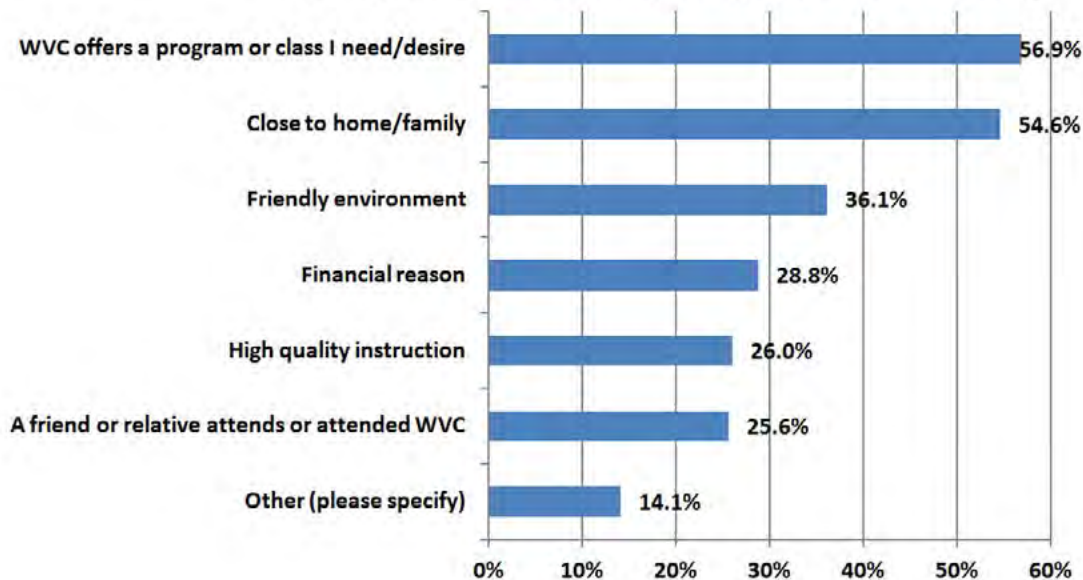
QUESTION 4 - WHY DID YOU CHOOSE WEST VALLEY COLLEGE?

The top reasons cited by students for choosing West Valley College were: (1) The College offered a program or class the student desired; (2) Proximity to home; and, (3) The friendly environment.

There were 70 responses to "other." The most frequent responses were:

- Beauty and landscape of the campus

- Helpful faculty and staff

- Availability of location and classes.

QUESTION 5 – WHICH OF THE FOLLOWING DESCRIBES YOUR EMPLOYMENT STATUS?

Nearly two-thirds of students responding to the survey, work at least part-time. Twenty-three percent report that they are not searching for employment.

Which of the following describes your employment status?
(Select all that apply)

Part-time job 1-20 hours/week	29.8%
Not actively searching for employment	23.6%
Full-time job	18.8%
Part-time job 20-40 hours/week	15.5%
Unable to find employment	6.0%
Retired	5.8%
Other (please specify)	3.2%
Minimum of 40 hours/week	3.2%
Laid off from job during the past 12 months	3.0%
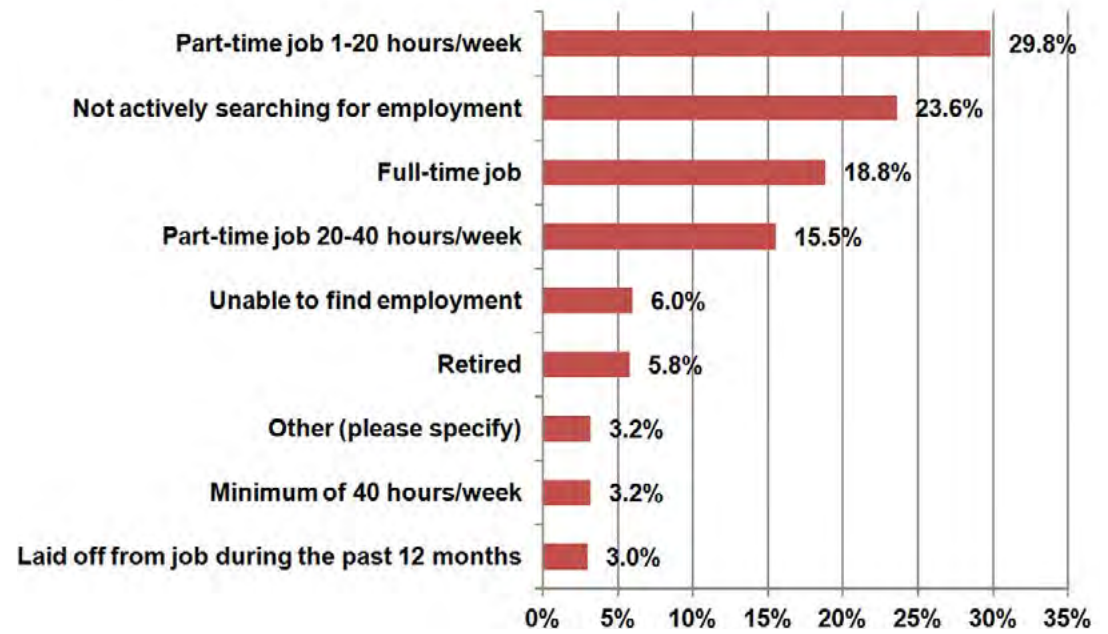
QUESTION 6 – HOW WOULD YOU PREFER TO ATTEND CLASSES?

The majority of responses (78.2%) indicated that students prefer attending classes in a classroom.

There were 16 respondents who checked "Other". The most frequent response was "Outside the Classroom" or "Outdoors."

How would you prefer to attend classes? (check all that apply)

In a classroom	78.2%
Hybrid (online and classroom)	31.1%
Online	27.9%
Other (please specify)	3.2%
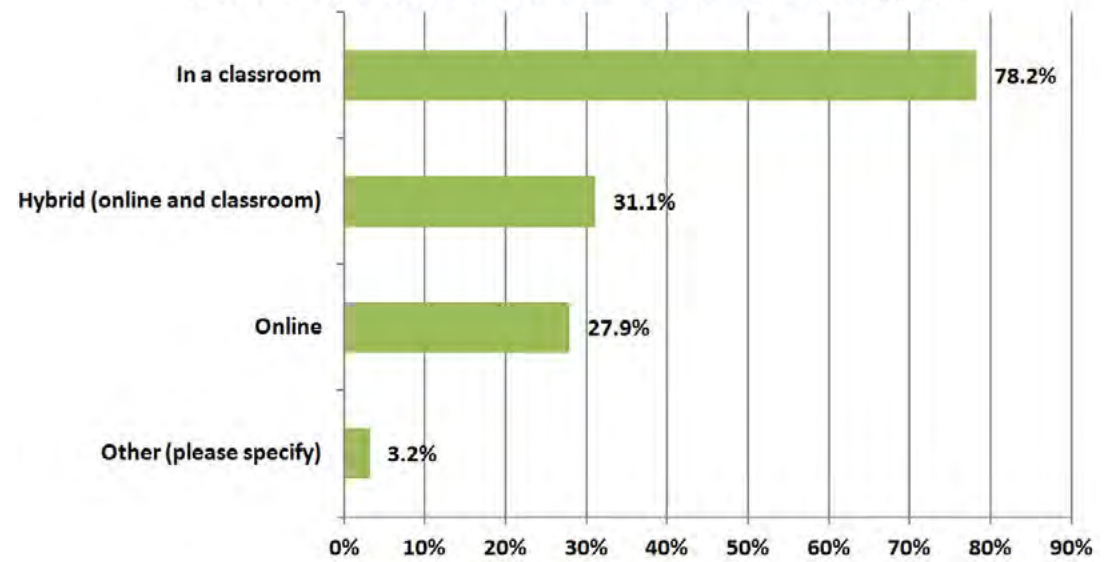
Please indicate the times you would be likely to take classes if they were offered. (check all that apply)

Category	Percentage
Mornings	76.7%
Afternoons	62.5%
Summer	43.2%
Evenings	38.3%
Fridays	21.7%
Weekends	17.0%
Other (please specify)	5.9%
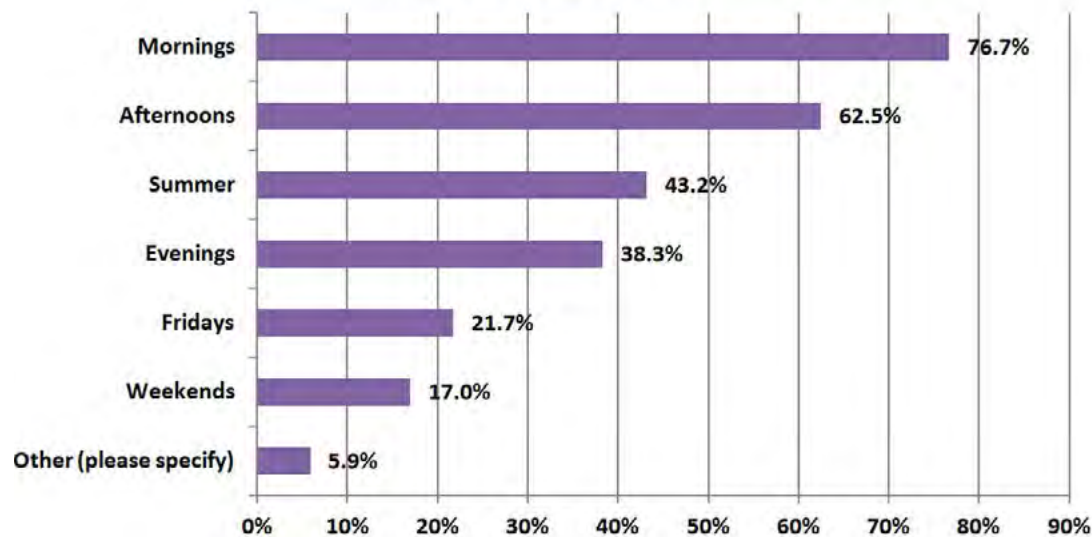
QUESTION 7 – PLEASE INDICATE THE TIMES YOU WOULD BE LIKELY TO TAKE CLASSES IF THEY WERE OFFERED?

The bulk of students indicated they would take classes in the mornings or afternoons. A large percentage (38.3%) indicated that they would take evening classes if offered. The numbers are lower for Fridays (21.7%) and weekends (17.0%).

Of the 29 respondents who checked "Other", most mentioned "Online."

Please indicate the number of units you are taking this semester.

Category	Percentage
More than 15 units	7.7%
Between 12 - 15 units	20.2%
Between 10 - 12 units	14.0%
Between 6-10 units	27.5%
Between 3 - 5 units	14.0%
No more than 3 units	14.0%
Other (please specify)	1.6%
Not applicable. I am not a student.	1.0%
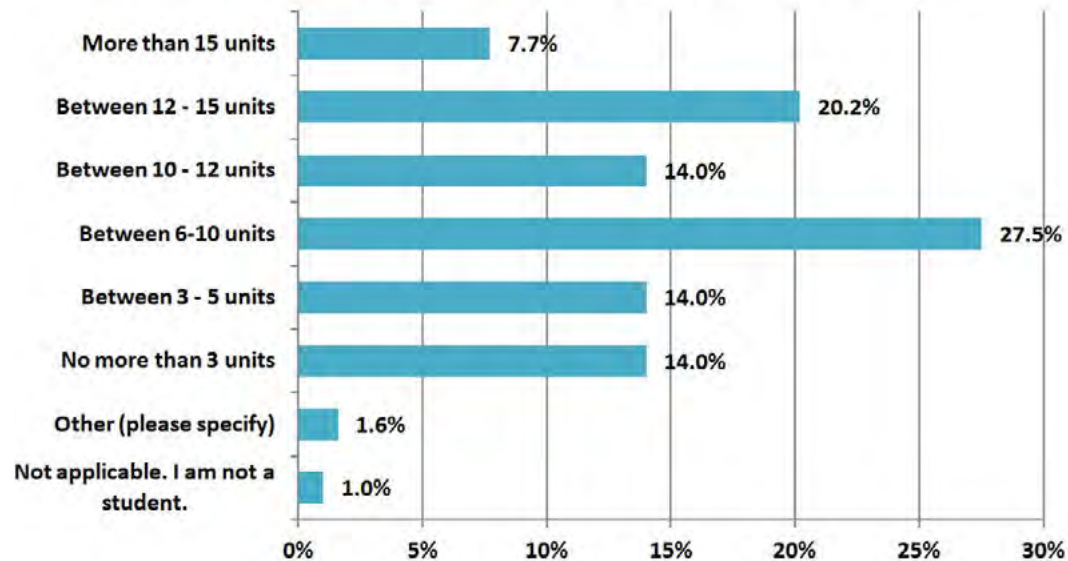
QUESTION 8 – PLEASE INDICATE THE NUMBER OF UNITS YOU ARE TAKING THIS SEMESTER.

The survey respondents represent a cross-section of full-time and part-time students.

QUESTION 9 – WHICH OF THE FOLLOWING COLLEGES HAVE YOU ATTENDED FOR AT LEAST ONE COURSE IN THE PAST THREE YEARS, EITHER ONLINE OR IN PERSON?

West Valley College students have also attended classes at several other area colleges. More than one-third of respondents have taken at least one class at Mission College in an online and in a classroom format. Other community colleges attended by West Valley College students include De Anza, San José City, Evergreen Valley and Foothill Colleges.

There were 73 respondents who checked, "Other." Sixteen of these indicated they were taking classes at a four-year college such as San Jose State. A few mentioned other community college including Cabrillo.

Which of the following colleges have you attended for at least one course in the past three years, either online or in person. (Check all that apply.)

College	Took one or more courses online	Took one or more courses in the classroom
Mission College	34.7%	37.2%
De Anza College	28.0%	27.7%
San Jose City College	14.7%	17.6%
Evergreen Valley College	10.7%	9.5%
Foothill College	9.3%	6.8%
University of Phoenix	0.0%	1.4%
National University	2.7%	0.0%

QUESTION 10 – DO YOU HAVE FREQUENT ACCESS TO A PERSONAL COMPUTER AT HOME?

Nearly all of the respondents have a computer of their own at home. This question carries an inherent bias as the survey was delivered online.

Do you have frequent access to a personal computer at home? (Check all that apply)

Yes, my own	Yes, someone else's	No	I have a mobile/smart phone to access college information
93.9%	10.1%	2.4%	24.6%

Do you have Internet access in your home? (Check all that apply)

I have high-speed access to the Internet	87.1%
I have access to the Internet on a slow connection	10.3%
I do not have access to the Internet at home	1.6%
Other (please specify)	1.0%
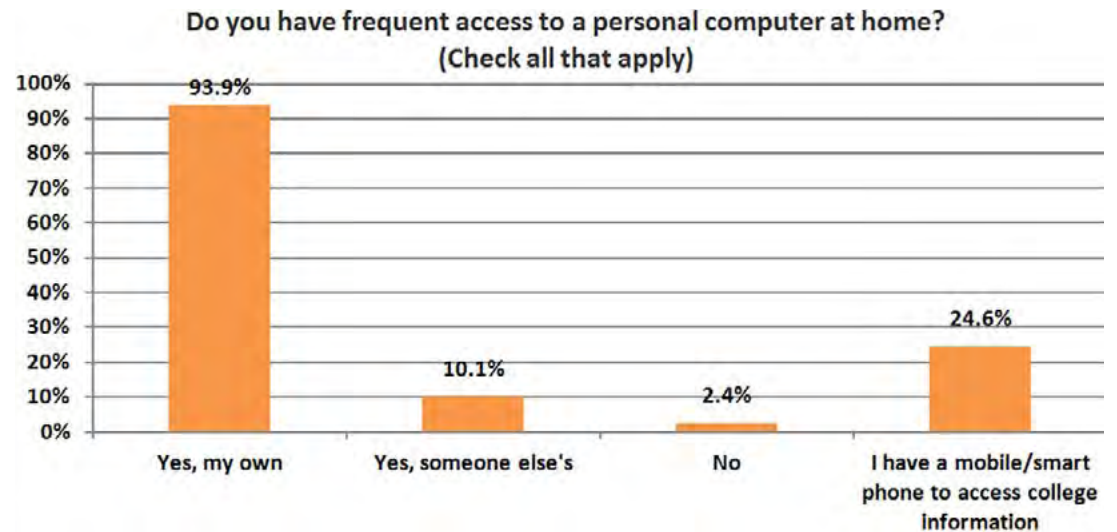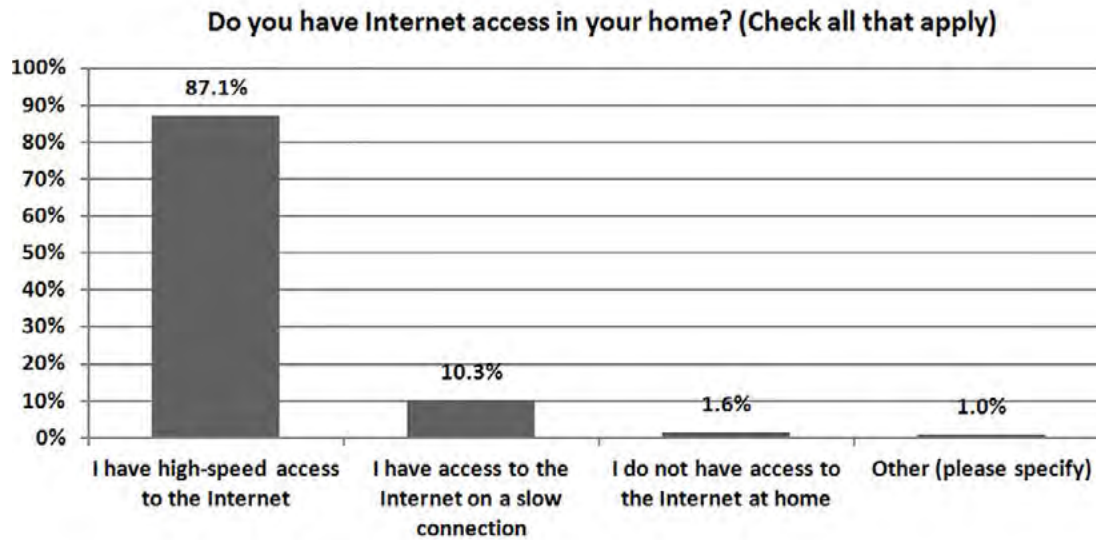
QUESTION 11 – DO YOU HAVE INTERNET ACCESS IN YOUR HOME?

The vast majority of respondents have high-speed Internet access at home. This question carries an inherent bias as the survey was delivered online.

I have read carefully the College's Educational Master Plan

Strongly Disagree	40.3%
Disagree	29.0%
Agree	23.6%
Strongly Agree	7.2%
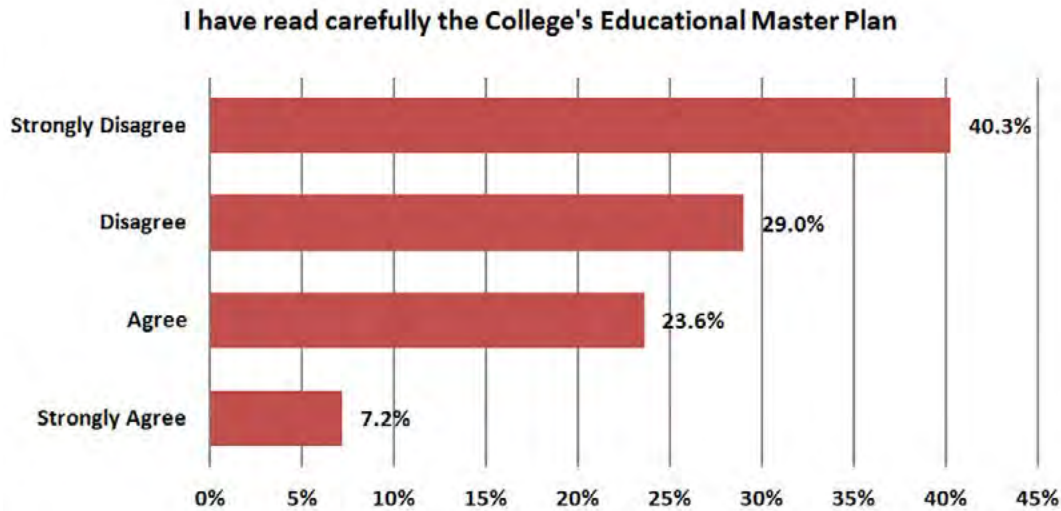
THE FOLLOWING QUESTIONS WERE POSED FOR ALL RESPONDENTS.

