

Orientation for Participants in Fall 2024 Program Review Process

Information Included in Orientation Packet:

- Program Review Support Team
- Sections of the Program Review Report Form
- Timeline (including workshops)
- Descriptions of State of the Program (Viability, Stability, Growth)
- Program Planning Template (Excel):
<https://www.napavalley.edu/about/institutional-planning/program-review.html>
- For Academic and Student Support Services: Section I and Student Progressions
- Questions

Participants in Fall 2024 Program Review Process:

Program	Lead Writer	Supervising Administrator
1. Athletics	Kelly McCann	Jerry Dunlap
2. Child & Family Studies	Kari Powell	Doug Marriott
3. Computer Studies	Emery Stafford	Chris Farmer
4. Digital Design Graphics Technology	Gary Strommen	Bob Harris
5. English	Karen Larsen	Bob Harris
6. Hospitality, Culinary & Tourism Management	Elena Sirignano	Doug Marriot
7. Psychology	Jeff Wachsmuth	Jerry Dunlap
8. Counseling Services	Ryan Smith	Alex Guerrero
9. Testing Center	Ramon Salceda	Alex Guerrero

Program Review Support Team:

Member(s)	Contact for Questions Regarding:	Extension	Email
Robyn Wornall	Program Review Process (General)	X 7192	RWornall@napavalley.edu
Robyn Wornall	Data Analysis	X 7192	RWornall@napavalley.edu
Ana Clare Elizarrarás	Curriculum	X 7757	anaclare.elizarraras@napavalley.edu
TBD	Learning Outcomes Assessment		

***Note:** RPIE does not update or redo the data and analysis for programs that do not complete the program review process during the assigned academic term.

Sections of Program Review Report Form

Section Description	Contents
Program Review Report Page <i>Populated by RPIE</i>	Identifies: ○ Program review year ○ Area(s) of study ○ Degree(s)/Certificate(s) ○ Courses affiliated with the program } From Taxonomy (Academic Affairs)
Section I: Program Data <i>Data and analysis provided by RPIE</i>	A. Demand ○ Headcount and Enrollment ○ Average Class Size (including number of section offerings) ○ Productivity & Fill Rate (including FTES, FTEF, Capacity) ○ Labor Market Data (for CTE programs) B. Momentum ○ Retention & Successful Course Completion Rates ○ Student Equity (Retention and Successful Course Completion Rates) ○ Delivery Mode (Retention and Successful Course Completion Rates) C. Student Achievement ○ Program Completion (Awards, Average Time to Completion, provided ≥ 10 completers) ○ Program-Set Standards (Job Placement and Licensure Exam Pass Rates)
Section II: Curriculum	Status and recency of curriculum review among courses affiliated with program
Section III: Learning Outcomes Assessment	Status and recency of Learning Outcomes Assessment at course and program levels Summary of findings and actions
Section IV: Program Plan	○ State of program and rationale ○ Three-year plan for program ○ Description of current program resources
Section V: Program Highlights	Describe recent improvements and effective practices within the program, including reporting accomplishments/achievements associated with three-year program-level plan (from first three-year program review cycle)
Program Review Summary Page <i>Cover page (completed at end)</i>	Outlines: ○ Strengths ○ Areas for improvement ○ State of the program ○ Alignment with Institutional Mission and Goals ○ New objectives/goals ○ Process used to ensure “Inclusive Program Review”
Feedback and Follow-Up Form <i>To be completed by Supervising Administrator</i>	Includes: ○ Strengths and successes ○ Areas for concern ○ Recommendations for improvement ○ Anticipated resource needs

TIMELINE FOR PROGRAMS UNDERGOING PROGRAM REVIEW

FALL 2024

Date	Program Review Activity	Responsible Party
Summer 2024	Complete analysis for fall 2024 programs	RPIE
Friday, September 6 1:30-2:30 pm	Orientation for 7 Instructional Programs/Academic Support Services and 2 Student Support Services undergoing review	RPIE
Week of September 9	Support Programs: Identify program-specific data to incorporate into program review process	Lead Writer (with RPIE)
Week of September 9	Instructional Programs: Program Review template containing data (for Section I) distributed to Program Coordinators	RPIE
Friday, September 13 1:30-2:30 pm	Instructional Programs: Workshop on Data (Section I) Requests for additional data due to RPIE	RPIE
Wednesday, September 18 2:00-3:00 pm	Workshop for Instructional Programs: Curriculum & Learning Outcomes Assessment (Sections II & III)	Curriculum Committee Chair, Learning Outcomes Coordinator
Friday, September 27 1:30-2:30 pm	Workshop: Program Plan, Resources, Program Highlights and Summary of Program Review (Section IV-VI and Cover Page)	RPIE
By Late September	Support Programs: Report containing data (for Section I) distributed to Lead Writer	RPIE
Monday, October 21	Share complete draft with faculty and staff affiliated with the program 2 weeks for review and feedback (Oct 21-Nov 4)	Lead Writer
Monday, November 4	Forward complete report to Dean for feedback 2 weeks for review and feedback (November 4-18)	Lead Writer
Monday, November 18	Complete Feedback Follow-up Form - Forward the Word and Excel files (including feedback) to: Lead Writer, VP of Academic/Student Affairs, Dean of RPIE, RPIE Admin Assistant 3 weeks for review and Feedback (Nov 18-Dec 9, includes Thanksgiving recess)	Supervising Administrator
Week of December 9	Notification/completion letters sent to Program Coordinators (including cc to Dean, RPIE)	VPAA, VPSA
Monday, December 9	Collect feedback from fall 2024 participants (via survey)	RPIE
January 2025	Post completed fall 2024 reports on website	RPIE

