

Section I: Program Data

The Office of Research, Planning, and Assessment (RPA) provides data and analysis for Section I as well as the position of the programs within the college. The Office of Academic Affairs identifies the program components – including degrees, certificates, areas of study, and courses affiliated with the program.

Data for Section I are organized into three categories:

- o data describing demand for the program;
- o data tracking student momentum within the program; and
- o data summarizing student achievement associated with the program.

The following measures are covered within these three categories:

- o Demand:
 - o Headcount and Enrollment
 - o Average Class Size
 - o Fill Rate and Productivity
 - o Labor Market Data (for Career Technical Education programs)
- o Momentum:
 - o Retention and Successful Course Completion Rates
 - o Retention and Successful Course Completion Rates, Among Student Equity Groups
 - o Retention and Successful Course Completion Rates, Based on Course Delivery Mode
- o Student Achievement:
 - o Program Completion
 - o Program-Set Standards (for programs with job placement and licensure exam pass rates)

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I.A Demand

I.A.1 Headcount and Enrollment

General Purpose:

- Headcount and enrollment measure student demand for the program as well as courses affiliated with the program.

Definitions:

- Headcount represents the number of unique students enrolled within the program during the academic year. If a student enrolls in multiple courses within the program in the same year, that student is counted once. Headcount is not duplicated to reflect enrollment in more than one course or across more than one academic term within the academic year.
- Enrollment reflects the number of registrations by individual students. It is duplicated across courses and academic terms. A student enrolled in one course in the summer and three classes in both the fall and spring terms accounts for a total of 7 enrollments across the academic year. It represents the number of "student-course enrollment" combinations across the three academic terms. The ratio of enrollment : headcount reflects the average number of registrations per student (within the program or across the institution).

Data & Analysis: The table reports headcount and enrollment within the program and across the institution. 8 (e) TQR.ss



Although enrollments factor into the calculation of average class size (numerator), the two measures do not always track together. For example, if both enrollment and section offerings increase, average section size might decrease.

	Enrollment	Section Offerings	Average Class Size
Year 1	72	2	36
Year 3	100	4	25
Change	38.9%	100%	-30.6%

Similarly, if both components decrease, average section size might increase.

	Enrollment	Section Offerings	Average Class Size
Year 1	100	4	25
Year 3	72	2	36
Change	-28%	-50%	44%

In some cases, the two components of average class size move in opposite directions – with one

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I.A.3 Fill Rate and Productivity

General Purpose:

- Fill rate and productivity summarize the relationship between capacity and enrollment (i.e., supply and demand) and the relationship between full-time-equivalent students and faculty assignment (i.e., commitment of program resources). Fill rate and productivity are associated with resource allocations – pertaining to facilities (including room size/classroom capacity) and staffing.

Definitions:

- The fill rate represents the proportion of seats available that are occupied by students. Fill rate is calculated as:

$$\frac{\text{Number of students enrolled}}{\text{Number of seats available (i.e., class capacity)}}$$

Fill rate is measured by the number of enrollments across sections as of Census Day divided by the maximum capacity of those sections. If 15 students are enrolled in a section with capacity of 20, the fill rate is 75%.

- Productivity summarizes the relationship between the number of full-time-equivalent students (FTES) and the number of full-time-

I.B Momentum

I.B. 1 Retention and Successful Course Completion Rates

General Purpose:

- Retention and successful course completion rates measure student performance within individual academic terms. They are measures of student progress along the way to an educational goal or outcome, such as degree/certificate completion or transfer.

Definitions:

- The retention rate reflects the proportion of students who are retained within a single semester; that is, from Census Day through the end of the semester, without withdrawing. It is calculated as:

$$\frac{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I assigned}}{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I, W assigned}}$$

Students that receive a W grade are not counted as "retained."

- The successful course completion rate represents the proportion of students that receive passing grades (i.e., grades of A, B, C, P) in their courses; that is, the proportion of passing grades that are assigned. It is calculated as:

$$\frac{\text{Number of student enrollments with grades of A, B, C, P assigned}}{\text{Number of student enrollments with grades of A, B, C, D, F, P, NP, I, W assigned}}$$

Data & Analysis: The three-year retention and successful course completion rates at the course, program, and institutional levels are reported in the table provided by RPIE. The analysis includes:

Data & Analysis: The analysis of student equity focuses on the following student subpopulations, which experienced disproportionate impact at the institutional level:

- o African American/Black students (retention and successful course completion rates);
- o Pacific Islanders (retention rate);
- o Latinx/Hispanic students (successful course completion rate);
- o Students 19 and younger (successful course completion rate);
- o First-Generation students (successful course completion rate); and
- o Not disabled students/students without a disability reported (successful course completion rate).

