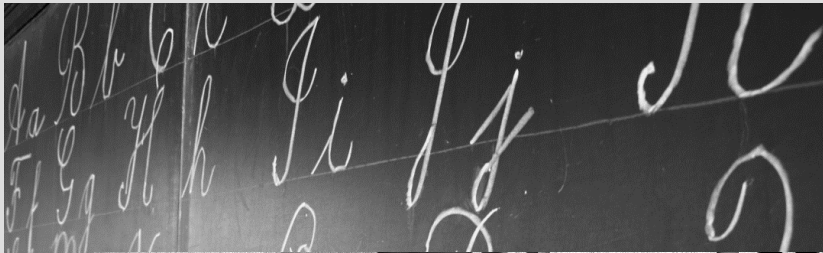


Program Review Forum



NAPA VALLEY COLLEGE
NOVEMBER 5, 2021

Overview of Program Review

Review:

- Data
- Curriculum
- Outcomes Assessment



Collaborate:

- Evaluation of State of the Program
- Creation of Three-Year Program Plan
- Consideration of Plan within Context of Program Resources

Changes Associated with Program Review Process:

- Focused Exercise: Program Data, Curriculum, and Outcomes Assessment Results
- Data/Evidence Heavy – Narrative Light
- Opportunity for Discussion and Collaboration
- Evaluation of the State of the Program (Viability – Stability – Growth)
- Deliverable: Three-Year Program Plan
- Limited Number of Deadlines
(Review by Program Faculty/Staff – Review by Dean – Review by VP)
- Series of Workshops Offered by Program Review Support Team

Robyn Wornall, Ph.D.

Senior Dean

Research, Planning and Institutional Effectiveness



Impact of the Changes:

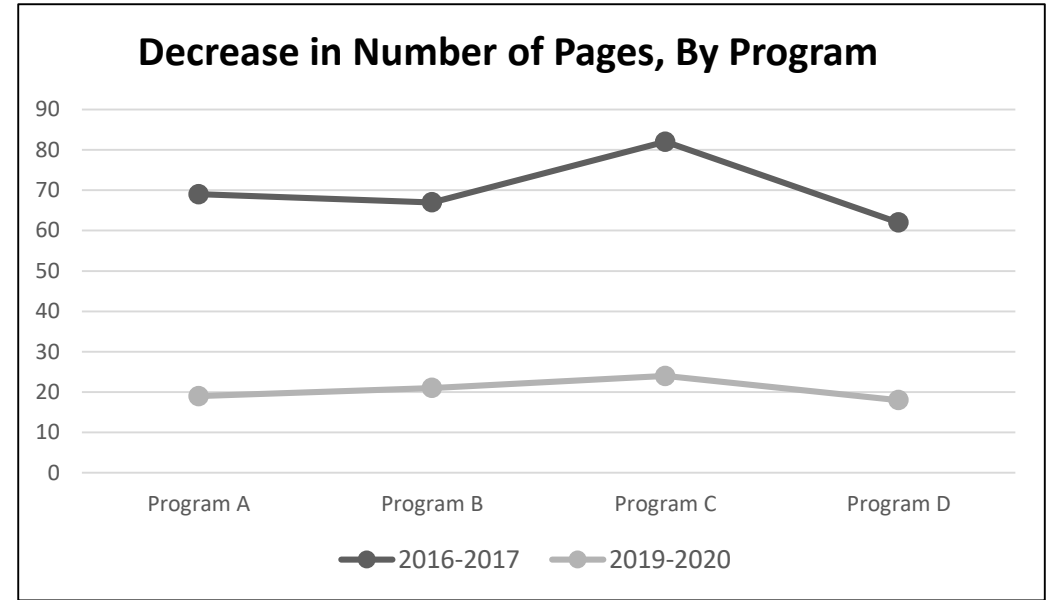
Results from 2020-2021 Program Review Process

Average Length of Reports:

- 2016-2017 (9 Programs): 74.6 Pages
- 2020-2021 (23 Programs): 20.6 Pages

Best Thing about Writing the Report– from Participants:

- *The opportunity to clearly think about the department’s activities and how it contributes to student learning*
- *Taking a deeper look at what our program offers*
- *Much more defined and clear than in the past (old PEP report)*
- *The data helped lead the writing*
- *It underlined our need to make some curricular changes and to improve outreach*
- *I learned a great deal about the program*
- *The process allows for thoughtful and productive reflection on the program, based on data*
- *Reflecting and collaborating with my colleagues*



“The data helped lead the writing.”

