

## Instructional Program Evaluation & Planning (PEP) Report Part 1 – Spring 2015

**Program:** \_\_\_\_\_

**Lead Writer:** \_\_\_\_\_

### 1. Mission

#### A. Program Mission Statement

Write or review the program's mission statement. Revise if necessary. Identify the program's mission statement in the space below. The college mission statement is provided for reference.

*Napa Valley College Mission*

*Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.*

#### B. Alignment of Program Mission & College Mission

Describe how the program mission aligns with the college's mission and how the program contributes to the achievement of the college's mission. Highlight specific features of the college's mission statement relevant to the program.

#### C. The program falls within one or more of the following categories (check all that apply):

- Transfer/Degree
- Career-Technical
- Basic Skills
- Non-Credit/Community Education

## 2. Accreditation, Licensing & Previous PEP

- A. If the program is accredited or licensed by another agency, specify the name(s) of that agency.

- B. Review the recommendations from those licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

- C. Review NVC's Accreditation Planning Summary and recommendations included in the Accreditation Evaluation Team Report (<http://www.napavalley.edu/AboutNVC/Planning/accreditation/Pages/AccreditationReports.aspx>). Discuss the recommendations relevant to the program and how the program has responded.

- D. Review the program's previous PEP report. Describe what the program has done to promote/realize the objectives listed on the Unit Plan (Schedule A) and address the areas for improvement identified in the Verification Team Report.

- E. Reflect on the responses to the prompts in *Section 2: Accreditation, Licensing & Previous PEP*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## 3. Curriculum, Instruction & Articulation

**NOTE:** A Curriculum Action Plan (CAP) must be completed and submitted as part of Section 3 of the PEP Report. The Verification Team will check the alignment between the PEP Report narrative for Section 3 and the plan outlined in the CAP.

- A. Review all program degrees and certificates.

- 1) Assess the currency and appropriateness of the degree and certificates.

- 2) Evaluate the appropriateness of courses to the program.

- 3) Describe plans for Associate Degree for Transfer (ADT) for the program (existing degree(s) or anticipated degree(s)).

B. Review all Course Outlines of Record.

- 1) Assess the appropriateness of current pre- and co-requisites and recommended preparation. Note whether pre- and co-requisites have been validated through the NVC curriculum process.

- 2) Review all Course Outlines of Record (CORs) and note any that have not been updated since the last program evaluation or within the past five years. Summarize status of CORs here.

C. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective?

D. Describe how the program ensures that the syllabi for each instructor are congruent with the Course Outline of Record (COR). Describe what measures are taken if any syllabi are incongruent with the COR.

E. Instructional Methods

- 1) Discuss the methods used by the program to ensure that similar standards of academic rigor of the Course Outline of Record are followed by all instructors in the discipline.

- 2) Discuss the instructional methods used by the program faculty to address the diverse student population and to encourage retention and persistence.

- 3) Discuss the instructional methods used by the program faculty to address the differences in learning styles and to encourage retention and persistence.

F. Online Offerings

- 1) List the online and hybrid courses that are offered in this program. (Contact the Office of Research, Planning & Institutional Effectiveness to conduct an analysis of retention and successful course completion rates among online, hybrid, and in-person equivalent courses affiliated with the program.)

- 2) Paste the data and analysis generated by the Office of Research, Planning & Institutional Effectiveness below, and reflect on the information provided.

- 3) Are 50% or more of the courses required for a degree in the program (including General Education requirements) eligible to be offered through a mode of distance or electronic delivery? Yes\_\_\_\_\_ No\_\_\_\_\_

- 4) Discuss the program's plans for future online offerings. . Identify specific courses targeted for distance education and explain how adding a distance education component (100% online or hybrid) meets the needs of students or/and aligns with course content.

- 5) Describe any challenges that have been identified and needs that must be addressed to support the development of online offerings.

- G. Reflect on the responses to the prompts in *Section 3: Curriculum, Instruction & Articulation*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

#### 4. Enrollment Trends

A. Enrollment Trends (Course & Program Levels)

The following description and analysis of recent enrollment trends in the program was provided by the Office of Research, Planning & Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the enrollment trends data and analysis provided. Identify areas for concern as well as continued success in both program-level and course-level enrollment. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

B. Load, Productivity, and Average Class Size

The following description and analysis of faculty load-related data was provided by the Office of Research, Planning & Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the load, productivity, and average class size data and analysis provided, and use the information provided to identify faculty load-related issues within the program. (Provide some examples.) Summarize those issues below.

