

Program Review Forum Fall 2023

Summary Sheets

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November 3, 2023 @ 12:30 – 2:30 PM

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Program or Area(s) of Study under Review:

CHEMISTRY

Summary of Program Review:

A. Major Findings

1. Strengths:

- Chemistry was able to respond to huge curriculum ~~arms~~ changes necessitated by switching to a new teaching modality during COVID.
- Chemistry has been involved in many outreach programs to stimulate interest in chemistry and STEM.
- The curriculum is current and up to date.
- Chemistry offered a supplemental in-person workshop to meet student needs

2. Areas for Improvement:

- Retention and completion rates in classes associated with math (Chem 110, Chem 120, Chem 121) are lower than the institutional average.
- Equity analysis shows that the retention rate for African Americans, and the completion rate for African Americans, Hispanics, and first generation students is lower than the institutional average.
- SLO assessment was hampered by changes to instruction modality .

3. Projected Program Growth, Stability, or Viability:

- Stability –
Chemistry had previously seen its highest enrollment in some time but has since come back to more reasonable and sustainable demand.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Chemistry department offers many transfer levels courses that form the foundation for further study in Chemistry or associated disciplines including Biology, Geology, and Physics. Introductory Chemistry is our most popular class as it serves as a prerequisite for many Health Occupation Programs, as well as serving as a general education class for "science with a lab".

2. Assessment of Program's Recent Contributions to Institutional Mission:

- The department developed online laboratory curriculum to continue offering Introductory and General chemistry courses. These courses are foundational courses that are used by other programs on campus.

- Developed a five week "Chemistry Laboratory Skills Workshop" to give students a chance to learn hands-on skills in a laboratory setting (for students who took only online chem).

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Members of the department worked with the AR/VR student club which competed in the national collegiate student challenge: NASA Suits. This required students to learn and implement high level software and hardware programming.
- Members of the department worked with the MESA Student Research Internship program which gave students a chance to work on applicable scientific research.
- The department has worked closely with MESA's summer bridge program to help bring first generation, Hispanic, and African American junior and senior high school students to the campus.

C. New Objectives/Goals:

1. The department needs to fund, recruit, and hire a replacement ~~3rd~~ Organics Chemistry FT faculty hire in order to keep up with the demand of upper-level Chemistry students.
2. The best way to increase productivity in chemistry is by creating larger, modern labs. This will require a significant investment by the college but will have the added benefit of having an improved facility and ability to attract new students and as a showcase for the community.

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

This report was discussed and shared with faculty members through all points in the process. This report is reflection of considered thought from the entire department.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ~~Viability~~
- ~~Stability~~
- ~~Growth~~

* ~~Stability~~

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- I.A.1 - Chemistry saw a surge in enrollment that has since dropped since returning to in-person courses.
- I.B.1 – Student success was impacted for several semesters as students could not attend in-person labs.
- I.B.3 – All online instruction was tested and found to be insufficient for both instructional and assessment needs.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: CHEMISTRY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
New FT Chemistry Instructor	1. Growth 2. Enrollment	2023-2024	New faculty hired
New Facility/Larger and Additional Lab space	1. Enrollment 2. Class size 3. Fill rate	Dependent on passage of a bond.	Increased class size, productivity, and enrollment
Chemistry/STEM HS Summit	Student Equity	Summer 2022	Increased enrollment, retention, and success rate of underserved students.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

1. The request for a new faculty member in chemistry will need to be made as soon as possible. The funds would come out of the NVC General Fund. Given the current fiscal climate it is unlikely to be funded this year but it is expected that the need will continue to rise over the next couple of years and that funding will likely be made available soon.
2. It is well known that NVC needs a new or refurbished science building. The funds for a project of this scope would have to come from state funding or a general obligation bond.
3. STEM Summit –

PROGRAM OR AREA(S) OF STUDY UNDER REVIEW:

EARTH SCIENCES

Summary of Program Review:

NOTE about this review: This program review is a review of the **Earth Sciences Department**, which consists of three areas (programs): Earth Sciences (EART 110, GEOL 110, GEOL 111), Environmental Science (ENVS 115), and Geography (GEOG 101, 110). The new GIS Certificate program (GEOG) will undergo program review in 2024/2025.

Geology program review was conducted in 2021. Environmental Science and Geography will undergo separate reviews in the future.

A. Major Findings**1. Strengths:**

- High fill rates indicate evidence of effective scheduling practices.
- Average class size higher than institutional average.
- Successful course completion rates higher than institutional average.
- Earth Sciences courses serve as a GE requirement and serve transfer students.

2. Areas for Improvement:

- The department saw an overall decline in enrollment, which is consistent with the institution and California Community Colleges enrollment decline. The major factor in this decrease is due to Covid-19 during Spring 2020 through Spring 2022 where instruction abruptly shifted to online delivery.
- Develop degree and certificates in Earth Sciences to increase student demand and enrollment.
- GEOL 199 needs to be archived
- Develop stronger STEM focused intersectional pedagogy and curriculum.

3. Projected Program Growth, Stability, or Viability:

The average annual Earth Sciences-related job openings in Napa county is 540, for SF Bay Area it is 17,010, and in the state of California it is 106,500, according to RPIE.

The AGI report indicates employment projections from the U.S. Bureau of Labor Statistics (BLS) a 4.9% increase in geoscience jobs between 2019 and 2029. For comparison, the projected growth of the U.S. workforce over the same timeframe is expected to be 3.7%.

An advanced degree or certificate is required for occupations within the Earth Sciences.

Given this data and the role of Earth Scientists to find solutions to climate challenges, global natural resource, and natural hazards, the Earth Sciences department is projected stability and prepared for growth over the next few years.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- The courses reviewed in this Earth Sciences program review meet GE requirements and prepare students for evolving roles in a dynamic world.
- Courses serve students seeking transfer courses.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Development of Environmental Science AS-T degree

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Participate in MESA/STEM internship program
- Participate in the STEM Summer Bridge programs
- Participate in the MESA/STEM Fair

C. New Objectives/Goals:

The immediate objectives are:

- Usher ENVS AS-T degree through curriculum
- Archive GEOL 199

The goals are:

- Increase GEOL 111 enrollment
- Draft AS-T in Geology and certificate degrees
- Develop a pathway partnership between local high schools, the geology program, and the local/regional geology workforce through curriculum alignment, field trips, guest lecture series, and volunteer/work experience.
- Improve student equity by increasing representation of accomplished people of color currently in the geosciences.

D. Description of Process Used to Ensure “Inclusive Program Review”

SECTION IV

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Relative stability in the department is indicated by:

- Student enrollment decreased by 18.1% over the past three years, healthier than the institutional decrease of 22.7%.
- The average class size within the department is 23.2 students per section.
- Fill rates within the Earth Sciences department are at 93.1%, higher than the fill rate at the institutional level.
- Successful course completion rates were higher than the institution.
- Labor Market Demand shows projected growth in Earth Science-related jobs within Napa County at +9.8% and +10.4% in the San Francisco Bay Area.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: EARTH SCIENCES

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives	Relevant Section(s) of Report	Implementation Timeline:	Measure(s) of Progress or Effectiveness

Emerging from Program Review		Activity/Activities & Date(s)	
Environmental Science AS-T	I. Program Data 4. Labor Mkt Demand I. Program Data A. Demand 1. Enrollment	Fal 2023	Complete curriculum approval process
Geology AS-T	I. Program Data 4. Labor Mkt Demand I. Program Data A. Demand 1. Enrollment	Fall 2024	Complete curriculum approval process
GIS Certificate	I. Program Data 4. Labor Mkt Demand I. Program Data A. Demand 1. Enrollment	Fall 2023	Complete curriculum approval process
DEI and Intersectional pedagogy and curriculum into classes.	I. Program Data B. Momentum 2. Student Equity	Spring 2023 and beyond	increase in student retention and success rates.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- | |
|---|
| <ul style="list-style-type: none"> ● Reliable and consistent wi-fi in lab classroom ● Dedicated space for existing geology equipment used in rock specimen preparation and laboratory experiments (a dedicated workroom for rock cutter/saw, sediment sorting equipment, rock splitter) |
|---|

- The lab classrooms require assessment of existing equipment (microscopes, etc) and upgrades if necessary.
- Updating the “map room” to be used as a second Earth Sciences lab.
- Licensing renewal for ESRI software
- Develop an Earth Sciences learning environment/lab in the Rose Garden space outside the Geology Lab. This garden space can be re-landscaped with two pathways that walk students and Napa community members through the geologic history of California and Napa County. Rock specimens from the Great Valley Sequence, Franciscan Formation, and Sonoma Volcanics can be donated, labeled, and placed. Additional elements could also include native plants and Napa County watershed information.

Program or Area(s) of Study under Review:

KINESIOLOGY

Summary of Program Review:

The kinesiology department's mission is to facilitate wellness among our student body through the study and application of human movement principles through the management and participation in physical activity, exercise, and sport. The kinesiology department offers activity based and lecture courses that facilitate engagement in individual, team, and intercollegiate fitness-related activities. Students are given opportunities and tools needed for skill acquisition, thereby enhancing their overall physical and mental wellbeing. The intercollegiate athletic and dance programs are evaluated under a separate program but are essential to the success of the kinesiology department. The kinesiology department also offers several health-related courses, which are an integral part of the department.

The department developed the transfer degree for Kinesiology (AA-T), utilizing courses within the department and from supporting departments. The degree is designed to train transfer students in kinesiology and prepare them for many occupational opportunities. The faculty and staff work with four-year transfer institutions and our local articulation officer to assure the program relevance.

A. Major Findings

1. Strengths:

Our student evaluations demonstrate that we have an extremely talented, focused, and energetic adjunct and full-time faculty team. Students appreciate the knowledge, skill sets, and classroom instructional environment established by our teaching faculty. Because of our instructors' varied skill set, we can offer many options for our students. We have worked to develop alternatives to the repeatability restrictions, understanding that learning and applying a new skill requires more than one semester.

The department's enrollment in online classes, such as Health, Fitness for Life, and Kinesiology have increased and reflects the demands of the working student and the pivot to online instruction during the pandemic. The department's intent is to continue to train faculty in effective online practices to improve completion and retention rates. The research indicates that online students usually do not retain or complete at the same rate as in-person students. Looking forward, our faculty believe that the solution rests with better course design, faculty training and access to online technology that will assist in student success.

Enrollment analysis demonstrates increases in some areas and decreases in others. The increase in online modalities and our capstone kinesiology class is a strength to continue to build on.

The faculty have worked diligently in revising courses to update student learning outcomes. Over 40 classes have been rewritten with updating student learning outcomes, objectives, and course materials. In addition, the student learning outcomes were assessed in many of our offerings. Based on student data and analysis, all classes meet the established criterion. For each class evaluated, the assessment included actions and follow-up. Much of the follow-up included revising and rewriting the student learning outcomes to reflect the course objectives more closely. The previous outcomes were more global and after analysis, faculty decided to revise the outcomes to align with course specificity. As a result, tests and analysis will now be incorporated into the student learning outcomes.

Faculty have been creative in their classroom management to address each student's varying learning needs. However, the statistics become problematic as the enrollment of students in the advanced classes has a natural drop off. We will continue to offer concurrent classes to provide students of all skill levels opportunities for participation and learning.

2. Areas for Improvement:

Fill rate and productivity continue to be areas of concern for the department. It seems that in some areas, the capacity has not been updated to reflect the classroom equipment and safety issues. The department will examine each course to determine a realistic capacity and will adjust the course outline. Working with the counseling department to promote enrollment will also assist in these efforts. We are also aware that the fill rates and productivity statistics may be skewed by the concurrent enrollment. For example, PHYE-151C may have a capacity of 30 students, but the enrollment of advanced students will never reach that limit. At best, enrollment may be 5-6 students.

