



# NAPA VALLEY COLLEGE

Educational Master Plan  
Institutional Projections,  
Trends, and Analysis  
2013-2023



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# Message from the President

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I am proud to present Napa Valley College's 2013-23 Educational Master Plan. As the institution celebrates its 70th Anniversary, I am certain that Napa Valley College will continue to transform the lives of thousands of students.

Napa Valley College has a wide array of outstanding programs. The campus is remarkable for its physical vibrancy and architectural beauty, its distinguished faculty of innovative teachers and administrators, a dedicated and creative staff, a diverse student body, a committed group of alumni and friends, and deep connections to the community. Our work on NVC's Educational Master Plan this year is based on the wonderful history and vibrancy of Napa Valley College's past while focusing on a bright and forward-looking future.

This fully comprehensive Educational Master Plan will be used to guide strategic institutional planning and the disposition of physical resources over the next ten years. Educational master planning is a process by which Napa Valley College has examined all elements of the institution and envisions its future as directed by our mission and the needs of the community. Planning was conducted through a broad-based collaboration among faculty, staff, students, and community constituents, and outlines this collective view that will guide the College's future.

I am proud that the plan reflects the college and community values and continues the progress that has made NVC one of the region's preeminent sources of economic and cultural vitality; the recognized leader in career technical training, transfer and undergraduate classes and programs; and one of the state's top choices for students.

Our Educational Master plan connects all of us in a common purpose to a transformative future improving the lives of students, faculty, staff and community.

All the best,



Dr. Ronald Kraft  
Superintendent/President



# Educational Master Plan Introduction

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## OVERVIEW & PURPOSE

The Napa Valley College Educational Master Plan: Institutional Projections, Trends, and Analysis, 2013-2014 (EMP) provides a current, comprehensive overview of the college and the communities it serves, as well as data-based projections to help guide strategic, institutional planning over the coming decade. It is intended to serve as a resource for the development of the college's five-year Strategic Plans, as well as for other targeted strategic plans including those for facilities, technology, and staffing/human resources. As such, the Educational Master Plan plays a vital role in Napa Valley College's integrated planning process.

## DEVELOPMENT OF THE EDUCATIONAL MASTER PLAN

This plan was developed over an 18-month period with extensive input from faculty, staff, students, and community members. Following the college's dedication to the principles of shared governance, an EMP Coordinating Committee made up of 16 representatives from all college constituencies met regularly to discuss the components of the plan, review the data, identify trends and develop general themes. Campus stakeholders were invited to review data relevant to their respective areas and provide additional information to provide a clearer picture of the unique features and needs of their program. In addition, the plan as a whole was presented for discussion and additional input at multiple Academic Senate meetings and campus forums.

This Educational Master Plan is a "living document" which will be updated as needed and on a three year cycle. This will allow the plan and projections to be continually adapted in response to unforeseen impacts in order to retain accuracy and utility over the years to come.



# Educational Master Plan Trends & Themes

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## INTRODUCTION

As part of the College's Educational Master Planning process, several trends and themes emerged from assessment of the internal and external scan data and other input. Data trends describe notable statistical patterns and/or projections that were identified; recurring themes are areas of note that were identified based on input from individual programs and on discussions with college and community members.

## DATA TRENDS

Broad trends include:

- a reduction of course offerings (primarily non-credit) and an overall decrease in enrollment due to state budgetary cutbacks;
- an increased percentage of full-time students as compared to part-time students;
- a rise in transfer-oriented students (per educational goal identification);
- an increase in transfer success rates;
- stability in the number of degrees and certificates awarded despite decreasing enrollment
- population growth in the college's service area is expected with
  - Napa County seeing the largest growth rates in college age populations; and,
  - Solano County seeing the largest growth rates in working age populations.
  - Largest growth in Hispanic population

## RECURRING THEMES

Eight themes in three general categories were identified, which will be informative in the development of long term planning documents. While themes are listed separately, it is important to recognize that planning at the college is integrated and all themes should be viewed as interconnected.

### Student Success

- Student Support Services
- Collaboration & Partnerships

### External Factors

- Reductions In Funding & Revenue
- Legislation & Education Policy

### Resources

- Human Resources
- Technology
- Facilities & Equipment
- Institutional Vitality



# Educational Master Plan Trends & Themes

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## STUDENT SUCCESS

### STUDENT SUPPORT SERVICES – Projected Needs

- Expanded advising, support activities, and initiatives to assist students in CTE, transfer, degree and certificate completion.
- Upgrades to existing technology, equipment, and facilities.
- Extracurricular activities to enhance student life.
- Prerequisites for particular courses to address student preparedness and the ability to succeed.
- Expanded learning assistance and support for under-represented and at-risk students.
- Integrated approaches to tutoring and computer literacy skills, basic skills and ESL.
- Implementation of the ‘Student Success Taskforce’ recommendations.

### COLLABORATION & PARTNERSHIPS – Projected Needs

- Enhanced college-wide interdisciplinary collaborations.
- Internship, volunteer and community opportunities and service learning.
- Transfer and Articulation agreements and opportunities.
- Enhanced Napa Valley K-14 initiatives, including Adult Education.
- Strengthened connections between college instruction and student services areas.
- Enhanced association and collaboration with local business and industry.
- Increased visibility, usage and facility access to community.

## EXTERNAL FACTORS

### REDUCTIONS IN FUNDING AND REVENUE:

- Pervading all areas of identified institutional themes, the fiscal downturn of 2008 has particularly impacted enrollment, class offerings, and staffing levels.
- Significant numbers of course sections were cut, some programs were integrated, faculty and staff positions remained vacant due to retirements, professional development funds were suspended, and equipment replacement was affected.
- Expansion of blended funding sources and diversification of revenues sources.

### LEGISLATION AND EDUCATION POLICY

- Compliance with the Student Success Act of 2012.
- Recent policy changes related to Course Repetition that may require further restructuring of some instructional programs.
- Further analysis of how best continue serving the needs of “life-long learners.”
- Further revision to curriculum with additional focus on transfer, transfer degrees, and/or certificates.
- Legislative mandates concerning healthcare and increasing pressure to address retiree benefits.



# Educational Master Plan Trends & Themes

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## RESOURCES

### HUMAN RESOURCES

#### PROFESSIONAL DEVELOPMENT NEEDS

- Professional development and maintaining currency in subject matter/discipline are essential elements.
- Increased use of the Teaching and Learning Center to address emerging needs of faculty and staff.
- Strengthened atmosphere of collaboration and inclusivity.

#### STAFFING NEEDS

- A long range human resources strategy and staffing plan to include identification of areas of decreased efficiency and effectiveness due to reductions in regular staff and faculty and deferred filling of vacancies
- A qualified adjunct faculty pool with additional support/mentoring for adjunct faculty.

### TECHNOLOGY NEEDS

- Instructional technology upgrades to meet industry standards.
- Increased access to advanced modalities such as hybrid and/or online, as well as in-the-classroom approaches such as those supported by “bring your own device” applications.
- Technology and equipment replacement plans.
- Remediation of insufficient and inadequate facilities, equipment, technology, and infrastructure that detrimentally impact instructional programs and institutional operations.

### FACILITIES & EQUIPMENT

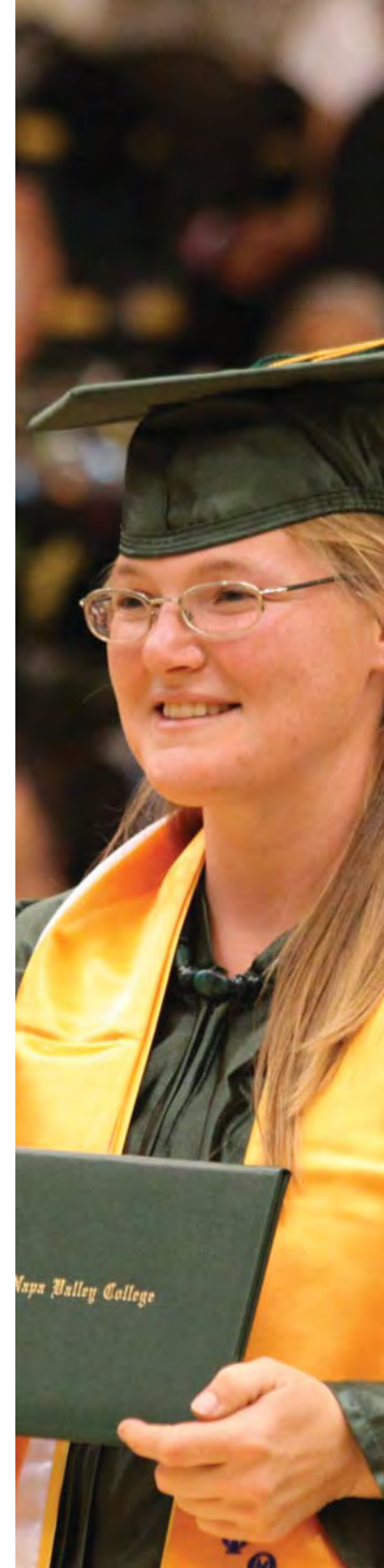
- Through the 2002 bond, the college was able to build five new instructional buildings and renovate about half of existing facilities; remaining needs include modernizing lecture, lab, office, storage, and support spaces on campus, replacing building systems (heating, cooling, roofs, network backbone).
- Budget contractions (over the last seven years) have limited the college’s ability to remain current with needs for routine preventive maintenance and modernization of facilities, impacting instructional and operational functionality.
- Analysis of enrollment demand data and planning for additional large lecture classrooms (seating for 50 or more) to increase efficiencies in instructional delivery.
- Regular replacement plan for classroom and office furniture, equipment, media systems, and networks, as well as network and facilities equipment. (See Technology)
- Continued emphasis on the Upper Valley Campus development and full utilization.

# Educational Master Plan Trends & Themes

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## INSTITUTIONAL VITALITY

- Long range comprehensive financial plan and fully integrated planning.
- Currency and responsiveness to changing community and industry needs.
- Offerings that reflect the culture and needs of the region.
- An atmosphere of adaptation and openness to change.  
Continued consideration of long-term environmental impacts in decision making.



# Mission and Values

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## 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.

## VALUES

Napa Valley College is a community of people excited about learning, where students are first and foremost in everything we do. We value, model, and encourage:

- student success
- honesty
- creativity
- integrity
- adaptability
- inclusivity
- responsibility
- openness to new ideas
- respect for others
- health and wellness
- student learning outcomes
- communication & collaboration
- critical thinking & information competency
- global awareness & civic responsibility
- personal responsibility

# Institutional Learning Outcomes

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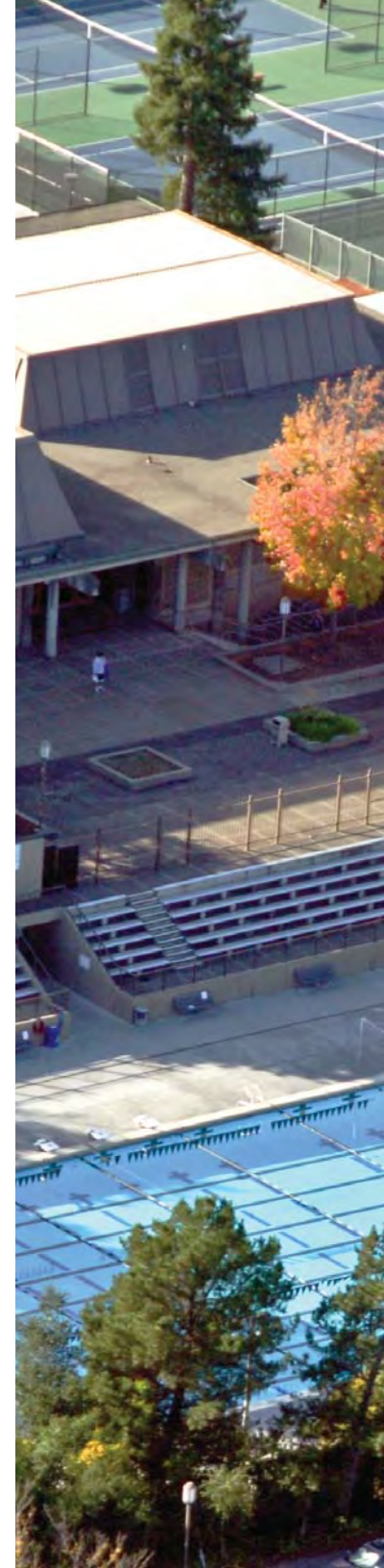
Students who receive a degree from Napa Valley College will demonstrate the following:

- Communication & Collaboration
- Critical Thinking & Information Competency
- Global Awareness & Civic Responsibility
- Personal Responsibility

Institution-Level Outcomes (ILOs) are the Student Learning Outcomes (SLOs) that Napa Valley College has defined at the institutional level. The ILOs identify the most important, general skills that students who receive a degree should acquire while attending Napa Valley College (NVC).

## ILOS ARE INTENDED TO IDENTIFY:

- Napa Valley College's expectations of itself and its graduates;
- General skills that degree recipients will obtain through the course of their studies;
- General skills that students will obtain as a result of completing the General Education pattern;
- Building blocks that contribute to attainment of the general skill areas; and
- A common set of goals across courses, programs, and services.



# DISTRICT OVERVIEW



# District Overview

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## HISTORY

The citizens of Napa County made a clear commitment to higher education in 1941 when they passed a bond issue to establish Napa Junior College. One year later, Napa Junior College was founded as part of the Napa Union High School district. The first year of World War II marked the college's first class—of just 16 students—only one of whom was male. Once the war was over, GIs flooded into the new college seeking educational opportunity. During 1948-49, a modern new college was built next to the high school.

The community reaffirmed its commitment to the local college in 1962 by passing a bond issue to buy land and build a new college campus on land previously occupied by the Napa State Hospital. After 23 years, the college had its own campus, its own school district, and an enrollment of 1,771 students. It renamed itself Napa College and continued to grow its student body on the site it continues to occupy to this day.

In 1982, Napa College changed its name to Napa Valley College. The official opening of a permanent Upper Valley Campus in St. Helena in the fall of 1994 brought educational opportunities closer to home for upper valley residents and added new dimensions to the college curriculum. As of 2011, the college now serves over 9737 students.

The voters of Napa County approved Measure N in 2002, a bond measure that funded construction of the 65,000 square-foot McCarthy Library and the Performing Arts Center. In addition, Measure N provided funds for remodeling of the student services and administrations buildings and renovating the life sciences building and North Gym, among other projects.

In 2006, the college undertook two projects to improve drainage, storm water treatment, and native habitat. Napa Valley College has a strong record of commitment to environmental sustainability. Due to restoration efforts, the storm water collection pond and historic Tulucay Creek now support habitat for river otters, snowy egrets, and many other species. In 2006 the college also installed a 1.2 Megawatt solar power system which has reduced emissions of carbon dioxide by over 781 tons, and which allows the college to redirect several hundred thousands of dollars per year from utility bills to classrooms. One year later, the college built the Central Chill Water Plant which replaced traditional air conditioning with a system that utilizes ice water to cool the classrooms, thus benefiting both California's electrical grid and the college's general fund.



# District Overview

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## PROPERTY OVERVIEW

The Napa Valley Community College District includes all of Napa County and a small adjacent portion of Sonoma County. The District owns five properties in Napa County and offers instruction primarily at the Main Campus (NVC) and Upper Valley Campus (UVC). There are 40 instructional and instructional support buildings at NVC that include 349,517 assignable square feet. UVC has two instructional buildings with a total of 13,691 assignable square feet, and includes a commercial kitchen to support the Cooking School. The District also owns property on Menlo Avenue that was previously leased by the National Guard and, most recently, housed the college's Community Education Center.

Two properties owned by the District are nature preserves. The Dale Peters Clyde Preserve was transferred to the District from the Napa County Land Trust and minimal environmental impact is allowed by its charter. The Peggy Vollmer Preserve was donated to the District for environmental educational purposes and improvements to the property are less restricted.

PROPERTY ADDRESS	ACREAGE	PROPERTY ADDRESS	ACREAGE
Community Education Center 1360 Menlo Ave. Napa, CA 94558	1.5	Peggy Vollmer Preserve 6463 Dry Creek Rd. Napa, CA 94558	158.0
Dale Peters Clyde Preserve Dry Creek Rd. Napa, CA 94558	40.0	Upper Valley Center 1088 College Ave. St. Helena, CA 94574	6.9
Napa Valley College 2277 Napa-Vallejo Hwy. Napa, CA 94558	160.0		



# District Overview

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## INSTRUCTION AT NAPA VALLEY COLLEGE

Napa Valley College offers courses and programs to students and the community in three broad areas of instruction: credit, non-credit, and community education, each designed to meet the specific needs of populations within the college service area.

## DESCRIPTION OF CREDIT INSTRUCTION

The credit instructional area includes traditional for-credit college courses in general education, lower division major preparation, career and technical education, and basic skills, culminating in associate of arts or sciences degrees, certificates, or transfer to baccalaureate programs. Credit courses are primarily designed for students pursuing career or educational goals in established and emerging fields of study in higher education. However, as a California Community College, most credit courses at NVC are open to all members of the community, including those interested in life-long learning opportunities in the rigorous, structured environment of a traditional college course. All students successfully completing credit instruction courses earn units of academic credit, regardless of their education or career goals. In the tables on the following pages, credit courses are organized into three basic, complementary categories:

- **Basic Skills:** These courses cover pre-collegiate preparation in reading, writing, language, and computation to ensure that all students have the opportunity to acquire the college-level skills necessary to succeed in general education, career and technical education, and major preparation. While students successfully completing basic skills courses earn academic credits, these credits are not counted towards degree, certificate, or transfer goals.
- **Transferable:** This category includes both general education and major transfer preparation courses in specific disciplines. Student successfully completing these courses earn college credit that counts towards the awarding of degrees or certificates.
  - o **General Education:** Degree and transfer programs include courses in a general education sequence that expose students to the breadth of human knowledge across the sciences, social sciences, arts, and humanities, and foster the development of specific skills in critical thinking, writing, computation, and communication. Likewise, general education provides tools for lifelong learning, intellectual growth, critical inquiry, and informed participation in a democracy.
  - o **Major Preparation:** In addition to fulfilling the breadth requirements of general education, students pursuing an associate's degree or transfer to a baccalaureate program are required to take a minimum of 18 units in a specific field of study. These courses satisfy the lower division requirements that prepare students for the upper division major courses taken after transfer.



# District Overview

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- Occupational: This category covers career and technical education courses that are primarily designed to prepare students for employment in specific careers including Nursing, Vineyard and Winery Technology, Welding, and Psychiatric Tech. Many courses in this category also fulfill general education and major preparation for those areas where baccalaureate degrees are available beyond the associates degrees offered at NVC.

## DESCRIPTION OF NON-CREDIT INSTRUCTION

The non-credit program provides community-oriented instruction covering subject matter and skills leading to personal and professional growth. Non-credit education is designed for students interested in a structured learning environment where academic credit is not necessary for educational or training goals.

Many non-credit classes are linked to basic skills credit instruction through educational pathways in areas such as ESL or are offered as a complement to credit instruction in the areas of arts, literature, and creative writing. The non-credit program at NVC also includes an organized path of study for disabled adults in preparation for involvement in the community.

## DESCRIPTION OF COMMUNITY EDUCATION

Community Education is a self-supporting, fee-based instructional area that offers classes covering a wide range of subjects. Other classes cover health and wellness, modern languages, gardening, arts, trips and tours, and dance. Community education classes provide lifelong learning opportunities and professional training for all segments of the community where college-level academic credits, grades, or other markers of academic progress are not needed or desired.

## TABLES

The tables on the following pages provide a broad overview of scheduling trends in credit and non-credit instruction. Credit instruction is broken down first by degree status and, in the second table, by course type as described above. Non-credit scheduling trends are outlined in the first table. Community education scheduling and enrollment trends are not included in these data. Community education offerings and enrollment are highly variable and, because they are not counted by the state for funding of the college, are not tracked for scheduling and enrollment by the same metrics as credit and non-credit.