QUESTION 12 – I HAVE READ CAREFULLY THE COLLEGE'S EDUCATIONAL MASTER PLAN.

Only 30.8% of respondents indicated that they had read the Educational Master Plan carefully.

The majority (68.9%) of respondents agree that data is easily available at the College.

Data is easily available at the College

Strongly Disagree	10.0%
Disagree	21.1%
Agree	55.0%
Strongly Agree	13.9%
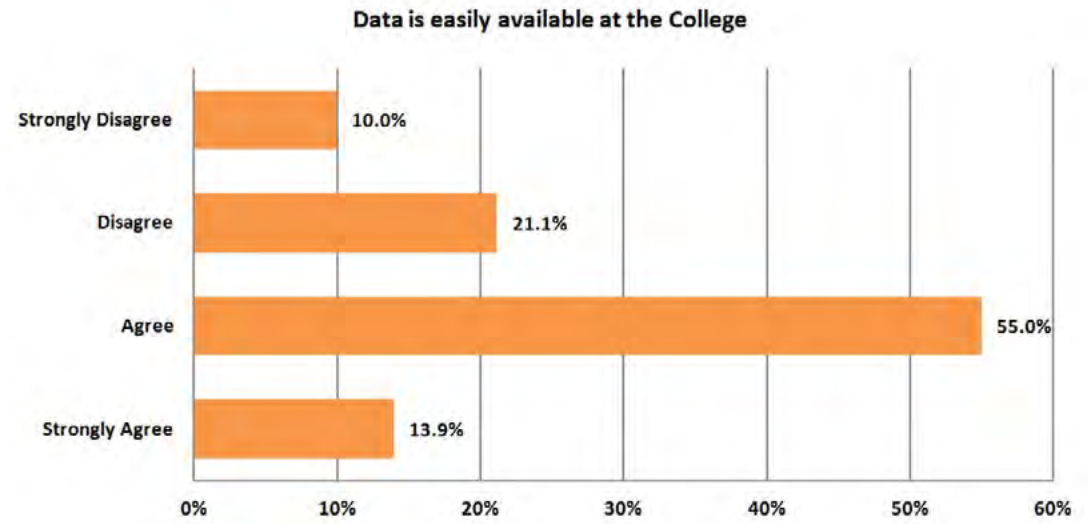
The majority of respondents (71.9%) agree that data is generally of high quality.

Data is generally of high quality

Strongly Disagree	8.8%
Disagree	19.3%
Agree	58.0%
Strongly Agree	13.9%

How do you rate your personal experience at West Valley College?

Rating	Percentage
Excellent	37.5%
Good	41.7%
Average	13.2%
Fair	5.6%
Poor	2.0%
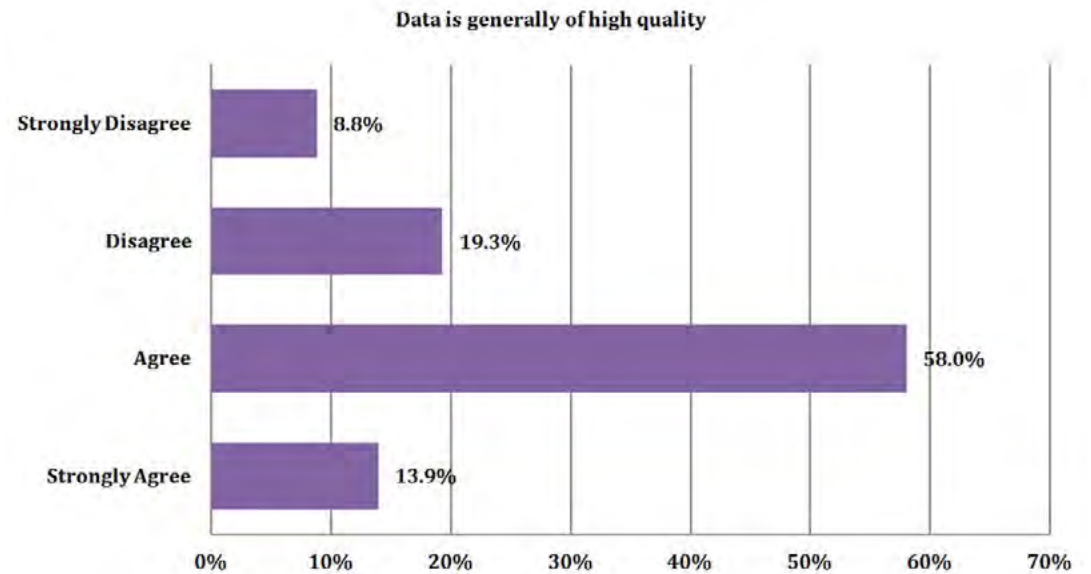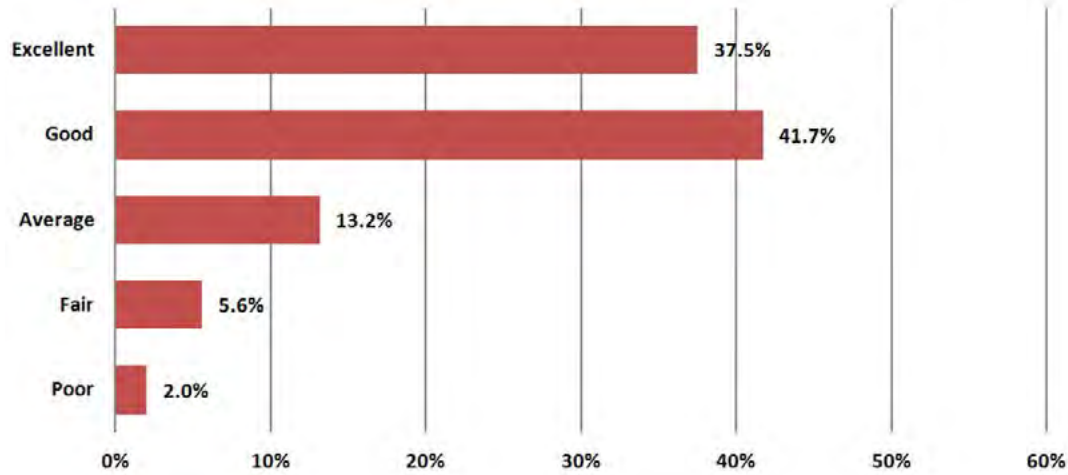
QUESTION 13 – HOW DO YOU RATE YOUR PERSONAL EXPERIENCE AT WEST VALLEY COLLEGE?

The vast majority (79.2%) of respondents indicated that their personal experience was good or excellent at the College.

How would you rate the open space on campus?

Rating	Percentage
Excellent	57.7%
Good	32.3%
Average	6.9%
Fair	1.8%
Poor	1.4%
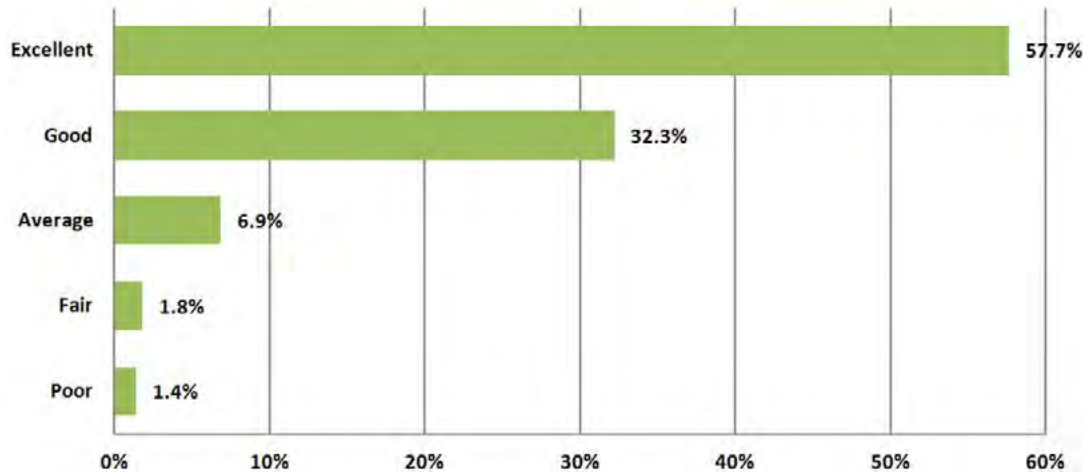
The vast majority (90.0%) of respondents rated the open space as Good or Excellent.

Only 62.4% of respondents rated the athletic facilities as Good or Excellent.

How would you rate the athletic facilities and fields?

Rating	Percentage
Excellent	19.9%
Good	42.5%
Average	26.3%
Fair	6.3%
Poor	5.0%
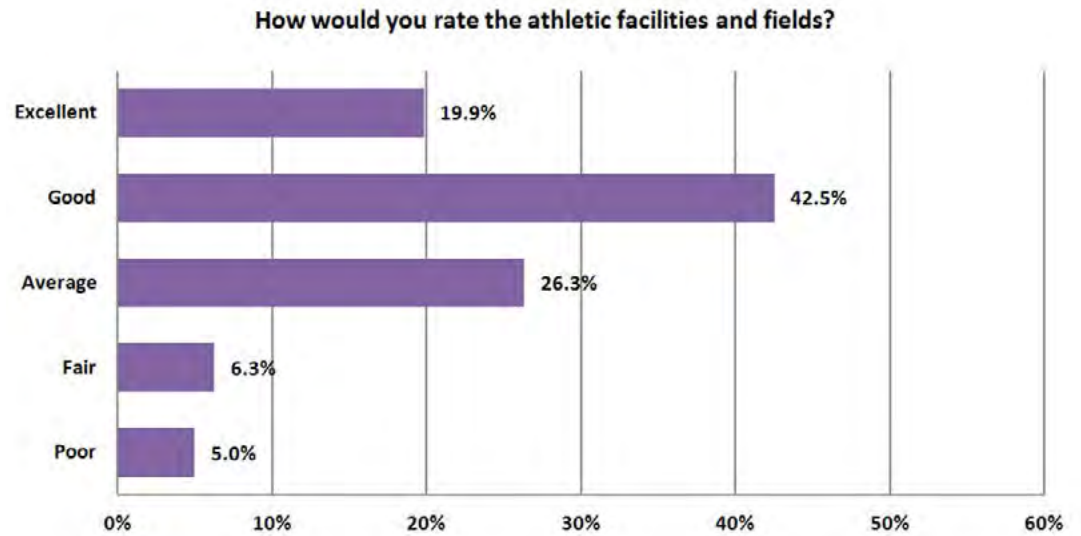
Only 67.2% of respondents rated classroom spaces as Good or Excellent.

Of the respondents checking, "Other," most mentioned that the older and/or portable facilities are not in good condition and need improvement.

How would you rate the classroom space?

Rating	Percentage
Excellent	20.9%
Good	46.3%
Average	22.0%
Fair	8.3%
Poor	2.4%

What do you believe are the greatest strengths of the College?
Select no more than 5.

Category	Percentage
Outdoor spaces	55.2%
Quality of Faculty	41.5%
Instruction	37.9%
Course Offerings	36.2%
Availability of classes	31.9%
Registration / enrollment	30.6%
Cleanliness of facilities	28.9%
Classroom technology	23.6%
Classroom facilities	23.1%
Counseling	22.7%
Library	21.8%
Scheduling	20.8%
Student access to computers	20.1%
Financial aid	19.7%
Tutoring	19.3%
Availability of career technical programs	16.3%
Laboratory facilities	10.7%
Facilities for student activities	8.4%
Career placement services	7.3%
Athletic facilities	7.1%
Other (please specify)	5.6%

QUESTION 14 - PLEASE LIST ANY PROGRAMS OR COURSES THAT ARE NOT CURRENTLY OFFERED AT THE COLLEGE THAT YOU WOULD LIKE TO SEE ADDED.

This open-ended question elicited 387 extremely varied responses. The most frequent responses were:

- Nursing

- Computer-related programs

- Sustainability/Green/Environmental programs

- A wide miscellany of language courses (including Farsi and Latin)

- No other program/course was repeated more than 6 times; most given were repeated fewer than 3 times

QUESTION 15 - WHAT ACTION CAN YOU RECOMMEND THAT WOULD HAVE AN IMMEDIATE POSITIVE IMPACT ON THE COLLEGE AND WHY?

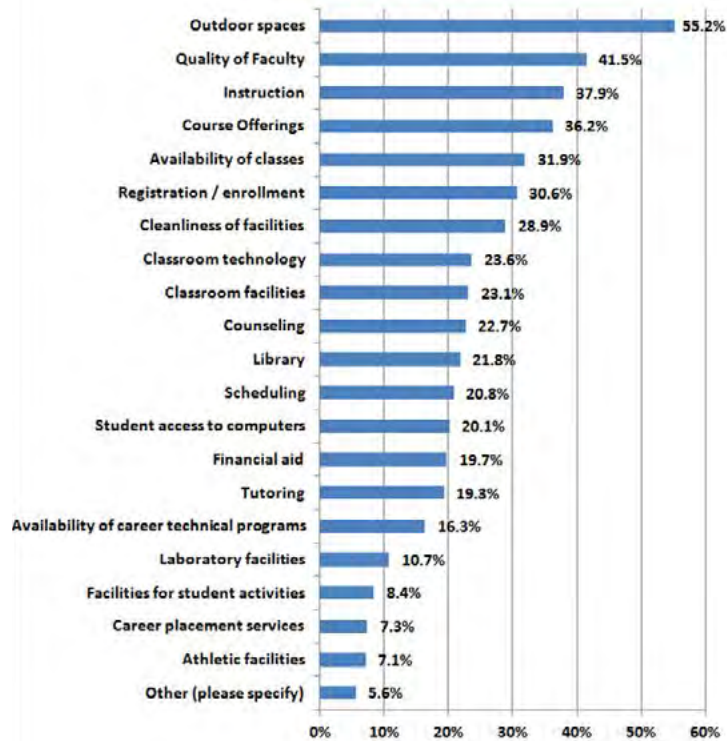This open-ended question elicited 205 responses, with a very wide variety of suggestions. The most frequent were:

- Improve scheduling, to increase course offerings and reduce class cancellations

- Create a more cohesive campus community (among students, faculty, administrators)

- Improve parking, traffic, transportation

- Improve educational planning and counseling

QUESTION 16 - WHAT DO YOU BELIEVE ARE THE GREATEST STRENGTHS OF THE COLLEGE?

There were 467 respondents who answered this question. They checked a total of 2,282 responses as each person was invited to select up to 5 items. By far, the most commonly selected strength of the College was the outdoor spaces (55.2%). This was followed by quality of faculty (41.5%), instruction (37.9%), course offerings (36.2%), and availability of classes (19.1%).

Among staff, faculty and administrators (everyone except students) the responses were as follows:

Response	%	Responses
Outdoor spaces	69.0%	49
Quality of Faculty	57.7%	41
Instruction	46.5%	33
Availability of career technical programs	29.6%	21
Classroom technology	26.8%	19
Cleanliness of facilities	22.5%	16
Tutoring	22.5%	16
Course Offerings	21.1%	15
Financial aid	19.7%	14
Facilities for student activities	19.7%	14
Library	18.3%	13
Counseling	18.3%	13
Classroom facilities	15.5%	11
Laboratory facilities	14.1%	10
Availability of classes	14.1%	10
Scheduling	14.1%	10
Registration / enrollment	12.7%	9
Career placement services	8.5%	6
Other (please specify)	8.5%	6
Student access to computers	7.0%	5
Athletic facilities	5.6%	4

There were 26 respondents (including students and college employees) who selected "Other." The most frequent responses were:

- Location and beauty of campus
- Helpfulness of staff and faculty

QUESTION 17 - PLEASE IDENTIFY THE MOST SIGNIFICANT AREAS NEEDING IMPROVEMENT AT THE COLLEGE?

There were 451 respondents who answered this question. They checked a total of 1,543 responses as each person was invited to select up to 5 items. By far, the most commonly selected area needing improvement was the cost of textbooks (60.1%).

Please identify the most significant areas needing improvement at the College? Select no more than 5.

Area	%
Cost of text books	60.1%
Parking	38.6%
Availability of classes	32.6%
Counseling	25.1%
Registration / enrollment	19.1%
Other (please specify)	18.2%
Food service	18.2%
Library	16.9%
Cleanliness of facilities	14.6%
Student access to computers	13.3%
Availability of career technical programs	12.6%
Classroom technology	12.0%
Tutoring	10.6%
Career placement services	10.4%
Classroom facilities	9.5%
Laboratory facilities	7.8%
Financial aid	7.3%
Facilities for student activities	5.5%
Athletic facilities	5.5%
Outdoor spaces	4.2%

Response	%	Responses
Cost of text books	53.5%	38
Registration / enrollment	40.8%	29
Availability of classes	38.0%	27
Counseling	38.0%	27
Student access to computers	26.8%	19
Availability of career technical programs	22.5%	16
Library	22.5%	16
Other (please specify)	22.5%	16
Classroom technology	21.1%	15
Cleanliness of facilities	18.3%	13
Classroom facilities	16.9%	12
Career placement services	16.9%	12
Parking	15.5%	11
Food service	14.1%	10
Laboratory facilities	12.7%	9
Tutoring	12.7%	9
Athletic facilities	7.0%	5
Facilities for student activities	5.6%	4
Outdoor spaces	4.2%	3
Financial aid	2.8%	2

This was followed by parking (38.6%), availability of classes (32.6%), counseling (25.1%), and registration/enrollment (19.1%).

Among staff, faculty and administrators (everyone except students) the responses were as shown at left.
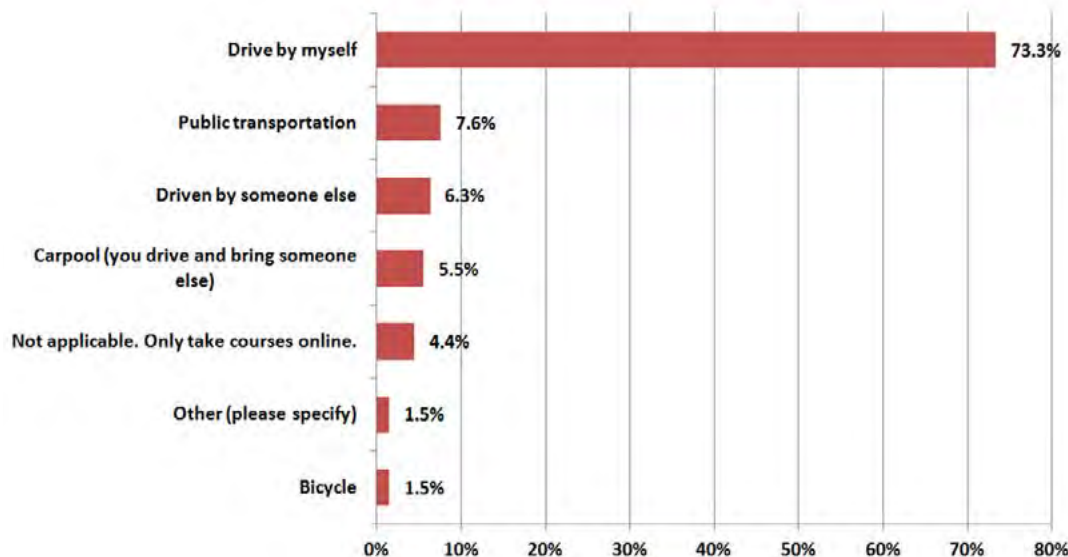
There were 82 respondents (including students and college employees) who selected "Other," with a very wide variety of suggestions. The most frequent were:

- Parking cost and availability
- Availability of classes
- Instructor accountability

How do you get to campus most frequently?

