General Overview of Program Evaluation & Planning Process

Program Evaluation and Planning (PEP) is a process of self-study, evaluation, planning, and resource prioritization within the instructional programs, student services, and administrative services of Napa Valley College. Each program will complete the evaluation and planning process every six years, and more often for vocational programs.

This process is designed to enhance the integration of evaluation, planning, and budgeting. In good practice, planning processes are cyclical, and priorities for resource allocation result from the identification of goals. The conclusions from program evaluation are used to identify program objectives; those objectives are used to identify the resources needed and for budgeting. After plan implementation, further evaluation results in refined, revised plans, and so forth.

At the core of the Program Evaluation and Planning process is a self-study, conducted by faculty and staff within the program. The value of the self-study process for the program is that it:

- Identifies strengths and successes of the program, as well as areas for improvement;
- Improves the program, as the process yields explicit planning goals;
- Maximizes the possibility of obtaining resources, as resource requests are tied directly to planning goals and based on evidence; and
- Enhances promotion of the program, as the results of the process are shared with the campus community.

Dialogue and Discussion
All faculty and staff within the program have ownership of the Program Evaluation and Planning process. Therefore, the Program Evaluation and Planning Report (PEPR) should be completed through a collaborative effort. To ensure that the process is collaborative, the PEP team should hold periodic meetings, inviting all program faculty and staff to participate in the Evaluation and Planning process. The verification teams will look for evidence of broad participation.

In addition to holding program-level meetings, the evaluation team gathers input from program faculty, staff, and students through two surveys that are provided. In the first survey, faculty and staff list their recent accomplishments and identify staff development needs. The second survey measures student satisfaction with the program. Early in the Program Evaluation and Planning process, the evaluation team should distribute the surveys. The results from these surveys, as well as the data provided for each program, should be shared with faculty and staff to guide discussions and develop program plans. Referring to the data, survey results, and accreditation recommendations, program faculty and staff should conduct a “SWOT” analysis, identifying the strengths (S), weaknesses (W), opportunities (O), and threats (T) for the program. The resulting dialogue informs and shapes the Program Evaluation and Planning process.

Program Evaluation and Planning is organized around eight areas: Mission, Accreditation and External Reviews, Services, Curriculum and Instruction, Community Outreach, Student Success and Equity, Enrollment Trends and Student Satisfaction/Client Satisfaction, Current budget, and Planning and Budget Requests. After addressing the questions in the Program Evaluation Self Study form, the PEP team determines whether objectives need to be developed for any of the seven areas. The resulting objectives serve as the foundation for program planning (see Schedule A). [Note: In the resources section, rather than developing planning goals, the evaluation team identifies resource needs.]

At the end of the process, the completed Program Evaluation and Planning Report and completed Schedules A-I should be shared with all program personnel. After the evaluation team and the division chair sign the document, it is forwarded to the Office of Research, Planning, and Development for distribution to the appropriate verification team.

2-14-2010
Instruction, Student Services and Administrative Services