In addition, the department will continue to survey current trends in exercise and fitness to develop curriculum to reflect the interests and needs of students. Our primary competition exists with the many local health clubs and results in our efforts to, where possible, offer different as well as similar courses. We are in a deficit, however, due to the inadequate funding and a lack of capability to offer courses that align with trending interests. For example, the game of pickle ball is currently developing. The department can write the curriculum and have the staff but cannot fund the relining of the tennis courts. Many such examples exist. Due to funding, the department is not able to maintain equipment currency. Not providing the latest equipment and the inability to create equal opportunities for students of all abilities are barriers we cannot compete with, compared with other local health clubs. Being able to maintain a clean, up-to-date facility is a common observation in student evaluations intended to evaluate the instructor. The four-year institutions recognize that the student health or fitness center is their major recruitment tool. With student housing quickly approaching, our fitness center, pool, tennis courts, and fields will be their source for physical activity. Our department cannot currently be a key recruitment point. Equipment and facilities are unsafe and outdated, and improvements have not been made in over 20 years. This extends beyond our realm of control, as basic jobs like new paint or acoustic tile replacement are not within our area of oversight. The locker rooms are also areas that need repair. Our facility looks outdated and lacks any recruitment appeal.

One solution to declining enrollments is to explore alternative courses and potential occupational certificate programs in personal training. A certificate program would be built on existing coursework and require development of additional or supplemental courses. We have several adjunct faculty members that work at local health clubs and will serve as excellent resources to fine tune programs toward where the demand is.

Our department needs to continue to address the times that we offer classes. Due to the college moving towards a more transfer degree orientation, many students do not have room to fit a kinesiology class into their schedule. The department will explore the concept of open fitness center enrollment, with students having the option to enroll and then drop-in during the time that best fits their individual schedules. Many colleges have moved into this format, and it deserves serious review.

The department statistics for retention and completion both exceed the institutional level. Examination, however, indicates drops in certain courses. Of interest is KINE-201, as it is a capstone class required for the Kinesiology degree. Working with the discipline faculty to create strategies to retain and successfully complete the course will assist in improving these rates. Our faculty will also be encouraged to drop students who no longer attend class. It has been the departmental practice to put the responsibility of dropping the course on the student, as they are the ones who enrolled in the course. Early dropping will result in more W or drop grades than non-passing grades. As well, faculty will be encouraged to adopt best practices for retaining students and encouraging successful course completion.

The department has achieved successful retention and completion rates for three student demographic areas; Black/African American, Hispanic, and first generation. It is possible that our success rates in these areas could reflect feedback given to financial aid, EOPS, UMOJA and other special programs. Early intervention, for example, is needed if a student is not attending or completing work. Faculty need to encourage students to make appointments with a counselor.

When examining the retention and completion rates for online, as compared to in-person courses, we find that in-person courses have slightly higher rates. The most common reason for students enrolling in an online class is that the course was convenient with individual work schedules, and not their ability to learn and manage a course on the online platform.

The program completion rates need to be improved. The department faculty along with the college counseling staff need to work to identify and mentor kinesiology majors. The kinesiology department needs to have direct communication with counselors so that students identify as a major, connected with faculty members.

3. Projected Program Growth, Stability, or Viability:

Program Plan: Viable to Stable

The kinesiology department is currently in a state of slight decline. The decline in enrollment reflects the overall campus decrease in enrollment. The current campus-wide focus on transfer presents a unique challenge for the department. With kinesiology not a requirement for the transfer students we are concerned that this contributes to a decrease in enrollment. It is crucial to work with the Counseling faculty to encourage participation in classes that promote and encourage lifetime fitness. Increases in program advertising may also assist in increasing enrollment.

Faculty have been encouraged to explore new course offerings. Staying current with trends in kinesiology and health club offerings will result in the possibility of engaging new students. The department will also explore the concept of an open lab for certain classes, aiming to increase the availability of a potential class to fit varied schedules.

Other areas for improvement include working with online instructors to continue to develop online classes that better reflect improved methods and techniques. Specific training and working with curriculum design facilitator may help improve retention and completion rates for distance education classes.

Faculty needs to continue to develop new curriculum and modernize existing curriculum that is still viable. We can create new courses that will serve a greater base of students that are already on our campus and taking classes within our department.

Our current facilities and classrooms need to be upgraded and revitalized. We are counting on student housing to increase enrollment within our department. For this to happen, we need to refresh and upgrade our Fitness Center, repair ongoing structural issues with the pool, redesign several tennis courts to pickle ball courts, install a safe, permanent wall between classroom 601A and 601B, and upgrade and maintain our outdoor fields and track. It is also important to note that many facilities get continued use by community groups/outside users, and this adds to the wear of the facilities, the need for increased maintenance, and the condition of existing equipment.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- The kinesiology department aligns with Napa Valley College's mission to prepare students for evolving roles in a diverse, dynamic, and independent world as indicated in our findings.
- The department also provides a Kinesiology (AA-T) degree aligning with the college's mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- The kinesiology department reflects the diverse student population that Napa Valley College proudly serves.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Develop and implement new course curriculum to attract new students to the program and Napa Valley College.

- Enhance collaboration between Napa Valley College and community and civic partners through courses we offer within the department and ties to our local community through our faculty members.

C. New Objectives/Goals:

1. Develop strategies to improve retention and completion rates.
2. The faculty will develop new curriculum to better serve our students and department.
3. Review all B and C courses to adjust the course fill and productivity rates.
4. Continue SLO, PLO development and review.
5. Work with administration, Facilities, and Budget committee to improve facilities and equipment.
6. Explore development of a Personal Trainer certificate and certificate of achievement.

D. Description of Process Used to Ensure “Inclusive Program Review”

PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability**
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: KINESIOLOGY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Work with Facilities, Administration, and Budget Committee to improve equipment and facilities.	All sections of the report.	Spring 2023, develop equipment and facility needs and upgrades, along with safety upgrades.	Establish a list of objectives to modernize facilities and equipment. Secure cosmetic changes and address field and classroom safety concerns.
Develop local certificates of achievement.	Enrollment and Degrees Offered	Work with campus faculty who have already implemented certificates in their divisions.	Faculty will develop a certificate or multiple certificates.
The faculty will explore new course offerings.	Demand and Headcount	Fall 2023. Faculty will research new course offerings such as Pickleball, Team Theory classes for each intercollegiate team, and new Fitness Center format for KINE-151.	At least two new course offerings will be developed and proposed to the Curriculum Committee.
Continue PLO, and SLO development and review.	Student Learning Outcomes Assessment	Ongoing for the three-year review cycle. The department will distribute to full-time and adjunct faculty for evaluation. PLO will be evaluated in fall 2023	Completion of year one SLO evaluation. Completion of PLE development and evaluation.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

1. **Instructional Equipment and Facility Upgrades:** The Fitness Center strength and cardio equipment needs upgrading. All equipment is outdated and most of the equipment does not fit our needs. The faculty and administration will develop a list of needs for upgrading and supporting new curriculum development. The temporary wall between classrooms 601A/601B needs to be replaced with a permanent wall. The outdoor fields and track need to be addressed and upgraded to support intercollegiate class offerings and requirements.
2. **Develop Local Certificates and Certificates of Achievement:** The Kinesiology Program will work on implementing certificates of achievement in Fitness Training to help bolster interest in the Kinesiology Program and potentially degree interest.
3. **New Curriculum Development:** The faculty will work to develop the current curriculum that will meet our students' needs.
4. **PLO and SLO Development and Review:** The department will continue to monitor and review our PLO's and SLO's on an annual basis.

Program or Area(s) of Study under Review:

PHOTOGRAPHY

SUMMARY OF PROGRAM REVIEW:

A. Major Findings

1. Strengths:

Since the 1970s, the Photography program has been a locus for teaching and training photography professionals, a hub for community enthusiasts, and an important facet of students' general education. The program is located within the larger division of Visual Arts, with facilities that allow for both traditional and digital course offerings. Facilities also include a well-lit gallery space for the exhibition and study of student and/or faculty work. The Photography program benefits from donors' generosity, particularly in the sponsorship of the Photo-Eye speaker series, which will resume a program in the 2023-2024 academic year.

The Photography program has an outstanding part-time faculty who committed to providing rigorous and innovative instruction that is inclusive of a diverse student body.

Historically, photography has been a powerful, democratizing force in society. The equity data for PHOT bears this out. We live a society permeated and shaped by photography and the PHOT program at Napa Valley College hones students' photography skills, analytical ability, and critical thinking in ways that are more relevant than ever.

2. Areas for Improvement:

The photography program at Napa Valley College is at a critical juncture in its history. The decision to not replace retiring faculty John Dotta in Spring 2021 with a permanent full-time successor, and the ensuing impact of Covid-19 pandemic, has left the program in a perilous state.

3. Projected Program Growth, Stability, or Viability:

The program is at Viability. Without the vision and expertise of a full-time faculty member, the program is shrinking rapidly. A program that as recently as 2019-2020 academic year had robust enrollments, a wide variety of course offerings, and good retention and successful completion rates is now in need of an outreach plan, an overhaul of curriculum, and a reframing of the program's degree/certificate offerings. Where other programs in Visual Arts have managed to regain lost enrollments over the pandemic, PHOT still struggles on this account.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Photography program embodies the very idea of students' roles in a "diverse, dynamic, and interdependent world." As creators of photographs—traditional and digital—and consumers of photographs in media and the marketplace, NVC Photography students develop a level of critical analysis and aesthetic appreciation to this pervasive and influential medium.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Additional certificates of achievement enable students to follow specific paths to suit their educational needs, whether for personal enjoyment or professional needs. Ongoing assessment provides data to

inform decisions regarding equipment and student success rates. Professional learning sponsored by CEETL has enabled faculty participants to improve online instruction and equity-based teaching practices.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- ISP #1
 - Spring 2023 Photography program along with Studio Arts, Digital Art, and Art History hosted local High School students, exhibited student work, and answered questions regarding our programs.
- ISP #2
 - Despite the challenges of no full-time PHOT faculty, the program has continued to serve student needs by offering classes online and with plans to expand offerings on campus in the coming semesters.
 - To support students in their educational path, Photography participated with other Visual Arts programs in an outreach event for Exploration Pathways initiative in November 2022.
- ISP #3
 - Update and improvement to computer lab spaces to enhance pedagogy
 - Refresh camera supply for student use
- ISP #4
 - Course content and pedagogy engage directly with photography's history and practice as informed by politics, gender, and race.
- ISP#6
 - As part of the community event to welcome Dr Tarence Powell, Photography was one of the programs highlighted in the community Open House.

C. New Objectives/Goals:

- Hire a full-time Photography faculty member
- Revise PHOT 120 to be IGETC transferable
- Rethink viability of Darkroom classes
- Streamline degrees and certificates
- Revise learning outcomes that are less cumbersome and consistent across certificates/AS degree
- Restart the Photo Eye speaker series as a means of engaging with the community.

D. Description of Process Used to Ensure “Inclusive Program Review”

This report was shared with part-time faculty in Photography, as well as IA Kelly Dunn whose responsibilities include darkroom and computer lab spaces and camera check-out for students enrolled in PHOT courses.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Lack of a FT Photography faculty to oversee and guide program/collaborate with adjunct faculty/update curriculum/do outreach (I A.1-3, I.B.1, II.A, B, III.A)
- Rethink career-oriented Certificates of Achievement/Courses when labor data suggests a decrease in demand (I.A.4, I.C.2)
- Revision and possible archiving of courses/certificates (II.A,B)
- Streamlining of Learning Outcomes to facilitate assessment (III.A, B)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: PHOTOGRAPHY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Move Photography Program from Viability to Stability	I.A.1-3, I.B.1, II.A II.B, III.A	Hire a FT faculty as soon as financially feasible; in the meanwhile hire a PT faculty to assist with curriculum	Increased enrollments/ headcount Improved Retention/Student Success Rates
Review and update curriculum for transferability	II.A	Revise PHOT 120 Fall 2023 by discipline expert	Cal-GETC approval for PHOT 120
Review and update curriculum to ensure alignment between degree offerings and student need	I.A.4, I.C.2, II.B	Begin in Fall 2023 by discipline expert	Higher rates of successful course/degree completion
Condense and clarify learning outcomes to improve data gathering and faculty conversation	III.A, III.B	Begin in Fall 2023--ongoing	Better opportunity for more conversation/collaboration among PHOT faculty
Target HS students, recent HS grads as possible PHOT students	I.A.1-3	Begin Fall 2023-enlist previously produced video as well as website design to attract high school students	Increased enrollments; adjust course offerings for that population (schedule in evenings)
Build community among PHOT students and host community photography enthusiasts	I.A.1-3	Restart the Photo Eye speaker series Fall 2023 with speakers Spring 2024	Host 1-2 speakers on campus

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Photography program has more than adequate facilities; there is good exhibition space, lighting studios, darkroom, and as of Fall 2023 two Mac Labs outfitted with brand new iMacs. There are engaged part-time faculty whose expertise could shape and refine PHOT curriculum until the hiring of a full-time faculty in the area.