C. Training/Education

Does the program offer unique training/education (and not represent unnecessary duplication of training/education) in the NVC service area? If applicable, what documented labor market demand does this program address? Labor Market information and projections for Napa County are available on the Employment Development Department website: <http://www.calmis.ca.gov/htmlfile/county/napa.htm>. The projections are categorized by industry, occupation, occupations with the most job openings, and fastest growing occupations.

- D. Reflect on the responses to the prompts in *Section 4: Enrollment Trends*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## 5. Student Success & Equity

- A. Retention (Course & Program Levels)

The following description and analysis of retention was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the data and analysis provided above and identify areas for improvement among individual courses (based on course-program comparison) and within the program as a whole (based on program-college comparison).

- B. Successful Course Completion (Course & Program Levels)

The following description and analysis of successful course completion was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the data and analysis provided above and identify areas for improvement among individual courses (based on course-program comparison) and within the program as a whole (based on program-college comparison).

- C. Enrollment by Equity Group

The following description and analysis of enrollment by equity group was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the data and analysis provided above and identify areas for improvement within the program as a whole (based on program-college comparison).

**D. Retention by Equity Group**

The following description and analysis of retention by equity group was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the data and analysis provided above and identify areas for improvement among groups of students (based on equity analysis/any disparities identified).

**E. Successful Course Completion by Equity Group**

The following description and analysis of successful course completion by equity group was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the data and analysis provided above and identify areas for improvement among groups of students (based on equity analysis/any disparities identified).

**F. At-Risk Students**

Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

**G. Links with Other NVC Programs**

What has the program done to create links with support services for students? What has the program done to create links with other NVC instructional programs?

(Examples of links with support services for students: incorporating Writing Center/Math Lab time into course requirements, linking courses with Writing Center course, securing Supplemental Instruction for courses. Examples of links with other NVC instructional programs: establishing learning communities (with linked interdisciplinary courses), development of courses such as Occupational Spanish, relationship between basic skills and program).

H. Program Completion

The following information about degrees and certificates was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on degree/certificate data and analysis provided and assess the effectiveness of the program in terms of program completion. If applicable/available, provide job placement data pertaining to the program and assess the effectiveness of the program in terms of job placement.

I. Standards of Achievement

Review program-level data and establish program-level standards of achievement for retention, successful course completion, and degree/certificate conferral appropriate for the program.

1) Identify the program-level standards of achievement:

2) Describe the process used to establish the program-level standards of achievement.

3) Discuss recent program performance relative to established program-level standards.



- 4) Describe how the program will regularly monitor program performance relative to the program-level standards and describe the process that will be used to address performance that falls below the established standard.

- J. Reflect on the responses to the prompts in *Section 5: Student Success & Equity*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## Part 1: Review & Signatures

Part 1 of the PEP Report is to be reviewed by faculty and staff affiliated with the program and then signed by the lead writer of the PEP report.

Part 1 is then forwarded to the Division Chair/Dean as well as the Vice President of Instruction for review and signature. If the Division Chair/Dean or Vice President has any concerns about the program evaluation report, those concerns should be discussed with the lead writer so that the writing team can address them before the verification phase.

Part 1 is complete once all signatures have been collected.

The signed copy of the program evaluation report should be submitted to the Faculty PEP Coordinator by May 15.

<p><b>Lead Writer Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Division Chair/Dean Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Vice President Signature:</b> _____ <b>Date:</b> _____</p>
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## Instructional Program Evaluation & Planning (PEP) Report Part 2 – Fall 2015

**Program:** \_\_\_\_\_

**Lead Writer:** \_\_\_\_\_

### 6. Community Outreach

A. Off-Campus Offerings

- 1) List the off-campus courses offered in the program and the location (Upper Valley Campus, American Canyon/South County, other/identify).

- 2) Discuss the program's plans for future off-campus offerings.

- 3) Describe any identified challenges and needs that must be addressed to support off-campus offerings.

