Program Review Forum

November 6, 2020

Table of Contents:

Introduction

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Chemistry

Term/Year of Review: Fall 2019

Summary of Program Review:

A.   **Major Findings**

    1.   **Strengths:**

1. Chemistry is in a growth phase.
2. Demand is strong and has increased over the past three years.
3. Fill rates are among the highest in the institution.
4. AS degrees associated with Chemistry accounted 70.5% of those conferred in 2018-2019.
5. The curriculum is current and up to date.
6. Chemistry has maintained a rigorous SLO assessment schedule and responds quickly to the assessment results.
7. Chemistry has been involved in many outreach programs to stimulate interest in chemistry and STEM.

    8.   **Areas for Improvement:**

1. Retention and completion rates in classes associated with math (Chem 110, Chem 120, Chem 121) are lower than the institutional average.
2. 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.
3. SLO3 (safety and technique) in all chemistry courses is not easily assessed and the data does not map to any institutional learning outcomes.

    4.   **Projected Program Growth, Stability, or Viability:**

Chemistry is a gateway class to degrees in biology, geology, engineering, chemistry, and nursing, so it is in high demand. Chemistry was associated with 70% of the degrees conferred in 2018-2019. The chemistry program is currently in a growth phase and this trend is likely to continue into the foreseeable future.

B. New Objectives/Goals:.

> **The goal is to increase retention and completion rates for all students, including equity students, increase productivity, and have a meaningful set of SLOs for the entire chemistry curriculum. To meet these goals, the chemistry program proposes the following set of objectives:**
>
> 1. Prepare students for STEM prior to entering NVC. It is proposed that the NVC STEM faculty meet with their counterparts in the local high schools to come to an understanding of the expected level of education required upon entering college. It is expected that NVC faculty would help produce appropriate teaching materials and set the level of required work for the HS students so that they will find more success at the college level. This has the advantage of introducing our faculty to incoming students and makes NVC a more inviting institution. We can measure success by the increased diversity of the incoming students and their success rate. The current funding for Summer Bridge should be diverted to this new project.
> 2. The only way to increase productivity in chemistry is by creating larger 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.
> **3.** Chemistry needs to take a critical look at our safety and technique SLO3 and make changes that are easier to assess and link to institutional outcomes.

PROGRAM PLAN

Program: Chemistry
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Chemistry/STEM HS Summit	Student Equity	Summer 2020	Increased enrollment, retention, and success rate of underserved students.
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
New FT Chemistry Instructor	1. Growth 2. Enrollment	2020-2021	New faculty hired

Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review:
Noncredit and Community Education Career Technical Education (CTE)

Term/Year of Review: Fall 2019
Summary of Program Review:

A.   **Major Findings**

1.   **Strengths:**

- Exemplary faculty that are response to the community and industry needs.
- Solid curriculum development that is responsive to industry.
- Exceptional class and program development for students.

2.   **Areas for Improvement:**

- Completion of curriculum process for certificates (CDCP) in BUSNC, HOSPNC, FAMNC

3.   **Projected Growth, Stability, or Viability:**

- After development of certificates and a streamlining of offerings we would expect to see an increase in enrollments and completions and also in transfer to credit coursework.

B.   **New Objectives/Goals:**

- Continued responsiveness to industry and student need.

PROGRAM PLAN
Program: Noncredit and Community Education Career Technical Education (CTE)
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Complete curriculum program submittal for BUSINC	This report focuses on offered courses and does not account for development and implementation.	Submit program certificate/initiate curricular process by 12/15/19	Successful curricular process with implementation in 2020/2021 academic year.
Complete curriculum program submittal for FAMNC	This report focuses on offered courses and does not account for development and implementation	Submit program certificate/initiate curricular process by 12/15/19	Successful curricular process with implementation in 2020/2021 academic year.
Complete curriculum program submittal for HOSPNC	This report focuses on offered courses and does not account for development and implementation	Submit program certificate/initiate curricular process by 12/15/19	Successful curricular process with implementation in 2020/2021 academic year.
Develop a regular sequential offerings for all classes with in this area.	Include existing course in this process.	Completed by 12/1/19	Courses offered in schedule per plan beginning spring and fall 2020

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Physical Education
Term/Year of Review: Fall 2019

Summary of Program Review:

The physical education department offers an extensive array of classes. Students are exposed to individual, team, skill acquisition, fitness-related activities as well as dance and athletic competitive courses. The athletic and dance programs are evaluated under a separate program, but are integral contributors to the physical education program. The department also offers several health-oriented courses.
The department developed the transfer degree for Kinesiology (AA-T), utilizing courses from the departments as well as 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:**

One of the major strengths of the department does not have institutional/statistical data-driven evidence. However, as we currently are required to conduct student evaluations on all adjunct and full-time faculty, we have been able to collect classroom data. Our student evaluations demonstrate that we have an extremely talented, focused, and challenging adjunct and full-time faculty team. Students appreciate the knowledge, skill sets and classroom instructional environment that is established by our teaching faculty. Because of the varied skill set of our instructors, we are able to 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.
We have growth in some areas such as health and we have statistical decreases in other areas. Our enrollment in online classes, such as Health, Fitness for Life, and Kinesiology have increased and reflect the demands of the working student. Headcount and enrollment have improved in all of the online sections. The department's intent is to continue to train faculty on best online practices to improve completion and retention rates. The online retention and course completion rates are higher than the institutional total. 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 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 the majority of our offerings. Based upon student data and analysis, all of the classes meet the established criterion. For each class evaluated, the assessment included actions and follow-up. The majority of the follow up included revising and rewriting the student learning outcomes to more closely reflect the course objectives. 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 be incorporated into the student learning outcomes.
Average class sizes have increased by 5% over the last three years. In order to address the repeatability issue that was legislatively mandated, faculty have agreed to teach concurrent classes. This results in a class that may have a quite experienced student in weight training (PHYE-151C) to a complete novice (PHYE-151). Faculty have been very creative in their classroom management to address the varying learning needs of each student. However, the statistics become somewhat problematic as the enrollment of students in the advanced classes has a natural drop off. We will continue to offer the 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 appears that in some areas, the capacity has not been updated to reflect the classroom equipment and safety issues that exist. The department will examine each course to determine a realistic capacity and will adjust the course outline. For example, if we only have 25 functioning spin bicycles, our capacity will be limited to 25. Working to increase enrollment will be an active concern. Better advertisement throughout the campus to bring awareness of the variety of offerings will be the first step. Working with the counseling department to promote enrollment will also assist. We also are 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 in reality the enrollment of the advanced students will never reach that limit. At best, enrollment may be 5-6 students.