Definitions of Viability, Stability, and Growth for NVC Program Review

State of Program	Definitions (Excerpts from Merriam-Webster Dictionary)	Operational Definition	Evidence
Viability	○ the ability to live, grow, and develop ○ the ability to function adequately ○ the ability to succeed or be sustained ○ feasibility	“Viability” describes a program that is not thriving in its current state.	○ Declining demand ○ Supply exceeds demand ○ Weak alignment of internal offerings and external needs ○ Decreased or lack of efficiency ○ Low performance and completion
Stability	○ the strength to stand or endure (firmness) ○ resistance to external factors or pressures ○ soundness ○ durability ○ reliability	“Stability” describes a program that is consistently strong and currently thriving.	○ Consistent, solid demand ○ Supply meets demand ○ Established alignment between internal offerings and external needs ○ Efficiency ○ Maintained or increasing performance and completion
Growth	○ the process of growing ○ progressive development (evolution) ○ expansion ○ improvement ○ refinement ○ enhancement	“Growth” describes a program that is currently expanding to meet increased need.	○ Consistently increasing demand ○ Demand exceeds supply ○ Refinement or creation of alignment between internal offerings and anticipated external needs ○ Expanded/Consistent efficiency ○ High performance and completion

Program Planning Template

	A	B	C	D	E	F
1	PROGRAM:	<i>Identify program here.</i>				
2	PLANNING YEARS:	2024-2025 through 2026-2027				
3						
4	Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
5	<i>Identify the Program/Service undergoing review.</i>	<i>Describe each unit-level initiative (as briefly as possible).</i>	<i>Use the drop-down menu to identify the academic year each initiative will be implemented.</i>	<i>If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience</i>	<i>Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart</i>	<i>Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.</i>
6						
7						
8						
9						
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15						
16	<i>If additional rows are needed, copy and paste rows above (to ensure that the formatting of the drop-down menus is maintained across all unit-level initiatives)</i>	<i>Contact RPIE staff if you need assistance.</i>				
17	<i>Once the program plan has been outlined above, the cells within certain columns can be merged together -- so that all resource needed to implement a specific unit-level initiative are linked to that one initiative.</i>	<i>Contact RPIE staff if you need assistance.</i>				

SUPPORT SERVICE

I. DESCRIPTION OF PROGRAM

A. Program Purpose

Describe the purpose of the program – as a general statement.
Following the general statement, a bulleted list may be used to describe the services offered.

B. Alignment with the Student Pipeline

Identify how the program's areas of responsibility align with the student experience.
At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