Program or Area(s) of Study under Review:

NON-CREDIT PROGRAMMING

Summary of Program Review:

A. Major Findings

1. Strengths:

- Over the past three years, the average class size for the Non-Credit Programming Program was significantly higher than the institutional average.
- English as a Second Language implemented four certificates of competency.
- Faculty engagement and community involvement
- Faculty continue to be a point of strength in developing, assessing, and sustaining these courses
- Working with AB705 to develop curriculum, the math department developed MATHNC-810, designed to increase student support and completion.

2. Areas for Improvement:

- Over the past three years, the average student per section for the Non-Credit Programming Program was lower than the credit average.
- The three-year program productivity of 13.6 is lower than the target level of 17.5.
- Our YEPL and YNVS course curricula need to be reviewed and updated.
- The program needs support to engage students and assist in their progress towards educational and job training goals. (Institutional strategic plan goal 2)

3. Projected Program Growth, Stability, or Viability:

Non-Credit Programming is in growth mode.

- The average class size in the program increased by 27.9%
- Working with faculty to develop new courses and certificates of achievement.

B. Program's Support of Institutional Mission and Goals

- Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. 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.

The Non-Credit Programming Program provides students with access to a variety of courses at no cost, to assist them in reaching their personal, academic and professional goals. Noncredit instruction serves as a key contributor to "open access" for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education. Noncredit course offerings and programs span many disciplines, including English literacy, language arts, nutrition, basic computers, music and the visual arts.

- Assessment of Program's Recent Contributions to Institutional Mission:

- The program has expanded its offering locations, increasing access to students throughout the county.
- Expanded community partnerships, resulting in the development of new course offerings.
- Launched a student support course to help students succeed in transfer-level math.

- Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The contributions listed above and the program’s alignment with the institutional mission have helped to promote the institutional strategic plan, in the following areas:

- Work with local educational partners to promote opportunities at NVC and equip incoming students with skills and resources needed for college success.
- Increase NVC student achievement and completion of educational training goals.
- Enhance collaboration between NVC and community and civic partners.

C. New Objectives/Goals:

- New courses and courses with no data points need further evaluation
- Some courses need to be revised
- Increase course offerings across all categories of noncredit.
- Continue to expand locations of noncredit offerings throughout Napa County.
- Expand certificates offered.
- The addition of a dedicated Adult Education counselor will support these objectives and increase student success.

D. Description of Process Used to Ensure “Inclusive Program Review”

This program review was forwarded to faculty in corresponding disciplines for review and feedback.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability

Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The program is in a state of growth.

- English as a Second Language implemented four certificates of competency.
- The average class size in the program, overall, has increased by 27.9%
- The program has expanded its offering locations, increasing access to students throughout the county.
- We expect continued growth.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: NON-CREDIT PROGRAMMING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Collaboration with colleagues	Learning Outcomes Assessment	Monthly Department Meetings 2023-2026	Retention and Successful Course Completion Rates
Community Outreach	Curriculum	2023-2026	The fill rate of courses
Update curriculum	Curriculum	2023-2026	Curriculum Data

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

New FT hire (Adult Education Counselor)

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Accounting**

Term/Year of Review: Fall ~~2021~~ 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- The number of students enrolled (headcount) in the Accounting Program increased by 3.6% over the past three years, while headcount across the institution decreased by 11.8%.
- Over the past three years, the Accounting Program has claimed an average of 31.2 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- The Economic Development Department projects an increase of 20 positions for Napa County. The increase in positions in Napa County translates into a 1.7% increase for the industry.
- Over the past three years, the successful course completion rate for the Accounting Program was significantly higher than the rate at the institutional level.
- Among Accounting Program students, job placement rates have consistently exceeded the program-set standard of 60%.

2. Areas for Improvement:

During the early part of the time period covered by this review, we developed the accounting department involvement in the Supplemental Instruction (SI) to assist students in learning accounting. During more recent semesters there have been delays in getting approval for SI Leaders, with approval coming well after the start of the semester – which decreased the effectiveness of SI for accounting students. We would like to work on better timing of SI Leader approvals in future years.

3. Projected Program Growth, Stability, or Viability:

The Accounting program is in significant growth mode.
The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

We are confident the numbers will continue to increase.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. 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.

The Associate of Science Degree in Accounting is a four-semester course of study designed to prepare students for a career in Accounting as an Accounting Clerk, Bookkeeper, Payroll Clerk or entry-level Accountant.

Successful completion of the Bookkeeping Certificate program will provide the skills necessary for an entry-level accounting clerk or bookkeeping job

The degree and certificate of achievement is completely aligned with the college mission. Further, in keeping with the college's Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The Accounting program is designed to provide students with the skills and knowledge required for entry-level positions in Accounting, industry, government, financial institutions, and small businesses, and to fulfill transfer requirements of four-year universities.

Napa Valley College also offers a Bookkeeping Certificate of Achievement. The goals and objectives of this certificate is to increase students' employability and effectiveness by providing a stackable certificate linked to occupation needs of the industry.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Added the degree requirement to the college catalog under the correct heading: Accounting. Prior to 2018, it had been erroneously categorized under Business.

Hired fulltime tenured professor Terry Wegner.

Hired additional, very well qualified adjunct faculty: Shaun Shah and Sean Bowman.

Created a video to be used for promotional purposes.

Continued outreach efforts to local businesses, accounting firms, and other potential employers of NVC students.

Archived BUSI 242 Foundation of Corporate Finance. The course was not part of the TMC model. It was also no longer a required course for any of the ACCT or BUSI certificates or degrees.

Archived and removed COMS 110 as a restrictive elective. This decision aligns with the fact that the course is longer required on the Transfer Model Curriculum (TMC) Template for Business Administration 2.0.

Removed courses on the degree requirements that were redundant to GE requirements:

- Removed Tech Math 106 II and removed MATH 106 math degree requirements. Student is required to take math as part of the GE requirements
- Removed HELJ 106 Personal & Community Health Student is required to take math as part of the GE requirements

C. New Objectives/Goals:

Recruit and hire additional well-qualified adjunct faculty who can teach in-person classes.

D. Description of Process Used to Ensure “Inclusive Program Review”

This program review includes details from Accounting advisory meetings and industry professionals. It was co-authored by Professor Terry Wegner and Program Coordinator Claudette Shatto.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth**

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Accounting program is in significant growth mode.
 The number of AS degrees conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.

The number of certificates of achievement conferred by the Accounting Program increased by 200% between 2018-2019 and 2020-2021.
 We are confident the numbers will continue to increase.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Accounting

Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Supplemental instruction is vital for student success.	Retention and Successful Course Completion Rates	Spring 23	Increase in course completion rates
Bookkeeping PLOs need to be assessed	Learning Outcomes Assessment	Fall 22	Enter in TracDat

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Supplemental Instruction:
 Recommend hiring Supplemental Instructor

Faculty Personnel Needs:

- Hire an additional adjunct-faculty for additional face to face instruction

Diversity, Equity, and Inclusion:

- Alignment with HSI awarded grant to address equity gaps through both outreach and program improvement.

TRANSFER CENTER

Spring 2023

Summary of Program Review:

I. Major Findings

A. Strengths:

- Serves as the hub for transfer services and resources for the NVC campus community.
- Strong collaboration with student support programs and the Counseling Division.
- Facilitate College and University Representative advising appointments/workshops.
- Coordinate and provide specialized on-campus tours of local 4-year institutions.
- Proactive communication for NVC students and staff via email (general notifications and newsletters), social media, sandwich boards, flyers, bulletin boards, NVC newsletter (Friday Extra), Canvas (via Distance Education) and campus website.
- Present workshops/open labs on specific transfer related topics (intro to transfer, transfer admission guarantee, transfer application, etc.)
- Established a formal Transfer Center Advisory Board on campus that meets regularly as required by Title 5. The role of the advisory committee is to make recommendations and provide direction for the planning and implementation of the new and ongoing operations of the transfer center.

B. Areas for Improvement:

- Increase Administrative position to 100% (currently 50% Transfer Center and 50% Articulation Office). Increase Transfer Center Coordinator's release time to 50% (12 hours per week). The Transfer Center is continuing to grow and offer more services, events, and activities to align with local and state initiatives/recommendations. If this position stays at 50%, there would be limited room for growth in services, and this position is maxed out in responsibilities with the current event and activities planned by the center as is the coordinator's position.
- Streamline partnership with student support programs to enhance student's awareness and accessibility to transfer information.
- Improve accessibility of transfer services by assessing the needs of part-time and evening students and adjusting services based on student's needs.
- Strengthen alliance with outreach task force related to dual enrollment and adult education programs.
- Encourage faculty engagement in transfer related services by promoting classroom presentations.
- Continue to revitalize the Transfer Advocate Program. NVC's Advocates and Champions for Transfer Success (ACTS) is a collaborative and inclusive program furthering NVC's commitment to providing support and guidance towards student transfer pathway completion. This is a support network of mentors for transfer students.

C. Projected Program Growth, Stability, or Viability:

Stability

II. Program's Support of Institutional Mission and Goals

A. Description of Alignment between Program and Institutional Mission:

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.

B. Assessment of Program's Recent Contributions to Institutional Mission:

The Transfer Center specifically responds to the college's mission by focusing on preparing students for transferring to the four-year university. Specifically, the Transfer Center hosts a variety of transfer centered workshops, transfer guidance including application assistance and open labs, provides information about 4-year campus tours and resources, works in collaborating with Counseling services across campus, and facilitates student appointments with college/university representatives.

C. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.
- Engage NVC students and assist in their progress towards educational and job training goals.
- Increase NVC student achievement and completion of educational and job training goals.
- Achieve equity in student outcomes and promote equity-mindedness to evaluate all District practices.
- Ensure the fiscal stability of NVC as a community-supported district.
- Enhance collaboration between NVC and community and civic partners.

D. New Objectives/Goals:

- Continue to develop our Transfer Bound program. It is a networking group for NVC transfer students to support each other and to connect about the transfer experience. Students will be encouraged to discuss obstacles, opportunities, resources, and experiences regarding the transfer process. This group is an opportunity for students to build connections, improve soft skills, and build confidence in transferring.
- Re-imagining workshop engagement by focusing on different modalities to increase student awareness of transfer information and opportunities.
- Increasing online presence and accessibility to the services that the Transfer Center provides by streamlining our website.
- Increase transfer student engagement and interest in transfer and transfer center's services by further developing the Transfer Stories program (current NVC transfer students and alumni transfer success stories).
- Increase NVC Community support and awareness of the transfer process through intrusive communication involving intentional contact with faculty and staff, and pro-active scheduling of transfer presentations with the goal of developing a beneficial relationship that leads to increased transfer success of our students.

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

The Acting Dean worked closely with the Administrative Assistant and Transfer Center Coordinator to complete the Program Review. Drafts were created and reviewed by the Transfer Center team.

V. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

*Please select ONE of the above.

A. This evaluation of the state of the program is supported by the following parts of this report:

- The Transfer Center is the hub of all that relates to transfer.
- The Transfer Center shares space with the Career Center, Articulation Office, and MESA/STEM.
- Ongoing services include but are not limited to transfer guidance, including major and university research and transfer application assistance through workshops/open labs and individual student appointments.
- Facilitate College/University Representative student transfer advising appointments.
- Provide information and organize 4-year campus (live/virtual) tours.
- Communicates various updates and resources regarding 4-year institutions.
- Transfer academic planning is available via General Counseling and Student Support Programs.
- Transfer is an institutional effort supported by the campus community and by the Board of Governors of the California Community Colleges.
- Transfer Center supports and participates in campus-wide events and activities.

B. Outline a three-year plan for the program, within the context of the current state of the program.

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase High School and adult education outreach.	Title 5 recommendations	Fall 2023-Spring 2024	Number of requested transfer-related presentations and student attendance.
Transfer Bound- a networking group for NVC transfer students.	Section II: D Section IV: A	Spring 2024	End of the year program evaluation of student participation and transfer success outcomes.
Increase NVC departmental collaboration	Section IV: D	Fall 2023-Spring 2024	Conducting 2 all staff surveys; one survey at the beginning of fall term and one at the end of spring term
Credit student engagement in transfer services	Section IV: B	Fall 2023-Spring 2024	Conducting 2 all staff surveys; one survey at the beginning of fall term and one at the end of spring term to gage how many students are transferring and how many are utilizing services among other parameters.