In addition, the department will continue to survey new trends in exercise and fitness to develop new 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 at a deficit, however, due to the 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 can't fund the relining of the tennis courts. Many of such examples exist. Due to funding, the department is not able to maintain equipment currency. Not being able to provide the latest equipment and equal opportunities for all students acts a barrier by comparison with other local health clubs. Being able to maintain a clean, up-to-date facility is becoming a common observation in student evaluations that are intended to evaluate the instructor. The four year institutions have recognized that the student health or fitness center is their major recruitment tool. Our department does not currently have the capacity to serve as a key point of recruitment. Equipment and facilities are outdated and improvements have not been made in over 15 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 are in need of repair. Showers with wheelchair access are taped off, lockers have withstood extensive use, and the cleanliness of the facility is deteriorating. Our facility looks outdated and lacks any recruitment appeal.

One possible solution to declining enrollments is to also explore alternative courses as well as potential occupational certificate programs in personal training. A certificate program would build on existing coursework as well as require development of additional or supplemental courses. We have several adjunct faculty that also work at local health clubs and will serve as excellent resources to fine tune programs toward where the demand is. We also will explore and define the needs of local health clubs and personal trainers to determine need and curriculum. A certificate program could assist in managing the enrollment decline.

One other aspect that deserves examination is looking at 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 physical education class into their schedule. The department will research the concept of an open gym 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 particular interest is PHYE-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 one 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 Counseling. The early intervention model should be applied to all students. If each faculty member can follow an early intervention model, students can be referred to a counselor to assist them early on, before it is too late.

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 online success rates are about 4% lower in the CCC system (CCCC Office, 2017 Distance Education Report) overall with age differences. Younger students have a greater success rate due largely to familiarity with technology. The largest reason for students enrolling in an online class is that the course was convenient with individual work schedules, not ability to adequately learn and manage a course in the online platform. The report concluded that "student retention is a faculty training issue and is an important tool to improve retention rates for distance education courses" (p44). The department is recommending extensive training and the hiring of instructional designers to help faculty in the design and management of online classes.

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. One practice would be to establish a kinesiology club that would pair faculty with student majors to better assist in program completion. The physical education department needs to have direct communication with counselors so that when students identify as a major, they are connected with faculty members.

3. **Projected Program Growth, Stability, or Viability:**

Program Plan: Viable to Stable
The Physical Education department is currently in a mode 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 physical education not a requirement for the transfer students we are concerned that this contributes to a decrease in enrollment. It is imperative 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 physical education 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 best practices. Specific training and working with curriculum design facilitator may assist in improving not only retention, but also completion rates for distance education classes.

Faculty need to continue to develop new curriculum. The fact that the department has not been allowed to hire new full-time faculty for over 10 years means that we are limited in our offerings. The program needs new full-time faculty members to revitalize the curriculum and draw from more current trends in the field.

The facilities are in need of serious upgrading and modernization. The technology in the two buildings does not reflect current standards. Faculty and students are not able to use computer resources due to a lack of a viable and reliable wifi system. Online classes would be assisted with the availability of programs that assist in student communication, such as PRONTO and early alert systems when students demonstrate trends toward unsatisfactory achievement. Software that would communicate majors from the Counseling department will also assist in improving the

graduation rates for our major and identifying and mentoring prospective majors. Efforts to advertise the course offerings to prospective and returning students will be conducted by the department with coordination with the Counseling faculty.

B. New Objectives/Goals:

1. Develop strategies to improve online retention and completion rates.
2. Develop a kinesiology major mentor program with department faculty to assist student majors.
3. Faculty will explore alternative delivery opportunities as well as research and innovate courses.
4. Review all B and C courses to adjust the course fill rate and productivity rates.
5. Continue SLO, PLO development and review.
6. Work with administration, Facilities, and Budget committee to improve facilities and equipment.
7. Explore development of a Personal Trainer certificate program.

PROGRAM PLAN
Program: Physical Education
Plan Years: 2019-2022

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Develop strategies to improve online retention and completion rates.	Course Retention and Completion	By fall 2020, secure funds to hire an online design instructor to assist faculty in course development and best practices.	Development and evaluation of curriculum as well as course syllabus. Increase retention/completion to establish equity with in-person classes.
Develop a kinesiology major mentor program with department faculty to assist student majors.	Student Achievement and Program Completion	Begin process in spring 2020. Establish a kinesiology club with faculty members. Coordinate with counselors to identify kinesiology majors. Establish a major list of students.	Establishment and advertisement of kinesiology club and establish faculty mentors. With major list identified by counseling staff, establish a contact list and mentor communication once per semester with student majors.
Faculty will explore alternative delivery opportunities as well as research and innovate courses.	Demand/ Headcount	Fall 2020. Faculty will research alternative formats at like community colleges to determine viability of implementation at NVC. New courses such as Sports Psychology, Spike Ball, and a newly designed fitness course will be developed and proposed to the Curriculum committee.	Data will be analyzed regarding alternate delivery methods. A minimum of two new courses will be developed and proposed to the Curriculum committee.
Review all B and C courses to adjust the course fill rate and productivity rates.	Fill rate and productivity	Spring 2020. Review all curriculum and adjust fill and productivity to reflect B and C status, thus more accurately reflecting concurrent course enrollment.	Production of fill rate/ productivity document for review by Curriculum committee and Office of Academic Affairs.
Continue SLO, PLO development and review.	Student Learning Outcomes Assessment	Ongoing for SLO- 3 year review plan will be distributed to full time and adjunct faculty to commence evaluation. PLO will be evaluated fall 2019.	Completion of year 1 SLO evaluation. Completion of PLO development and evaluation.
Work with administration, Facilities, and Budget committee to improve facilities and equipment.	All Sections	Spring 2020- develop equipment list and associated budget. Secure wifi in both, 600 and 400 buildings. Draft documentation of identified field areas in need of safety modifications.	Establishment of objectives/list needed to modernize and develop facilities and equipment, incorporate into curriculum as necessary. Secure cosmetic changes; painting, floor refinishing, replacement of acoustical tiles. Address field safety issues.
Explore development of a Personal Trainer certificate program.	Enrollment and Degrees Offered	Spring 2020- establish a community advisory committee made up of local fitness business representatives to determine program need requirements and employment potential.	Based upon advisory committee and faculty input, faculty will either develop a certificate program or will seek alternative career-focused options.

Program Review Summary Page
For Instructional Programs
Program or Area(s) of Study under Review: Sociology
Term/Year of Review: Fall 2019
Summary of Program Review:

A.   Major Findings
   1.   Strengths:

   - Demand for Sociology classes remains high, despite institution-wide reductions in headcount and enrollment.
   - Average students per Sociology class is well above the institutional average
   - Productivity is above the institutional target
   - Dramatic increase in number of Sociology AA-Ts conferred
   - Average time to Sociology AA-T is one year shorter than institutional average
   - Both course-level and program-level learning outcomes are regularly assessed

   2.   Areas for Improvement:

   - Retention and successful completion, especially in hybrid/ACHS classes and among first generation students

   3.   Projected Program Growth, Stability, or Viability:

   Sociology is currently in a state of growth. It is anticipated that the program will continue to grow over the next three years with the recent addition several new courses and another degree (AA-T in Social Justice Studies) currently under development.

