Section I: Program Data

The Office of Research, Planning, and Institutional Effectiveness (RPIE) provides the Program Review Report Form for Program Coordinators whose programs are scheduled to undergo review. The document provided by RPIE includes data and analysis for Section I as well as the portion of the Taxonomy of Programs that describes the program at the time of the review. The Taxonomy of Programs, which is maintained by the Office of Academic Affairs, identifies the program components – including degrees, certificates, areas of study, and courses affiliated with the program.

Data for Section I are organized into three categories:
- data describing <u>demand</u> for the program;
- data tracking student <u>momentum</u> within the program; and
- data summarizing <u>student achievement</u> associated with the program.

The following measures are covered within these three categories:
- Demand:
  - Headcount and Enrollment
  - Average Class Size
  - Fill Rate and Productivity
  - Labor Market Data (for Career Technical Education programs)
- Momentum:
  - Retention and Successful Course Completion Rates
  - Retention and Successful Course Completion Rates, Among Student Equity Groups
  - Retention and Successful Course Completion Rates, Based on Course Delivery Mode
- Student Achievement:
  - Program Completion
  - Program-Set Standards (for programs with job placement and licensure exam pass rates)

This section of the Program Review User's Manual is intended to serve as a reference guide for Program Coordinators and Academic Deans as they complete Section I of the Program Review Report Form. It provides a general description of the purpose of each set of metrics, definitions of the measures, an outline of the analysis provided by RPIE, and a set of questions intended to prompt dialogue and reflection among faculty and staff affiliated with the program, as the Program Review Report is being drafted.

*<u>Note</u>: The lists of questions/prompts throughout this User's Manual are not intended to be exhaustive. The Program Review Report does not need to address each question directly. In combination, the data, analysis, and questions should be used to inform a reflective and honest discussion about the state of the program – and develop plans for the future.

Questions regarding the data and analysis provided in Section I should be directed to the Research Analysts or other RPIE staff members.

I.A Demand

I.A.1 Headcount and Enrollment

General Purpose:
- o   Headcount and enrollment measure student demand for the program as well as courses affiliated with the program.

Definitions:
- o   Headcount represents the number of unique students enrolled within the program during the academic year. If a student enrolls in multiple courses within the program in the same year, that student is counted once. Headcount is not duplicated to reflect enrollment in more than one course or across more than one academic term within the academic year.

- o   Enrollment reflects the number of registrations by individual students. It is duplicated across courses and academic terms. A student enrolled in one course in the summer and three classes in both the fall and spring terms accounts for a total of 7 enrollments across the academic year. It represents the number of "student-course enrollment" combinations across the three academic terms. The ratio of enrollment : headcount reflects the average number of registrations per student (within the program or across the institution).

Data & Analysis: The table reports headcount and enrollment within the program and across the institution for the past three academic years, as well as course-level enrollments for courses associated with the program. The analysis provided by RPIE describes recent trends in headcount and enrollment within the program – and compares those program-level trends to institution-level trends over the past three years. Three-year enrollment trends among individual courses are reported in the table, and the analysis highlights courses with increases/decreases that exceeded 10% (between year 1 and year 3). For programs that include Areas of Study, a similar summary and analysis are provided for each area.

Questions to Help Guide Program Reflection:
- o   Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o   Do program-level trends reflect institution-level trends? If program-level trends are lagging behind institutional trends, what might account for those differences? What strategies might be implemented to increase enrollment or/and draw more students into the program?
- o   What is the relationship between headcount and enrollment within the program? Do they track together? Are there unique features of the program that impact the relationship between the two measures?
- o   Do course-level trends reflect program-level trends? Are any of the courses with enrollments lagging behind program-level trends surprising? What strategies might be implemented to address the gap?
- o   Does student demand differ among different types/categories of courses in the program (e.g., introductory, intermediate, and advanced levels; courses affiliated with the General Education pattern vs. courses in a specialized area of inquiry/Area of Study within the discipline)?
- o   Which courses might be experiencing increases/decreases in demand? Consider strategies (e.g., monitoring, marketing, scheduling changes) to incorporate into the program plan.

- o Is additional information needed to drill deeper into enrollment trends (e.g., longitudinal studies, term-to-term persistence within the program)?
- o Note possible activities/strategies pertaining to headcount and enrollment that should be incorporated into the program plan (for Section IV).

I.A.2 Average Class Size

General Purpose:
- o Average class size summarizes the relationship between enrollment and section offerings at the course and program levels. It is one measure associated with scheduling practices.

Definition:
- o Average class size represents the average number of students enrolled in each section of each course within the program. Averages are calculated at the course level, the program level, and across the institution. As noted at the bottom of the table in the Program Review Report Form, average class size is calculated as:

$$\frac{\text{Total number of enrollments}}{\text{Total number of sections}}$$

This calculation method applies to all figures reported in the table – whether at the course, program, or institutional level, across the academic year or the three-year period. Average class size across the program is not calculated as the average of the course-level averages.

Data & Analysis: The table reports the number of section offerings and the average class size for each course (and area of study, if applicable), the program as a whole, and the institution for three academic years. The average section size across the three-year period (for the course, area of study, program, and institution) and the three-year trends are reported in the final two columns of the table. For programs that do not have cross-listed/concurrent sections, the average class sizes reported in the table are calculated from the number of enrollments within each academic year (as reported in Section I.A.1) and the number of sections (reported in the table for Section I.A.2). The analysis provided by RPIE focuses on the three-year average class size and the three-year trend, with program-level figures compared to institution-level figures. Trends in average class size among individual courses are reported in the table, and the analysis highlights courses with increases/decreases that exceeded 10% (between year 1 and year 3). For programs that include areas of study, a similar summary and analysis are provided for each area.

