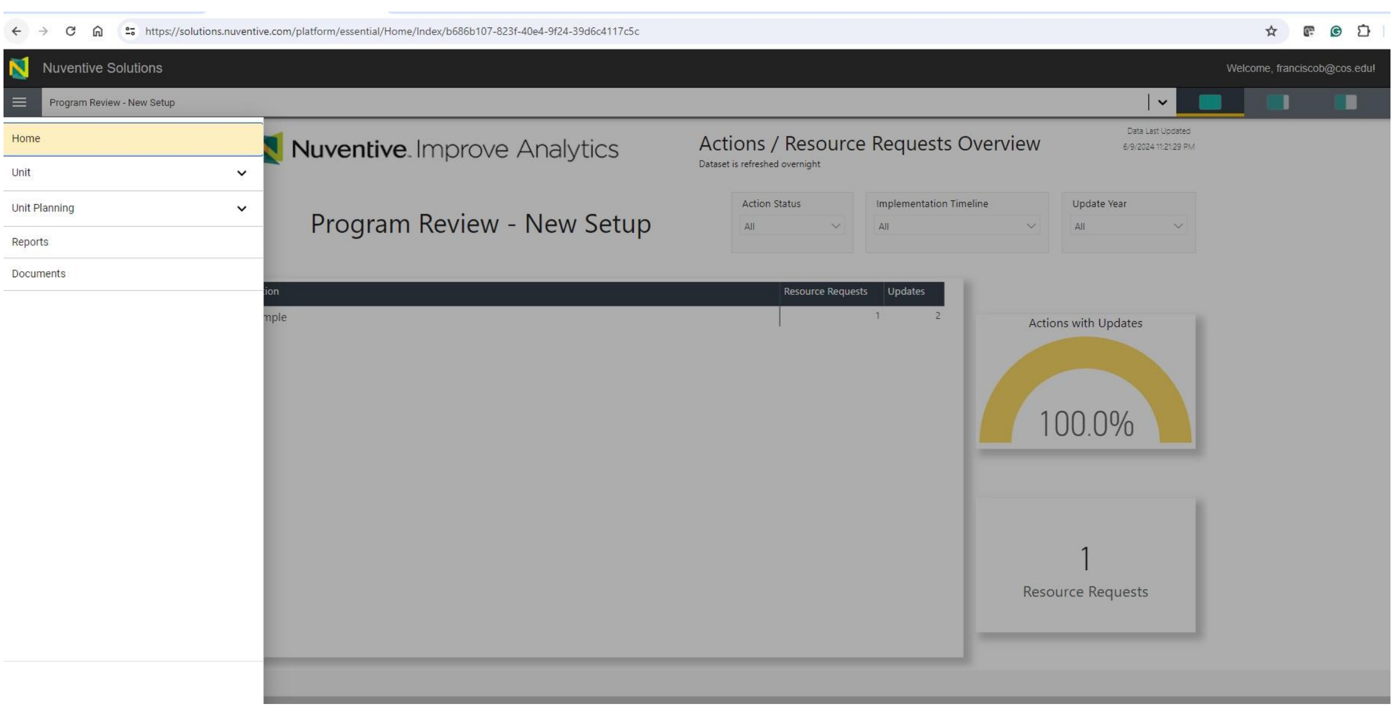
Appropriate Unit personnel complete Program Reviews using Nuventive Improve, transitioning from the previous use of TracDat. Deans and Directors ensure that drafts of the Program Reviews are circulated to all members of the area for review and input, adhering to the new biennial schedule with the option for Units to conduct reviews annually. Division Chairs solicit faculty and staff participation, gathering input for the process; share responsibility with the Division Dean in preparing each Unit's Program Review; and support/assist in the completion of the Program Review.

If an academic Unit is comprised solely of adjunct instructors, the appropriate Dean or Director will complete the Program Review, adhering to the chosen review cycle of the Unit. The Dean or Director will then circulate a draft of the Program Review to the adjunct instructors, to review and share feedback before submitting the completed Program Review.

NAVIGATION:

Most navigation in Nuventive is done via "Hamburger Menu" (1) on the left-hand side of the website. This menu is used to access the different sections of your units Program Review.



Steps in the Program Review process/ Unit Planning

Step 0	**DATA COLLECTION & DOCUMENT MANAGEMENT**: Review Data Metrics located in the Tableau Program Review and Planning Dashboard, specifically the **Success & Enrollments**, and **Department Summary** Tabs; additional data may be requested through Office of Research and Planning via the Data Request Page.
Step 1	**ACTION UPDATES:** Provide an update regarding the status of the Action and impact on the District Objectives and/or Unit Outcomes.
Step 2	**PROGRAM SUMMARY**: Identify strengths, improvements needed, and opportunities/challenges of the area based on Step 1.
Step 3	**ACTIONS & RESOURCE REQUESTS:** Create ***New Actions***, request ***Resources***
Step 4	**MAPPING**: Link ACTIONS (continued and NEW) to District Objectives and/or Curriculum
Step 5	**REPORTS**: Print out hard copy of PR to distribute/use for editing

Timeline

- June-Aug — Program Review Nuventive Improve training
- August — Program Review Dashboard (Tableau) Data will be updated
- Aug-Sept — Begin entering information into Nuventive Improve and complete Program Review
- Sept 15 — Units submit Program Reviews to appropriate administrator for feedback and edits
- Oct 15 — Units submit finalized Program Review incorporating feedback from administrator
- November — Program Reviews are reviewed by appropriate administrator, contents will be utilized by the Budget Committee.
- Dec-Feb — IPRC evaluates its process for the year and uses that assessment to improve the process for next year's Program Review.
- June — IPRC presents PR Survey and Audit to the COS Board and Governance Committee

Step 0 – Data Collection and Document Management

For many Units, the Office of Research, Planning, and Institutional Effectiveness provides the Program Review and Planning Data Dashboard. The data is quantitative and requires context to maximize interpretation. Data is refreshed/updated the week prior to the beginning of the fall (August) and spring terms (January). The dashboard is publicly-facing, available to anyone at any time, and has a target audience of faculty, classified staff, students, and administrators. The dashboard is accessible through this direct link.

Success & Enrollments tab is the most dynamic component of the dashboard. Specifically, the dashboard allows users to analyze course success rates, course grade point average, census enrollments, withdrawal rates, and unduplicated headcount by a variety of student demographics, support programs, and course characteristics. All Units across the District are encouraged to explore this tab.

Department Summary tab provides a 1-page summary with four standard metrics for each academic Unit. These four standard metrics include full-time equivalent students (FTES), full-time equivalent faculty (FTEF), FTES/FTEF ratio, and course success rates. These metrics are displayed for the department total as well as the top five most offered courses for quick analysis. This tab can be exported to a 1-page PDF document.

Faculty Growth tab provides a 1-page summary with six standard metrics for each academic Unit. These six standard metrics include full-time equivalent students (FTES), full-time equivalent faculty (FTEF), FTES/FTEF ratio, seats filled at census, tenure-track FTE faculty ratio, and course success rates. These metrics are displayed for the department total only. This tab can be exported to a 1-page PDF document.

Program Majors tab allows users to explore the unduplicated count of census-enrolled students declared in the respective program of study. Users can explore student majors in CTE programs, financial aid eligible programs, and general education pattern.

Awards and Recipients tab allows users to explore the unduplicated count of students earning awards, as well as the total amount of awards issued. (The dashboard can filter based on program department, CTE programs, financial aid eligible programs, the degree code type.) Award data is typically updated in September.

FTE Analysis tab allows users to explore detailed tenure FTE ratio, seats filled at census, FTES, FTEF, and FTES/FTEF Ratio data by various groupings.

Program Review and Planning Dashboard by College of the Sequoias

Notice of Privacy | Success & Enrollments | Department Summary | Faculty Growth | Program Majors | Awards and Recipients | FTE Analysis | FTE Calculation Examples | Community

Success & Enrollments (Data extracted 7.24.2024)

About: Definitions: Glossary:

Annual or Term Data Trends	Time Frame	Outcomes and Measures
Annual (FA-SP)	(Multiple values)	Success Rate

Department (select "All" for District Total)	Courses (select "All" for District or Dept. ...	Dual Enrolled Section	Credit Courses	CTE Type	Work Experience
(All)	(All)	(All)	Credit	(All)	(All)

Equity Group 1	Equity Group 2	Equity Group 3
(student) Race/Ethnicity	None	None

Success Rate: All Dept, All Courses

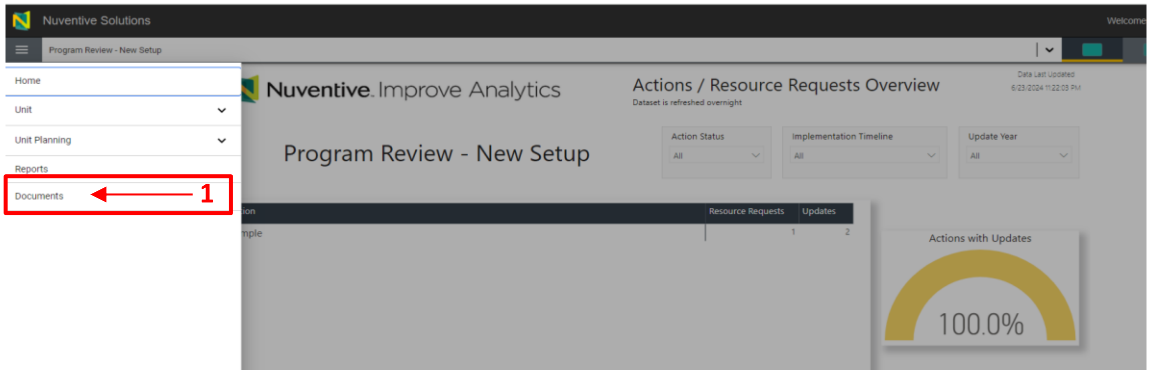
			2019-20 (FA/SP)	2020-21 (FA/SP)	2021-22 (FA/SP)	2022-23 (FA/SP)	2023-24 (FA/SP)	Grand Total
Grand Total			77.2%	79.1%	69.5%	72.0%	73.8%	74.3%
African-American	Null	Null	77.1%	76.5%	64.1%	65.9%	67.8%	70.4%
Asian	Null	Null	83.9%	85.6%	75.3%	78.6%	81.6%	81.0%
Filipino	Null	Null	87.2%	80.4%	71.5%	78.6%	85.1%	80.8%
Hispanic	Null	Null	75.8%	77.4%	67.7%	70.8%	72.8%	72.8%
Multi-Ethnicity	Null	Null	75.6%	82.5%	75.9%	76.4%	75.4%	77.0%
Pacific Islander	Null	Null	70.4%	69.0%	76.5%	75.5%	71.7%	72.9%
Unknown	Null	Null	72.0%	78.7%	66.2%	77.2%	57.8%	70.6%
Native American	Null	Null	74.8%	78.8%	52.1%	60.2%	73.9%	68.1%
White	Null	Null	81.3%	84.0%	75.7%	75.7%	77.5%	78.8%

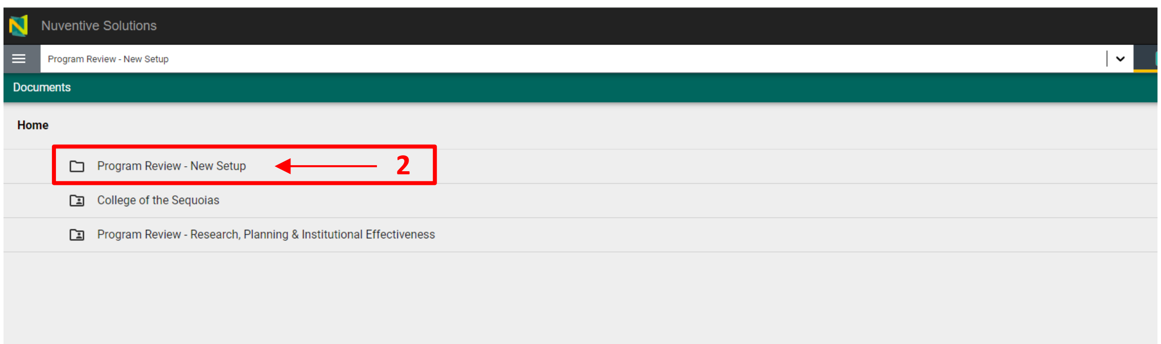
Some Student Services and Administrative Service units may identify relevant data types and sources independently or in consultation with the Office of Research, Planning, and Institutional Effectiveness.