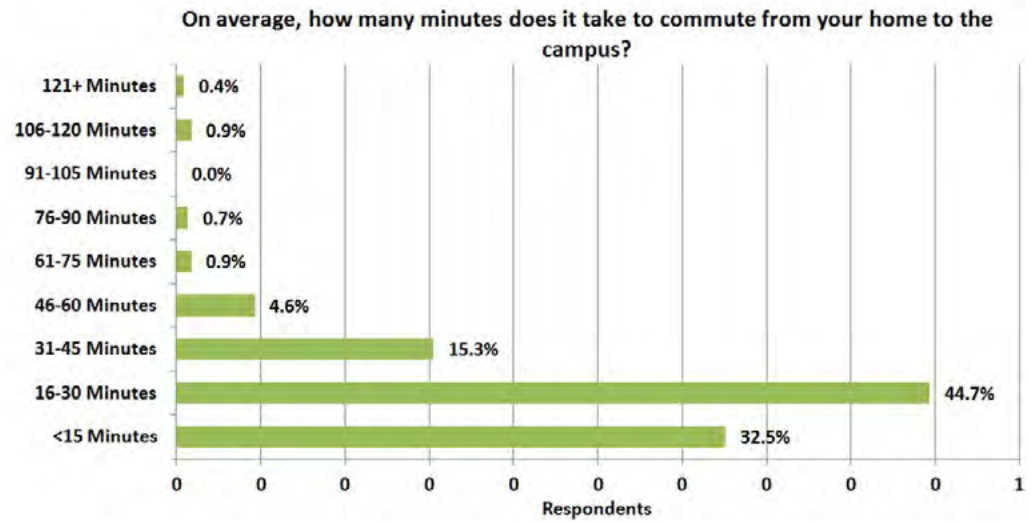|	
Drive by myself	73.3%
Public transportation	7.6%
Driven by someone else	6.3%
Carpool (you drive and bring someone else)	5.5%
Not applicable. Only take courses online.	4.4%
Other (please specify)	1.5%
Bicycle	1.5%

QUESTION 18 - HOW DO YOU GET TO CAMPUS MOST FREQUENTLY?

There were 476 responses to this question. The vast majority (73.3%) drive to campus by themselves.

A handful of respondents indicated they walk to campus.

QUESTION 19 - ON AVERAGE, HOW MANY MINUTES DOES IT TAKE TO COMMUTE FROM YOUR HOME TO THE CAMPUS?

There were 452 responses to this question. The vast majority of respondents (77.2%) travel 30 minutes or less to reach campus.

On average, how many minutes does it take to commute from your home to the campus?

121+ Minutes	0.4%
106-120 Minutes	0.9%
91-105 Minutes	0.0%
76-90 Minutes	0.7%
61-75 Minutes	0.9%
46-60 Minutes	4.6%
31-45 Minutes	15.3%
16-30 Minutes	44.7%
<15 Minutes	32.5%

QUESTION 20 - WAS THERE A QUESTION THAT WAS NOT ASKED THAT YOU WOULD HAVE LIKED TO SEE IN THIS SURVEY?

There were 89 responses to this question, with a very wide variety of ideas. The most frequent were:

- No
- More questions on the quality of instruction
- More questions on efficiency

The following are ideas, suggestions, and recommendations heard and recorded by the consulting team on March 12, 13, 23 and 24, 2015 in open forums, meetings, and interviews held on the West Valley College campus.

The notes represent the consultants' attempt to capture the wide range of thoughts presented. The notes are brief paraphrases of the many ideas advanced by members of the college community, without attribution or consultant comment. They have been grouped into clusters or themes that emerged during the interviews. Within each cluster or theme, the ideas are presented in random order.

GROWTH

- Develop "signature" programs that would attract students from the region, such as those that pertain to
  - Sustainability
    - Provide information to students about careers in sustainable professions
  - Computer-related technology
  - Medical occupations
  - Personal training
- Schedule classes at times that help students fulfill course and program requirements
- Deliver courses that meet the needs of particular students including
  - At-risk students
  - International students
  - Adult re-entry students
- Develop courses and programs that meet community needs by
  - Responding to labor market demands
  - Expanding community education course offerings
  - Exploring the high-demand emerging sectors of growing occupations
- Create a sustainable afternoon schedule that enables students to complete key requirements, such as English and math core courses
- Identify additional classroom space during the times when most students come to the campus
- Schedule Career Technology Educations classes in accordance with industry standards and time-frames
- Develop a culture of experimentation
- Consider increasing the number of courses offered late-start and winter sessions
  - Look at success rates for students enrolled in these courses
- Offer more noncredit courses, especially off-campus, that meet student and community needs
- Ensure program and course titles reflect the attractive nature of the programs and courses offered

MARKETING AND OUTREACH

- Invite high school students on campus more often
- Encourage middle school students to continue their education at West Valley College
- Increase the diversity of the student body
- Improve marketing for programs with declining enrollments
- Use marketing and outreach resources and funding strategically
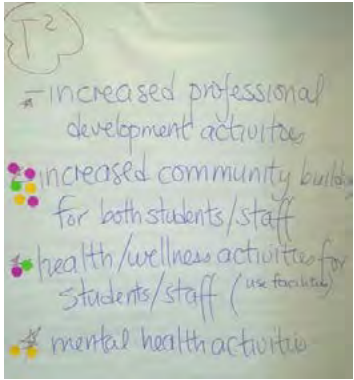
STUDENT RETENTION

- Find additional ways to let all students know they are warmly welcomed on campus, including
  - First-time students
  - Adult re-entry students
- Find ways that enable students to enroll and register for classes that are more efficient and user-friendly
- Find more activities that engage students on campus outside of the classroom
- Provide free bus passes for students
- Be "customer" driven, treating students the way good businesses treat valued customers
- Allow students the opportunity to visit classes during one semester to enable them to choose classes/instructors that match the students' learning

  styles in subsequent semesters
- Integrate and consolidate the various students services within a central location

STUDENT SUCCESS

- Increase focus on different learning styles
  - Increase students' awareness of their individual learning styles
  - Increase faculty members' awareness of various student learning styles
- Increase the use of "flipped" classrooms, utilizing the most current pedagogical research
- Increase support to students within the library, including improvement in laptop/tablet availability, instructional software and current research techniques
- Continue to increase success in online education
  - Explore developing more consistency in online course formats

- Provide sufficient professional development for online/hybrid instructors, including
  - Providing comprehensive information regarding the platform being used
  - Responding to students in a timely way
  - Offering multiple ways of communicating and interacting
  - Nurturing collaboration
  - Using videos, Skype and live chats
- Provide sufficient training and support for students
  - Continue successful orientations to online learning
  - Provide support for students who do not have appropriate online access in their homes
- Continue the good work of the current Distance Education Committee
- Improve online support for math and science students (for both on-campus and online students), especially related to available software

FACILITIES

- Create and new and improved library spaces
  - Expand the library into a Learning and Technology Resource Center
  - Enable it to become the "high-touch" area that supplements "high-tech"
- Create spaces in the library that are brighter, more open and more flexible to changing student needs
- Create improved fine arts facilities
  - Replace cramped, aging buildings with spaces that are effective and aesthetic
  - Include technology that reflects advances in computer-related art
- Upgrade science laboratories and equipment
- Replace portables with permanent buildings
- Expand up-to-date technology to all areas of the campus, including more shared-space smart classrooms
- Ensure the spaces between buildings continue to be beautiful and define the campus
- Create an up-to-date landscape master plan

TECHNOLOGY

- Improve technology to meet industry standards, especially related to

  - The college web site

  - The student portal

  - On-line teaching and learning

  - Synchronous online learning, during which some students are in a room and others are remote, participating "live"

  - Instructional computer labs

  - Campus wi-fi access

  - Data availability and user-friendly access (for college personnel)

    - Include data at TOP-code levels

    - Include labor market information about self-employed workers (such as court reporters)

    - Include reports related to high school origin

    - Include Cal-Pass data

  - Security for confidential information

  - Virtual desktop integration

- Ensure adequate funding, sufficient to maintain and grow technology infrastructure and to invest in research and development

CAMPUS ESPRIT DE CORPS

- Emphasize a sense of "West Valley College Pride"

- Decrease complacency and increase a willingness to try new ideas and approaches

COLLEGE EFFECTIVENESS, EFFICIENCY AND PLANNING

- Increase the implementation of campus sustainability, including efforts to

  - Embed sustainability across the curriculum

  - Increase recycling

  - Keep current with sustainable practice standards

  - Improve waste management practices and education

- Develop an enrollment management process that is both fluid and fair

- Re-tool existing instructional programs with declining enrollment to enable them to better meet community, labor, and student needs

- Create college organizational structures that enable the college to move quickly and nimbly to meet changing needs

- Find ways to strengthen the college while working within the "50% regulations"

- Strengthen the shared-governance decision-making process

- Develop processes that are truly equitable and consistent

- Create processes that make good business, as well as educational, sense

- Develop college structures that encourage and support creativity

- Ensure that the updated Educational Master Plan takes into account current student equity and access plans

- Develop clearly communicated processes that assure the newly updated Educational Master Plan will indeed be implemented

    - Ensure that managers know and effectively implement the newly updated Educational Master Plan

    - Develop annual strategic action plans to implement the goals in the Educational Master Plan

    - Clearly post planning calendars and timelines

    - Give clear explanations when goals or objectives are not met within the expected timelines

- Coordinate District and College technology efforts

- Instead of aiming to offer a very wide variety of programs/majors, put resources into a more limited number of programs that meet demands and excel in quality

- Find ways to better utilize the campus, especially classrooms and labs, throughout the week but especially during afternoons and evenings and on Friday

- Make decisions based on current and accurate data/information

- Align resources appropriately with effective programs

- Increase the staffing level of the library, in keeping with the vision of developing an effective Learning and Technology Resource Center

- Identify a place on the college intranet for providing input and posting comments

- Distinguish more clearly the roles of PGC and DCC

- Create goals that respond to long-range ambitious visions

- Emphasize the primacy of the EMP above all other college plans

LABOR MARKET ANALYSIS

This section of the Plan provides an analysis of the current and projected future labor market. The geographic area included in the study is the entire Bay Area including the following counties:

- Alameda
- Contra Costa
- Marin
- Monterey
- Napa
- San Benito
- San Francisco
- San Mateo
- Santa Clara
- Santa Cruz
- Solano
- Sonoma

By Industry Sector	Businesses		Employees	
	Number	Percent	Number	Percent
Agriculture & Mining	13,024	2.0%	72,377	1.9%
Construction	45,291	6.9%	199,898	5.1%
Manufacturing	22,513	3.4%	387,315	9.9%
Transportation	13,730	2.1%	104,503	2.7%
Communication	5,588	0.9%	65,604	1.7%
Utility	1,367	0.2%	21,291	0.5%
Wholesale Trade	25,449	3.9%	161,574	4.1%
Retail Trade Summary	75,855	11.6%	650,787	16.7%
Home Improvement	2,841	0.4%	25,375	0.7%
General Merchandise Stores	989	0.2%	140,675	3.6%
Food Stores	8,419	1.3%	88,518	2.3%
Auto Dealers, Gas Stations, Auto Aftermarket	5,180	0.8%	39,239	1.0%
Apparel & Accessory Stores	6,242	1.0%	40,231	1.0%
Furniture & Home Furnishings	7,301	1.1%	34,413	0.9%
Eating & Drinking Places	23,106	3.5%	183,022	4.7%
Miscellaneous Retail	21,777	3.3%	99,314	2.5%
Finance, Insurance, Real Estate Summary	53,606	8.2%	277,664	7.1%
Banks, Savings & Lending Institutions	5,654	0.9%	54,868	1.4%
Securities Brokers	3,357	0.5%	26,156	0.7%
Insurance Carriers & Agents	6,426	1.0%	50,256	1.3%
Real Estate, Holding, Other Investment Offices	38,169	5.8%	146,384	3.8%
Services Summary	299,956	45.7%	1,665,775	42.7%
Hotels & Lodging	3,012	0.5%	55,795	1.4%
Automotive Services	9,766	1.5%	43,465	1.1%
Motion Pictures & Amusements	14,155	2.2%	70,467	1.8%
Health Services	34,190	5.2%	260,104	6.7%
Legal Services	10,872	1.7%	51,738	1.3%
Education Institutions & Libraries	11,195	1.7%	233,385	6.0%
Other Services	216,766	33.1%	950,821	24.4%
Government	4,836	0.7%	293,210	7.5%
Unclassified Establishments	94,454	14.4%	1,717	0.0%
Totals	655,669	100.0%	3,901,715	100.0%

Source: Copyright 2014 Dun & Bradstreet, Inc. All rights reserved. Esri Total Residential Population forecasts for 2014.

INDUSTRY EMPLOYMENT

These tables show total industry employment data for the 12 County Bay Area region. The data is shown by Industry sector.

Data for all businesses in the 12 county Bay Area	
Total Businesses:	655,669
Total Employees:	3,901,715
Total Residential Population:	8,104,715
Employee/Residential Population Ratio:	0.48:1

UNEMPLOYMENT

The following section provides data relative to the unemployment rate in the region. The chart shows that the unemployment rate in the immediate San Jose-Sunnyvale-Santa Clara metropolitan area has been declining over the past five years.

Unemployment Rate San Jose-Sunnyvale-Santa Clara Metropolitan Area

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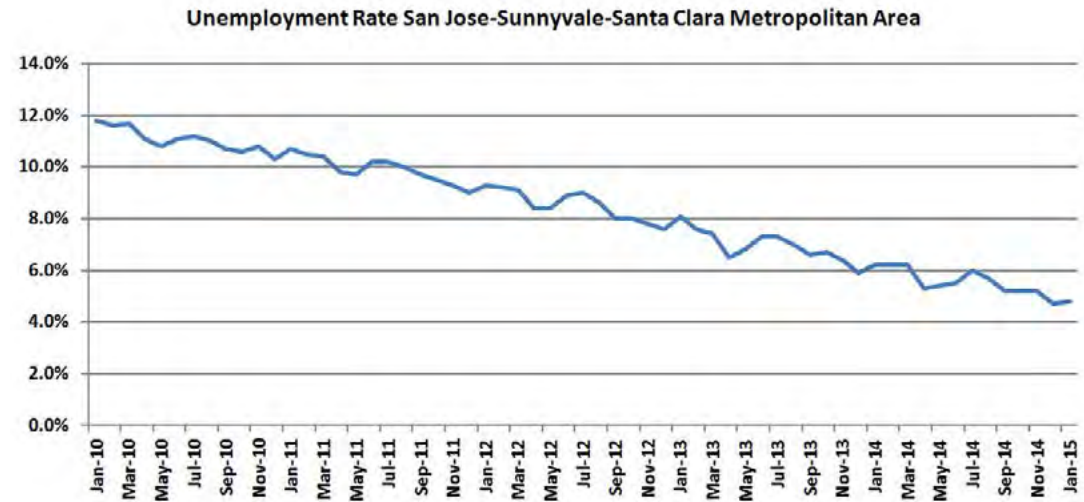
[8] Occupations requiring "Less than High SChool Diploma" and those requiring "High School Diploma or Equivalent" are included in the data. Though these jobs do not typically rquire college classes, there are likely many individuals who may have a High School Diploma who still lack some necessary skills.

[9] "Replacements" are jobs that need to be filled that existed previously. The employee left the job for some reason. "Openings" are all job openings, including replacements and new jobs created. These are based on a three-year projection to 2016.

[10] "Annual Openings" are simply the total openings (three-year total) divided by three.

TARGET OCCUPATIONS

In order to evaluate occupations in the Region, it is important to define, "high-wage, high-skill" jobs. These are jobs for which a community college can train prospective employees. The following occupation data was obtained from the Bay Area Community College Consortium website[7]. The labor market data included all occupations from the 12 County Bay Area region.

The "target occupations" are those that meet the following criteria. Following is the list of target occupations.

• Annual openings greater than or equal to 50

• Median hourly wage greater than or equal to$20.00

• Typically required education level greater than or equal to Associate's degree[8]

Description	SOC	2016 Jobs	Replace-ments	Openings[9]	Annual Openings[10]	Median Hourly	Education Level
Architectural & Civil Drafters	17-3011	3,566	208	249	83	$29.06	Associate's degree
Chemical Technicians	19-4031	1,810	158	263	88	$24.04	Associate's degree
Computer Network Support Specialists	15-1152	8,649	421	1,042	347	$38.36	Associate's degree
Dental Hygienists	29-2021	6,110	469	837	279	$50.39	Associate's degree
Diagnostic Medical Sonographers	29-2032	1,421	58	201	67	$49.86	Associate's degree
Electrical & Electronics Engineering Technicians	17-3023	7,238	535	649	216	$28.64	Associate's degree
Engineering Technicians, Except Drafters, All Other	17-3029	2,027	137	203	68	$33.53	Associate's degree
Environmental Science & Protection Technicians, Including Health	19-4091	1,071	123	224	75	$25.16	Associate's degree
Industrial Engineering Technicians	17-3026	1,510	109	154	51	$27.32	Associate's degree
Life, Physical & Social Science Technicians, All Other	19-4099	2,518	298	436	145	$22.49	Associate's degree
Mechanical Engineering Technicians	17-3027	1,940	158	185	62	$27.70	Associate's degree
Medical & Clinical Laboratory Technicians	29-2012	4,131	316	699	233	$24.54	Associate's degree
Medical Equipment Repairers	49-9062	904	72	186	62	$27.61	Associate's degree
Paralegals & Legal Assistants	23-2011	8,688	451	650	217	$30.15	Associate's degree
Radiologic Technologists	29-2034	3,648	159	391	130	$40.91	Associate's degree
Registered Nurses	29-1141	67,754	4,087	7,326	2,442	$57.04	Associate's degree
Respiratory Therapists	29-1126	3,233	179	227	76	$40.87	Associate's degree
Social Science Research Assistants	19-4061	980	122	174	58	$20.32	Associate's degree
Web Developers	15-1134	9,384	431	1,732	577	$35.06	Associate's degree
Aircraft Mechanics & Service Technicians	49-3011	2,593	235	411	137	$31.62	Postsecondary non-degree award
Audio & Video Equipment Technicians	27-4011	2,608	242	278	93	$21.77	Postsecondary non-degree award
Dental Assistants	31-9091	10,946	701	1,139	380	$20.26	Postsecondary non-degree award
Firefighters	33-2011	7,377	599	969	323	$39.16	Postsecondary non-degree award
First-Line Supervisors of Production & Operating Workers	51-1011	11,145	680	914	305	$28.95	Postsecondary non-degree award
Heating, Air Conditioning & Refrigeration Mechanics & Installers	49-9021	6,656	515	1,261	420	$25.26	Postsecondary non-degree award
Heavy & Tractor-Trailer Truck Drivers	53-3032	25,313	1,369	2,977	992	$20.15	Postsecondary non-degree award
Library Technicians	25-4031	4,262	675	1,205	402	$23.16	Postsecondary non-degree award
Licensed Practical & Licensed Vocational Nurses	29-2061	13,708	992	2,191	730	$27.82	Postsecondary non-degree award
Medical Records & Health Information Technicians	29-2071	3,996	310	605	202	$22.18	Postsecondary non-degree award
Medical Transcriptionists	31-9094	1,541	111	173	58	$21.24	Postsecondary non-degree award
Phlebotomists	31-9097	1,808	120	236	79	$20.96	Postsecondary non-degree award
Surgical Technologists	29-2055	2,746	85	305	102	$29.60	Postsecondary non-degree award
Telecommunications Equipment Installers & Repairers, Except Line Installers	49-2022	6,380	685	440	147	$30.87	Postsecondary non-degree award