# Section Offerings by Course Type

## CREDIT & NON-CREDIT SECTION OFFERINGS

Over the past six academic years, the total number of sections offered by Napa Valley College decreased by 30.7% (from 2,034 in 2006-2007 to 1,409 in 2011-2012). During this period, the proportion of sections offered that are categorized as "Credit – Degree Applicable" increased by 14.2%, while the proportion of sections offered that are categorized as "Noncredit" decreased by 14.7%. The proportion of sections offered that are categorized as "Credit – Not Degree Applicable" remained relatively stable, claiming an average 6.1% of section offerings each year.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Total Sections</b>	2,034	2,108	2,108	1,811	1,640	1,409
<b>Credit Status</b>						
Credit - Degree Applicable	74.2%	73.9%	71.2%	74.4%	83.0%	88.4%
Credit - Not Degree Applicable	6.1%	6.2%	5.9%	5.8%	6.3%	6.5%
Noncredit	19.7%	19.9%	22.9%	19.8%	10.7%	5.0%
<i>Source: California Community Colleges Chancellor's Office Data Mart</i>						
<i>Classification of Sections: "credit – degree applicable" defined as courses with Course Credit Status (CB04) of D; "credit – not degree applicable" defined as courses with Course Credit Status (CB04) of C; "noncredit" defined as courses with Course Credit Status (CB04) of N.</i>						



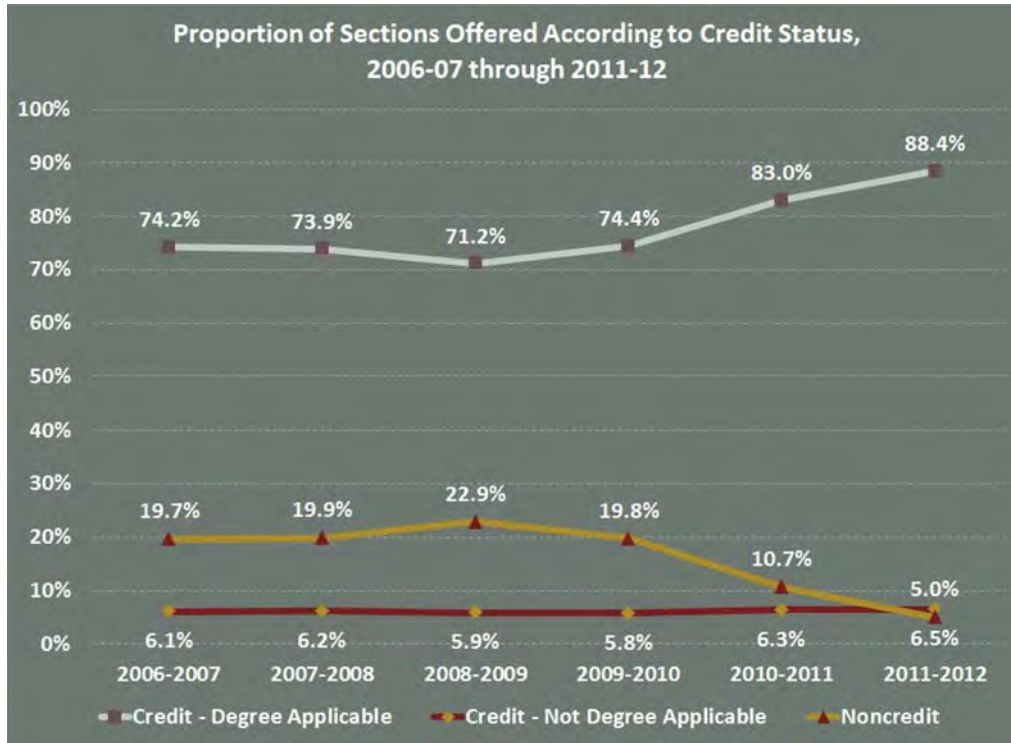
# Section Offerings by Course Type

## CREDIT SECTIONS OFFERINGS BY COURSE TYPE

Over the six-year period examined, the number of credit section offerings decreased by 18.1% (from 1,633 in 2006-07 to 1,338 in 2011-12). However, the proportion of section offerings claimed by different credit course types remained relatively stable across the period. Between 2006-07 and 2011-12, transferable courses claimed an average of 85.7% of credit section offerings, while occupational courses and basic skills courses claimed 34.6% and 6.9%, respectively. Note that the three categories of credit courses are not mutually exclusive. As a result, the percentages reported in the table sum to more than 100%.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Total Credit Sections</b>	1,633	1,689	1,625	1,453	1,465	1,338
<b>Course Type</b>						
Transferable	85.8%	85.1%	84.2%	85.8%	87.0%	86.5%
Occupational	34.7%	35.1%	35.8%	34.2%	34.3%	33.6%
Basic Skills	7.0%	6.9%	7.1%	7.0%	6.8%	6.6%
<p><i>Source: California Community Colleges Chancellor's Office Data Mart</i>  <i>Classification of Credit Sections: "transferable" defined as courses with Transfer Status (CB05) of A or B; "occupational" defined as courses with SAM Priority Code (CB09) of A, B, C, or D; "basic skills" defined as courses with Basic Skills Status (CB08) of B.</i></p>						

# Section Offerings by Course Type





# UPPER VALLEY CAMPUS

# Upper Valley Campus

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## DESCRIPTION

The Upper Valley Campus of Napa Valley College is located in St. Helena. The campus has instructional classrooms for computer labs, business, fine arts, science labs, along with a culinary arts center which hosts the Napa Valley Cooking School. The campus also has a learning lab which holds the largest known collection of culinary related materials in California (7500 books and counting). On the campus grounds there is a Native American Dedication Garden along with the organic gardens of the culinary program.

## I. CAREER TECHNICAL EDUCATION – CULINARY

The Upper Valley Campus is home to the Napa Valley Cooking School. The program is a 10 month instructional program followed by a 500 hour externship. This is a CTE certificate program (not-for-credit) that prepares students for a professional culinary career. Enrollment is limited to 20 students annually.

## II. NON-CREDIT INSTRUCTION

### BASIC SKILLS

Through its non-credit program, the UVC provides instruction in English as a Second Language, High School credit recovery (Adelante and Upward Bound) and Vocational English as a Second Language. The program serves approximately 500 students annually.

### DISABLED ADULTS

Through its non-credit program, the UVC provides instruction to disabled adults at various sites throughout Napa County (Yountville Veterans' Home, Rosehaven Senior Care facility, and Crestwood Center). Classes provided include: Musical Journey, Creative Journey, Expressive Art and Expressive Movement.

UVC also collaborates with Napa Valley Support Services and PSI to provide instruction to disabled adults to prepare them for participation in the community.

The non-credit disabled adult program serves approximately 2100 students annually.



# Upper Valley Campus

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## WORKPLACE

Through its non-credit program, the UVC provides instruction to prepare students for the world of work. Classes are typically one semester in length, averaging about 54 hours of instruction. Topics include: Computer fundamentals and Winery and Hospitality Sales and Service.

Also offered through non-credit is a Nursing Skills lab (3-500 students annually) for students who are part of the HEOC program.

## III. COMMUNITY EDUCATION – LIFELONG LEARNING

The Upper Valley Campus offers a variety of classes for lifelong learners through its community education program. Types of classes offered include: Food Enthusiast, Art (painting, drawing, jewelry making, and mosaics), Health, Wellness and Dance Classes, along with Language (Danish and Spanish), Gardening, Trips and Tours and Creative Writing. Classes are fee-based and self-supporting. Community education serves approximately 2500 students annually.

## IV. NAPA VALLEY WRITERS' CONFERENCE

The Upper Valley Campus is also host to the Napa Valley Writers' Conference (NVWC). For the past 34 years, has held an annual summer conference for writers and poets led by a faculty of renowned poets and authors. The program is supported through donations, grants and participant fees.



# EXTERNAL ENVIRONMENTAL SCAN



# Effective Service Area

The map in Figure 1 defines three segments of Napa Valley College's service area. The three regions are based on driving time to Napa. The green portion of the map identifies areas within ten minutes of Napa. The boundaries of the green area roughly resemble the Napa city limits. The yellow portion of the map identifies residents that can reach Napa within 22 minutes. The yellow portion spans from Sonoma to Fairfield and from St. Helena to Vallejo. The purple region identifies residents that can reach Napa within 35 minutes.

The driving-time map reflects Napa Valley College's service area, as 47% of credit students enrolled in 2011-12 lived within a 10-minute drive of Napa (highlighted in green). An additional 39% of 2011-12 credit students (for a total of 86%) resided within a 22-minute drive from Napa (highlighted in yellow). A total of 96% of 2011-12 credit students resided within a 35-minute drive from Napa (highlighted in purple).

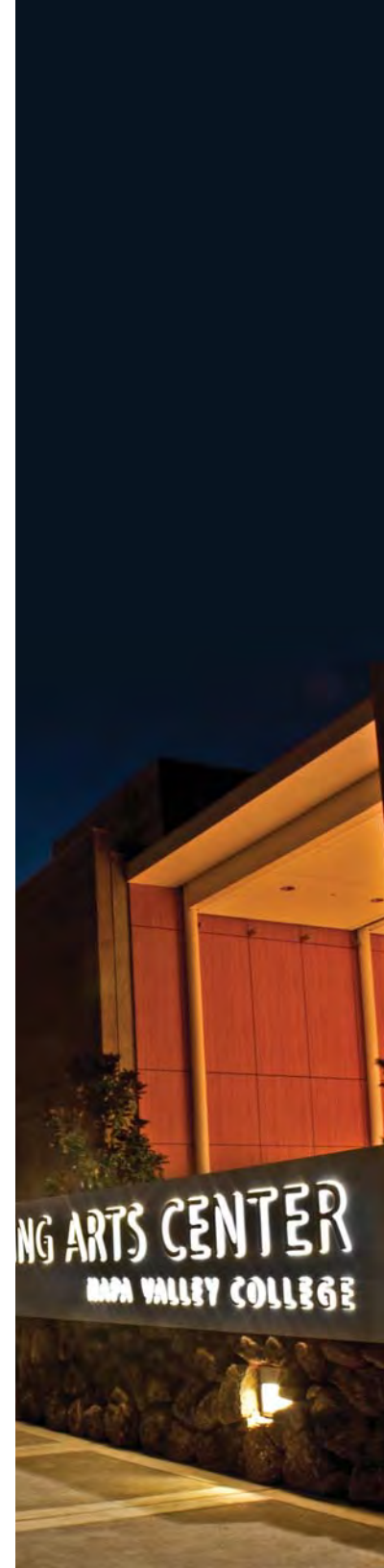
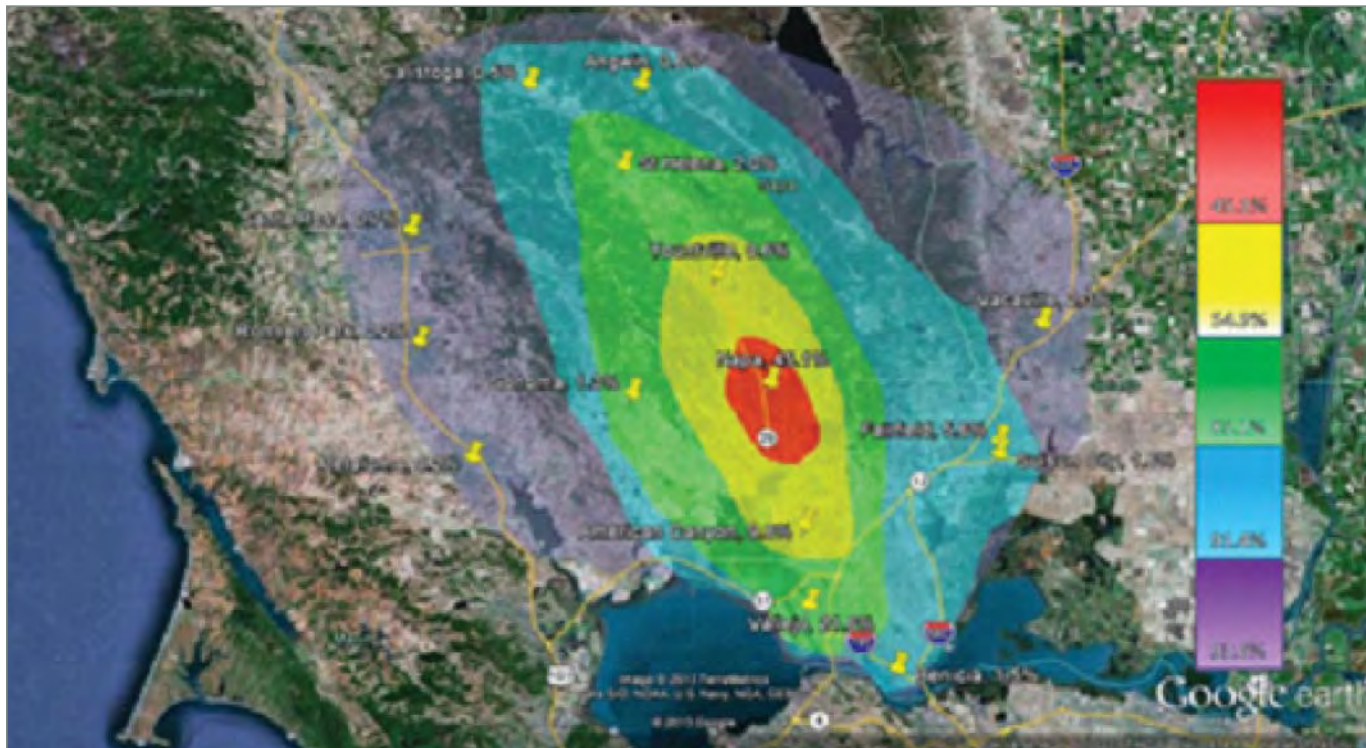
The map in Figure 2 provides more detail regarding Napa Valley College's service area, including the proportion of 2011-12 credit students that resided within the cities included on the service area map. Figure 2 identifies five geographic areas defining the college's primary service area. The concentric shapes in the graph are intended to approximate the shape of Napa County.



# Effective Service Area

As indicated by the map's legend, 45% of credit students in 2011-12 resided within the city limits of Napa (highlighted in red). [This figure reflects the number of students associated with the driving-time map presented above.] Expanding the north-south borders to include Yountville and American Canyon identifies an additional 10% of 2011-12 credit students, for a total of 55% (defined by the yellow region).

Further expansion of the borders to capture St. Helena and Vallejo results in an additional 30% of students (for a total of 85%, defined by the green region in the map). The final two regions - including additional parts of Napa, Solano, and Sonoma Counties - capture 8%, for a total of 94% of 2011-12 credit students.



# Effective Service Area

## COUNTY OF RESIDENCE AMONG STUDENTS

Over the past six academic years, 87% to 92% of Napa Valley College credit students have resided in Napa and Solano Counties, as reported in the table below. Over that period, the proportion of students residing in Napa County has decreased slightly, while the proportion of students residing in Solano County has increased by almost 6%.

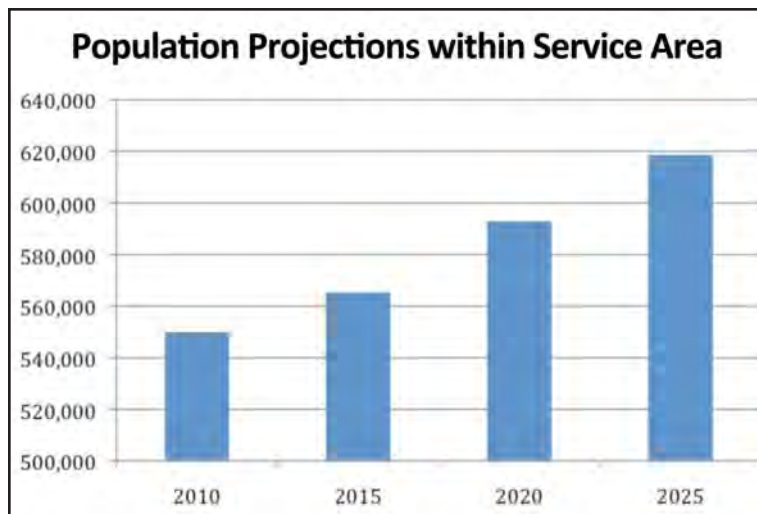
County of Residence among Credit Students

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Napa County	60.2%	61.6%	61.7%	62.1%	59.8%	59.3%
Solano County	26.5%	26.4%	26.9%	28.6%	30.1%	32.2%
Sonoma County	3.7%	3.4%	3.7%	3.2%	3.1%	2.8%
Other Bay Area Counties	3.7%	3.7%	3.4%	3.4%	3.7%	3.9%
Other California Counties	5.4%	4.6%	3.9%	2.2%	3.0%	1.7%
Counties Outside of California	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Unknown County	0.2%	0.2%	0.2%	0.3%	0.1%	< 0.1%

For the purpose of this external scan, Napa Valley College’s effective service area is identified as Napa and Solano Counties. Students residing in Napa County and the portions of Solano County highlighted in the driving-time map (Figure 1) accounted for 93% of Napa Valley College credit students in 2011-12. The cities of Napa County and the cities of Solano County identified in Figure 2 accounted for 91% of credit students in 2011-12. The two counties have accounted for at least 90% of the credit student population over the past three years. For these reasons, the descriptions of the surrounding service area (below) focus on the city of Napa, Napa County, and Solano County.

# Population Projections

Based on estimated population in 2010, the California Department of Finance has generated population projections through 2060. The projections spanning the timeline of this Educational Master Plan document are presented in the table. The projections in the table indicate that the population of the service area will increase by 3.0% in Napa County and 2.8% in Solano County between 2010 and 2015 (representing a combined 2.8% increase in the service area). Between 2015 and 2020, the growth rate will increase, to 3.4% and 5.4%, respectively (for a combined 4.9% increase in the population of the service area). Between 2020 and 2025, an additional 4.0% increase is projected for Napa County, along with an additional 4.5% increase for Solano County (resulting in a total 4.3% increase in the service area population). The projections reflect 15-year increases of 10.8% (Napa County), 13.1% (Solano County), and 12.5% (service area).



# Population Projections

## POPULATION CHANGES AMONG AGE GROUPS WITHIN SERVICE AREA

The population increases described above are not evenly distributed across age groups. The table below reports anticipated changes in the size of the population of age groups between 2010 and 2020. The age groups are defined by school levels, standard working years, and retirement age.

As the population ages, the largest increases in population are anticipated among the retiree categories. When the retiree categories are combined, Napa County anticipates a 33% increase in the size of the retiree population, while Solano County and California anticipate increases of 58% and 42%, respectively. The total population of retirees (defined as ages 65 and over) within the service area is expected to increase by 50% between 2010 and 2020.

The working age population (spanning ages 25 to 64) is expected to increase at a modest level within the Napa Valley College service area by 2020. The 3.3% increase in the size of this population within Napa and Solano Counties is lower than the 6.9% increase anticipated across the state.

Napa County anticipates a 9.5% increase in the size of the college-age population between 2010 and 2020. This rate of increase greatly exceeds the increases anticipated in Solano County and California (both less than 1%).

### Population Changes by Age Group, 2010 to 2020

	Napa County	Solano County	Napa & Solano Counties	California
Preschool Age (0-4 Years)	9.6%	0.7%	2.8%	7.6%
School Age (5-17 Years)	-4.5%	-3.1%	-3.4%	-0.2%
College Age (18-24 Years)	9.5%	0.9%	2.9%	0.1%
Working Age (25-64 Years)	1.6%	3.8%	3.3%	6.9%
Young Retirees (65-74 Years)	50.7%	77.7%	70.0%	57.8%
Mature Retirees (75-84 Years)	22.0%	33.3%	29.9%	24.6%
Seniors (85+ Years)	0.5%	31.6%	20.2%	19.4%

*Source: California Department of Finance, State & County Population Projections by Major Age Groups, 2010-2060 (By Decade)*

# Population Projections

## POPULATION CHANGES AMONG RACIAL/ETHNIC GROUPS WITHIN SERVICE AREA

For roughly half of the racial/ethnic groups, anticipated changes in the size of the population within Napa Valley College's service area reflect the changes anticipated at the state level between 2010 and 2020. The Asian population is expected to increase by approximately 12% within the service area and across the state. The Hispanic/Latino population is expected to increase by approximately 18% at both levels. The largest increase (a 28% increase) is expected among the population reporting more than one race, while the white population is expected to remain relatively stable at both levels.

The remaining racial groups will experience different rates of change at the service area level and the state level, with the rate of increase in California exceeding the rate of increase in Napa and Solano Counties. While the African American/Black population is expected to grow across the state, that population is expected to decrease slightly within Napa Valley College's service area. The American Indian population is expected to increase by almost 8% in California, while the population within Napa and Solano Counties is expected to increase by 3%. Similarly, the Pacific Islander population is expected to increase by almost 16% in California, versus 9% within the service area.