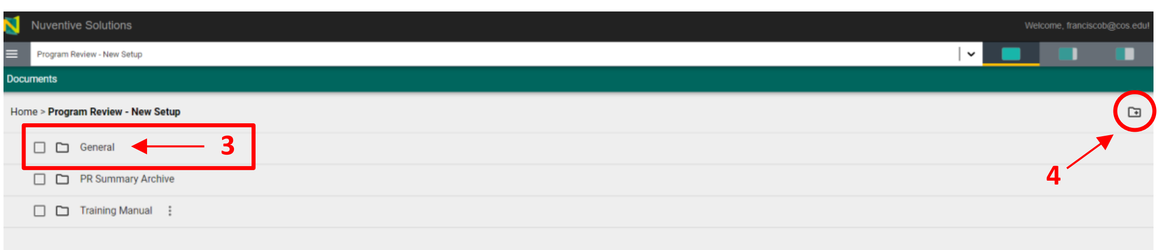
Most of the data is quantitative and requires analysis and interpretation. Qualitative data can also be used, but still requires analysis and interpretation and should follow the general professional guidelines for use of qualitative data. This data should be saved in Nuventive Improve to substantiate the information provided in the Program Review. Appropriate documents may include survey results, demographic data, meeting minutes or agendas, reports generated by the college. These documents can be attached in any format (e.g. PDF, Word, Excel). The name of the file may need to be modified to reflect the specific content of the file so that it is easily accessed by others. It is also highly recommended that the date be included in the file name (Example: "DramaDeptTicketsSoldMay18.pdf")

Requests for additional or supplemental data should be initiated using the college's electronic Data/Research Request Form.

To insert documents directly into Nuventive Improve, select the **Documents Tab (1)** and select your **Program Review Folder (2)**. Documents can be stored in a **General Folder (3),** or you can **Add (4)** and name new folders.

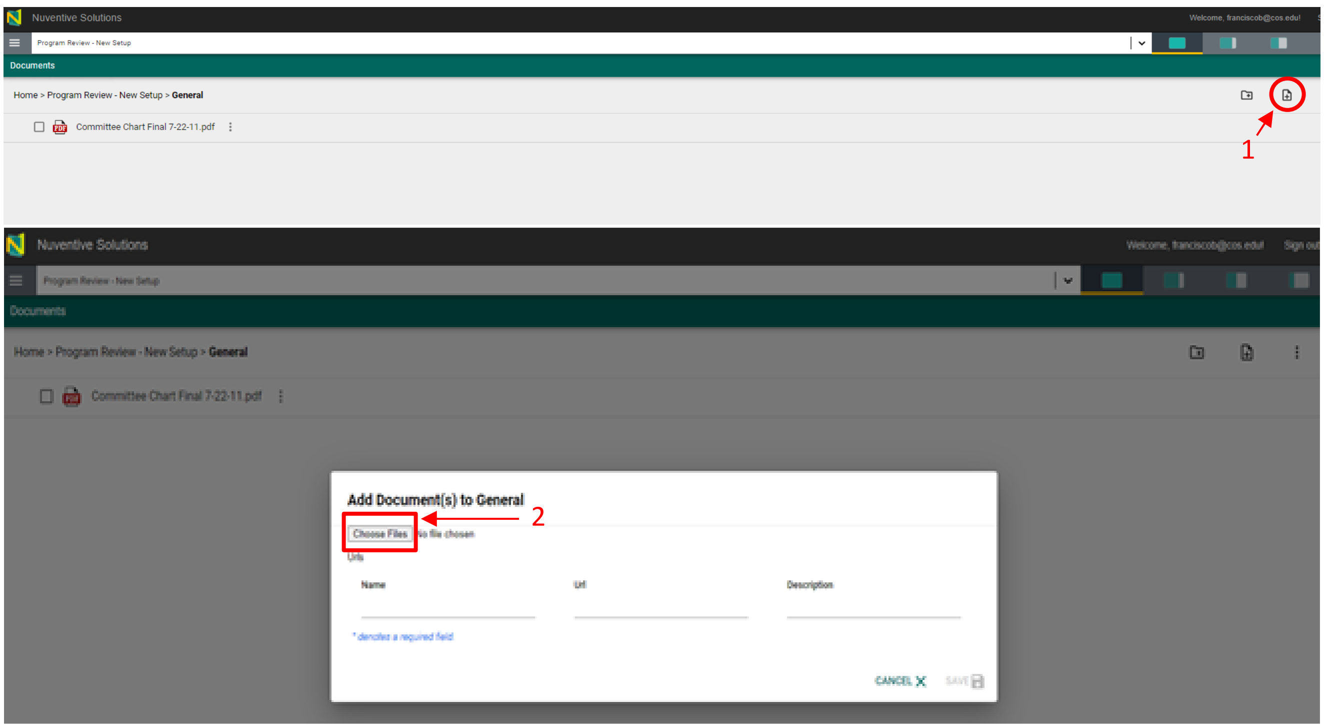


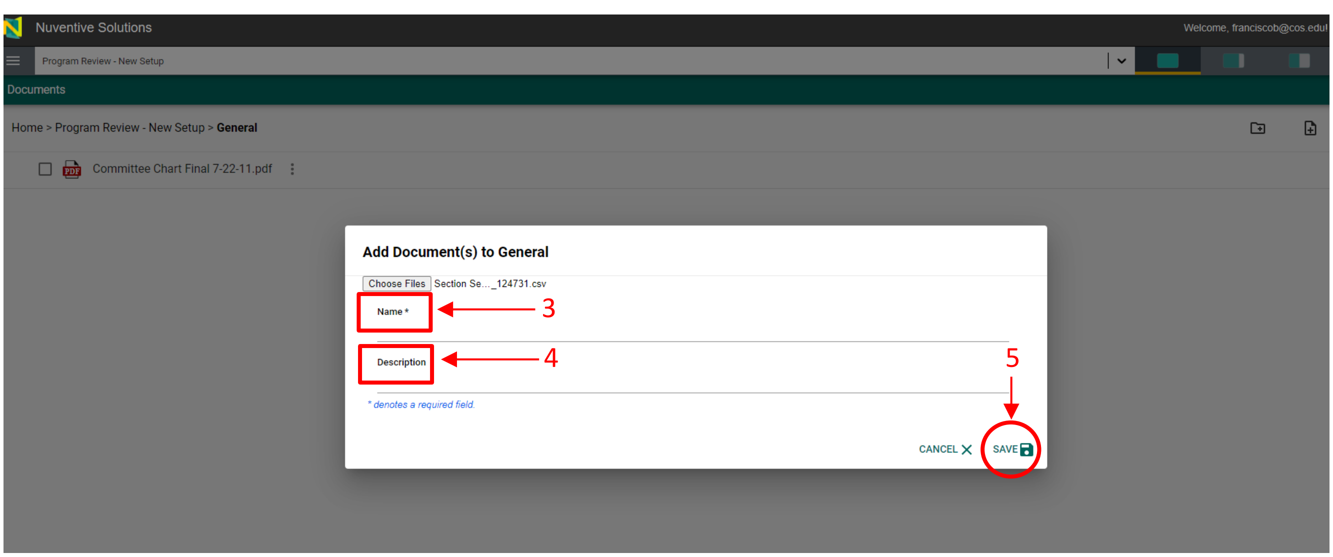




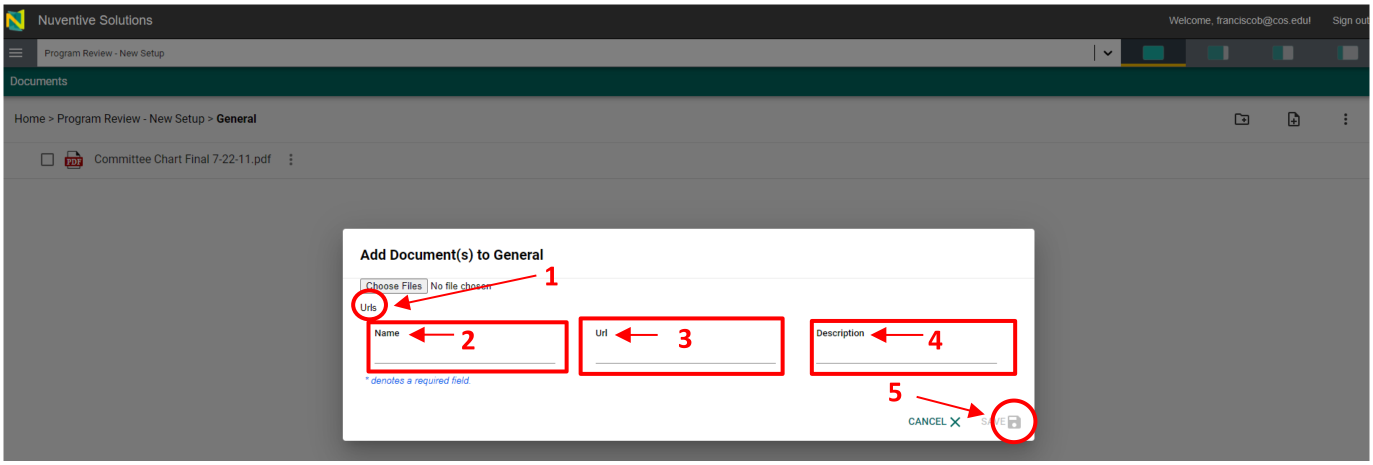
Add documents by selecting the **Upload New Documents** button **(1).** A pop-up will appear (continued on next page). In the pop-up, you are able to either upload files, or create a link (URL) to a file:

To upload, click on **Choose Files (2),** using your browser/device file system, locate and select the file you wish to upload (not shown). After you have selected a file, file **Name (3)** and **Description (4)** text boxes will become available for you to edit/use. Click **Save (5)** when finished.



