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 Review Report Fall 2019

This report covers the following program, degrees and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Noncredit and Community Education CTE
Courses	BUSN-870
	BUSNC 600
	BUSNC 601
	BUSNC 605
	BUSNC 610
	BUSNC 615
	BUSNC 620
	BUSNC 625
	FAMN 600
	FAMN 601
	FAMN 860
	FAMN 863
	FAMN-750
	FAMN-859
	FAMN-889
	FAMN-898
	FAMN-899
	FAMN-901
	FAMN-913
	HOSPNC-600
	HOSPNC-601
	HOSPNC-602
	LGBTNC-600
	LGBTNC-610
	~~MOCN-970~~
	~~MOCN-972~~

Taxonomy of Programs, August 2019

I. PROGRAM DATA

A. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
BUSN-870*	21	35	24	14.3%
All Noncredit	1,117	1,035	1,238	10.8%
Enrollments				
BUSN-870*	25	40	33	32.0%
All Noncredit	2,517	2,224	2,421	-3.8%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Noncredit and Community Education Career Technical Education Program increased by 14.3% over the past three years, while headcount across all noncredit courses increased by 10.8%. Enrollment within the program increased by 32%, while enrollment across all noncredit courses decreased by 3.8%.

**Note: BUSN-870 was the only Noncredit and Community Education Career Technical Education Program with enrollments over the past three academic years.*

Program Reflection:

There is a clear need for this class and we will continue to offer this class and my add another section.

B. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
BUSN-870+	2	12.5	2	20	2	16.5	16.3	32.0%
Average Among All Noncredit*	80	31.5	100	22.2	104	23.3	25.2	-26.0%

Source: SQL Enrollment and Course Sections Files

*Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and overall levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Noncredit and Community Education Career Technical Education Program has claimed an average of 16.3 students per section. The average class size of 25.2 students per section within noncredit courses has exceeded the average class size within the program

during this period. The average class size in the Noncredit and Community Education Career Technical Education Program increased by 32% between 2016-2017 and 2018-2019. Average class size within noncredit courses decreased by 26% over the same period.

Program Reflection:

This data is positive relative to this class.

C. Fill Rate and Productivity

Fill Rate*			
	Enrollments	**Capacity**	**Fill Rate**
2016-2017	25	44	56.8%
2017-2018	40	35	114.3%
2018-2019	33	35	94.3%
Three-Year Program Total	98	114	86.0%
Noncredit Total*	5,183	9,357	55.4%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	1.7	0.5	3.6
2017-2018	1.3	0.1	13.4
2018-2019	1.2	0.1	10.5
Three-Year Program Total	4.2	0.7	6.2
Source: SQL Enrollment and Course Sections Files **Institutional Level indicates Noncredit courses*			

RPIE Analysis: Fill rates within the Noncredit and Community Education Career Technical Education Program tend to be higher than fill rates for noncredit courses overall. [Compare program-level rate of 86.0% to noncredit total of 55.4% over the past three years.] Between 2016-2017 and 2017-2018, enrollments increased while capacity decreased, resulting in an increase in fill rate. Between 2017-2018 and 2018-2019, enrollments decreased while capacity remained consistent, resulting in a decrease in fill rate.

Productivity increased from 3.6 to 10.5 over the three-year period. The three-year program productivity of 6.2 is lower than the target level of 17.5, which reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

**Note: Fill rates and productivity reported in the table do not include noncredit course sections offered during summer terms over the past three years. As a result, the program and overall enrollment figures reported here might differ from those reported in Section I.A.1. (for the institutional level).*

Program Reflection:

Productivity for this class is high and is positive.