B. What recruitment activities has the program engaged in or initiated?

C. What has the program done to establish relationships with secondary schools and/or four-year institutions?

D. What has the program done to establish relationships with the business community?

E. Vocational Programs only: How has the involvement of the advisory committee helped in improving and/or promoting the program? Describe the size, membership and regularity of meetings.

- F. Reflect on the responses to the prompts in *Section 6: Community Outreach*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## 7. Student Satisfaction (Survey Results)

### A. General Survey Results

The following descriptions of the program and the students that participated in the survey were collected on the survey forms and provided by the Office of Research, Planning, and Institutional Effectiveness:

(Information from RPIE to be inserted here.)

Review the information provided and identifying any unexpected results.

### B. Scheduling of Classes

The following information about class scheduling was collected from the student surveys conducted among all class sections affiliated with the program during the spring semester and compiled by the Office of Research, Planning, and Institutional Effectiveness:

(Information from RPIE to be inserted here.)

Review student satisfaction survey results (pertaining to scheduling) summarized above as well as the program's schedule of classes. Discuss whether the courses are scheduled appropriately to meet student needs.

### C. Student Satisfaction

The following summary of the results from the student surveys conducted among all class sections affiliated with the program during the spring semester was provided by the Office of Research, Planning, and Institutional Effectiveness:

(Information from RPIE to be inserted here.)

Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

D. Areas for Improvement

The instructional PEP survey provided an opportunity for students to make suggestions for improvement in the program. The following summary of the responses was provided by the Office of Research, Planning, and Institutional Effectiveness:

(Information from RPIE to be inserted here.)

Discuss the results of the student satisfaction survey, identifying areas to be addressed.

E. Reflect on the responses to the prompts in *Section 7: Student Satisfaction (Survey Results)*. Note activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## 8. Student Learning Outcomes (SLO) Assessment

A. Review the Student Learning Outcomes identified at the course and program levels (CLOs and PLOs). Revise and archive, if necessary. Describe the status of the current CLOs and PLOs in TracDat.

B. Complete the Student Learning Outcome (SLO) Curriculum Map and include it with this report. (See template and instructions at *the end of the PEP report form*.) Identify any disconnects identified through the curriculum mapping process.

C. How does the program communicate its expected learning outcomes to students and the public? Check all that apply:

- Syllabi
- Catalog

- Brochure
- Articulation/Transfer agreements
- Website
- Other \_\_\_\_\_

D. Review the SLOs identified on the Course Outlines of Record (CORs) for all courses within the program for currency. Discuss the alignment between current SLOs and those listed on the CORs.

E. Review the status of SLO assessment within all courses affiliated with the program. Attach a copy of the "Unit Course Assessment Report – Four Column" report from TracDat. Summarize the status of course-level SLO assessment.

F. Review the status of program-level outcomes (PLO) assessment for the program. Attach a copy of the "Unit Assessment Report – Four Column" from TracDat. Summarize the status of PLO assessment.

G. Describe how the program has used the findings from SLO assessment to improve teaching and student learning. Provide specific examples of improvements that have been implemented or are planned based on the results of outcomes assessment.

H. How are the results of SLO assessment shared with appropriate stakeholders, including students and the public?

I. How does this program facilitate the achievement of the college's stated institution-level outcomes (ILOs)? Include TracDat report illustrating alignment of CLOs and/or PLOs to ILOs.

J. Provide examples of how the program faculty and staff maintain ongoing, self-reflective dialogue about program quality and improvement.

K. Outcomes-Related Results from Student Surveys

1) SLO Awareness among Students

The following analysis of student SLO awareness based on the results of the student survey was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the information and analysis provided and assess the level of SLO awareness among students within the program.

2) Alignment between SLOs Identified by Students & Program's Stated PLOs

The following analysis of alignment between outcomes students identified on the survey and the program's stated PLOs was provided by the Office of Research, Planning, and Institutional Effectiveness:

(RPIE analysis to be inserted here.)

Reflect on the information and analysis provided and assess students' awareness and understanding of specific PLOs.

- L. Reflect on the responses to the prompts in *Section 8: Student Satisfaction Assessment*. **Complete a 5 + 1 SLO Assessment Plan (previously Schedule J) for the program, identifying SLO assessment activities for the next five years. Incorporate the 5 + 1 SLO Assessment Plan into this report.** Note any additional activities/initiatives to maintain quality and address areas for improvement on *Schedule A: Instructional Program Plan*.