B.   New Objectives/Goals:

   - Implement recommended sequence of courses for Sociology AA-T
   - Hire a sociology tutor
   - Develop and promote Social Justice Studies AA-Ts

Program Plan
Program: Sociology
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase NVC student achievement and completion of educational and job training goals	I.C.1. III.B.	Implement recommended sequence of courses for AA-T Hire sociology tutor and/or supplemental instructor	Improve retention and completion rates in all SOCI courses; decrease average time to complete degree
Engage NVC students and assist in their progress towards educational and job training goals	II.B.	Develop and promote Social Justice Studies AA-Ts in Gender & Sexuality and LGBT Studies	Curriculum Committee approval of program by 2020. First cohort by 2022.

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Emergency Medical Services (EMS)
Term/Year of Review: Fall 2019

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 student success drive.

   2.   Areas for Improvement:

We need to do a better job at marketing our 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 Partners needs.

B.   New Objectives/Goals:

To continue to live up to our 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."

PROGRAM PLAN

Program: EMT/Paramedic
Plan Years: 2019/20 – 2021/22

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 meet or exceed our Accreditation Agency Standards	C-1	Ongoing	Accreditation

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Biology
Term/Year of Review: Spring 2020

 Summary of Program Review:
A. Major Findings

    1. Strengths:

1.   Demand for Biology courses is strong. Fill rates are among the highest in the institution.   2.   Biology has developed two new Associates degrees, the AS in Natural Science-Life Science and the AS in Pre-Health Science, which were activated in the 2018-2019 academic year.   3.   Biology has been involved in many outreach programs to stimulate interest in the biological sciences and other STEM fields.

    2. Areas for Improvement:

1.   Equity analysis shows that the retention rate for African Americans and the completion rate for African Americans, Hispanics, and first generation students are lower than the institutional average.

    3. Projected Program Growth, Stability, or Viability:

Biotechnology, molecular biology research, medical advances, vaccine development, and increasing demand for health care professionals are driving growth in biology. As a consequence, biology is in high demand. The biology program is currently in a relatively stable phase and this trend is likely to continue into the foreseeable future.

B. New Objectives/Goals:

1. Evaluate new AS degrees as more data on degree completion and program SLOs become available.   2. Coordinate within the department and division on best practices for online instruction and build a virtual library of biology department online resources.

Program: Biology
Plan Years: 2020-2023 (3 year plan – until the next cycle)

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. Analyze new AS degrees		Fall 2020- Spring 2023	Program SLO assessment
2. Add resources for BIOL 105 to help improve student success		Fall 2020- Spring 2023	Successful course completion data for BIOL 105

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Engineering

Term/Year of Review: Spring 2020

Summary of Program Review:

A. Major Findings
    1. Strengths:

> Given the decrease on campus wide enrollment, engineering has kept a relatively stable enrollment. This is due in part to outreach activities. On campus, we work closely with MESA/STEM Center and Counseling on efforts to find students interested in engineering. Outside campus, we work with some staff at local high schools to promote our engineering program.
>
> Retention Rates and Course Completion Rates for Engineering Courses are higher than the corresponding Institution Rates. This is due to working with students in and out of the classroom, supporting student extracurricular activities on campus, and the diverse background of engineering instructors.
>
> Now, offering ENGI 110 in the Spring semester. This is an important gateway course. Offering ENGI 110 in the Fall and Spring semester gives students more accessibility to this course. This course was added because MESA/STEM and SSS/Trio programs requested it.
>
> We added ENGI 160 to cover a major gap in our curriculum. ENGI 160 is a requirement or a recommend course to take before transferring to several CSU and UC campuses. In three semesters (Fall 2018, Spring 2019, and Fall 2019) offering ENGI 160, 51 students already took the course.

    2. Areas for Improvement:

> While the numbers do not justify offering ENGI 122 and ENGI 160 on both Fall and Spring semesters, offering these classes only on the Fall semester will limit growth and accessibility for students.
>
> While outreach within the college and at local high schools has resulted in a favorable enrollment trend compared to the institutional level, we need to find more effective ways to carryout outreach activities. We can possibly partner with other programs and look for better ways to reach target students. Target students are students that are interested in engineering but don't know about the engineering program at NVC.

3. **Projected Program Growth, Stability, or Viability:**

> It is projected that the program will remain stable for the next 4-5 years. The outreach efforts from the past 2-4 years will continue to have a positive impact on enrollment over the next 2 – 4 years.
>
> It is hard to project beyond 4-5 years; however, it is important to keep the outreach efforts. The Napa Valley Unified School District (NVUSD) is seen a decrease in enrollment. This wave of decrease in enrollment is marching its way through middle schools now. So, we will see the impact in 4-5 years in the future.

B. **New Objectives/Goals:**.

> Integrate some of the class projects with the Maker's Lab. The Maker's Lab is an excellent resource that we have; however, due to funding issues, its utilization is limited mainly to classes that can integrate a lab or project with the Maker's Lab. There are some labs in ENGI 240 – Properties of Materials, ENGI 241 – Engineering Mechanics: Statics, and ENGI 242 – Circuits that can make use of the Maker's lab. For ENGI 240, we can design and build testing samples to measure mechanical and electrical properties of materials; for ENGI 241, we can design and build trusses to do structural testing; and for ENGI 242, we can design and build printed circuit boards (PCBs) for circuits and test them.
>
> Look for more effective/efficient outreach efforts to target students. While our outreach efforts have paid off over the past years, I strongly believe that we could be more effective in reaching students. For example, the participation in the Breakfast with High School Counselors and Administrators have been efficient because we get to reach a large audience in one presentation; however, we can't participate every year. Engineering has participated on three occasions in the past 12 years, in 2009, 2014, and 2019. We would like to learn from and brainstorm with other departments/programs about ways to make our outreach more effective. One key part of effectiveness would be reaching the students that are interested in engineering but do not know that NVC has an engineering program.
>
> Get institutional support to find industry sponsorship and funding for equipment for ENGI 240 and ENGI 241. Given the limited funding available to purchase equipment for classes such as ENGI 240 and ENGI 241, each with an annual enrollment of about 25 students, we think that we should look for industry support. Here is a list of possible ways to pursue industry support:
> - Contact Alumni working in engineering related industries locally and in the Bay Area.
> - Inquire with the Napa Engineering Society for ideas.
> - Contact the Napa Chamber of Commerce for assistance.

PROGRAM PLAN

Program: Engineering
Plan Years: 2020 – 2021 to 2022-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Effective Outreach	Program Data, Demand, Headcount and Enrollment	1 – 2 Years See below	Compare with existing efforts and monitor future enrollment trends.
Increase Attractiveness of Program	Program Data, Demand, Headcount and Enrollment	1 – 2 Years See below	Monitor future enrollment trends.
Search for Industry Support to fund some Equipment Needs		1-2 Years See below	Obtain industry support.