Additional Information:
Some changes in average class size at the course level align directly with changes in enrollment (reported in Section I.A). This pattern typically emerges when the number of section offerings in year 1 (of the three-year period) equals the number of section offerings in year 3. To avoid repetition between Sections I.A.1 and I.A.2, courses with trends in average class size which mirror trends in enrollment should be discussed within the context of Section I.A.1. [Parenthetical reference to the reflection in Section I.A.1 can be included within Section I.A.2, per the writer's discretion.]

Although enrollments factor into the calculation of average class size (numerator), the two measures do not always track together. For example, if both enrollment and section offerings increase, average section size might decrease.

	Enrollment	Section Offerings	Average Class Size
Year 1	72	2	36
Year 3	100	4	25
Change	38.9%	100%	-30.6%

Similarly, if both components decrease, average section size might increase.

	Enrollment	Section Offerings	Average Class Size
Year 1	100	4	25
Year 3	72	2	36
Change	-28%	-50%	44%

In some cases, the two components of average class size move in opposite directions – with one measure increasing and the other decreasing over the three-year period. The narrative in the reflection associated with this section of the Program Review Report should address these cases directly, with a focus on responsiveness to student demand and the implications for future scheduling.

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Is there anything surprising about average class size or recent trends at the course or/and program level(s)? How does average class size compare with current institutional practices regarding section cancellation?
- o Are recent changes attributed to enrollments, section offerings, a combination of the two? (Trends that are driven by changes in enrollment – with changes in average class size reflecting changes in enrollment, and no change in section offerings – should be discussed within Section I.A.1.)
- o If the number of section offerings changed/fluctuated in recent years, did enrollments change accordingly/as anticipated?
- o What is the relationship between student demand and section offerings at the course and program levels?
- o Were section offerings expanded/reduced too quickly or too regularly? Were increases/decreases in offerings sustainable in light of recent enrollment trends?
- o What is the "ideal" class size for the program or for individual courses within the program? What are the unique features of the program/course that determine that "ideal"? What is the gap between the "ideal" and recent data/trends? What strategies might be implemented to address/mitigate the gap?
- o How can the information about average class size be used to inform future scheduling practices?
- o Is additional information needed to drill deeper into average class size?
- o Note possible activities/strategies pertaining to average class size that should be incorporated into the program plan (for Section IV).

I.A.3 Fill Rate and Productivity

General Purpose:
- o Fill rate and productivity summarize the relationship between capacity and enrollment (i.e., supply and demand) and the relationship between full-time-equivalent students and faculty assignment (i.e., commitment of program resources). Fill rate and productivity are associated with resource allocations – pertaining to facilities (including room size/classroom capacity) and staffing.

Definitions:
- o The fill rate represents the proportion of seats available that are occupied by students. Fill rate is calculated as:

$$\frac{\text{Number of students enrolled}}{\text{Number of seats available (i.e., class capacity)}}.$$

Fill rate is measured by the number of enrollments across sections as of Census Day divided by the maximum capacity of those sections. If 15 students are enrolled in a section with capacity of 20, the fill rate is 75%.

- o Productivity summarizes the relationship between the number of full-time-equivalent students (FTES) and the number of full-time-equivalent faculty (FTEF). It is calculated as:

$$\frac{\text{Number of full-time-equivalent students (FTES)}}{\text{Number of full-time-equivalent faculty (FTEF)}}.$$

Productivity represents the number of full-time-equivalent students generated by each full-time-equivalent faculty member within the program.

- o *Notes on FTES and FTEF: As indicated by their names, FTES and FTEF are measures of "equivalents." They do not represent individual students or faculty (unless a student's load or a faculty load match the respective criterion described below).

   - o One FTES is based on the standard of one student enrolled full-time (with a unit load of 15 units) across two academic terms. This represents the equivalent of 525 Weekly Student Contact hours (WSCH) (15 hours/week * 17.5 weeks/term * 2 terms = 525 hours).

   - o One FTEF represents the equivalent of one full-time faculty load. If the standard full-time load is 15 units, then 3 part-time faculty members teaching one 5-unit class (each) combine to yield one FTEF (equivalent) (3 faculty * 5 units/faculty = 15 units total).

Data & Analysis:
The table provided by RPIE reports:
   - o enrollments, capacity, and the derived fill rate based on those two measures; as well as
   - o the number of full-time-equivalent students (FTES), full-time-equivalent faculty (FTEF), and the derived productivity level based on the ratio of those two measures.

Fill rates are calculated at the program level for the three most recent academic years and across the three-year period. The analysis of fill rate describes trends in program-level fill rate based on changes in enrollment and capacity (between year 1 and year 2, and between year 2 and year 3).

Productivity is reported at the program level for the three most recent academic years and across the three-year period. The analysis of productivity includes program-level trends as well as comparison between the three-year productivity level and the target of 17.5 FTES per FTEF. This target reflects one FTEF accounting for 17.5 FTES across the academic year.

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Do recent patterns in fill rate align with student demand described in the enrollment section?
- o Is there anything surprising about the fill rate or productivity within the program? Is the program able to sustain recent trends in productivity?
- o What are the implications for the program regarding potential for growth?
- o How do fill rate and productivity relate to current program resources? What are the implications for scheduling, facilities, and staffing?
- o What is the relationship between productivity in the program and the target of 17.5 FTES per FTEF? Are there unique features of the program that impact productivity?
- o Is additional information needed to drill deeper into fill rates (i.e., at the course/section level) or productivity (i.e., proportion of FTEF associated with full-time faculty)?
- o Note possible activities/strategies pertaining to fill rate and productivity that should be incorporated into the program plan (for Section IV).

I.A.4 Labor Market Demand

General Purpose: Labor market data is provided for Career Technical Education programs, to monitor anticipated demand and employment opportunities for NVC graduates among local/regional industries.

