

# Orientation for Participants in Spring 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 Spring 2024 Program Review Process:

Program	Lead Writer	Supervising Administrator
1. Art History	Amanda Badgett	Bob Harris
2. English as a Second Language	Michael Klieman	Bob Harris
3. Film Studies	Jennifer King	Bob Harris
4. LGBT Studies	Greg Miraglia	Doug Marriott
5. Noncredit Visual & Performing Arts	Shawntel Ridgle	Doug Marriott
6. Philosophy	Nicollette Morales	Bob Harris
7. Psychiatric Technician	Jayzle Robinson-Piga	Bob Harris
8. Writing Center	John Kincheloe	Bob Harris
9. Enrollment Services	Jessica Erickson	Alex Guerrero
10. Puente	Aaron DiFranco	Alex Guerrero
11. Umoja	Jeannette McClendon	Alex Guerrero

## Program Review Support Team

Member(s)	Contact for Questions Regarding:	Extension	Email
Robyn Wornall	Program Review Process (General)	X 7192	<a href="mailto:RWornall@napavalley.edu">RWornall@napavalley.edu</a>
Robyn Wornall	Data Analysis	X 7192	<a href="mailto:RWornall@napavalley.edu">RWornall@napavalley.edu</a>
Ana Clare Elizarrarás	Curriculum	X 7757	<a href="mailto:anaclare.elizarraras@napavalley.edu">anaclare.elizarraras@napavalley.edu</a>
Jessica Bush	Learning Outcomes Assessment	Email	<a href="mailto:loac@napavalley.edu">loac@napavalley.edu</a>

**\*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
<p><b>Program Review Report Page</b></p> <p><i>Populated by RPIE</i></p>	<p>Identifies:</p> <ul style="list-style-type: none"> <li>○ Program review year</li> <li>○ Area(s) of study</li> <li>○ Degree(s)/Certificate(s)</li> <li>○ Courses affiliated with the program</li> </ul> <p style="text-align: right;">} From Taxonomy (Academic Affairs)</p>
<p><b>Section I:</b> <b>Program Data</b></p> <p><i>Data and analysis provided by RPIE</i></p>	<p>A. Demand</p> <ul style="list-style-type: none"> <li>○ Headcount and Enrollment</li> <li>○ Average Class Size (including Number of Section Offerings)</li> <li>○ Fill Rate &amp; Productivity (including FTES, FTEF, Capacity)</li> <li>○ Labor Market Demand (for CTE Programs)</li> </ul> <p>B. Momentum</p> <ul style="list-style-type: none"> <li>○ Retention &amp; Successful Course Completion Rates</li> <li>○ Student Equity (Retention and Successful Course Completion Rates)</li> <li>○ Delivery Mode (Retention and Successful Course Completion Rates)</li> </ul> <p>C. Student Achievement</p> <ul style="list-style-type: none"> <li>○ Program Completion (Awards, Average Time to Completion, provided <math>\geq 10</math> completers)</li> <li>○ Program-Set Standards (Job Placement &amp; Licensure Exam Pass Rates)</li> </ul>
<p><b>Section II:</b> <b>Curriculum</b></p>	<p>Status and recency of curriculum review among courses affiliated with program</p>
<p><b>Section III:</b> <b>Learning Outcomes Assessment</b></p>	<p>Status and recency of Learning Outcomes Assessment at course and program levels</p> <p>Summary of findings and actions</p>
<p><b>Section IV:</b> <b>Program Highlights</b></p>	<p>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)</p>
<p><b>Sections V &amp; VI:</b> <b>Program Plan &amp; Resources Needed to Implement Program Plan</b></p>	<ul style="list-style-type: none"> <li>○ State of program and rationale</li> <li>○ Three-year plan for program</li> <li>○ Description of current program resources</li> <li>○ Incorporate resource needs into program plan (resources needed to implement each program-level initiative)</li> </ul>
<p><b>Program Review Summary Page</b></p> <p><i>Cover page (completed at end)</i></p>	<p>Outlines:</p> <ul style="list-style-type: none"> <li>○ Major Findings (Strengths, Areas for Improvement, State of the Program)</li> <li>○ Alignment with Institutional Mission, Goals, and Plans</li> <li>○ New Program-Level Objectives/Goals</li> <li>○ Process used to ensure "Inclusive Program Review"</li> </ul>
<p><b>Feedback and Follow-Up Form</b></p> <p><i>To be completed by Supervising Administrator</i></p>	<p>Includes:</p> <ul style="list-style-type: none"> <li>○ Strengths and Successes</li> <li>○ Areas for Concern</li> <li>○ Recommendations for Improvement</li> <li>○ Additional Information Regarding Resources</li> </ul>