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Variety of Teaching Methods/Modalities

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- Math Success Center
- Counseling
- English as a Second Language
- Spanish and Modern Languages
- Philosophy

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- Library and Library Services
- Physics and Astronomy
- Dance
- Writing Success Center

Collaboration

- Police Academy
- Enrollment and Outreach Services
- Student Life
- Administration of Justice
- LGBT Education

Student Engagement & Scheduling Practices

- Psychiatric Technician
- Art History
- Film Studies
- History
- Geology



Variety of Teaching Methods/Modalities



- Economics, Steve Balassi
- Math Success Center, Lisa Nussdorfer
- Counseling, Angie Moore
- English as a Second Language, Chris Howe
- Spanish & Modern Languages, Nicole Carrier
- Philosophy, Mandisa Wood

Economics

Variety of teaching methods/modalities - 1/3 of all course offerings are in each of the following: online, hybrid, and face-to-face

Key findings

- Student Equity: Retention & Successful Course Completion rates for African American/Black/Hispanic/First Generation were higher than the institution
- Above rates were consistent among course delivery types
- Fill rates, productivity, headcount, enrollment, average class size above NVC's

3 Year Plan - Closely monitor enrollments and student success/completion in the various teaching modalities as we return to campus



Math Success Center Program Review

- ▶ Demonstrated success in ensuring that the student population who accesses services is reflective of the overall population and has successfully increased the **diversity** of students who use the MSC
- ▶ Developed a robust online tutoring program as a direct result of the needs of online students
- ▶ Engaged a large sector of students taking Math 106 College Algebra and Math 108 Trigonometry classes by implementing the use of mastery quizzes (2018-2019)
- ▶ Enhanced **retention rates** for students who use the Math Success Center
- ▶ When surveyed a vast majority of students (90%) had indicated that they felt more **confident** with the mathematics material after using the services of the Math Success Center.

COUNSELING COURSES

Effective Practices

- Learning Communities: Umoja, Puente, FYE, Kasaysayan
- Connectedness to Campus
- Outreach, local feeder HS including Cam. Creek & Ind. Study
- Explore Internal and External Resources
- Diverse Teaching Faculty & Culturally responsive pedagogy

Key Findings

- Counselor: Instruction and Support system, approachability
- Retention Rates
- Successful Course Completion
- Average class size
- Increase in Counseling sections: LC & Transfer

Program Plan

- Increase average class size
- Reduction of sections
- FYE
- Guided Pathways
- Career /major Exploration

ESL PROGRAM REVIEW

EFFECTIVE PRACTICES

- Mirrored curriculum and self-guided placement tool implemented in Fall 2020 to address AB 705
- Regular Assessment: 2-3 year SLO assessment for all courses, including Noncredit, beginning 2019
- Draft a new set of PLO's
- Unit Plan Funding to support ESL meetings and Professional Development activities

KEY/UNEXPECTED FINDINGS

- Enrollment in the ESL Program increased over the 3 years timeframe whereas headcounts decreased
- Average class size in our program decreased in comparison to the institutional level
- ESL Program showed high rates of retention and completion; however, the overall fill rate declined

INFORMED DEVELOPMENT

- AB 705 Initiatives: archive old curriculum, develop a mirrored curriculum, develop a placement tool
- Write Certificates of Competency for mirrored Noncredit courses
- Expand our outreach and hire an ESL Support & Outreach Specialist
- Increase training and collaboration among ESL faculty

Spanish Program Review

Strengths

- Enrollment increased over the past 3 years.
- Most of the Spanish courses show retention and course completion rates that are quite high, and significantly higher than those of the institutional level.
- Online classes have high successful course completion rates.
- Cross-collaboration with ESL (Language Exchange)
- Successful Study Abroad program 2019, and upcoming 2022
- Curriculum has been updated recently for most courses.
- Assessments have been regular and thorough.