Description	SOC	2016 Jobs	Replace-ments	Openings[a]	Annual Openings[10]	Median Hourly	Education Level
Computer User Support Specialists	15-1151	25,896	1,195	3,998	1,333	$29.76	Some college, no degree
Advertising Sales Agents	41-3011	6,022	582	1,255	418	$26.87	HS diploma or equivalent
Automotive Body & Related Repairers	49-3021	3,176	244	277	92	$23.07	HS diploma or equivalent
Automotive Service Technicians & Mechanics	49-3023	15,538	1,364	1,652	551	$21.49	HS diploma or equivalent
Bill & Account Collectors	43-3011	7,347	658	1,089	363	$21.10	HS diploma or equivalent
Billing & Posting Clerks	43-3021	12,452	682	1,520	507	$21.16	HS diploma or equivalent
Bookkeeping, Accounting & Auditing Clerks	43-3031	48,739	1,378	4,159	1,386	$21.81	HS diploma or equivalent
Bus & Truck Mechanics & Diesel Engine Specialists	49-3031	3,820	259	440	147	$25.69	HS diploma or equivalent
Bus Drivers, Transit & Intercity	53-3021	7,535	421	808	269	$23.84	HS diploma or equivalent
Business Operations Specialists, All Other	13-1199	38,806	1,578	3,588	1,196	$36.85	HS diploma or equivalent
Cargo & Freight Agents	43-5011	1,879	203	261	87	$23.70	HS diploma or equivalent
Carpenters	47-2031	30,463	1,368	3,068	1,023	$24.82	HS diploma or equivalent
Chefs & Head Cooks	35-1011	3,833	209	448	149	$22.65	HS diploma or equivalent
Choreographers	27-2032	1,208	136	198	66	$25.51	HS diploma or equivalent
Claims Adjusters, Examiners & Investigators	13-1031	5,894	747	440	147	$34.46	HS diploma or equivalent
Community Health Workers	21-1094	1,922	148	315	105	$21.49	HS diploma or equivalent
Construction & Building Inspectors	47-4011	3,093	234	384	128	$35.18	HS diploma or equivalent
Control & Valve Installers & Repairers, Except Mechanical Door	49-9012	785	105	167	56	$31.44	HS diploma or equivalent
Correctional Officers & Jailers	33-3012	5,419	494	638	213	$36.48	HS diploma or equivalent
Court, Municipal & License Clerks	43-4031	2,112	97	215	72	$25.75	HS diploma or equivalent
Dental Laboratory Technicians	51-9081	1,591	235	208	69	$20.03	HS diploma or equivalent
Dispatchers, Except Police, Fire & Ambulance	43-5032	4,833	414	738	246	$20.55	HS diploma or equivalent
Electrical Power-Line Installers & Repairers	49-9051	1,226	159	197	66	$46.64	HS diploma or equivalent
Electricians	47-2111	13,483	920	1,538	513	$32.22	HS diploma or equivalent
Eligibility Interviewers, Government Programs	43-4061	3,141	191	298	99	$26.47	HS diploma or equivalent
Executive Secretaries & Executive Administrative Assistants	43-6011	33,235	1,329	1,716	572	$29.05	HS diploma or equivalent
Farmers, Ranchers & Other Agricultural Managers	11-9013	6,138	940	386	129	$25.93	HS diploma or equivalent
First-Line Supervisors of Construction Trades & Extraction Workers	47-1011	13,966	645	1,246	415	$33.00	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,890	213	283	94	$22.43	HS diploma or equivalent
First-Line Supervisors of Helpers, Laborers & Material Movers, Hand	53-1021	4,099	342	521	174	$23.00	HS diploma or equivalent
First-Line Supervisors of Housekeeping & Janitorial Workers	37-1011	5,615	425	801	267	$20.75	HS diploma or equivalent
First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	37-1012	4,337	171	358	119	$21.37	HS diploma or equivalent
First-Line Supervisors of Mechanics, Installers & Repairers	49-1011	8,956	723	1,084	361	$36.45	HS diploma or equivalent
First-Line Supervisors of Non-Retail Sales Workers	41-1012	9,483	660	775	258	$32.56	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	40,182	2,881	4,778	1,593	$28.98	HS diploma or equivalent
First-Line Supervisors of Protective Service Workers, All Other	33-1099	1,773	122	270	90	$25.05	HS diploma or equivalent
First-Line Supervisors of Transportation & Material-Moving Machine & Vehicle Operators	53-1031	4,215	348	602	201	$29.33	HS diploma or equivalent
Fitness Trainers & Aerobics Instructors	39-9031	9,719	407	1,301	434	$26.32	HS diploma or equivalent
Food Service Managers	11-9051	11,374	862	1,185	395	$20.89	HS diploma or equivalent
Glaziers	47-2121	1,654	136	271	90	$22.53	HS diploma or equivalent
Health Technologists & Technicians, All Other	29-2099	3,837	110	591	197	$26.61	HS diploma or equivalent
Healthcare Support Workers, All Other	31-9099	3,059	193	315	105	$21.38	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	4,106	313	461	154	$23.35	HS diploma or equivalent
Industrial Machinery Mechanics	49-9041	4,625	412	763	254	$28.12	HS diploma or equivalent
Information & Record Clerks, All Other	43-4199	4,980	349	419	140	$21.41	HS diploma or equivalent

Description	SOC	2016 Jobs	Replace-ments	Openings[9]	Annual Openings[10]	Median Hourly	Education Level
Installation, Maintenance & Repair Workers, All Other	49-9099	4,729	247	444	148	$21.59	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,107	610	487	162	$21.07	HS diploma or equivalent
Insurance Sales Agents	41-3021	15,387	1,215	1,899	633	$29.48	HS diploma or equivalent
Interviewers, Except Eligibility & Loan	43-4111	6,299	379	610	203	$20.79	HS diploma or equivalent
Legal Secretaries	43-6012	7,249	633	267	89	$29.47	HS diploma or equivalent
Loan Interviewers & Clerks	43-4131	4,314	201	284	95	$21.43	HS diploma or equivalent
Lodging Managers	11-9081	1,444	225	203	68	$22.62	HS diploma or equivalent
Machinists	51-4041	6,708	578	853	284	$23.15	HS diploma or equivalent
Maintenance & Repair Workers, General	49-9071	31,137	1,797	3,480	1,160	$21.51	HS diploma or equivalent
Maintenance Workers, Machinery	49-9043	1,483	56	160	53	$23.70	HS diploma or equivalent
Managers, All Other	11-9199	22,794	1,587	2,326	775	$41.26	HS diploma or equivalent
Medical Equipment Preparers	31-9093	2,197	131	223	74	$22.33	HS diploma or equivalent
Mobile Heavy Equipment Mechanics, Except Engines	49-3042	2,082	215	221	74	$26.43	HS diploma or equivalent
Motor Vehicle Operators, All Other	53-3099	2,829	244	347	116	$22.06	HS diploma or equivalent
Musicians & Singers	27-2042	5,507	726	570	190	$20.05	HS diploma or equivalent
Operating Engineers & Other Construction Equipment Operators	47-2073	5,257	563	645	215	$32.38	HS diploma or equivalent
Payroll & Timekeeping Clerks	43-3051	6,048	399	745	248	$23.47	HS diploma or equivalent
Pharmacy Technicians	29-2052	6,508	213	462	154	$21.19	HS diploma or equivalent
Plumbers, Pipefitters & Steamfitters	47-2152	10,799	427	1,584	528	$31.01	HS diploma or equivalent
Police & Sheriff's Patrol Officers	33-3051	17,666	1,649	2,321	774	$44.73	HS diploma or equivalent
Police, Fire & Ambulance Dispatchers	43-5031	2,089	179	275	92	$33.43	HS diploma or equivalent
Postal Service Mail Carriers	43-5052	7,096	1,272	775	258	$27.15	HS diploma or equivalent
Procurement Clerks	43-3061	1,738	188	256	85	$22.71	HS diploma or equivalent
Production, Planning & Expediting Clerks	43-5061	9,577	741	1,067	356	$25.66	HS diploma or equivalent
Property, Real Estate & Community Association Managers	11-9141	10,572	913	1,025	342	$31.53	HS diploma or equivalent
Protective Service Workers, All Other	33-9099	3,151	639	785	262	$20.48	HS diploma or equivalent
Purchasing Agents, Except Wholesale, Retail & Farm Products	13-1023	9,188	514	856	285	$34.59	HS diploma or equivalent
Real Estate Brokers	41-9021	2,917	195	209	70	$29.50	HS diploma or equivalent
Sales Representatives, Services, All Other	41-3099	34,225	2,819	5,284	1,761	$31.75	HS diploma or equivalent
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	29,999	2,044	3,861	1,287	$28.78	HS diploma or equivalent
Security & Fire Alarm Systems Installers	49-2098	2,325	168	318	106	$23.37	HS diploma or equivalent
Sheet Metal Workers	47-2211	4,032	238	546	182	$29.70	HS diploma or equivalent
Structural Iron & Steel Workers	47-2221	1,263	137	235	78	$32.65	HS diploma or equivalent
Surveying & Mapping Technicians	17-3031	1,228	81	157	52	$29.19	HS diploma or equivalent
Tax Preparers	13-2082	2,811	203	305	102	$26.01	HS diploma or equivalent
Telecommunications Line Installers & Repairers	49-9052	3,858	578	422	141	$30.50	HS diploma or equivalent
Transportation, Storage & Distribution Managers	11-3071	2,761	194	302	101	$45.27	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators	51-8031	2,457	259	396	132	$34.04	HS diploma or equivalent
Welders, Cutters, Solderers & Brazers	51-4121	4,890	418	575	192	$20.05	HS diploma or equivalent
Wholesale & Retail Buyers, Except Farm Products	13-1022	4,241	362	494	165	$24.45	HS diploma or equivalent
Carpet Installers	47-2041	1,949	135	221	74	$26.38	Less than HS
Cement Masons & Concrete Finishers	47-2051	3,858	205	692	231	$25.02	Less than HS
Construction Laborers	47-2061	33,623	2,493	4,311	1,437	$20.34	Less than HS
Drywall & Ceiling Tile Installers	47-2081	4,866	396	526	175	$24.88	Less than HS
Material Moving Workers, All Other	53-7199	1,654	155	199	66	$23.51	Less than HS
Painters, Construction & Maintenance	47-2141	11,266	676	1,492	497	$20.16	Less than HS
Refuse & Recyclable Material Collectors	53-7081	3,873	337	555	185	$23.01	Less than HS
Roofers	47-2181	5,124	691	565	188	$21.96	Less than HS
Tapers	47-2082	1,686	107	163	54	$27.41	Less than HS

INDUSTRY EMPLOYMENT

This section of the Labor Market Analysis examines the gaps between the programs offered at the College and the target occupations. This includes target occupations for which the College does not currently offer degrees and/or certificates. It also includes degree and certificate programs that do not directly lead to jobs that pay high wages or have significant number of annual openings.

OCCUPATION ANALYSIS

The following table shows the occupations from the list above, for which West Valley College currently provides some level of training/qualification. For some occupations, the College offers a relevant degree (AS or AA). For other of the target occupations, the College offers a relevant certificate. And for others, the College offers some relevant courses.

This data can be used by the College to consider evaluating various programs offered to students. All of these occupations have been identified in the target occupation list. This means that they pay a good wage, have a significant number of annual openings, and typically require an Associate's Degree or less. The occupations below for which the College offers courses but not certificates or degrees should be examined for possible expansion. There may be some cases where the College would only need to add a small number of courses to offer a certificate. The occupations highlighted in orange are those typically requiring Associate's Degrees.

Description	SOC	2016 Jobs	Replacements	Open-ings	Annual Openings	Median Hourly	Education Level
DEGREE & CERTIFICATE OFFERED							
Architectural & Civil Drafters	17-3011	3,566	208	249	83	$29.06	Associate's degree
Paralegals & Legal Assistants	23-2011	8,688	451	650	217	$30.15	Associate's degree
DEGREE OFFERED							
Electrical & Electronics Engineering Technicians	17-3023	7,238	535	649	216	$28.64	Associate's degree
Business Operations Specialists, All Other	13-1199	38,806	1,578	3,588	1,196	$36.85	HS diploma or equivalent
CERTIFICATE OFFERED							
Bookkeeping, Accounting & Auditing Clerks	43-3031	48,739	1,378	4,159	1,386	$21.81	HS diploma or equivalent
Claims Adjusters, Examiners & Investigators	13-1031	5,894	747	440	147	$34.46	HS diploma or equivalent
Court, Municipal & License Clerks	43-4031	2,112	97	215	72	$25.75	HS diploma or equivalent
Fitness Trainers & Aerobics Instructors	39-9031	9,719	407	1,301	434	$26.32	HS diploma or equivalent
Health Technologists & Technicians, All Other	29-2099	3,837	110	591	197	$26.61	HS diploma or equivalent
Healthcare Support Workers, All Other	31-9099	3,059	193	315	105	$21.38	HS diploma or equivalent
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	4,106	313	461	154	$23.35	HS diploma or equivalent
Insurance Claims & Policy Processing Clerks	43-9041	5,107	610	487	162	$21.07	HS diploma or equivalent
Legal Secretaries	43-6012	7,249	633	267	89	$29.47	HS diploma or equivalent
Police & Sheriff's Patrol Officers	33-3051	17,666	1,649	2,321	774	$44.73	HS diploma or equivalent
Real Estate Brokers	41-9021	2,917	195	209	70	$29.50	HS diploma or equivalent
Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	41-4012	29,999	2,044	3,861	1,287	$28.78	HS diploma or equivalent
Water & Wastewater Treatment Plant & System Operators[ii]	51-8031	2,457	259	396	132	$34.04	HS diploma or equivalent
COURSES OFFERED							
Engineering Technicians, Except Drafters, All Other	17-3029	2,027	137	203	68	$33.53	Associate's degree
Mechanical Engineering Technicians	17-3027	1,940	158	185	62	$27.70	Associate's degree
Medical & Clinical Laboratory Technicians	29-2012	4,131	316	699	233	$24.54	Associate's degree
Medical Equipment Repairers	49-9062	904	72	186	62	$27.61	Associate's degree
Web Developers	15-1134	9,384	431	1,732	577	$35.06	Associate's degree
Medical Records & Health Information Technicians	29-2071	3,996	310	605	202	$22.18	Postsecondary non-degree award
Medical Transcriptionists	31-9094	1,541	111	173	58	$21.24	Postsecondary non-degree award
Advertising Sales Agents	41-3011	6,022	582	1,255	418	$26.87	HS diploma or equivalent
Choreographers	27-2032	1,208	136	198	66	$25.51	HS diploma or equivalent
First-Line Supervisors of Farming, Fishing & Forestry Workers	45-1011	2,890	213	283	94	$22.43	HS diploma or equivalent
First-Line Supervisors of Office & Administrative Support Workers	43-1011	40,182	2,881	4,778	1,593	$28.98	HS diploma or equivalent
Information & Record Clerks, All Other	43-4199	4,980	349	419	140	$21.41	HS diploma or equivalent
Managers, All Other	11-9199	22,794	1,587	2,326	775	$41.26	HS diploma or equivalent
Medical Equipment Preparers	31-9093	2,197	131	223	74	$22.33	HS diploma or equivalent
Musicians & Singers	27-2042	5,507	726	570	190	$20.05	HS diploma or equivalent
Property, Real Estate & Community Association Managers	11-9141	10,572	913	1,025	342	$31.53	HS diploma or equivalent
Sales Representatives, Services, All Other	41-3099	34,225	2,819	5,284	1,761	$31.75	HS diploma or equivalent

PROGRAM ANALYSIS

The data above looked at the target occupations and identified those for which the College might consider adding degrees or certificates. This section shows the degrees and certificates awarded by the College from 2011 to 2014. The tables show degrees then certificates. Each table is sorted in descending order by the 4-year total number of completions.

The College should look carefully at programs with low numbers of completions. These programs might warrant a redesign or refocus in order to achieve a higher level of completion.

[ii] This is a Certificate program in development that will be offered starting in fall 2016.

West Valley College Degree Awards by Year

Program	2011	2012	2013	2014	4-Year Total
LIB.SOC.BHV.TR	46	65	88	73	272
LIB.ARTS.HUM.TR	48	63	71	55	237
BUS	24	31	33	80	168
LIB.SCI.MATH.TR	17	41	39	46	143
LIBERAL	88	40	2	0	130
COMM-STUDIES	32	29	37	27	125
LIB.SOC.BHV.NTR	25	25	29	25	104
LIB.ATS.HUM.NTR	16	21	26	25	88
AJ.LAW-ENFOR	20	11	23	15	69
COMM-STUD	0	4	21	43	68
LIB.SCI.MTH.NTR	16	11	22	17	66
BIO.SCIENCE	9	11	15	30	65
PSYCH	7	5	17	34	63
SOC	6	5	12	23	46
PARA	14	8	6	17	45
ID	7	7	12	11	37
ECE	10	9	10	6	35
ENGL	7	4	5	15	31
AJ	0	0	2	23	25
MATH	6	4	2	11	23
HCT.MED-ASST	6	10	2	3	21
LIB.COM.MDIA.TR	2	1	7	9	19
ART	4	8	3	2	17
MUSIC	5	3	1	8	17
PARK-MGMT	4	4	6	2	16
FD.APPL-DES	3	4	1	7	15
PHYSICS	5	4	2	4	15
ART/COMPARTSANI	2	2	5	3	12
BUS.ADM.BUS.ADM	2	3	6	0	11
CHEM	1	2	4	4	11
PHOTO	2	1	5	3	11
DM.P-DES-EMP	1	3	4	2	10
HIST	2	1	0	7	10
SOSCI	2	2	1	4	9
SOSCI/ANTHR	1	3	4	1	9
ARCH	1	1	3	2	7
PHIL	1	2	0	4	7
CA	1	1	3	1	6
FORLANG.SPAN	1	3	0	2	6
LIB.COM.MDA.NTR	0	1	1	4	6

West Valley College Degree Awards by Year

Program	2011	2012	2013	2014	4-Year Total
POLIT	0	0	0	6	6
TH-ARTS/ACT	0	2	3	1	6
ANTHRO	0	0	0	5	5
ENGIN	3	1	0	1	5
FD.APPL-PRD	0	2	0	3	5
LANDSCAPE-ARCH	2	1	1	1	5
LIB.CL.GL.ST.TR	0	3	2	0	5
PHYSICAL-ED	2	2	1	0	5
LIB.CL.GL.S.NTR	0	0	1	3	4
TH-ARTS/FILM	0	1	2	1	4
BUS.AD-BUS-COMM	0	3	0	0	3
TH-ARTS/STAGE	0	0	2	1	3
THEAR	0	0	2	1	3
ART-HIST	0	0	0	2	2
BUS.ADM.ADTRMGT	1	1	0	0	2
COMP-SCI-OP	1	1	0	0	2
DM.WDPR-WD	1	1	0	0	2
LIB-ARTS-HON	2	0	0	0	2
SOSCI/POLIT	0	1	1	0	2
ART.PTG/DRWEMP	1	0	0	0	1
BUS.AD-BUS-MGMT	0	0	0	1	1
BUS.ADM-ASST	1	0	0	0	1
CTR	0	0	1	0	1
FORLANG-FRNCH	0	1	0	0	1
HCT.MED-TRNS	1	0	0	0	1
PHOTO.ECT.IMG	0	0	1	0	1
SOSCI/ECON	0	0	1	0	1
SOSCI/GEOG	0	0	0	1	1
TH-ARTS.COSMK	0	0	1	0	1
TH-ARTS/VID-FLM	0	0	1	0	1
Degree Total	**459**	**473**	**550**	**675**	**2,157**

The following tables show the Certificates awarded by year.