Data & Analysis: Data from the Economic Development Department – including projected growth in the number of positions available and the average number of job openings (annual, anticipated) – for the industry that is most closely aligned with the NVC program (based on the Standard Occupational Classification (SOC) Code) are reported in the table. Projections are provided for three areas – Napa County (local), the Bay Area (regional), and California (state). The analysis highlights changes anticipated over a ten-year period (defined by the Economic Development Department).

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o What is the relationship between the number of NVC graduates and projected (annual) job openings?
- o What are the implications regarding demand for future students with requisite skill sets?
- o How does the program ensure that it meets and will continue to meet the needs of the regional labor market?
- o Is additional information needed to drill deeper into labor market demand?
- o Note possible activities/strategies pertaining to labor market demand that should be incorporated into the program plan (for Section IV).

I.B Momentum

I.B. 1 Retention and Successful Course Completion Rates

General Purpose:
- o   Retention and successful course completion rates measure student performance within individual academic terms. They are measures of student progress along the way to an educational goal or outcome, such as degree/certificate completion or transfer.

Definitions:
- o   The retention rate reflects the proportion of students who are retained within a single semester; that is, from Census Day through the end of the semester, without withdrawing. It is calculated as:

$$\frac{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I assigned}}{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I, W assigned}}.$$

Students that receive a W grade are not counted as "retained."

- o   The successful course completion rate represents the proportion of students that receive passing grades (i.e., grades of A, B, C, P) in their courses; that is, the proportion of passing grades that are assigned. It is calculated as:

$$\frac{\text{Number of student enrollments with grades of A, B, C, P assigned}}{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I, W assigned}}.$$

Data & Analysis: The three-year retention and successful course completion rates at the course, program, and institutional levels are reported in the table provided by RPIE. The analysis includes:
- o   comparison of program-level rates and the institution-level rates, as well as
- o   comparison of course-level rates and program-level rates.

Statistically significant differences between program-level and institutional rates are highlighted in the table (through **bold** font). Statistically significant differences between course-level and program-level rates are indicated in the table (through ***bold italics*** and notation indicating whether the course-level rate was above or below the program-level rate). For programs that include areas of study, similar notation is incorporated into the table.

The analysis includes a general comparison of the three-year program-level retention and successful course completion rates (vs. the corresponding three-year rates at the institutional level). Courses with significantly lower rates (vs. the corresponding program-level rate) are highlighted in the narrative. A summary of program-level performance in the context of retention and successful course completion rates among NVC's 59 instructional programs is also provided (through identification of the percentile representing the program's performance associated with the two measures). The analysis concludes with a comparison of retention and successful course completion rates (i.e., mathematical difference between the retention rate and the successful course completion rate) – which reflects the proportion of non-passing grades assigned to students in all courses affiliated with the program. Courses with a difference exceeding 10% (retention minus successful course completion) – indicating that more than 10% of students received grades of D, F, I, NP – are identified in the narrative.

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Are any of the results (program vs. institution, course vs. program, difference between the two rates) surprising?
- o Do program-level retention and successful course completion rates reflect institution-level rates? If program-level rates are lower than institution-level rates, what strategies or supports might be implemented to improve program-level performance? In which courses should those strategies or supports be implemented?
- o Is more information needed, to help determine the need for a prerequisite, corequisite, or advisory/recommended preparation?
- o Are there effective practices within the courses that claim retention and successful course completion rates above the program-level rates which can be expanded/applied to courses with rates below the program-level rates?
- o For courses with the largest differences between retention and successful course completion rates (i.e., the largest proportion of non-passing grades assigned), what might be the source of those differences? How might the difference be addressed or mitigated?
- o Does retention, successful course completion, or the difference between the two rates vary among different types/categories of courses in the program (e.g., introductory, intermediate, and advanced levels; courses affiliated with the General Education pattern vs. courses in a specialized area of inquiry within the discipline)?
- o How do successful course completion rates at the program and course levels compare to the institution-set standard of 70%?
- o Is additional information needed to drill deeper into retention and successful course completion rates?
- o Note possible activities/strategies pertaining to retention and successful course completion that should be incorporated into the program plan (for Section IV).

I.B.2 Student Equity

General Purpose:
- o The comparison of retention and successful course completion rates among student subpopulations (program vs. institutional level) provides additional information to identify differences in student experiences/success within the program.

Definitions:
- o See definitions of retention and successful course completion rates above (within Section I.B.1).

Additional Information:
The information provided in this part of the Program Review Report is based on an analysis of retention and successful course completion among student subpopulations at the institutional level. The analysis was based on the program review data set spanning 2020-2021 through 2022-2023. The results from that analysis were used to guide the analysis conducted at the program level – focusing on the demographic groups with significantly lower retention and successful course completion rates across all NVC credit courses (for the defined three-year period).

See supporting document for 2023-2024 program review process: *Student Equity Analysis of Retention and Successful Course Completion at the Institutional Level (Academic Years 2020-2021 through 2022-2023)*.

Data & Analysis: The analysis of student equity focuses on the following student subpopulations, which experienced disproportionate impact at the institutional level:
- o African American/Black students (retention and successful course completion rates);
- o Pacific Islanders (retention rate);
- o Latinx/Hispanic students (successful course completion rate);
- o Students 19 and younger (successful course completion rate);
- o First-Generation students (successful course completion rate); and
- o Not disabled students/students without a disability reported (successful course completion rate).

The analysis highlights groups that claimed significantly lower rates within the program than they did across the institution as a whole (based on tests of statistical significance). The narrative also includes reference to patterns in retention and successful course completion at the program level (vs. the institutional level), as patterns similar to those found across the program tend to emerge among student subpopulations as well.

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Are any of the differences between program-level and institution-level rates surprising? What strategies have you already been employing and what strategies might you implement/expand in order to address the findings?
- o Are there any (general) strategies associated with retention and successful course completion (identified in Section I.B.1) that could be directed toward specific demographic groups first?
- o Is additional information needed to drill deeper into retention and successful course completion rates among student subpopulations?
- o Note possible activities/strategies pertaining to student equity that should be incorporated into the program plan (for Section IV).