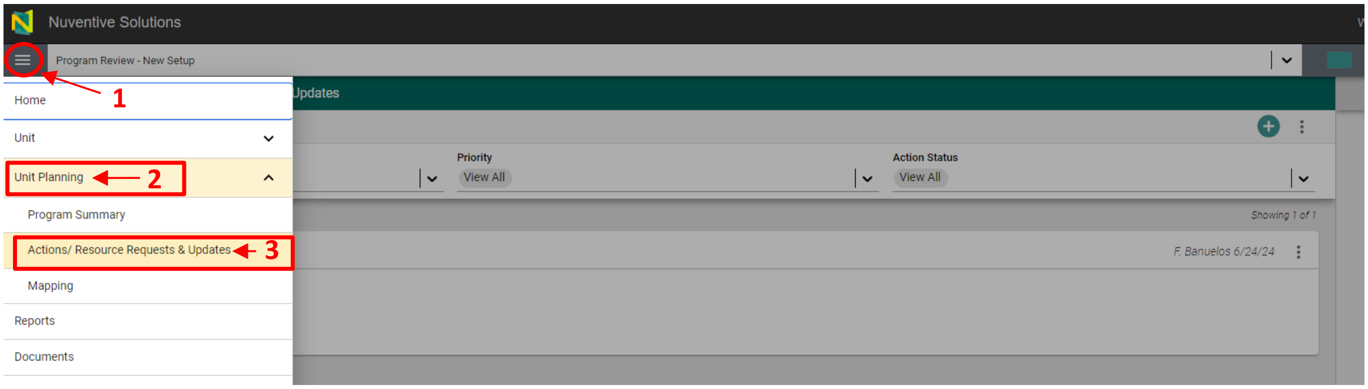


To associate a link (URL) to a file use the **URL (1)** option at the bottom of the pop-up window. To do so, provide a brief **Name (2).** For the link, type in the **URL (3)**, and a **Description (4)** of the resource being linked. Click **Save (5)** when finished.

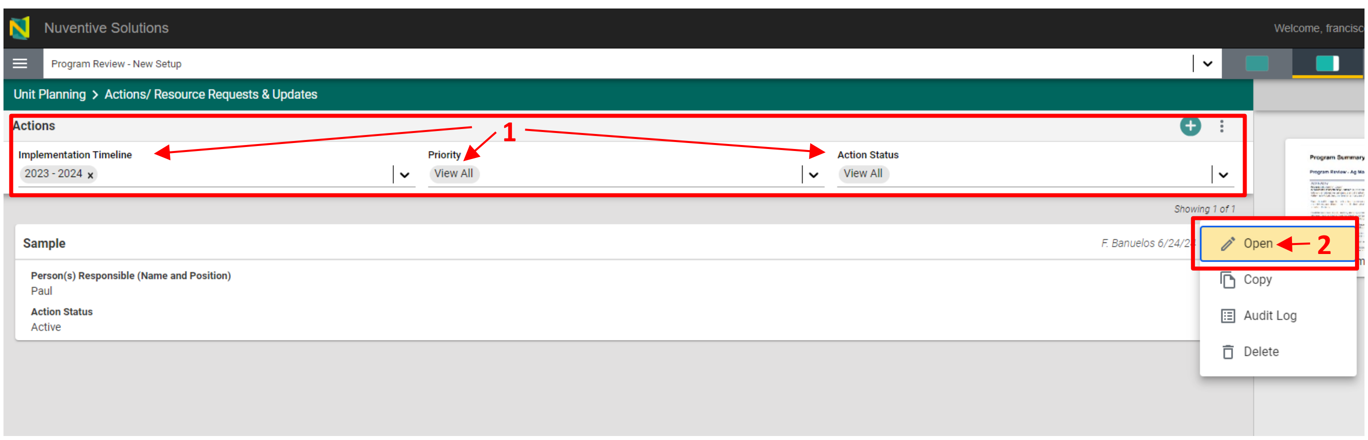


STEP 1 – UPDATING PREVIOUS YEAR’S ACTIONS

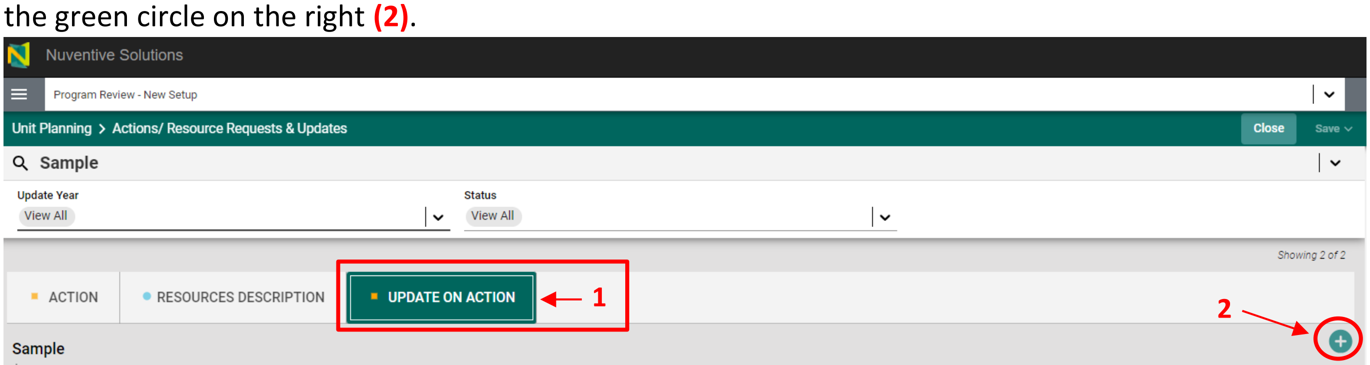
From the “Hamburger” menu **(1)**, open the Unit Planning page on the left **(2)**. Next Actions/Resource Requests & Updates submenu **(3).**



You can filter through existing Actions using three available filters: Implementation Timeline, Priority, and/or Action Status **(1).** Open an existing action by clicking on the **three dots** (i.e. “Hotdog Menu”) within the top right of the action, and selecting **Open (2)**.



Start by clicking the **Update on Action** button **(1).** Next, create the update by clicking on the + symbol inside the green circle on the right **(2)**.



Update Date (1): Date you are working in Nuventive Improve will automatically time stamp the date you are updating your Action.

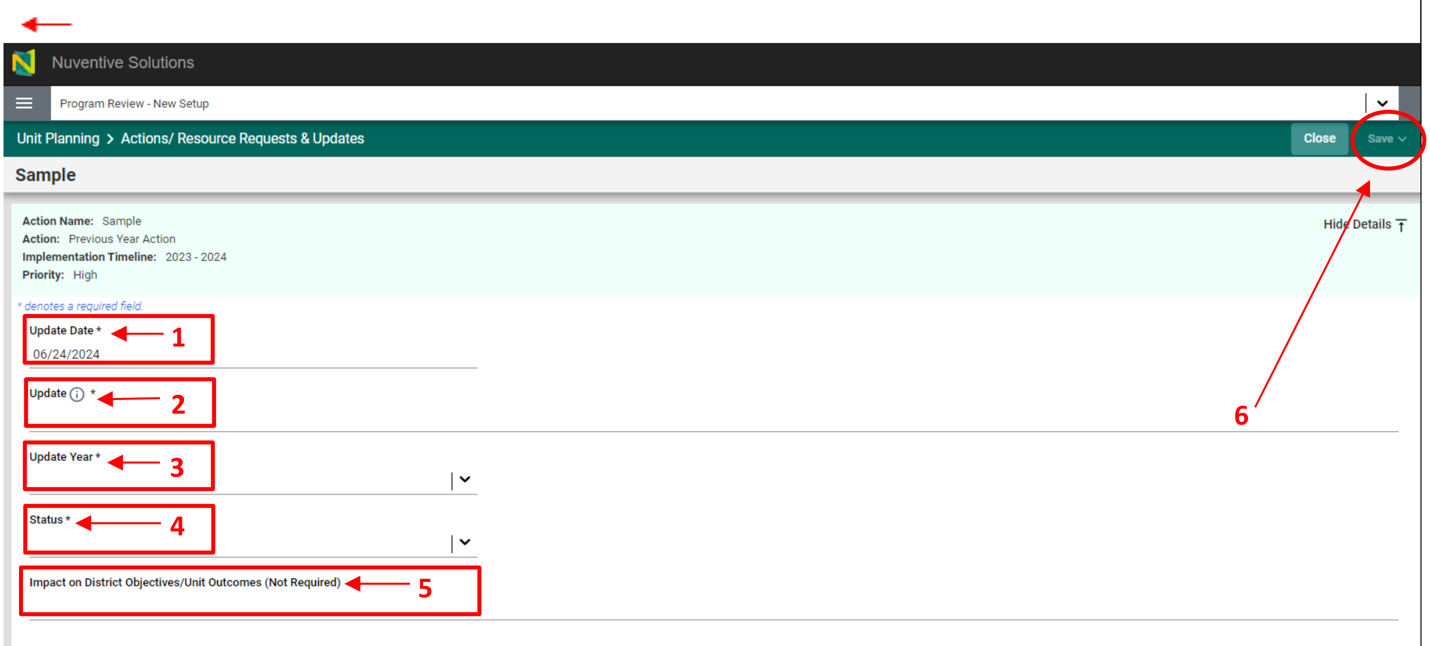
ACTION (2): Write a brief update on the previous year's Action.

Update Year (3): will allow you pull down for current update year.

Status (4): Select **Action Completed, Action Discontinued** or **Continue Action Next Year** to indicate the status of the selected Action.

Impact on District Objectives/Unit Outcomes (5): Provide an analysis of the degree to which the progress described in the **Update** text box above was effective in moving the district toward achievement of district goals and/or the Unit's Learning, Program, or Service Area outcomes. Evidence of effectiveness should be uploaded using the **Related Documents** section**,** by clicking on the + symbol. Examples of Related Documents would be SLO Assessments from TracDat, Dialogue Day minutes, Division meeting minutes, etc..

Save (6): Click on the "Save" button before moving on.

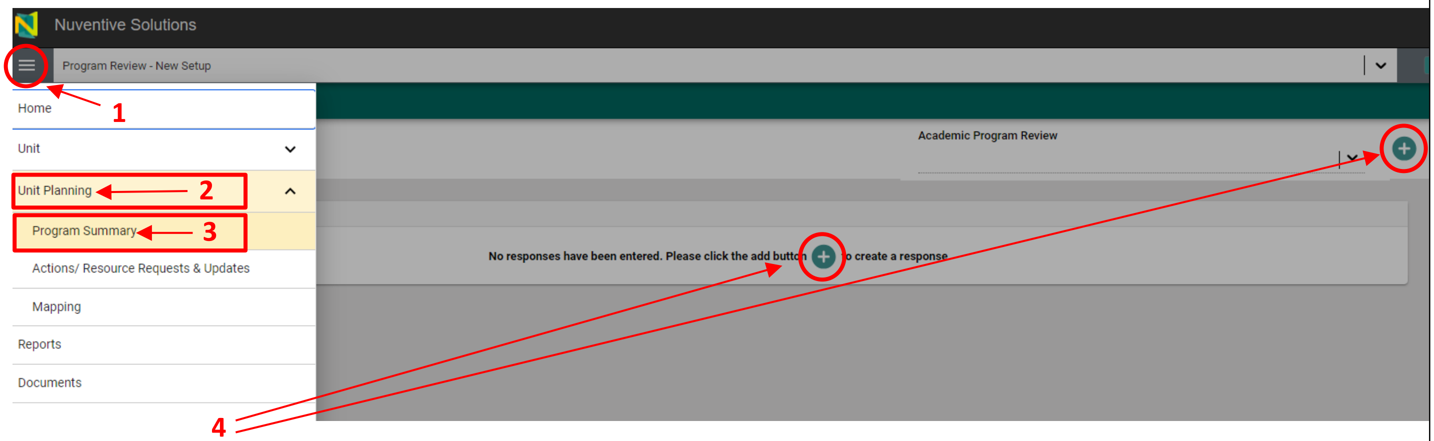


STEP 2 - UNIT PLANNING

Program Summary: Identify Strengths, Needs and Opportunities/Challenges

Begin by clicking on the "Hamburger" menu **(1)** and selecting the **Unit Planning (2)** option on the Menu. Next, select **Program Summary (3)** from the dropdown menu.