Population Changes by Racial/Ethnic Group, 2010 to 2020

	Napa County	Solano County	Napa & Solano Counties	California
African American/Black	5.5%	-1.1%	-0.8%	3.2%
American Indian	3.6%	2.2%	2.5%	7.6%
Asian	19.7%	10.8%	12.1%	12.5%
Hispanic/Latino	23.4%	15.9%	18.2%	17.9%
Pacific Islander	11.4%	8.3%	8.6%	15.5%
White	-5.3%	3.6%	0.8%	-1.0%
Multiple Races	19.0%	29.6%	28.3%	28.1%

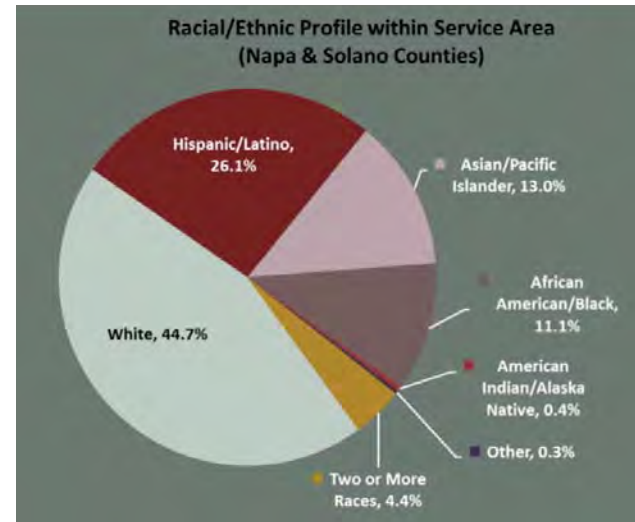
*Source: California Department of Finance, State & County Population Projections by Race/Ethnicity, 2010-2060 (By Decade)*



# Demographic Profile

## RACE/ETHNICITY

As of the 2010 Census, whites did not constitute a majority (as they claimed 45%) of the population within Napa Valley College’s service area, although they did claim majorities within the City of Napa and Napa County. Hispanics/Latinos claimed the second largest share of the population within the college’s service area, accounting for 26% of the population. Asians/Pacific Islanders claimed 13% and African Americans/Blacks claimed 11% of the population within the service area. All remaining groups, including those reporting two or more races, accounted for 5% of the population (when combined).



Race/Ethnicity	City of Napa	Napa County	Solano County	Napa & Solano Counties
White	57.2%	56.4%	40.8%	44.7%
Hispanic/Latino	37.6%	32.2%	24.0%	26.1%
Asian/Pacific Islander	2.3%	6.8%	15.1%	13.0%
African American/Black	0.5%	1.8%	14.2%	11.1%
American Indian/Alaska Native	0.4%	0.4%	0.5%	0.4%
Other	0.1%	0.2%	0.4%	0.3%
Two or More Races	1.9%	2.2%	5.1%	4.4%

*Source: Association of Bay Area Governments, Census 2010 Data*



# Demographic Profile

The racial/ethnic distribution among NVC students in 2011-12 tends to reflect the distribution within the service area. Whites constitute the largest racial group within both populations, but they do not claim a majority. Hispanics/Latinos are the second largest group within both populations, followed by Asians/Pacific Islanders/Filipinos, and African Americans/Blacks. Native Americans claim less than 1% of the population within the service area and at NVC. Students who do not share information about their racial/ethnic background claimed almost 6% of the NVC student population in 2011-2012.

	<b>Napa &amp; Solano Counties 2010</b>	<b>Napa Valley College 2011-2012</b>
White	44.7%	38.0%
Hispanic/Latino	26.1%	30.7%
Asian/Pacific Islander/Filipino	13.0%	14.6%
African American/Black	11.1%	7.1%
American Indian/Alaska Native	0.4%	0.5%
Other/Two or More Races/Unknown	4.7%	9.1%
<i>Sources: Association of Bay Area Governments, Census 2010 Data &amp; Program Evaluation &amp; Planning Data 2011-2012, based on MIS SX, ST, &amp; SD Files (Management Information Systems Student Enrollment, Student Term, &amp; Student Disabled Students Programs &amp; Services Files)</i>		

## AGE

The age distribution within NVC's service area is not uniform across the three regions defined by the City of Napa, Napa County, and Solano County. The age distributions among residents of the City of Napa and Solano County are similar, as people under 30 claim approximately 40%, people ages 30 to 49 claim 27%, and those 50 and over claim 32% of the population of the two regions. The age distribution within Napa County differs from the age distribution within Solano County and the City of Napa. Smaller proportions of Napa County residents fall into the four age categories under 50, and larger proportions fall into the 50 and above category. As a result, Napa County claims a higher median age than Solano County and the City of Napa.



# Demographic Profile

Age	City of Napa	Napa County	Solano County	Napa & Solano Counties
Under 20 Years	27.1%	25.8%	27.4%	27.0%
20 – 29 Years	13.1%	12.3%	13.9%	13.5%
30 – 39 Years	13.2%	12.3%	12.7%	12.6%
40 – 49 Years	14.2%	14.1%	14.5%	14.4%
50 Years & Over	32.4%	35.5%	31.5%	32.5%
Median Age	37.4	39.7	36.9	--
<i>Source: Census 2010, Profile of General Population &amp; Housing Characteristics (DP-1)</i>				

The age distribution within the service area differs from the age distribution among the NVC student population. Among the NVC credit-student population, there is a balance between the population shares claimed by students under 21, students between 21 and 29, and students 30 and over – with each group claiming approximately one-third of the NVC population. While the median age within Napa County is 40 and the median age in Solano County is 37, the median age among the NVC student population in 2011-12 was 23. The differences between the age distribution among the student population and the service area are appropriate, given the mission of the college.

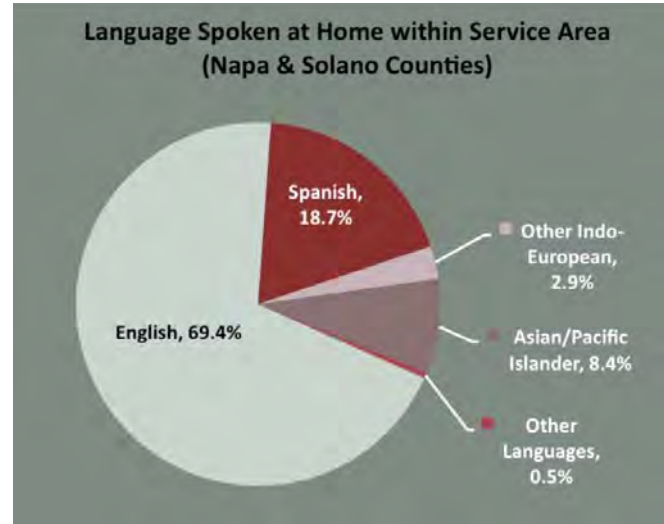
## Age Distribution

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
<b>Age</b>							
Under 21	29.4%	30.8%	32.3%	33.7%	32.8%	36.4%	32.6%
21 to 29 years	29.6%	29.3%	31.6%	32.4%	34.7%	35.8%	32.3%
30 to 39 years	16.2%	15.1%	14.4%	13.3%	13.3%	12.6%	14.2%
40 to 49 years	12.3%	12.0%	10.5%	9.8%	9.0%	7.0%	10.1%
50+ years	12.4%	12.7%	11.2%	10.8%	10.2%	8.2%	10.9%
<i>Source: Program Evaluation &amp; Planning Data, based on MIS SX, ST, &amp; SD Files (Management Information Systems Student Enrollment, Student Term, &amp; Student Disabled Students Programs &amp; Services Files)</i>							

# Demographic Profile

## PRIMARY LANGUAGE

Approximately 69% of the population five years and over in Napa and Solano Counties speak English at home. Spanish is the second most common language, as 19% of the population ages five and over reported speaking Spanish at home. Asian/Pacific Islander languages are spoken at home among 8% of the service area population.



## Language Spoken at Home Among Population 5 Years & Over

	City of Napa	Napa County	Solano County	Napa & Solano Counties
English	63.0%	65.9%	70.6%	69.4%
Spanish	33.3%	26.7%	16.1%	18.7%
Other Indo-European	2.1%	2.7%	3.0%	2.9%
Asian/Pacific Islander	1.4%	4.4%	9.7%	8.4%
Other Languages	0.1%	0.3%	0.6%	0.5%
Speak English Less Than "Very Well"	19.9%	16.5%	11.7%	12.9%

*Source: Selected Social Characteristics in the United States, 2007-2011 American Community Survey 5-Year Estimates*



# Educational Attainment

The table below reports educational attainment levels among three geographic parts of Napa Valley College’s service area (the City of Napa, Napa County, and Solano County), along with the service area as a whole. There are some differences between the three geographic areas within the service area. The population share claimed by people without a high school diploma is higher within the City of Napa than it is among the counties (compare 21.5% in Napa and 14.7% within the service area as a whole). While the population with a high school diploma or some college (no degree) accounts for 51.7% of the population of Solano County; this group claims 42.7% of the population of Napa County. The population share claimed by people with an Associate’s Degree is relatively stable across the three areas, ranging from approximately 9% to 10%. The population with a Bachelor’s Degree or higher accounts for 30.7% of the population of Napa County, compared to 24.2% of the population of Solano County.

## Educational Attainment Among Population 25 & Over Within Service Area

Level of Educational Attainment	City of Napa	Napa County	Solano County	Napa & Solano Counties
Less Than 9th Grade	13.8%	10.1%	6.2%	7.2%
9th to 12th Grade, No Diploma	7.7%	7.3%	7.5%	7.5%
High School Graduate (or Equivalent)	21.8%	20.3%	24.0%	23.1%
Some College, No Degree	21.5%	22.4%	27.7%	26.3%
Associate's Degree	9.0%	9.1%	10.4%	10.1%
Bachelor's Degree	17.6%	19.9%	17.0%	17.7%
Graduate or Professional Degree	8.7%	10.8%	7.2%	8.1%

*Source: Selected Social Characteristics in the United States, 2007-2011 American Community Survey 5-Year Estimates*

# Educational Attainment

Educational attainment within Napa Valley College’s service area exceeds the educational attainment at the state level in that the population share claimed by people with less than a high school diploma is smaller in Napa and Solano Counties than it is in California as a whole. The population shares claimed by people with educational attainment levels ranging from a high school diploma through an Associate’s Degree are higher in Napa and Solano Counties than they are in California. A larger proportion of California’s population holds a Bachelor’s Degree or higher than the proportion among the service area population. While 30% of the population ages 25 and over in California hold at least a Bachelor’s Degree, 25% of the population within the service area hold at least a Bachelor’s Degree.

Educational Attainment Among Population 25 & Over, Service Area Vs. California

Level of Educational Attainment	Napa & Solano Counties	California
Less Than High School Diploma	14.7%	19.2%
High School Graduate (or Equivalent)	23.1%	21.1%
Some College, No Degree	26.3%	21.8%
Associate's Degree	10.1%	7.7%
Bachelor's Degree or Higher	25.8%	30.2%

*Source: Selected Social Characteristics in the United States, 2007-2011  
American Community Survey 5-Year Estimates*



# Participation Rates

The participation rate measures the number of people that are enrolled at NVC relative to the number of people living in the service area. The participation rate is calculated based on the number of students enrolled that reside within a certain geographic area out of 1,000 residents of that geographic area. The overall participation rate within NVC's service area is 15 credit students for every 1,000 people within Napa and Solano Counties.

A comparison of the participation rates within the primary geographic regions of NVC's service area (City of Napa – Napa County – Solano County) shows how quickly the participation rate decreases as the distance from NVC increases. While 52.7 of every 1,000 people within the City of Napa attended NVC in 2011-2012, 38.5 of every 1,000 people within Napa County and only 7.2 of every 1,000 people within Solano County did so. A similar pattern emerges among the cities of Napa County. The City of Napa claims the highest participation rate (52.7), followed by American Canyon (45.1), St. Helena (30.4), and Yountville (16.9). NVC draws fewer than 10 credit students per 1,000 residents in Calistoga.

Although Calistoga, St. Helena, and Yountville do not claim high participation rates among the credit-student population, the claim significantly higher participation rates when the non-credit student population is included.

Geographic Area	Population (2010)	Credit Students (2011-2012)	Participation Rate(Per 1,000)
<b>Counties of Service Area:</b>			
Napa County	137,232	5,288	38.5
Solano County	413,391	2,976	7.2
Napa & Solano Counties	550,623	8,264	15.0
<b>Cities of Napa County:</b>			
American Canyon	19,628	886	45.1
Calistoga	5,170	41	7.9
Napa	77,208	4,067	52.7
St. Helena	5,829	177	30.4
Yountville	3,016	51	16.9

*Sources: Derived by NVC Office of Research, Planning & Institutional Effectiveness from U.S. Census data and MIS ST files (Management Information Systems Student Term Files), based on zip code.*

# Household Income

Approximately 37% of households within NVC's service area earn less than \$50,000 per year. One-third of households in the service area earn between \$50,000 and \$100,000, and 30% earn \$100,000 or more each year. There are some differences in the income distributions among households within Napa County and those within Solano County, as a larger proportion of households in Napa County report incomes at the extremes (tail ends) of the distribution than the proportion of households in Solano County doing so.

Household Income Level	Napa County	Solano County	Napa & Solano Counties
< \$24,999	17.0%	15.3%	15.7%
\$25,000 - \$49,999	21.5%	20.7%	20.9%
\$50,000 - \$99,999	30.3%	33.6%	32.7%
\$100,000 - \$149,999	16.6%	19.0%	18.4%
\$150,000 +	14.5%	11.5%	12.2%
<i>Source: ESRI Business Analyst</i>			

Median household income, average household income, and per capita income within Napa and Solano Counties exceed the corresponding income measures for California. The average household income and per capita income within Napa County are greater than the averages for Solano County. The median household income of Solano County exceeds the median within Napa County.

Income Statistics	Napa County	Solano County	California
Median Household Income	\$64,129	\$65,986	\$57,385
Average Household Income	\$86,609	\$83,050	\$79,842
Per Capita Income	\$32,365	\$29,322	\$27,699
<i>Source: ESRI Business Analyst</i>			



# Housing Affordability

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The Housing Affordability Index (HAI) measures the proportion of households within a given geographic region that can afford to purchase the median-priced home in the area. The table contains information on the median sale price of houses in March 2012, as well as the HAI in the first quarter of 2012 for Napa County, Solano County, the Bay Area, and California. The HAI reported for Napa County indicates that half of the households in Napa County had sufficient income to purchase a \$350,000 home in March 2012. As indicated by the data, the HAI tends to increase as the median sale price decreases. Within NVC's service area, housing is more affordable within Solano County than it is within Napa County.

	<b>Median Sale Price</b>	<b>Housing Affordability Index</b>
Napa County	\$351,470	50
Solano County	\$194,310	77
Bay Area	\$478,330	45
California	\$295,630	56

*Source: California Association of Realtors, Median Sale Price of Existing Single-Family Homes, March 2012 & Traditional Housing Affordability Index, 2012 Quarter 1*



# K-12 Enrollment & Projected Graduates

Between 2011-12 and 2019-20, K-12 enrollment within Napa County is expected to increase by 4.5%. K-12 enrollment within Solano County is expected to decrease by 9% across the same period. The combined effect is an overall 5.7% anticipated decrease in K-12 enrollment in NVC's service area over the next several years.

K-12 Enrollment Projections Through 2019-2020

Year	Napa County	Solano County	Napa & Solano Counties
2011-12	20,819	63,699	84,518
2012-13	21,025	63,008	84,033
2013-14	21,214	62,200	83,414
2014-15	21,398	61,487	82,885
2015-16	21,371	60,566	81,937
2016-17	21,349	59,767	81,116
2017-18	21,444	59,115	80,559
2018-19	21,576	58,481	80,057
2019-20	21,747	57,995	79,742

*Source: California Department of Finance, Demographic Research Unit, October 2011*

Trends in the projected number of high school graduates across the service area mirror the trends in K-12 enrollment. Between 2011-12 and 2019-20, the number of graduates within Napa County is expected to increase by 7.8% (from the low associated with 2011-12). Solano County is expected to experience the opposite trend, as the number of graduates is expected to decrease by 13.8% (from the high associated with 2011-12). Within the service area, the number of high school graduates is expected to decrease by 8.6% across the nine-year period.

Projected High School Graduates Through 2019-2020

Year	Napa County	Solano County	Napa & Solano Counties
2011-12	1,274	4,015	5,289
2012-13	1,285	3,960	5,245
2013-14	1,280	3,748	5,028
2014-15	1,332	3,653	4,985
2015-16	1,394	3,643	5,037
2016-17	1,335	3,557	4,892
2017-18	1,330	3,584	4,914
2018-19	1,335	3,504	4,839
2019-20	1,373	3,459	4,832

*Source: California Department of Finance, Demographic Research Unit, October 2011*





# EMPLOYMENT WITHIN NAPA COUNTY

# Major Employers

The 25 Napa County companies with the largest number of employees are reported in the table. The companies are arranged in order of size based on the classification range reported by the Employment Development Department. Within each range, the companies are reported in alphabetical order. More than half of the major employers of Napa County are affiliated with the education, health, hospitality, and wine industries.

Major Employers in Napa County

Employer Name	Location	Industry	Employer Size Class
County of Napa	Napa	Government-County	1,000 to 4,999
Napa State Hospital	Napa	Government-Psychiatric Hospital	1,000 to 4,999
Napa Valley Unified School District	Napa	Schools	1,000 to 4,999
Queen of the Valley Medical Center	Napa	Hospitals	1,000 to 4,999
St Helena Unified School District	Saint Helena	Schools	1,000 to 4,999
Calistoga Joint Unified School District	Calistoga	Schools	500 to 999
Napa Valley College	Napa	Schools-Universities & Colleges Academic	500 to 999
Pacific Union College	Angwin	Schools-Universities & Colleges Academic	500 to 999
Saint Helena Hospital	Saint Helena	Hospitals	500 to 999
Silverado Resort & Spa	Napa	Hotels & Motels	500 to 999
Treasury Wine Estates	Saint Helena	Wineries (Mfrs)	500 to 999
Veterans Home of California	Yountville	Government-Specialty Hosp Ex Psychiatric	500 to 999
City of Napa	Napa	Government-Local	250 to 499
Domaine Chandon Inc	Yountville	Wineries (Mfrs)	250 to 499
Marriott-Napa Valley	Napa	Hotels & Motels	250 to 499
Owens Corning	Napa	Cut Stone & Stone Products (Mfrs)	250 to 499
Sutter Home Winery	Saint Helena	Exporters (Whls)	250 to 499
Syar Industries Inc	Napa	Marketing Programs & Services	250 to 499
Trincherio Family Estates	Saint Helena	Wineries (Mfrs)	250 to 499
Universal Services of America	Napa	Security Guard & Patrol Service	250 to 499
Walmart Supercenter	American Canyon	Department Stores	250 to 499
Walmart Supercenter	Napa	Department Stores	250 to 499
Yolano Engineers Inc	Napa	Surveyors-Land	250 to 499
Robert Mondavi Winery	Oakville	Wineries (Mfrs)	250 to 499
Kaiser Permanente	Napa	Clinics	250 to 499

Source: Employment Development Department, State of California, extracted from America's Labor Market Information System (ALMIS) Employer Database, 2013 2nd Edition

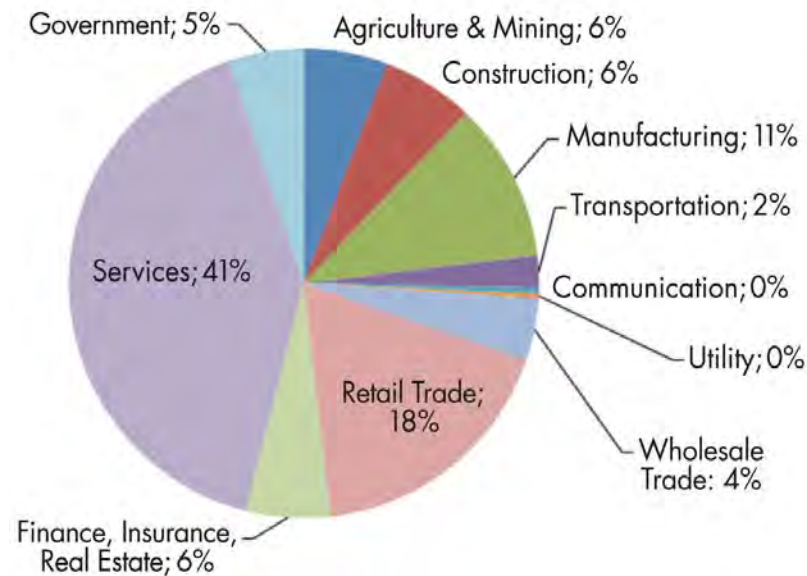


# Workforce Characteristics & Labor Market Trends

The services sector claims the largest proportion (41%) of employees within Napa County. The retail trade sector claims 18% of employees within Napa County, and manufacturing claims 11%. All other sectors claim a total of 30% of the workforce within Napa County.

