

# Orientation for Participants in Spring 2026 Program Review Process

## Information Covered:

- Program Review Support Team
- Summary of Changes
- Sections of the Program Review Report Form for Instructional Programs
- Preliminary Questions for Support Programs
- Timeline (including Workshops)
- Introduction to Nuventive
- Questions

## Participants in Spring 2026 Program Review Process:

Program	Lead Writer	Supervising Administrator
1. Addiction Studies & Human Services	Jaime Huston	Ryan Smith
2. Associate Degree Nursing	Karen Canepa	Bob Harris
3. Biology	Bonnie Moore	Christopher Farmer
4. Community Education (Non-CTE)	Shawntel Ridgle	Douglas Marriott
5. Digital Art & Design	May Jong	Bob Harris
6. Engineering	Antonio Castro	Christopher Farmer
7. Entrepreneurship	Claudette Shatto	Douglas Mariott
8. Ethnic Studies	Nicollette Morales	Bob Harris
9. Music	Christina Howell	Bob Harris
10. Photography	May Jong	Bob Harris
11. Political Science	Steven Balassi	Jerry Dunlap
12. Sociology	Naomi Chianese	Jerry Dunlap
13. EOPS	Mary Salceda Nunez	Jessica Erickson
14. LGBTQIA+ Pride	Greg Miraglia	Ryan Smith
15. Transfer Center	Elizabeth Lara	Ryan Smith

## Program Review Support Team:

Member(s)	Contact for Questions Regarding:	Extension	Email
Dr. Robyn Wornall	Program Review Process (General)	X 7192	<a href="mailto:rwornall@napavalley.edu">rwornall@napavalley.edu</a>
Dr. Ryan Grimm	Data Analysis	X 7194	<a href="mailto:ryan.grimm@napavalley.edu">ryan.grimm@napavalley.edu</a>
Ana Clare Elizarrarás	Curriculum	X 7757	<a href="mailto:anaclare.elizarraras@napavalley.edu">anaclare.elizarraras@napavalley.edu</a>
Emery Stafford	Learning Outcomes Assessment	X 7739	<a href="mailto:emery.stafford@napavalley.edu">emery.stafford@napavalley.edu</a>

## Summary of Changes to Program Review Process, Implemented Fall 2025

### Guiding Principles of the Program Review Taskforce

- Eliminate redundancy (e.g., between summary/cover page and report narrative)
- Simplify/Streamline wherever possible (incorporate instructions into the form; eliminate separate Excel template for outlining three-year program-level plan)
- Clarify the sections that are most confusing (e.g., analysis of student equity; comparison by delivery mode)
- Incorporate additional clarifying language (e.g., distinguish between last three-year program plan and future plan; emphasize that the evaluation of the state of the program is based on the data in the report; identify “most critical” resources needed to implement the plan)
- Ensure that the updated/refined process addresses 2024 Accreditation Standards

### Program Review Taskforce Recommendations (From Spring 2025)

- Add a section to introduce the program (brief description)
- Metrics to remain the same – (re)incorporate institutional data
- Replace narrative from RPIE with summary tables
- Provide more guidance regarding archiving option
- Incorporate “check boxes” to record reflection on data/recent trends and ensure review of alignment in curriculum and learning outcomes across different sources (e.g., CourseLeaf, Catalog, Nuventive, Program Maps)
- Restructure prompts to include “Are changes necessary to improve . . .?”
- For plan development, emphasize improvements and innovations associated with the student experience, success, and achievement
- Migrate the three-year program review process to the Nuventive platform
- Training on Nuventive platform will be provided (program review and annual review)

### Nuventive Migration Will:

- Strengthen and clarify linkages between program review (comprehensive review) and annual planning and resource allocation processes
- Eliminate the need for duplicate entries in different formats/platforms (e.g., Word documents, Excel files)
- Facilitate the distribution of resource-related requests (for annual process) among select District committees
- Position NVC for future accreditation reviews (ACCJC “Suggested Sources of Evidence” include: integrated planning systems/platforms; evidence of prioritizing and funding resource allocations that arise through program review; examples of improvements and innovations emerging from comprehensive planning systems)