To create a new Program Summary, click the **Green + (4)** symbol in the top right.



Writing (or to edit) the Program Summary

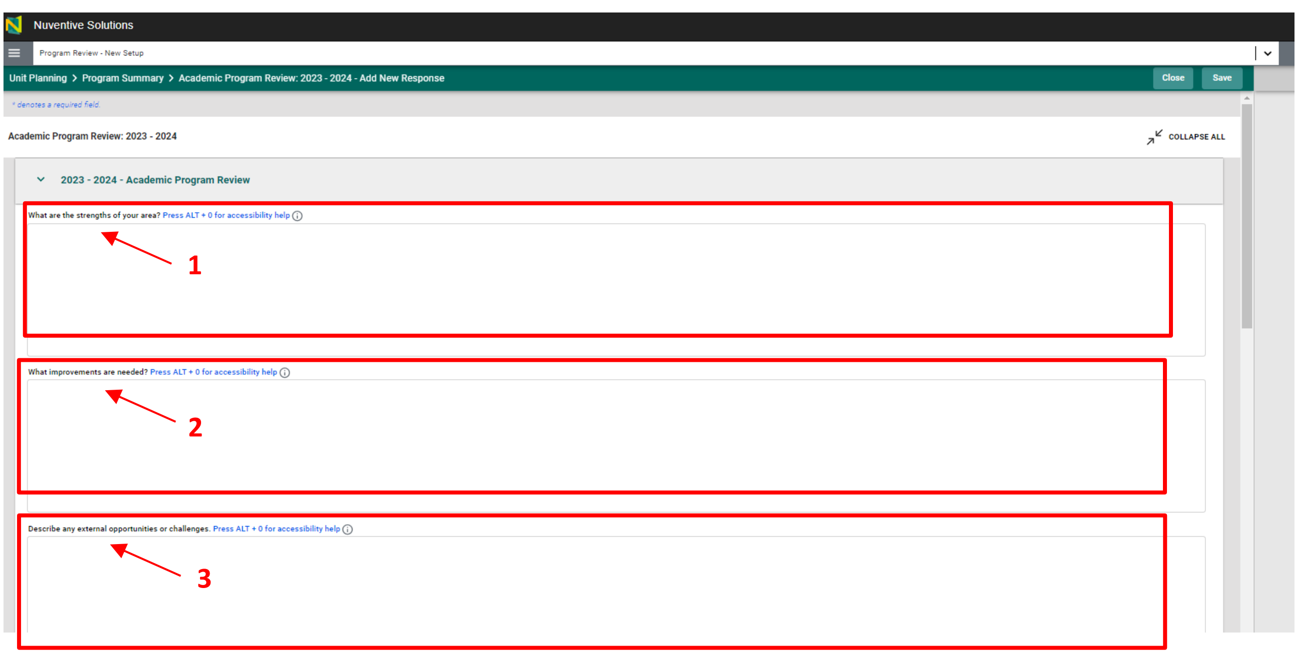
What are the strengths of your area? (1): In the corresponding text box, provide a concise yet inclusive summary of the strengths and accomplishments of this Unit. As necessary, please include a summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (SLOs, SAOs, surveys, etc.) and any other relevant data to support statements related to quality, student success, efficiency, and/or internal/external relations.

The **data** should be reviewed with consideration of the following elements of Institutional Effectiveness. These elements of Institutional Effectiveness are defined below:

- ***Academic Quality*** may refer to the currency, relevancy, and rigor of instruction. This includes instructional equipment and supplies, delivery methods (online, ITV, face to face), and instructor's qualifications.
- ***Student Success*** in instructional areas may refer to student achievement as measured by course success (passing grade), persistence (term to term), completion (earning certificates or degrees), and transfer to a four-year institution or employment, etc..
- ***Resource Efficiency*** includes cost-savings, refined or streamlined processes, and other types of innovations that eliminate waste, duplication of effort, etc.
- ***Internal Relations*** are collaborative arrangements with college faculty and departments outside of the Unit.
- ***External Relations*** are partnerships with regional businesses, and/or community and civic leaders, including advisory boards, social service agencies, Economic Workforce Development agencies, etc.

What improvements are needed? (2) In the corresponding text box, please provide a concise yet inclusive summary of the improvements needed. The response should include a summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (SLOs, SAOs, surveys, etc.) and any other relevant data to support statements on improvements needed.

Are there any external opportunities or challenges? (3) In the corresponding text box, please provide a concise yet inclusive summary of any external opportunities or challenges. In the narrative, please include any relevant data to support statements on external opportunities and challenges.



Review Outcome Results – Overall SLO Achievement

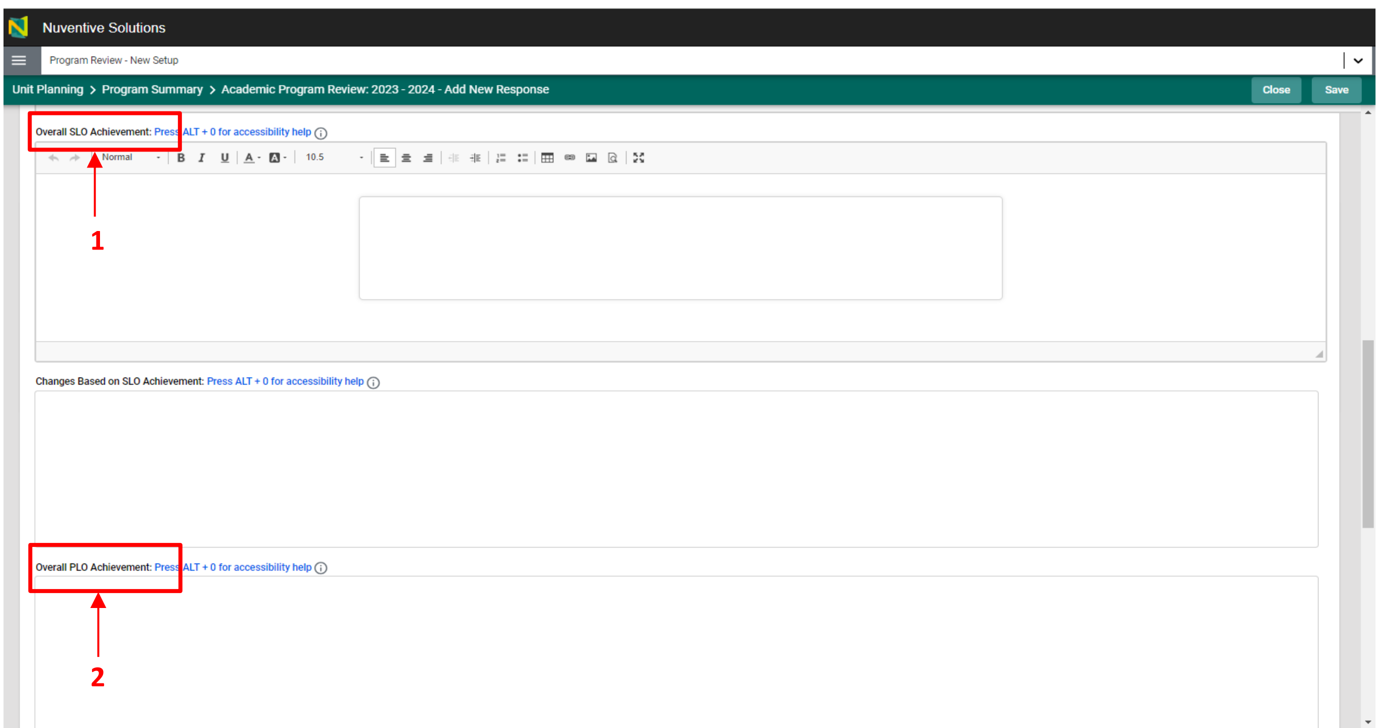
As a component of the Program Review, faculty should review and evaluate the related learning outcomes for their Unit including Course Outcomes (SLOs) and Program Outcomes (PLOs). The evaluation of these outcomes can support the strengths and accomplishments achieved by the area, identify needed improvements or challenges, and inform the Actions that are established in the Program Review.

Notes and minutes from Division meetings or Dialogue Days can be summarized as well as comparison of data sets in regards to course success, FTES, productivity and FTEF (standard data metrics).

Overall Outcome Achievement (1) & (2): In reviewing the outcome assessment results as a whole for this Unit, are the overall levels of achievement satisfactory? Why or why not? Your response should separately address each relevant outcome level (i.e. course and program) as a whole and avoid reference to individual outcome statements. In addition, your response should cite relevant data to support your analysis and conclusions. *Remember to upload any such data to Nuventive Improve as described in **Step 0** above.*

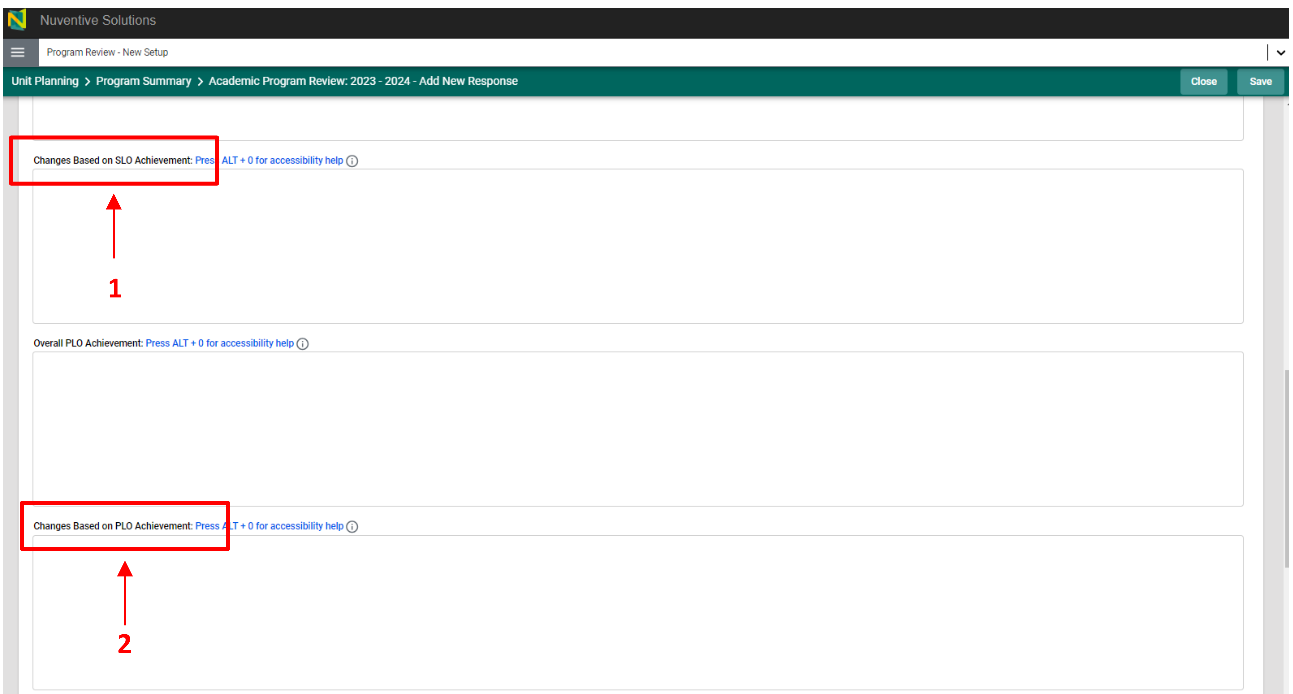
Several questions about outcomes that could also be useful in analyzing overall outcome achievement for the Program Review process include:

- Was overall performance acceptable?
- What proportion or percentage of the students within each level does not have the expected skills?
- How does this data compare to previous years?
- Are there any patterns in the data?
- Do some outcomes have higher success rates than others? Why?
- In retrospect, does the assessment method still make sense, or should it somehow be modified to get more useful information the next time around?
- What improvement plans for course or program outcomes have been created or have resulted in significant change?