The retail trade, manufacturing, and government sectors claim larger proportions of employees within Napa County than they do proportions of businesses within Napa County. The largest imbalance favoring the proportion of businesses occurs among the services industry (with a 5% differential).

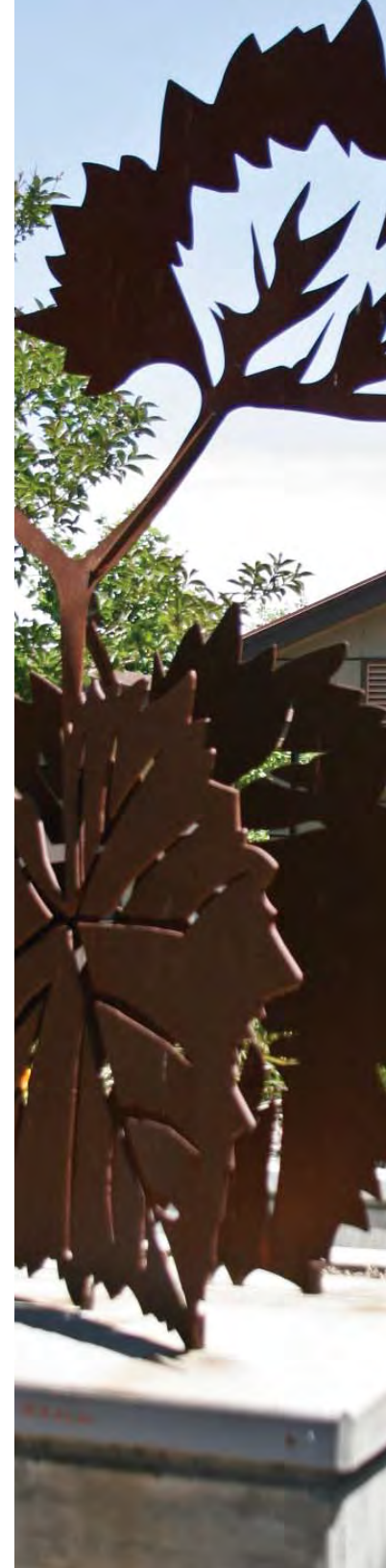
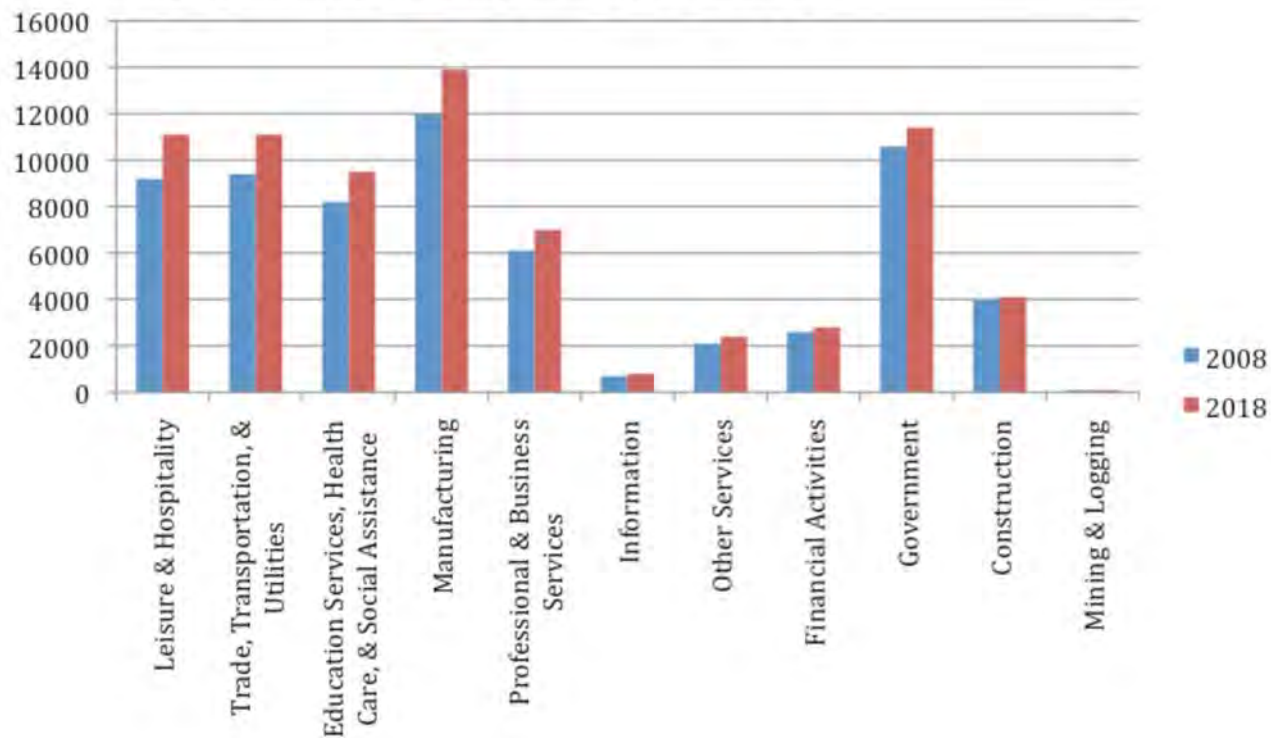
Proportion of Employees & Businesses Claimed by Industry Sectors within Napa County



# Workforce Characteristics & Labor Market Trends

Between 2008 and 2018, the number of employees in most industry sectors in Napa County is expected to increase. The only exception is the mining and logging sector, which is expected to remain stable. The industry sectors are reported in the table in descending order based on the percent increase in positions anticipated between 2008 and 2018. The three industry sectors with the highest proportion of anticipated growth are leisure and hospitality (21%), trade, transportation, and utilities (18%), and education services, health care, and social assistance (16%).

**Employment by Industry Sector, 2008-2018**



# High Demand & High Growth Jobs

The high-demand jobs identified in the table are those that have the highest number of job openings, on average, anticipated in Napa County between 2008 and 2018 and require an educational level ranging from a post-secondary vocational degree to a Bachelor's degree or higher, along with some work experience. [High-demand jobs requiring less than a vocational degree and more than a Bachelor's degree with work experience are not included in the table.] The occupations included in the table have at least 10 openings projected for each year through 2018.

High-Demand Jobs Requiring Higher Education in Napa County

Standard Occupational Classification (SOC)	Occupation Title	Median Annual Income	Average Annual Job Openings	Required Education/Training
25-2021	Elementary School Teachers, Except Special Education	\$72,929	47	Bachelor's Degree
29-1111	Registered Nurses	\$83,985	44	Associate Degree
11-1021	General & Operations Managers	\$115,782	41	Bachelor's Degree or Higher & Some Work Experience
31-9011	Massage Therapists	\$33,287	26	Post-Secondary Vocational Education
25-2022	Middle School Teachers, Except Special & Vocational Education	\$77,242	21	Bachelor's Degree
25-2031	Secondary School Teachers, Except Special & Vocational Education	\$76,981	18	Bachelor's Degree
13-2011	Accountants & Auditors	\$71,429	15	Bachelor's Degree
11-2022	Sales Managers	\$106,045	14	Bachelor's Degree or Higher & Some Work Experience
29-2061	Licensed Practical & Licensed Vocational Nurses	\$50,309	12	Post-Secondary Vocational Education
49-3023	Automotive Service Technicians & Mechanics	\$49,836	11	Post-Secondary Vocational Education
43-6013	Medical Secretaries	\$39,457	10	Post-Secondary Vocational Education

Source: Employment Development Department, State of California

The fastest growing occupations in Napa County requiring a post-secondary vocational education through a Bachelor's degree plus work experience are identified below. These occupations are deemed to have the highest projected growth based on the projected increases in the average employment levels between 2008 and 2018.

# High Demand & High Growth Jobs

The overlap between the fastest growing occupations and those with high demand for Napa County centers around the education, healthcare, and business-related industries. Within the education sector, elementary and middle school teachers appear on both lists for Napa County. Within the healthcare sector, registered nurses and licensed vocational nurses (healthcare practitioners) as well as massage therapists (healthcare support) appear on both lists. Within the business-related sectors, accountants and auditors (business and financial operations) and sales managers (management) appear on both lists. These seven occupations are expected to grow by 18.7% between 2008 and 2018 and are anticipated to account for a total average of 179 openings per year (between new jobs and replacement needs).

Standard Occupational Classification (SOC)	Occupation Title	Median Annual Income	Percent Change (2008-2018)	Required Education/Training
29-1111	Registered Nurses	\$83,985	23.4%	Associate Degree
11-2022	Sales Managers	\$106,045	23.3%	Bachelor's Degree or Higher & Some Work Experience
31-9011	Massage Therapists	\$33,287	21.9%	Post-Secondary Vocational Education
39-9031	Fitness Trainers & Aerobics Instructors	\$40,628	21.1%	Post-Secondary Vocational Education
41-3021	Insurance Sales Agents	\$60,224	18.8%	Associate Degree
13-1111	Management Analysts	\$73,346	17.4%	Bachelor's Degree or Higher & Some Work Experience
11-3011	Administrative Services Managers	\$58,796	16.7%	Bachelor's Degree or Higher & Some Work Experience
27-3031	Public Relations Specialists	\$43,343	16.7%	Bachelor's Degree
13-2011	Accountants & Auditors	\$71,429	15.6%	Bachelor's Degree
13-1051	Cost Estimators	\$74,568	15.4%	Bachelor's Degree
29-2061	Licensed Practical & Licensed Vocational Nurses	\$50,309	15.4%	Post-Secondary Vocational Education
25-2021	Elementary School Teachers, Except Special Education	\$72,929	15.3%	Bachelor's Degree
25-2022	Middle School Teachers, Except Special & Vocational Education	\$77,242	14.5%	Bachelor's Degree

Source: Employment Development Department, State of California

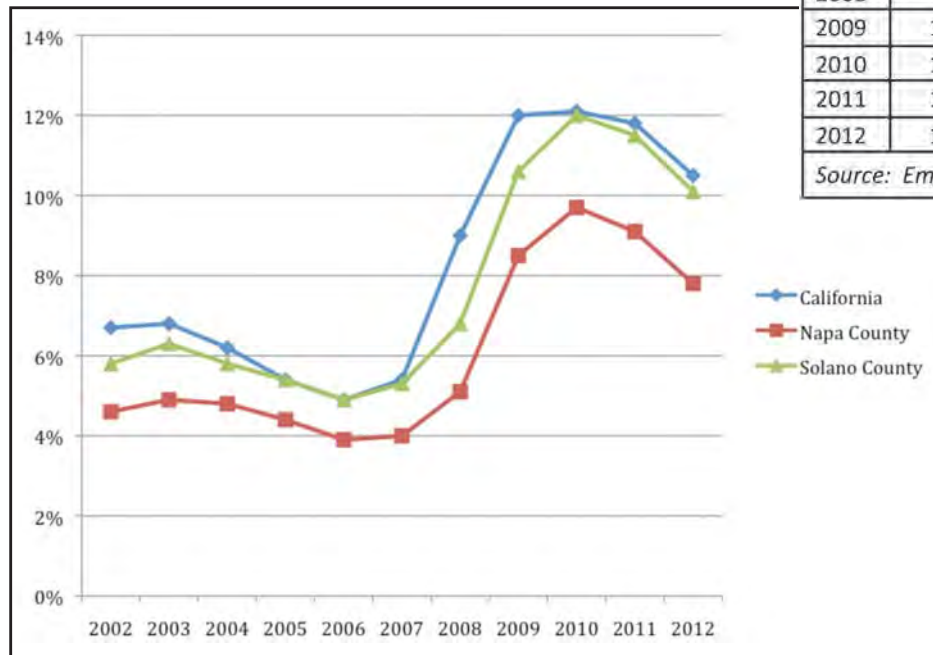


# Unemployment

The unemployment rate in Solano County tends to reflect the rate across California, while the unemployment rate in Napa County has consistently been 1% to 4% lower than the rate across the state. The unemployment rates claimed by the three geographic areas tend to move together, as they decreased between 2003 and 2006, increased from 2006 to 2010, and have decreased since 2010.

Year	California	Napa County	Solano County
2002	6.7%	4.6%	5.8%
2003	6.8%	4.9%	6.3%
2004	6.2%	4.8%	5.8%
2005	5.4%	4.4%	5.4%
2006	4.9%	3.9%	4.9%
2007	5.4%	4.0%	5.3%
2008	9.0%	5.1%	6.8%
2009	12.0%	8.5%	10.6%
2010	12.1%	9.7%	12.0%
2011	11.8%	9.1%	11.5%
2012	10.5%	7.8%	10.1%

Source: Employment Development Department



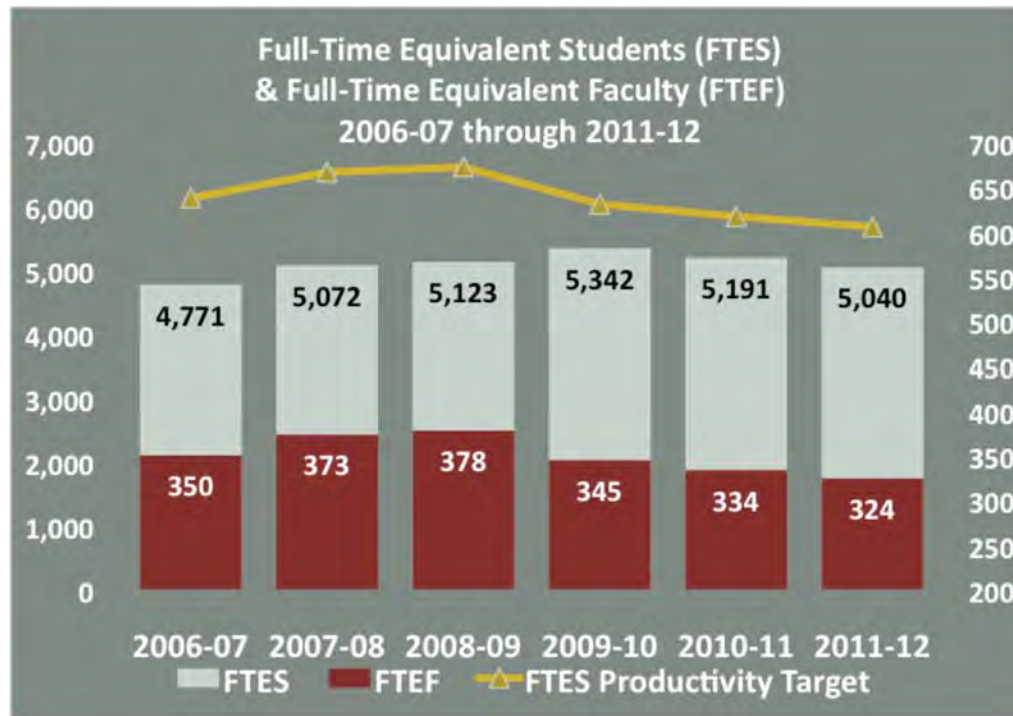


# INTERNAL ENVIRONMENTAL SCAN



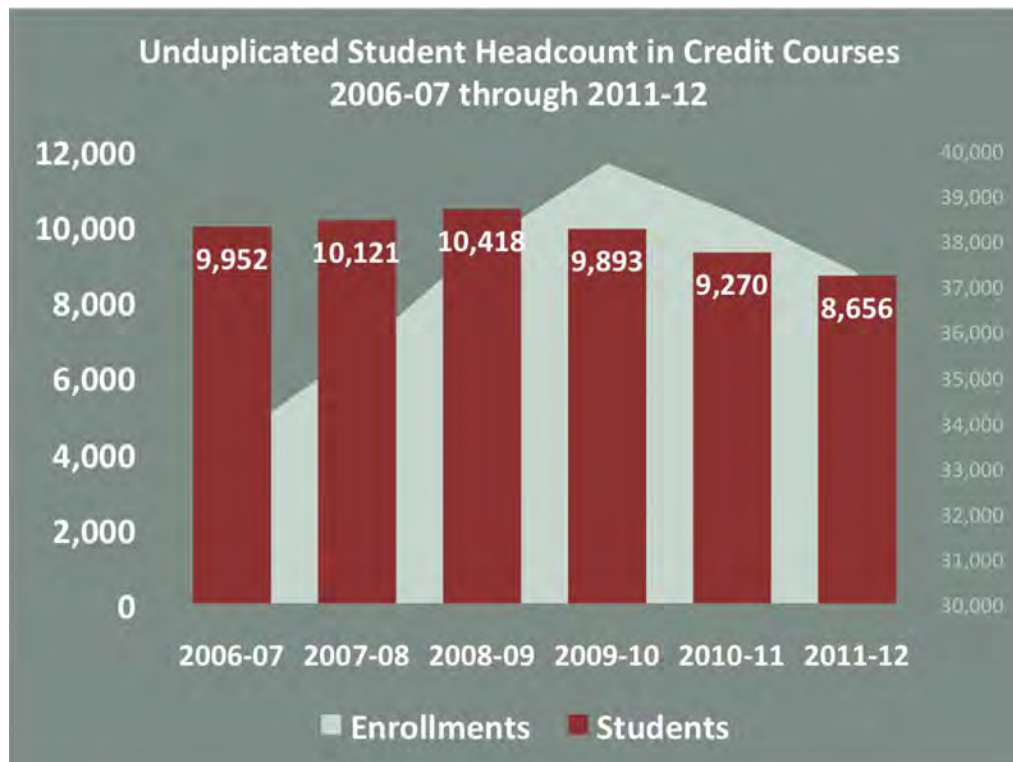
# Full-Time Equivalent Students & Full-Time Equivalent Faculty

The number of full-time equivalent faculty (FTEF) has decreased over the past six years, while the number of full-time equivalent students (FTES) has increased. These two trends have resulted in an increased productivity level (calculated as FTES/FTEF). Productivity has averaged 15.5 in the last three years, an increase over the 13.6 level claimed in the previous three years. The line imposed on the graph represents the number of FTES needed to reach a productivity ratio of 17.5, the target identified by the California Community Colleges Chancellor's Office.



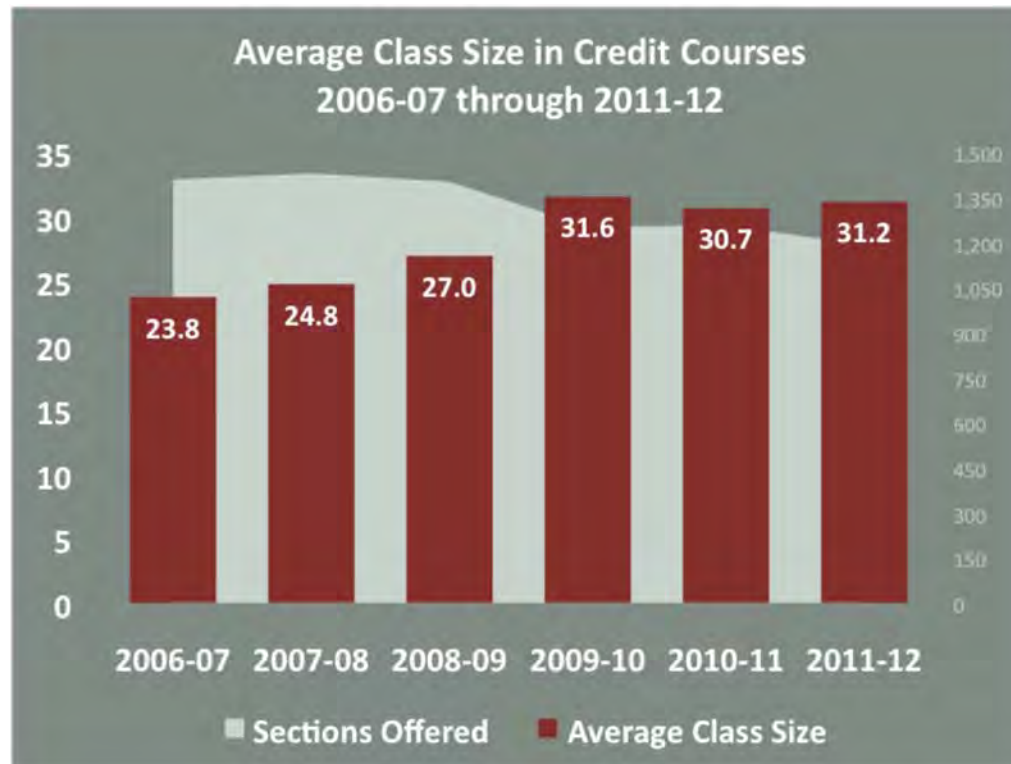
# Enrollment & Headcount

Napa Valley College has enrolled an average of 9,718 students per academic year over the last six years. The maximum headcount (representing individual students) occurred in 2008-09 when 10,418 students enrolled in credit courses. The highest enrollment across credit courses occurred the following year. Between 2006-07 and 2008-09, students enrolled in an average of 3.5 classes per academic year. Since 2009-10, students have enrolled in 4.2 classes, on average. While credit-student headcount has decreased by 12.5% over the last three years, enrollments have decreased by less than half that amount (6.1%). These trends indicate that even though fewer students are enrolling at NVC, the students that do enroll carry heavier course loads than they did in the past, and the course sections that are offered are filling at a higher rate.