Areas for Improvement

- Average class size in our program decreased at the same level as the institution, although our average section size tends to be smaller than the average section size of classes across the institution.
- Fill rates are lower than those of the institution.



New Objectives/Goals

- Reach out to high schools to advertise our Spanish classes and Study Abroad programs.
- Explore curriculum development of culture and translation courses
- Use Starfish early alert system to improve retention
- Build a tutoring program
- Update Enrollment Process with Placement Tool

Philosophy Program Review (Spring 2021): Effective Practices

VIABILITY

Strengths of the Philosophy Program are:

- **Faculty**
- **Teaching Styles.** Philosophy instructors at Napa Valley College are innovative, knowledgeable, and engaging. They use a number of transformative teaching approaches to bolster student interest and success in course completion.
- **Equity and Inclusivity:** There has been an increase in the enrollment of Indigenous, African-American, Asian-American, Pacific Islander, LatinX, and first-generation college students since 2015. The course completion rates match the institution-wide rates.
- **Student Support.** The Feminist Philosophy Club, and instructor willingness to meet with students outside of class.
- **Marketing.** Digital and printed flyers have increased student awareness of available philosophy courses.
- **Retention and successful course completion** rates exceed the corresponding institution rates.

KEY FINDINGS

- Studies show that Philosophy students attain among the highest law school LSAT scores among all other undergraduate majors ([Daily Nous, 2015](#)).
- Philosophy majors score on average higher on the GMAT (graduate management admission test) than students with any other social science or humanities major (Daily Nous, 2015).
- The course learning objectives are in alignment with the NVC Mission and the Strategic Plan.
- The instructors who assessed their courses in 2020 noted that philosophy courses in particular, offer our students a solid foundation in critical thinking and decision-making. These skills will benefit a student pursuing any career or educational goal.
- The philosophy department demonstrated a commitment to equity and inclusivity.
- Courses offered by instructors dedicated to culturally responsive and community responsive pedagogy further the institutional goal to keep the college in alignment with the community.
- Philosophy courses currently offered also ensure the fiscal stability of the college and the students who will go on to have successful careers.

Integration of Instructional Programs and Academic Supports



- Transfer Center, Elizabeth Lara
- Library and Library Services, María Villagómez
- Physics and Astronomy, Erin Quealy
- Dance, Nadine Wade-Gravett
- Writing Success Center, John Kincheloe

Types of communication used to promote services

Communication to NVC students and staff via:

- Email
- Social media
- Electronic billboard & NVC monitors
- Sandwich boards, flyers & bulletin boards
- NVC online newsletter (Friday Extra)
- Website

Services:

- Hub for transfer services and resources for the NVC campus community.
- Workshops/Open Labs on specific transfer-related topics
- Transfer Tuesday
- In-reach activities
- Collaboration with General Counseling and student support programs.
- Student Affairs Specialist is available for appointments
- Provide training to the Counseling division, high school counselors, and support programs.
- College and University Representatives.
- Facilitate on campus tours.



Library and Library Services



- *Due to the recent demand for online student and instructional services, the Library is in a tremendous position to engage in innovative ways by which to meet student demand and need.*
- *Library Services counts with qualified administrators, faculty and classified professionals who are committed to student success and great customer service. I commend the Library faculty for their outstanding diligence and their dedication to our students.*
- *Having the space to review data reports from our databases was beneficial. This will inform unit plan initiatives.*
- *The program review presented no surprises; however, it did provide us with the opportunity to assess whether we are meeting the needs of our 21st century students.*
- *The findings informed the development of our three-year program plan*
- *Our program review revealed the need for better integration of technology into our services.*

Prepared by: Senior Dean María L. Villagómez

Physics and Astronomy Program Review (PHYS+ASTR)



Overview

PHYS+ASTR is a small program with 1.5 FTF, 3 PTF; provides necessary education for many career and transfer paths.