## TIMELINE FOR PROGRAMS UNDERGOING PROGRAM REVIEW - SPRING 2024

Date	Program Review Activity	Responsible Party
January 2024	Complete analysis for spring 2024 programs	RPIE
Friday, February 2 1:30-2:30 pm	Orientation for 7 Instructional Programs/Academic Support Services and 4 Student Support Services undergoing review <ul style="list-style-type: none"> <li>• Include lead writers and administrators</li> </ul>	RPIE
By February 12	Support Programs: Identify program-specific data to incorporate into program review process	Lead Writer (with RPIE)
Week of February 12	Instructional Programs: Program Review template containing data (for Section I) distributed to Program Coordinators	RPIE
Thursday, February 15 2:00-3:00 pm	Instructional Programs: Workshop on Data (Section I) <ul style="list-style-type: none"> <li>• Requests for additional data due to RPIE</li> </ul>	RPIE
By Late February	Support Programs: Report containing data (for Section I) distributed to Lead Writer	RPIE
Friday, February 23 1:00-2:00 pm	Workshop for Instructional Programs: Curriculum & Learning Outcomes Assessment (Sections II & III)	Curriculum Committee Chair, Learning Outcomes Coordinator
Friday, March 1 1:00-2:00 pm	Workshop: Program Plan, Program Highlights and Summary of Program Review (Sections IV – VI and Cover Page)	RPIE
April 1	Share complete draft with faculty and staff affiliated with the program <ul style="list-style-type: none"> <li>• 2 weeks for review and feedback (April 1-12)</li> </ul> <p style="text-align: right;"><i>*Spring Recess is March 25-30</i></p>	Lead Writer
April 15	Forward complete report to Dean for feedback <ul style="list-style-type: none"> <li>• 2 weeks for review and feedback (April 15-26)</li> </ul>	Lead Writer
April 29	Complete Feedback Follow-up Form <ul style="list-style-type: none"> <li>• Forward a <b>Word</b> version of report (including feedback) and an <b>Excel</b> version of the plan to: Lead Writer, VP of Academic/Student Affairs, Dean of RPIE, RPIE Admin Assistant</li> <li>• 2 weeks for review and Feedback (April 29-May 10)</li> </ul>	Supervising Administrator
May 13	Notification/completion letters sent to Program Coordinators (including cc to Dean, RPIE)	VPAA, VPSA
May 2024	Collect feedback from spring 2024 participants (via survey)	RPIE
Summer 2024	Post completed spring 2024 reports on website	RPIE

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

<b>State of Program</b>	<b>Definitions</b> (Excerpts from Merriam-Webster Dictionary)	<b>Operational Definition</b>	<b>Evidence</b>
<b>Viability</b>	<ul style="list-style-type: none"> <li>○ the ability to live, grow, and develop</li> <li>○ the ability to function adequately</li> <li>○ the ability to succeed or be sustained</li> <li>○ feasibility</li> </ul>	<p>“Viability” describes a program that is not thriving in its current state.</p>	<ul style="list-style-type: none"> <li>○ Declining demand</li> <li>○ Supply exceeds demand</li> <li>○ Weak alignment of internal offerings and external needs</li> <li>○ Decreased or lack of efficiency</li> <li>○ Low performance and completion</li> </ul>
<b>Stability</b>	<ul style="list-style-type: none"> <li>○ The strength to stand or endure (firmness)</li> <li>○ resistance to external factors or pressures</li> <li>○ soundness</li> <li>○ durability</li> <li>○ reliability</li> </ul>	<p>“Stability” describes a program that is consistently strong and currently thriving.</p>	<ul style="list-style-type: none"> <li>○ Consistent, solid demand</li> <li>○ Supply meets demand</li> <li>○ Established alignment between internal offerings and external needs</li> <li>○ Efficiency</li> <li>○ Maintained or increasing performance and completion</li> </ul>
<b>Growth</b>	<ul style="list-style-type: none"> <li>○ the process of growing</li> <li>○ progressive development (evolution)</li> <li>○ expansion</li> <li>○ improvement</li> <li>○ refinement</li> <li>○ enhancement</li> </ul>	<p>“Growth” describes a program that is currently expanding to meet increased need.</p>	<ul style="list-style-type: none"> <li>○ Consistently increasing demand</li> <li>○ Demand exceeds supply</li> <li>○ Refinement or creation of alignment between internal offerings and anticipated external needs</li> <li>○ Expanded/Consistent efficiency</li> <li>○ High performance and completion</li> </ul>