D. Demographics of Students Served by Program

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Proportion of Students	21	35	24	
Gender				
Female	52.4%	62.9%	54.2%	1.8%
Male	28.6%	28.6%	20.8%	-7.7%
Unknown	19%	8.6%	25.0%	6%
Race/Ethnicity				
Asian			4.2%	
Filipino		2.9%		
Hispanic		8.6%	4.2%	
Multiple Race		2.9%		
Native American			4.2%	
Other	76.2%	40.0%	54.2%	-22.0%
Pacific Islander				
White	23.8%	45.7%	33.3%	9.5%
Age				
25 to 29		2.9%		
40 to 54	9.5%	5.7%	8.3%	-1.2%
55 and older	90.5%	88.6%	91.7%	1.2%
Source: SQL Enrollment Files **Groups with no data for the three years are suppressed.*				

<u>RPIE Analysis</u>: As suggested by the numbers in the table above, NVC records regarding demographic background of Noncredit and Community Education Career Technical Education Program students might be incomplete. For example, in 2018-2019, 25% of students in the program had a gender of "unknown" reported. The majority of students claimed a race/ethnicity of "other" in 2016-2017 and 2018-2019. Based on NVC records, the majority of students across the 3-year period were 55 and older. Additionally, females have accounted for more than 50% of the program across the last three academic years.

Program Reflection:

I believe that the data is incomplete as mentioned in the analysis. However, gender data is reflective of the students enrolled.

E. Previous Noncredit Enrollment among Program Students

	Size of Cohort	Number of Students to Previously Take a Noncredit Course	Rate
2016-2017	21	1	4.8%
2017-2018	35	4	11.4%
2018-2019	24	8	33.3%
3-Year Total*	72	12	16.7%
Source: SQL Enrollment Files **Unduplicated across the three academic years.*			

RPIE Analysis: For each cohort of students in the Noncredit and Community Education Career Technical Education Program, NVC enrollment records from the previous three academic years were examined to determine if those students previously enrolled in any noncredit course(s). (For example, for program students in the 2016-2017 academic year, NVC enrollment records from 2013-2014 through 2015-2016 were examined for the analysis.) Less than half of students within the program took a noncredit course previously. This percentage increased between 2016-2017 to 2018-2019, from 4.8% to 33.3%.

Program Reflection:

While this is an interesting statistic, its relevancy seems to be that this is possibly an entry level class even in the noncredit realm.

F. Enrollment in Credit Courses among Program Students

	Size of Cohort	Number of Students To Take a Credit Course Within 2013-2014 to 2018-2019	Rate
2016-2017	21	2	9.5%
2017-2018	35	3	8.6%
2018-2019	24	0	0.0%
3-Year Total*	72	5	6.9%
Source: SQL Enrollment Files *Unduplicated across three academic years.			

RPIE Analysis: For each cohort of students in the Noncredit and Community Education Career Technical Education Program, credit enrollment records from 2013-2014 to 2018-2019 were examined to determine if those students enrolled in a credit course at

any time during that time period. Of 72 unduplicated students within the Noncredit and Community Education Career Technical Education Program, 6.9% of students took a credit course at NVC. Of program students that took a credit course, most enrolled in a credit course <u>after</u> their course enrollment in the Noncredit and Community Education Career Technical Education Program. This analysis provides context for future noncredit to credit conversion rate analysis through the program review process.

Program Reflection:

This is potentially a concerning data point. While the skills in this class can lead to success and fulfillment in personal lives of the students, we also want to make sure that the students realize that the content of the course prepares them for further study, either in noncredit or in credit coursework.

G. Services/Offerings for Students by Location Other than Main Campus

	2016-2017		2017-2018		2018-2019		
Delivery Method	**Section Offerings**	**Students⁺**	**Section Offerings**	**Students⁺**	**Section Offerings**	**Students⁺**	**Average Participation*, Across Three Years**
Noncredit and Community Education Career Technical Education Program							
UVC	2	25	2	40	2	33	16
All Noncredit							
American Canyon	1	3	2	10			4
Calistoga	13	322	10	245	6	161	25
Napa	11	787	9	625	9	585	69
St. Helena	6	154	12	261	7	17	23
UVC	14	263	19	329	17	304	18
Yountville	30	693	27	412	29	523	19

Source: SQL Enrollment Files

⁺Duplicated students

*Note: Average participation across the three-year period is calculated as:

$$\frac{\text{Total \# Participants}}{\text{Total \# Sessions}}$$

It is not the average of the three annual averages.