Changes based on Outcome Achievement (1) & (2):
After reviewing the results of the outcome assessments and identifying areas of strength and weakness, Unit members will identify potential ways to support and improve student achievement within the Unit. This may include changes in pedagogy or curriculum, updates in materials or equipment, or additional support staff. Examples of such changes may include:

- Unit personnel question the importance or relevance of an outcome. In this case, the responsible parties may decide to review and modify the outcome statement.
- Unit personnel conclude that there is content missing from the course or program curriculum or determine that there are features missing from the Unit's service offerings. In this case, responsible parties may review and revise content offered by the Unit (e.g. develop a new topic for a course outline, a new course for the program, offer services or training, change program requirements, etc.)
- Unit personnel are not getting useful results from their assessments. If that is the case, responsible parties should consider reviewing and revising assessment methods and tools.
- Unit personnel identify resources needed to improve student success in the Unit, for example up-to-date technology. In this case, identify that specific resource in Program Review and relate it to an Action Plan.
- Unit personnel discover that they have different interpretations about what the outcome statement means. In this case, responsible parties may discuss and exchange ideas until an agreement is reached.
- Unit personnel discover that they disagree about what the assessment results mean. In this case, you may contact the Office of Research, Planning, and Institutional Effectiveness for guidance on how to interpret the results.

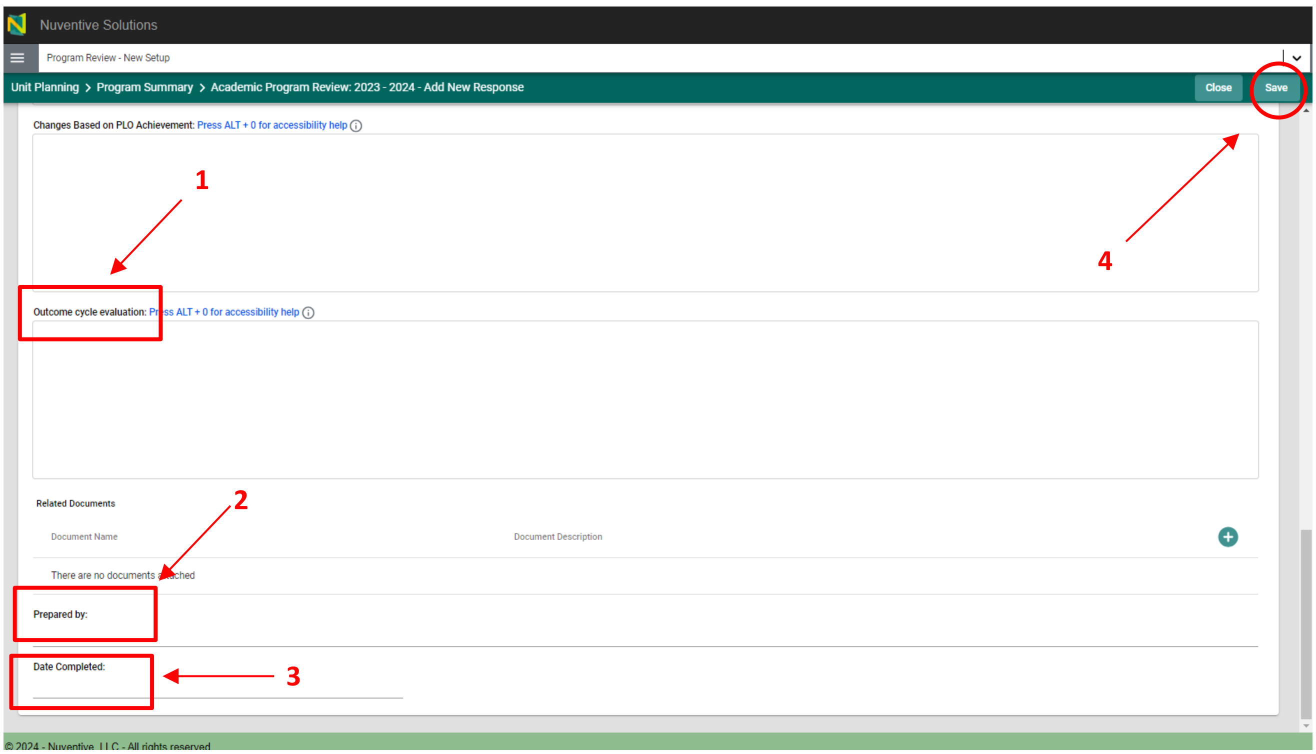


Evaluation of the Outcome Cycle (1): Briefly summarize the Unit's progress within the three-year outcome assessment cycle. Is the Unit meeting the schedule it has established for itself? Is there broad, effective participation within the Unit? Are there any changes that need to be made? (The Outcomes & Assessment Committee [Canvas site] provides resources, tutorials and best practices for outcomes assessment.)

Prepared by (2): The name and position title of the person(s) completing the Program Review.

Date Completed (3): Select date Program Review was completed.

Save (4): Click on the "Save" button before moving on**.**

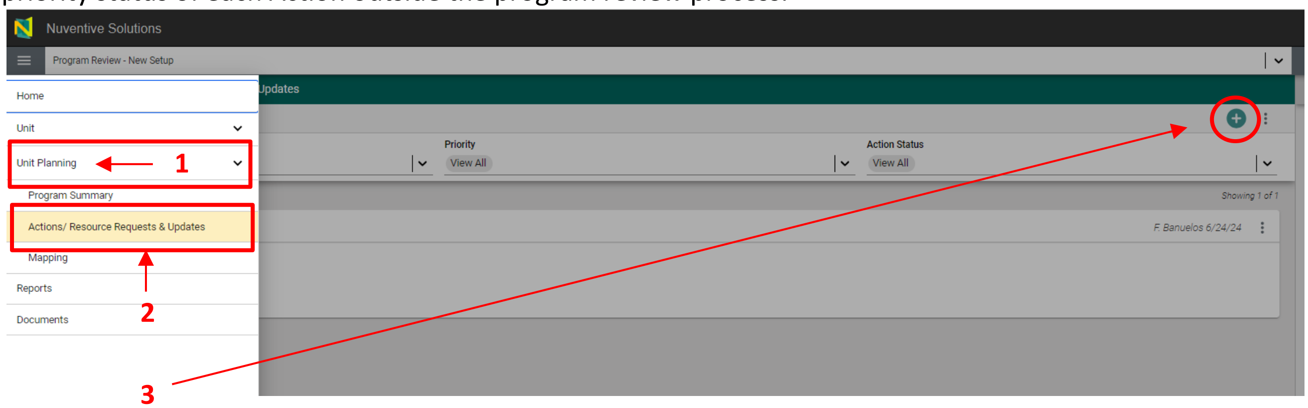


STEP 3 – ACTIONS AND RESOURCE REQUESTS

In the Integrated Planning Cycle, the term "Action" is applied to plans developed within Program Review. Actions describe how the Unit will contribute to the achievement of the Institutional Objectives which are developed in the Strategic Plan and should be completable in one year. They are based on the summary of strengths and areas of improvement that were derived from an analysis of the data for the Unit.

To add a new Action, click the **Unit Planning** tab **(1),** and then select **Actions/Resource Requests & Updates (2).** Then click the **+ symbol** button **(3).**

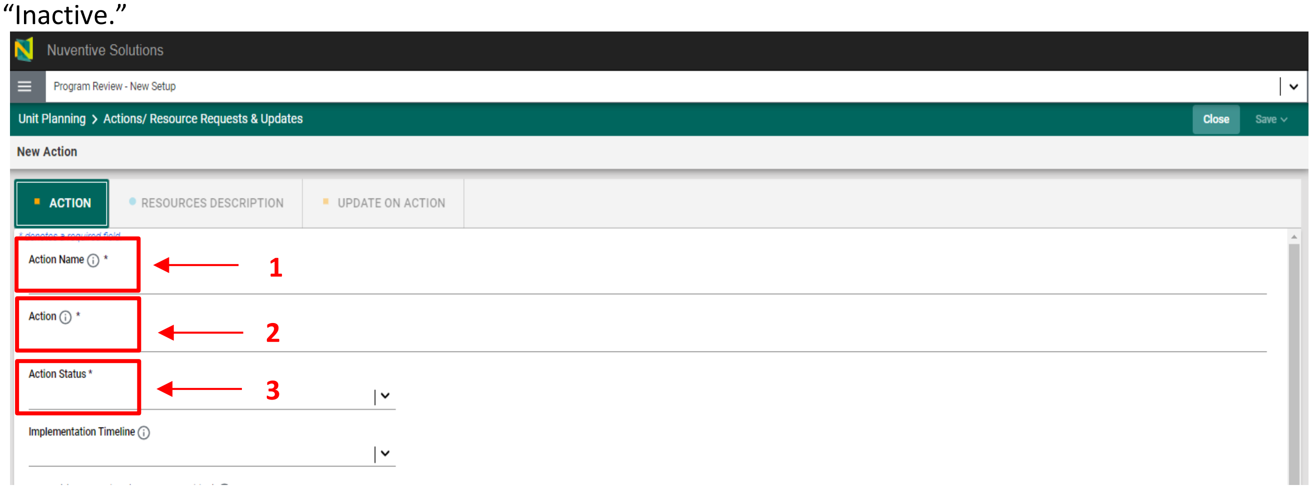
Each **Action** that is added will outline one specific act that the Unit will undertake that will contribute to the achievement of Institutional Objectives and/or Learning Outcomes. All resource allocations will be linked to specific Actions. You will have one page (described in detail below) for each Action. Actions will not automatically be ranked in priority by their numerical position. Unit staff and faculty will need to identify the priority status of each Action outside the program review process.



Action Name (1): Provide a brief name for the Action. This is how it will be listed for reference in other screens.

Action (2): Describe the Action in one to two sentences. The Action should be specific, measurable, and <u>achievable within</u> <u>one year</u>. Processes that have sequential steps of implementation should only include one step or element for each Action.

Status (Priority) (3): During the initial proposal phase, select the status of this new ACTION to "Active" or "Inactive."