C. Describe the current state of program resources relative to the plan outlined above.

(Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Transfer Center includes Career Center, College/University Transfer Representatives, Articulation Office and MESA/STEM staff in a shared space. There are eight computers and one printer available to students to use for transfer research, transfer application completion, and printing. The lobby space is used for workshops by the Transfer Center and other programs, which at times can prevent students from accessing transfer resources due to a change of hours to accommodate events.

Staffing and services have changed over the past three years due to the pandemic, student enrollment and staffing changes. For continuous growth, we recommend increasing the Administrative Assistant percentage and Coordinator's release time. The Administrative Assistant currently works 50% (20 hours) for the Transfer Center and 50% (20 hours) for the Articulation Office. Our recommendation is to increase the position to 100% and the coordinator's release time to 50%.

We recommend adding an adjunct counselor to be regularly assigned to the Transfer Center team.

Benefits are:

- Presentation support for workshops/open labs and classroom presentations.
- Increased participation in outreach and in-reach events and activities.
- Assist with the ADT verification process and TAG review.
- Support coordinator in providing division and campus-wide transfer related training and updates.
- Overall support of Transfer Center services and activities.

These staffing recommendations are supported by the California Community College Transfer Recommended Guidelines (2017) which has made the following Transfer Center staffing recommendations for community colleges:

- One counseling faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling who reports to a senior administrator;
- One to two full-time counseling faculty positions, and
- One to two full-time classified positions

Many of region 2 community college campuses have transfer coordination assignment at 50% of release time. These include American River College, Cosumnes River College, Sacramento City College, and Folsom Lake College at 50%, Woodland Community College is at 60%, and other nearby CCC outside region 2, include Santa Rosa Junior College and College of Marin at 100%.

If coordination time is increased, it would allow more time to work with campus administrative, faculty, and classified staff to ensure that transfer is identified as a primary mission of the college. It will also allow time for the coordinator to participate in trainings and conferences and bring that knowledge back to the campus.

Program or Area(s) of Study under Review:

ASSOCIATE DEGREE NURSING

Summary of Program Review:

A. Major Findings

1. Strengths:

- Movement to a more student-centered approach.
- Cohesive and collaborative faculty.
- Development and implementation of case study, DEI, and culturally competent delivery of curriculum.
- Strong relationships with clinical sites.
- Willingness to adapt to changes in healthcare and engage in dynamic learning processes.
- Regional acknowledgement of the quality of the graduate coming from the program.

2. Areas for Improvement:

- Stabilize faculty ranks in preparation for retirements.
- Increase adjunct faculty ranks in specialty areas (mental health nursing, pediatric nursing).
- Visualize and creation of a Bridge Program to better serve the growing demands of the nursing field.

3. Projected Program Growth, Stability, or Viability:

The nursing (ADN) program remains stable and has seen continued interest based upon the annual number of applications that are received (in excess of 150) for 40 spaces. Growth can occur with the development of an RN Bridge program.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The associate degree in nursing program aligns with the Institutional Mission and Vision inasmuch as the program evolves to serve the increasingly diverse population in the state, region, and local areas. The basis of the program is Career Education that serves the needs of the region and greater northern California by providing highly trained and competent health care professional via a rigorous and challenging educational program.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Entrance to the program is based upon a random application selection process. Once admitted, students are provided with a balanced educational program that has utilized a variety of theories and techniques to address the variety of student learning needs and objectives to best serve the student. This is accomplished while simultaneously maintaining high standards for completion, success, and first-time licensure examination pass rates.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Utilization of grant funds to provide DEIA and cultural competency training to nursing faculty in both the ADN and VN faculty.

C. New Objectives/Goals:

Develop and implement an RN Bridge program for vocational nurses and paramedics.
Improve DEI training opportunities for faculty/staff.

D. Description of Process Used to Ensure “Inclusive Program Review”

Full-time and adjunct faculty within the program were offered opportunities to provide input/feedback for the review via in-person staff meetings and via electronic distribution of the review during its various phases of development.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The Associate Degree Nursing Program (RN) has weathered the pandemic years as well as or better overall than the rest of the NVC campus. During this very challenging time in our nation’s history and the history of the nursing profession. The faculty, staff, and the students who coalesced and continued to provide quality educational opportunities are to be strongly commended for their stamina and perseverance in maintaining educational quality without compromise but doing so in a collaborative, flexible, and dynamic process.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: ASSOCIATE DEGREE NURSING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Update the existing curriculum	Section IA2, IB1	Fall 2023- Spring 2024	Implementation
Update the VN/Paramedic bridge	Section IIIB	Fall 2025	Implementation
Update the Simulation Center	Section IIIB	Ongoing	Implementation

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The ADN program faculty, with the strong support of the Dean, have been able to leverage grant funding provided by the Chancellor's Office and the Strong Workforce Development funding sources to make a variety of improvements to the Simulation Center in recent years. The heavy lifting has been done at the administrative level but the concepts originate from the faculty and staff who are "in the field" and see what can be done in our educational setting.

Overall, the program is moving forward with appropriate resources relative to access to appropriate learning resources for students. We are always looking to improve our simulation activities and learning center. Our largest, and most present, challenge is to replace our retiring faculty in a timely manner. This won't be an easy task and will require "out of the box" thinking by the current faculty and the administration to move processes along in an expedient, yet professional and rigorous fashion.

Program or Area(s) of Study under Review:

VOCATIONAL NURSING

Summary of Program Review:

A. Major Findings

1. Strengths:

- Student centered focus
- Caring, knowledgeable faculty
- Long term program

2. Areas for Improvement:

- Increase faculty levels to provide relief and flexibility in event of illness or loss of personnel.
- Increase enrollments to levels consistent with other programs.

3. Projected Program Growth, Stability, or Viability:

Viability – improvements needed in item #2 to maintain viability of program.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The vocational nursing program aligns with the Institutional Mission and Vision inasmuch as the program evolves to serve the increasingly diverse population in the state, region, and local areas. The basis of the program is Career Education that serves the needs of the region and greater northern California by providing competent health care professionals via a challenging educational program that allows the student to work during their educational process.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

Entrance to the program is based upon an application process that requires specific prerequisites that are exclusive of the program. Once admitted, students are provided with a balanced educational program that has utilized a variety of theories and techniques to address the variety of student learning needs and objectives to best serve the student. This is accomplished while simultaneously maintaining high standards for completion, retention, and overall success.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Utilization of grant funds to provide DEIA and culturally competency training to nursing faculty in both the ADN and VN faculty.

C. New Objectives/Goals:

Review the viability and the need for the program while simultaneously reviewing the need/demand for a VN/Paramedic-to-RN Bridge program.

D. Description of Process Used to Ensure “Inclusive Program Review”

Program review was developed with the program coordinator with input from the faculty and administration who work within the program.

PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

As described above in "Program Reflection".

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: VOCATIONAL NURSING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Review viability of Program	Section IIIA	Fall/Spring 2023-24	Continuation of program past December 2024.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Primary program resources that impact the program are directly attributable to personnel. The program has had success over the years with continuity in the director and long-time adjuncts. As of the writing of this final portion of the review, three personnel (director and two long-time adjunct instructors) have retired. The Division is actively seeking stop-gap measures to provide current students with appropriate, and expected, instruction in the VN program while the review of the program is undertaken during the upcoming academic year.

Program or Area(s) of Study under Review:

MUSIC

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enthusiastic and well-qualified personnel
 - Faculty
 - Full time
 - Adjunct
 - Studio Music Specialists
 - Support
 - Technical
 - Staff/Administrative
 - Community Volunteers
- Partnerships
 - Community Arts Organizations
 - Festival Napa Valley
 - Cafeteria Kids Theater
 - Napa Valley Youth Symphony
 - Napa Valley College
 - Theater
 - Dance
 - Student Services
- Facilities
 - Performance Spaces
 - Theater
 - Recital Hall
 - Rehearsal Spaces
 - Classroom Spaces
 - Practice Spaces
 - School-owned instruments
- DAS and Foundation monies specific to music
- Enthusiastic community participation

2. Areas for Improvement:

- Overall enrollment
- Student retention through sequenced classes
- Music-Specific Outcome Assessment
- Marketing and Branding for Music

3. Projected Program Growth, Stability, or Viability:

The music program, already facing challenging circumstances at the last review because of a two-year college delay in hiring full time, discipline-specific leadership, faced an uphill enrollment climb in Fall of 2019. Improvement and renewed enthusiasm was stymied in Spring of 2020. The Covid-19 pandemic presented

disproportionate challenges to music classes. Signal latency and audio delay made simultaneous music making via distance virtually impossible. Despite the significant and unique challenges Covid presented to music, creative use of resources allowed the department to continue to serve these specific student needs. Increasing enrollment remains the program's highest priority but by implementing the delayed plans from the last program review, the program can move to Stability.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Music at Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world by the nature of our work. Performing arts in general and music specifically transcend human experience, creating for ourselves the world in which a work must live. Music at Napa Valley College demonstrates commitment to student achievement through the presentation of high-quality concerts each semester and serves students and community members through not only the teaching of on-stage performance skills, but also through rigorous academic work in music composition/theory as well as music history.

2. Assessment of Program's Recent Contributions to Institutional Mission:

As a part of performing arts, music contributes to the Institutional Mission by providing excellent musical instruction and experiences to students and community members alike through highly qualified faculty and partnership with area arts organizations.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Above all else, music instruction at Napa Valley College meets students where they are. Music, as a discipline, constantly assesses and reassesses incremental growth and change. From in-the-moment micro-evaluations of pitch and rhythmic accuracy to evaluations of individual performances to global feedback on ensemble performance, music learning goes beyond simply the passing a test or the assessment Learning Outcomes reported in this document. Music instruction demands consistent monitoring of growth toward specific milestones at all times. All decision making in the department is driven by the consistent and ongoing assessment of student needs in order to provide high-quality programs and services. For example, artistic planning specifically looks at themes, subject matter, and racial and gender representation. We are consciously and purposefully gender, age, and color conscious in all our artistic/programmatic decision making.

C. New Objectives/Goals:

The overarching objective of the music program keeps student needs as the highest priority. Due to a lack of discipline specific leadership and lingering personnel difficulties, the music program was in dire straights in Fall of 2019. However, even during the disproportional challenges faced by the music program during Covid, the program has experienced a resurgence that transcends the classroom. As one of the public-facing elements of the college, the music program consistently actualizes the college mission by regularly partnering with the community resulting in an elevated music program. Goals for this period include marketing both the program and performances so that the as yet unreached community is aware of everything the program has to offer and the regular patrons and students are reminded of what made them want to attend.

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

As a program, music and performing arts consistently participate in ongoing dialogue on the state of the program and its growth and progress. Collaboration is built into our daily work. In order to ensure an "Inclusive Program Review," input was solicited from other music faculty and community stakeholders. Additionally, performing arts recognizes the need for equity and inclusiveness as a part of every formal conversation and the intersecting nature of our programs means that faculty participation across disciplines was essential.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Extracting meaningful information regarding enrollment from the past three years of data is difficult because of disproportional effects on music classes from the Covid-19 pandemic. Additionally, the music program, already in a unique position of challenge because of a two year college delay in hiring full time, discipline-specific leadership, was facing an uphill enrollment climb which was beginning in Fall of 2019 then stymied by Covid in Spring of 2020. Nevertheless, some data provides useful information.

- Despite significant music-specific Covid challenges, **vocal music** as a music sub-discipline has shown stable enrollment and even some recent uptick in enrollment numbers. One can extrapolate from those numbers support for the hypothesis that hiring a full time **instrumental music specialist** would generate similar stability, excitement, and growth.
- **Partnerships** with area arts organizations are already demonstrating growth potential for the program.
- **Musical Theater** demonstrates stable interest. This outward-facing element of the college not only trains participating students in curricular specific skills but also acts as a recruiting tool for both performing arts and the college as a whole.
- **Academic Music Classes (Music Theory)** at the 2nd year level are proving difficult to fill. Part of this challenge is a “residency requirement” in 4-year college programs which means that students would be forced to re-take these lower level core music classes to achieve a Bachelors Degree.
- **Distance Offerings** in music, long thought to be too difficult to accomplish successfully, have proven to be not only possible but preferable to students.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: MUSIC

Plan Years: 2023-2024 through 2025-2026

As mentioned previously, the Covid pandemic prevented many music classes from being offered during the review period because of the limitations of technology. Though some of the 2020 plan was implemented, much was prevented due to Covid effects on course offerings. The updated 2023 plan will include elements that were not accomplished in the previous three years.