# Average Class Size & Number Of Sections

Between 2006-07 and 2008-09, average class size ranged from 24 to 27 students per section. Since 2009-10, the average class size has fluctuated around 31 students per section. Even though the number of section offerings has decreased in recent years, classes are filling at higher rates.



# Projections at Institutional Level

The projections reported in the table were identified based on a model developed by NVC's Office of Research, Planning & Institutional Effectiveness, using academic year 2011-12 as the baseline. The program-level projections included on the pages designated for individual instructional programs are also derived from the model. The model is described in more detail in the Appendix of this plan.

## EXPLANATION OF TERMS INCLUDED IN PROJECTIONS TABLE:

- o Sections: The number of course sections.
- o WSCH (Weekly Student Contact Hours): The number of hours students spend in class each week. For an individual course, WSCH is calculated as the number of students enrolled in the class multiplied by the number of hours the class meets each week.
- o FTES (Full-Time Equivalent Students): A standardized measure to evaluate student enrollment relative to a full-time course load. FTES is used to measure student attendance patterns. One full-time equivalent student equates to one student taking 15 hours over one academic year.
- o FTEF (Full-Time Equivalent Faculty): A standardized measure to evaluate faculty workload relative to a full-time workload. FTEF is used to measure the proportion of a full-time faculty assignment that is covered by individual (or groups of) faculty members.

Institution Projections			
	2011 - 2012	2017- 2018	2022 - 2023
Sections	1226	1280	1418
WSCH	151191.0	161443.2	178929.4
FTES	5039.7	5381.4	5964.3
FTEF	324.2	333.6	369.7
Sources: Program Evaluation & Planning data (based on MIS Student Enrollment (SX) files) and WSCH/FTEF Ratio Report (available through XWFR Function in Datatel) for 2011-2012; projections derived by NVC's Office of Research, Planning & Institutional Effectiveness.			



# Projections at Institutional Level

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The figures in the table describe a period of growth (albeit slow growth) for the next five years, spanning 2013-2014 through 2017-2018. Between 2011-2012 and 2017-2018, the student- and enrollment-related measures are expected to increase by 6.8%. To accommodate these increases, 4.4% more sections will be offered in 2017-2018 (vs. the baseline year). FTEF is expected to increase by 2.9% over the same period.

Napa Valley College is expected to grow at an increasing rate between 2017-2018 and 2022-2023. Within that five-year period, the projections indicate 10.8% growth for all four measures. The model projects an 18.3% increase in WSCH and FTES by 2022-2023 (vs. 2011-2012), a 15.6% increase in section offerings, and a 14.0% increase in FTEF. The projected FTES increase of 18.3% over the next ten years aligns with the recent history of the college during the period of reduction when FTES decreased by 5.7% between 2009-2010 and 2011-2012.

# DESCRIPTION OF STUDENT POPULATION



# Demographics Based on Headcount

Over the past six years, the diversity among the credit-student population has increased. In 2006-07, non-white students accounted for 43.5% of the student population. By 2011-12, this proportion increased to 56.5%. Whites claim the largest population share, and Hispanics/Latinos claim the second largest population share. Over the six-year period reported, the population share of whites has decreased (by 8.9%), while the population share of Hispanics/Latinos has increased (by 9.5%).

## Racial/Ethnic Distribution

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
<b>Race/Ethnicity</b>							
African American/Black	5.7%	5.7%	6.4%	5.0%	6.1%	7.1%	6.0%
Asian/Pacific Islander	4.3%	4.1%	3.7%	3.3%	3.9%	4.0%	3.9%
Filipino	10.4%	10.5%	10.3%	8.3%	9.6%	10.6%	9.9%
Hispanic/Latino	21.2%	21.6%	22.7%	19.4%	27.0%	30.7%	23.8%
Native American	0.8%	0.9%	1.0%	0.6%	0.6%	0.5%	0.7%
Multiple Race/Other	1.1%	1.1%	1.3%	—	1.9%	3.6%	1.5%
White	46.9%	46.3%	44.8%	35.6%	39.7%	38.0%	41.9%
Unknown	9.7%	9.7%	9.8%	27.7%	11.2%	5.5%	12.3%

*Source: Program Evaluation & Planning Data, based on MIS SX, ST, & SD Files (Management Information Systems Student Enrollment, Student Term, & Student Disabled Students Programs & Services Files)*

Students with disabilities reported have claimed 4%-6% of the credit-student population over the past six years. The most common disabilities reported by students include learning disabilities and physical disabilities (mobility impaired). Learning disabilities were claimed by an average of 46% of students who identified a primary disability over the past six years.

## Disability Status

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
<b>Disability Status</b>							
Disabled	5.6%	5.3%	4.9%	4.4%	4.2%	5.5%	5.0%
Not Disabled	94.4%	94.7%	95.1%	95.6%	95.8%	94.5%	95.0%

*Source: Program Evaluation & Planning Data, based on MIS SX, ST, & SD Files (Management Information Systems Student Enrollment, Student Term, & Student Disabled Students Programs & Services Files)*



# Demographics Based on Headcount

The majority of credit students are female. The gender distribution has been relatively stable over the past six years, with females claiming approximately 55%-56% and males claiming approximately 43%-45% of the credit-student population.

## Gender Distribution

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
<b>Gender</b>							
Female	55.9%	55.9%	54.8%	55.7%	55.4%	54.9%	55.5%
Male	42.5%	42.7%	43.8%	43.2%	43.6%	44.7%	43.4%
Unknown	1.6%	1.4%	1.4%	1.1%	1.0%	0.3%	1.1%
<i>Source: Program Evaluation &amp; Planning Data, based on MIS SX, ST, &amp; SD Files (Management Information Systems Student Enrollment, Student Term, &amp; Student Disabled Students Programs &amp; Services Files)</i>							

The majority of credit students are under 30 years old. The two youngest age groups (students under 21 and students ages 21 to 29) claim roughly equal proportions of the credit-student population. Over the past six years, the population share claimed by those two groups has increased, while the share claimed by students 30 years and older has steadily decreased.

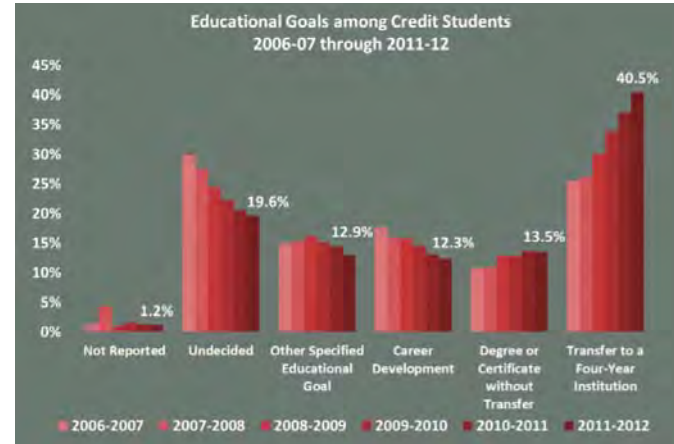
## Age Distribution

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
<b>Age</b>							
Under 21	29.4%	30.8%	32.3%	33.7%	32.8%	36.4%	32.6%
21 to 29 years	29.6%	29.3%	31.6%	32.4%	34.7%	35.8%	32.3%
30 to 39 years	16.2%	15.1%	14.4%	13.3%	13.3%	12.6%	14.2%
40 to 49 years	12.3%	12.0%	10.5%	9.8%	9.0%	7.0%	10.1%
50+ years	12.4%	12.7%	11.2%	10.8%	10.2%	8.2%	10.9%
<i>Source: Program Evaluation &amp; Planning Data, based on MIS SX, ST, &amp; SD Files (Management Information Systems Student Enrollment, Student Term, &amp; Student Disabled Students Programs &amp; Services Files)</i>							



# Educational Goals

As the credit-student population has changed in recent years, so too has the distribution of educational goals among those students. While 26% of students identified transfer as their educational goal in 2006-07, that proportion exceeded 40% by 2011-12. The proportion of students seeking two-year degrees or certificates also increased across the six-year period, although at a lower rate. In 2011-12, almost 80% of credit students had defined educational goals (vs. 70% in 2006-07).

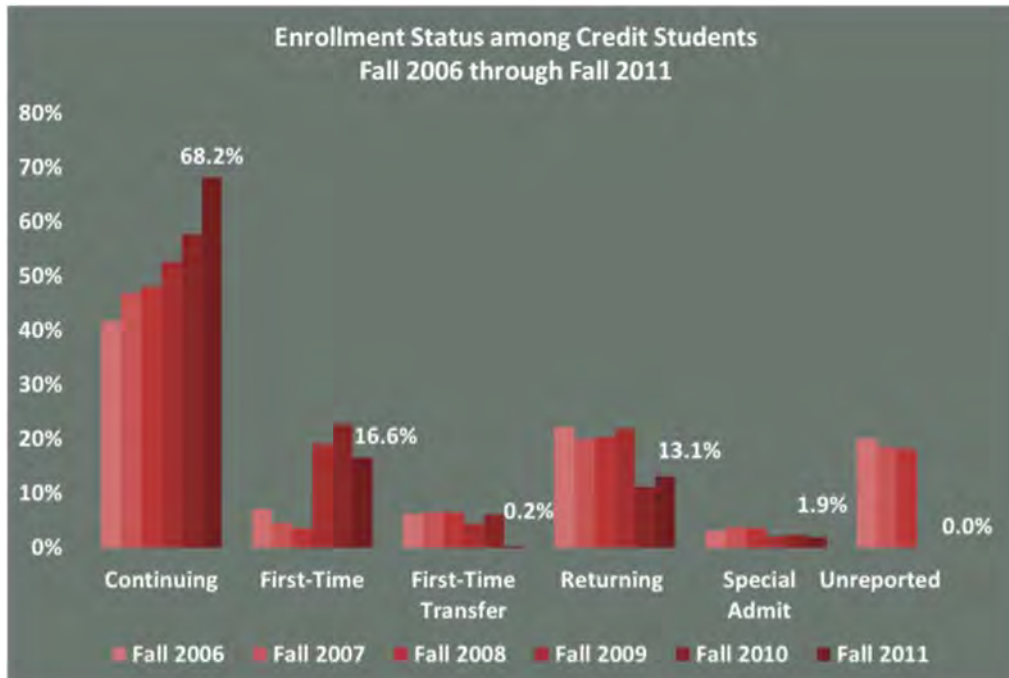


EDUCATIONAL GOAL	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Transfer to a Four-Year Institution	25.5%	26.1%	30.0%	33.9%	37.0%	40.5%
Earn a Two-Year Degree or Certificate (Without Transfer)	10.7%	10.9%	12.8%	12.8%	13.6%	13.5%
Career Development	17.6%	15.8%	15.7%	14.4%	13.1%	12.3%
Other Specified Educational Goal	15.0%	15.2%	16.1%	15.1%	14.5%	12.9%
Unknown Goal						
Undecided	29.9%	27.5%	24.4%	22.2%	20.5%	19.6%
Not Reported	1.4%	4.4%	1.0%	1.6%	1.3%	1.2%

Sources: Napa Valley College MIS SX & ST Files (Management Information Systems Student Enrollment & Student Term Files)

# Enrollment Status

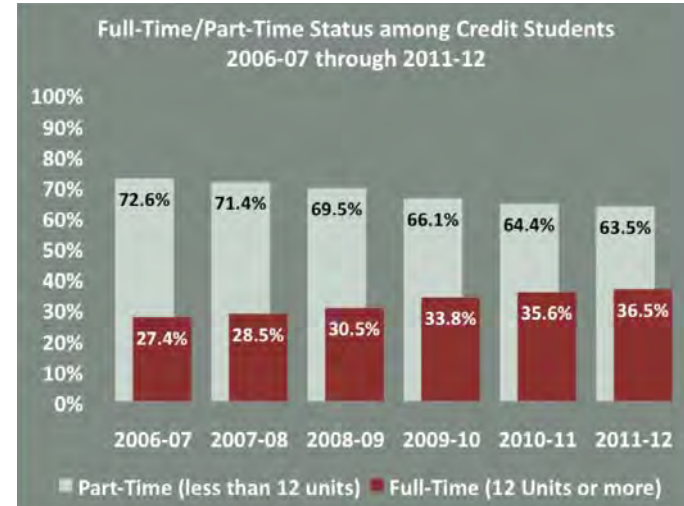
Across the six-year period reported, the population shares claimed by continuing students and first-time students have increased. In 2011, continuing students and first time students accounted for almost 85% of the credit-student population.



# Unit Load

As the number of students has decreased in recent years, so too has the proportion of full-time students within the student population. While 27.4% of students were enrolled in at least 12 units (carrying a full-time unit load) in 2006-07, 36.5% were carrying a full-time load in 2011-12. Over the same period, the average and median unit loads were steadily increasing. The increases in these measures were driven by an increasing unit load among part-time students.

<sup>A</sup>The unit of analysis in this table is student-term. If a student enrolled in one semester over the academic year, that student was counted one time – as either a full-time student or a part-time student, depending on his/her unit load. If a student enrolled in both semesters, he/she was counted twice – as either a full-time student one semester and a part-time student the other semester or a student with the same enrollment status across both semesters, depending on his/her unit load. Due to the differing unit of analysis, the number of observations reported in this table differs from headcount and enrollment figures reported elsewhere, and the number of cases reported here falls between the annual headcount and annual enrollment figures.

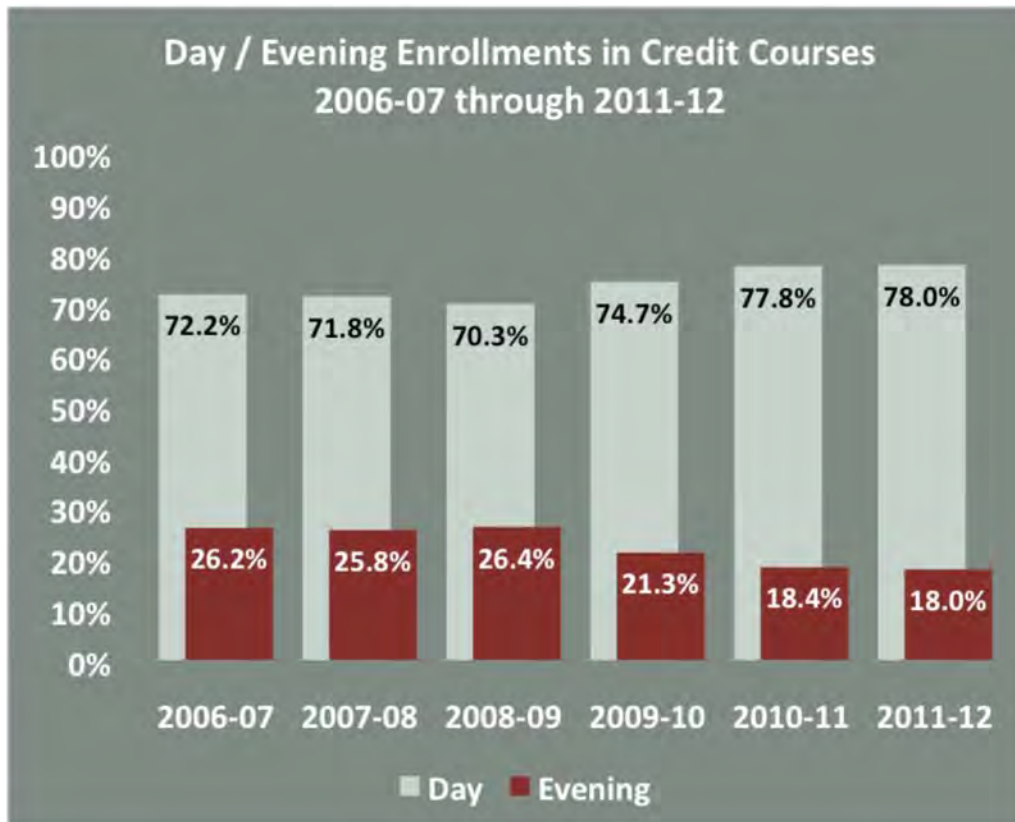


	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of Student-Term Observations <sup>A</sup>	14,053	14,447	14,855	14,795	13,991	13,361
<b>UNIT LOAD</b>						
0.5 to 2.5 units	16.7%	17.2%	14.1%	11.0%	10.2%	7.0%
3.0 to 5.5 units	29.8%	27.7%	26.8%	25.5%	22.8%	23.2%
6.0 to 8.5 units	13.5%	14.0%	14.8%	15.4%	15.6%	16.3%
9.0 to 11.5 units	12.6%	12.5%	13.8%	14.2%	15.8%	17.1%
12.0 to 14.5 units	16.7%	17.7%	19.4%	21.7%	23.2%	23.6%
15.0 units or more	10.7%	10.8%	11.1%	12.1%	12.4%	12.9%
<b>FULL-TIME/PART-TIME STATUS</b>						
Full-Time	27.4%	28.5%	30.5%	33.8%	35.6%	36.5%
Part-Time	72.6%	71.4%	69.5%	66.1%	64.4%	63.5%
<b>AVERAGE UNIT LOAD</b>	7.52	7.69	8.03	8.50	8.76	9.14
<b>MEDIAN UNIT LOAD</b>	6.0	6.0	7.0	8.0	9.0	9.0

Source: MIS SX Files (Management Information Systems Student Enrollment Files)

# Day/Evening Enrollment

Classes offered during the day accounted for almost 75% of enrollments across the past six years. As course sections have been reduced over the last three years, daytime course offerings were prioritized over evening offerings based on student need. The impact of that approach is reflected in the data, as the proportion of enrollments claimed by evening classes decreased from an average of 26.1% between 2006-07 and 2008-09 to an average of 19.2% between 2009-10 and 2011-12.



# Placement Test Results

Transfers among all four transfer systems (California State University (CSU), University of California (UC), in-state private (ISP), and out-of-state (OOS)) have increased in recent years. Between 2005-06 and 2011-12, transfers to CSUs and UCs increased by 14% and 60%, respectively. Between 2005-06 and 2009-10, transfers to ISPs and OOSs increased by 58% and 63%, respectively. Transfer figures for in-state private and out-of-state institutions are not yet available for 2010-11 and 2011-12. For the two most recent years, the total number of transfers to CSU and UC institutions exceeded transfers to those institutions in the previous five years.

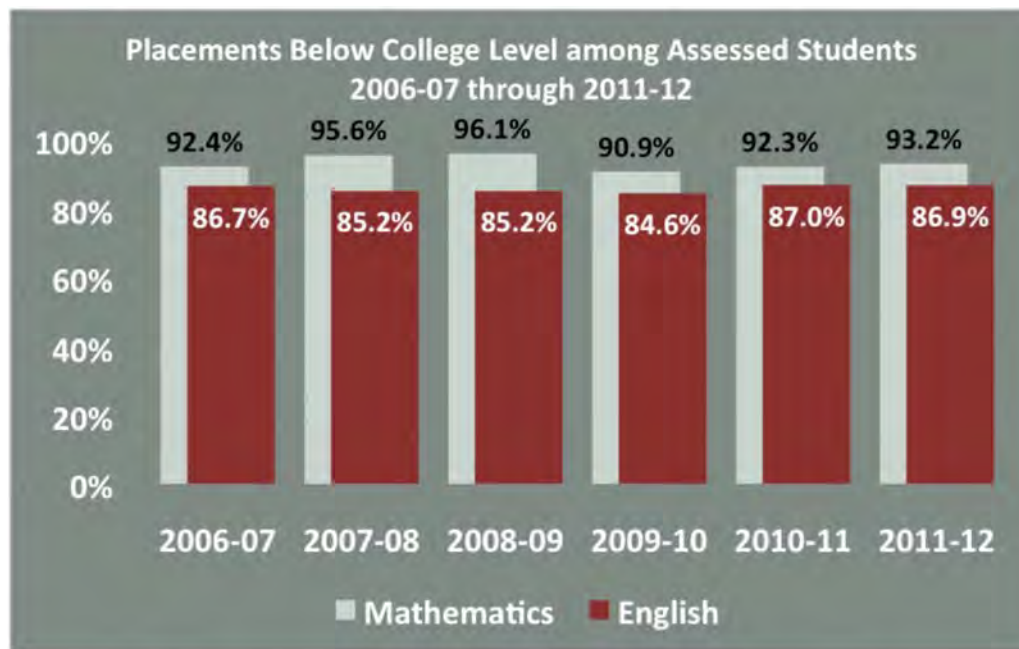


Transfer System	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
California State University	202	210	222	198	155	219	230
University of California	63	81	58	59	74	93	101
In-State Private	74	89	115	88	117	--	--
Out-of-State	57	61	70	71	93	--	--
TOTAL	396	441	465	416	439	312	331

Sources: California Postsecondary Education Commission (CPEC) for CSU & UC through 2009-2010, California Community College (CCC) Transfers to the CSU System (Report) & CCC to UC Transfer by Campus (Report) for CSU & UC since 2010-2011, Community College Transfers to In-State Privates & Out of State Institutions (Report) for all other institutions. Reports posted on California Community College Chancellor's Office website.