I.B.3 Retention and Successful Course Completion Rates by Delivery Mode

General Purpose:
- o The comparison of retention and successful course completion by delivery mode provides additional information regarding factors that might be impacting student performance within the program or/and within individual courses.

Definitions:
- o See definitions of retention and successful course completion rates above (within Section I.B.1).

Additional Information:
The information provided in this part of the Program Review Report is based on an analysis of retention and successful course completion by course delivery mode at the program level. The analysis was based on the program review data set spanning 2020-2021 through 2022-2023.

Data & Analysis: The comparison of retention and successful course completion by delivery mode includes courses offered in-person, online, and in hybrid format. The analysis includes courses offered through different delivery modes within the same academic year. It does not include comparison of all courses offered through in-person, online, and hybrid delivery modes. This approach is intended to help control for differences between courses. Statistically significant differences in rates based on delivery mode are highlighted in the table (significantly lower rates appear in ***bold italics***) and in the narrative.

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Are any of the differences between program-level and institution-level rates surprising? What strategies have you already been employing and what strategies might you implement/expand in order to address the findings?
- o What features of the program might differ from the institution as a whole (and account for differences between program and institutional performance rates)?
- o Are there any (general) strategies associated with retention and successful course completion (identified in Section I.B.1) that could be implemented among courses based on delivery mode?
- o What are possible strategies to help mitigate differences/address gaps in performance among course sections offered through different delivery modes?
- o What characteristics of courses included in the analysis might contribute to differences in performance based on delivery mode?
- o Is additional information needed to drill deeper into retention and successful course completion rates by delivery mode?
- o Note possible activities/strategies pertaining to course delivery mode that should be incorporated into the program plan (for Section IV).

I.C Student Achievement

I.C.1 Program Completion

General Purpose:
- o Program completion is a measure of student achievement as well as institutional effectiveness, as it tracks completion of degree and certificate requirements among students and award conferral by programs across the institution.

Data & Analysis: The data reported by RPIE includes the number of degrees/certificates associated with the program, the corresponding degrees/certificates awarded across the institution, and the average time to degree/certificate at the program and institutional levels. The analysis covers the trends in program awards, including comparison with institution-level trends for the respective types of awards (e.g., AA-T, AS-T, AA, AS, Certificates). The narrative also identifies the proportion of NVC degrees/certificates that are attributed to the program and summarizes recent trends associated with those figures. ~~The average time to degree/certificate among recent cohorts of graduates are reported for both the program and the institution.~~

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o What is the trend in program completion? How does that trend compare with recent trends in enrollment? (Note: Changes in program completion will likely lag behind changes in enrollment/headcount, as completion of degree/certificate requirements takes more than one academic year.)
- o What strategies might be implemented to increase completion or/and decrease time to completion (e.g., communication strategies to increase student awareness of degree/certificate offerings and requirements, scheduling practices designed to support

completion)?
- o Is additional information needed to help identify attrition points among students?
- o What might be done to increase persistence or continuous enrollment (from term to term) within the program?
- o Is additional information needed to drill deeper into program completion?
- o Note possible activities/strategies pertaining to program completion that should be incorporated into the program plan (for Section IV).

I.C.2 Program-Set Standards

General Purpose:
- o Job placement rates and licensure exam pass rates are monitored regularly and evaluated against local standards of academic quality, as defined by the program (for programs with job placement rates and/or licensure exams).

Data & Analysis: Recent job placement rates are provided for programs that are included in the Perkins IV Core Indicator 4 (Employment) Reports. Recent licensure exam pass rates for Health Occupations programs are reported, based on performance of NVC graduates who recently took licensure exams. The analysis provided by RPIE includes comparison of recent performance against standards and stretch goals established by the local program. The program-set standard for each program represents the expectation for academic quality (the minimum expectation, or floor), while the stretch goal represents the aspirational goal for the program (or ceiling).

Questions to Help Guide Program Reflection:
- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o How does recent performance relate to the program-level standard and stretch goal?
- o Do the identified thresholds need to be revisited/revised?
- o Is additional information needed to drill deeper into job placement rates or/and licensure exam pass rates?
- o Note possible activities/strategies pertaining to job placement and licensure exams that should be incorporated into the program plan (for Section IV).

Section II: Curriculum

The portion of the Taxonomy of Programs that identifies the courses, degrees and certificates, and areas of study associated with the program undergoing review is used to structure this section of the report.

Two tables are included in Section II of the Program Review Report – one pertaining to courses within the program (Section II.A) and one pertaining to degrees/certificates offered by the program (Section II.B). The first three columns of each table have been pre-populated by the Curriculum Committee Faculty Co-Chair and/or the Curriculum Analyst, based on information recorded in CourseLeaf or/and the Course Review Dates file maintained by the Scheduling Office.

A. Courses
- o The table for Section II.A includes the following column headings:

Subject	Course Number	Date of Last Review & Approval by the Curriculum Committee *(Courses with last review dates of six years or more must be scheduled for immediate review)*	Has Prerequisite/ Corequisite* *Yes/No* **(Include Date of Last Review)**	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* **(Include Anticipated Academic Year)**	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* **(Include Anticipated Academic Year)**	No Change

Pre-Populated Portions of Table (Columns 1 – 3):
- o The following sources are used to identify the courses listed in the pre-populated table (Columns 1 and 2):
  - o The Taxonomy of Programs
  - o Recent Curriculum Packets (for new or pending courses not included in the taxonomy)
- o The date of last review and approval by the Curriculum Committee is noted in Column 3.
  - o Note for Column 3: To be in compliance with accreditation standards, course outlines of record must be submitted to the Curriculum Committee for regular review, ideally within each Program Review cycle but not no more than every six years. Schedule course review accordingly. **Courses that have last review dates of six years or more must be scheduled for immediate Curriculum Committee review.**