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Update curriculum			
Outcomes assessment	III. A	Year 1 – Develop plan for Music Specific Outcomes Assessments (focus on Performance Curriculum)	Assessments occur regularly according to schedule/plan
		Year 2 – Implement plan for Music Specific Outcomes Assessments	Assessments include music-specific data (with context)
		Year 3 – Assess plan for Music Specific Outcomes Assessment	All assessments include music-specific narrative information
Update courses	II. A	Year 1 – Develop Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	
		Year 2 – Implement Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	
		Year 3 – Assess Plan to Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	Report in CourseLeaf (or equivalent program) shows all regularly offered Core Academic courses show current textbooks
Program Mapping	II. A	Year 1 – Align the Core Academic Music and Music Performance Curriculum	Increased Successful Course Completion
		Year 2 – Begin to Assess Changes in Curriculum	Second level sequenced classes show increase in enrollment
		Year 3 – Use Improved Music Assessment tools (above) to assess changes in Academic Music and Performance Curriculum	
Increase awareness			
Mission, Vision, Values, Brand	I. A. 1	Year 1 – Clarify Mission, Vision, and Values of Music area in coordination with other Performance areas	Music has specific social media presence with recognizable branding materials
		Year 2 – In coordination with Performance Area and College, use Mission, Vision, and Values to create NVC Music brand	
		Year 3 – Implement branding on all materials	
Guided Pathways	II. A	Year 1 – Develop Guided Pathways Map for Music study	Documents explaining Music Pathways easily available to counselors and students in counseling and regularly given

			to students who self-identify as music
		Year 2 – Implement Guided Pathways Map	
		Year 3 – Assess Guided Pathways Map(s)	
Closer connection to counseling	II. A	Year 1 – Develop plan to work more closely with Counseling	Regular communication with Counseling
		Year 2 – Implement plan for working more closely with Counseling	
		Year 3 - Assess Plan working more closely with Counseling	
Marketing plan	I. A	Year 1 – Develop Marketing plan specific to music needs	Music area able to measure community engagement with music offerings (measurement exists)
		Year 2 – Implement Marketing plan specific to music needs	
		Year 3 - Assess Marketing plan specific to music needs	
Collaboration	I. A	Year 1 - Investigate more opportunities for collaboration in music area	Student engagement in performance opportunities increased
		Year 2 - Develop Plan for increased collaboration in music area	
		Year 3 - Implement plan for increased collaboration in music area	

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

<p>Current Resources include</p> <ul style="list-style-type: none"> • Personnel <ul style="list-style-type: none"> ○ Well-qualified and enthusiastic FT Faculty ○ Approval for increase in release time for Coordinator position. (Artistic/Music and program) ○ Well-qualified Music Adjuncts and SMS instructors ○ Excellent facilities and technical support staff <ul style="list-style-type: none"> ▪ School-owned instruments ○ Newly board-approved Apple computer leasing contract • Robust partnerships <ul style="list-style-type: none"> ○ With area arts organizations <ul style="list-style-type: none"> ▪ Festival Napa Valley ▪ Cafeteria Kids Theater ▪ Napa Valley Youth Symphony ▪ Napa Valley Education Foundation
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- With area High Schools
 - CCAP offerings at St. Helena High School and American Canyon High School
 - Planned performance collaborations with area high school choirs
- With other NVC departments
 - Theater
 - Dance
 - Art
 - Student Affairs (Viva Mariachi)
- Pending partnerships with
 - Napa Valley Chamber Orchestra
 - Rockley Foundation
- Robust DAS funds to support performance curriculum
 - Vocal
 - Instrumental
- Community interest
 - in both non-credit and credit offerings
 - in attending performances
 - concurrent noncredit classes - dynamism of multi-generational participation

NEEDED RESOURCES INCLUDE:

PERSONNEL:

Instrumental Faculty Leadership:

The program currently has only one fulltime faculty member. Because of the nature of the discipline, music programs function best with a minimum of two full time faculty; one focused on vocal music and another focused on instrumental instruction. After years with either ineffective or no instrumental leadership, the instrumental program suffered student loss. Nevertheless, music programs at area high schools enjoy robust student participation (up to 40% of the student body enrolled in music classes). The much desired development of a Mariachi program simply cannot happen without instrumental leadership to support it. Though instrumental enrollment in 2022-23 will show an increase in student enrollment that begins to equalize with vocal music courses, in order to best serve these students and to fill out the many required music courses, a full time instrumental music instructor is needed.

Staff Accompanist:

The retirement of the current staff accompanist at the end of this year leaves vacant a position that, because of the current state of classified staffing, the college is electing not to renew. Since this work of this position is essential to our curriculum, performing arts is forced to contract part time employees. The financial savings of not renewing this position are therefore practically non-existent but the workload of the music faculty increases exponentially.

Part time positions to support musical theater production:

The strongest program within music currently – even considering pandemic problems - is Musical Theater. In order to support the curriculum for this program, part time staff are needed to help with technical elements behind the scenes.

INSTRUCTIONAL EQUIPMENT:

Strong interest within the administration of Napa Valley College to begin development of a program in support of Mariachi music is supported by the ongoing success of “Viva Marichi.” In order to create an ensemble to begin such a program, instruments specific to this art form must be purchased. (Guitarrón, VIheula)

FACILITES:

It is imperative that the college address significant, long-standing, and documented issues regarding the Performing Arts Center roof and its multiple and ongoing leaks. This issue impacts curricular and community offerings both onstage and in classrooms, as well as space rental and other campus stakeholder uses. Potential exists for significant damage to equipment including instruments (\$1,000,000 worth of pianos) and technology (tens of thousands of dollars worth of computers, sound equipment, lighting equipment, etc.). Ceiling tiles collapsing in the PAC hallways and office suite indicate that the building has already been compromised. Potential exists for further compromise of the structural integrity of Main Theater fly space and stage floor as well as damage to the acoustic shell and hanging curtains (including fire shield curtain). Additionally, the anticipated development of mold, particularly in carpeted areas, poses a health and safety risk for employees, students, and community members. Though this longstanding issue was possible to ignore in recent years because of severe drought in Northern California, recent “atmospheric river” weather patterns have brought the issue to the fore again.

Program or Area(s) of Study under Review:

Humanities

Summary of Program Review:

A. Major Findings

1. Strengths:

The following are the major findings and significant strengths of the HUMA Department:

- Instructors, administrators, and staff with a commitment to equity and inclusivity make student needs and well-being a priority
- Dedicated instructors, administrators, and staff continue to develop professionally by attending and presenting at webinars and national conferences; completing distance education training, receiving certificates in LGBTQIA brave and safe space certificate programs, and are up to date on new student services such as TimelyMD
- Encouraging and competent instructors with many years of experience teaching the disciplines of Humanities and Ethnic Studies are rooted in the local community and support a variety of learning styles among students (kinesthetic, visual, tactile, and auditory learners)
- Charismatic and innovative instructors are relied on as experts at the institution due to their research and advanced application of culturally responsive pedagogy and critical theories of social and environmental justice
- Innovative instructors employ a variety of teaching methods (i.e., lectures, small/large group projects, online discussion posts, community service projects, arts-based responses to readings, film/theater monologues, and self-reflective writing)
- Instructors develop and revise course content to include the experiences and contributions of communities such as African Americans, Mexican/Latina/x/o Americans, Asian Pacific Islander Americans, and Native Americans with the following intersections; socioeconomic status, disability/ableism, religion, immigration status, language, and LGBTQIA and non-binary representation

The major successes of the HUMA Department are:

- Creation of the AA Degree in Ethnic Studies (2018)
- Creation of the Social Justice Studies-Ethnic Studies AA-T Degree (2019)
- The birth of the new ETHS department (Fall 2022), the transition of five HUMA courses to ETHS courses, and the development of four new ETHS courses and one new HUMA course (2022)
- Establishment of the Cultural Center (2016)
- 100% of courses have been assessed
- PLOS in progress through the upward assessment process
- Large enrollment increases in HUMA 125
- Class size increases in HUMA 125 and 151
- Retention and successful course completion rates exceed the corresponding institution rates for HUMA 125 and 151
- Successful course completion rate for the program is significantly higher than the institutional rate
- Successful course completion rate in HUMA 151 is significantly higher than the program-level rate
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans, and first-generation students

2. Areas for Improvement:

- Work with the institution to innovate new strategies to boost enrollment, class size, and fill rates with consideration for the factors that will contribute to low enrollment in the local area for the next three years. Factors such as; high cost of living, low birth rates, lack of pay equity, and a "lack of adequate affordable housing" ([Booth, 5 October 2022, Press Democrat](#))
- Implement strategies for increasing publicity about degrees
- Rekindle relationships with local High Schools and community organizations

3. Projected Program Growth, Stability, or Viability:

The HUMA Program exhibits qualities associated with “Growth.” Below are highlights demonstrating “Growth”:

- Large enrollment increases in HUMA 125 (I.A.1)
- Class size increases in HUMA 125 and 151 (I.A.2)
- Retention and successful course completion rates in HUMA 125 and 151 exceed the institutional rates (I.B.1)
- Successful course completion rate for the program is significantly higher than the institutional rate (I.B.1)

- Successful course completion rate in HUMA 151 is significantly higher than the program-level rate and the institutional rate (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans, and first-generation students (I.B.2)

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

As an institution, Napa Valley College has a mission to prepare students for “evolving roles in a diverse, dynamic, and interdependent world” ([NVC Website](#))

The mission of the HUMA department, housed with ETHS and PHIL, is to equip students with the tools to critically examine the interplay between artistic, philosophical, historical, political, religious, and cultural issues influencing humanity and the spectrum of human expression. Therefore, the HUMA program's mission aligns with the NVC mission. HUMA courses strengthen students' understanding of global cultures and cultivate an appreciation of the contributions and perspectives of individuals from diverse ethnicities, gender identities, sexual orientations, dis/abilities, socioeconomic, and religious backgrounds. HUMA courses prepare students for career paths and community engagement in a rapidly changing world.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Between 2019-2022, some instructors teaching in the HUMA department aligned their Course Objectives to the [NVC Institutional Learning Outcomes and General Education Learning Outcomes](#) and included a rubric in their syllabi. By aligning course objectives to institutional learning outcomes, HUMA instructors clarify how HUMA courses are part of the NVC community and thus make these connections visible to the students. For example, HUMA 151, HUMA 174/THEA 105, and HUMA 125 syllabi have a rubric to display this information. The rubric also contains two additional columns: Course Topics That Advance Learning Goals and How Assignments are Assessed, for a clear picture of the NVC mission, NVC Institutional Learning Outcomes, Course Objectives, and how the Course Themes and Assignments are in alignment with institutional goals.

** Please note, although HUMA 174/THEA 105 is referenced a few times in the HUMA Program Review, it is part of the Theater Taxonomy and therefore does not appear in the assessment data or other HUMA data in this report.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- The example above on page 3, HUMA Course Objectives aligned to the NVC Institutional Learning Outcomes rubric
- Charismatic and innovative instructors are relied on as experts at the institution due to their research and application of culturally responsive pedagogy and critical theories of social and environmental justice who serve on task force subgroups, and develop culturally responsive curricula within the Academic Senate Center for Equity and Excellence in Teaching and Learning (C.E.E.T.L.)