D. Delivery of Services (Modalities)

How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

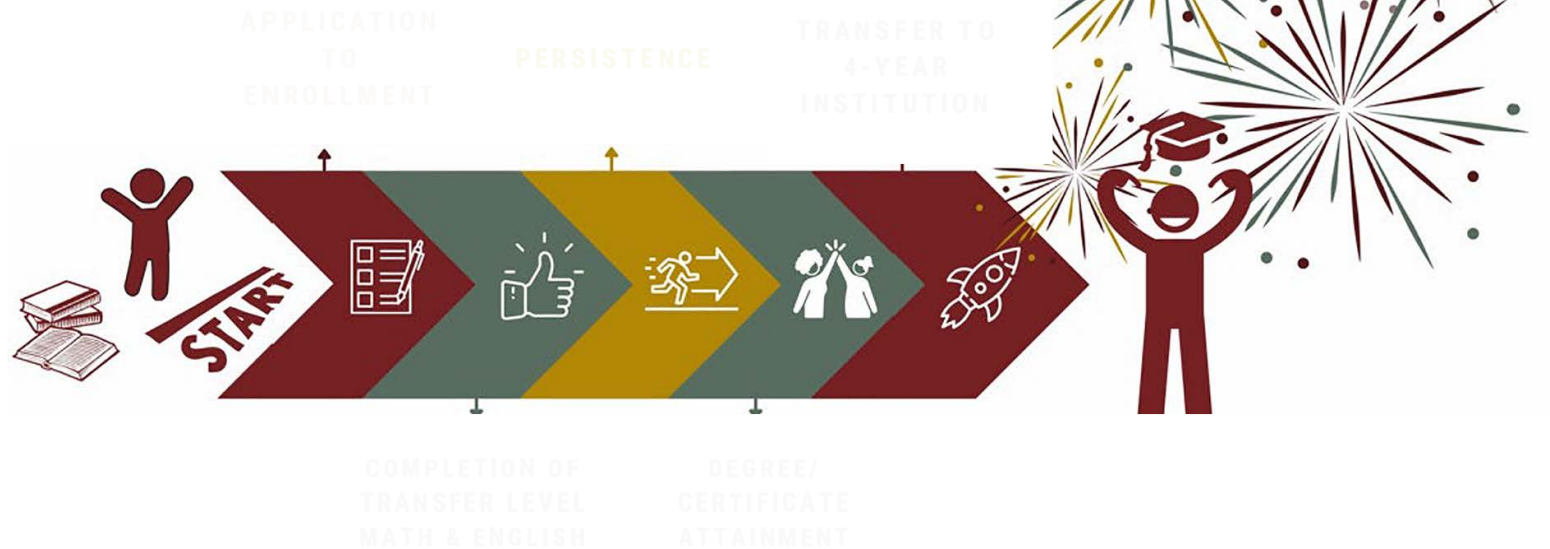
E. Effective Program

Program Reflection:

What does an effective student support service of the type that your program offers look like?
Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

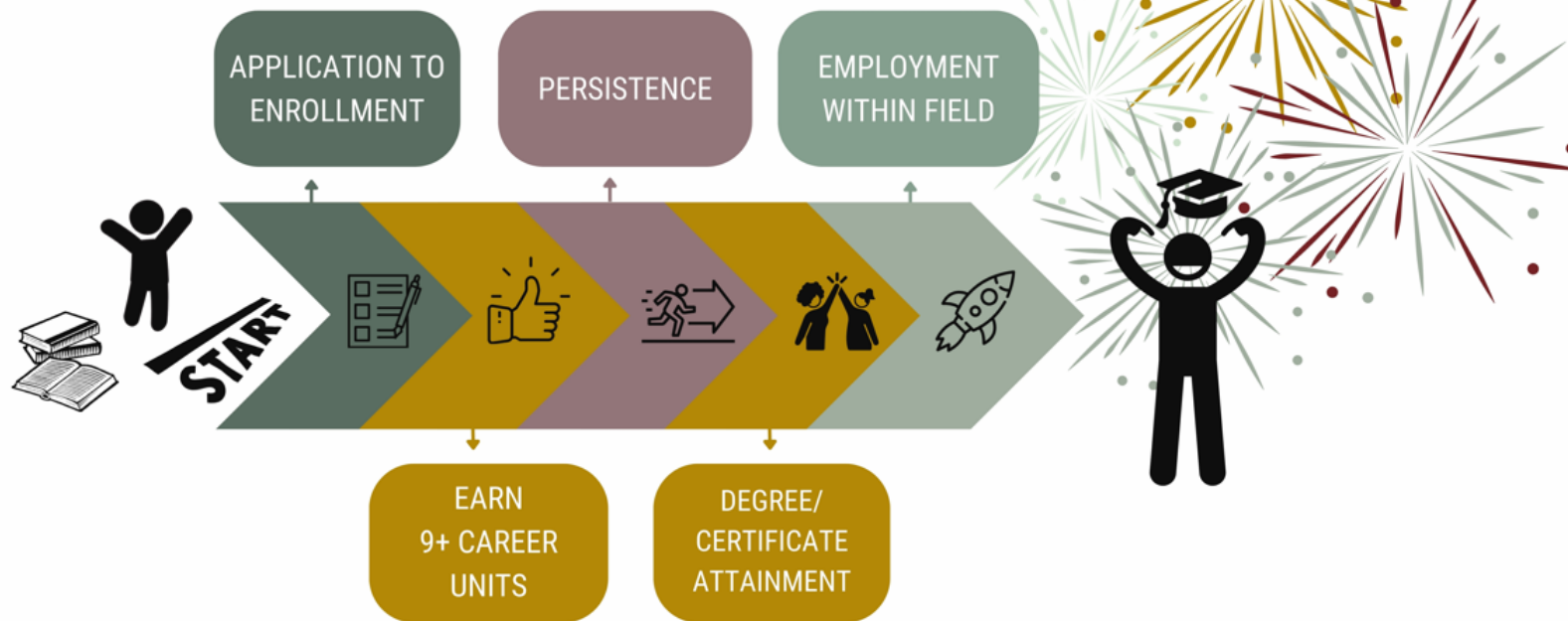


STUDENT PROGRESSION FOR TRANSFER-RELATED GOALS



This graphic describes the student experience/pipeline for students seeking a transfer-related goal. The five metrics included in the graphic reflect the Student Success Metrics of the California Community Colleges Chancellor's Office as well as the metrics included in the Student Equity Plan and the Guided Pathways Work Plan.

STUDENT PROGRESSION FOR CAREER-RELATED GOALS



This graphic describes the student experience/pipeline for students seeking a career-related goal. The five metrics included in the graphic reflect the Student Success Metrics of the California Community Colleges Chancellor's Office. Three of the metrics – application to enrollment, persistence, and degree/certificate attainment – align with the Student Equity Plan and the Guided Pathways Work Plan.