## Program Planning Template

	A	B	C	D	E	F
1	<b>PROGRAM:</b>	<i>Identify program here.</i>				
2	<b>PLANNING YEARS:</b>	<b>2024-2025 through 2026-2027</b>				
3						
4	<b>Program/Service</b>	<b>Unit-Level Initiative</b>	<b>Anticipated Year of Implementation</b>	<b>Anticipated Outcome of Initiative</b>	<b>Description of Resource Need</b>	<b>Type of Resource Need</b>
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						
10						
11						
12						
13						
14						
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)

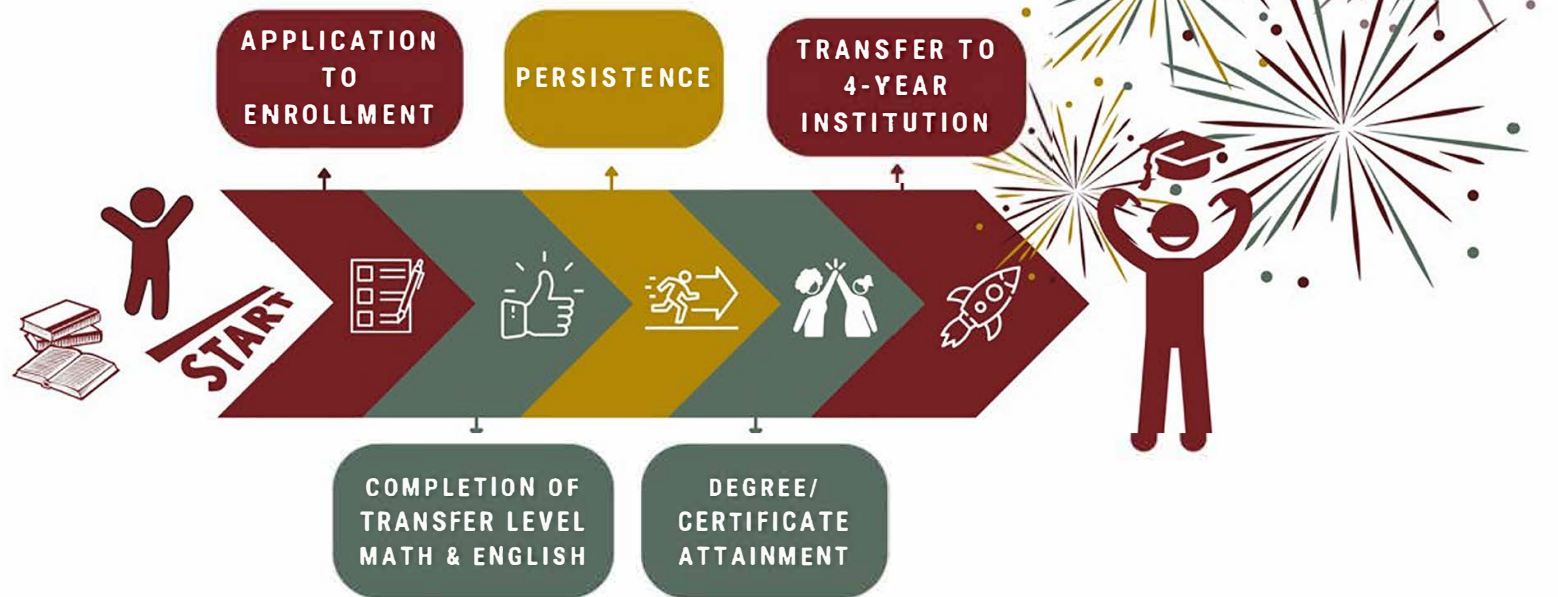
How does the program deliver services to students? Describe what the program does to ensure access among students, regardless of location or mode of delivery.