## 9. Planning, Budget & Resource Requests

- A. Program Plan. Reflect on the responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will help achieve the mission of the program. The objectives must support the NVC Strategic Plan Goals and Objectives.

For each objective included in Schedule A, identify:

- the Goal and Objective in the NVC Strategic Plan that the program objective supports (column 1);
- the section(s) of the PEP report in which the objective is identified/discussed (column 2);
- the activities/actions that will help the program achieve the objective (column 5); and
- any additional resources that are needed to accomplish the objective (column 6).

Program objectives should be listed in priority order (according to column 4).

***Schedule A will become the six-year plan for the program and will be sent to the division chair/dean to be included as part of the division plan. Complete Schedules B – J, as needed, to justify requests for additional resources. Following each prompt in the remainder of this section, provide a brief summary justifying the need for the resources requested on Schedules B – J. If the program does not have resource requests associated with a particular Schedule, indicate “not applicable (N/A)” in the box following that prompt.***

- B. Faculty and Staff. Summarize the current staffing resources and any additional needs or changes in staffing identified in Schedule A. Complete *Schedule B: New Permanent Faculty and Staff Request* form as needed.

- C. Operational Budget. Are operational funds sufficient to implement the plans identified in Schedule A? If not, how would additional operational funds be used to enhance program success? Complete *Schedule C: Operating Budget Augmentation Request* form as needed.

- D. Program-Specific Equipment. Discuss the strengths and weaknesses of the current program-specific equipment. What needs remain, and how will additional equipment enhance program success? What strategies are planned to help meet those needs? Complete *Schedule D: Program-Specific Equipment Request* form as needed.

- E. Technology. Discuss the strengths and weaknesses of the current technology available in the program. What needs remain, and how will additional technology enhance program success? What strategies are planned to help meet those needs? Complete *Schedule E: Technology Request* form as needed.

- F. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available in the program. What needs remain, and how will additional facilities



enhance program success? What strategies are planned to help meet those needs?  
Complete *Schedule F: Facilities Improvement/Renovation Request* form as needed.

- G. Professional Development. Review the Professional Development Information forms completed by faculty and staff affiliated with the program. Summarize the professional development activities recently undertaken by faculty and staff. Identify areas of focus for future professional development by completing *Schedule G: Professional Development Needs* form as needed.

*Note: Travel and Conference requests related to professional development should be noted in Schedule C. Operating Budget Augmentation Request.*

- H. Learning Resources/Media Materials. What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? Complete *Schedule H: Learning Resources/Media Materials Request* form as needed.

- I. Research. Does the program require additional data or research to be conducted to inform decision making or planning? Complete *Schedule I: Research Project Request* form as needed.

## Program Evaluation Summary

**Program:** \_\_\_\_\_

Complete the following sections based on the completed Program Evaluation & Planning Report. This summary will be shared with the Planning Committee and the Budget Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

Strengths (unique characteristics, special capacities)

Challenges (concerns, difficulties, areas for improvement)

Briefly describe the process used to complete the PEP.

## Final (Parts 1 & 2): Review & Signatures

Part 2 of the PEP Report is to be reviewed by faculty and staff affiliated with the program and then signed by the Lead Writer of the PEP Report.

The complete PEP Report is then forwarded to the Division Chair/Dean as well as the Vice President of Instruction for review and signature. If the Division Chair/Dean or Vice President has any concerns about the program evaluation report, those concerns should be discussed with the lead writer so that the writing team can address them before the verification phase.

**Note that the Vice President should not sign the Schedules associated with the PEP Report until the verification phase is complete. (See *Acknowledgement Phase* below.)**

The PEP Report is complete once all signatures have been collected (in the box below).

The signed copy of the program evaluation report should be submitted to the Faculty PEP Coordinator by October 23.

<p><b>Lead Writer Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Division Chair/Dean Signature:</b> _____ <b>Date:</b> _____</p> <p><b>Vice President Signature:</b> _____ <b>Date:</b> _____</p>
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### Verification Phase

The verification team reviews the PEP Report for accuracy, completeness, consistency between the report narrative and the resulting plans and resource requests, and confirms that the process used to develop the report was inclusive.