- Calculus track: pre-engineers, CS
- General physics: pre-med/pre-health
- General education: welding program, GE

Key findings

Enrollment:

- ↑ in General Physics (pre-health)
- ↓ in Calculus Track (new CS degree)
- ↓ in General Education (monitor fill rates)

Retention rate > institutional level

Completion rate > institutional level (generally and among all three studied equity groups)

Physics AS-T degrees ↑ by 140%

Effective Practice

Referrals to academic support programs

- PHYS+ASTR works closely with MESA
- Supplemental Instruction via TTC
- Clubs: Society of Hispanic Professional Engineers (SHPE), Robotics Club, Collegiate Aerospace, Astronomy, and Physics Society (CAAPS)

	Initiatives	Sections
	Calculus supplement for pre-health track	Enrollment
★	PHYS lab laptop refresh	Equity, Retention
★	GIS Computer lab refresh	Equity, Retention
	Lab equipment refresh	Enrollment, Equity, Retention
★	Shift to using Open Resources	Enrollment, Equity, Retention

Dance Program Review

Key Findings

Enrollment & Average Class Size

DANS-160: Dance Appreciation (online GE)

- 41.0% increase in enrollment
- 12.8% increase in average class size

Dance Program continues to function in inadequate conditions.

More data is needed

Effective Practices

FT Faculty

Strong presence in the program and is the driving force behind the program successes.

Local AA degree in Dance

Students can personalize their electives to attain their goal; transfer, double-major, performance, dance physical therapy/science.

Area C: Humanities General Education Courses

Online theory courses that fulfill GE as well as Dance degree requirements: Dance Appreciation and Dance History.

Course Families

Allows for logical progression of skills

Diversified Curriculum

World Dance, Contemporary Dance and Broadway Jazz are new courses to expand student cultural understanding of dance and diversify their skills.

Focus

Collaborate with Counseling

increasing communications with counseling to promote dance courses early on and declare dance majors

Facilities

Repair unsafe partition between studios to allow for soundproofing. Facility should attract students.

Data Collection

Collect data for courses as families, adjust capacity in data analysis to more accurately reflect concurrent section information (concurrent course sections have a global capacity)

Promotion & Communication

Establish relationships with high schools to recruit new students to the major, develop a strong social media presence with the assistance of expertise from other departments

Expand Offerings & Collaborate

Certificate of completion with small business emphasis or other specialty topics that work in coordination with other departments, alignment with guided pathways, continue to develop CSU transfer degree

The Writing Success Center

- **Effective Practices:**

- Tutoring Excellence, Workshops, Special Events, Writing Across the Curriculum, Space, Assessment

- **Key Findings:**

- Decline in usage, Increase in diversity, Correlation with ENGL success and retention, Consistency in support of ENGL courses (120).

- **Three-year Program Plan:**

- Centralized Data, Upgrade tech and space, Increase Staff, Professional Development, Services related to ESL and WAC.



Collaboration

- Police Academy, Damien Sandoval
- Enrollment and Outreach Services, Jessica Erickson
- Student Life, Ben Quesada
- Administration of Justice, Greg Miraglia
- LGBT Education, Greg Miraglia

Criminal Justice Training Center Basic Police Academy



STRENGTH

- Diverse Instructional Cadre
- Robust Advisory Committee
- Curriculum Development

AREAS FOR GROWTH

- “Call to Action”
- Recruitment & Retention
- Regional Training Needs

Enrollment and Outreach Services Effective Practices

- Capacity to pivot and utilize new technologies to serve students (8 new technologies since 2017-2018)
- Implemented DocuSign which resulted in improved workflows, increased accessibility to forms, and customization of forms and workflows
- Effective staffing pattern of the Welcome Center, Admissions and Records, and Office of Student Life. The use of temporary staff has allowed us to right-fit the staffing in each area, and identify key positions that will need to be hired as regular staff to support students (Information Booth and Basic Needs Center staffing)
- Team's resilience and adaptability

Food Basket to meet needs of students

Summary of key findings: We were under the impression that at best, collaborating with outside sources would yield about 25% of the total assistance needed to assist students through the Food Basket. It would turn out that the final percentage ended up being that 70% of assistance to the Food Basket Program would come from Community Collaboration and 30% would come from institutional collaboration.