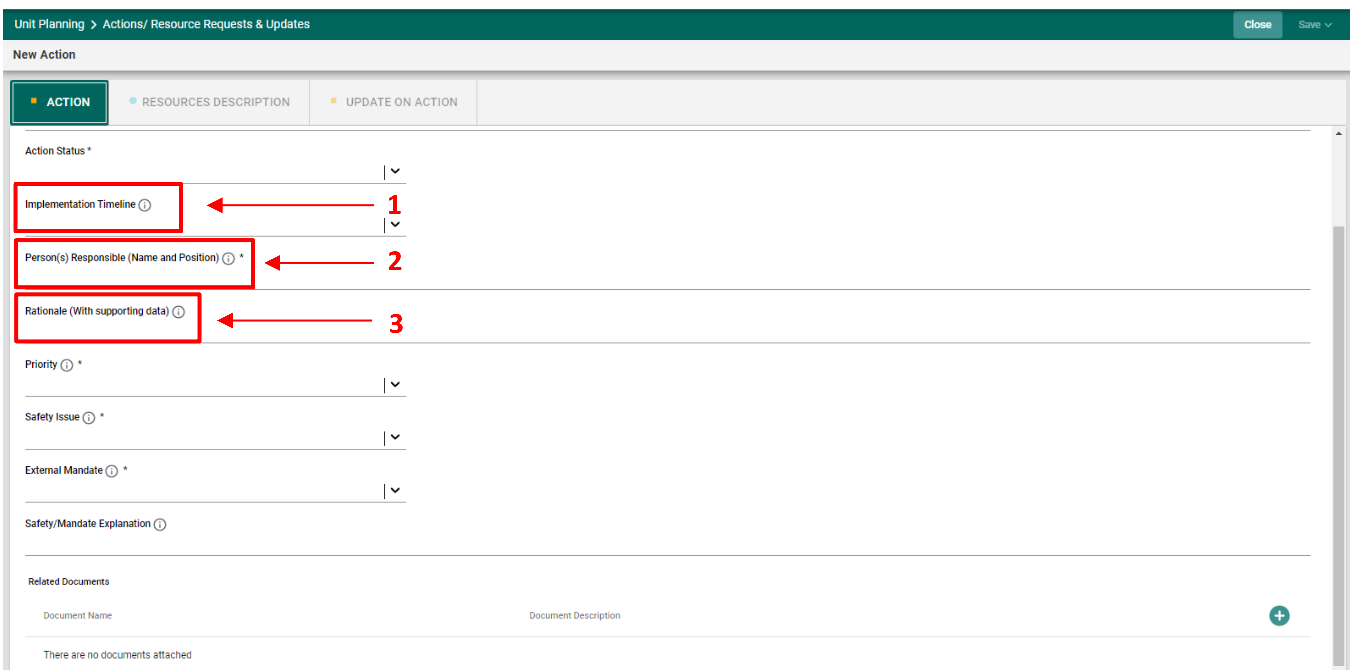
Note: Actions in the Program Review do not include requests for full-time faculty positions. However, faculty positions may be requested within Step 5 - Resource Request for Actions. Attention to additional procedures relating to the hiring of fulltime faculty may be necessary outside the Program Review process (e.g. [Administrative Procedure 3263]). The Unit will need to identify an Action and supply supporting rationale that will necessitate the hiring of new faculty. In other words, hiring faculty is not the Action; you need to hire faculty to achieve the Action.

Implementation Timeline (1): Identify the academic year that the Action will be implemented. If an Action is a larger project that spans several years, break it down into annual steps and only enter the step for the current year.

Person(s) Responsible (Name and Position) (2): Identify the faculty and staff who will implement the Action, using position titles, not just personal names. There may be a different faculty or staff assigned to different Actions.

Rationale (with supporting data) (3): Provide a rationale for the Action in brief form. Rationales should link to the area strengths, needs, and challenges as identified in Steps 2 and 3 within the Unit Tab, and may encompass the following:

(a) how the Action will address academic quality or student success as identified in Step 2.
(b) how the Action will promote resource efficiency or improve internal / external relations as identified in Step 2.
(c) how the Action will address an external opportunity or challenge as identified in Step 2.
(d) how the Action will improve results on SLOs, PLOs, or SAOs as identified in Step 3.



Note: Though prioritization will occur outside the context of Program Review, the next several fields will contain additional information to substantiate and prioritize the Action. Select the appropriate options reflecting the additional criteria for consideration.

Priority (1): Select the priority level (**High / Medium / Low**) of this Action for your area. In most cases this will correspond naturally to the numerical order of the Actions, but not always. For instance, an area may identify high priority for a high-priced item such as a vehicle purchase, but realizes this may not be approved given a particular budget climate, and so does not list it first in numerical order.

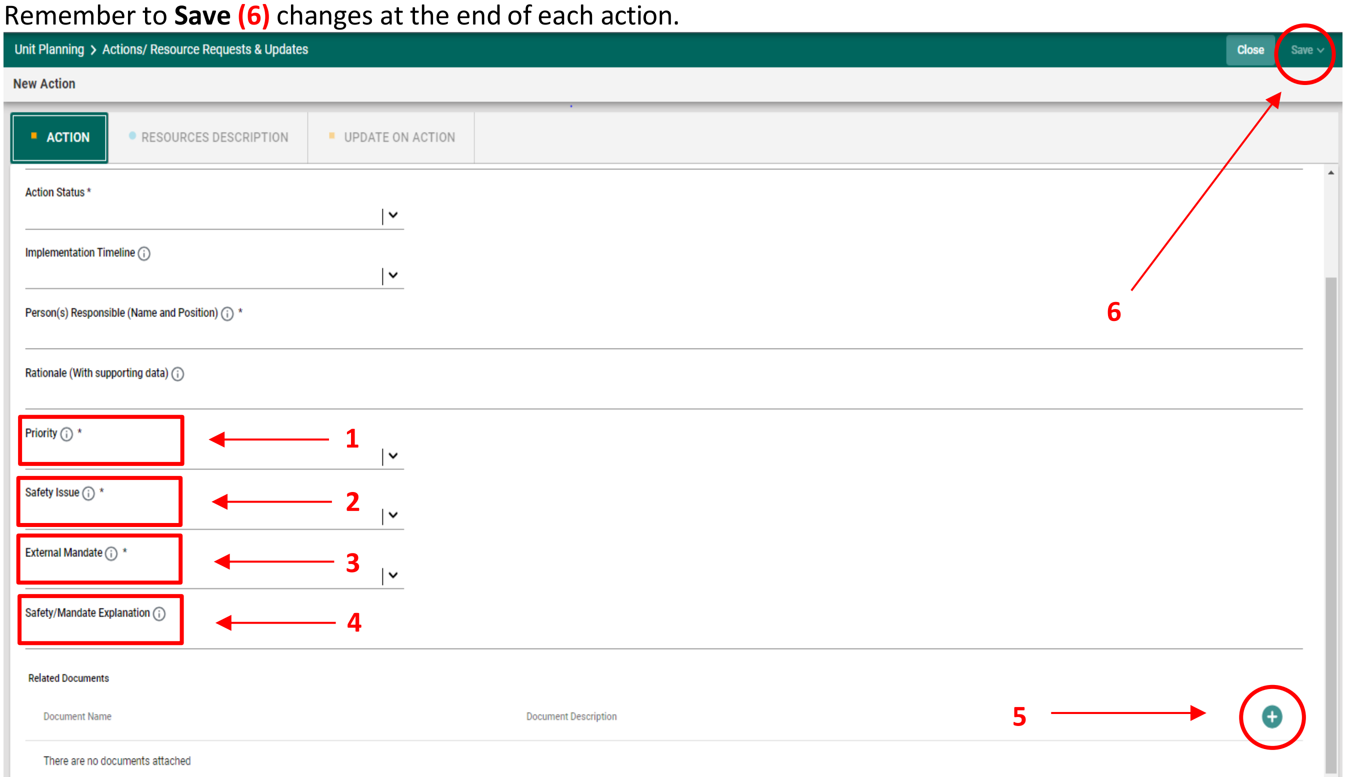
Safety Issue (2): (Yes / No) – If you select Yes, See **Safety/Mandate Explanation (4)** below.

External Mandate (3): (Yes / No) - If you select Yes, See **Safety/Mandate Explanation (4)** below.

Safety/Mandate Explanation (4): If you select "Yes" for **Safety Issue (2)** or **External Mandate (3)**, describe the reasoning, such as regulations or compliance issues that are impacted by this Action.

Related Documents (5): Upload any related documents that supports the Action.

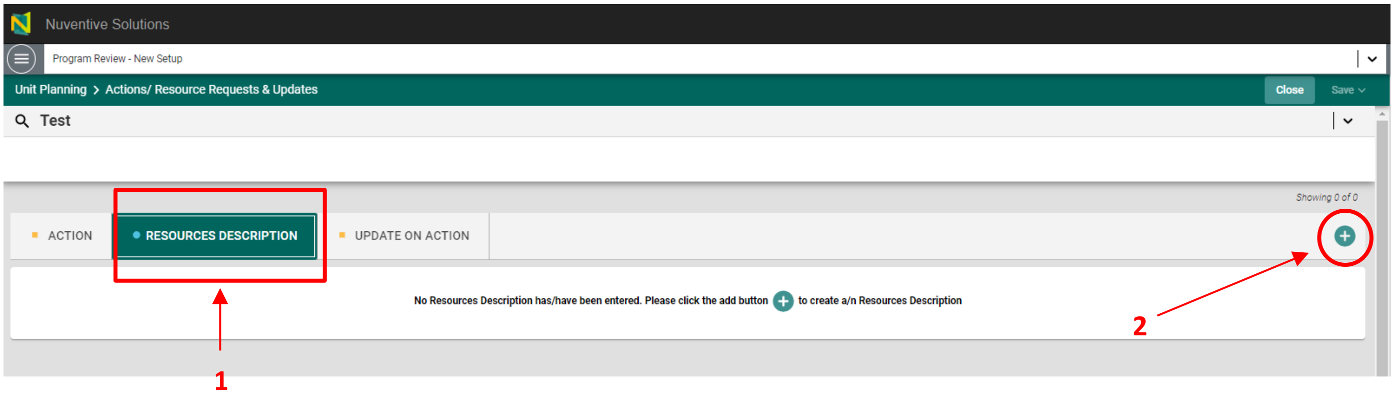
Remember to **Save (6)** changes at the end of each action.



STEP 3 (continued) - RESOURCE REQUESTS

All *Actions require additional resources to be allocated. Resource requests are completed only for Actions that are dependent on the allocation of additional resources. All requested resources are linked to individual Actions.*

In the **Actions and Resource Request** screen within the **Unit Planning** menu, select the **Resources Description** tab **(1).** To add a Resource, press the **+ symbo**l **(2)**. A new screen will appear.



Action Name, Action, Implementation Timeline, and **Priority (1)** will be preset by default based on information entered when the Action was created.

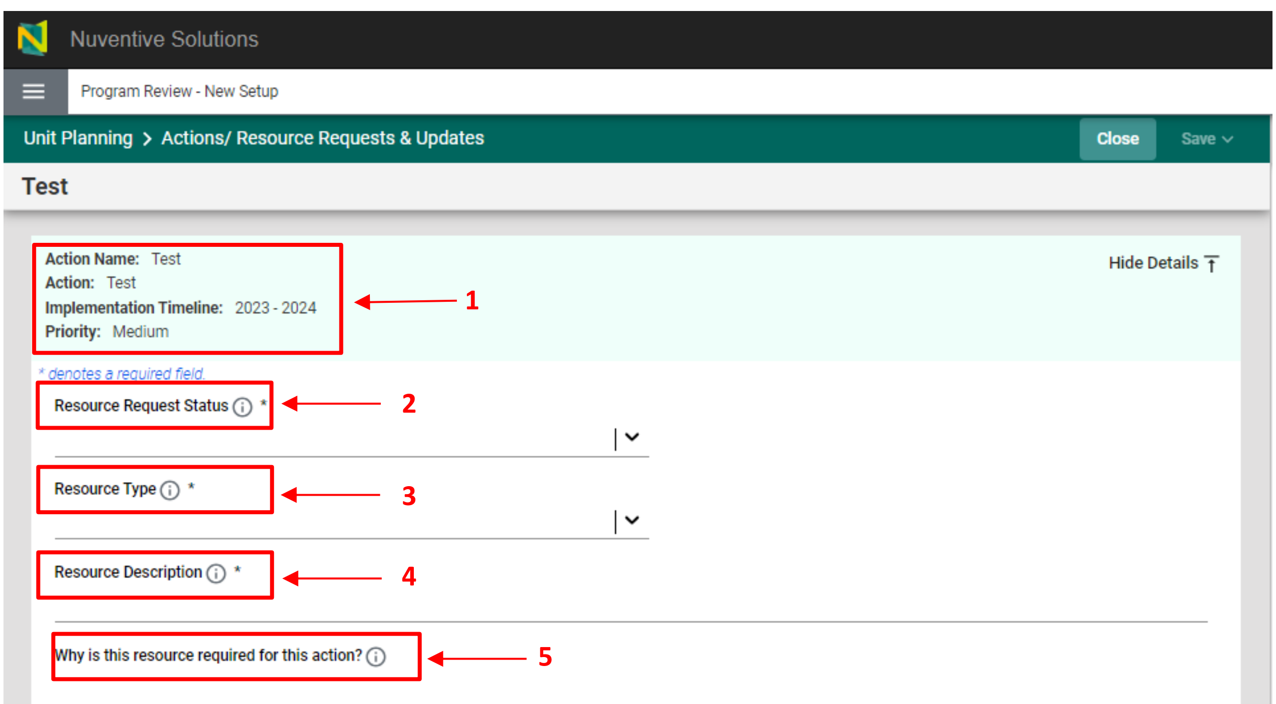
Resource Request Status (2): Select "Active" if this resource request is needed to support an active Action. Select "Inactive" once the Action has been completed or discontinued.