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Music

Term/Year of Review: Spring 2020

Summary of Program Review:

A. Major Findings

    1. Strengths:

- Excellent facility
- Newly hired permanent full-time faculty member in music
- Newly approved music coordinator position
- Full-time staff accompanist
- DAS and Foundation monies specific to music
- Enthusiastic community participation

    2. Areas for Improvement:

- Student enrollment
- Student retention through sequenced classes
- Curriculum Map
- Improved Outcome Assessment

    3. Projected Program Growth, Stability, or Viability:

Circumstances during the past three years have led to enrollment difficulties in the music program. Though overall music enrollment has been declining, enrollment in lower level sequenced classes is more healthy. With intervention into some of the problematic circumstances, the program can make steps toward Stability.

B. New Objectives/Goals:

In order to improve enrollment, the department has three primary goals which each include several defined sub-goals.

- Update Curriculum
- Increase Awareness
- Improve Instruction

PROGRAM PLAN
Program: Music
Plan Years: 2020 – 2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
1. UPDATE CURRICULUM			
Outcomes assessment	III. A	Year 1 – Develop plan for Improvement of Outcomes Assessments (focus on Core Academic Music Curriculum)	Assessments occur regularly according to schedule/plan
		Year 2 – Implement plan for Improvement of Outcomes Assessments	Assessments include meaningful data (with context)
		Year 3 – Assess plan for Improvement of Outcomes Assessment	All assessments include narrative information
Update courses	II. A	Year 1 – Update Core Academic Music Curriculum (Theory/Musicianship/Piano Class)	Report in Curricunet (or equivalent program) shows all regularly offered Core Academic and Performance courses show current textbooks
		Year 2 – Update Music Performance Curriculum (Guitar, Voice Sequence, Ensembles, Applied Music)	
		Year 3 – Update Remaining Music Curriculum	
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	
2. 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 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	
3. IMPROVE INSTRUCTION			
Ear training/ musicianship instructor	I. A - B	Year 1 – Hire Musicianship/Ear Training Instructor	Musicianship/Ear Training Courses retain sub-discipline specific instructor for 4 consecutive semesters
		Year 2 – Assess Musicianship/Ear Training Class Implementation with new Instructor	
Increased Adjunct Pool	I. A-B	Year 1 – Recruit Candidates for increase of Music Adjunct Pool	5 adjuncts readily available to teach music courses as needed

		Year 2 – Continue to Implement Adjunct Pool Hiring	
		Year 3 – Assess increase of Adjunct Pool	
Music instructors involved in musical theater	I. A.	Year 1 – Develop a plan for including Music instructors in Musical productions in coordination with Theater Department	Enrollment in Musical Theater Courses increases
		Year 2 – Implement plan for including Music instructors in Musical productions	
		Year 3 - Asses plan for including Music instructors in Musical productions	

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Political Science
Term/Year of Review: Spring 2020

Summary of Program Review:

A. Major Findings
    1. Strengths:

- Steady satisfaction of student demand
- High quality instruction and consistent pedagogy across program
- Retention, completion, and productivity averages higher than institutional averages
- Diverse trimodal instructional delivery of core survey course

    2. Areas for Improvement:

- In need of PLO assessment
- Increase productivity by ascertaining proper combination of instructional modality and course offerings

    3. Projected Program Growth, Stability, or Viability:

- Program stable and anticipated to remain so.

B. New Objectives/Goals:

Refine online quality/quality to more accurately meet instructional goals

PROGRAM PLAN

Program: Political Science
Plan Years: 2020-23

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Attend to program level assessment	III.A.	2020-2021	Completion

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Studio Arts

Term/Year of Review: Fall 2019

Summary of Program Review:

A.   Major Findings

1.   Strengths:

 The Studio Arts program is a healthy, stable well attended program. We believe in reaching as many students as we can with the creative and cultural enriching practices associated with Studio Art. Further, we are currently focused on becoming more visible while appealing more directly to our local high schools and the community. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress.

The Studio Arts Program has strong Faculty members in both the fulltime and adjunct ranks. Adjunct Professors like Jason Perry, Amber Keig, and Aidia Gamez who teach effectively, challenge and support our students to achieve are a big part of this program's success. We have just welcomed back two of our Full-time faculty members Erik Shearer (Studio Arts) and Amanda Badgett (Art History 2 core classes for Studio Arts) from administrative and reassigned assignments. Further, we have added May Jong as our Studio Art and Digital Design full time faculty to replace Fain Hancock who retired in Spring of 16. Professor Jong has been a marvelous addition as she brings a strong commitment to students, fresh ideas and new perspective.

We are finally operating with an appropriate compliment of support staff. The addition of an in-building admin assistant M'Kormik Hamilton and a 2D studio Arts IA Chadwick Herrera have been a tremendous boost to teaching and learning throughout this program.

Studio Arts is the place for our students to tap into their creative selves. We stress mastery of materials and techniques, visual language in both written and oral formats and the act of creating. As students work toward these outcomes we have noticed that ultimately creative problem-solving is a need common to employers looking to fill creative positions and for the practice of developing strong meaningful Art and Design.

2. **Areas for Improvement:**

> We are currently focused on becoming more visible while appealing more directly to our local high schools and community at large. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress. As we strive to reach more students we will improve accessibility by more requesting more class sections over the coming academic years.
>
> As evidenced from our assessment cycles we are working to more systematically address creative problem-solving related outcomes for students across our programs.

3. **Projected Program Growth, Stability, or Viability:**

> The Studio Arts Program is a well-attended program. We have offered fewer sections over the last 6 semesters and roughly maintained an above average fill rate. We believe a well thought out reintroduction of these sections will be successful over the long haul.

B. **New Objectives/Goals:**.

> We are currently focused on becoming more visible while appealing more directly to our local high schools and community at large. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress. This work is not done. As often we are asked to continually make new plans and goals before completing existing plans and goals a current goal is thus to finish this work.
>
> We are working to more systematically address creative problem-solving related outcomes for students across our programs.
>
> Update our PLOs to strengthen their natural alignment with CLOs and ultimately ILOs.
>
> Continue to strengthen promote and encourage the AAT in studio Arts. Investigate the possibility of the institution auto awarding degrees.
>
> Consider the creation of Studio Arts Certificates particular to specific media / disciplines.
>
> Figure out a way to get continued traction on scheduled maintenance in the Visual Arts Area while realizing facilities is continually understaffed.

PROGRAM PLAN

Program: STUDIO ARTS
Plan Years: 19-20 to 21-22

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Complete work from 17-18 and 18-19 unit plans	Throughout	On going	Increase head count
Creative problem solving across the curriculum.	Throughout	On going	Better achievement of students in the evaluative and creative realm of CLOs

Continue focus of live figure study across program.
 	