Instructions for Completing Columns 4 – 7 of Table:
- o Use the Course Outlines of Record in CourseLeaf to fill in Column 4 of the table:
  - o Enter a "Y" for each course with a prerequisite or corequisite (based on Section C of COR) and report the date of the last Curriculum Committee review of the COR (in MM/DD/YYYY format). Otherwise, enter "N/A" to indicate that it does not apply to the course.
  - o Note for Column 4: Prerequisites and corequisites must be reviewed every six years (or every two years for CTE courses) to assure that they remain necessary and appropriate. In most cases, faculty will be required to document and compare the exit skills (objectives) of the prerequisite course with the entry skills established for the target course in a process called content review. (Closely related lecture-lab pairings and requisites required by four-year institutions are exempt from this

review). Consult with the Curriculum Committee Faculty Co-Chair and/or division representative for assistance regarding exit/entry skills and review requirements. For a more detailed explanation of these regulations, please see the Chancellor's Office Guidelines for Title 5 Regulations Section 55003.

- o The remainder of the table outlines anticipated changes in curriculum/course offerings:
  - o Column 5: If a course needs revision, identify the type of modification needed (coded as "NS" or "S") and describe the anticipated change. (Refer to the Curriculum Committee document below for substantive and non-substantive changes). Identify the academic year of the anticipated revision. The revision should occur within the next three-year period.
    - o Examples: NS – addition to AA/AS degree GE list (2025-2026), S – change in units (2026-2027)
  - o For information regarding substantive and non-substantive curriculum modifications, see the document from NVC's Curriculum Committee on Substantive vs Non-substantive Curriculum Modifications (https://www.napavalley.edu/programs-and-academics/academic-affairs/academic-senate/committees/documents/Substantive%20Changes.pdf).
  - o Column 6: If a course should be archived, indicate the reason (Obsolete, Outdated, or Irrelevant). Identify the anticipated academic year when the course will be archived. The archiving should occur within the next three-year period.
  - o Column 7: If no changes are needed (i.e., Columns 5 and 6 are empty), place an "X" in the final column of the table.

B. Programs
  - o The table for Section II.B includes the following column headings:

Title of Degree or Certificate	Implementation Date	Required Documentation Complete++ *Yes/No*	In Need of Revision *and/or Missing Documentation* (Include Anticipated Academic Year)	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* (Include Anticipated Academic Year)	No Change

Pre-Populated Portions of Table (Columns 1 – 3):
  - o The following sources are used to identify the degree/certificate programs listed in the pre-populated table (Columns 1 and 2):
    - o The Taxonomy of Programs
    - o Recent Curriculum Packets (for new or pending courses not included in the taxonomy)
  - o Column 1 lists the title/name of each degree/certificate program along with the type(s) of degrees/certificates offered by the program (e.g., AA, AS, AA-T, AS-T, Certificate of Achievement).
  - o Column 2 identifies the Implementation Date based on CourseLeaf records.
  - o Column 3 indicates whether the documentation is complete (Yes or No).
  - o If there are not any degrees/certificates associated with the program, the first row of the table will include the following note: "This section does not apply to the *** Program, as there are not any degrees or certificates associated with it. See Taxonomy of Programs earlier in this report." (The *** notation will be replaced with the name of the program.)

Instructions for Completing Columns 4 – 6 of Table:
  - o The remainder of the table outlines anticipated changes in curriculum/program offerings:
    - o Column 4: If a degree or certificate needs revision or is missing documentation,

identify the type of modification or documentation needed. Identify the academic year of the anticipated revision. The revision should occur within the next three-year period.

- o Column 5: If a degree or certificate should be archived, indicate the reason (Obsolete, Outdated, or Irrelevant). Identify the academic year of the anticipated revision. The revision should occur within the next three-year period. Note that a Program Discontinuance or Archival Task Force will need to be convened.
- o Column 6: If no changes are needed (i.e., Columns 4 and 5 are empty), place an "X" in the final column of the table.

Consult with the Curriculum Committee Chair, Articulation Officer, and Curriculum Analyst, as needed, for assistance with Section II.

Questions to Help Guide Program Reflection:
- o Reflect on the information summarized in the table. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement relative to curriculum review and development within the program.
- o Provide a general description of the curriculum for the program, including regular/periodic review, recency of course materials, course sequencing, and recent changes in program offerings.
- o Do any of the findings/patterns in the data in Section II (e.g., student enrollment across a sequence of courses, successful course completion rates within individual courses) have implications for curriculum?
- o How effective are the prerequisites and corequisites that are in place? Have all requisites been validated through the content review process within the last six years (or last two years for CTE courses). Are requisites consistent with current placement practices for math and English courses as required by AB 705/1705? Please contact the Curriculum Committee Chair and Articulation Office if you have questions on best practices for phrasing requisite language.
- o If changes in curriculum are anticipated (revision or archiving as reported in the table) what will the program look like following implementation? How will the program ensure that the new structure meets student needs (in terms of preparation, transfer, training, industry standards, requirements for degrees/certificates within and outside of the program)?
- o What courses (or types of courses) do you anticipate creating and implementing (or unarchiving) in the next three years? How will they fit into and potentially impact the program?
- o Review the alignment between the Taxonomy (Section I) and information in CourseLeaf – including degrees/certificates listed in CourseLeaf. Identify any discrepancies between the two sources.
- o Is additional information needed to drill deeper into the status and needs of curriculum?