C. New Objectives/Goals:

- Continue to connect with the learning communities on campus such as: Puente, Umoja, and Kasaysayan the new Filipina/o/x Learning Community to ensure they are aware of course offerings and Cultural Center events
- Continue hosting online and live Cultural Center events such as; guest speakers, and workshops from esteemed scholars, educators, artists, poets, authors, dancers, lawyers, doctors, and activists to immerse students, faculty, staff and administrators in the discipline of HUMA and ETHS
- Explore the potential of a HUMA and ETHS Enrollment Focus Group among part-time (with a stipend) and full-time faculty
- Develop a new HUMA course, Peace Studies
- Explore the prospect of Peace Studies in the HUMA Department through the creation of the Community Advisory for Peace in Education (C.A.P.E.) with a focus on equity, inclusivity, and peace
- Learn more about the [Asian American and Native American Pacific Islander-Serving Institutions Program](#) at the U.S. Department of Education. Specifically the AANAPISI grant. This would potentially allow the HUMA and ETHS department to plan a Kasaysayan conference and invite national Filipina/x/o learning communities to NVC 2025 or 2026
- Research and apply for the [National Endowment for the Humanities Grant](#) in 2023, or other Humanities grants

D. Description of Process Used to Ensure “Inclusive Program Review”

Although one can never eliminate bias, the HUMA program review used an ethical and Indigenous decolonized research lens ([Smith, 2016, Decolonized Methodologies](#)) by employing the following techniques: sharing knowledge, receiving feedback, and implementing changes through multiple drafts. The HUMA program at NVC uses equitable and inclusive processes in

developing all curricula, reports, reading assignments, and community events. These processes, as you will read below, help to reveal the structural systems and conditions contributing to oppression and discrimination.

Why This is Important

In 2019, the Academic Senate for California Community Colleges gave a presentation in San Francisco entitled, [Addressing Equity in the Arts and Humanities Through Curriculum](#). Participants were encouraged to review their CORs from an equity perspective. Next, they were asked the following question: “Does the COR and syllabus feature course content and other material that are inclusive of people of color and LGBTQ+ voices, and a multiplicity of critical methodologies: Feminist, Marxist, Psychoanalytic, Deconstruction, Queer Theory, Black Liberation Theory?” (ASCCC, 2019, San Francisco, CA). The tenth slide in this presentation suggests that HUMA instructors should “Celebrate knowledge, art and beauty, but reveal the structural systems and conditions which created these products” (ASCCC).

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

	Viability
	Stability
X	Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

According to the 2022 Program Review User’s Manual, “stability” is defined as a program that is consistently strong and currently thriving; “growth” is defined as a program currently expanding to meet an increased need. In many places, such as retention and equity, the HUMA program exhibits characteristics of both stability and growth. Prior to Covid19 and an institutional (and in some cases national) trend of lower enrollment, the HUMA program leaned more toward “growth”.

Below are highlights demonstrating “growth”:

- Large enrollment increases in Huma 125 (I.A.1)
- Significant enrollment increase or stability in Huma 151 (I.A.1)
- Class size increases in Huma 125 and 151 (I.A.2)
- HUMA productivity exceeds the target level for the institution (I.A.3)
- Retention and successful course completion rates exceed the corresponding institution rates for all three courses in the department. (I.B.1)
- Successful course completion rate for the program is significantly higher than the rate at the institutional level. (I.B.1)
- Successful course completion rate in HUMA 151 is significantly higher than the program-level rate and the institutional rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Mexican/Latina/x/o Americans, and first-generation students (I.B.2)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Humanities

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase enrollment, class size, productivity for HUMA courses	I.A.1 I.A.2 I.A.3	2023-2024: Explore potential of a HUMA & ETHS Enrollment Focus Group to research and market enrollment strategies; 2024-2025: Refine and implement strategies 2025-2026: Evaluate impact	Increase in given indicators over three-year period, Exceed the institutional rates for indicators
Increase publicity about degrees	I.C.1	2023-2024: Research analytics & design strategies; 2024-2025: Refine and implement strategies 2025-2026: Evaluate impact	Increased enrollment, increase in degrees conferred; increase in students transferring into the UC and CSU systems
ETHS and HUMA Enrollment Focus Group	I.C.1	2023-2024: Use the GTD method (or another productivity framework) to: <u>Capture</u> ideas in an emergent document; <u>Clarify</u> notes by themes, course offerings, and teaching expertise, <u>Organize</u> projects that will lead to increased enrollment assign dates, 2024-2025: <u>Engage</u> and prepare to implement with the goal to exceed the institutional rates for indicators, 2025-2026: <u>Review</u> and assess	Increased support, understanding within the department, increased enrollment, increase in degrees conferred, increased retention and successful course completion, graduation, transfer rates (particularly among disproportionately impacted and under served groups)
Kasaysayan Filipina/o/x Learning Community	I.C.1	2023-2024: Celebrate and assess success, viability, resources, etc. 2024-2025: Find funding in order to plan a Kasaysayan conference and invite national learning communities to NVC, 2025-2026: Hold the conference	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation and transfer rates (particularly among Filipina/o/x Americans), Increased collaboration and visibility and potential to create alliances with other campuses
Cultural Center programming	I.B.1	2023-2024: Continue to hold events both online and live, including one off-site field trip, 2024-2025: Clarify and implement the Cultural Center as the hub for the C.E.E.T.L.	HUMA students' Are inspired and build peer and mentor networks when attending Cultural Center events regarding race, culture, ethnicity, immigration status, socioeconomic status, gender identity, gender expression, Sexual orientation, age, spirituality, ability, and the intersections thereof (excerpt from CC Mission).
Community Advisory for Peace in Education (CAPE)	I.B.1	2023-2024: Brainstorm the necessity and criteria for CAPE in the spirit of the 13 Grandmothers with a focus on equity, inclusivity, and peace after the rise in gun violence on campuses nationwide, 2024-2025: Review applications and meet with potential C.A.P.E. members, 2025-2026: Find funding in order to welcome the C.A.P.E. and create a resolution for education in a peaceful setting	Work with consideration for the sensitive nature of this project and design a questionnaire to gather feedback from students, faculty, staff, and administrators on the times they have felt unsafe while learning, teaching, or at work. Disaggregate and code the data using inductive and deductive buckets. Use the themes to create C.A.P.E. from

			<p>an abundance mindset to offset unspoken fears that merely being in a space of higher learning places one in imminent danger. Work with experts to ensure the process and deliverables are ethical, inclusive, and in alignment with program mission</p>
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

<p><u>Anticipated Program Resource Needs:</u></p> <ul style="list-style-type: none"> ● Classified Personnel and/or Student Worker: Part-time, to staff and shelve books in the Cultural Center ● Facilities (for The Cultural Center) ● IT (for The Cultural Center computer maintenance) ● Torsion on the Go! Nesting Chairs in a dark color (also requested in the 2019 P.R.) ● Uniframe cafeteria table (round with wheels, folds in the middle for easy adjustment). (also requested in the 2019 P.R.) ● 4 Folding tables ● 16 stackable folding chairs ● Carpets and chairs shampooed annually. Weekly: empty trash, clean and dust the space, especially the windows and bookshelves ● Stipend for the ETHS and HUMA Enrollment Focus Group ● Operating Budget ● Line in the Operating Budget for CAPE ● Line in the Operating Budget for Special Projects Stipends - annual field trip and film festival (Cultural Center Events) ● Guest Speaker Funds (Instructional and Cultural Center) ● Cultural Center Library and Learning Materials: Paperback, digital books, and audio-visual materials (Instructional and Cultural Center collection) ● Guest parking passes ● Cultural Center Swag for giveaways such as T-shirts, pens, water bottles, etc.

Program or Area(s) of Study under Review:

DIGITAL ART AND DESIGN

Summary of Program Review:

A. Major Findings

1. Strengths:

During the last few years, the Digital Art and Design (DART) program has proven to be responsive to students' needs, flexible and agile in adopting new and best practices regarding hybrid instruction and committed to embedding DEI in all program matters.

While only offering online classes, we ensured student equity and access to software by working closely with IT and the Library to provide students with laptops capable of running Adobe Creative Cloud. We provided free access to Adobe CC software for all students enrolled in DART courses. We continue to provide these services today, for both online and in-person classes. Every semester, several students inform us they would not be able to continue their education without this support.

Though overall enrollment at NVC and the local school district continues to contract, students earning the DART AA has increased 550%. We work closely with Counseling to ensure students reach their goals, even if there are fewer students overall. We will continue to explore ways to build and sustain enrollments by targeting populations of High School seniors and providing high schools with marketing materials.

We explored the benefits of hybrid modality and 16-week offerings. As a result, late-start courses now allow students the opportunity to register later; the inclusion of some online content per week also enables faculty to enhance or supplement assignments in studio. The late-start classes and lifting the restriction on Sections offered has allowed DART to offer more classes and aligns better with Guided Pathways mapping. For example, we were able to offer and fill DART 125 Animation and DART 130 Digital Imaging for the first time since the pandemic began.

Though we do not have a dedicated DART ISA, we have support from the Photography ISA, Kelly Dunn, in the computer labs. The replacement of our set of digital cameras is almost complete. We expect to begin a lease on Apple computers. Our Unit Plan includes updating our 2 sets of incompatible tablets to 1 set of display tablets. We are working with IT to also lease or purchase new printers. These equipment improvements will allow the program to modernize with the industry.

A monitor was approved and installed in the Visual Arts Center lobby. The monitor allowed for consistent display of student digital work for student art exhibitions. We continue to collaborate with others on campus. DART students regularly exhibit artworks at the NVC library. Students recently redesigned book covers and created Get Out The Vote and Banned Books Posters.

We are in the process of forming an Advisory Committee of professionals, educators and community members to advise the program further on matters such as course and program content and standards, equipment, job training and recruitment, and industry standards.

2. Areas for Improvement:

DART suffered decreased enrollment due to fewer sections and an overall decrease in student enrollment at NVC. The program's enrollment is generally stable for the fewer sections offered. We hope to begin offering more late-start sections with better promotion to continue filling those classes offered.

During the pandemic, we successfully interviewed and hired more part-time instructors to develop a solid team for the program. This is an ongoing process as we have also lost part-time instructors. Additionally, with the loss of the ISA in ARTS, current absence of a FT instructor in both Photography and ARTS, staffing strains continue to affect the DART Program.

We also see that our online retention and completion rates could improve. Despite much upheaval, our numbers remained similar to pre-pandemic rates. As we emerge from the pandemic, we can once again focus on best-practices. Many of our online courses will now be hybrid with live Zoom meetings. Canvas and Culturally Responsive Pedagogy training have improved our online courses. Instructors are also better prepared and knowledgeable about what works in an online environment for a DART course.

3. Projected Program Growth, Stability, or Viability:

The DART Program is a well-attended program. With the projected growth in the labor market, we expect that the program will remain stable despite the overall shrinking student population at NVC. We believe a well-thought-out reintroduction of both online and in-person sections will be successful over the long haul. The growth in DART AA degrees awarded indicates NVC has students dedicated to succeeding as a digital artist or graphic designer. The Advisory Committee will be a welcome addition to the program.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The DART program at Napa Valley College consists of classes and degrees that prepare students for transfer to a four-year institution and a career. Through creation, experimentation, and visual literacy the DART curriculum also produces creative citizens and critical thinkers.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The DART program has adopted a number of initiatives that serve our students, from providing library laptop loans, to paying for students' subscription to Adobe CC, to providing free art supplies to in-person DART students, to working with Counselors to ensure students get the information they need to pursue transfer, to working with the Career Center for job placement and resume/portfolio building.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

We participated in outreach via a Pizza Pathway Party and High School Tours. With Guided Pathways in mind, DART revised its AA degree. We will continue to look at the degree with the Advisory Committee. DART is also looking to create a Certificate in Graphic Design to aid professionals who already have a four-year degree.

C. New Objectives/Goals:

Strengthening enrollment and promoting the AA in Digital Art and Graphic Design.

Continue to investigate the possibility of the institution auto awarding degrees.

Creation of the Advisory Committee, Graphic Design Certificate and Certificates particular to specific media/disciplines.

Finalizing update of 3950. All the furniture is in place. Awaiting new equipment and IT infrastructure.

This will enable more classes and lab hours to be assigned.

Leasing of Apple computers was approved by BOT in March. Continued paid subscription to Adobe CC and library laptops for all students. Purchase of display tablets and styluses to keep up with industry practices and new operating systems.

Updating CORs for DART 125, 130, 140, and 170.

Continued training in best practices for online courses, Canvas, student equity and DEI, supporting disproportionately impacted students

D. Description of Process Used to Ensure “Inclusive Program Review”

Drafts of this report will be shared with all FT and PT ARTS faculty. Monthly meetings address many of the topics embedded here; for faculty colleagues unable to attend, minutes are provided.

PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- X Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

The DART Program is committed to bringing back in-person courses to better support students. Enrollments for SP23 are already rebounding. More course offerings align with Program Mapping completed for Guided Pathways.

Development of an Advisory Committee will help guide the program's AA, Certificates, and revisions of CLOs and PLOs.