<u>RPIE Analysis</u>: The table above provides data pertaining to location of all Noncredit classes for informational purposes. Over the past three years, the Noncredit and Community Education Career Technical Education Program has offered 6 sections at Upper Valley Campus. Average participation in the program affiliated courses at Upper Valley Campus track with overall noncredit participation at Upper Valley Campus. (16 vs. 18, reported in table).

Program Reflection:

We have engaged in discussions on the potential need to offer this class also on the main campus or in American Canyon.

H. Student Achievement among Students in Program

This section does not apply to the Noncredit and Community Education Career Technical Education Program.

II. CURRICULUM

a. COURSES

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)*	No Change
BUSN	870	Never in Curricunet	No	Was revised and is now the new BUSNC 601	Outdated	
BUSNC	600	8/13/18	no			
BUSNC	601	8/12/19	No			
BUSNC	605	8/13/18	No			
BUSNC	610	8/13/18	No			
BUSNC	615	8/13/18	No			
BUSNC	620	8/13/18	No			
BUSNC	625	8/13/18	No			
FAMN	600	8/12/19	No			
FAMN	601	8/12/19	no			
FAMN	860			S		
FAMN	863			S		
FAMN	750			S		
FAMN	859			S		
FAMN	889			S		
FAMN	898			S		
FAMN	899			S		
FAMN	901			S		
FAMN	913			S		
HOSPNC	600	6/1/18	No			
HOSPNC	601	6/1/18	No			
HOSPNC	602	6/1/18	No			
LGBTNC	600	1/20/16	No			
LGBTNC	610	1/20/16	No			

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

b. DEGREES AND CERTIFICATES[†]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or* **Missing Documentation**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)*	**No Change**
LGBTQ Community Awareness	8/12/19	Yes	No		x

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

We are working on developing a system and plan for offering this program and also linking it with some of our not-for-credit options.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
14 (active courses)	1	0	7% (although only one class offered)	0&

Learning Outcomes Assessment at the Program Level

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes*	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
24 (active courses)	2	0	8%	0

*Include all areas of study, degrees, and certificates associated with the program in the table.

Program Reflection:

This data is someone skewed due to the offerings. The course that has been offered regularly has completed SLO assessment.

B. Summary of Learning Outcomes Assessment Findings and Actions

The overall results for that class are positive.

Program Reflection:

There is not much to reflect on at this point but this wil be substantive in the next couple of years.

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:

(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.) This report clearly indicates that this class is serving the community. However, the report is based on existing courses that have been offered and does not show the scope of the program that has been developed in the last two years and is now being implemented.

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

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

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:

We currently have all of the resources needed for all courses/programs in this area. However, persistent issue with IT can hinder the progress of students.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

The development of the BUSNC, HOSPNC, FAMNC classes, the LGBTNC certificate, and forthcoming certificates have been an impressive accomplishment. The faculty developed these classes/certificates in direct response to industry needs and through their work with advisory committees and community groups. This linkage has resulted in offerings that are responsive to industry, community, and student needs.

B. Effective Practices

- Supporting faculty work and industry connections.
- Strong linkages with business and community needs.
- Monitoring legislation.

Feedback and Follow-up Form

Completed by Vice President:

Interim Asst. Superintendent VP AA

Date:

11/18/2019

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The faculty are committed to building pathways for students, are responsive to industry and have developed certificates based on needs of community and industry

Areas of concern, if any:

None at this time

Recommendations for improvement:

Continued connection to industry, monitor demographics and offerings as well as whether student are enrolling credit courses

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	