## Sections of Program Review Template for Instructional Programs

Section & Description	Contents
I: Introduction	<ul style="list-style-type: none"> <li>○ Brief History of Program</li> <li>○ Alignment with Institutional Mission</li> <li>○ Logistical information, Taxonomy, and conditional logic (pre-populated by RPIE)</li> </ul>
II: Program Data	<ul style="list-style-type: none"> <li>○ Headcount &amp; Enrollment</li> <li>○ Average Section Size</li> <li>○ Fill Rate &amp; Productivity</li> <li>○ Labor Market Demand</li> </ul> <p style="margin-left: 150px;">} Demand</p> <ul style="list-style-type: none"> <li>○ Retention &amp; Successful Course Completion</li> <li>○ Student Equity</li> <li>○ Delivery Mode</li> </ul> <p style="margin-left: 150px;">} Momentum</p> <ul style="list-style-type: none"> <li>○ Program Completion</li> <li>○ Job Placement Rates</li> <li>○ Licensure Exam Pass Rates</li> </ul> <p style="margin-left: 150px;">} Student Achievement</p>
III: Curriculum	<ul style="list-style-type: none"> <li>○ Course-Level Curriculum: Status &amp; Curriculum Plan</li> <li>○ Program-Level Curriculum: Status &amp; Curriculum Plan</li> <li>○ Alignment between Program Map(s) &amp; Catalog</li> <li>○ Alignment between Course Scheduling &amp; Catalog</li> </ul>
IV: Learning Outcomes Assessment	<ul style="list-style-type: none"> <li>○ PLOs from Catalog (pre-populated by LOAC)</li> <li>○ Alignment of Outcomes Statements across a Variety of Sources (Catalog, Nuventive, Program Map(s))</li> <li>○ Status of Learning Outcomes Assessment: Course Level</li> <li>○ Status of Learning Outcomes Assessment: Program/Degree/Certificate Level(s)</li> <li>○ Findings from Learning Outcomes Assessment</li> </ul>
V: Last Three-Year Program-Level Plan	<ul style="list-style-type: none"> <li>○ Status Report on Program-Level Plan (from Last Review)</li> </ul>
VI: Program Plan (for the Future)	<ul style="list-style-type: none"> <li>○ Develop Next Three-Year Program-Level Plan</li> </ul>
VII: Resource Needs (for the Future)	<ul style="list-style-type: none"> <li>○ Identify Resources Needed to Implement New Plan</li> </ul>
Overview	<ul style="list-style-type: none"> <li>○ Assessment of State of the Program (Viability – Stability – Growth), along with Rationale</li> <li>○ Major Findings: Strengths &amp; Areas for Improvement</li> <li>○ Innovative Practices to Improve Student Experience, Success, Learning, and Achievement</li> <li>○ New Objectives/Goals</li> <li>○ Individuals who Contributed to Report/Participated in Review Process</li> </ul>
Feedback & Follow-Up from Supervising Administrator	<ul style="list-style-type: none"> <li>○ Strengths and Successes of Program</li> <li>○ Areas of Concern</li> <li>○ Recommendations for Improvement</li> <li>○ Additional Information Regarding Resources</li> </ul>

## Preliminary Questions for Support Services

*To help identify data to include in the report*

### I. DESCRIPTION OF PROGRAM

#### A. Program Purpose

Describe the purpose of the program – as a general statement. Following the general statement, a bulleted list may be used to describe the services offered.

#### B. Alignment with the Student Experience/Pipeline

Identify how the program's areas of responsibility align with the student experience. At what point(s) does the program support students? Use the response in Section I.A to guide this reflection.

#### C. Student Population(s) Served

What is/are the intended student population(s) that the program serves? The student populations may be identified via a bulleted list.