<p><b>Verification Team Member Signature:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Verification Team Member Signature:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Verification Team Member Signature:</b> _____</p> <p><b>Date:</b> _____</p>
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Once the report is verified, it is forwarded to the Vice President of Instruction.

## Acknowledgement Phase

The Vice President reads the Verification Team Report and reviews any changes to the PEP Report resulting from the verification process. The Vice President reviews and signs the Schedules attached to the PEP Report. The Vice President indicates his/her approval of the final Program Evaluation & Planning Report by signing in the box below.

The Vice President then sends a letter to the Lead Writer of the report, acknowledging completion of the report and outlining next steps regarding resource requests. The letter includes a cc to all faculty and staff affiliated with the program, the Division Chair/Dean, the Director of Research, Planning & Institutional Effectiveness, and the College President.

The signed copy of the PEP Report is sent to the Office of Research, Planning & Institutional Effectiveness (RPIE), where it remains on file. An electronic version of the complete report (minus the Professional Development Information forms) is then posted on the RPIE website.

The Vice President uses Program Evaluation & Planning results to inform discussions and decision making, advocate for program needs, and inform program- and area-level planning.

**Vice President Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date Letter Sent:** \_\_\_\_\_

**Recommend review in 2 years:**            **Yes**            **No**

## Program Evaluation and Planning

### Professional Development Information

*All full-time faculty and regular staff in each program undergoing Program Evaluation and Planning are instructed to fill out one copy of this survey. This information is to be used in Section 9.G, Professional Development Resources.*

Name \_\_\_\_\_

Program \_\_\_\_\_

Please list the notable flex activities, workshops and/or courses you have attended in the past 6 years. Attach additional page if necessary.

Please list the professional activities (grants, sabbaticals, scholarly projects, research, publications, presentations) you have completed in the past 6 years. Attach additional page if necessary.

Please list the campus committees and/or other activities you have been a member of in the past 6 years:

Please list any professional organizations and/or community organizations in which you are a member.

Identify professional development needs (use format from Schedule G. Professional Development needs)

## STUDENT LEARNING OUTCOME (SLO) CURRICULUM MAP

*Accreditation Reference: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

### SLO Curriculum Map

**Program Name:** \_\_\_\_\_

	PLO 1	PLO 2	PLO 3	...	...	...
<b>Course 1</b>						
<b>Course 2</b>						
<b>Course 3</b>						
...						
...						
...						

Complete the SLO Curriculum Map above in three steps.

### Step 1: Basic Matrix Linking Courses to Program-Level Outcomes

Complete Step 1 by:

1. listing the program-level outcomes (PLOs) across the column headings,
2. listing the courses associated with the program down the rows, and
3. indicating which PLOs are addressed in each class, by inserting an X in the appropriate cell(s) (i.e., where the course and the relevant PLO(s) intersect).

If a PLO is not covered by any courses in the program or a course does not contribute to any PLOs, outline a plan to address the gap by reviewing the course curriculum or expanding the PLOs in Section 7.B of the Program Evaluation & Planning Report. *An example is provided below.*

Example of Step 1:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
<b>Course 1</b>	X		X			
<b>Course 2</b>		X	X	X		
<b>Course 3</b>		X	X			X

The grid above indicates that Course 1 contributes to PLO 1 and PLO 3. Course 2 contributes to PLO 2, PLO 3, and PLO 4. Course 3 contributes to PLO 2, PLO 3 and PLO 6. PLO 5 is not covered by any course, indicating a need to adjust the curriculum to cover PLO 5 or adjust the program-level outcomes (PLOs) if PLO 5 is not covered by the curriculum.

## **Step 2: Identify the Level of Instructional Activity in the Course, Related to the Program-Level Outcome**

Replace the X's in the basic matrix resulting from Step 1 with more detail regarding the level of skill attainment (related to each PLO) that is expected within each course. This step involves making a professional judgment regarding the instructional activities associated with each PLO in each class (i.e., the degree to which students are exposed to the concepts associated with the attainment of each PLO).

Three "Levels of Instructional Activity" are identified for this exercise:

### **Introduced (I): Course activities introduce students to general concepts associated with the PLO.**

- Students are not expected to be familiar with the content or skill at the collegiate level.
- Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.
- Only one or a few aspects of a complex program outcome is/are addressed in the course.