#### E. Effective Program

##### Program Reflection:

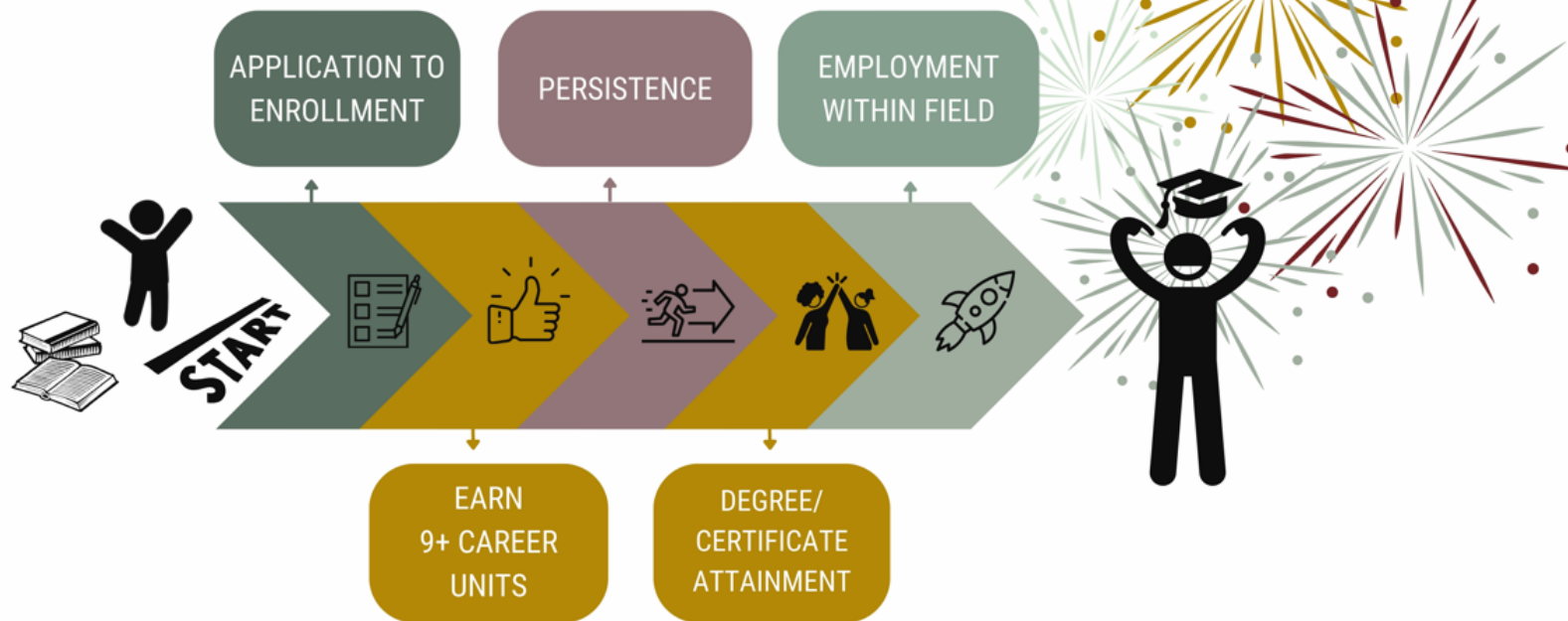
What does an effective student support service of the type that your program offers look like?  
Use the responses to Sections I.A – I.D to begin identifying metrics to incorporate into the remainder of the report – to be used to help evaluate effectiveness of the program.

## 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.