Section III: Learning Outcomes Assessment

Refer to the following documents (provided by the Learning Outcomes Assessment Coordinator) to complete Section III:

- o Assessment: Program Four-Column Report Prior to Nuventive Migration
- o Assessment: Course Four-Column Report Prior to Nuventive Migration
- o Assessment: Program Two-Column Report
- o Assessment: Course Two-Column Report
- o Mapping: Curriculum Mapping
- o Program Assessment Plan
- o SLO Assessment for Degrees & Certificates Worksheet

Note that these documents are provided to the Program Coordinator to support the program review process and inform the development of a program plan. The documents listed above will <u>not</u> be incorporated directly into the Program Review Report. The narrative in the "Reflections" portions of Section III should include enough summary information to describe the state of the program (without the supporting documentation).

Consult with the Learning Outcomes Assessment Coordinator, as needed, for assistance with Section III.

III.A Status of Learning Outcomes Assessment

Instructions for Completing Section III.A:
- o Review the status of learning outcomes assessment within the program by consulting the documents and the pre-populated tables provided in the Program Review Report Form.
- o Any differences between current/"active" courses and those listed in the Taxonomy of Programs should be highlighted in the Program Review Report (including changes in course offerings – archived and new offerings). The number of courses reported and the degrees/certificates listed in Section III.A should align with information included in Sections II.A and II.B.

Questions to Help Guide Program Reflection:
- o Reflect on the status of learning outcomes assessment within the program and identify areas of strength, areas of concern, and strategies for maintenance and/or improvement, particularly regarding outcomes statements, assessment methods, alignment between course and program outcomes, "location" of outcomes assessment activities, and completing assessment activities according to schedule.
- o Note: The "Reflection" should cover both the course and program/degree/certificate levels.
- o The questions listed below are provided as prompts for guiding the discussion. The state of learning outcomes assessment within the program should determine the focus of the "Reflection." The "Reflection" does not necessarily need to cover every question.
- o Should any outcomes statements be revised, simplified, or clarified?
- o Are the assessment methods serving the program well? Would new approaches or different assessment methods produce different results?
    - o Do the Curriculum Maps accurately reflect the relationship between course and program/degree/certificate outcomes? Do the maps need to be adjusted/updated to reflect changes in program expectations (including degree/certificate requirements, skill development across a sequence of courses)?
- o Does the number of learning outcomes align with the assessment cycle? Can all learning outcomes realistically be assessed within the defined cycle?

o Describe the Program Assessment Cycle (general/overview). Have assessment activities been completed according to schedule? What is the alignment between the Program Assessment Plan and recent assessment activities?

o Have follow-up assessments/Action Plans been incorporated into the Program Assessment Plan? Have improvements been implemented as planned?

o Note: If you identify course outcomes that need changing on course outlines, be sure to identify these as non-substantial modifications in the table included in Section II.A (course curriculum).

o Note: If you change program outcomes, they now go through a separate curriculum process. First, you submit the changed outcomes to the Learning Outcomes Coordinator who will then submit them to the Curriculum Analyst. (They will go as a consent item to the Curriculum Committee. Also, revising the program outcomes no longer requires the entire program to go through the curriculum review process. As you revise your existing programs, remove the program outcomes, and do not include them on new program outlines.)

o Describe plans to address any gaps identified through the program review process.

III.B Summary of Learning Outcomes Assessment Findings

Instructions for Completing Section III.B:
o Summarize the key results from learning outcomes assessment within the program and changes/actions taken to improve student learning in recent years.

o The narrative in the Program Review Report should summarize and synthesize the information stored in TracDat. (Note that the four-column course- and program-level reports from TracDat will not be incorporated into the Program Review Report.)

o The program review process should be used to reflect on assessment results across the program in a more comprehensive way.

Questions to Help Guide Program Reflection:
o Reflect on the results of learning outcomes assessment within the program and identify areas of strength and/or areas for improvement/concern, particularly regarding findings about student learning within the program, the nature of the dialogue around outcomes assessment findings, and the implementation of improvements.

o The questions listed below are provided as prompts for guiding the discussion. The state of learning outcomes assessment within the program should determine the focus of the "Reflection." The "Reflection" does not necessarily need to cover every question.

o How do faculty approach assessment? How do faculty reflect upon assessment data?

o Highlight some of the results of outcomes assessment at the course and program levels – including successes, challenges, and surprising findings.

o Describe any new findings that resulted from the program review process (and a more holistic view of outcomes assessment within the program).

o What has the program has done to facilitate meaningful dialogue among faculty?

o What form has the dialogue taken? How regular or frequent is the dialogue?

o How would you describe the quality of the dialogue around outcomes assessment?

o What mechanisms does the program use to include adjunct faculty in the assessment process?

o Is the information recorded in TracDat useful for informing dialogue? If not, what additional information should be incorporated into the TracDat summaries?

o How are assessment results used to identify areas for improvement?

o What methods are used to ensure timely implementation of improvements?

o Do action plans indicate a need or opportunity for cross-discipline collaboration or institutional support?

o What resource needs have been identified based on outcomes assessment results? Have those needs been addressed? If so, what was the impact on outcomes attainment?

Section IV: Program Highlights

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

The Strategic Initiatives that emerged from the last review of the program are listed at the beginning of Section IV (in the template populated with the data and analysis from RPIE). Describe the components of the program plan that were implemented since the last review (i.e., over the past three years). The accomplishments/achievements can be presented in the form of a bulleted list. Completed program review reports are posted on the RPIE website for reference: https://www.napavalley.edu/about/institutional-planning/program-review.html.

B. Recent Improvements

Briefly describe improvements implemented by the program over the past three years. Recent improvements should be listed in bulleted format. The list is intended to identify the most impactful improvements (and does not need to be an exhaustive list of all recent improvements).