West Valley College Certificate Awards by Year

Program	2011	2012	2013	2014	4-Year Total
PARALEGAL	22	21	12	21	76
ID	12	11	27	13	63
BUS.ADM	13	5	14	10	42
CHS.ECE.CERT	6	11	11	4	32
BUS.COM	12	9	6	2	29
HCT.MD-AST	9	11	3	4	27
PE.EXSCI-SPMD	3	11	3	8	25
FD.APPL-DES-1	2	5	5	12	24
CHS.COMM-ART	6	8	5	2	21
ID.CAD.DES	3	4	8	6	21
PARK-MGMT	3	5	6	7	21
ACCT.CLERK	6	3	3	6	18
ECE.MERIT	7	9	2	0	18
CHS.PR.DR.SP	1	4	8	3	16
HCT.INSBL-SP	1	7	4	4	16
BUS.MGMT	5	4	4	2	15
FD.APPL-DES-2	1	3	1	10	15
HCT.MSG-THPY	5	3	3	4	15
BUS.MRKT	1	5	3	5	14
BUS.HUM-REL	7	0	2	4	13
CTR.NRD-SCTCH	5	8	0	0	13
FD.APPL-PRD-1	2	2	1	7	12
HCT.M-ADM-AST	3	3	2	4	12
HCT.ORTHO-TCH	1	4	5	2	12
PHOTO	7	4	1	0	12
BUS.ADM-SMBU	1	6	3	1	11
BUS.LEADSHSKL	4	2	2	3	11
BUS.ADM.MGMT	5	3	1	1	10
CA.OFF-TECH-I	1	1	3	5	10
HCT.MD-OFREC	2	3	0	4	9
ARCH	1	2	2	2	7
CHS.INTV.CERT	1	4	2	0	7
HCT.CLN-AST	2	5	0	0	7
PROF.SELLNG	0	1	3	3	7
BUS.PROJ-MANG	0	1	4	1	6
CTR.LGL-TRNS	4	2	0	0	6
DM.DES-PRD-I	2	4	0	0	6

West Valley College Certificate Awards by Year

Program	2011	2012	2013	2014	4-Year Total
DMIS.WEB.DEL1	3	3	0	0	6
FD.APPL-PRD-2	0	2	0	4	6
ID.FACL.PL.DS	1	3	0	1	5
ART.CP-ARTANI	0	1	2	1	4
CTR.OFAST-TRN	1	3	0	0	4
DM.DIG-PUB-I	0	2	2	0	4
ID.ADV	1	2	1	0	4
PARK-MGMT-GIS	2	2	0	0	4
ARCH.FMT	0	2	0	1	3
CA.PMCRSFT.OF	0	1	2	0	3
CHS.PRI-ED.CER	2	1	0	0	3
CTR.LGL-SEC	0	0	3	0	3
DM.WDEV-ONLIN	0	1	2	0	3
CTR	2	0	0	0	2
DMIS.WEB.DEL2	0	1	1	0	2
LAND-ARCH	1	0	1	0	2
BUS.ADM.ASST	1	0	0	0	1
CA.OF-TCH-ONL	0	0	1	0	1
DM.DIG-PUB-II	1	0	0	0	1
DM.WD-P-I-DE	0	0	1	0	1
DMIS.WEBPROL1	0	1	0	0	1
DMIS.WEBPROL2	0	1	0	0	1
ECE	1	0	0	0	1
HCT.MD-TRNS	0	1	0	0	1
ID.KIT-BTHDS	0	0	1	0	1
INT-FOR-LANG	0	0	0	1	1
PHOTO.ECT.IMG	1	0	0	0	1
RETAIL.MGMT	0	0	0	1	1
RETAIL.SELLNG	0	1	0	0	1
TH-ARTS.VIDEO	0	1	0	0	1
Certificate Total	**183**	**223**	**176**	**169**	**751**

In this section of the Plan, detailed enrollment management data is provided. This information should help guide discussions in the future regarding enrollments, growth, efficiency and future space needs.

West Valley College should continue to implement its robust process of self-evaluation regarding enrollment management.

CURRENT PROGRAM OF INSTRUCTION

This section of the analysis examines the current program of instruction. The analysis uses several abbreviations including:

- WSCH – weekly student contact hours
- FTES – full-time equivalent students
- FTEF – full-time equivalent faculty; also known as faculty load
- Lec WSCH – lecture WSCH
- Lab WSCH – laboratory WSCH
- WSCH/FTEF – WSCH per faculty load; this is a common measure of efficiency used throughout the California community college system.

Both FTES and WSCH are used because they measure the actual "amount" of instruction that is taking place. These are better measures than headcount, which only measures the number of students. Headcount does not take into account the number of units students are taking.

The first table shows an overall snapshot of the program of instruction by lecture and laboratory classes.

	WSCH	FTES	FTEF
Lab	22,749.2	701.9	43.0
Lec	77,024.8	2,376.6	155.0
Grand Total	99,774.0	3,078.5	198.0

The next table shows the fall 2014 program of instruction by Subject. The State Chancellor's Office uses 525 as a benchmark target for WSCH per FTEF. It is not expected that all subjects reach this number, but that the College as a whole does so. Some subjects are more suitable for larger class sizes, and will therefore generate more WSCH per FTEF. At West Valley College, the subjects generating the most FTES are: mathematics (431.7), physical education (244.8), biology (221.6), and english (220.7).

Sec Dept	WSCH	FTES	FTEF	Lec WSCH	Lab WSCH	WSCH/ FTEF
ACCT	2,053	63.4	4.6	2,053	-	447
AJ	1,830	56.5	3.4	1,830	-	538
ANTR	1,164	35.9	2.2	1,164	-	529
ARCH	1,170	36.1	2.4	508	661	496
ART	3,940	121.6	8.3	2,197	1,743	477
ASTR	483	14.9	0.8	343	139	578
BIO	7,182	221.6	10.6	3,238	3,944	676
BUS	2,851	88.0	5.6	2,851	-	509
CA	335	10.4	0.9	335	-	386
CHD	1,766	54.5	4.0	1,766	-	442
CHEM	3,132	96.6	4.8	1,542	1,589	655
CIS	1,379	42.5	2.4	1,248	131	573
COMM	2,939	90.7	6.8	2,939	-	432
COUN	1,795	55.4	3.8	1,795	-	473
CTR	939	29.0	2.3	308	632	407
DESP	920	28.4	2.5	371	550	370
DMIS	327	10.1	1.8	276	51	183
ECON	2,669	82.3	4.5	1,390	1,279	599
ENGL	7,154	220.7	16.8	7,154	-	426
ENGR	522	16.1	1.1	426	97	495
ESL	1,939	59.8	5.5	1,939	-	350
FD	1,028	31.7	2.5	732	296	410
FOLA	2,456	75.8	5.9	2,025	430	417
GEOG	1,049	32.4	2.0	1,049	-	525

Sec Dept	WSCH	FTES	FTEF	Lec WSCH	Lab WSCH	WSCH/ FTEF
GEOL	337	10.4	0.7	201	136	504
HCT	1,361	42.0	2.7	767	595	496
HIST	2,552	78.8	4.4	2,552	-	580
HUM	394	12.2	0.6	394	-	657
ID	1,427	44.0	3.9	823	605	362
LIB	284	8.8	0.6	284	-	472
MATH	13,992	431.7	24.5	13,992	-	572
MUS	2,731	84.3	5.2	1,690	1,041	528
NS	622	19.2	1.4	622	-	444
OCEA	408	12.6	0.5	204	204	814
PARA	1,141	35.2	2.5	1,141	-	456
PARK	890	27.5	2.6	632	259	341
PE	7,933	244.8	15.4	1,162	6,772	514
PHIL	894	27.6	2.0	894	-	447
PHOT	896	27.7	2.7	499	398	337
PHYS	1,505	46.4	2.6	904	602	576
POLS	2,001	61.7	3.6	2,001	-	556
PSCI	180	5.6	0.3	180	-	540
PSYC	2,611	80.6	5.1	2,488	122	513
READ	1,348	41.6	3.2	1,348	-	421
SOC	1,871	57.7	3.4	1,871	-	550
THE	2,333	72.0	4.4	1,856	477	530
TUTR	591	18.2	0.2	591	-	2,953
Grand Total	**99,774**	**3,078.5**	**198.0**	**77,025**	**22,749**	**504**

TOP Code		WSCH	FTES	FTEF	Lec WSCH	Lab WSCH	WSCH/FTEF
0100	Agriculture and Natural Resources	644	19.9	2.1	386	259	310
0200	Architecture and Related Technologies	1,170	36.1	2.4	508	661	496
0400	Biological Sciences	7,182	221.6	10.6	3,238	3,944	676
0500	Business and Management	6,142	189.5	13.2	5,510	632	464
0600	Media and Communications	559	17.2	2.4	385	173	233
0700	Information Technology	1,429	44.1	2.6	1,298	131	548
0800	Education	8,211	253.3	16.3	1,139	7,071	505
0900	Engineering and Industrial Technologies	991	30.6	2.1	895	97	480
1000	Fine and Applied Arts	9,825	303.2	20.1	6,120	3,706	489
1100	Foreign Language	2,456	75.8	5.9	2,025	430	417
1200	Health Services	1,402	43.3	2.9	807	595	477
1300	Consumer Education / Home Economics	4,843	149.4	11.8	3,943	901	409
1400	Law	1,141	35.2	2.5	1,141	0	456
1500	Humanities	12,651	390.3	29.2	12,651	0	433
1600	Library Science	284	8.8	0.6	284	0	472
1700	Mathematics	13,546	418.0	23.6	13,546	0	574
1900	Physical Sciences	6,044	186.5	9.7	3,374	2,670	621
2000	Psychology	2,570	79.3	4.9	2,448	122	526
2100	Public and Protective Services	1,933	59.6	3.5	1,933	0	547
2200	Social Sciences	11,527	355.7	20.7	10,248	1,279	558
4900	Interdisciplinary Studies	5,224	161.2	10.9	5,144	80	480
	Grand Total	99,774	3,078.5	198.0	77,025	22,749	504

This table shows the same Fall 2014 program of instruction by TOP Code (Taxonomy of Programs).

West Valley College's overall WSCH per FTEF is 504. While this is somewhat below the State Chancellor's Office target of 525, it is an efficient level of operation. In order to remain fiscally sound, the College should continue to implement and enhance its enrollment management systems to maintain this high level of efficiency.

STUDENT PARTICIPATION RATE

Student participation rate (SPR) is the number of individuals attending classes at a college per 1,000 members of the population. The following table shows the student participation rates for the College and for the State as a whole, for the 18 years and older population group. In the West Valley College service area, 142.0 of every 1,000 people over the age of 18 attended at least one class at West Valley College in the fall 2014 semester. This is a bit lower than the SPR for the State, 174.6. One would expect the participation rate to be lower for the College versus the State, since some people in the West Valley College service area attend classes at other community colleges. Those individuals contribute to the State's SPR but not to West Valley College's.

West Valley College's student participation rate is quite strong but could still grow somewhat. This indicates that the College has done an excellent job of attracting students from the service area. It also indicates that there may be some opportunity for future enrollment growth stemming from an increased participation rate.

WEST VALLEY COLLEGE SERVICE AREA PARTICIPATION RATE VERSUS THE STATE

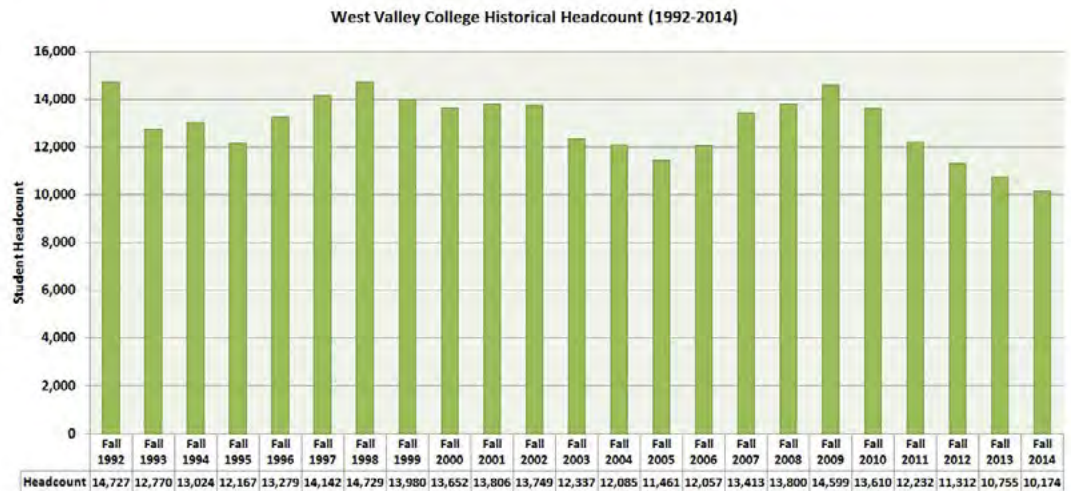| Fall 2014	Service Area	Statewide
Headcount	8,424	1,550,915
18+ Population	59,341	8,885,061
Student Participation Rate	142.0	174.6

ENROLLMENT GROWTH FORECAST

This section of the Plan will utilize the demographic and other data presented in the Plan thus far, to project future enrollment growth at West Valley College. There are a multitude of factors that affect enrollment at a community college. Some of the relevant factors are: service area population growth, increasing student participation rates, program expansion for non-traditional students, outreach to underserved population groups, increasing dual enrollment.

It is complex and nearly impossible to make such projections with a high degree of certainty. That said, it is still a valuable exercise to make such projections. These projections can be used to help in resource allocation, facilities planning, program development and other aspects of institutional planning. The projections should also be updated regularly to account for changes in the economy, education policy, population trends and changes in technology.

The first step is to look at historical enrollment levels at the College.

HISTORICAL ENROLLMENTS

This chart shows the historical levels of student enrollment by headcount (number of students).

West Valley College Historical Headcount (1992-2014)

Headcount	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	14,727	12,770	13,024	12,167	13,279	14,142	14,729	13,980	13,652	13,806	13,749	12,337	12,085	11,461	12,057	13,413	13,800	14,599	13,610	12,232	11,312	10,755	10,174

The next chart shows the historical levels of enrollment by FTES (full-time equivalent students). This is a more valuable measure because it takes into account varying levels of student course load over time. The College has seen a steady drop in the level of FTES since fall 2009. The current level of FTES is the lowest the College has seen in a fall semester in the past 22 years.

West Valley College Historical FTES (1992-2014)

Series1	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	8,856	7,965	8,276	7,982	8,095	8,229	8,422	8,259	8,341	7,845	9,106	9,121	8,581	8,213	8,004	8,416	8,605	9,037	8,613	8,080	7,400	6,675	6,646

West Valley College Historical % of FTES by Distance Instructional Delivery (1992-2014)
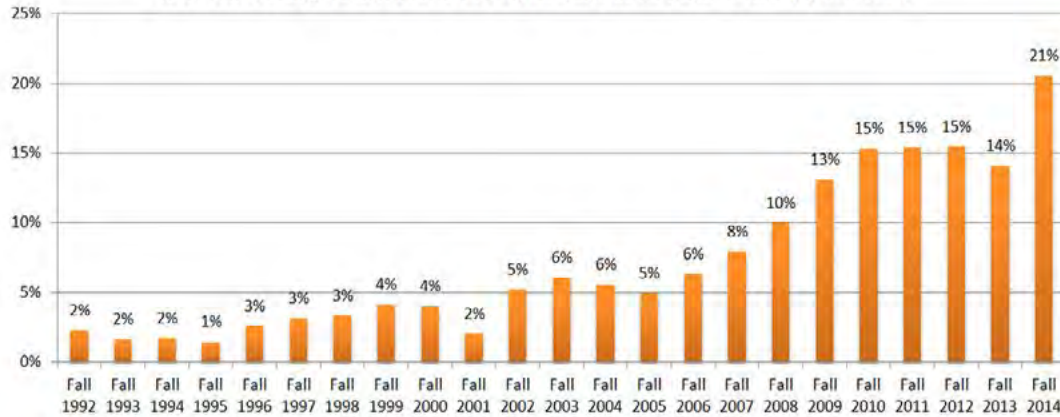
The chart shows the level of FTES generated in courses taught in a "distance education" format. These courses include hybrid classes. The growth has been steady and dramatic in the past five years. In the fall 2014 semester, 21% of all FTES were from classes taught in a "distance education" format.

STATE CHANCELLOR'S OFFICE LONG-RANGE GROWTH FORECAST

Year	Actual WSCH	State Chancellor's Office Projection
2011	136,612	
2012	129,040	
2013	119,894	
2014		124,825
2015		129,950
2016		135,284
2017		140,834
2018		146,605
2019		152,610
2020		158,859

The State Chancellor's Office creates a Long-Range Forecast for FTES (full-time equivalent students) and WSCH (weekly student contact hours) for all California community colleges. This forecast is updated annually. The forecast is not intended to be an accurate predictor as to future enrollments at the colleges. Rather, it is designed to project _demand_ for community college education in the colleges' service area. In most cases, the State's forecast is substantially higher than the growth actually experienced by the colleges.

GROWTH FORECAST

In projecting future enrollment growth at West Valley College, the consulting team examined several key indicators. These include: historical enrollment levels, service area population trends, the student participation rate, trends in State education policy, the economy, and labor market data. Some of these factors indicate some limited potential for enrollment growth over the coming years.

West Valley College FTES Forecast (2015-2025)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Actual	8,430	7,963	7,399	6,157											
Consultants' Forecast				6,157	6,249	6,343	6,438	6,535	6,633	6,732	6,833	6,936	7,040	7,145	7,253
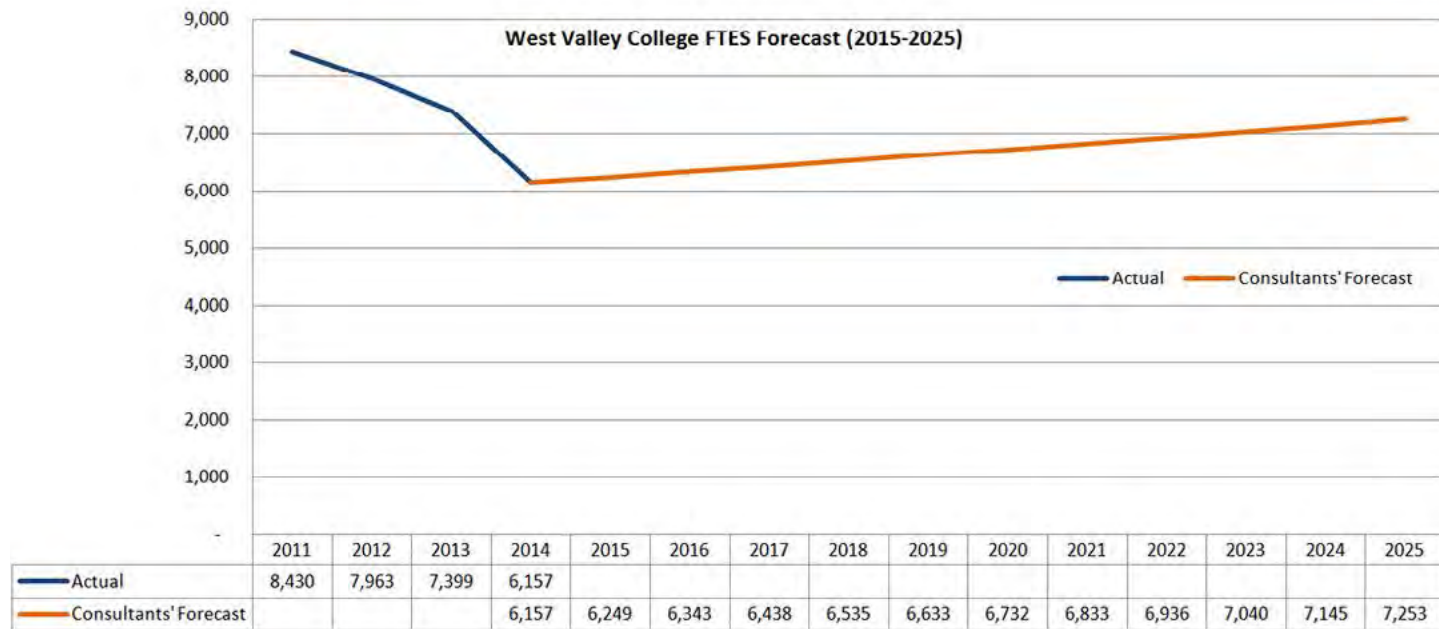
POSITIVE GROWTH INDICATORS

- 15-19 year old population segment will grow as a percentage of the overall service area population

- Distance education has shown dramatic growth and increased levels of student success

- The service area population 55 years of age and older will continue to grow as a percentage of the overall population. Efforts can be made to attract more, older learners.

