Verification Team Report
November 2008

Unit under Review: Community Education/Non Credit

Program Evaluation & Planning Team Member: Jenny Sercu, Charlotte Morgan, Bonnie Thoreen, Ann Counihan
Verification Team Members: Mike Ronald, Steven Fawl, Ken Arnold

Statement of Completion:
The Community Education/Non Credit report is nearly complete. Faculty and staff Professional Development Information surveys need to be submitted at time of Verification Report.

Strength of Program:
The Community Ed/Non Credit Program has made a great effort in reaching out and being visible throughout the Napa Valley. With this dedication to the program many achievements have been made.
- Adelante Program has been recognized by Migrant Education as one of the best programs of its kind in California.
- Napa Valley Cooking School will be graduating its twelfth class this year.
- Trips and Tours program received awards from ACCE (Association of Community and Continuing Education).
- Courses offered for the retired population of the Napa Valley, Emeritus College.
- Community Ed provides quality programs and services to fill community needs appropriately.

Areas for Improvement:
- All non-credit course outlines will not be updated until 2014 (approximately 10 courses per year). This timeline should be shortened.
- Program level SLO’s need to be revised. Some of the current SLO’s are not quantifiable.
- The program is in the process of developing Student Learning Outcomes for noncredit courses. This project should have a completion date.
- Implement student satisfaction surveys and improve each class based upon the information received.
- With so many of the Continuing Education employees nearing retirement, a plan should be in place for the continuation of this important program.
- With limited facilities at the Upper Valley Campus, non-credit classes cannot always be offered since they sometimes conflict with credit classes.
- With no custodial help at the Menlo Avenue location, it is difficult to keep clean and safe.
• Updating Schedule “A” needs to include technology needs for Faculty and Staff, including, but not limited to replacement printers, copiers, wireless connections, and new or updated software.
• A full-time staff secretary has been requested to help with schedule development, attendance reporting, public service, and general classroom support. There is currently a 0.75 FTE part-time hourly help at this time.
• A request has been made to replace six kick wheels for the ceramics classes.

Summary of Verification Team Report:
The Community Education/Non Credit program has been doing a commendable job. The Community Education program reaches out to the community and hosts major events in partnership with community groups and governments. The program has acknowledged that it needs to add Student Learning Outcomes to its noncredit courses. The program is also in the process of up-dating all 60 active courses. With the high demand for community education, the Verification Team agrees with the PEP team members that a plan should be in place that will allow for the smooth continuation of the program when several of its members retire. The verification team recognizes the commitment and dedication shown by the Community Ed staff.
Program Evaluation Summary

Program: Noncredit and Community Education

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

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

Over the past several years the campus and our programs have been much more visible in the Valley.

The noncredit and community education programs have reached out into the community. We have hosted major events in partnership with community groups and governments including Nimbus Arts, St. Helena Chamber of Commerce, the Mexican Consulate, Arts Council of Napa Valley, Music In The Vineyards, St. Helena Hospital Women’s Center, Napa County Transportation Planning Agency, Our Town St. Helena, Napa Valley Grape Growers, Napa Valley Farm Bureau, Napa Valley Vintners’ Association, Gasser Foundation, Resource Conservation District, Sustainable Napa County Initiative, Selby Creek Watershed Partners, Federated Women of the Upper Valley and the City of Calistoga.

We have also hosted events in partnership with the Hospitality Institute of Napa Valley College, Upward Bound, Financial Aid/EOPS, and the noncredit matriculation counselors.

In addition we have started education programs at the new St. Helena Senior Center, the Rianda House, and also the new Calistoga Art Center.

Five years ago we added a new series of courses aimed at the retired population of the Napa Valley, Emeritus College.

Our food and wine program, The Food Enthusiast, has grown substantially.

We also are working much more closely with the schools in both St. Helena and Calistoga. We have taken over most of the Adult Education program in St. Helena and expanded our CBET classes in Calistoga.

We are also working closely with the Calistoga Family Center to offer classes to their clientele.
We have developed a strong “stable” of instructors, both in the noncredit program and in community services. They have developed a student following which contributes to the success of our classes and the higher average class size.

**Strengths (unique characteristics, special capacities)**

The unique characteristics of the noncredit and community service classes is our ability to adapt quickly to changing needs both from the community and the college.