C. Effective Practices

Briefly describe the program's effective practices for ensuring academic quality, meeting student needs, increasing student success, or/and improving student learning. Effective practices should be listed in bulleted format. The list is intended to identify the most impactful practices (and does not need to be an exhaustive list of all effective practices).
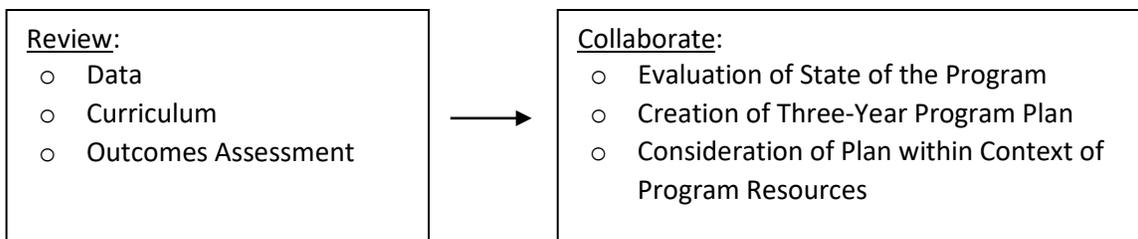
Sections V and VI: Program Plan & Resources Needed to Implement It

Section V: Program Plan

The program review process culminates in an evaluation of the state of the program and the creation of a three-year plan. The evaluation of the state of the program is based on review of recent data describing demand, offerings, and student performance within (and beyond) the program (in Section I), current curriculum (in Section II), and outcomes assessment results (in Section III). The reflections recorded in Sections I-III of the report are written by the Program Coordinator and used to inform subsequent discussions among faculty, staff, and administrators affiliated with the program. As part of the review process, program faculty, staff, and administrators conduct an overall evaluation of the program and identify areas of strength as well as areas of concern. The areas of strength and concern are used to inform the development of the program plan – with areas of strength being continued, built upon, and expanded, and areas of concern being addressed through strategies for improvement. The resulting program plan will be reviewed regularly and incorporated into future annual planning and resource allocation processes (over the three-year period).

Given the direct linkage between the program plan (resulting from the review process) and subsequent annual planning and resource allocation processes, communication and collaboration between faculty, staff, and administrators is strongly encouraged. The collaborative aspect of the program review process is conveyed through a portion of AP 4021 (approved by Academic Senate in May 2019), which states:

> "The lead writer/team and dean will collaborate on setting the plans/priorities and identifying potential needs/resources for the following three years and writing the summary for presentation to the public."

Review:	Collaborate:
o Data	o Evaluation of State of the Program
o Curriculum	o Creation of Three-Year Program Plan
o Outcomes Assessment	o Consideration of Plan within Context of Program Resources

Instructions for Completing Section V: Program Plan

Using the definitions of "Viability," "Stability" and "Growth" provided in the table below, select the <u>one</u> term that best describes the current overall state of the program.

Definitions of Viability, Stability, and Growth

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

As indicated in the Program Review Report Form, identify the key sections of the report led to the evaluative description of the current state of the program (i.e., viability, stability, or growth). This section should provide the rationale behind the evaluation. It may be in the form of a bulleted list.

The Program Planning Template, which is in Excel format, is provided by RPIE when the reporting template containing the data and analysis for Section I is distributed.

To ensure alignment between program review and subsequent annual planning and resource allocation cycle begin preparation for those future cycles, the Program Planning Template reflects the template used for annual unit-level planning. The Program Planning Template includes six columns:

- Program/Service
- Unit-Level Initiative
- Anticipated Year of Implementation
- Anticipated Outcome of the Initiative
- Description of Resource Need
- Type of Resource Need

The first four columns pertain to Section V – the Program Plan. The last two columns pertain to Section IV – Resources Needed to Implement the Plan.

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
ROGRAM:	Identify program here.				
LANNING YEARS:	2024-2025 through 2026-2027				
Identify the Program/Service undergoing review.	Describe each unit-level initiative (as briefly as possible).	Use the drop-down menu to identify the academic year each initiative will be implemented.	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	Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart	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.

As described in the Program Review Report Form, use the Program Planning Template to develop the three-year plan for the program. Complete Columns A – D to outline the three-year plan for the program. General instructions for creating the program plan are embedded within the Excel file containing the plan template. Additional information is provided below.

- Unit-Level Initiative (Column B): Describe the new strategic initiatives to be implemented by the program over the next three years. Initiatives that emerged from the program review process should be listed first. If a strategic initiative emerges out of discussion or a source not directly associated with information included in Sections I-III of the report, it can be recorded in the table, as part of the three-year program plan. Each initiative should be described on a separate row – to ensure that the information reported in each row of the table is linked directly to one initiative. (Rows can be added or removed from the table, as needed.) **The initiatives should be listed in prioritized order, to provide a starting point for subsequent planning processes.**

- Anticipated Year of Implementation (Column C): Identify the anticipated year of implementation for each program-level initiative. The year of implementation should be a projection based on completion of any foundational activities needed to prepare for implementation.   For example, if the program plan includes the development of a new degree program, some of the activities to help realize that goal might include conducting a survey to help gauge student interest, working with local industry/advisory committees to determine demand/need, and requesting data on

student majors/disciplines among recent transfers. Assuming that the exploration and data collection would occur in year 1 and that curriculum would be developed and approved in year 2, then the anticipated year of implementation (reported in Column C) would be three years following the program review year.

- o   Anticipated Outcome of Initiative (Column D): Measures of progress or effectiveness associated with each initiative should be identified in Column D. These "measures" can take the form of measurable objectives, deliverables, or some other form of outcome aligned with the unit-level initiative. The information included in Column D should describe the intent behind the initiative (i.e., what it is designed/intended to do) or what it will look like once the initiative is implemented. If the goal of the initiative is to increase demand, student progress, or achievement, the targeted metric (i.e., enrollment, retention rate, program completion) should be identified in Column D. Deliverables might include items such as new collateral materials for marketing or a detailed implementation plan associated with program revision. Other forms of outcomes or what the initiative will "look like" once achieved might be along the lines of "solution identified," "new learning community implemented," or "decision regarding program development."