- The economy is moving in a generally positive direction. Historically, when the economy is in decline, the demand for community college classes increases.

NEGATIVE/NEUTRAL GROWTH INDICATORS

- 19-24 year old population segment will shrink as a percentage of the overall service area population

- The College's student participation rate is already quite high

Growing enrollments at the College is going to require creative and innovative ways to meet the educational needs of the community. The College should also continue to pay close attention to WSCH/FTEF ensuring that the College continues to operate at an efficient level.

The following chart shows the actual FTES from 2011-2014 and the consultants' projection through 2025. The consultants' projection assumes modest growth to approximately 7,250 FTES by the year 2025. This represents an average annual FTES growth rate of 1.5%.

FUTURE CAPACITIES

West Valley College has seen enrollment decline since fall 2009. From fall 2009 to fall 2014, FTES dropped by more than 26%. The data shows that there are some opportunities for enrollment growth but that growth will not be easy and it will not be dramatic. The following section analyzes the capacity of the College for growth given its existing facilities and infrastructure. The data shows that there is no need for additional classroom and laboratory space, even with the 10-year growth forecast just discussed.

CAPACITY-TO-LOAD RATIOS

The State Chancellor's Office tracks five types of spaces on community college campuses. These include classroom, laboratory, office, library, and AV/TV (instructional media) spaces. When there are State funds available for community college construction projects, the Chancellor's Office evaluates proposed projects according to a set of criteria. One of the most important is the capacity to load ratio (also known as the Cap/Load Ratio). This is the ratio of the space the college has divided by how much space it needs. Space is shown as ASF or assignable square feet. This is the usable space inside a given room in that space category.

The space the college has is self-evident and is listed in the college's space inventory report. The space the college needs is calculated using various formulae specified in Title 5 of the California Education Code. A Cap/Load ratio above 100% means that the college is overbuilt in that space category (i.e., the College has more space than it needs). A cap/load ratio below 100% indicates that the college qualifies for additional space in that space category (i.e., the College has less space than it needs). It is important to keep in mind that "qualifying" for additional space does not guarantee funding from the State nor is it a requirement that the College build such facilities.

Following is a table showing the current Cap/Load ratios for West Valley College.

West Valley College Capacity to Load Ratios 2015		
	Current ASF[12]	Cap/Load
Classroom	47,509	144%
Laboratory	103,942	165%
Office	51,066	64%
Library	35,624	109%
AV/TV	3,153	33%

Source: West Valley-Mission CCD Five Year Construction Plan downloaded on April 10, 2015

The table shows that the College is overbuilt in three of the five space categories. These are classroom, laboratory and library space. The College qualifies for additional office and AV/TV (instructional media) space.

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[12] Assignable square feet (usable space inside the rooms)

FUTURE SPACE NEEDS

This section of the Plan projects the future program of instruction to the year 2025. It is impossible to predict what changes will come about over the next 10 years. There will likely be changes in the programs and classes offered by the College. However, for the purpose of forecasting academic space needs, a few assumptions were made.

These include the following.

- The mix of lecture and laboratory contact hours will remain the same

- All subjects will grow at the same rate

- WSCH/FTEF will remain at the current level

- Average student unit load will not change

Given these assumptions, and applying the growth rate discussed previously, the following table shows the space needs in the year 2025, or when annual FTES reaches 7,253.

West Valley College Future Space Needs			
	2014 Actual (ASF)	2025 Projected Need (ASF)	Additional Space Needed (ASF)
Classroom ASF	47,509	47,803	294
Laboratory ASF	103,942	78,320	-25,622
Office[13]	51,066	104,692	53,626
Library	35,624	42,882	7,258
AV/TV	3,153	12,536	9,383

This data shows that the College will qualify for additional space in three of the five key space categories. These include office, library and AV/TV. The College is overbuilt in laboratory space and has adequate square footage of classroom space.

NOTE: There are a few things to bear in mind when considering this data.

1. Colleges must update their space inventory report annually. However, in some cases, the space inventory report has incorrect codings of room use and may not accurately reflect changes in building layouts. It is important that every 3-5 years, the College re-examines all campus space to ensure the space inventory is accurate.

2. The existing facilities spaces may, in come cases, not be configured in the best way possible. There might be a need for renovating and reconfiguring some spaces.

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[13] The data show a significant need for office space. This should be validated by ensuring that the space inventory is up-to-date and accurate.

Branding

Develop an innovative, comprehensive branding campaign to market the College as a distinctive institution (e.g., establishing signature programs, creating a capital campaign, leveraging athletics).

Campus Environment

Create a vibrant and engaging campus community.

Career Programs

Align career courses and programs with labor market opportunities.

Course Offerings

Explore and shift course offerings depending on evolving student and community needs (e.g., distance learning, noncredit, weekends, evenings, compressed courses and community education).

Diversity and Equity

Commit to developing and supporting values, practices and a campus community environment that supports equity and diversity.

Organizational Structure

Modify and streamline the College's organizational structure and procedures to meet changing educational and community needs (e.g., partner with the District support services to the College; clarify institutional roles, functions and responsibilities; enhance effectiveness of participatory governance; match yearly goals with the strategic plan).

Professional Development

Plan and implement a needs-based program of professional development for the entire campus community.

Resources

Align campus and personnel resources to priorities supported by data.

Provide robust academic support services.

The College Council met on April 23, 2015 in an all-day workshop facilitated by the consulting team. The purpose of the workshop was to develop draft five-year goals for the College. Members of the College Council considered all of the data, quantitative and qualitative, that had been gathered as part of the Educational Master Planning process. With this data in mind, the group brainstormed, discussed and developed draft goals.

The entire college community had an opportunity to review and comment on these goals. At its June 14, 2015 meeting, the College Council reviewed all the comments from the college community. Members revised the goals accordingly.

Building on the College's accomplishments, the following goals provide overarching direction for continuing improvement during the next five years. The goals have been developed with the intention to serve our community and fulfill our mission statement. During the next five years, the College will develop short-term action plans, with measurable outcomes, to meet these goals.

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FACILITIES MASTER PLAN

WEST VALLEY COLLEGE BUILDINGS	FCI%	DESIGN TEAM SITE VISIT	COLLEGE FACILITIES DEPARTMENT REPORT
AAS- Applied Arts & Sciences	62.03	PI	Built 1968; major renovation ongoing (Completion 2016)
AD - Administration Building	63.34	B	Built 1973; no major renovations
AJ - Administration of Justice	63.12	PI	Built 1974; major renovation in design (Completion 2018)
AL - Art Labs	65.39	D	Built 1967; remodel in 1976
AR - Admissions & Records	70.19	PI	Built 1973; replacement in design (Completion 2018)
ART - Art Studios*	65.39	D	Built 1967; remodel in 1976
BU - Business Division	63.43	PI	Built 1973; major renovation in design (Completion 2018)
CC - Campus Center	0	A	Built 1971; major renovation 2012
CE - Community Education	81.86	D	Built 1901; no major renovations
CH - Child Development (CH1)	107.22	D	Built 1967; renovated 1976
CH - Child Development (CH2)	0	B	New; built 1999
CO - Counseling	68.04	PI	Built in 1973; replacement in design (Completion 2018)
DESP*	104.9	PI	Built in 1966; replacement in design (Completion 2018)
EOPS	104.9	PI	Built in 1966; replacement in design (Completion 2018)
FA - Fine Arts	72.18	C	Built in 1973; no major renovations
FOX - Fox Center	0	A	New; built 2010
HS - Health Services	104.9	PI	Built in 1968; replacement in design (Completion 2018)
IS - Information Systems	0	A	New; built 2009
LASS - Language Arts / Social Studies	0	A	Built in 1971; major renovation in 2013
LIB - Library	56.68	C	Built in 1972; renovated 1975
LS - Learning Services	104.9	PI	Built in 1967; replacement in design (Completion 2018)
MU - Music*	72.18	C	Built in 1973; no major renovations
NWP - Northwalk Portables*	none	C	(not in Fusion)
PD - Police Department	104.9	C	Built in 1967; renovated 1976 and 2012.
PE - Physical Education	51.6	C	Built in 1975; no major renovations
SM - Science & Math	0	A	Built 1969; addition 2009; major renovation 2011
TA - Theater Arts*	72.18	C	Built 1973; no major renovations
Village - Swing Space	0	A	New; built 2008
(W&F) - Warehouse Facilities	60.30	PI	Built 1974; replacement in design
(W&F) - Warehouse Storage	88.94	PI	Built 1976; replacement in design

* Buildings noted with an asterisk were not identified as a separate facility on the District's Fusion website. These area's FCI and department report were taken from adjacent facilities as appropriate.

PI: Planned Intervention: Facilities not visited by the Design Team because of previously planned major intervention. See College Facilities Department Report.

FACILITIES HISTORY AT WEST VALLEY COLLEGE

Classes for West Valley College were originally held at the Campbell Grammar School in 1964. The land for the permanent campus was purchased in 1966, with groundbreaking a year later for the first wave of buildings. A second, larger wave of construction during the 1970s allowed the college to fully transition from the Campbell site.

From the 1970s until the end of the century, little new construction work was done at the campus beyond maintenance or repair.

In 2004, Measure H, the first of two significant bond programs, was approved by voters. Measure C followed in 2012. Combined, these two measures provided hundreds of millions of dollars in facilities funding for West Valley College.

The graph on the left is a list of the current facilities at West Valley College. Each facility is listed with its name and the common abbreviation used on campus. The Facility Condition Index, or FCI, is the cost of a facility's deficiencies versus the facility's replacement value, expressed in a percentage (a percentage over 100% indicates that the cost to repair everything in a building would cost more than replacing the entire building) and is an indicator of the overall condition of the facility.

The design team walked through the majority of the buildings on site and graded each building on an A-F scale based on visual assessments and interviews with building users.

Information under "College Facilities Department Report" was pulled from the college's Fusion website, a web-based database of facilities information.

FACILITY CAPACITY PROJECTIONS

SPACE NEEDS ANALYSIS

Every community college in California is mandated by the California Community Colleges Chancellor's Office (CCCCO) to track its student and faculty populations in several different categories. These categories are used in multiple formulas that track enrollment and formulate future projections that can inform decisions about funding status and facility needs. Both the College and the CCCCO track weekly student contact hours, full time equivalents of students (FTES) and faculty (FTEF), while accounting for differing space and class sizes between lecture spaces and lab spaces. With a clear picture of how many students are attending (as well as how often and in what types of programs), the College can make judgements about the current facilities capacity to determine and justify future funding requests to the State.

The planning team analyzed the Full-Time Equivalent Students (FTES) from the growth forecast, reproduced here from the Educational Master Plan.

Each hour that students receive instruction, regardless of enrollment status or program, is condensed into a Weekly Student Contact Hour (WSCH). The wide range of faculty, regardless of employment status or schedule, is condensed into a Full Time Equivalent Faculty (FTEF). Comparing the two numbers gives the college an average of how many student hours each faculty member is instructing, and can be used as an indicator of facility efficiency.

The 504 WSCH/FTEFs shown here is slightly lower than the state average, but is still within the acceptable range for efficient use of facilities.

TOP CODE		WSCH	FTES	FTEF	Lec WSCH	Lab WSCH	WSCH/FTEF
100	Agriculture and Natural Resources	644	19.9	2.1	386	259	310
200	Architecture and Related Technologies	1,170	36.1	2.4	508	661	496
400	Biological Sciences	7,182	221.6	10.6	3,238	3,944	676
500	Business and Management	6,142	189.5	13.2	5,510	632	464
600	Media and Communications	559	17.2	2.4	385	173	233
700	Information Technology	1,429	44.1	2.6	1,298	131	548
800	Education	8,211	253.3	16.3	1,139	7,071	505
900	Engineering and Industrial Technologies	991	30.6	2.1	895	97	480
1000	Fine and Applied Arts	9,825	303.2	20.1	6,120	3,706	489
1100	Foreign Language	2,456	75.8	5.9	2,025	430	417
1200	Health Services	1,402	43.3	2.9	807	595	477
1300	Consumer Education / Home Economics	4,843	149.4	11.8	3,943	901	409
1400	Law	1,141	35.2	2.5	1,141	0	456
1500	Humanities	12,651	390.3	29.2	12,651	0	433
1600	Library Science	284	8.8	0.6	284	0	472
1700	Mathematics	13,546	418.0	23.6	13,546	0	574
1900	Physical Sciences	6,044	186.5	9.7	3,374	2,670	621
2000	Psychology	2,570	79.3	4.9	2,448	122	526
2100	Public and Protective Services	1,933	59.6	3.5	1,933	0	547
2200	Social Sciences	11,527	355.7	20.7	10,248	1,279	558
4900	Interdisciplinary Studies	5,224	161.2	10.9	5,144	80	480
	Grand Total	**99,774**	**3,078.5**	**198**	**77,023**	**22,751**	**504**

Year	Actual WSCH	State Chancellor's Office Projection
2011	136,612	
2012	129,040	
2013	119,894	
2014		124,825
2015		129,950
2016		135,284
2017		140,834
2018		146,605
2019		152,610
2020		158,859

West Valley College Capacity to Load Ratios 2015

	Current ASF [12]	Cap/Load
Classroom	47,509	144%
Laboratory	103,942	165%
Office	51,066	64%
Library	35,624	109%
AV/TV	3,153	33%

Source: West Valley-Mission CCD Five Year Construction Plan downloaded on April 10, 2015

West Valley College Future Space Needs

	2014 Actual (ASF)	2025 Projected Need (ASF)	Additional Space Needed (ASF)
Classroom ASF	47,509	47,803	294
Laboratory ASF	103,942	78,320	-25,622
Office [13]	51,066	104,692	53,626
Library	35,624	42,882	7,258
AV/TV	3,153	12,536	9,383

Collectively, these graphs tell the story of why West Valley College's approach to campus improvements is the prudent and correct one. More comprehensive explanations of this data can be found in the Educational Master Plan (EMP). Many results are shown in ASF, or assignable square footage. This is the amount of usable space contained within all the rooms of a particular type. The CCCCO's Long Range Growth Forecast, shown at left, tracks demand for services within the West Valley College service area, not actual enrollments. The numbers here show an increasing demand in the service area through 2020, though the Educational Master Plan expects that future enrollment will only increase slightly - 1% through the year 2025.

The Capacity to Load Ratio, also known as Cap/Load Ratio, tracks the College's inventory of five different types of spaces. If a space is reported at over 100%, the College has more space than it needs; if a space is reported at under 100%, the College has less space than it needs. This graph clearly shows that the College has more than adequate space in the classroom and library categories but lacks space for offices and AV/TV production instruction. Though funding is not guaranteed for areas that are lacking space, it is a good planning tool in the Master Plan process.

The trends shown in the Capacity to Load Ratio chart is corroborated in the Future Space Needs Chart. In the year 2025, it is predicted that the College will have adequate classroom space and continue to have a surplus of laboratory space. It will need much more space for offices, but will need moderate increases in size for the Library and AV/TV instruction.

West Valley College's current approach of modernizing and/or replacing aging facilities in lieu of adding facilities is appropriate given the numbers here, and the recommendations in this Master Plan will continue that approach.

13 The data show a significant need for office space. This should be validated by ensuring that the space inventory is up-to-date and accurate.

CAMPUS ISSUES

During the investigative process, the planning team gathered a list of issues as reported by faculty, staff, students, administrators and community members. These items were coordinated with the current bond-funded construction and renovation projects on campus. Those that could be addressed at the master plan level were essential in the formulation of the master plan themes. See the Appendix A Meeting Minutes for all campus user comments regarding facilities collected during the Facilities Master Plan process.

OPPORTUNITIES & RESOURCES

The Educational Master Plan, presented earlier in this document, included an online survey for campus users that asked them a variety of questions about West Valley College, including their opinions on facilities. The list shown here is a summarized list of survey responses that specifically addressed facilities:

- 67.2% of respondents rated classroom spaces as Good or Excellent.
- 62.4% of respondents rated the athletic facilities as Good or Excellent.
- Among actions that the College could take that would have an immediate, positive impact, "improving parking, traffic, and transportation" was among the most frequent responses.
- Respondents could choose up to five categories as "greatest strengths of the college." Those related to facilities ranked thus:

Outdoor spaces	55.2%
Cleanliness of facilities	28.9%
Classroom technology	23.6%
Laboratory facilities	10.7%
Facilities for student activities	8.4%
Athletic facilities:	7.1%

- Respondents could choose up to five areas that need improvement at the College. Those related to facilities ranked thus:

Parking	38.6%
Food service	18.2%
Library	16.9%
Classroom facilities	9.5%
Laboratory facilities	7.8%
Athletic facilities	5.5%

- Provide space in the Library to function as a "Library and Success Center" with a technology help desk, tutoring, computer lab space, distance learning, writing and media labs, cafe.
- Provide large-item campus storage: Classified Senate needs centralized year-round storage space for book sale items, supplies, and archives. DESP and HS need site storage for program's accessible furniture and (2) golf carts.
- Provide more individual open (not reservable) study areas, and larger chemistry study areas.
- Install smartboards in classrooms.
- Provide more food service options across the campus.
- Upgrade lighting in classrooms to meet current code requirements for efficiency, dimming and AV settings.
- Athletic fields should have wi-fi and adjacent restrooms for each sport.
- Commission the Science and Math Building and Addition to address remaining ventilation, fume hood, and finishes issues.
- Identify a "night-time area" within the larger campus to reduce energy use, improve safety after dark, and optimize college resources.
- Complete a fire-alarm system overhaul that replaces the existing two systems with one robust single mode loop system that allows panels to be replaced as building layouts change.
- Reinstate the "Viking Lounge" at the Campus Center or Library/LRC.
- Refurbish or provide a meeting space for Community Education to meet with potential business partners and grant providers.
- The Giurlani House is in need of structural, lighting, plumbing, and accessibility repairs.
- Complete digital mapping of all existing campus utilities.
- Repair recurring site and building utility issues, paying special attention to rain water leaders.
- Continue to improve accessibility on walking paths across campus, especially in the North Campus by the Library.
- Address Title IX liabilities throughout athletic and physical education facilities.

PARKING SPACES:

During the Educational and Facility Master Plan (EFMP) process, students voiced concerns regarding parking availability and requests for lower parking costs. "Not enough parking" is likely a symptom of the popularity of West Valley's morning classes, but students were also looking for a more specific type of parking - electric vehicle charging spaces. Currently students charge their cars at nearby civic buildings which to date have not been amenable to that practice. And students aren't the only ones looking for electric vehicle charging - during a tour of the Theater it was noted that an electric car was being charged via an extension cord from the building.