**Challenges, (concerns difficulties, areas for improvement)**

We face challenges in balancing our noncredit program with the needs of the credit program, particularly now when we are experiencing growth. And because our facilities are limited, we cannot always offer a full noncredit program if credit sections need classrooms at the Upper Valley Campus.

We also face a challenge in keeping the facility on Menlo Avenue clean and safe. We do not have dedicated custodial staff for that building, and consequently there are issues of safety and sanitation.

Another challenge we see in the next few years is succession. Four of a staff of 5 administrators and support staff are retirement age.

**Briefly describe the process used to complete the PEP.**

This PEP Report was completed by Napa Valley College Upper Valley Campus staff. Jenny Sercu was the lead and Charlotte Morgan and Bonnie Thoreen were responsible for various sections. We had leadership and consultation from Judie Walter-Burke in the office of Research, Planning and Development. And we had assistance from researcher, Robyn Wornall.

Because we had some staff shortages due to illness this fall, we did not meet the original deadline, nor were we able to get as much staff participation as we might have liked.

The process has been very positive and has given us some insight about planning agendas for the future.
INSTRUCTIONAL PROGRAM EVALUATION
SELF-STUDY

PART 1

PROGRAM: Community Education/Non-Credit
DATE: October 30, 2008

1. MISSION
   A. Program Mission Statement

   To provide our community with personal and professional growth opportunities through outstanding noncredit and lifelong learning programs.

   B. The program falls within one or more of the following categories (check all that apply):
      - Transfer/Degree
      - Vocational
      - Remediation
      - Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program evaluations. Discuss the recommendations of the review teams relevant to the program and how the program responded.

   Napa Valley College’s 2003 Institutional Self-Study affirms that community education and community services classes are among the primary goals and functions of the institution. The college encourages lifelong education through a Community Education program that seeks to satisfy a broad range of student and community need outside the credit curricula. The following recommendation that the review team made is pertinent to the noncredit and community services areas.

   4.D.6 The institution provides evidence that all courses and programs – both credit and noncredit – whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.
All noncredit courses offered by the Community Education Office have been approved by the Curriculum Committee. Many of the classes were approved at the onset of the noncredit program thirty-plus years ago. In order to revise and keep current these course outlines, as each noncredit class is offered after a time gap in its use, the Course Outline is taken to the Curriculum Committee for updating and re-approval. By using this method, a majority of our current classes have updated course outlines.

Community Service (fee-based) classes are short-term or half-day seminars, often taught on Saturdays. We take care in advance of engaging an instructor to insure good quality educational opportunities for the community. We are in the process of updating our course files for community service classes. Our current instructors were sent course outline forms to update with their current class information.

B. Indicate the sources of information used in Question 2A.
   - Accreditation Self-Study Planning Agenda
   - Accreditation Final Report
   - Previous program evaluation recommendations
     Napa Valley College's 2003 Institutional Self-Study; Community Education Office Administrative Review, 1995

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   None available.

D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. CURRICULUM AND INSTRUCTION
   A. Prepare/revise the Student Learning Outcomes Matrix.
   B. Review the course outlines of record:
      - Assess the appropriateness of the degree and certificate requirements.
        There are no degree and certificate requirements.
      - Evaluate the appropriateness of courses to the program.

   Our noncredit courses are program-specific to the nine state-approved areas: Parenting, Basic Skills, English as a Second Language; Citizenship; Handicapped; Vocational Education; Older Adults; Home Economics; and Health and Safety. We have 60 active state-approved courses at this time, with 200 +/- sections offered each semester.

   Our fee-based, Community Service courses are offered in response to community request and need. Over 800 noncredit and community services classes are offered each year. In addition, the Napa Valley
Cooking School, a fee-based program, will graduate its twelfth class in 2008. The cooking school is well received in the restaurant community and has gained a high-quality, national reputation. The Adelante program, one of our noncredit offerings, was recognized by Migrant Education as one of the best programs of its kind in California. Our Napa Valley Writer’s Conference has achieved national recognition. Our Trips and Tours program received innovative programming awards from ACCE (Association of Community and Continuing Education.) The newly established Emeritus Program offers a forum for the continuing education and enrichment of Napa Valley adults. Short-term courses and lectures are designed to reflect the ongoing interests and needs of our community.

- Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?

  No requisites are listed for any of the courses

- Determine which course outlines have not been undated since the last program evaluation or within the past five years.

  We are in the process of up-dating all course outlines and have the goal of having our entire non-credit and community service course outlines up-dated by 2014. We have 60 active courses and will update outlines and take approximately 10 per year to the curriculum committee until all have been completed.

- Write SLOs for the program and for each course.

  In keeping with our institutional purpose, the Community Education program will provide high quality programs and services that promote learning, enhance individual and workforce development, and prepare life-long learners for their roles in our diverse, dynamic and interdependent world

  As a result of participation in the program it is intended that students will

  1. Acquire knowledge and skills to enhance career mobility, income and lifestyle

  2. Grow in the capacity to lead a more fulfilled and reflective life

  3. Enhance their value to themselves, their family and their community

  4. Continue to engage in lifelong learning opportunities
C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.

**Curriculum Action Plan**

_During each of the next 6 years, the noncredit scheduling coordinators will revise 2-3 course outlines to update content and identify Student Learning Outcomes (SLOs). Each course revision will be submitted to the curriculum committee for approval prior to submission to the Board of Trustees for their approval._

Following Board approval, all courses will be submitted to the California Community College Chancellor’s Office along with form CCC-456.

_Priority will be given to any courses that qualify for enhanced funding which are English as a Second Language (ESL), basic skills, and workforce/vocational preparation._

D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

_We do not have course syllabi for noncredit or community service courses. We have course outlines._

E. Assess Student Learning Outcomes

- Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

  **Assessment methods will include the criteria for judging success by the use of**

  1. student satisfaction surveys
  2. focus groups
  3. interviews

- Summarize your findings from the data.

  _In addition to the three SLO assessment methods mentioned above, we have engaged a qualified assessment professional to visit classrooms and survey students. Teachers will be reviewed for classroom management, instructional style, strengths and weaknesses of the class, teacher preparation and knowledge of subject._
Describe how you used the data and the results to improve teaching and student learning.

*We anticipate using the data collected to improve both teaching methods and student learning outcomes by assisting instructors to improve any discovered weakness in their teaching style.*

An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

- Syllabi
- Catalog
- Brochure
- Articulation/Transfer agreements
- Website
- Other

Noncredit courses will be listed and described in each semester Class Schedule which is distributed to all households in Napa County.

F. Instructional Methods

- 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.

  Although instructors follow the course outlines to present pertinent information to students that will insure objectives to be met, instructors are encouraged to apply their individual interpretation to course outlines.

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

  Our instructors have various instruction styles, mostly due to the vast differences in our students. The teaching methods used to establish student rapport in ESL, Handicapped, Vocational, and all of the other populations attending Community Education classes, would vary by need. Example: An instructor for a class designed to teach mentally disabled adults to enter the workplace (or learn to read or write) would use vastly different techniques than an instructor who is teaching older adults to make a quilt.

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

  We have two documents to assess and evaluate our instructors for noncredit classes. The “Faculty Performance Evaluation Review” is used for our general noncredit classes held throughout the county.

  Our second evaluation tool – “Napa Valley College Community Education Classroom Observation Form” is used to evaluate the instructors in our Special Needs classes.
G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?  
**Does not apply.**

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. **COMMUNITY OUTREACH AND ARTICULATION**

   The noncredit program has done outreach to the community by visiting churches and community centers, wineries and local businesses to recruit students for ESL and Basic Skills classes. Courses are offered throughout Napa County including the Senior Center in Napa, various church and community centers, the Veteran’s Home in Yountville and many long-term care facilities. We also work with Napa Valley Support Services and Product Services Industries to prepare their clientele for productive employment. We have worked with the business community throughout the county to solicit ideas for classes that would meet their needs. We have done outreach to the business community resulting in on-location courses at wineries for employees who wish to increase their English language skills.

   We have recently established relationships with the new Calistoga Art Center and the Rianda House Senior Center in St. Helena. We have begun to offer courses in both locations and have plans to increase those offerings.

   We have an active community volunteer committee to identify classes that appeal to our retired citizens. These classes are grouped into our Emeritus program.