  Increase focus on live figure study across the curriculum. 2-4 live model sessions per all drawing and painting sections. Approx. 8 per semester so 16 per academic year.
  Approx. 52 model sessions to cover figure drawing in fall and spring combined.
Total 68 section
	Throughout & Section 3	Beginning fall 2020	Increase head count, increase student observation skills and "on the fly" creative problem solving

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Humanities

Term/Year of Review: Fall 2019

Summary of Program Review:

A.   Major Findings 1. Strengths:

The major strengths of the HUMA Department are the following:
- Highly competent, approachable, and charismatic instructors whose pedagogy is culturally responsive to student needs and interests
- Course content includes the experiences of and/or contributions of communities such as African-Americans, Mexican/Latina(o)-Americans, Asian Pacific Islander-Americans, those of multiracial descent, the LGBT community, and the intersections thereof; diversity of religion, socioeconomic status and physical ability are also incorporated into course material
- A variety of innovative teaching methods (i.e. lecture, small/large group work/exercises, films, skits, circle discussions) are used to address the differences in learning styles amongst students (kinesthetic, visual, tactile and auditory learners) and bring about transformative learning
- Relationship with NVUSD schools

The major successes of the HUMA Department are:
- Creating AA Degree in Ethnic Studies (2018)
- Creating Social Justice Studies-Ethnic Studies: AA-T Degree (2019)
- Establishing the Cultural Center in 2016
- 100% of courses have been assessed
- PLOS in progress through upward assessment process
- Large enrollment increases in Huma 125,151, 160
- Class size increases in Huma 151 and 113
- HUMA productivity exceeds the target level for the institution
- Retention and successful course completion rates exceed the corresponding institution rates for all 7 courses in the department.
- Successful course completion rate for the program is significantly higher than the rate at the institutional level.
- Successful course completion rate in HUMA-100 is significantly higher than the programlevel rate.
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and first generation students

2. **Areas for Improvement:**

- Implement strategies for improving enrollment, class size, and fill rates

- Implement strategies for increasing publicity about degrees

3. **Projected Program Growth, Stability, or Viability:**

HUMA Program exhibits qualities associated with "Growth." Below are highlights demonstrating "Growth":
- Large enrollment increases in Huma 125,151, 160. (I.A.1)
- Class size increases in Huma 151 and 113 (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 7 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-100 is significantly higher than the program-level rate. (I.B.1)
- Retention rates and successful course completion rates exceed the institution-wide rates for the following groups: African Americans, Hispanic, and First generation students (I.B.2)

B. **New Objectives/Goals:**

- Increase enrollment, class size, fill rates for HUMA courses

- Increase publicity about degrees

- Ethnic Studies Learning Community

- Filipina/o/x Learning Community

- Peer Education and Community Empowerment (PEACE) Program

PROGRAM PLAN

Program: HUMANITIES
Plan Years: 2020-2021 through 2022-2023

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, fill rates for HUMA courses	I.A.1 I.A.2 I.A.3	2020-2021: Research and implement strategies; 2021-2022: Refine and implement strategies 2022-2023: Evaluate impact	• Increase in given indicators over threeyear period • Exceed the institutional rates for indicators
Increase publicity about degrees	I.C.1	2020-2021: Research and implement strategies; 2021-2022: Refine and implement strategies 2022-2023: Evaluate impact	Increase in degrees conferred
Ethnic Studies Learning Community	I.C.1	2020-2021: Discuss structure, partners, viability, resources etc. 2021-2022: Discussion (cont.) 2022-2023: Possible implementation	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation, transfer rates (particularly among disproportionately impacted groups)
Filipina/o/x Learning Community	I.C.1	2020-2021: Discuss structure, partners, viability, resources etc. 2021-2022: Discussion (cont.) 2022-2023: Possible implementation	Increased support, understanding across ethnic groups; increased retention and successful course completion, graduation and transfer rates (particularly among Filipina/o/x Americans)
PEACE Program	I.B.1	2020-2021: Implementation 2021-2022: Evaluate, refine and implement 2022-2023: Evaluate impact	HUMA students' demonstrate ability to apply their knowledge by learning to teach and creating support networks for their peers 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).

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Digital Art and Design

Term/Year of Review: Spring 2020

Summary of Program Review:

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

The Digital Art and Design (DART) program is a small program with stable headcount, enrollment, retention, and course and program completion numbers. We work closely with IT and the Library to ensure that as many students as possible have access to computer equipment and programs. We focus on building creative thinkers and problem solvers as well as technical skill and clear visual communication. Further, we are currently focused on becoming more visible while appealing more directly to our local high schools and the community. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress.

The DART Program has strong Faculty members in both the fulltime and adjunct ranks. We have one full-time faculty instructor, May Jong, who brings a focus to DART, replacing Fain Hancock who retired in Spring of 16. Professor Jong has been working on revising and writing new courses, and updating the AA degree. We interviewed and hired new adjunct instructors which enabled us to offer more courses.

We are finally operating with the complement of support staff. The addition of an in-building admin assistant M'Kormik Hamilton and a 2D Studio Arts ISA, Chadwick Herrera, have been a tremendous boost to teaching and learning throughout this program. Though we do not have a dedicated DART ISA, we have support from both the 2D and Photography ISA, Kelly Dunn, in the computer labs.

DART is a unique place where students tap into their creativity, while often solving real-world design problems. For example, one class designed the logo for the NVC Police "See Something, Say Something" campaign. Students learn to collaborate, review and revise their work, meet deadlines, master materials and techniques, develop visual language in both written and oral formats, and learn professional practices. Creative problem-solving is a need common to employers in the 21st century and for the practice of developing strong meaningful Art and Design.

2. **Areas for Improvement:**

> We are currently in the process of interviewing and hiring more adjunct instructors to develop a solid team of instructors for the program. With the new and revised courses, more instructors are needed to develop that solid core.
>
> We also see that our online retention and completion rates could improve. We are working to hire more online instructors as well as improve our Canvas and online pedagogy training, and support for online instructors.
>
> We are currently focused on becoming more visible while appealing more directly to our local high schools and community at large. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress.
>
> Continue to strengthen the program's relationship to IT, Library, Speech Lab, and build the relationship with DDGT where some students overlap, and other campus resources.

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 or grow. We believe a well thought out reintroduction of both online and in-person sections will be successful over the long haul.

B. **New Objectives/Goals:**

> We are currently focused on becoming more visible while appealing more directly to our local high schools and community at large. These efforts are outlined in our 17-18 and 18-19 unit plans and are in progress. This work is not done. As often we are asked to continually make new plans and goals before completing existing plans and goals a current goal is thus to finish this work.
>
> We are working to more systematically address creative problem-solving related outcomes for students across our programs.
>
> Update our PLOs to strengthen their natural alignment with CLOs and ultimately ILOs.
>
> Continue to strengthen, promote, and encourage the AA in Digital Art and Graphic Design. Investigate the possibility of the institution auto awarding degrees.
>
> Consider the creation of DART Certificates particular to specific media/disciplines.
>
> Figure out a way to get improvements in IT infrastructure in DART while realizing budgeting is not always available for campus-wide improvements in networks, wifi, technology, etc.
>
> As part of our Unit Plan initiative "Art Reach" we are having an information screen installed in the Art Center Gallery that will highlight information regarding our transfer degree. This monitor will also serve as a consistent way to display student digital work for student art exhibitions.