The analysis highlights groups that claimed significantly lower rates within the program than they did across the institution as a whole (based on tests of statistical significance). The narrative also includes reference to patterns in retention and successful course completion at the program level (vs. the institutional level), as patterns similar to those found across the program tend to emerge among student subpopulations as well.

Questions to Help Guide Program Reflection:

- o Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- o Are any of the differences between program-level and institution-level rates surprising? What strategies have you already been employing and what strategies might you implement/expand in order to address the findings?
- o Are there any (general) strategies associated with retention and successful course completion (identified in Section I.B.1) that could be directed toward specific demographic groups first?
- o Is additional information needed to drill deeper into retention and successful course completion rates among student subpopulations?
- o Note possible activities/strategies pertaining to student equity that should be incorporated into the program plan (for Section IV).

I.B.3 Retention and Successful Course Completion Rates by Delivery Mode

General Purpose:

- o The comparison of retention and successful course completion b.6 (n)-1 n(u)-0.8 (d (tu)5.2 (d)5.3 (e)ral)-5.9 (iic)-



completion)?

- Is additional information needed to help identify attrition points among students?
- What might be done to increase persistence or continuous enrollment (from term to term) within the program?
- Is additional information needed to drill deeper into program completion?
- Note possible activities/strategies pertaining to program completion that should be incorporated into the program plan (for Section IV).

I.C.2 Program-Set Standards

General Purpose:

- Job placement rates and licensure exam pass rates are monitored regularly and evaluated against local standards of academic quality, as defined by the program (for programs with job placement rates and/or licensure exams).

Data & Analysis: Recent job placement rates are provided for programs that are included in the Perkins IV Core Indicator 4 (Employment) Reports. Recent licensure exam pass rates for Health Occupations programs are reported, based on performance of NVC graduates who recently took licensure exams. The analysis provided by RPIE includes comparison of recent performance against standards and stretch goals established by the local program. The program-set standard for each program represents the expectation for academic quality (the minimum expectation, or floor), while the stretch goal represents the aspirational goal for the program (or ceiling).

Questions to Help Guide Program Reflection:

- Reflect on the data and analysis provided. Identify areas of strength, areas of concern, and strategies for maintenance and/or improvement.
- How does recent performance relate to the program-level standard and stretch goal?
- Do the identified thresholds need to be revisited/revised?
- Is additional information needed to drill deeper into job placement rates or/and licensure exam pass rates?
- Note possible activities/strategies pertaining to job placement and licensure exams that should be incorporated into the program plan (for Section IV).

- Describe the Program Assessment Cycle (general/overview). Have assessment activities been completed according to schedule? What is the alignment between the Program Assessment Plan and recent assessment activities?
 - Have follow-up assessments/Action Plans been incorporated into the Program Assessment Plan? Have improvements been implemented as planned?
 - Note: If you identify course outcomes that need changing on course outlines, be sure to identify these as non-substantial modifications in the table included in Section II.A (course curriculum).
 - Note: If you change program outcomes, they now go through a separate curriculum process.
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The Program Planning Template

with local industry/advisory committees to determine demand/need, and requesting data on student majors/disciplines among recent transfers. Assuming that the exploration and data collection would occur in year 1 and that curriculum would be developed and approved in year 2, then the anticipated year of implementation (reported in Column C) would be three years following the program review year.

- o Anticipated Outcome of Initiative (Column D): Measures of progress or effectiveness associated with each initiative should be identified in Column D. These "measures" can take the form of

Instructions for Completing Section VI: Resources Needed to Implement Program Plan

Section A: As indicated on the Program Review Report Form, this section begins with a description of the current state of program resources relative to the three-year plan for the program. Resources include: personnel, facilities, technology, supplies, equipment, and other materials. Identify any anticipated resource needs (beyond the current levels) necessary to implement the three-year program plan. The information provided in this section should be a general overview of existing resources. Specific needs associated with each unit-level initiative will be documented in the Program Planning Template.

Section B: As described in the Program Review Report Form, complete Columns E-F of the Program Planning Template to identify specific resources needed to implement each component of the program plan.

- Description of Resource Need (Column E): Identify the specific resources needed to implement the plan. Examples are provided within the Program Planning Template. If more than one resource is needed to implement the initiative, list the additional resources in the rows immediately underneath the initiative.
- Type of Resource Need (Column F): Use the drop-down menu to identify the type of resource needed. Options include: personnel, facilities, technology, supplies, equipment, and other.

Note: The information reported in this section of the program plan does not constitute a resource request. Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The Program Planning Template completed during the program review process will be used as a starting point for the development of annual unit plans and resource requests submitted by the program over the next three years. It will also be used to develop and maintain a list of anticipated program-level requests.

that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

2. Program's Recent Contributions to Institutional Mission