# Placement Test Results

Over the past six years, more than 90% of students who took the math placement test scored below the college level. Over the same period, the percent of students who scored below the college level on the English placement test ranged from 85% to 87%. These figures have been relatively constant over the past six years, despite changes in the student population.



# Enrollments in Basic Skills

Over the past six years, basic skills courses have accounted for approximately 12% of the total credit enrollments. Mathematics consistently claims the largest number of basic skills enrollments (claiming an average of 6% of enrollments across the period), followed by English (which claims an average of 3%).

Percent of Enrollments Claimed by Basic Skills Courses

Discipline	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	6-Year Average
English	3.5%	3.5%	3.1%	3.0%	3.0%	3.0%	3.2%
English as a Second Language	1.6%	1.6%	1.4%	1.1%	0.9%	0.8%	1.2%
Learning Services	1.8%	1.5%	1.6%	1.4%	1.2%	1.3%	1.5%
Mathematics	5.6%	6.1%	6.0%	6.1%	6.5%	6.8%	6.2%
Total	12.5%	12.7%	12.0%	11.6%	11.6%	12.0%	12.1%
Source: Program Evaluation & Planning (PEP) Data, Derived from Management Information Systems (MIS) Submissions to California Community Colleges Chancellor's Office							

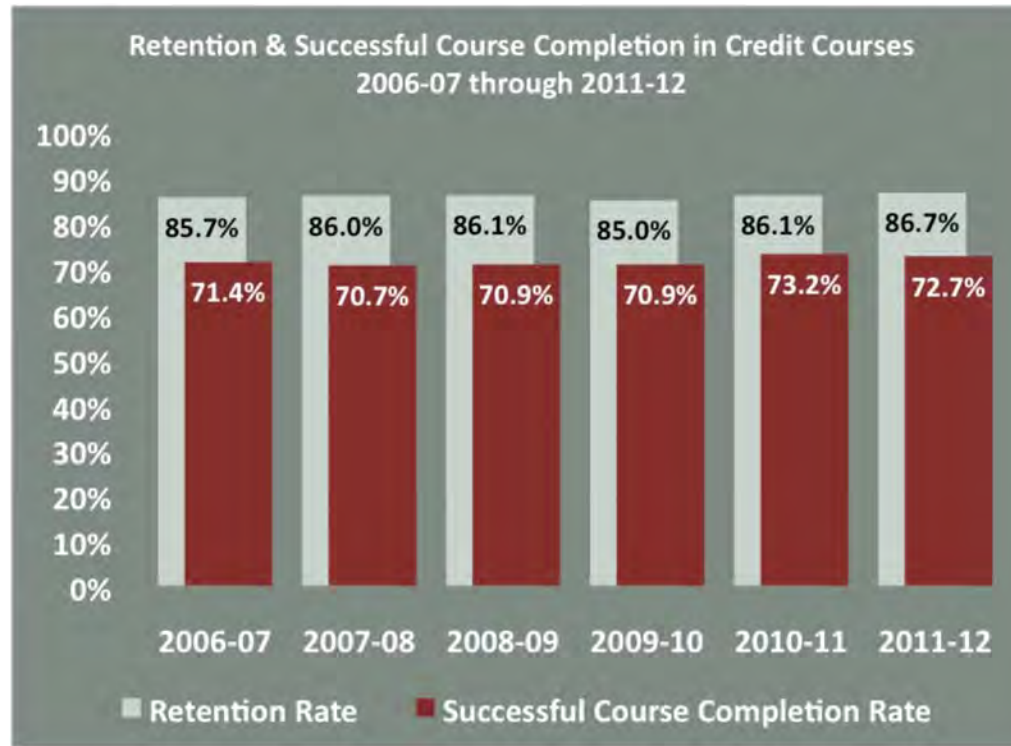


# STUDENT ACHIEVEMENT DATA



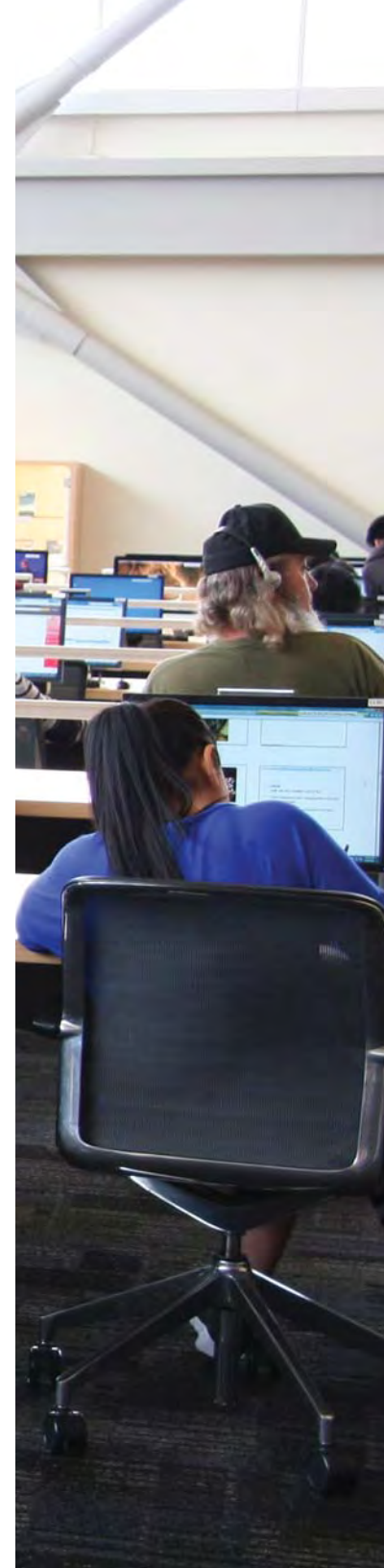
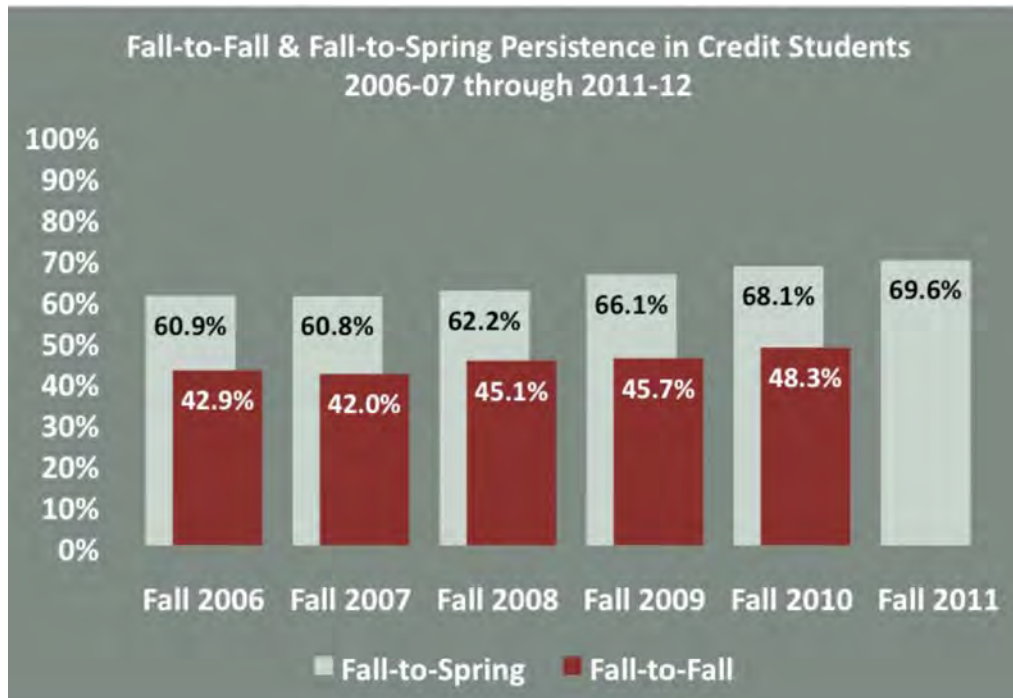
# Retention & Successful Course Completion Rates

Approximately 86% of students that are enrolled as of Census Day remain in their courses through the end of the semester (i.e., are retained in their courses, without withdrawing during the course of the semester). Over the past six years, the successful course completion rate has ranged from 71% to 73% -- indicating that more than 70% of students receive grades of A, B, C, or Credit/Pass. The difference between these two rates (a difference of 14.3%, on average across the six-year period) captures the rate of unsuccessful grades (including D, F, Incomplete, No Credit/No Pass, and Withdraw) among students. There has been a slight upward trend in both measure across the last six years.



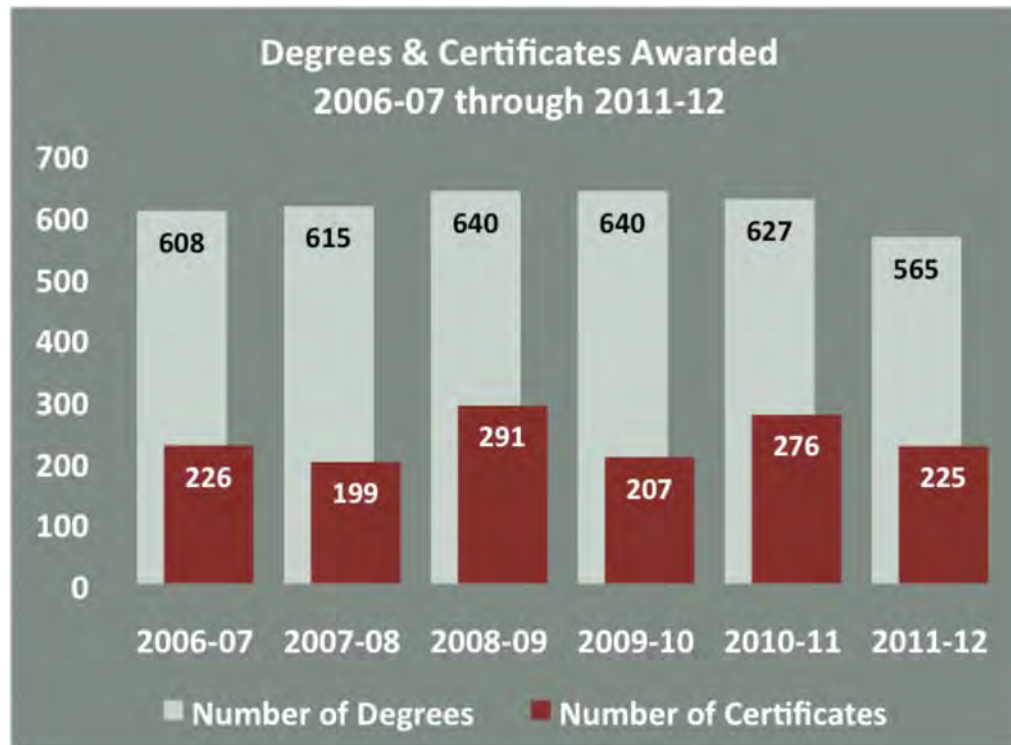
# Persistence Rate

The persistence rate measures students' enrollment across academic terms in pursuit of their educational goals. The persistence rate within academic years (i.e., fall-to-spring persistence) exceeds persistence across academic years (i.e., fall-to-fall persistence). Fall-to-spring persistence averaged 64.6% over the past six years, and fall-to-spring persistence averaged 44.8% over the past five years.



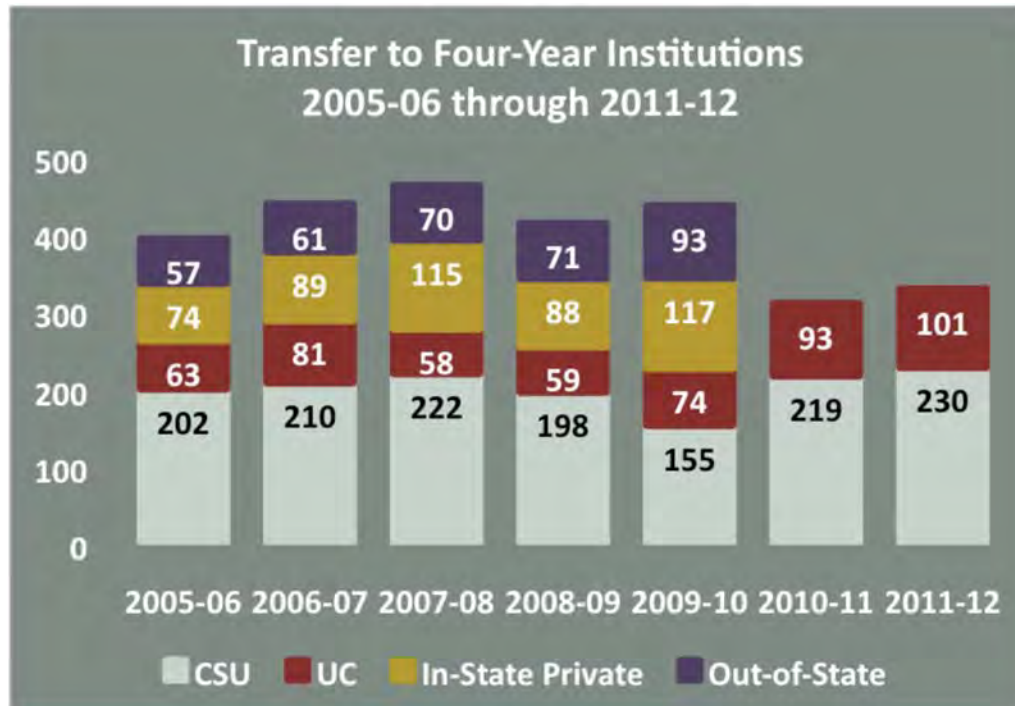
# Degrees & Certificates Awarded

Over the past six years, Napa Valley College has awarded 3,695 degrees and 1,424 certificates (averaging 616 degrees and 237 certificates per year). Although 2011-12 claimed the lowest number of degrees in recent years, the number of students receiving degrees increased across the six-year period. Changes in vocational offerings accounts for some of the fluctuation in the number of certificates awarded across the period. For instance, Cosmetology accounted for 40 certificates in 2008-09 and 14 in 2009-10 prior to its discontinuance.



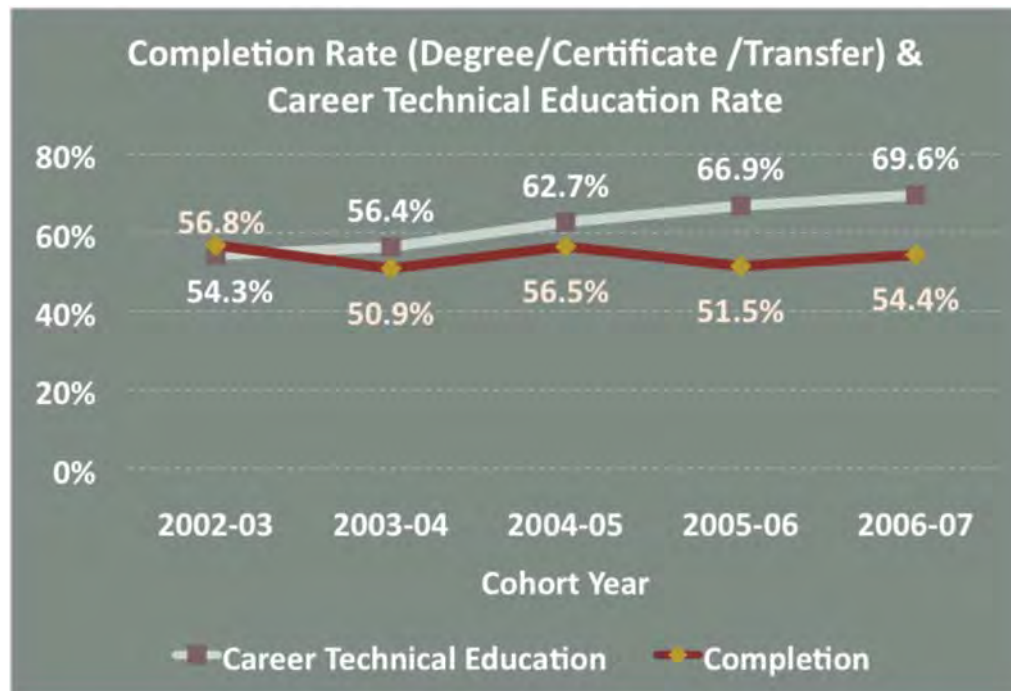
# Transfers to Four-Year Institutions

Transfers among all four transfer systems (California State University (CSU), University of California (UC), in-state private (ISP), and out-of-state (OOS)) have increased in recent years. Between 2005-06 and 2011-12, transfers to CSUs and UCs increased by 14% and 60%, respectively. Between 2005-06 and 2009-10, transfers to ISPs and OOSs increased by 58% and 63%, respectively. Transfer figures for in-state private and out-of-state institutions are not yet available for 2010-11 and 2011-12. For the two most recent years, the total number of transfers to CSU and UC institutions exceeded transfers to those institutions in the previous five years.



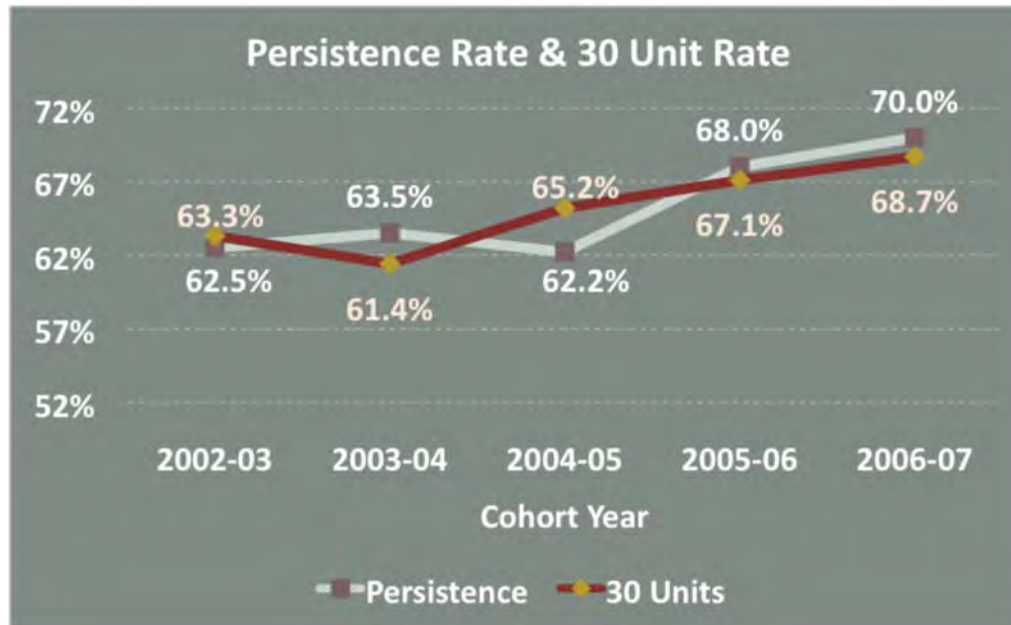
# Scorecard: Completion & Career Technical Education Rates

The Scorecard includes two measures related to degree, certificate, and transfer outcomes. The completion rate tracks first-time students with an educational goal of degree or transfer. The career technical education rate tracks students who completed several courses within one vocational discipline. Napa Valley College exceeded the average completion rate and the average career technical education rate among California Community Colleges across the five-year period. The completion rate has been relatively stable, while the career technical education rate has steadily increased.