### **Reinforced (R): Course activities reinforce students' understanding and skills associated with the PLO.**

- Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level.
- Instructional and learning activities continue to build upon previous competencies and increased complexity.

### **Advanced (A): Course activities provide students with an opportunity to apply what they have learned to a variety of contexts, allowing them to demonstrate advanced skill attainment.**

- Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level.
- Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

Complete Step 2 by:

1. discussing the level of instructional activity among colleagues, and
2. replacing the X's from Step 1 with codes of I, R, and A to indicate the level of instructional activity and skill attainment expected of students in each course that contributes to the PLO.



## Example of Step 2:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Course 1	I		I	I		I
Course 2	I	I	I	A		
Course 3	R	R	R		I	R
Course 4		R	R		I	
Course 5		A		R	R	R
Course 6	A	A			A	

The above grid indicates that PLO 1, PLO 2, and PLO 5 are covered in a sequence across the curriculum, providing students with an opportunity to develop and solidify their knowledge, skills, and abilities related to the three PLOs. Students are given an opportunity to reinforce skills related to PLO 3 and PLO 6. However, there is no opportunity (or expectation) for students to reach the advanced level for PLO 3 and PLO 6. (This apparent disconnect may or may not be appropriate, depending on the PLO.) The skill development opportunity for students might be out of sequence for PLO 4, depending on course sequencing and existing prerequisites. If students are expected to enroll in Course 2 prior to Course 5, then the expectations related to these two courses are out of alignment, as students are expected to demonstrate an advanced level of attainment on PLO 4 in Course 2 and then skills are reinforced in Course 5.

**Step 3: Identify the Methods of Assessment**

Complete Step 3 by:

1. identifying the method (or assignment) that is used to assess the PLO in each course.

## Example of Step 3:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Course 1	I: Embedded questions on an exam			I: Class assignment		I: Presentation
Course 2		I: Embedded questions on an exam	I: Lab report/paper	R: Reflective essay	I: Class assignment	R: Critique
Course 3	R: Lab report	R: Essay question on an exam	R: Critique		I: Class assignment	
Course 4	R: Lab report	A: Exam focused on PLO	A: Term paper	R: Embedded questions on an exam	R: Critique	A: Critique
Course 5	A: Reflective essay			A: Presentation	R: Critique	

<b>Course 6</b>	<b>A: Class assignment</b>				<b>A: Term paper</b>	
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## 5 + 1 SLO ASSESSMENT PLAN

**INSTRUCTIONAL PROGRAM NAME:** \_\_\_\_\_

***Accreditation reference:***

*The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Identify outcomes assessment activities that will be completed by the program/service area over the next six years. Use information stored in TracDat to identify the term in which outcomes associated with courses, programs, and services were assessed and the results of those assessments.

<b>Program Outcomes (PLOs)</b>	<b>Last Term Outcomes Were Assessed</b>	<b>Summary of Results, Findings, and Actions Based on Last Assessment</b>	<b>Next Term Outcomes to be Assessed</b>	<b>Notes</b>
<b>Course Outcomes (CLOs)</b>	<b>Last Term Outcomes Were Assessed</b>	<b>Summary of Results, Findings, and Actions Based on Last Assessment</b>	<b>Next Term Outcomes to be Assessed</b>	<b>Notes</b>

Instructional Program Plan – 2015 PEP

PROGRAM NAME \_\_\_\_\_

NVC Strategy from Strategic Plan 1.a – 4.c	Program Evaluation Section	Objectives	Priority In Rank Order	Program Activities/Actions The specific activities that will be implemented to accomplish the objectives (e.g. implement a new course).	Resources* Any additional resources needed to accomplish the objectives. Please be realistic.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

\*New requests should be defined on resource forms and included in the unit budget.