#### D. Delivery of Services (Modalities)

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

#### E. Effective Program

##### **Program Reflection:**

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

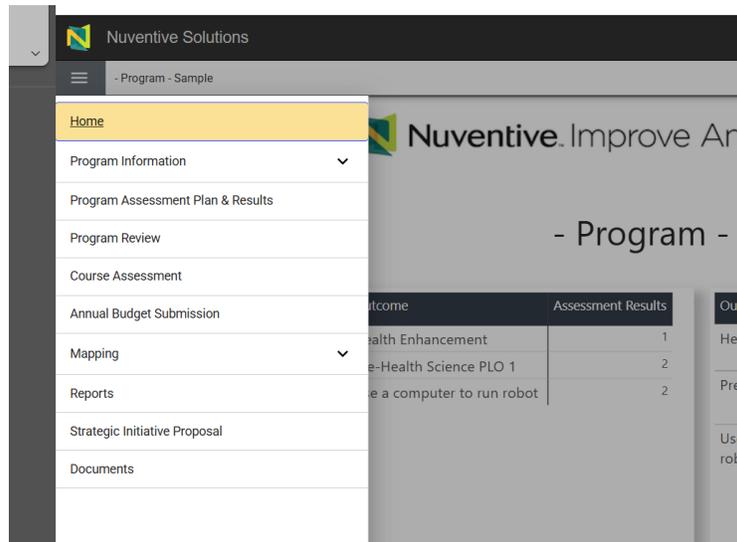
## Program Review Timeline, Spring 2026

Date	Program Review Activity	Responsible Party
By Mid-February 2026	Compile data and conduct analysis for Spring 2026 instructional programs	RPIE
Wednesday, February 11 10:00 – 11:00am (Zoom)	Orientation for 12 Instructional Programs and 3 Student Support Services undergoing review	RPIE
Week of February 16	<ul style="list-style-type: none"> <li>○ <u>For Instructional Programs:</u> Program review structure in Nuventive (including data) released for Program Coordinators</li> <li>○ <u>For Student Support Services:</u> Identify program-specific data to incorporate into program review process</li> </ul>	Program Coordinator/ Lead Writer (with RPIE)
Friday, February 20 2:00 – 3:00pm (Zoom)	<u>Instructional Programs:</u> Workshop on Introduction & Program Data (Sections I & II)	RPIE
Friday, February 27 2:00 – 3:00pm (Zoom)	<u>Instructional Programs:</u> Workshop on Curriculum & Learning Outcomes Assessment (Sections III & IV)	Curriculum Committee Chair, Learning Outcomes Coordinator
By Early March	<u>Student Support Services:</u> Report containing data released for Lead Writer	RPIE
Friday, March 6 2:00 – 3:00pm (Zoom)	<u>All Programs &amp; Services:</u> Workshop on Program-Level Plan(s), Resource Needs, and Overview (Sections V-VII and Cover Page)	RPIE
Monday, March 23	Share complete draft with faculty and staff affiliated with the program <ul style="list-style-type: none"> <li>• 3 weeks to review and feedback, including spring break (March 23-April 13)</li> </ul>	Lead Writer
Monday, April 13	Forward complete report to Dean for feedback (via Nuventive) <ul style="list-style-type: none"> <li>• 2 weeks for review and feedback (April 13-April 27)</li> </ul>	Lead Writer
Monday, April 27	Complete Feedback/Follow-Up Form (Section VIII, via Nuventive) <ul style="list-style-type: none"> <li>• 2 weeks for review and feedback (April 27-May 11)</li> <li>• Forward complete report to VP</li> </ul>	Supervising Administrator
Week of May 11	Notification/completion letters sent to Program Coordinators <ul style="list-style-type: none"> <li>• including cc to Dean and Admin Asst, RPIE</li> </ul>	VPAA, VPSA
Monday, May 4	Collect feedback from Spring 2026 participants Spring 2026 (via survey)	RPIE
June 2026	Post completed Spring 2026 reports on website	RPIE

## Introduction to Nuventive

In the process of finalizing the template for instructional programs in Nuventive

Once it is finalized, the template will be placed within the menu for the 12 instructional programs undergoing review (name: Program Review). Robyn will upload the tables into each template and will notify Program Coordinator once that process is complete (anticipated prior to the workshop next week).



Template for support services will follow (likely in a few weeks).

Student Support Services Programs: Please schedule a meeting with Dr. Robyn Wornall and Dr. Ryan Grimm once the “Preliminary Questions” exercise on Page #4 is complete.

Introduce the Nuventive environment:

- “Cards” on the left; supporting documentation/resources in the “Information Library” on the right
- Walk through the current structure
- Highlight conditional logic and identifying possible components of the program-level plan as you conduct the review
- Identify documents that will be posted in the “Information Library”

## Questions?