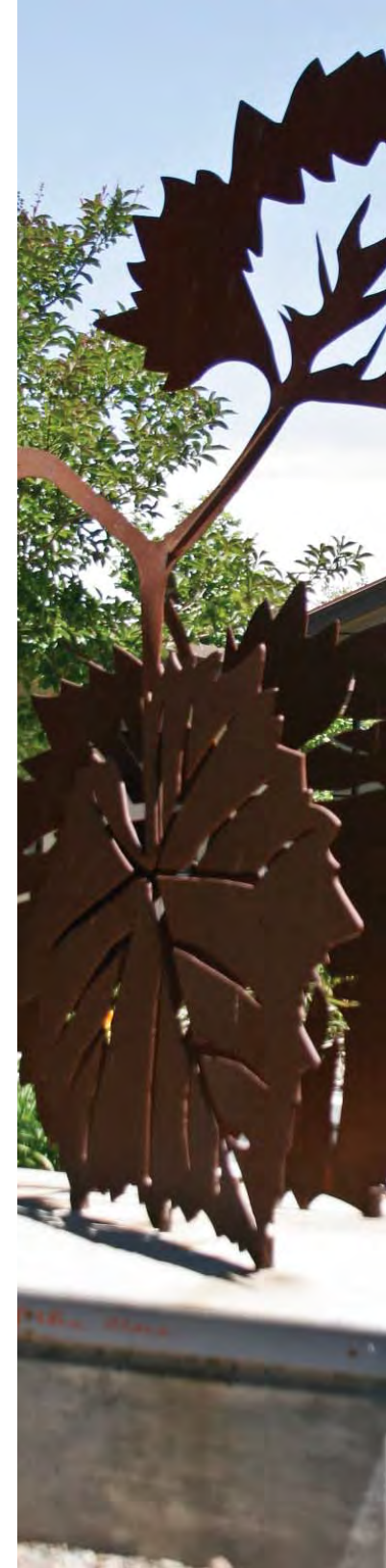
# Scorecard: Persistence & 30 Units Rates

The Scorecard includes two measures that track students' progress to educational milestones that occur prior to degree/certificate/transfer achievement. These intermediate milestones include persistence across three consecutive terms and completing at least 30 units. Napa Valley College's rates have increased across the five-year period and have exceeded both the system-wide rate and the average rate among California Community Colleges for the past two years.



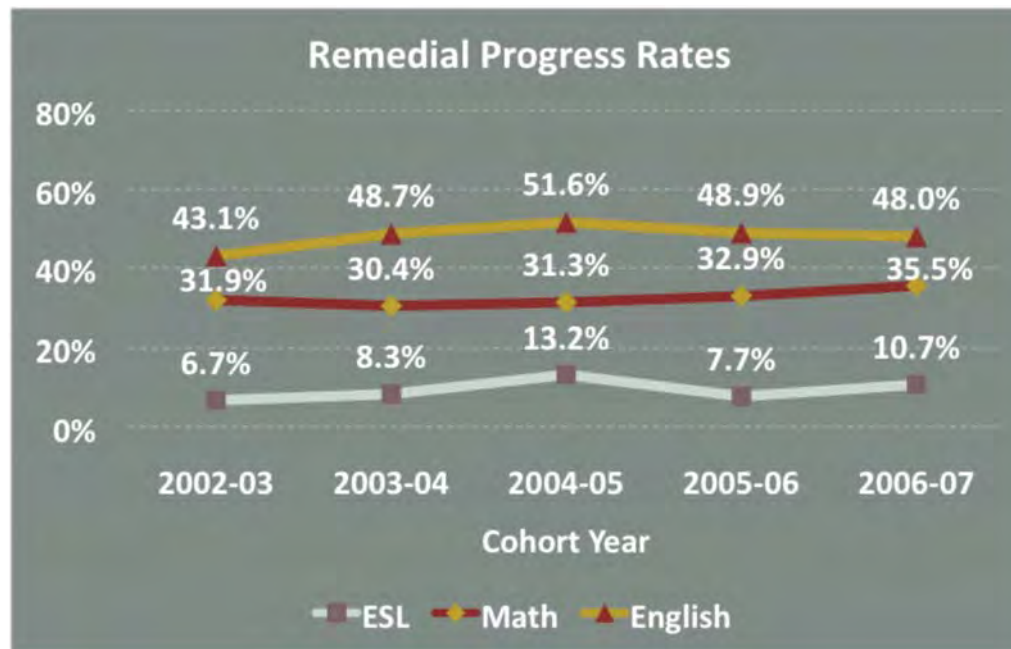
	Cohort Year				
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Persisted for Three Consecutive Semesters</b>					
Napa Valley College	62.5%	63.5%	62.2%	68.0%	70.0%
California Community College System	63.6%	67.8%	66.5%	66.0%	65.8%
Average among California Community Colleges	61.4%	65.3%	64.3%	63.8%	63.3%
<b>Completed at Least 30 Units</b>					
Napa Valley College	63.3%	61.4%	65.2%	67.1%	68.7%
California Community College System	63.6%	65.1%	65.0%	66.0%	66.4%
Average among California Community Colleges	62.5%	63.5%	63.7%	64.6%	65.1%

Source: California Community Colleges Student Success Scorecard 2013



# Scorecard: Remedial Progress Rates

For the remedial progress measures included on the Scorecard, students who enter the English, math, and ESL sequences below the transfer level are tracked to determine whether they successfully complete a transfer-level course in that discipline within six years. Napa Valley College's remedial progress rates for English and math exceeded the system-wide performance and the average performance among colleges in all five years. The rates for all three disciplines have increased over the 2002-03 baseline year.





# ONLINE SURVEY RESULTS

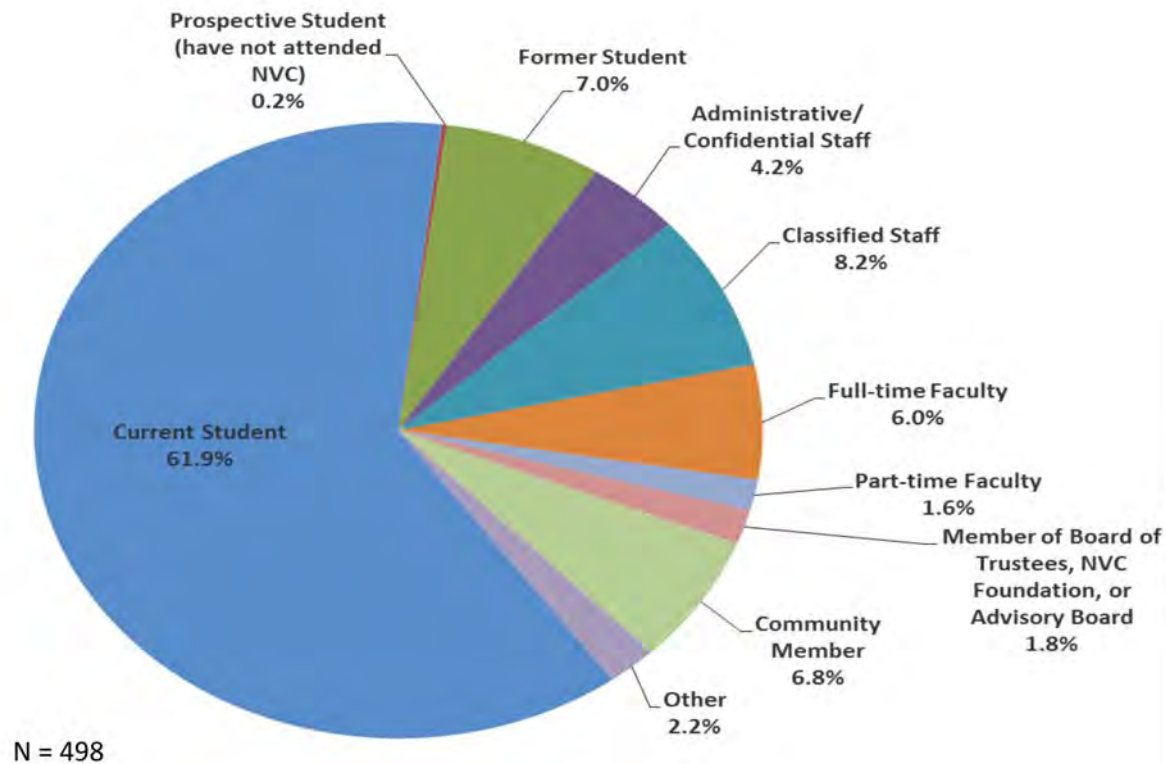


# Survey Results

## INTRODUCTION

As part of the Educational Master Plan (EMP) development process, a survey was conducted among the Napa Valley College (NVC) community. The survey was conducted online. Students were invited to participate in the survey beginning in fall 2012. In spring 2013, the survey was expanded to include faculty, staff, and community members, as well as new and continuing students enrolled at NVC that term. The President's Office identified community members to participate in the survey. A total of 498 responses were collected.

Figure 1. Primary Role at Napa Valley College. Survey participants were asked to identify their primary role at NVC. The affiliation among survey participants is reported in the pie chart below. The majority (61.9%) of respondents identified themselves as current students. Classified staff claimed the second largest group, accounting for 8.2% of respondents. Depending on their affiliation with NVC, respondents were directed to different sets of questions on the survey, tailored to specific groups.



# Survey Results

## STUDENTS

Respondents that identified themselves as currently enrolled students were directed to a series of questions distinct from those of other groups. The following sections summarize the students' responses. A total of 306 current students participated in the survey.

Figure 2. Primary Location for Attending Courses. More than 90% of student respondents indicated that they attend most of their courses at NVC's main campus in Napa.

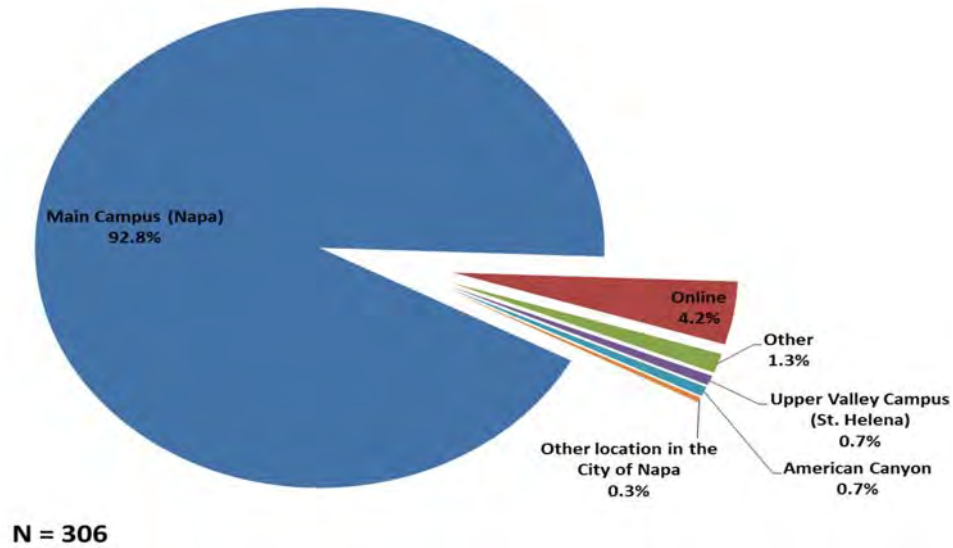
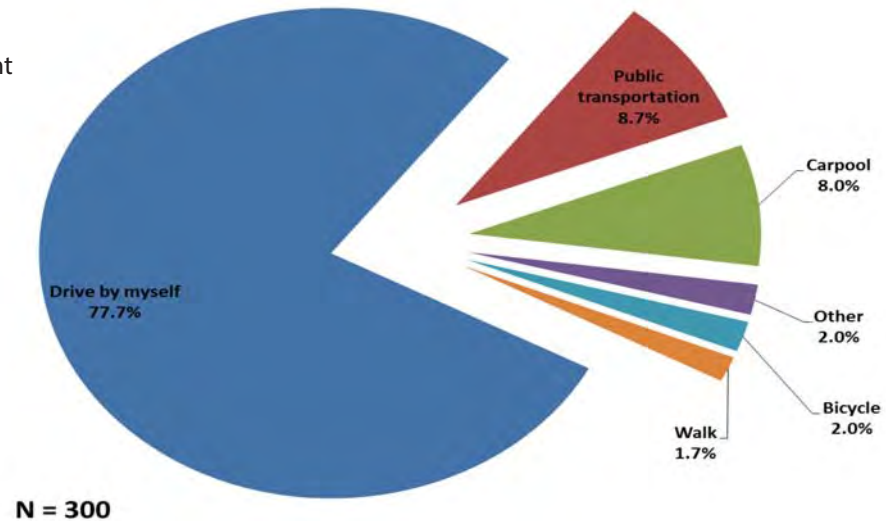


Figure 3. Commuting to Campus. More than three-quarters (77.7%) of student respondents indicated that when they come to campus, they most often drive by themselves.



# Survey Results

Figure 4. Time of Commute.

The majority (68.3%) of student respondents indicated that their typical travel time from home to campus is less than 30 minutes. At the other end of the spectrum, 14.3% indicated that they commute at least 45 minutes to get to campus.

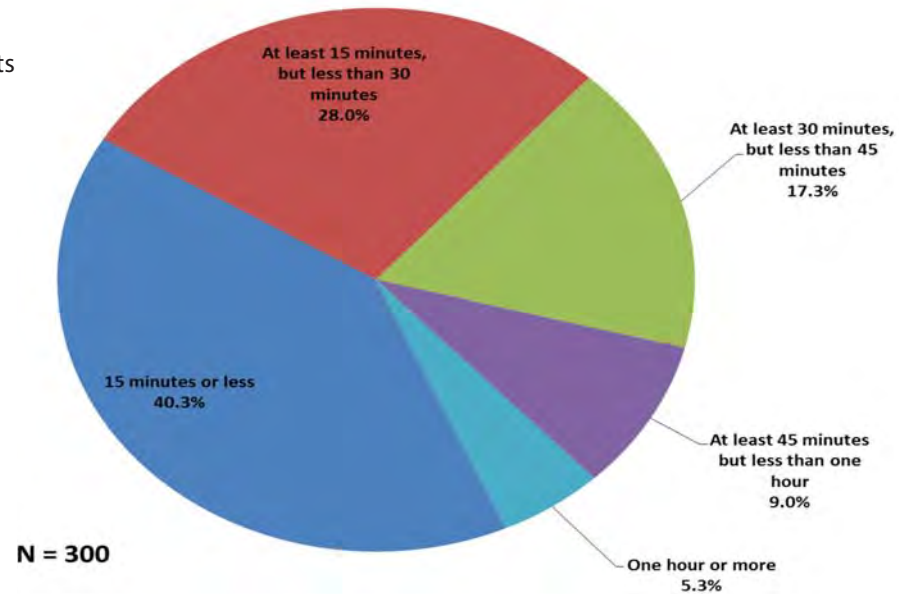
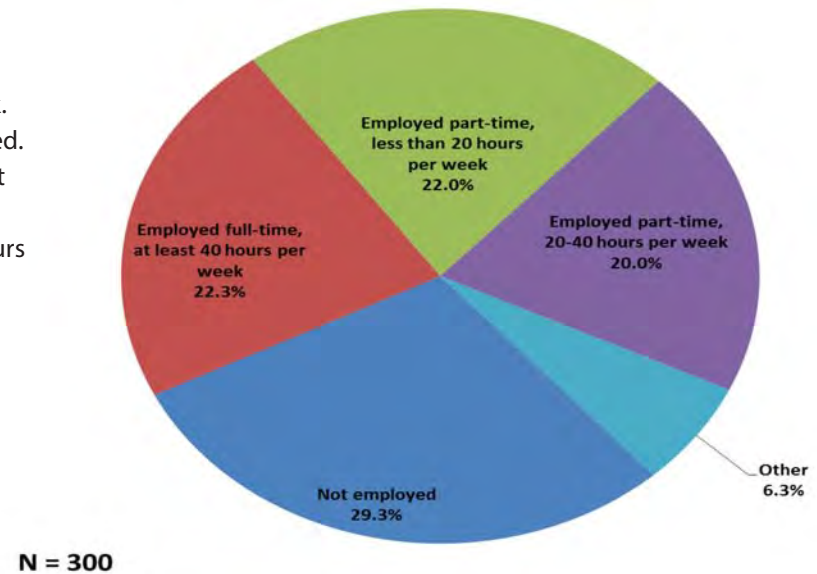


Figure 5. Employment Status.

Students were asked to indicate their employment status and the number of hours worked each week. There was relative balance in the responses received. While 29.3% of students indicated that they are not working, 22.3% indicated that they are employed full-time, 20.0% indicated that they work 20-40 hours per week, and 22.0% indicated that they work less than 20 hours per week.



# Survey Results

Figure 5. Employment Status.

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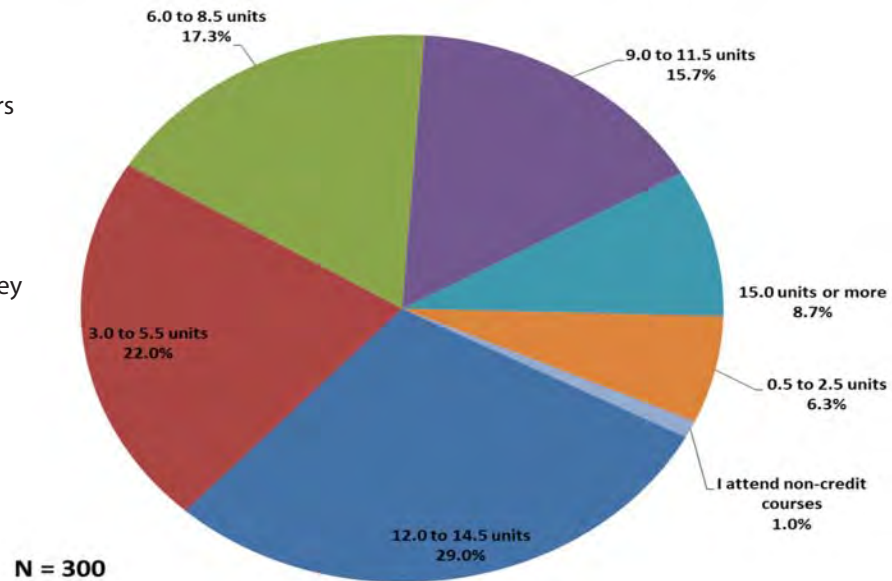
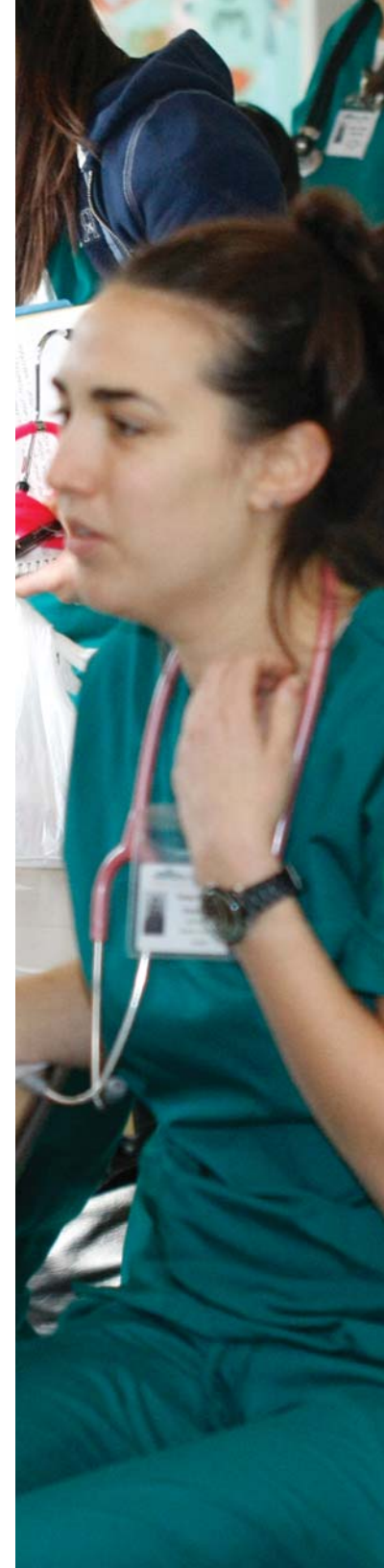
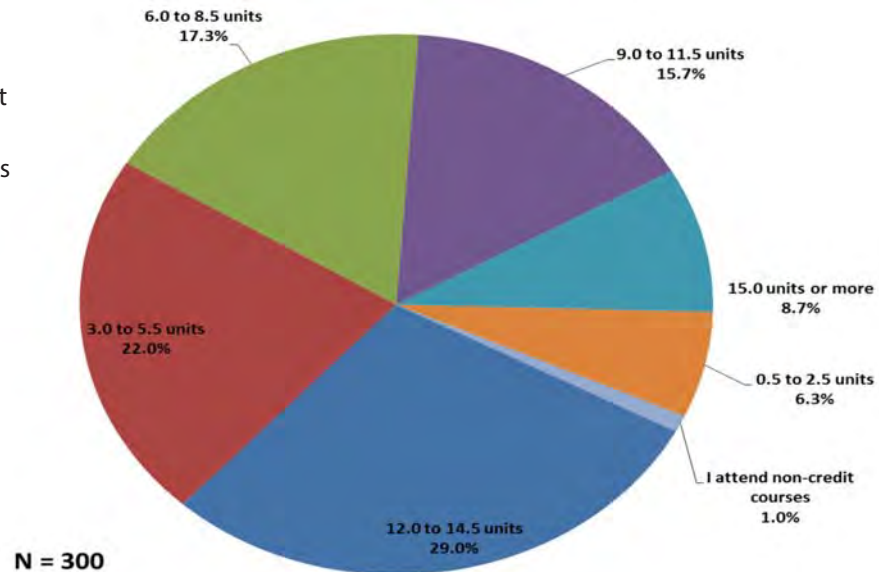


Figure 6. Unit Load.