Program Plan

Program: DART
Plan Years: 19-20 to 21-22

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Complete work from 17-18 and 18-19 unit plans	throughout	On going	Increase head count
Creative problem solving across the curriculum.	throughout	On going	Better achievement of students in the evaluative and creative realm of CLOs
Develop 3950 so it is laid out like 3705 for better creativity, collaboration and evaluation	Assessment	On going	Digital Art and graphic design studios that support student learning

Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: Student Health Services

Term/Year of Review: Fall 2019
Summary of Program Review:

A. Major Findings

1. **Strengths:**

53% of our medical visits directly assist students to meet requirements for academic programs, sports participation, or employment (Section 1: I).

Our demographic data for both mental health and physical health appointments show broad mirroring of the NVC student population (Section 1: E, F, G, H).

Our participation in emergency fire shelter, and post- fire mental health counseling showed ability to respond to disasters (Section 1: O).

We offer a broad range of services (Section 1: I, J, L, N, O).

Surveys show high satisfaction with services (Section 1:K, M).

Number of appointments has increased, in the face of declining enrollment
(Section 1: A,B,C).

2. **Areas for Improvement:**

Support/Educational Groups. Efforts at student groups (meditation/relaxation by Student Health Service), and stress management (by Mentis therapist) were not successful. This replicates the failures in past years by student health services to establish groups based on specific health concerns (Section 1: L).

Communication of services. A large proportion of students are unaware of the diversity of services offered – and even of the existence of the Student Health Services clinic (Section D).

Distance Services. Limited services for students who do not attend classes at the main campus, or for whom it is inconvenient to remain on campus to get services (Section 1:I).

Space. The health center lacks conference rooms to host meetings and classes, and office space for additional therapists.

3. **Projected Growth, Stability, or Viability:**

Growth
Mental Health. Increase in mental health services is expected to continue (Section 1:B). Aside from adding therapist hours, we have been, and will continue to, educate students, faculty and staff to deal effectively with psychological issues of students and themselves.

Distance services. We can implement tele-health appointments, and acquire or develop additional on-line resources to better serve students who seldom or never visit the Napa campus(Section 1:I).

Services to wider campus community. We can explore venues to share our medical/therapeutic expertise with the wider campus community. An example is participation in the CARE team (Section 1:O)

B. **New Objectives/Goals:**

* Organize campus mental health therapists under Student Health Services, enabling a coordinated approach to psychological wellness.

* Utilize Electronic Health Record system (Pyramed) to analyze student health status and needs at the population level.

* Expand educational presentations to classes and clubs.

* Expand distance services by initiating tele-health and expanding on-line resources.

* Establish advisory committee for Student Health Services which includes student representatives.

* Enhance community knowledge and ability in assisting others with mild psychological distress, and recognizing and referring people with more serious problems.

* Build skills in disaster response and prevention of interpersonal violence.

* Increase revenue stream and expand services by seeking opportunities such as Medi-Cal based Programs (LEA billing).

PROGRAM PLAN

Program: Student Health Services

Plan Years: 2019-2020 through 2021-2022

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activities & Date(s)	Measure(s) of Progress or Effectiveness
Enhance Program Capacity			
Unify mental health therapists within Student Health Services	B	Fall, 2021	Contract therapists included in SHS organizational chart
Establish SHS advisory committee	Required for MediCal LEA billing	Spring 2022	Committee meeting bi-annually
Utilized electronic health records (Pyramed) to analyze student Health status	Part V: recent improvements: implementation of EHR	Fall 2020	Reports produced with aggregated health data
Student Education			
Expand educational offerings for classes and clubs	**L**	Fall 2021	Increased number and variety of classes and presentations offered
Expand Services / Develop New Services			
Initiate tele-counseling services	**I:**	Fall 2020	Therapist conducting some appointments via internet, and texting where appropriate
Add to website resources	**I**	Fall 2020, on-going	At least two substantial health resources added to website
Implement Medi-Cal LEA billing to derive income and expand services to Medi-Cal students	**II Program planning:** Financial resources	Spring 2022	Bills being submitted to Medi-Cal through LEA program
Enhance Community Mental Health Support			
Establish Peer Support Team	**B**	Spring 2021	At least 5 students trained in Peer Support techniques, and available to students.
Support student led groups	**D**	Fall 2020	Clinic staff serving as advisor(s) or consultant(s) to at least one student club
Invite outside agencies to host health-related groups on campus	**L,O**	Fall 2021	At least on group or service offered on campus by an outside agency on a regular basis
Addressing Disaster/Interpersonal Violence			
Train therapist in Threat Assessment	O	Fall 2021	Completion of Threat Assessment training by therapist
Work within Emergency Response Committee (ERC) to Promote training and policies for evacuation shelters and other crises	**O**	Fall 2021	ERC policies and resource documents include material on shelter operation
Train Counselors in Psychological First Aid	**O**	Fall 2020	Training completed by at least 50% of counselors

Program Review Summary Page
For Academic & Student Support Services

Service(s) under Review: Welcome Center

Term/Year of Review:
Spring 2020

Summary of Service Review:

A. **Major Findings**

1. **Strengths:**

Established as an initial point of contact both on and off-campus, the NVC Welcome Center is part of the institutional infrastructure that supports the pillars of Guided Pathways and functions as a point of entry that connects students with resources and information that can provide additional support in their educational success. Housed in the lobby of the Student Services building, the physical location of the Welcome Center is an asset to the program as well as being strategically located in the center of the campus. Logistics show that having it located within the Student Services Center, creates more of a one-stop shop environment that provides easy access to connecting resources (i.e. – Admissions & Records, Student Support Service, access to Counselors & Transfer/Career Center and Student Government). It is also within walking or pointing distance of the Financial Aid, EOPS and Cal works offices, the student Bookstore and the Student Activities Office.

When someone contacts or visits our campus, they can expect to be greeted and assisted by competent and knowledgeable Student Ambassadors who represent the face and backbone of the Welcome Center Program. Student Ambassadors have assisted in raising campus and community awareness of services available for students and are instrumental in assisting students and the community in becoming familiar with the campus. One prospective student shared the following feedback through the "Talk to Us Submissions": "*all agents working at the Welcome Center are kind, professional & informational. They helped me process everything smoothly and I feel very comfortable & would definitely recommend my friends to enroll in this school.*" Comments like these support the strong caliber of work performed by our Student Ambassadors and the personal knowledge that that have been able to share with students from different academic, cultural, social and various educational backgrounds has been exemplary and instrumental with assisting students to seamlessly transition into and back into college life, while enabling them with an excellent start towards student success.