Resource Type (3): It should fall into one of the four categories listed under Type of Request:

- Adjustment to Base Budget
- Equipment Instructional - For example, lab equipment, maps, models, etc. used for instructional purposes by faculty and students
- Equipment Non-Instructional – Materials not used for instructional purposes by faculty and students. For example: fax-machines, promotional materials, signage, etc.
- Facilities – Examples include room use, furnishings, or renovation.
- Personnel – Classified/Confidential
- Personnel – Management
- Personnel- Faculty
- Technology – This could include software, computer equipment, instructional technology for online services, or technical training.

Resource Description (4): Provide a description of the resource.

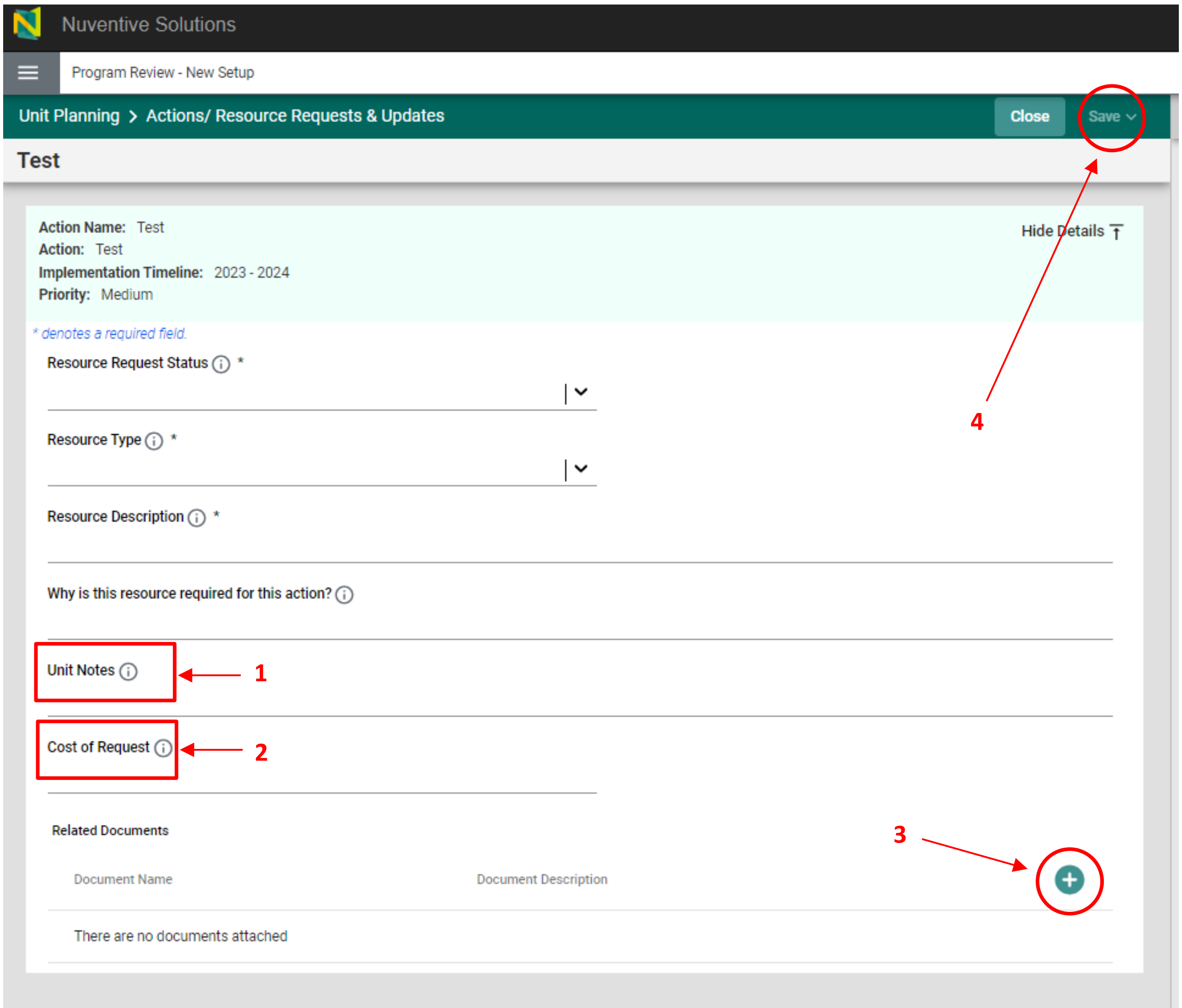
Why is this resource required for this action? (5): In responding to this question, please be attentive to the funding criteria described in the *Rubric for Ranking Above-Base Funding Resource Requests* found in the College of the Sequoias *Resource Allocation Manual*. Provide appropriate **data** to support request for resources.



Unit Notes: (1): Optional space for notations.
Cost of Request (2): Provide a reasonable estimate of costs for the resource described using whole dollar amounts with numbers only; do not include a dollar symbol ($). Be sure to consider hidden expenses such as shipping, handling, and taxes.

Related Documents (3): Upload any related documents that supports the Resource Request.

Remember to **Save (4)** changes at the end of each Resource Request.

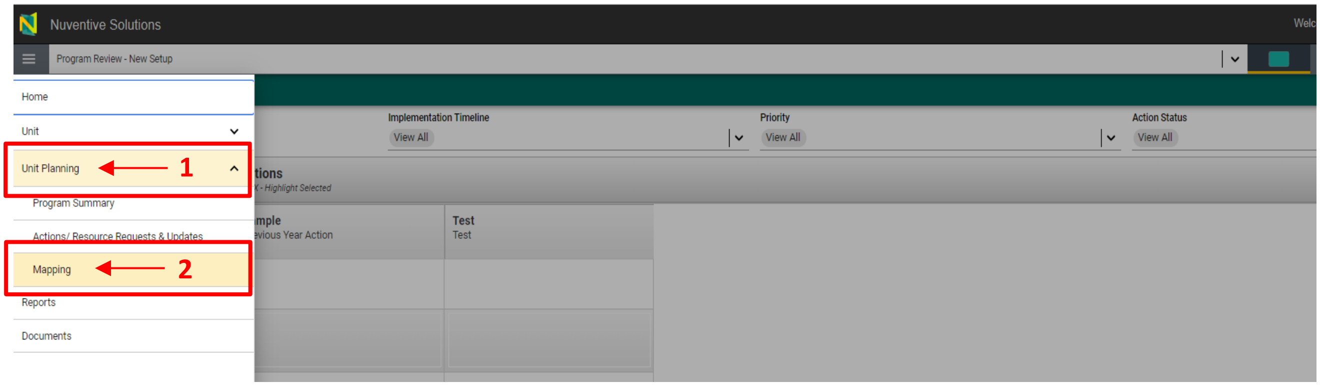


Note: In certain cases, the District's policies and procedures outline specific processes and forms that must be submitted for items such as room use, staff training, etc. Approval of the Actions through Program Review does not override the normal request processes that are in existence. If the cost estimate does not cover the actual cost of the requested item, the unit will be responsible for identifying additional funds to cover the full cost of implementing the action.

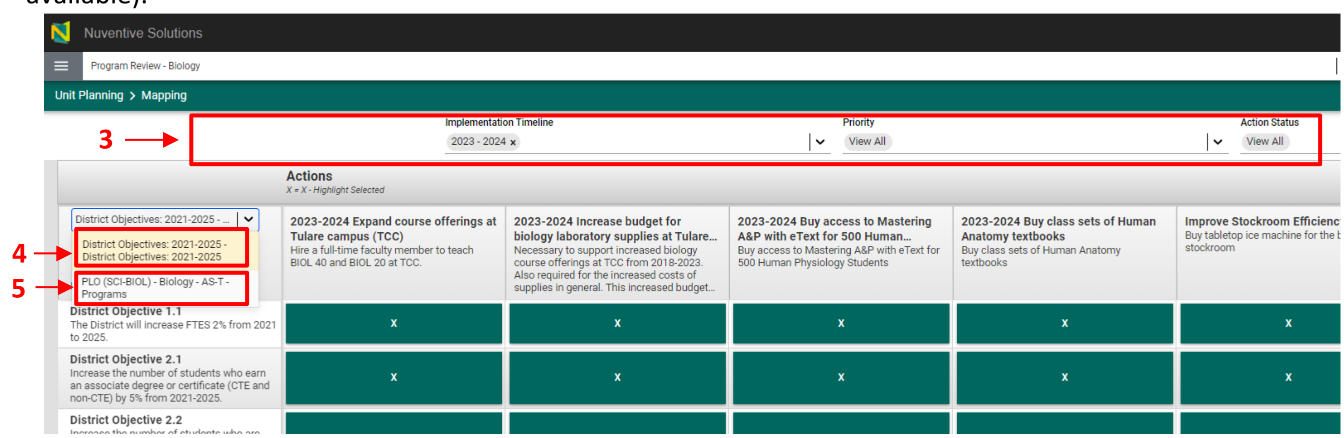
STEP 4 - MAPPING

Each Action must be linked to a District Objective and/or Program Learning Outcome

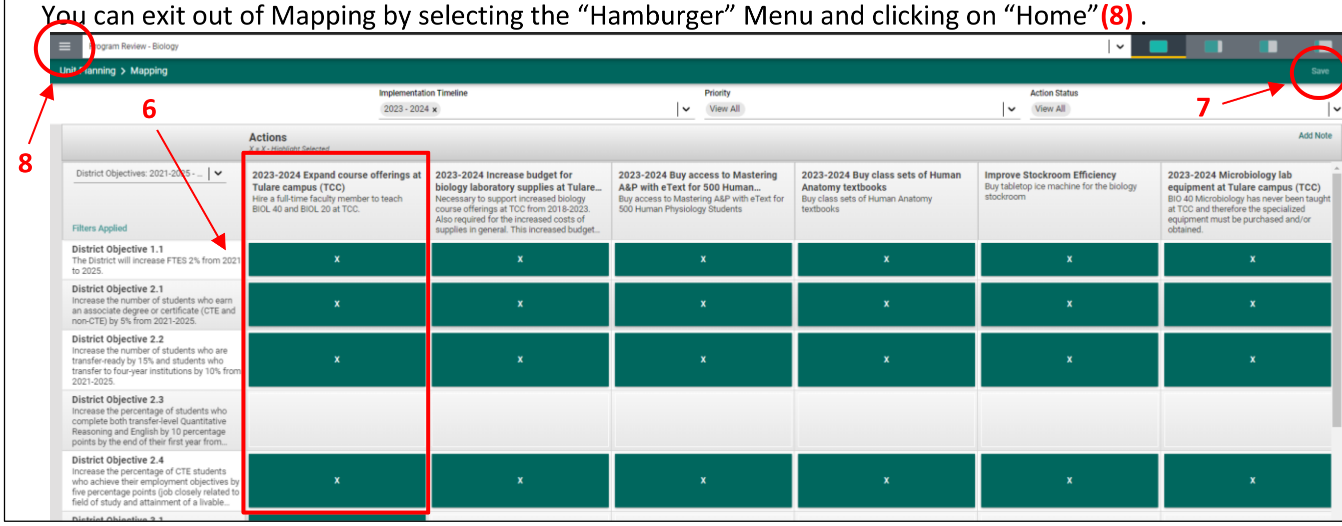
Click on the **Unit Planning Menu (1)** and then **Mapping (2).**



Filters are located on the top of the new screen allowing you to filter your actions based on **Implementation Timeline, Priority, and Action Status (3). District Objectives (4)** and **PLOs (5)** (if applicable) will be listed in the dropdown menu on left side of the screen. **Note:** Select the most current District Objectives (if more than one option is available).