PARKING LOTS:

The parking lots were constructed along with the original buildings 50 years ago with little maintenance since. Lot 6 for Athletics and Lot 7 for Fine Arts are in particularly bad shape. Lot 7 also has poor accessibility for patrons going to the Theater.

PEDESTRIAN CIRCULATION:

West Valley College has a "campus in a park" feel with paths meandering through the trees and over Vasona Creek. However it is difficult to intuitively discern a path hierarchy or direction, and the number of paving materials and methods further confuse the issue.

There are ongoing efforts to address accessibility throughout the campus, but it should be noted that the trees impact the paving, especially around the North Campus area.

PUBLIC TRANSPORTATION:

Public transportation is provided by VTA (Santa Clara Valley Transportation Authority) via bus at a transportation center just completed at the corner of Fruitvale and Allendale Avenues, adjacent to Parking Lot 3. Four lines have stops there, and VTA is now offering night time bus service until 10 pm.

Bus stop in front of the new Fox Building.

One of VTA's new hydbrid buses on a line serving West Valley's transportation center.

Weekly farmers market held in Parking Lot 3.

MASTER PLAN THEMES

The Educational Master Plan data shows a steady decline in enrollment since 2009. The Educational Master Plan Goals included an effort towards branding in order to effectively market West Valley as a distinctive, specialized institution among a crowded field of secondary education options. The built environment of West Valley College can support these efforts by providing distinctive environments that can help market these programs' reputations in addition to supporting their educational goals. The themes below were chosen because of their potential to attract and retain students at West Valley.

A. SHOWCASE NEW PROGRAMS OF DISTINCTION: THE COLLEGE OF ART AND DESIGN

West Valley College has recently undertaken the creation of a new flagship program, The College of Art and Design, as part of the efforts to differentiate itself from nearby institutions. The College already has several unique programs and amenities that are not typically offered at the community college level in the immediate area or even the state, such as historic preservation certification, architecture and landscape architecture, and a bronze foundry within Fine Arts. Some of these programs will be housed in the Applied Arts and Sciences (AAS) Building, which is undergoing a major renovation at the time of this Master Plan. The remaining programs that will be included in this College should have their facilities updated or replaced to a similar level as the AAS renovation. The College is also investigating creating a "College of Professional Services" (combining the Administrative Justice and Business programs), and they should also investigate other existing, unique program offerings that would differentiate itself from local competition. Welcoming and exciting facilities for those programs should be created as well.

B. SUPPORT STUDENT ACHIEVEMENT: A VIBRANT LEARNING RESOURCE CENTER

A robust and comprehensive Learning Resource Center (LRC) that seeks to enhance student learning and achievement would benefit any program, flagship or otherwise, that West Valley offers now and in the future. Both students and faculty would like to see the current Library evolve into this role, embracing the Library, tutoring, media and writing labs, and distance learning in open collaborative spaces. The facility would also provide study areas and food service. Campus users would like to see an area dedicated to technology assistance for students including learning to navigate college-required software with college staff and receiving personal device assistance from other students. A vibrant, lively, and supportive LRC would raise the appeal of West Valley to all prospective students.

C. ENHANCING THE OVERALL CAMPUS ENVIRONMENT

West Valley College is known for its beautiful verdant setting at the base of the Santa Cruz Mountains in the temperate Bay Area. Vasona Creek, heritage oaks and redwoods, and lush landscaping are enjoyed by both current and potential campus users. 90% of online survey respondents rated West Valley's open space as Good or Excellent, and the campus setting was one of the most popular write-in responses for why they selected West Valley College. Many people from different user groups voiced concern that West Valley College's beloved park-like setting was in danger of being left behind as the Bond programs steadily transform the built environment. The following elements would benefit the campus if re-examined at a campus-wide level.

- Pedestrian Circulation: Numerous pathways of various size and formality have been added during the 50 years the College has occupied the site. These meandering pathways can be misleading and are not inherently intuitive, especially in the North Campus area. Additionally, the new construction on campus could have a large impact on current circulation patterns. A comprehensive signage and wayfinding component that creates aesthetic standards to enhance the campus environment while facilitating navigation is needed.

- Engagement: With such a beautiful environment, the College has a unique opportunity to facilitate and develop its users' interaction with, and appreciation of, the campus. The identification of several activity centers, or nodes, across campus could draw users into meaningful interactions with people and areas of the campus that they don't normally engage. An example of this is the Kirkorian Pavilion (already a popular gathering area) being outfitted with lights and sound for outdoor performances by users who would otherwise be limited to the North Campus performance areas.

- Landscaping Materials: The creation and implementation of campus standards for signage, furniture, memorial sites, and plant palettes can help

create a homogenous look appropriate to West Valley College while optimizing maintenance resources.

D. IMPLEMENTATION OF THE "NIGHT TIME CAMPUS"

Campus users heartily agree that West Valley is a community that prefers its morning classes. However, this 'peak time' is stretching the College's resources in terms of classroom space, parking, and maintenance. The Educational Master Plan discovered that campus users are interested in a strong afternoon schedule offering core classes, and that if given the choice, users would prefer night classes over Friday or weekend offerings. Additionally, there is a level of discomfort at traversing the campus for a night class. West Valley's Facilities Department has voiced interest in finding ways to optimize building use and maintenance resources at a campus that shows heavy use at only one time of day.

Previously, the pedestrian corridor between Campus Center (CC) and AAS had been designated as a 'night-time' area. With the right infrastructure, this area could address the issues noted above. Designating a smaller, condensed area as a night-time campus would allow the college to offer evening general education classes, close to parking, at a time amenable to users, without incurring the expense of additional infrastructure. It can also allow the College to 'power down' specialized areas to reduce energy and maintenance costs. In addition to these benefits, nighttime outdoor events, possibly with food and/or music, could foster engagement with the wider Saratoga community.

E. TECHNOLOGY: ESTABLISHING CONSENSUS

There are many competing interests when it comes to accessing and providing technology support at West Valley. Students want fast wireless service for personal devices. The campus Instructional Technology (IT) group maintains classroom equipment and tries to anticipate future technology needs at the teaching level. The District's Information Services (IS) group maintains all wiring infrastructure and advocates for strong hardwired networks. The West Valley-Mission Community College District Technology Strategic Plan discusses these various viewpoints in more depth.

West Valley is already moving towards future teaching methodologies like flipped classrooms, lectures on demand, and classroom-to-classroom networking. Nothing in technology can be future-proofed, but West Valley College would benefit from establishing a policy that addresses the intersection of personal devices, support, and technology infrastructure and while also managing users' expectations.

OPPORTUNITIES & RESOURCES

A common thread heard from students, staff, and faculty was a desire for campus-wide standards, from room scheduling software to memorial benches. Though some are not directly related to facilities, the following items were identified by campus users as those that would improve college functions if there was a formal determination and implementation of a campus standard. Some of these items are explored more in-depth in other sections of the Master Plan.

- Updated Building Management System that can be accessed via wireless devices and has manufacturer support.
- Sustainability standards.
- Comprehensive Storm Drainage Implementation and Maintenance Plan.
- Paving standards for parking lots, vehicular roads, pedestrian ways, and service routes.
- Standards for thermostats and other space conditioning devices.
- Site furnishings and landscaping palette: plants, benches, seat walls, boulders, site lighting, signage and paving.
- Comprehensive security plan.
- District policy regarding the network and Bring-Your-Own-Devices (BYOD), with attention paid to redundancy.
- Cabling Infrastructure Standard.
- Implementation of, and increased faculty use of, an online space scheduling system.

MAIN CAMPUS MASTER PLAN

West Valley College has been experiencing ongoing construction and renovation projects since the passage of Measure H in 2004. Measure H projects have been completed; Measure C projects are governed by the Measure C Master Project Priority List, as managed by the district-level facilities department. This is a living document that is meant to be responsive to changing campus facilities needs, current construction climates, construction funding potential, etc. and can be found on the District Website. The sequencing proposed here has been coordinated with the District Facilities Department.

SEQUENCE I : Current Construction Projects

All projects actively in design or construction at West Valley College at the time of this writing are shown in this Sequence. They are listed here to present a complete picture of the campus prior to additional recommendations. Depending on construction climates and jurisdiction approval, all have projected completion dates prior to 2019.

1-A Applied Arts & Sciences: A major renovation down to the existing structure.

1-B Warehouse & Facilities: This project encompasses a building replacement for District-level facilities and maintenance, along with campus parking. The original plan included the complete demolition of the existing warehouse and shops, but the District is now electing to keep the Warehouse standing for West Valley to use as large-item storage.

1-C Student Services: The replacement of the existing Counseling and Admissions & Records buildings with a new Student Services building. This building will also house the following programs: DESP (Disability & Educational Support Program), EOPS (Extended Opportunity Program & Services), HS (Health Services), and LS (Learning Services). Because a major priority of the bond is to replace aging portables, it is expected that the portables housing these programs will be demolished once the Student Services (SS) building is completed.

1-D Administrative Justice and Business: These two programs will have their renovations undertaken soon. This project was pushed forward because available swing space in the Village allowed the college to simultaneously complete all interventions along the west edge.

SEQUENCE I : CURRENT CONSTRUCTION PROJECTS

1-A	Applied Arts & Sciences Renovation
1-B	Warehouse & Facilities Building and Parking
1-C	Student Services New Building
1-D	Administrative Justice and Business Building Renovations
1-E	LS/DESP, HS, EOPS demolished

SEQUENCE IIA & IIB: ARTS REPLACEMENT

2-A	Arts programs move into Village
2-B	Art Studios demolished
2-C	Art Studios rebuilt Theater and Fine Arts Renovated
2-D	Programs return to facilities Art Labs portables demolished

SEQUENCE III: LEARNING RESOURCE CENTER MODERNIZATION

3-A	Specialty book storage portables placed and collection relocated; classes held in Village
3-B	Library undergoes major renovation
3-C	Leased portables returned Programs return to facilities

SEQUENCE IV: PE FIELDS RENOVATION

4-A	Athletic fields upgrade
4-B	Accessible restroom facilities

SEQUENCE IV: CAMPUS COMPLETION PROJECTS

5-A	Physical Education facilities renovations
5-B	Black Box Theater
5-C	Community Education
5-D	Child Development Center
5-E	Landscape improvements & Night-time Campus
5-F	Future Fitness Center

CAMPUS BUILDING LEGEND

AAS - APPLIED ARTS & SCIENCES
AD - ADMINISTRATION BUILDING
AJ - ADMINISTRATION OF JUSTICE
CH - CHILD DEVELOPMENT
AL - ART LABS
AR - ADMISSIONS AND RECORDS**
ART - ART STUDIOS
BU - BUSINESS DIVISION
CC - CAMPUS CENTER
CE - COMMUNITY EDUCATION
CO - COUNSELING **
DESP - DISABILITY & EDUCATIONAL
         SUPPORT PROGRAM
EOPS - EXTENDED OPPORTUNITY
          PROGRAM & SERVICES
FA - FINE ARTS
FOX - FOX CENTER
HS - HEALTH SERVICES
IS - INFORMATION SYSTEMS*
LA SS - LANGUAGE ARTS/SOCIAL STUDIES
LIB - LIBRARY
LS - LEARNING SERVICES
MU - MUSIC
NWP - NORTH WALK PORTABLES
PD - POLICE DEPARTMENT*
PE - PHYSICAL EDUCATION
SM - SCIENCE & MATH
SS - STUDENT SERVICES
TA - THEATER ARTS
W&F - WAREHOUSE & FACILITIES*
W - STORAGE WAREHOUSE

* DISTRICT FACILITY
** BUILDING RECENTLY DEMOLISHED

SEQUENCING LEGEND

EXISTING BUILDING

RENOVATION / MODERNIZATION
PROJECTS

NEW CONSTRUCTION PROJECTS

BUILDINGS TO BE DEMOLISHED

SEQUENCE IIA: Art Studios and Labs Replacement

West Valley College is currently creating a new flagship program, The College of Art and Design. Some of the degree offerings in the new college will be in the Applied Arts and Sciences building. Classes for Visual Arts are currently housed in the Art Studios (ART) and Art Labs (AL), which are, in summary, at the end of their useful lives. Existing exterior ramps and stairways render parts of the building nearly inaccessible, and the classrooms are too small for standard art equipment. Recurring serious electrical, mechanical, and plumbing issues routinely force the College to cancel classes. In fact, the District reorganized the Bond Prioritization List in order to sooner address the immediate life safety hazards posed by ART.

This Master Plan recommends the total replacement of both ART and AL. A new two-story building nearly the same footprint as ART, that incorporates the existing exterior circulation, should accommodate the functions of both facilities, and in larger spaces. Art Department faculty discussed ideas for the new facility that can be found in the Meeting Minutes in the Appendix.

SEQUENCE IIB: Fine & Performing Arts Renovation

The remaining programs under The College of Art and Design will also need their facilities upgraded. Pairing this project with the Arts Replacement Building is the most efficient use of available swing space in the Village, as well as the most efficient use of bond dollars for construction costs in terms of mobilization, bidding climate, and current escalation rates.

The Music (MU), Theater (TA), and Fine Arts (FA) facilities are in critical need of renovation. Accessibility, emergency exiting from below-grade spaces, roofing, and the mechanical, electrical, and plumbing (notably sanitary sewer) systems all need to be upgraded.

Many of the above ground teaching and office spaces in the Performing Arts are in fair, if dated, condition. However the below-grade areas' accessibility and emergency exiting should be thoroughly investigated and any code deficiencies addressed. The main theater will need accessibility upgrades to interior, exterior, and parking areas, as well as a determination if a re-roof is needed. Special attention should be paid to the sanitary sewer lines and their propensity for clogging and thus flooding the building. Due to the age of the facilities, the mechanical, electrical and plumbing systems will need major upgrades to bring these systems up to current building code and energy requirements. A full list of building issues as reported by building users can be found in the Meeting Minutes in the Appendix.

Renovations to these facilities will complete the College of Art and Design. Providing the new flagship program with new and exciting facilities for all of its course offerings will help attract and retain students from across the region- and farther afield- to West Valley College.

SEQUENCE I : CURRENT CONSTRUCTION PROJECTS

I-A	Applied Arts & Sciences Renovation
I-B	Warehouse & Facilities Building and Parking
I-C	Student Services New Building
I-D	Administrative Justice and Business Building Renovations
I-E	LS/DESP, HS, EOPS demolished

SEQUENCE IIA & IIB: ARTS REPLACEMENT

2-A	Arts programs move into Village
2-B	Art Studios demolished
2-C	Art Studios rebuilt
	Theater and Fine Arts Renovated
2-D	Programs return to facilities
	Art Labs portables demolished

SEQUENCE III: LEARNING RESOURCE CENTER MODERNIZATION

3-A	Specialty book storage portables placed and collection relocated; classes held in Village
3-B	Library undergoes major renovation
3-C	Leased portables returned
	Programs return to facilities

SEQUENCE IV: PE FIELDS RENOVATION

4-A	Athletic fields upgrade
4-B	Accessible restroom facilities

SEQUENCE IV: CAMPUS COMPLETION PROJECTS

5-A	Physical Education facilities renovations
5-B	Black Box Theater
5-C	Community Education
5-D	Child Development Center
5-E	Landscape improvements & Night-time Campus
5-F	Future Fitness Center

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RENOVATION / MODERNIZATION
PROJECTS

NEW CONSTRUCTION PROJECTS

BUILDINGS TO BE DEMOLISHED

SEQUENCE III: Learning Resource Center Modernization

The Library occupies a beautiful portion of the North Campus, surrounded by mature redwoods and views of Vasona Creek. It is a large building that since its construction in the early seventies has absorbed a variety of different programs (tutoring, campus audio/visual services, video production studio) as distinct, self-contained entities into its already rambling form. Circulation between these functions is unintuitive and hampered by inaccessible stairs, ramps, and hallways. The aging HVAC system has been disrupted and rendered inadequate by the partitions created for these programs. The roof leaks fairly constantly, and the light fixtures inside are so obsolete they do not provide UV protection for library materials and cannot be replaced if broken. The Library building is in need of a comprehensive programmatic and architectural modernization.

A total renovation, including a structural upgrade, can transform the vintage seventies Library into a state-of-the-art Learning Resource Center (LRC) while retaining its original mission and housing the additional functions in the building. Both students and library staff envision the LRC as a light-filled, open, flowing space, where writing labs, distance learning, and media production labs are part of a cohesive space. Tutoring, studying, technology help desks, food service and other collaborative spaces can foster dynamic and exciting areas for student interaction. It is also hoped that with the footprint of the Library unchanged, the surrounding trees can be retained. Other features of the future LRC as discussed by students and faculty can be found in the Meeting Minutes in the Appendix.

Due to the Library's size and the level of intervention needed, its renovation requires careful integration into the Master Plan and the Bond Priority List. At the time of this writing, the Library work was slated to begin after the Art Studio building replacement (because of the severity of life safety issues there). The Library project is still on track to proceed after the Art Studio building replacement, as there will be adequate swing space for non-stack spaces in the Village. Also, passage of a state-wide school facilities bond in the near future may add to the Library's available funding.

It must also be noted that specialized portables specially designed to accommodate book loads will have to be leased. Once the modernization is complete, the leased portables can be returned.

The Library has the potential to become a key component of West Valley's modernization and marketing efforts, offering all students a dynamic and exciting location to support their personal educational goals.

SEQUENCE I : CURRENT CONSTRUCTION PROJECTS

1-A	Applied Arts & Sciences Renovation
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4-B	Accessible restroom facilities

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RENOVATION / MODERNIZATION
PROJECTS

NEW CONSTRUCTION PROJECTS

BUILDINGS TO BE DEMOLISHED

SEQUENCE IV: Physical Education Fields Upgrade

West Valley College has robust athletics programs. These include degree programs and certifications in physical activity, athletics courses for students, facilities for community use, and competitive sports teams with academic support for student athletes. The buildings housing the Physical Education (PE) Department were constructed in the mid-seventies, but have had no major renovations since they were built. Their facilities are very dated in both equipment and finishes. Because the current construction climate has impacted the Measure C funding list and its reach, the athletic fields are the most likely to be funded by Measure C and have been broken out into the first of two phases of work. This dovetails nicely with the priorities of the PE Department, which listed field work as their top priority. A second phase of PE renovations would occur under a future sequence, but are listed here for convenience.

4-A Physical Education, Phase One: The baseball and softball fields should have their grass replaced with artificial turf, and should have their bleachers, scoreboards, and fencing replaced. Existing Title IX deficiencies at the softball field should be addressed. The softball backstop should be replaced per current NCAA standards. The soccer field should be regraded and replanted with natural grass. The program should have its scoreboards, seating, fencing, sound system, and storage upgraded. All fields at West Valley should be provided with wireless service and adjacent accessible restrooms. The golfing facilities should have new netting at cages and all indoor and outdoor putting greens should be redone.

4-B Accessible Restroom Facilities: Per state law and building code, all athletic facilities should have accessible restrooms adjacent to playing fields.

5-A Physical Education, Phase Two: The below projects would complete all needed renovations for the Physical Education (PE) Department. Athletics is an arena uniquely placed to be an ambassador to all current and prospective students, to teams from other institutions, and to the surrounding community. Modernizing these facilities can only strengthen West Valley as an institution and as a neighbor.

Classroom Modernization (Including Gym): All classroom finishes, technology, and utilities should be modernized. The Gym should have its sound system replaced.

Training Room Renovation: The existing training room was not originally constructed to accommodate both genders. The redesign should provide separate but equally appointed facilities so that all athletes feel comfortable while receiving medical treatment.

Locker Rooms: The locker rooms are in a state to be expected given their age. New plumbing, tile floors, accessible showers, lockers and private showers should be provided at a minimum. Team rooms for all sports should be added. The existing extensive terrazzo flooring is in fair condition and could be reused if refinished.