2. **Areas for Improvement:**

The ongoing recruitment process of how to attract larger numbers diverse students for the program and retention of Ambassadors remains as one of the biggest challenges as students are currently paid through work study and often limited by the number of hours they can work. Redesigning current practices of how and where Student Ambassadors are used need improvement to allow for the inclusion of Student Ambassadors in off-campus outreach efforts.

There are typically three to four Student Ambassadors working in the center on a daily basis with no dedicated space or office for them to be housed when not serving students, store personal items or having adequate space to work on projects. The physical layout of the Welcome Center includes a total of five computer stations located directly across from the Admissions office which makes it difficult to monitor the need for service as they are not visible from the Welcome Center lobby. This can become extremely problematic especially during peak registration periods. The current configuration of computers located in our lobby/waiting area can only accommodate about fourteen students at a time and does not provide adequate or a secure space for one-on-one assistance at computer stations which is problematic due to the need for privacy including confidential discussions or disclosures. This means that information being shared is not private and students who within earshot of the center can listen in on most discussions.

In terms of equipment, the computers have not been replaced since launching the Welcome Center in 2012 and often crash or have ongoing technical issues that cannot be resolved immediately. Current Wi-Fi speeds are extremely slow and often makes it difficult to assist students especially when using personal devices.

3. Projected Growth, Stability, or Viability

The goals of the Welcome Center are to offer direct, in-person comprehensive services to assist first-year students with the transition into college and to provide on-going support for continuing and current students. Additionally, Welcome Center staff work closely with Outreach staff to expose incoming high school students to the benefits of college while still in high school through –on-campus tours and other student related activities. The continuation and ongoing development of services provided by the Welcome Center will provide high-school students with opportunities to not only get a sense of being a real college student, but also allows them to learn about the array of educational programs and options available to them.

The role and support of Student Ambassadors is critical to the sustainability of the Welcome Center and its services. Student Ambassador Programs have proven to be extremely effective at community colleges and four-year universities in enhancing student services, promoting positive images of the college to the community, and in building a real sense of community on campus. In terms of recruitment and enrollments, high school students related more easily to college students and are more willing to ask questions and express their concerns to those who they view as their peers.

In fall 2018, the Welcome Center, organized a Welcome Week event aimed at welcoming all new, continuing and returning students. Working in partnership with various Student Affairs departments, we successfully held a three day event that provided students with information, food/snacks, college swag and other giveaways. The goal of this event is to provide all students with a direct awareness of additional services available for their success. This also allows staff and faculty opportunities to establish face-to-face connections while creating a safe and welcoming environment for all. We repeated this event again in spring and fall of 2019 and look to establish this as an ongoing, annual event that would occur at the start of each fall semester.

B. New Objectives / Goals

The addition of CANVAS and Office 360 increased the complexity of knowledge required to assist a growing demand for in-person and distance education assistance. Because Student Ambassadors have limited or no direct access to many of the college's database systems, we need to develop specific job descriptions and levels of responsibilities that allow them some flexibility in accessing information. The skill sets and level of experience required for Student Ambassadors are the same as duties performed by part-time hourly staff who currently assist students with the Admissions process in other departments. Providing hands-on training and related workshops will assist Student Ambassadors to effectively screen students better for assessing and determining which additional wrap-around services may be needed. The development and implementation of ongoing training modules will allow staff to provide clear and effective instructions to students in order to facilitate a seamless process and connect them with resources which will assist them in being successful college students. This will ensure that students receive correct and consistent information regarding changes to Institutional Policies and Procedures.

Feedback received from previous customer service trainings suggests a desire for increased interaction between staff from other departments to include more interactive/hands-on training and team-building workshops. We have been working to create training modules for all Student Worker that will provide soft skills training and general office etiquette. The target audience will include all student workers, Student Ambassadors and/or part-time hourly staff (depending on requirements of position). We hope to collaborate with the Work Student Program to develop a general New hire Orientation for all Student Workers who would be "reclassified" as Student Ambassadors for job placement throughout the campus. This could easily be accomplished by developing training pathways that include modules that address general/basic work skills, specific work skills (based on department function), and soft-skill (introductions, communication styles…).

Working in combination with other support service areas, Welcome Center staff is currently addressing the overwhelming demand for information & resources by creating an infrastructure to support continued growth of the program through the development of a Student Ambassador Academy. The development of a Student Ambassador Academy model that is built upon leadership principles and includes a mental health focus for peer mentoring will provide entry-level skills so that they are capable of providing appropriate referrals to other wrap-around services. A trained group of Student Ambassadors who are knowledgeable on the college's educational mission, priorities and efforts to improve the quality of life for the student body, can serve as extraordinary representatives of the college to fellow students, student organizations, orientations and outreach efforts, thereby assisting in promoting the image of the college to the larger community. An investment in the development and management of an effective Student Ambassador Program is an investment in the future of the Napa Valley "*Community*" College.

PROGRAM PLAN

Program: Student Ambassador Academy Program
Plan Years: Fall 2020 – spring 2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Development of Student Ambassador Academy	Sect. A, #3	Fall 2020 – Spring 2021	Completion of training modules
Development of training modules and handbooks	Sect. B	Fall 2020 – Spring 2021	Annual assessment at end of cycle
Development of on-campus and remote viral tours	Sect. D	Fall 2020 (annually)	Tracking of site visits
Implementation of Welcome Week Activities and special events	Sect. A, #3	Fall 2020 (annually)	Based on number of participants
Development of functional job descriptions for Student Ambassadors and classification of specific roles	Sect. A, #2	Fall 2020	Approval from Financial Aid & Work Study

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Associate Degree Nursing (Registered Nursing)

Term/Year of Review: Spring 2020

Summary of Program Review:

A.   Major Findings

    1.   Strengths:

> - Board of Registered Nursing approval of new curriculum plan and implementation.
> - NCLEX –RN pass rate has increased from 75% to greater than 90% X 2years
> - ADN courses and program have been approved by the curriculum committee, appropriate old courses have been archived, curriculum of record and catalog descriptions are in-line.
> - Student satisfaction surveys have improved.
> - Labor Market trends project increased demand over the next ten years in both Napa County and the San Francisco bay areas, so students have a job market to go too!

    2.   Areas for Improvement:

> - Learning outcomes assessments have been updated and newly scheduled so that future evaluations will show greater than the current 80% compliance in tracking.

    3.   Projected Program Growth, Stability, or Viability:

> The NVC Associate Degree Nursing Program is currently in a stable place, new curriculum outcomes need to be evaluated (and revised, if needed) when more data is available, but thus far are promising. As stated in the program summary, I do not believe we are in a position to expand our program due to the lack of availability of clinical placements at this time.

B.   New Objectives/Goals:

> - Improve course and program retention
> - Evaluate new curriculum outcomes as we have more data. Currently we have had one cohort complete the program based on the new curriculum. The second cohort will be complete December 2020 and the third cohort will graduate in December 2021.