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| <p><b><u>Program Evaluation Section</u></b></p> <ul style="list-style-type: none"> <li>2. Accreditation, Licensing &amp; Previous PEP</li> <li>3. Curriculum, Instruction &amp; Articulation</li> <li>4. Enrollment Trends</li> <li>5. Student Success &amp; Equity</li> <li>6. Community Outreach</li> <li>7. Student Satisfaction (Survey Results)</li> <li>8. Student Learning Outcomes Assessment</li> </ul> |
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## New Permanent Faculty and Staff Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

***Accreditation reference:** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Project additional needs above and beyond the current status. The projected needs should include any known position that will be vacated due to retirement. **List in priority order.** Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<u>Job Title and Justification</u>	<u>N/R*</u>	<u>FTE</u>
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**\*N=New, R=Replacement**

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

## Operating Budget Augmentation Request

PROGRAM/UNIT NAME \_\_\_\_\_

Budget Center: \_\_\_\_\_ Activity \_\_\_\_\_

**Accreditation Reference:** *Financial planning is integrated with and supports all institutional planning.*

### **Operating Budget**

This section is used to request and justify non-capital outlay additions to the department's budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX. **List in priority order.**

<u>Account No. &amp; Description</u>	<u>Additional Amt Requested</u>	<u>Justification (Link to Plan)</u>
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Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

## Program-Specific Equipment Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

**Accreditation rationale:** *Equipment supports student learning programs and services and improves institutional effectiveness.*

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than \$200. All technology requests should be listed on Schedule E. **List in priority order.**

<u>Description</u>	<u>Estimated Cost</u>	<u>Estimated Annual Maintenance Cost</u>	<u>Justification (Link to Plan)</u>
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A. Instructional

B. Non-instructional

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

## Technology Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

**Accreditation reference:** *Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

In order to determine the feasibility of the project, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

**List in priority order.**

Provide a general description of the project that includes:

1. The equipment needed, students and/or staff who will be served, and how often it will be used.
  2. Will installation and maintenance support be required?
  3. Where will the equipment be located? Will space need to be modified?
  4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
  5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
  6. Is additional furniture necessary?
  7. Useful life of equipment – when will the equipment need to be replaced?
- 

Cost estimates will be provided for priority projects only.

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President



## Facilities Improvement/Renovation Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

***Accreditation reference:** Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

Please consult with the Director of Facilities Services before submitting this form to confirm that the program’s request is feasible and meets legal requirements. Some smaller projects can be addressed with work order requests as part of routine building maintenance and will be completed without a Facilities Improvement/Renovations Request (Schedule F).

Small projects include remodeling a small area, reconfiguring walls, building shelving, etc. and should be under \$20,000.

Large projects include construction and renovation projects costing more than \$20,000.

Provide a description of the project that includes:

- How the project supports the mission and objectives of the program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

**List requests in priority order**

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Describe Small Project(s) under \$20,000

Describe Large Project(s) over \$20,000

Cost estimates will be provided for priority projects only.

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

## Professional Development Needs

**PROGRAM/UNIT NAME** \_\_\_\_\_

*Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

Please identify the professional development needs required for faculty and staff to stay current in the discipline, technology, diversity, safety, instructional methods, and other areas.

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

Revised February 2012

## Learning Resources/Media Materials Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

**Books desired for the Library including Reference:** (please list)

Estimated cost for new materials:

**Periodical Titles:** (Newspapers, Journals, Magazines) (please list)

Estimated cost for new materials:

**Electronic Databases and Indexes:** (please list)

Estimated cost for new materials:

**Media Collection** (all visual materials must have closed captioned capability): (please list)

Estimated cost for new materials:

Will library/learning resources assignments be used in courses affiliated with the program?      Yes\_\_ No\_\_

\_\_\_\_\_ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

\_\_\_\_\_  
Vice President

REVISED FEBRUARY 2012

## Research Project Request

**PROGRAM/UNIT NAME** \_\_\_\_\_

**Accreditation references:**

*The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. (Standard I.B.3)*

*The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions. (Standard IV.B.2.b)*

If a need for research or interest in a research project is identified through the Program Evaluation & Planning (PEP) process, please complete this form. Contact the Office of Research, Planning & Institutional Effectiveness with any questions.

**List research projects/requests in priority order.**

Provide the following information about each project/request:

- Project description
- Purpose of project
- Link between project and NVC’s strategic goals
- Question(s) project is intended to answer
- Potential changes to current practice that will result from research findings
- Relevant page(s)/section(s) of PEP report identifying need for research
- Timeline for conducting/completing the project

Submitted By:

Reviewed By:

\_\_\_\_\_  
Budget Center Manager

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Vice President