There was a significant increase in DART AA awards despite the pandemic and contraction of course offerings.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: DIGITAL ART AND DESIGN

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Creation of Advisory Committee	throughout	SP23	Revisions to AA, creation of Certificates
Updating CORS	Curriculum	F24	Better achievement of students in the evaluative and creative realm of CLOs
Complete reconfiguration and equipment update of 3950	New Objectives/Goals	SP24	Digital Art and graphic design studios that support student learning

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

First meeting of Advisory Committee scheduled for April 2023. Actively working with IT staff to finalize updating of 3950. Leasing of Apple computers was approved by BOT in March, continued paid subscription to Adobe CC and library laptops for all students. Procuring display tablets and styluses to match new operating systems.

Program or Area(s) of Study under Review:

HEALTH OCCUPATIONS

Summary of Program Review:

A. Major Findings

1. Strengths:

Courses provide preparatory work for entry into the Psychiatric Technician, Vocational Nursing, and EMT/Paramedic programs.

2. Areas for Improvement:

The courses are adequate for the preparatory phase of the programs. However, would like to offer more of these courses to further support students preparing for the VN, PTEC, and EMT/Paramedic programs. The pandemic resulted in fewer opportunities for students moving into these programs thus resulting in a reduction of offerings. Review and update of the curriculum will be initiated.

3. Projected Program Growth, Stability, or Viability:

The series of courses with the HEOC label are not discipline-specific. Three of the courses are pre-requisites to programs that are certificate programs. As such, these courses are expected to maintain a stable level of enrollments moving forward.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The courses align with the overall mission of the institution and the goals of the programs as entry-level preparation for healthcare.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

Provides opportunity for students to enter healthcare professions. These are entry-level programs that often lead to advanced study and advanced credentials as the individual grows in the profession.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

N/A

C. New Objectives/Goals:

Increase the number of course offerings as related to the demand as the pandemic recedes.

D. Description of Process Used to Ensure “Inclusive Program Review”

These courses are specific to the entry-level programs as preparatory and are not a program.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Program Data: 1. Section size 2. Fill rate and productivity Momentum: 1. Retention and successful completion rates 2. Student equity

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: HEALTH OCCUPATIONS

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
None to report			

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

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Program or Area(s) of Study under Review:

EMERGENCY MEDICAL SERVICES (EMS)

Summary of Program Review:

A. Major Findings

1. Strengths:

We put out a quality product in the students that complete the EMS courses. Diverse Instructional Cadre with a desire to drive student success.

2. Areas for Improvement:

A better job at marketing the EMS program.

3. Projected Program Growth, Stability, or Viability:

The EMS Program should see some minor growth and will remain sustainable and continue to focus on student success and the Industry Partner's needs.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The EMS/Paramedic Program provides a venue for students, regardless of background, to learn, grow, and evolve into a valuable member of the overall healthcare team in society. The programs are continuously undergoing evaluation and assessment by the Advisory Board and four accrediting bodies. This continuous assessment and evaluation ensure the program to maintain its curriculum to the rigor and levels required by federal and state regulations.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The EMS/Paramedic Program prepares students who enroll to be adaptable, reliable, and competent healthcare paraprofessionals in a field that is ever-changing. The program(s) are overseen by a diverse Advisory Review Committee that is well-versed in the demands and commitment required in this career-technical, highly specialized field of study.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The EMS/Paramedic Program was able to leverage Strong Workforce Funds and other external funding sources to provide a state-of-the-art training venue that is the equivalent of a working ambulance complete with all equipment that a successful graduate would experience in a real-world application. The braiding of funds and the acquisition of this innovative equipment provide students with "close to real" experiences that they can carry forward into the workplace. As such, the students who complete the program are better equipped to succeed in the workplace immediately.

C. New Objectives/Goals:

To continue to live up to our own program goal:

EMS Program Goal:

“The Napa Valley College EMS Program is dedicated to creating a collaborative learning environment based on mutual respect and appreciation for the diversity of life and work experiences that each student brings to the learning environment. The program seeks to facilitate learning for each student in order that he/she can become a competent entry-level EMR/EMT/EMT-P who meets the State of California Title 22 requirements and the U.S. Department of Transportation National Standards.”

D. Description of Process Used to Ensure “Inclusive Program Review”

Discussed and shared program review with Adjunct Faculty and Classified Staff.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability**
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Program Data:

- Section 1 -Demand
- Section 3 – Fill Rate & Productivity
- Section 4 – Labor Market

Momentum:

- Section 1 – Retention and Successful Course Completion
- Section 2 – Student Equity

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: EMS

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

NVC EMS Program continues to develop with our resource strategy. We have been fortunate to be recipients of Strong Workforce Funds as well as generous donations from local industry. We continue to look to ways that will build our available funding for resources, looking to develop a stronger pathway with those on campus who can seek and write grant proposals. As technology changes or grows old, we will need to be able to replace it to keep the overall EMS Program viable

Program or Area(s) of Study under Review:

BIOLOGY

SUMMARY OF PROGRAM REVIEW:

A. Major Findings

1. Strengths:

Although enrollments are down across the institution, demand for Biology courses is still relatively strong. The department maintains a high level of academic rigor. The department has well qualified faculty, both adjunct and full-time.

2. Areas for Improvement:

Equity analysis shows the retention rate among African American/Black and the successful course completion rate for African American/Black students, Latinx/Hispanic and first-generation students were lower than the institutional average.

3. Projected Program Growth, Stability, or Viability:

The biology program is currently in a relatively stable phase and this trend is likely to continue into the foreseeable future.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Biology Department offers courses for transfer students in biology, prerequisite courses for pre-health science students, and general education courses in life sciences. The department faculty and staff are dedicated to providing excellent instruction and academic support to meet the diverse needs of our students.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Provided quality instruction, preparing students for transfer, during a pandemic.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Biology Department offers classes which prepare students for transfer, health sciences and general education. In addition, two new Associates degrees, the AS in Natural Science-Life Science and the AS in Pre-Health Science were introduced in the 2018-2019 academic year. Since the introduction, 331 of these AS degrees have been conferred.

C. New Objectives/Goals:

Continue to improve the student success rates and retention among all equity groups

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

The Program Coordinator was the lead writer with input from both adjunct and full time faculty and the Instructional Assistant.

PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Sections 1A1 (Headcount and enrollment) and 1A3 (Fill Rate and Productivity): Although enrollments have fallen, they remain relatively strong and fill rates are high.

Section I.B. 1. Retention and Successful Course Completion Rates. With the exception of BIOL 103, 105, 120, 218, all other biology courses have successful course completion rates near or above institutional averages. In addition, there is a strong trend of increasing retention and successful completion rates as students progress through the science major course sequence (BIOL 120, 240, and 241).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: BIOLOGY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Continue to improve the student success rates and retention among all equity groups particularly in the pre-health science courses Biol 105 and 218.	Section I.B. 1.	Training to Biology faculty in strategies to increase student success with an emphasis on promoting equitable outcomes in student success. The training should be from an outside trainer with experience in training specifically in the sciences. The request has been made in the 2023/24 Unit Plan. Training to be completed in 2024/25	Student success rates in Biol 105 and 218

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Training to Biology faculty by outside trainers with expertise in the sciences.

A. Effective Practices

- | |
|---|
| <ul style="list-style-type: none"> • The Biology department maintains high academic standards and high quality laboratory programs. • The department’s full-time faculty, adjunct faculty, and support staff work cooperatively to maintain continuity and excellence in the biology program. • The department evaluates and updates the biology curriculum regularly. • Student Learning Outcomes are assessed regularly and the result are used for program improvements. • The department has effectively utilized Supplemental Instruction in several of our courses to the benefit of many students. • Biology faculty actively engage students and maintain a high level of instructor-student interaction in labs and discussions. |
|---|

Program Review Summary Page Spring 2023

Program or Area(s) of Study under Review:

POLITICAL SCIENCE

Summary of Program Review:

A. Major Findings

1. Strengths:

Excellent faculty with fidelity to the mission of Academia: the unfettered pursuit of truth via freedom of inquiry, freedom of conscience, and the exchange of ideas through civil discourse. Headcount/Enrollment/Class size remained comparatively robust during the pre-COVID period under review. Fill rate and Productivity remained comparatively robust through the entire period under review.

2. Areas for Improvement:

Alignment of program supply with student demand. More vigilant assessment of course materials.

3. Projected Program Growth, Stability, or Viability:

Viability with some limited growth in the post-COVID period

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Political Science program offers a range of courses which introduce students to a politically diverse, dynamic, and interdependent world and prepares them by augmenting their political knowledge and awareness, analytical abilities, and communicative skills. All five Political Science courses are transferable to the UC/CSU system.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Recent contributions include a switch to a low-cost web-based text materials completely integrated and accessible on a wide variety of platforms.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Lowering class caps and reallocating course-offerings to provide more individualized instruction and more accurately reflect student demand.

C. New Objectives/Goals:

Greater effort to precisely align programmatic offerings with student preference and demand

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

Program Review Report

This report covers the following program, degrees, certificates, area(s) of study, and courses (based

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

Viability

Stability

Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

POLI SCI is stable despite the 2021-22 outlier. However, while I anticipate recovery from COVID-period declines in our numbers, long-term decreases will necessitate annual adjustments in the quantity, modality, and composition of program offerings.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: POLITICAL SCIENCE

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review Relevant Section(s) of Report Implementation Timeline:

Activity/Activities & Date(s) Measure(s) of Progress or Effectiveness

Semester by semester

adjustments in program

offerings IA1 – Demand IC1 – Program Completion 2023-24 Academic Year 125/135/140/145 course enrollments Total POLI-SCI AA-T degree pursuants/conferred

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Resources are sufficient

Program or Area(s) of Study under Review:

ENGINEERING

Summary of Program Review:

A. Major Findings

1. Strengths:

The major strengths of engineering are:

- The Successful Course Completion Rate for Engineering Courses/Program are higher than the respective Institutional Rate. This can be attributed to several factors. Many engineering students take advantage and engage in the opportunities to interact in and out of the classroom, participate in extracurricular activities on-campus, attend regional and national conferences, and interact with professional organizations.
- Engineering has continued to work closely with Student Support Programs such as STEM/MESA Center, Extended Opportunity Program and Services (EOPS), and TRIO Educational Talent Search. Working closely with these programs helps to provide advice and ensure that students get resources available that they need.
- Over the past 2-3 years, the program developed many online activities that have helped to modernize the exposure to problem solving and engineering applications in the real-world. These activities are in the form of simulation labs, videos followed by written assignments and reflections, and research-based homework problems.

1. Areas for Improvement:

Three areas of improvement for engineering are:

- Revamp outreach and interaction with local high schools. While sometimes this can and should be done individually by the Engineering Department, we need to look for effective ways to do outreach. Effective ways could include partnering with other programs on-campus to target more students in a broader area.
- Engage with local engineering industry and professionals to mentor, provide internships, have opportunities for visits and tours, and put together a kind of an engineering advising board. These activities will help to keep students in the program engaged and will help attract students from local high schools into Napa Valley College to enroll in engineering and then transfer.
- Work to continue to articulate courses such as ENGI 110 and ENGI 160 with universities where our students tend to transfer.

1. Projected Program Growth, Stability, or Viability:

It is expected that engineering will remain stable with little growth over the next 3-5 years. Outreach will allow the program to grow a little. However, outreach needs to be expanded to Saint Helena and Calistoga.

Engineering is an integral part of Napa Valley College. Our students take general education classes and classes from other departments including chemistry, math, and physics.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Here is a brief description of the alignment of Engineering and the Institutional Mission:

- Engineering alignment with the Institutional Mission is evident. First, engineering "prepares students for evolving roles in a diverse, dynamic, and interdependent world."
- Engineering is a "high-quality program" with excellent instruction that is "continuously evaluated and improved."
- Engineering offers "transfer courses" for students that plan to transfer to 4-year colleges/universities to complete their B.S. in an engineering field.

2. Assessment of Program's Recent Contributions to Institutional Mission:

Here is the assessment of Engineering's recent contributions to the Institutional Mission:

- The contributions of the program to the institutional mission are continuous. Every engineering class "prepares students for evolving roles in a diverse, dynamic, and interdependent world."
- In the Spring 2020 and now in Spring 2022, Engineering is undergoing Program Review to ensure that it is "continuously evaluated and improved."