B. The Dean meets regularly with the administration of the St. Helena Unified School District, and the noncredit matriculation representative visits upvalley schools on a regular basis. We have regularly scheduled classes at the Calistoga Joint Unified School District facilities, a partnership with their CBET program.

   We have a partnership with the Napa Unified School District to provide courses in English, Leadership and Math for the migrant education program during the summers, and we have also worked regularly with the Upward Bound and Talent Search programs on the main campus to provide noncredit classes to the school-age students they serve.

   Relationships with 4-year institutions is not applicable.
C. Some of our outreach relationships with the business community have been articulated under 4A. In addition to that we have business groups coming to us to hold meetings at the Upper Valley Campus. Calistoga city employees have held training sessions in our computer lab, and the St. Helena Chamber of Commerce meets at the UVC with some regularity. The Dean also meets regularly with St. Helena city officials as well as the Board of the St. Helena Chamber of Commerce.

Our entire Napa Valley Cooking School program is geared to meet the needs of our local culinary industry. Many of our students, over the past 12 years, have done their externships with local restaurants, and, as a result, have been given jobs locally. Through this externship program, we have established close relationships with local restaurant owners and chefs. Many of them have been guest chefs in both our professional cooking school and the Food Enthusiast program.

D. The Community Education program does not use advisory committees in the usual sense. We do have an “advisory” committee for the professional cooking school and for the Emeritus program.

A. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.
5. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

*We have had a greater demand for Basic Education and ESL classes the past few years. We have increased the number of sections we offer for these classes. We also have more people coming back to school to brush up on computer skills as with the downturn of the economy, more people are forced back into the workplace.*

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

*The average noncredit class size is staying fairly consistent, showing a slight increase. In the 2006-2007 school year, the average class size in a noncredit class was 23.8. The 2007-2008 fiscal year average class size increased to 26.8. The number of FTES generated by noncredit classes over the past two years has shown consistent growth. In 2005-2006 there were 872.81 FTES. The following year (2006-2007) showed an increase to 919.46 FTES.*

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

*We offer classes based on surveyed needs, community requests, and administrative assessment. Besides written satisfaction surveys, students will show their satisfaction with a noncredit class by continuing attendance. Grades are not a factor in their attendance.*

*Our fee-based, Community Service courses are offered in response to community request and need. Over 800 noncredit and community services classes are offered each year. In addition, the Napa Valley Cooking School, a fee-based program, will graduate its twelfth class*
in 2008. The cooking school is well received in the restaurant community and has gained a high-quality, national reputation. The Adelante program, one of our noncredit offerings, was recognized by Migrant Education as one of the best programs of its kind in California. Our Napa Valley Writer’s Conference has achieved national recognition. Our Trips and Tours program received innovative programming awards from ACCE (Association of Community and Continuing Education.) The newly established Emeritus Program offers a forum for the continuing education and enrichment of Napa Valley adults. Short-term courses and lectures are designed to reflect the ongoing interests and needs of our community.

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

Our last student satisfaction survey was done in September 2007 in our noncredit ceramics classes. Results were specific to that program only. Students were satisfied with the quality of their teaching/learning experience, but mentioned a personality conflict between two teachers which has since been resolved.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

We have a vocational ESL program in the noncredit area. We have a partnership with the Napa Unified School District to provide courses in English, Leadership and Math for the migrant education program during the summers, and we have also worked regularly with the Upward Bound and Talent Search programs on the main campus to provide noncredit classes to the school-age students they serve.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. **STUDENT EQUITY AND SUCCESS**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Noncredit class offerings are based upon surveyed needs, community requests, and administrative assessment. Art, language, physical education, and have attracted strong student interest recently.

Over the past few years, with the increase in the number of Hispanic families moving to the Napa Valley (see Equity Group Ethnicity statistics), the need for more basic skills courses (Adult Basic
Education, English as a Second Language, Math Lab, Writing Center) has been met by offering more noncredit classes, some as credit/noncredit offerings.