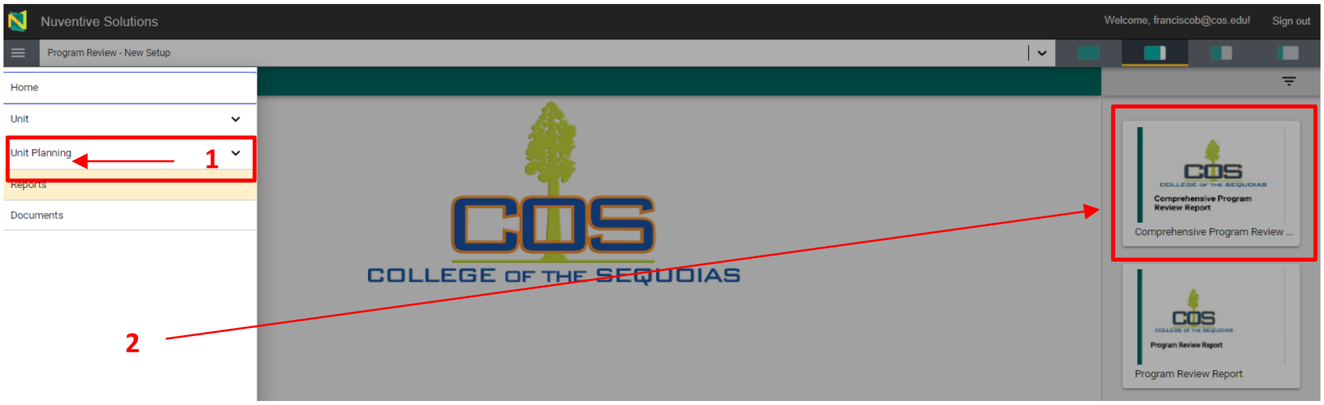


Click on the box corresponding to the **District Objective (or PLO)** that corresponds to this Action **(6).** You may click on more than one item (or none). Select **Save (7)** – you will receive a confirmation at the top of the screen. You can exit out of Mapping by selecting the "Hamburger" Menu and clicking on "Home"**(8)** .



STEP 5 -REPORTS

REPORTS - to run and print out a copy of the Program Review report, select the **Reports menu (1)** and then the **Comprehensive Program Review Report (2)**.



A new screen, **Report Setting**, will display four filters that can be use to run the report:

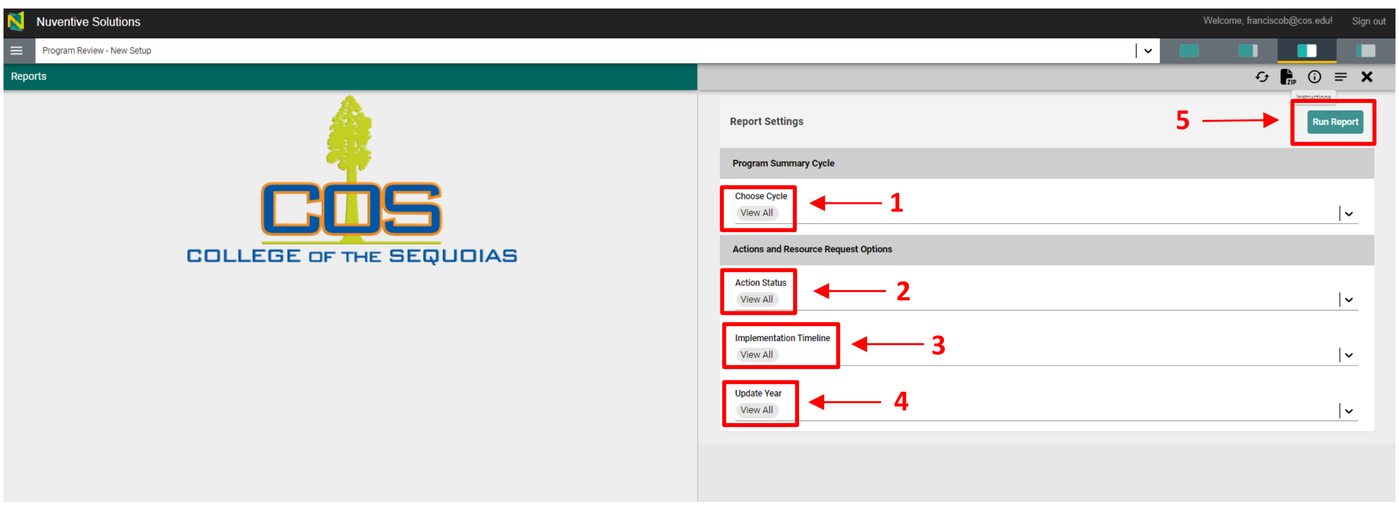
Program Cycle (1): Select the Program Review year cycle.

Action Status (2): Select "Active", "Inactive", or "All Actions."

Implementation Timeline (3): Select the Implementation year(s) for the Actions and Resources being requested.

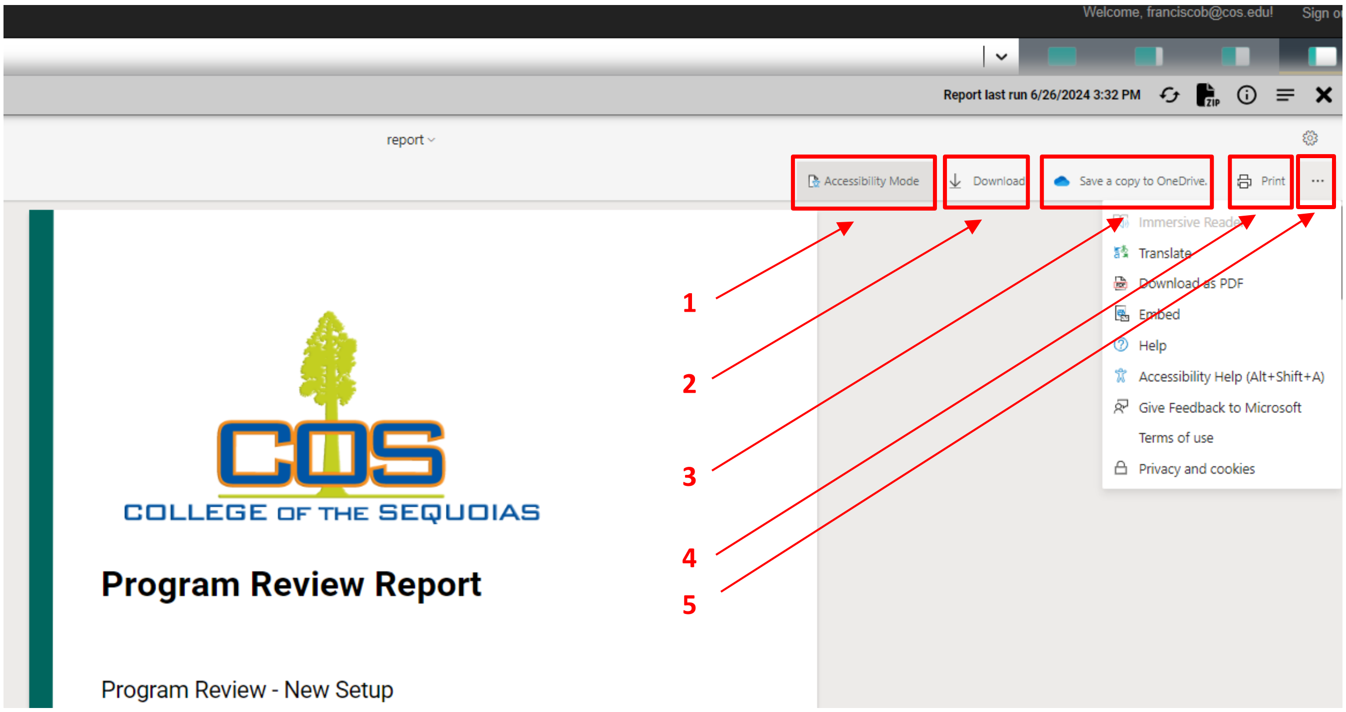
Update Year (4): Filter based on year the Actions were updated.

Run Report (5): Click "Run Report."



A new screen with the Comprehensive **Program Review report** will be generated.
Here you have the several options:

- Convert the Program Review report into **Accessibility Mode (1)**,
- **Download** the report into a Word document **(2)**,
- **Save a copy** to OneDrive **(3)**,
- **Print (4)** or select other options listed within the "meatballs" menu **(5)**.



PR Audit Form

Use the questions below to evaluate your Unit's responses within Program Review:

1. Does the Unit address elements of Institutional Effectiveness in its discussion of the Unit's **strengths**?" These may include *Academic Quality*, *Student Success*, *Resource Efficiency*, *Internal Relations*, and *External Relations* as described in the *Program Review Training Manual*.	Yes No
2. Does the Unit utilize/analyze data to support claims made in the discussion of its **strengths**?	1 2 3 4 5
3. Does the Unit utilize/analyze data to support its conclusions regarding needed **improvements**?	1 2 3 4 5
4. Do the needed **improvements** follow logically from an analysis of achievement and assessment data and/or identified external opportunities/challenges?	Yes No
5. Does the Unit address all applicable outcome levels in their discussion of **overall outcome achievement**?	Yes No
6. Has the Unit uploaded the assessment data referenced in response to the **overall outcome achievement** prompt?	Yes No
7. Is the uploaded assessment data complete (i.e. account for all applicable outcome levels)?	Yes No
8. Are **changes based on outcome achievement** grounded in the Unit's assessment data and/or the Unit's identified strengths or weaknesses?	Yes No
9. Does the Unit evaluate its outcomes cycle of assessment (rather than simply provide a description of the cycle)?	Yes No
10. Are the Unit's Actions able to be completed in one year?	All / Most/ Some/ None
11. Are the Unit's Actions specific?	All / Most/ Some/ None
12. Are the Unit's Actions measurable?	All / Most / Some/ None
13. Is the rationale for each of the Unit's Actions clearly connected to the Unit's strengths, needs and/or challenges?	1 2 3 4 5
14. Do resource requests clearly support the Action(s) that they are linked to?	1 2 3 4 5
15. Overall, does the Unit appropriately use data analysis and interpretation to support its claims and/or conclusions?	1 2 3 4 5