Examples of Unit-Level Initiatives and Anticipated Outcomes

Unit-Level Initiatives	Anticipated Outcome of Initiative
Implement strategies to address disproportionate impact among equity groups	Reduced gaps in successful course completion rates among [equity groups identified]
Implement a new learning community to increase student engagement with the program	Increased retention, successful course completion, program completion, and student learning outcomes attainment
Review and update curriculum to ensure alignment between degree program offerings and anticipated training/skills needs for job placement	Additional degree offering(s) to address future needs of industry

In combination, the narrative summarizing the "rationale" for the evaluation of the state of the program and the table outlining the program plan should be internally consistent and mutually supportive. If the program is in a state of "viability," then the program plan should include activities designed to help it thrive – possibly including consideration of how it might be reconfigured/adjusted to meet student or industry needs or demands. If the program is in a state of "stability," then the program plan should include activities to help maintain that stability – or to explore methods for expanding (into growth). If the program is in a state of "growth," then the program plan should include activities to help meet increasing demand.

The program plan that results from the review process should be focused and relevant (based on the findings from the review process) as well as realistic (achievable within the three-year period). Consult with the Senior Dean of Research, Planning, and Institutional Effectiveness, as needed, for assistance with Section V.

Instructions for Completing Section VI: Resources Needed to Implement Program

Plan

Section A: As indicated on the Program Review Report Form, this section begins with a description of the current state of program resources relative to the three-year plan for the program. Resources include: personnel, facilities, technology, supplies, equipment, and other materials. Identify any anticipated resource needs (beyond the current levels) necessary to implement the three-year program plan. The information provided in this section should be a general overview of existing resources. Specific needs associated with each unit-level initiative will be documented in the Program Planning Template.

Section B: As described in the Program Review Report Form, complete Columns E-F of the Program Planning Template to identify specific resources needed to implement each component of the program plan.

- o   Description of Resource Need (Column E): Identify the specific resources needed to implement the plan. Examples are provided within the Program Planning Template. If more than one resource is needed to implement the initiative, list the additional resources in the rows immediately underneath the initiative.

- o   Type of Resource Need (Column F): Use the drop-down menu to identify the type of resource needed. Options include: personnel, facilities, technology, supplies, equipment, and other.

Note: The information reported in this section of the program plan does not constitute a resource request. Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The Program Planning Template completed during the program review process will be used as a starting point for the development of annual unit plans and resource requests submitted by the program over the next three years. It will also be used to develop and maintain a list of anticipated program-level requests.

Cover Page: Summary of Program Review

The cover page (page 1) of the Program Review Report summarizes the results of the review process.

The completed Summary of Program Review (Cover Page) should communicate the key findings and plans that emerged from the review process, and provide an overview of the current and anticipated state of the program. The Summary/Cover Page can be structured around bulleted lists but should include enough information to provide context for the three-year program plan that was developed in the review process (i.e., enough information "to connect the dots").

A. Major Findings
   1. **Strengths**
   2. **Areas for Improvement**
   3. **Projected Program Growth, Stability, or Viability**

To complete Part A of the cover page, review all sections of the report, including:

- o   Section I: Program Data
- o   Section II: Curriculum
- o   Section III: Learning Outcomes Assessment
- o   Section IV: Program Plan
- o   Section V: Program Highlights

Identify major findings and categorize them as program strengths (to be listed under A.1) or areas for improvement (to be listed under A.2). The lists should summarize the key findings, rather than repeat the details provided within the report. Strengths and areas for improvement can be listed in bullet form, along with brief clarifying details/description, if necessary.

Based on review of the sections listed above, indicate whether the program is *projected* to grow, remain stable, or explore viability over the next three years. In Part A.3, describe both the *current* state of the program (from Section IV; growth, stability, or viability) as well as the *projection/anticipated* state of the program for the next few years. Provide a summary of the rationale for the evaluation of the current state of the program (from Section IV), as well as a summary of the linkage between the current state and anticipated state of the program, to provide context for the program plan (which will be summarized in the next part of the cover page). The summary information in A.3 can be in the form of a bulleted list.

B. Program's Support of Institutional Mission and Goals

   1. **Description of Alignment between Program and Institutional Mission**
       This section should include a brief description of the alignment between the program undergoing review and NVC's mission. The description should identify component/aspect of the mission that is most directly associated with the program.

       The mission statement is provided here for reference:
       Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

   2. **Program's Recent Contributions to Institutional Mission**
       This section should identify recent program-level contributions toward promoting or

accomplishing the institutional mission. The contributions can be presented in the form of a bulleted list identifying the most impactful practices over the past three years.

3.   Recent Program Activities Promoting Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives
This section should identify recent program-level activities that have helped promote or accomplish the broad goals identified in the 2018-2023 Institutional Strategic Plan. The activities can be presented in the form of a bulleted list identifying the most impactful activities over the past three years.

The six goals of the 2018-2023 Institutional Strategic Plan are provided here for reference:
  o Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success
  o Engage NVC students and assist in their progress towards educational and job training goals
  o Increase NVC student achievement and completion of educational and job training goals
  o Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices
  o Ensure the fiscal stability of NVC as a community-supported district
  o Enhance collaboration between NVC and community and civic partners

C. New Objectives/Goals

To complete Part B, review Section IV (Program Plan).

Summarize and describe the three-year program plan that emerged from the Program Review process. Objectives/goals/initiatives can be listed in bullet form, along with a brief clarifying description, if necessary.

D. Description of Process Used to Ensure "Inclusive Program Review"

Accreditation Standard II.A.2 communicates the expectation that program review should be inclusive and engage full-time and part-time faculty in the process:
"Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success."

This section of the cover page should include a brief description of the approach and strategies used – particularly by the lead writer/Program Coordinator – to ensure an inclusive program review process.