58.4% of the participants in noncredit classes are women; 37.9% are men. 3.7% are unknown. This does not represent as large an age and gender disparity as it looks, as 65% of noncredit class participants are over 50 years of age. In all developed countries and most developing ones, women have greater life expectancy than men, sometimes by a margin of as much as 10 years. In the United States, life expectancy is about 79 years for women and about 72 for men. The difference has become more pronounced in this century as female life expectancy has increased faster than that of males. Since 1900, the average national increase in life expectancy in developed countries as has been 71% for women, and 66% for men. (Gender Differences in Longevity, Robert W. Griffith, MD)

We offer a variety of noncredit classes for developmentally, psychologically and/or physically disabled or confined adults at various locations throughout the valley. 4450 handicapped students participated in noncredit classes in the course of the 2006-2007 school year. We have dedicated, state-qualified instructors who teach classes in Expressive Movement, Creative Journey, Music Sensory Awareness, Expressive Art, Senior Seminar, Community Participation Skills and other classes designed for members of the community who may benefit from instruction.

B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.

Some students need language support help in developing skills in order to obtain and hold jobs. We are alerted by instructors, care home and retirement facilities, friends or the persons themselves of their needs and follow up to encourage placement in a class to suit his/her needs.

Adults are living longer, are more active and are better educated than their parents. A significant percentage of retirees will continue to seek out opportunities for socialization and intellectual growth. This demand is concurrent with the evolution of attitudes on aging. Not too many years ago, the general belief was that education was wasted on older adults. Now the prevailing view of “old” age is as a time of creativity and productivity. On the far end of the age spectrum, our noncredit classes at the Veteran’s Home, senior centers, retirement homes and nursing homes are reaching those who are disabled and need mental and physical stimulation to keep active and alert.
C. What has the program done to formalize links with support services for students?

_We have counselors here one day a week to meet with students._

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.

_All noncredit instructors are part-time._

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

_We do not have any noncredit vocational programs that offer degrees or certificates._

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.

7. **Planning & Budget Requests**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

As described above, the noncredit and community services programs serve a large, diverse, and growing population of students. We are able to respond quickly to changing needs of the community.

We are in the process of developing Student Learning Outcomes for our noncredit courses and have a plan to complete the process for our active courses.

We have written curriculum which has been approved by the Curriculum Committee and our Board of Trustees, and submitted curriculum to the Chancellor’s Office to qualify for enhanced funding for our ESL sequence of courses.
Basic Skills curriculum has been revised and will be put before the Curriculum Committee in the next few months. After approval this sequence will be submitted to the Chancellor’s Office for enhanced funding status.

During the process of this review we identified the need to do a more comprehensive student satisfaction survey. We also identified a need to work with the Student Services Departments to determine what our students need in terms of support services to insure student success.

B. Staffing

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

The department is requesting one full-time staff secretary to support our programs. We currently have the equivalent of .75 FTE part-time hourly workers to assist with schedule development, positive attendance reporting, public service, and general classroom support.

C. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

We are able to support most of our noncredit programs with the current budget. We have requested $5000 from the Basic Skills Initiative to purchase much needed materials for instructors and students.

The Community Education courses must support themselves.

D. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

Our equipment is adequate to support most of our programs except for ceramics. We currently have a need for more kick wheels. And our tables and chairs are breaking and need to be replaced.

E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

At this time our computer lab is adequate, the computers in the library will be replaced within the month, and our teaching kitchen has been expanded and updated.

Our phone system is out of date and will be replaced this year.
There is a need to improve the technology in our science lab for the credit classes in chemistry and biology. In my 2008-09 budget request I noted this with a request for $8000.

F. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

The facilities at the Upper Valley Campus have recently been expanded and improved. We currently have no needs here.

The facility at Menlo Avenue in Napa needs painting and upgrading. Costs would range from $5000-$15,000 depending on the work that is done.

G. Professional Development

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.

This is not complete. I will submit within the next 2 weeks.

2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.

H. Learning Resources/Media Materials

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.

We are currently building a library of books to support our culinary program. These books have all been donated.

