



FALL 2021

NOCE Academic Unit Program Review Report Template-

Program Review is conducted every four years at NOCE. Please complete the following form by **XX**. The final report will then be submitted to **VP Bautista** for final review and signature.

Names of people who contributed to this report:

Part 1: Purpose and Alignment to NOCE Mission

The mission of NOCE is the following:

NOCE serves our diverse community by providing holistic programs and services that are relevant and accessible to all learners in achieving their goals. NOCE is dedicated to offering a transformative educational experience that builds lasting foundational skills and promotes student success.

- A. What is the purpose of the unit and how does it contribute to the mission of NOCE?
 - a. If your unit has a mission statement, please include.
 - b. Please emphasize the key functions and activities that promote and advance student success (for example, PLOs, services provided, professional development, outreach and collaborations with community partners, etc.)

Part 2: KPI and SLO Data to Inform Decision Making

Key Performance Indicators provided by OIRP

Enrollment Trends for 3 years:

- Total Number of Students Served (Headcount/Enrollments)
 - Headcount and Enrollments by program and subprogram
- FTES
- Student Demographics
- Courses and Sections offered

Question:

1. Discuss the factors that would help NOCE understand enrollment trends and whether there are tangible reasons for the increase or decrease.

Outcome Program/Subprogram KPI data from IER (3-year data where feasible):

- Course Retention
 - By Demographics at a program level
 - By Subprogram
- Course Success
 - By Demographics at a program level
 - By Subprogram
- Term to Term Retention
 - By Demographics at a program level
 - By Subprogram
- Certificates/Diploma Awarded

- By Demographics at a program level
- By Subprogram
- Transition within NOCE
 - ESL/HSDP to CTE
 - ESL to HSDP
- Transition NC → Credit
 - By Demographics at a program level
 - By Subprogram

Please identify at least 2 KPI's above and use the data to respond to the questions below.

2. What are the data trends that stand out to you and Why?
 - a. Questions to consider:
 - i. What is the unit doing well according to the data presented?
 - ii. What gaps does the unit have to address according to the data?
3. Please describe any achievement gaps in outcomes identified by the data presented. Include any strategies that the unit has implemented or plans to implement to improve outcomes by student subpopulations.

Student Learning Outcomes from eLumen:

Please provide a brief description of where the unit is at with Student Learning Outcomes. (For example: Where is the unit at with implementing the assessment of SLO's? Have SLO's been revised recently? If so, why? What does the process of reviewing SLO's look like in the unit?)

SLO Data: Report from eLumen identifies SLO targets achieved at a course level each semester.

Question:

4. How has assessment of SLO's led to improvements in student learning and achievement? (Assessment of SLO's can be done through a variety of methods including projects, tests/exams, portfolios, etc.)

Please provide any additional data you would like to present: (Environmental, student voices, employment, etc.)

Question:

5. How has/will this information be used to inform unit decision making and strategic planning?

Part 3: Alignment to Guided Pathways

Below is a description of each of the four pillars of Guided Pathways:

1. **Clarify the Path** – Create clear curricular pathways to employment and further education.
 1. Simplify students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
 2. Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.
2. **Enter the path** – Help students choose and enter their pathway.
 1. Bridge K12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
 2. Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.
 3. Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.
3. **Stay on the Path** – Help students stay on their path.
 1. Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
 2. Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.
4. **Ensure Learning** – Ensure that learning is happening with intentional outcomes.
 1. Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
 2. Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
 3. Ensure incorporation of effective teaching practice throughout the pathways.

Source: <https://www.aacc.nche.edu/wp-content/uploads/2018/01/12PathwaysModelDescriptionFinal1616.pdf>

How does your unit contribute and support each of the four pillars of Guided Pathways?



Clarify the Path

Create clear curricular pathways to employment and further education.



Enter the Path

Help students choose and enter their pathways.



Stay on the Path

Help students stay on their path.



Ensure Learning

Ensure that learning is happening with intentional outcomes.

- Example text

- Example text

- Example text

- Example text

Part 4: Goals and Objectives

- A. Tell us about some of your academic unit’s successes from the last four years.
- B. Tell us about some challenges the academic unit has experienced in the last four years. How have those challenges been addressed?
- C. Since the last unit program review, what major goals and/or objectives have been achieved and how? *Below are the goals and objectives that were listed in the last unit program review. (This component will appear after the first round of PR for units)*

Major Goals and/or Objectives from last 4 years	Status

- D. Major goals and objectives for **2021/22 – 2024/25** academic years.

Major Goals and/or Objectives	Resources Needed (if not applicable, indicate N/A)	Strategic Plan Goals or Objectives linked to this Goal/Objective	Strategies that will help achieve goals/objectives	How are you measuring progress towards this goal/objective?

Part 5: Staffing

Position	Classification	Percent of employment	Source of funding	FTE
TOTAL FTE				

Part 6: Resource Allocation

- A. Please provide a brief evaluation of the unit's current resources. Include any examples of where the unit maximizes resources through braiding funds or collaborating with other departments, in addition to resource gaps that exist and any contextual factors (budgetary constraints, policy impacts both legislative and institutional, personnel) that impact your unit's resource planning and allocation.
- B. Since the last unit program review, what significant changes have occurred that impact the services of this unit?
- C. Personnel (place in order (rank) or importance).

Personnel Need	Reason	Potential Funding Source

D. Facility Needs (place in order (rank) or importance).

Facility Need	Reason	Potential Funding Source

E. Technology and Equipment (place in order (rank) or importance).

Technology/Equipment Need	Reason	Estimated Total Cost	Annual or one-time	New or Replacement	Potential Funding Source

F. Professional Development

Pro D Need	Reason	Estimated Cost	Potential Funding Source

G. Describe how these resource requests support the department in accomplishing its goals/objectives. Additionally, describe how these goals/objectives would be impacted if the resources identified above were not available for this upcoming budget year.

Resource Allocation Processes:

Place resource hyperlinks that outline the processes for each

- Non-Personnel:
 - Solely Grant Funded Resources:
 - General Funded Resources:
- Personnel:
 - Classified and Management Position Control:
 - Solely Grant Funded Resources:
 - General Funded Resources:
 - Faculty Position Control:
 - Solely Grant Funded Resources:
 - General Funded Resources:

Unit Lead Signature: _____

Executive Signature: _____