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Here is a list of some of the engineering activities and objectives promoting the goals of the Institutional Strategic Plan and other Institutional Plans/Initiatives:

- Engineering is a department that focuses on the success of students. This is accomplished by excellent instruction in lectures and labs, support students in extracurricular activities, provide mentoring and help secure internships and scholarships.
- Engineering has supported the "Coffee with Engineers" event that the Society of Hispanic Professional Engineers (SHPE) has put together over the past three years.
- Over the past three years, engineering has participated on four On-Campus Internships mentoring and guiding students on an engineering related project. Projects have included the following: Band Pass Filters for Communication System, Object Identification with MATLAB, and Digital Logic. All the projects include a design, development, simulation, building, and testing phase.
- Engineering participated in a six-week Culturally Responsive Teaching in STEM Course in the Spring of 2022. This course was very informative; however, it included many real-life examples and practical guides/steps to apply the information presented in our own courses.

C. New Objectives/Goals:

Here are new objective/goals for Engineering:

- Reach out and engage with local engineering industry and professionals to mentor, provide internships, and do tours. These activities will help to keep students in the program engaged and will help to attract students from local high schools into Napa Valley College to enroll in engineering and then transfer.
- Broaden the area of outreach to Saint Helena and Calistoga.

D. Description of Process Used to Ensure “Inclusive Program Review”

The information included in this program review includes feedback, comments, suggestions, and other remarks made by engineering part-time instructors and instructors from other “adjacent” departments including Chemistry, Math, and Physics.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- X Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Engineering decrease in enrollment is smaller than the decrease at the Institutional level.
- Course Completion Rates for Engineering are higher than the corresponding Institutional Rates.
- Outreach decreased between Spring 2020 and Spring 2022; however, it is picking up since Fall 2022.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: ENGINEERING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Effective and Broader Outreach	Program Data, Demand, Headcount and Enrollment	Consistently over the next three years	Monitor Headcount and Enrollment trends.
Increase Attractiveness of Program	Program Data, Demand, Headcount and Enrollment	Consistently over the next three years	Monitor Headcount and Enrollment trends, and survey students.
Engage with Local Engineering Industry and Professionals	Program Data, Demand, Headcount and Enrollment	Consistently over the next three years	Survey students.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

In general, the Engineering program resources are adequate; however, there are some resources needed to reach the strategic initiatives outlined above:

Effective and Broader Outreach:

- Collaborate with other NVC programs to join efforts in doing outreach.
- Find effective ways to reach target students, students interested in engineering that don't know about NVC Engineering.
- Resource Needed: Time to collaborate, coordinate, and execute.

Increase Attractiveness of Program and Engage with Local Engineering Industry and Professionals:

- Engage with local engineering industry and professionals to mentor, provide internships, and do tours. These activities will help to keep students in the program engaged and will help attract students from local high schools into Napa Valley College to enroll in engineering and then transfer.
- Resource Needed: Support from NVC as institution to form a kind of Engineering Advisory Board.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Business Administration**

Term/Year of Review: ~~Spring~~ **Fall 2022**

Summary of Program Review:

A. Major Findings

1. Strengths:

- Over the past three years, the successful course completion rate for the Business Administration Program was significantly higher than the rate at the institutional level.
- Among Business Administration Program students, job placement rates have consistently exceeded the program-set standard (of 60%). The job placement rates have exceeded the stretch goal (of 75%) in two of the past three years.
- The number of students enrolled (headcount) in the Business Administration Program increased by 8.2% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Business Administration Program increased by 12.1%, while enrollment across the institution decreased by 6.6%.
- The college-level offerings of Intro to Business ensures that students are on a structured and efficient path to degree completion, transfer, or career exploration—and provides the opportunity to students who might otherwise not be able to have it.
- The successful course completion rates among Latinx/Hispanics and First Generation students in the business administration program were higher than the corresponding rates at the institutional level. The difference between the program-level rate and institution-level rate among Latinx/Hispanics was statistically significant.

2. Areas for Improvement:

- Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve the participation.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education.
- **Institutional improvement needed:**
Business Administration high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

3. Projected Program Growth, Stability, or Viability:

Business Administration Program is in significant growth mode.

- The number of AS degrees conferred by the Business Administration Program increased by 42.9% between 2018-2019 and 2020-2021.

- The number of AS-T degrees conferred by the Business Administration Program increased by 44.4% between 2018-2019 and 2020-2021.
- The Business Administration Program accounted for 38.7% of the AS-T degrees conferred in 2018-2019 and 38.2% of those conferred in 2020-2021.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College's Mission states that "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." This degree is completely aligned with this mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:

In keeping with the colleges Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Archived BUSI 175 Machine Calculations- outdated
- Archived BUSI 177 Records Management- outdated
- Archived BUSI 199- Independent study- to focus the student on required coursework
- Archived BUSI 275 Machine Transcript: outdated technology
- Archived BUSI 170 keyboarding-it is an elementary class
- Archived Business math course BUSI 90A, BUSI 90B, BUSI 960C and now allow the student to fulfill GE math requirements with area B4
- Archived BUSI 185 Business English – and instead allowed the student to fulfill English Area D1
- Archived Business Admin: Office Admin: AS degree - it was redundant and consuming to have so many BUSI AS degrees
- Archived Business Office Assistant Studies Certificate of Achievement – the coursework was outdated and archived.
- Archived Business Software Skills Certificate - the coursework was outdated and archived.
- Archived Advanced Microsoft Office Skills Certificate. The courses were originally moved to non-credit. However, based on an agreement with the Director of Upper Valley Campus and Community Education, the Principal at Napa Valley Adult Education and the Senior Dean Career Education & Workforce Development, the Microsoft Suite courses archived. This ensures we do not have redundancy with our partnering Adult School and can have clear transitions and pathways between our offerings.
- Updated Program learning Outcomes to align with course Student Learning Outcomes
- By archiving outdated courses and redundant degrees were able to streamline the program offerings and make it easier for students to choose a program and complete it.

C. New Objectives/Goals:

- Create Associate in Science in Business Administration for Transfer Degree 2.0 as outlined by the California Community Colleges TMC (revised 2/08/21).
- Increase the student enrollment and engagement with the Alpha Beta Gamma honors Club.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 100.

D.

This program review includes details from Business advisory meetings and industry professionals.

Partners include:

- Upper Valley Campus Non Credit
- Napa Valley Adult School
- Napa Unified School District
- St. Helena Unified School District
- Calistoga Unified School District
- Napa Country Office of Education
- Napa Education Foundation
- Virtual Enterprise International
- Junior Achievement
- Workforce Alliance of the North Bay
- Yountville Chamber of Commerce
- Salvation Army
- Napa Downtown
- County Of Napa

And was written in collaboration with Cristine Tapia Manager, Dual Enrollment and Educational Partnerships.

I. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth**

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Business Administration Program is in significant growth mode.

- The number of AS degrees conferred by the Business Administration Program increased by 42.9% between 2018-2019 and 2020-2021.

- The number of AS-T degrees conferred by the Business Administration Program increased by 44.4% between 2018-2019 and 2020-2021.
- The Business Administration Program accounted for 38.7% of the AS-T degrees conferred in 2018-2019 and 38.2% of those conferred in 2020-2021.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Business Administration
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve the participation.	Retention and Successful Course Completion Rates	To be discussed with CEWD Dean.	Increase in engagement with honor students
Create Associate in Science in Business Administration for Transfer Degree 2.0 as outlined by the California Community Colleges TMC	Retention and Successful Course Completion Rates	In progress to be approved fall 2022	Student completions of the 2.0 degree
Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 100.	Retention and Successful Course Completion Rates	In progress to be awarded spring 2022	Student completions of BUSI 100

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- A faculty stipend or reassign time would help grow the ABG honors club and help improve the participation.
- **Institutional improvement needed:**
 Business high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Entrepreneurship**

Term/Year of Review: ~~Spring~~ **Fall 2022**

Summary of Program Review:

A. Major Findings

1. Strengths:

- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.
- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.
- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.
- The successful course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate.
- The successful course completion rates among Latinx/Hispanics, and First Generation students were higher than the corresponding rates at the institutional level. The differences for Latinx/Hispanics and First Generation students were statistically significant.
- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).
- The college-level offerings of Intro to Entrepreneurship ensures that students are on a structured and efficient path to degree completion, transfer, or career exploration—and provides the opportunity to students who might otherwise not be able to have it.

2. Areas for Improvement:

- Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve the participation.
- The Certificates of Achievement need to be rewritten as stackable certificates.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education.
- **Institutional improvement needed:**
Entrepreneurship high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

3. Projected Program Growth, Stability, or Viability:

The Entrepreneurship Program is in significant growth mode.

- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.
- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- Fill rates within the Entrepreneurship Program tend to be higher than the fill rate at the institutional level.
- Over the past three years, the successful course completion rate for the Entrepreneurship Program was significantly higher than the rate at the institutional level.
- The successful course completion rates for BUSI-102/143 and BUSI-297 were significantly higher than the program-level rate.
- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College's Mission states that "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." This degree is completely aligned with this mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:

In keeping with the college's Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Created stackable Entrepreneurship Local Certificate (2018)
- Collaborated with the Hospitality Department to host the 13th Annual Hospitality Symposium. (2018)
- Camille Creek Court School Advisory Committee (SP & FA 2018)
- Continue to teach "Entrepreneur Mindset" and "Leadership" to 5th graders as an after-school enrichment program. (ongoing)
- Continue to teach "Entrepreneur Mindset" and "Leadership" to 1st graders as an after-school enrichment program. (ongoing)
- Created a Google form to streamline Career Ed job/internship requests (2018)
- Presented at the National Association for Community Colleges Entrepreneurship Conference (NACCE) in Newport Beach (2019)
- Career Ed faculty point of contact for the Workforce Development Napa and CalJobs Program. (ongoing)
- Partnered with Junior Achievement and judged their Social Innovation high school presentations. (ongoing)
- Entrepreneur guest speaker to NVUSD Middle Schools (ongoing)
- Partnered with NCOE & NVUSD & the Napa Education Foundation to help promote NVC programs and pathways. (ongoing)
- Active participant in Virtual Enterprise International. I have been a guest speaker and a judge. (ongoing)
- Coordinate our first ever Student Pop-Up at Founders Day (2019)
- Coordinate the 11th Annual Business Plan Competition (2019)
- Faculty Advisor to the Business Honor's Club: Alpha Beta Gamma. (ongoing)

All of the above efforts contribute to the significant course enrollment and completion rates for the Entrepreneurship Department.

C. New Objectives/Goals:

- Certificates of Achievements need to be rewritten as stackable certificates.
- Grow the marketing certificates enrollment with scheduled courses aimed at high school students.
- Offer Entrepreneurship Summer Boot camps again.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 144.

D. Description of Process Used to Ensure “Inclusive Program Review”

This program review includes details from Entrepreneurship advisory meetings and industry professionals.

Partners include:

- Upper Valley Campus Non Credit
- Napa Valley Adult School
- Napa Unified School District
- St. Helena Unified School District
- Calistoga Unified School District
- Napa Country Office of Education
- Napa Education Foundation
- Virtual Enterprise International
- Junior Achievement
- Workforce Alliance of the North Bay
- Yountville Chamber of Commerce
- Salvation Army
- Napa Downtown
- County Of Napa

And was written in collaboration with Cristine Tapia Manager, Dual Enrollment and Educational Partnerships.

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- Over the past three years, the Entrepreneurship Program has claimed an average of 29.3 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.
- Average class size in the program increased by 31.7% between 2018-2019 and 2020-2021.
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- Among Entrepreneurship Program students, job placement rates have consistently exceeded both the program-set standard (of 60%) and stretch goal (of 75%).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

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Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Certificates of Achievements need to be rewritten as stackable certificates.	Retention and Successful Course Completion Rates	Fall 2022- Spring 2023	Student completions of certificates
Grow the marketing certificates enrollment with scheduled courses aimed at high school students.	Retention and Successful Course Completion Rates	Fall 2022- Spring 2023	Student completions of certificates
Offer Entrepreneurship Summer Boot camps again.	Retention and Successful Course Completion Rates	Summer 2023- and on	Student completions of BUSI 101 + BUSI 102 + local certification
Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 144.	Retention and Successful Course Completion Rates	In progress to be awarded spring 2022	Student completions of BUSI 144

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