Library materials from the main campus can be requested by students and delivered to the UVC for pick-up. Requests for materials can be done online. We have a daily delivery to and from the main campus.
**Noncredit and Community Education**

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Part I, A, B, C p. 3-5</td>
<td>Update and bring to Curriculum Committee Basic Skills course sequence to qualify for enhanced funding. Submit to Chancellor’s Office upon approval</td>
<td>1</td>
<td>Revise curriculum, develop student learning outcomes, get Curriculum Committee Approval, file request with Chancellor’s Office and submit form CCC-456 to Chancellor’s Office</td>
<td>Assistance from the SLO/Assessment committee</td>
</tr>
<tr>
<td>2</td>
<td>Part 1, A, B, C p. 3-5</td>
<td>Develop Student Learning Outcomes (SLOs) for at least 6 noncredit courses</td>
<td>2</td>
<td>Work with faculty and the Assistant to the Dean to select courses, review curriculum. Work with the SLO/Assessment committee to develop the SLOs.</td>
<td>Additional hours from the SLO/Assessment coordinator</td>
</tr>
<tr>
<td>2</td>
<td>Part 2, C, D</td>
<td>Conduct comprehensive student surveys for noncredit courses</td>
<td>3</td>
<td>Develop survey instrument, identify classes for participation in survey, meet with instructors, observe classes</td>
<td>Additional hours from our assessment coordinator</td>
</tr>
<tr>
<td>1</td>
<td>Part 2, Section 6 p. 9-11</td>
<td>Identify student service needs</td>
<td>4</td>
<td>Survey students to assess student services needs, and work with Vice President, Student Services to meet the needs</td>
<td>Assistance of noncredit matriculation counselor and VP Student Services</td>
</tr>
</tbody>
</table>

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

**Program Evaluation Section**

2. Accreditation & External Reviews
3. Curriculum & Instruction
4. Community Outreach & Articulation
5. Enrollment Trends & Student Satisfaction
6. Student Equity & Success
REQUEST FOR NEW PERMANENT FACULTY AND STAFF

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.

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

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
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<tbody>
<tr>
<td>Staff Secretary III</td>
<td>N</td>
<td>1</td>
<td>17.5</td>
</tr>
</tbody>
</table>

We use about .75 FTE part-time hourly help. It is difficult to maintain quality service and continuity. There is also a need for continuing training as staff turns over.

*N=New, R=Replacement

Submitted By: ______________________________

Approved By: ______________________________

Budget Center Manager

President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: _______ Noncredit, Adult and Community Education  Activity _____ 6100

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

Operating Budget—List in priority order: This section is used to request and justify non-capital outlay additions to your department’s budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By:  

Approved By:  

Budget Center Manager  

President/Vice President
PROGRAM SPECIFIC EQUIPMENT REQUEST

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

List in priority order: 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six kick wheels for ceramics</td>
<td>$5000</td>
<td>$0</td>
<td>Strategic Plan, Goal 1</td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic replacement of tables and chairs</td>
<td>$15,000</td>
<td>$0</td>
<td>Strategic Plan, Goal 5</td>
</tr>
</tbody>
</table>

Submitted By:                                   Approved By:  
Budget Center Manager                           President/Vice President
TECHNOLOGY REQUEST

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 your idea, 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?

Podium, computer, document camera, speakers/brackets, LCD projector, Pixie Pro, cable/cable chase $8000 $0 Strategic Plan 1, 3, & 4

Please note: This is a request to support the credit classes in chemistry and biology

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________ Approved By: ___________________________

Budget Center Manager President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

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

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order. Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

The facility at Menlo Avenue in Napa needs painting and upgrading. Costs would range from $5000-$15,000 depending on the work that is done.

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________  Approved By: ______________________________
Budget Center Manager       President/Vice President
## Learning Resources/Media Materials Request

### Books including Reference:
- **Number of titles to add:** __0__

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:
- Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

**Recommendations/ comments:**

**Estimated cost for new materials:**

### Periodical Titles: (Newspapers, Journals, Magazines)
- **Number of titles to add:** __0__

**Recommendations/comments:**

**Estimated cost for new materials:**

### Electronic Databases and Indexes:
- **Number of databases to add:** __0__

**Recommendations/comments:**

**Estimated cost for new materials:**

### Media Collection (closed captioned or DVD):
- **Number of titles to add:** __0__

**Recommendations/comments:**

**Estimated cost for new materials:**

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Yes x  No__  Are library/learning resource service hours adequate for this course/program?

Yes _x_  No__  Is the quantity of materials sufficient for students within needed time frame?

Yes __  No__  Will library/learning resources assignments be used in your course?

Yes __  No_x_  Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

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

_____  To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.