PE Offices/Administration: This wing should receive accessible restrooms and new finishes.

SEQUENCE I : CURRENT CONSTRUCTION PROJECTS

I-A	Applied Arts & Sciences Renovation
I-B	Warehouse & Facilities Building and Parking
I-C	Student Services New Building
I-D	Administrative Justice and Business Building Renovations
I-E	LS/DESP, HS, EOPS demolished

SEQUENCE IIA & IIB: ARTS REPLACEMENT

2-A	Arts programs move into Village
2-B	Art Studios demolished
2-C	Art Studios rebuilt
	Theater and Fine Arts Renovated
2-D	Programs return to facilities
	Art Labs portables demolished

SEQUENCE III: LEARNING RESOURCE CENTER MODERNIZATION
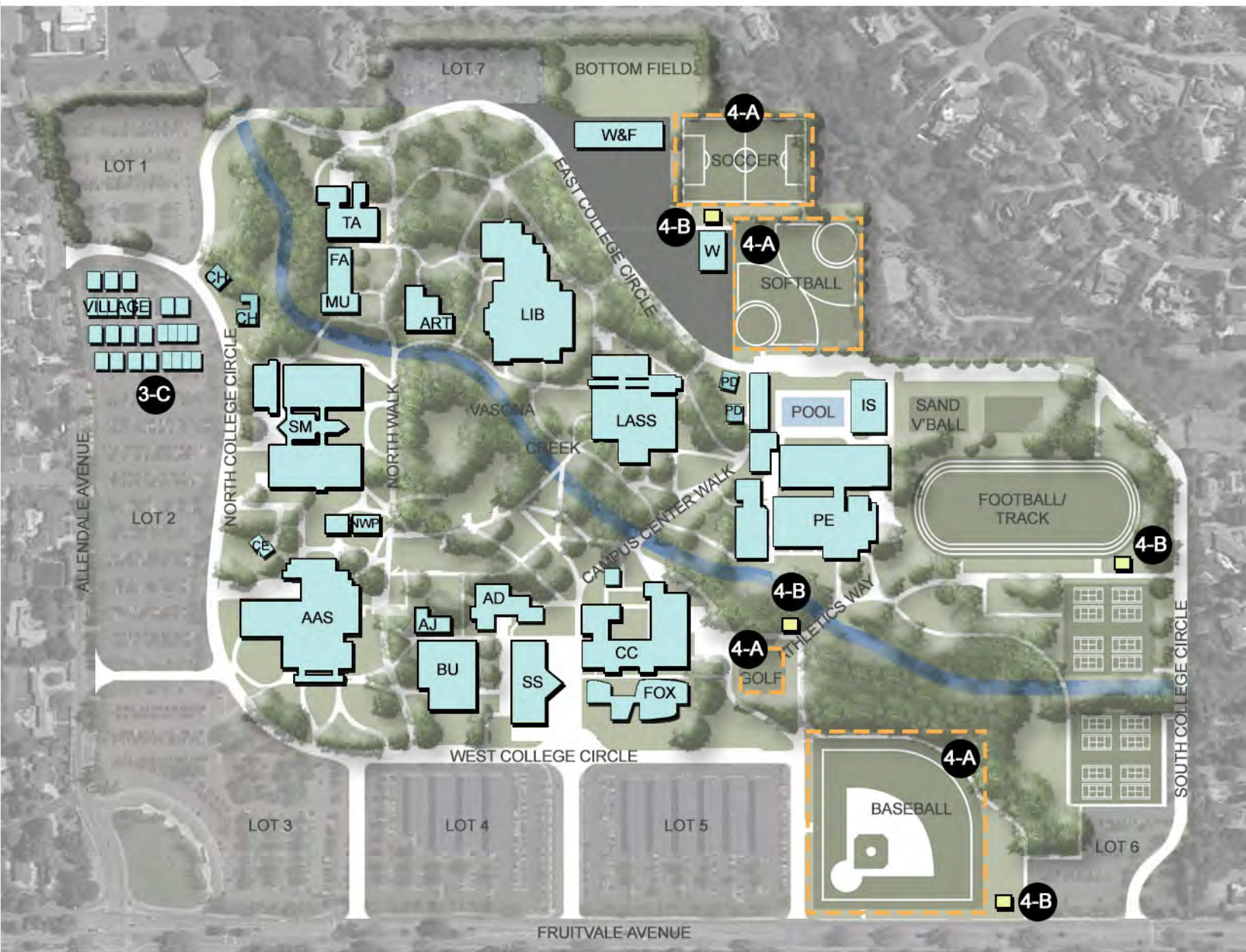
3-A	Specialty book storage portables placed and collection relocated; classes held in Village
3-B	Library undergoes major renovation
3-C	Leased portables returned
	Programs return to facilities

SEQUENCE IV: PE FIELDS RENOVATION

4-A	Athletic fields upgrade
4-B	Accessible restroom facilities

SEQUENCE IV: CAMPUS COMPLETION PROJECTS

5-A	Physical Education facilities renovations
5-B	Black Box Theater
5-C	Community Education
5-D	Child Development Center
5-E	Landscape improvements & Night-time Campus
5-F	Future Fitness Center

CAMPUS BUILDING LEGEND

AAS - APPLIED ARTS & SCIENCES
AD - ADMINISTRATION BUILDING
AJ - ADMINISTRATION OF JUSTICE
CH - CHILD DEVELOPMENT
AL - ART LABS
AR - ADMISSIONS AND RECORDS**
ART - ART STUDIOS
BU - BUSINESS DIVISION
CC - CAMPUS CENTER
CE - COMMUNITY EDUCATION
CO - COUNSELING **
DESP - DISABILITY & EDUCATIONAL
         SUPPORT PROGRAM
EOPS - EXTENDED OPPORTUNITY
         PROGRAM & SERVICES
FA - FINE ARTS
FOX - FOX CENTER
HS - HEALTH SERVICES
IS - INFORMATION SYSTEMS*
LA SS - LANGUAGE ARTS/SOCIAL STUDIES
LIB - LIBRARY
LS - LEARNING SERVICES
MU - MUSIC
NWP - NORTH WALK PORTABLES
PD - POLICE DEPARTMENT*
PE - PHYSICAL EDUCATION
SM - SCIENCE & MATH
SS - STUDENT SERVICES
TA - THEATER ARTS
W&F - WAREHOUSE & FACILITIES*
W - STORAGE WAREHOUSE

* DISTRICT FACILITY
** BUILDING RECENTLY DEMOLISHED

SEQUENCING LEGEND

EXISTING BUILDING

RENOVATION / MODERNIZATION
PROJECTS

NEW CONSTRUCTION PROJECTS

BUILDINGS TO BE DEMOLISHED

SEQUENCE V: Campus Completion Projects

The projects included in this sequence are those that, while not currently funded by Measure C, are needed to complete the West Valley Campus in terms of services offered and facilities provided. Other than the second phase of Physical Education work, the projects are not ranked or prioritized within this Sequence. See the West Valley Mission Community College District Services Master Plan (2015) for how District projects will proceed on West Valley's campus.

5-A Physical Education, Phase Two: See page 16.

5-B Black Box Theater: A "black box" denotes a highly flexible space conducive to instruction and experimentation in the theater arts to a small informal group, rather than the polished and complex productions better facilitated within a full theater. Black box theaters can be installed into existing large spaces.

5-C Community Education: The Guirlani House, a former residential structure on campus, is the office for the Community Education program. Structural and electrical deficiencies, fire life safety and accessibility issues, pests, deficient work space and storage, and broken finishes have been noted in the house. Community partnerships and programs worth millions of dollars are developed in this building. This program would be better able to fulfill its mission with a new space, either with a new building on the same site or relocated elsewhere on campus.

5-D Child Development Center: This program is housed in two portables, placed in the 1960s and late 1990s. Both buildings should be replaced with permanent facilities with an updated security system. The presence or absence of pests and hazardous materials should be confirmed to correctly prioritize this project within Sequence V.

5-E Signage / Circulation / Parking Improvements: Many different campus users have voiced their concerns about maintaining and enhancing the campus environment, once the two bond efforts for the facilities have run their course. The efforts that this might entail are discussed in-depth in the themes portion of the Master Plan, and of particular note is the area designated as the "Night-time Campus."

5-F Fitness Center: A fitness center can be accommodated within the existing Physical Education Complex. The final location can be determined in the future.

SEQUENCE I : CURRENT CONSTRUCTION PROJECTS

1-A	Applied Arts & Sciences Renovation
1-B	Warehouse & Facilities Building and Parking
1-C	Student Services New Building
1-D	Administrative Justice and Business Building Renovations
1-E	LS/DESP, HS, EOPS demolished

SEQUENCE IIA & IIB: ARTS REPLACEMENT

2-A	Arts programs move into Village
2-B	Art Studios demolished
2-C	Art Studios rebuilt
	Theater and Fine Arts Renovated
2-D	Programs return to facilities
	Art Labs portables demolished

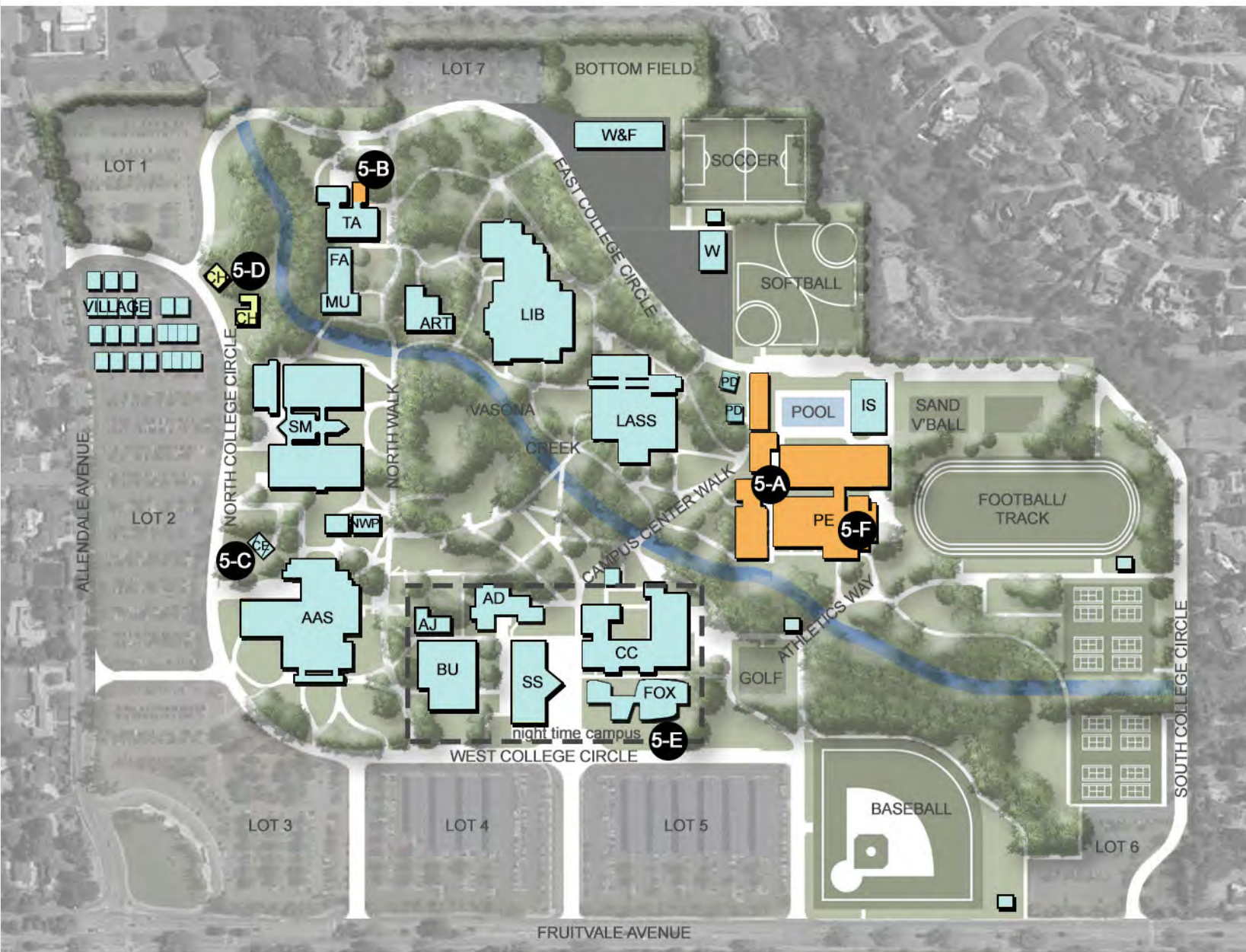## SEQUENCE III: LEARNING RESOURCE CENTER MODERNIZATION

3-A	Specialty book storage portables placed and collection relocated; classes held in Village
3-B	Library undergoes major renovation
3-C	Leased portables returned
	Programs return to facilities

SEQUENCE IV: PE FIELDS RENOVATION

4-A	Athletic fields upgrade
4-B	Accessible restroom facilities

SEQUENCE IV: CAMPUS COMPLETION PROJECTS

5-A	Physical Education facilities renovations
5-B	Black Box Theater
5-C	Community Education
5-D	Child Development Center
5-E	Landscape improvements & Night-time Campus
5-F	Future Fitness Center

SUSTAINABLE DESIGN STRATEGIES

Concerns about sustainability in both programs, practice, and construction were voiced by all campus users- faculty, staff, and students. West Valley College takes its sustainability efforts seriously and is looking for ways to go beyond typical efforts.

OPPORTUNITIES & RESOURCES

During the waves of construction funded by Measures H and C, the USGBC's LEED program (Leadership in Energy and Environmental Design) has been utilized on some projects as a way to implement sustainable design practices. At West Valley College, the Campus Center and Language Arts and Social Studies renovations were certified as LEED Silver. The FOX building has reached LEED Certified.

LEED is a program that contains sustainable building practices in several categories - Site, Water, Energy, Materials, Indoor Environmental Quality, and project-specific Innovation. Projects meet prerequisites in each category and then earn enough additional points to meet one of four increasingly difficult certifications: Certified, Silver, Gold, or Platinum. The LEED program is well known throughout the building industry and the general public, and is commonly used as a way to benchmark sustainable performance and communicate that performance to the public.

Many community colleges utilize a specific LEED certification goal as a District Standard. West Valley-Mission Community College currently does not, but ways to use the LEED program to increase the sustainability of its facilities include the following:

- *Set a LEED certification standard for each new construction or renovation project.*
- *Utilize the LEED-EBOM program for existing buildings both recently renovated and left untouched by the Bond programs.*
- *The Math and Science Building could be commissioned to ensure it is operating and saving energy per the original design.*

It should be noted that the current version of LEED, 2009 or Version 3, will be retired by the USGBC on October 31 2016. All projects registered after that will have to use the new Version 4.

LANDSCAPING AND SITE ELEMENTS

Water use and its quality is a serious concern during this historic drought. The campus has already shifted towards using more native, drought-tolerant landscaping and ceased watering its larger lawn areas to reduce water use for irrigation. However there are several more steps the College can take if they are interested in additional water stewardship measures:

- Students would like to see more unused lawn area removed and replaced with native and drought-tolerant landscaping.
- Develop a native/drought-tolerant plant palette as a campus standard.
- All buildings and parking lots drain into Vasona Creek. 50 years of run-off has resulted in the pollution of the creek water and accelerated bank erosion. A restoration of Vasona Creek between Campus Center Walk and the LASS bridge has been completed and the College is looking into interpretive signage, benches, and picnic tables and boulders to place along the walking paths adjacent to the creek. The College could investigate restoring additional sections of Vasona Creek.
- A secondary creek, Wildcat Creek (adjacent to East College Circle) is mostly a drainage channel at this point, but the College may want to investigate its restoration as well.
- Develop a comprehensive campus-wide storm water treatment plan to treat water prior to its discharge into Vasona Creek.

West Valley College has a number of heritage redwood and oak trees. As bond projects proceed, efforts should be taken to protect these trees from damage during construction.

ENERGY EFFICIENCY

Energy efficiency is a major component of any sustainable building, and when tackled campus-wide the results can be exponential. Currently the campus does not have a comprehensive way to track energy use and identify problems. The current building management system is antiquated and cobbled together from six different products, including some whose manufacturers no longer provide product support. Additionally, buildings are equipped with sub-meters as required by green rating systems and/or green building code requirements, but they have nothing to which to report the information. Implementing a campus-wide, comprehensive building management system can help the College's facilities department track energy use. Getting utility information reported to a wireless platform can decrease response times when issues arise. Lastly, energy dashboards in campus buildings have been shown to engage building users in conservation efforts.

INDOOR WATER USE REDUCTION

Most entry-level indoor water use reduction strategies have been applied in recent building code revisions. If West Valley is interested in pursuing additional reduction measures, they could investigate if Santa Clara Water offers municipal graywater in Saratoga, or consider on-site rainwater storage/catchment systems. (However annual rainfalls during the drought may not make rainwater storage facilities feasible at this time.)

RENEWABLE ENERGY

West Valley has extensive solar energy arrays in Parking Lots 4 and 5. Prior to adding more solar infrastructure onto campus property, the College should verify that their total solar generation does not exceed local utility company limits. If the College is interested in additional renewable energy sources, they could consider "off-grid" systems such as solar water heating, wind-generated power, and geothermal conditioning.

INDOOR ENVIRONMENTAL QUALITY

Ventilation was mentioned by campus users more than once as a concern about existing classroom spaces, including those recently renovated. There is also a large interest in providing daylit learning environments and responsive HVAC and lighting systems for occupants, and developing and implementing campus standards about the parameters of those systems.

RENOVATION

West Valley's approach to their Measure H and C bond resources has relied more heavily on renovation rather than new construction. This has kept and continues to keep tonnes of construction debris out of landfills. Renovation projects in the future should look to continue this trend; for example, the Library could reuse the abundant redwood inside the building (similar to the LASS remodel). The existing terrazzo flooring in the PE locker rooms could be refinished instead of replaced. Material reuse (i.e., recycling old doors as counters) and using local materials could be investigated for future projects that are looking to push the envelope.

OPERATIONS AND MAINTENANCE

All the sustainable "bells and whistles" can be incorporated into a new building, but without a level of care and maintenance after occupancy, the sustainable measures can fall short of expectations. The selection of durable materials can lower maintenance costs and increase building longevity. Recycling by occupants can be expanded to include composting food waste. Green purchasing, pest, and cleaning programs can keep harmful toxic chemicals out of learning and working environments. Building commissioning is not limited to new construction and major renovations. The process can be done any time to ensure the building is running at its maximum efficiency and utilizing green occupancy strategies. There are many things West Valley can do to keep the green energy going in an occupied facility.

OPPORTUNITIES & RESOURCES

BIOPHILIA: THE EMOTIONAL CONNECTION TO THE OUTDOOR ENVIRONMENT

Biophilia is the study of the instinctual bond between human beings and other living ecosystems. The term is translated literally as "the love of life or living systems" and is used in the built environment to describe design efforts that seek to cultivate the intangible but emotional connection humans have with ecological systems. During the EFMP process, several comments came to light that speak to the West Valley College community's desire to strengthen their connection to the outdoors:

- The Student Instruction office voiced an interest in opening up the facilities to the outdoors, thus increasing the connection between the buildings and their users and the outdoors.
- The existing Kerkorian Pavilion can be opened up on three sides to make an outdoor conference room.
- The Arts Department requested that a portion of the new building open up to the outdoors, in addition to a plen-aire studio.
- The Vasona Creek restoration project has the opportunity to tie into the educational curricula.
- The EMP survey asked campus users what programs could be added that weren't currently offered. Sustainability /green/ environmental programs was a common write-in answer.
- The EMP survey asked campus users about their preferred classroom locations, and "outside" was written in several times.