Institutional Collaboration

- Health and Human Services
- Financial Aid
- Counseling
- Programs such as TRIO, Umoja, EOPS, etc.
- Student Government
- Napa Valley College Bookstore
- Napa Valley College Culinary

Community Collaboration

- Cal State Chico Cal Fresh Outreach sub-grant
- Outside Grants
- Napa County Housing & Homeless Services
- Napa County Can – V Food Bank
- Grocery Outlet
- Napa County Social Services
- Feeding it Forward
- Napa Valley Transit Authority
- Target



Program Review Actions Completed

- Revision Of Program Level Outcomes – Alignment To Course Level
- 3 New Certificate Programs To Meet Workforce Needs And Strengthen Pathways
- Revision of 9-1-1 Dispatcher Certificate To Meet Workforce Needs
- Revision Of All ADMJ Courses To Meet “Call To Action” And Workforce Demands

- New Focus Program Wide On Cultural Competence And An Examination Of Bias
- Continued Alignment With C-ID To Support Transfer Degree
- New Partnership With National University And A 4-Year Degree At NVC



Program Review Highlights

- Two Year Program – One Of Three In The State
- Two New Low-Unit Certificates – Strengthen Pathway
- New Technology High School Partnership
- Focused On Workforce Training Legal Mandates
- Strong Connection & Support Of Student Club
- New Connected Courses – Sociology & English

Student Engagement & Scheduling Practices



- Psychiatric Technician, Robert Millay
- Art History, Amanda Badgett
- Film Studies, Jennifer King
- History, Jim McGowan
- Geology, Cari Roughley

PSYCHIATRIC TECHNICIAN PROGRAM REVIEW

Strengths

- Course completion rates for African-American/Black, Hispanic, and First Generation students higher than institution
- Typically in top three programs in State for BVNPT licensure pass rates
- 100% job placement opportunity if accepted
- Dedicated faculty committed to student success and the profession

Challenges

- Application rates are reducing – need to implement strong outreach
- Clinical sites/facilities are challenging to obtain/retain – very limited
- Lack of qualified, and willing, adjunct faculty pool (for clinical rotations)

Art History Effective Practices

- Wide variety of content offered for small college
- Supports ARTS, PHOT, DART programs
- All courses use OER-no textbook cost
- Scheduling combination online/hybrid/F2F
- Building adjunct pool to grow expertise in non-European content
- Course-level and program-level outcomes assessment ongoing and driving changes in curriculum, scheduling, testing

Student Engagement

- Conscious framing of discipline to students
- Developed ARTH 101 Introduction to Visual Culture (disconnecting material from constraints of historic survey)
- Developing ARTH 135 Art of Ancient Americas
- Revamped assessments-no more “drop the slide” tests
- Offering Final Projects as alternative to Final Exams
- Content shaped by student feedback/interest

Film Studies



In a world...where educa5on reigns, a mighty new program emerged.

With class size averages 60% higher than the average class size, reten5on rates (including student equity groups) significantly higher than ins5tu5on rates, and a new Film, Television and Media ADT degree, providing a new academic pathway, all looked hopeful for Napa Valley College students and then...

There was no FTF faculty to steer the ship and...

History

- Between 2017-2020, average class size in the History program exceeded the institutional average by nearly 60% (39.7 students per section)
- Average class size in History increased 2017-2020, while college's average class size decreased
- History's three-year average fill rate exceeded institutional average by 5.3% (86.7% vs. 81.4%)

- Effective practices:
 - Begin with rolled-over schedule, but be prepared to make adjustments/cancel sections as needed (there are no rules)
 - Use FTES reports to track enrollments/fill rates across past several years to identify consistently successful sections. Include all semesters in analysis
 - Use most "successful" sections (enrollments/fill rates) to establish baseline schedule
 - Experiment with lower-enrolled sections, be mindful of adjacent programs and prudent with electives
 - Remember student need

Geology Program Review

Geology Effective scheduling practices

- The geology program shows a 5.4% increase in class size
- Fill rates within the Geology Program higher than institutional rate over the past three years.

Engagement of students (including outside of class)

- Stream Table modeling; Soil analysis on campus; Real-time seismic analysis; Group Poster presentations
- Research / Internship opportunities



**Thank you “Program Reviewers,” members
of the Planning and Budget Committee, and
interested members of the NVC community
for attending and participating today!**



Thank you!