Program Plan

Program: Associate Degree Nursing Program

Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Program productivity	1A3 1A4 B1 Bc	Implementation of a HEOC counselor to improve retention	Retention rates by course, especially N151
Improved Learning Outcomes documentation	IIIA	Continued support of the skills lab, sim lab, Virtual Simulation	Improved documentation of successful learning outcomes being met

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Criminal Justice

Term/Year of Review: Fall 2019

Summary of Program Review:

A.   **Major Findings**

1.   **Strengths:**

- Overall successful student performance
- Successful retention
- Sustainable ongoing student population
- Upgraded technology for enhanced scenario based learning
- Support from State Arbiters. (Commission on POST, STC)
- Support from Regional Agencies

2.   **Areas for Improvement:**

Alignment of courses within the 911 Dispatch Certificate program
Improved outreach efforts to draw students into the certificate program
Begin and sustain data entry regarding PLOs in the 911 Dispatch program

3.   **Projected Program Growth, Stability, or Viability:**

Growth has historically been linked to unemployment rates. Currently, student populations are down. Our enrollments have stabilized over the past year. A new corrections facility in Napa County will demand staffing. Our relationship with the Napa County Probation Department is robust. We expect to see enrollment increase when the facility gets closer to going online.

B.   **New Objectives/Goals:**

Improved outreach to regional constituents
Complete review of the 911 Dispatch Certificate Program
Review of SLOs and PLOs
Improve information to student population regarding certificate benefits

PROGRAM PLAN

Program: CJTC297
Plan Years: 2019 through 2121

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Examine the content of the certificate program.	Section I	Year 1	Update courses included in the program to better meet student needs
Bolster reporting on program actions	Section III	Year 1	Updates to reports on actions etc.
Enter Program Level Outcome Data	Section !V	Year 1	Data Entered Actions taken

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Photography
Term/Year of Review: Spring 2020
Summary of Program Review:

A. Major Findings
  1. Strengths:

1. Solid assessment plan 2. Fill rates within the Photography Program tend to be higher than the fill rates at the institutional level 3. Added additional certificates to address student needs 4. Increased online class offerings 5. Balance of fine art, commercial, digital and traditional course offerings

  2. Areas for Improvement:

1. Staying on top of technology 2. Procuring additional equipment for student checkout 3. Equity analysis shows the retention rate among Black/African American students is lower than the retention rate at the institutional level 4. Equity analysis shows the successful course completion rate for Black/African American and Hispanic students is lower than the institutional level **5.** Review the continuation of darkroom classes **6.** Position replacement for retirement of full time faculty spring 2021

  3. Projected Program Growth, Stability, or Viability:

The photography program is currently stable indicated by campus enrollment experienced a decline of 10.9%, PHOT experienced a decline of only 3.7%. The majority of classes scheduled are either closed or waitlisted. Online courses have shown increased enrollment needing an addition section. The 3 year fill rate is 88.2%, slightly higher than the institution fill rate of 80.3%

B. New Objectives/Goals:

The goal is to increase retention and completion rates for all students. To meet this goal the photography program proposes to continue improving the following research based strategies: • Learning students name quickly. • Encourage students to have an in class buddy and have them exchange phone numbers and e-mail addresses. • Setting a positive tone focusing on student success. • Determine student goals and objects for the class early in the first week of class • Clear communication of what students can expect of the instructor and what you expect of them • Identify students who are headed for academic difficulty as early in the course as possible • Better communication with counselors with the photo program In addition, photography, like other art forms, is expensive. Many students lack the resources to be successful. Addition equipment such as digital cameras and tripods need to be purchased so more students have the opportunity to be successful.

PROGRAM PLAN

Program: Photography
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase number of camera and related equipment for student checkout.	Student Equity	Fall 2020	Increased enrollment, retention, and success rate of underserved students.
Out reach to feeder schools	Headcount and Enrollment	Fall 2020 - ongoing	Increased enrollment

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Health Occupations – Non-Discipline Specific
Term/Year of Review: Spring 2020

Summary of Program Review:

A.   Major Findings
1.   Strengths:

> 1. Provide three disciplines with pre-requisite courses (Vocational Nursing Program, Psychiatric Technician Program and Paramedic (optional))
> 2. Clear, concise courses offered on regular basis
> 3. Ability to react to demand on a close to "real time" basis

2.   Areas for Improvement:

> 1. Regularly review courses for relevancy and currency
> 2. Regularly (annual) evaluation/assessment of courses
> 3. Curricular review on a regular basis
> 4. Several courses are subject to an irregular application process for one program for which they are prerequisites.

3.   Projected Program Growth, Stability, or Viability:

> Stability – these courses meet the needs of the community as related to the regular enrollments evidenced and feeders into VN and PTEC specifically.

B.   New Objectives/Goals:

> Ensure regular assessment of these courses are completed consistently and specifically review HEOC 172 (Nutrition) for increase in unit value from 2 units to 3 units according to subject matter relevancy as a prerequisite for VN and PTEC programs.

P**ROGRAM PLAN**

Program: **HEOC Non-Discipline Courses**
Plan Years: 2020-2023

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 in HEOC 172	Curriculum	AY 2020/21	Update/improve outcomes/unit levels

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Vocational Nursing

Term/Year of Review: Spring 2020

Summary of Program Review:

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

   There is demonstrated labor market demand for an increased number of Vocational Nurses in the projections through 2026; program completion rates and retention rates are at 100% for the last two/ three VN program courses; Student equity is demonstrated both in student retention and successful completion of the VN program**.**

   2.   **Areas for Improvement:**

   Enrollments have dropped progressively over the past three years for a variety of reasons; Board of Vocational Nursing requirements and clinical facility requirements along with the decrease in enrollment has increased costs and decreased productivity when compared with the rest of the campus. Program viability could be improved.

   3.   **Projected Program Growth, Stability, or Viability:**

   Program viability could be improved with marketing of the program, its positive attributes and its flexibility for those who are raising families and needing to work. This program targets a population of people who want to return to school, improve their working independence and need to do so while caring for their family and the need for an income at the same time.

B.   **New Objectives/Goals:**

   - Improve marketing of the program See https://vimeo.com/418747345)
   - Improve enrollment numbers into the program and retention of students in NURS 131, as well as maintain the retention and success of those in NURS 132 and NURS 233.
   - Improve cohort pass rates of the NCLEX-PN and job acquisition.
   - Increase productivity of the program as cohort size increases.

PROGRAM PLAN

Program: Vocational Nursing
Plan Years: 2021-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Need for increased class size	A-2	Recruitment/ June 2020	Increasing class size
Retention in Nurs 131	A-3	Success Counselor/ June 2020	Increasing pass rates in Nurs 131
Improve cohort NCLEX-PN pass rates	C-2	Continue Elsevier HESI exams; Sim lab; Swift River NCLEX –PN Review class/ end of each program starting with cohort 2021	Improving cohort NCLEX – PN pass rates on first time test takers
Improve program productivity	A-3	Increase class size and retention/ cohort starting 2021	Increasing productivity numbers