Nearly all (99%) of respondents indicated that they were enrolled in credit courses. More than 35% indicated that they were enrolled as full-time students (12.0 units or more).



# Survey Results

Figure 7. Mode of Instruction.  
More than 75% of student respondents indicated a preference for face-to-face/classroom instruction when presented with options including supplemental technology/distance delivery methods. An additional 14.8% selected a mixture of face-to-face and online (hybrid) as their preferred mode of instruction.

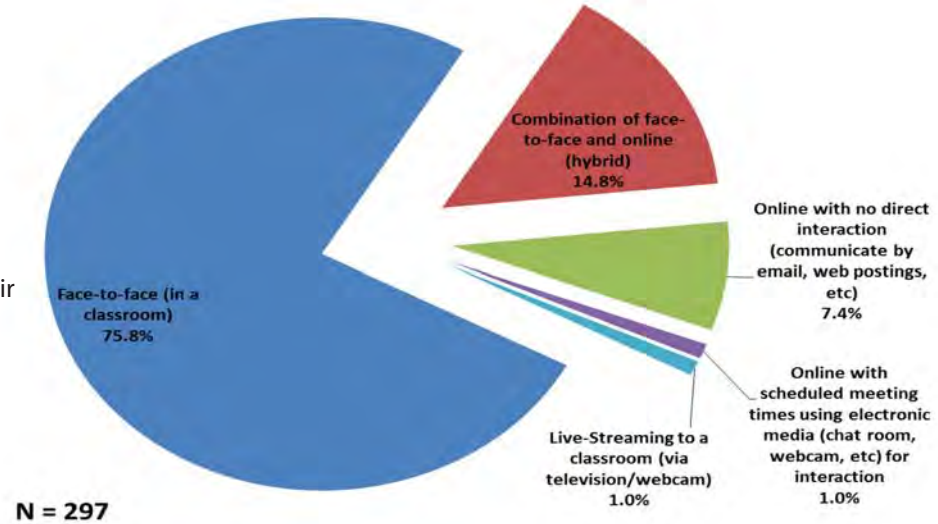
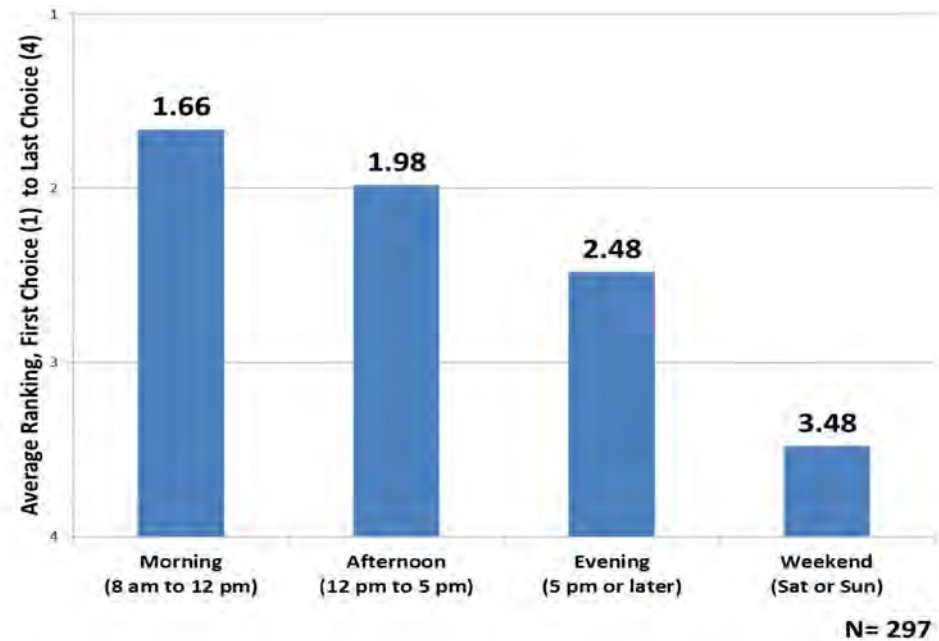
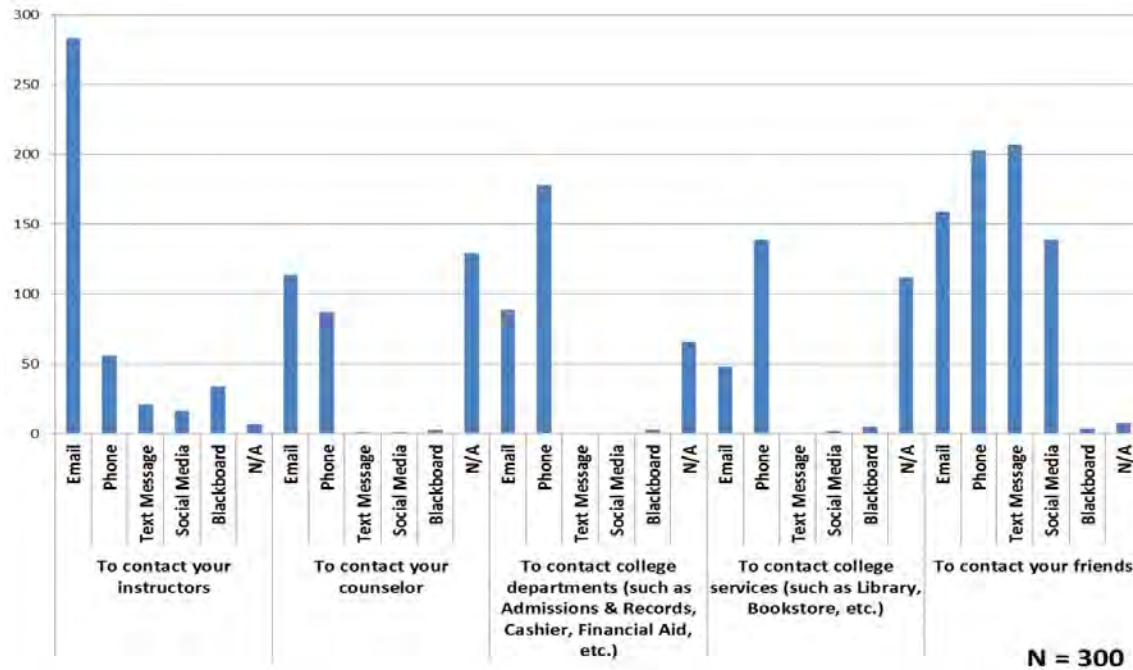


Figure 8. Preferred Time to Attend Class.  
Students were asked to rank their preferred class times on a scale of 1 to 4, with 1 being the first choice. The average ranking for each time period is reported in the graph below. The responses indicate a preference for mornings (8 am to 12 pm), followed by afternoons (12 pm to 5 pm).



# Survey Results

Figure 9. Methods of Communication. Currently enrolled students were asked to identify the method(s) they use to contact individuals, offices, services, or friends at NVC. While students tend to use text messaging, phones, and social media to communicate with friends, they rely heavily on email to contact instructors and counselors. For campus offices and services, students report that they tend to make contact via phone.



# Survey Results

Figure 10. Webpage Services. When asked why they visit Napa Valley College’s website (www.napavalley.edu), more than 60% of the student responses related to registration or admission—including the use of WebAdvisor, accessing the Schedule of Classes or the Catalog, and learning about Admissions and Records processes. Students could select multiple responses to this question.

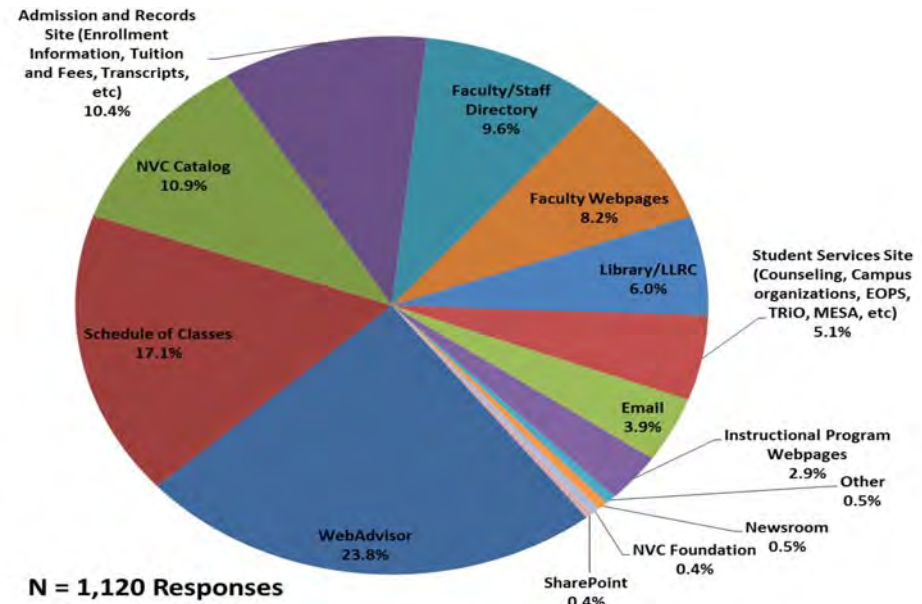
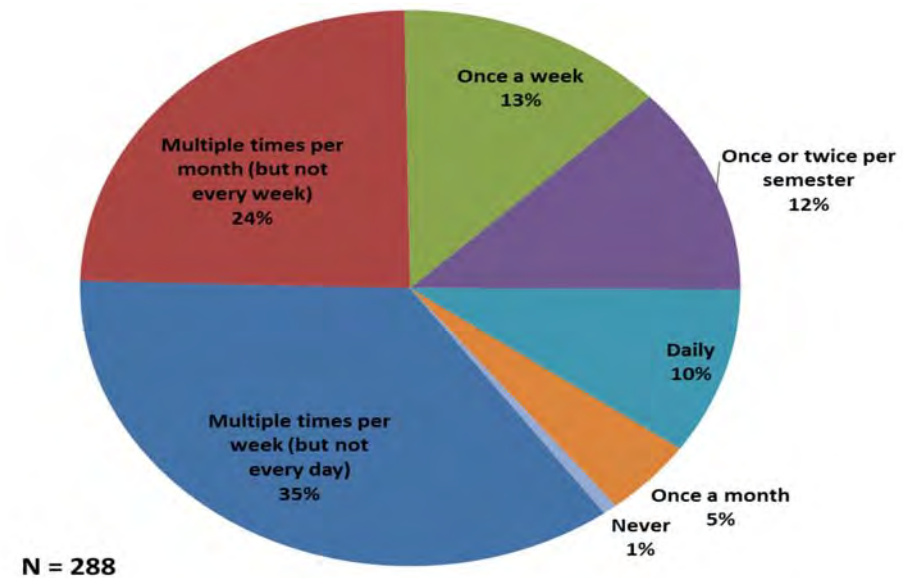


Figure 11. Webpage Visits. Current students were asked how often they visit Napa Valley College’s website (www.napavalley.edu). The most common answer was “Multiple times per week” (35%). A total of 72% of respondents indicated that they visit NVC’s webpage multiple times per month (total among three categories: multiple times per week, multiple times per month, and once per week).





# Survey Results

## ALL RESPONDENTS

All survey respondents were directed to a series of questions asking them to identify the issues that they thought should be the highest priority for Napa Valley College. Respondents were asked to select up to three priority issues. The results among all survey respondents are presented, along with the results among three separate populations: students, faculty/staff, and community members.

Table 1. Highest Priority College-Wide Issues. The table below displays the most commonly selected priorities among the college-wide issues included on the survey. While financial stability was identified as the highest priority for all three groups of respondents, prioritization among other college-wide issues varied from group to group.

College -Wide Issues	Overall	Current Students	Faculty / Staff	Community Members / Former Students / Other
Financial Stability	64.9%	64.4%	66.3%	62.9%
Retaining Qualified Employees	38.4%	37.8%	47.8%	25.8%
Technology Upgrades	23.7%	19.6%	34.7%	22.6%
Parking	21.9%	30.6%	5.4%	11.3%
Long-range Strategic Planning	20.7%	14.6%	31.5%	30.7%
Access to Technology	18.5%	16.7%	21.7%	24.2%
Campus Security	16.4%	19.3%	7.6%	16.1%
Resource Development (fund-raising and grants)	13.9%	17.1%	9.8%	8.1%
Environmentally Friendly, 'Green' Campus, Sustainable Operations	13.0%	17.1%	6.5%	6.5%
Facilities Development / Improvement	12.3%	12.4%	13.0%	0.3%
Community Outreach / Communication	12.3%	10.6%	8.7%	22.6%
Facilities Maintenance	9.8%	7.6%	17.4%	8.1%
Other	9.6%	6.2%	9.8%	29.7%
Maintaining a Diverse Campus Community	7.7%	7.6%	10.9%	4.8%
ADA Accessibility	1.8%	1.8%	1.1%	1.6%



# Survey Results

Table 2. Highest Priority Student-Service-Related Issues. The table below displays the most commonly selected priorities among the Student Services issues included on the survey. "Ease and efficiency of registration/enrollment process" was identified as a high priority for all three groups of respondents, with students also identifying "affordability of textbooks and supplies" as a priority. Prioritization among other Students Service issues varied from group to group.

Student Service-Related Issues	Overall	Current Students	Faculty / Staff	Community Members / Former Students / Other
Ease and Efficiency of Registration Enrollment Process (WebAdvisor)	56.6%	59.1%	55.6%	41.7%
Affordability of Textbooks and Supplies	51.5%	60.2%	28.9%	45.0%
Financial Aid	36.7%	43.4%	23.3%	31.7%
Counseling Services	33.7%	31.4%	38.9%	38.3%
Computers / Technology for Student Use	20.6%	15.0%	40.0%	15.0%
Learning Services such as tutoring and Supplemental Instruction	18.7%	18.3%	21.1%	18.3%
Clarity of NVC Processes	12.9%	8.4%	26.7%	10.0%
Onsite Child Care	8.3%	6.9%	10.0%	11.7%
Food Services	8.1%	9.5%	6.7%	5.0%
Disabled Student Services	6.2%	5.8%	7.8%	5.0%
Library Information Resources	5.8%	4.4%	8.9%	6.7%
Student Health Center	5.3%	6.6%	1.1%	6.7%
Other	5.3%	3.7%	4.4%	13.3%
Veteran Services	4.9%	3.7%	11.1%	1.7%
On-Campus Activities and Events	4.9%	5.8%	1.1%	5.0%
Information for Non-Native English Speakers	3.5%	3.3%	4.4%	3.3%

# Survey Results

Table 3. Highest Priority Instruction-Related Issues. The table below displays the most commonly selected priorities among the Instructional issues included on the survey. All three groups of respondents identified “availability of course offerings,” “quality of instruction,” and “preparation for transfer” as high priorities related to instruction. Prioritization among other Instructional issues varied from group to group.

Instruction-Related Issues	Overall	Current Students	Faculty / Staff	Community Members / Former Students / Other
Availability of Course Offerings	54.6%	58.4%	46.7%	47.6%
Quality of Instruction	42.7%	42.7%	46.7%	34.9%
Preparation for Transfer	31.4%	31.4%	27.8%	39.7%
Class Size (student/teacher ratio)	26.8%	33.2%	20.0%	12.7%
Technology in the Classroom	25.5%	21.9%	40.0%	22.2%
Vocational and Technical Training (viticulture, nursing, etc)	25.2%	20.8%	25.6%	39.7%
Variety of Section Offerings	21.1%	26.3%	11.1%	14.3%
Student Educational Planning and Goal Attainment	19.7%	17.9%	20.0%	25.4%
Basic Skills / College Preparedness Courses	10.8%	7.3%	23.4%	9.5%
Online Instructional Offerings	10.6%	8.8%	10.0%	14.3%
Student Learning Outcomes Assessment	3.9%	4.0%	6.7%	0.0%
Expansion of Course Offerings at American Canyon High School	3.9%	4.7%	3.3%	1.6%
Other	3.7%	2.6%	7.8%	1.6%
Expansion of Course Offerings at Upper Valley Campus	2.8%	2.2%	4.4%	3.2%



# Survey Results

Table 4. Areas for Improvement. All survey participants were asked to identify up to five areas they consider to be areas for improvement for NVC. Responses to this open-ended question were categorized to identify common themes. Results among students, non-students, and all respondents are presented in the table. "More course offerings" was the top area for improvement identified among students. For non-students, "technology" was the top area. Issues related to "facilities improvement" (including "parking") ranked high among both groups.

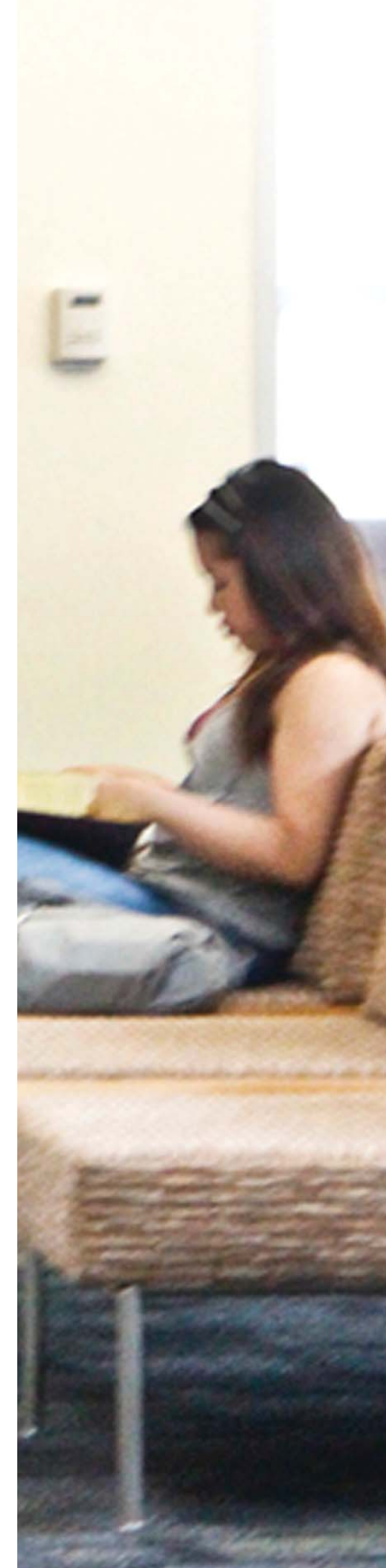
Category	Overall		Non-Students		Students	
	#	Percent	#	Percent	#	Percent
More Course Offerings	159	12.3%	35	7.5%	124	16.1%
Technology	84	6.5%	46	9.9%	38	4.9%
Facilities Improvement	82	6.3%	34	7.3%	48	6.2%
Parking	78	6.0%	11	2.4%	67	8.7%
Food Services	64	4.9%	12	2.6%	52	6.8%
Specific Instructional Program	44	3.4%	15	3.2%	29	3.8%
Instructors	42	3.2%	4	0.9%	38	4.9%
Online Registration (webadvisor)	42	3.2%	11	2.4%	31	4.0%
Communication of Information	39	3.0%	20	4.3%	19	2.5%
Counseling (need more of, improved)	34	2.6%	2	0.4%	32	4.2%
Management / Leadership	34	2.6%	30	6.4%	4	0.5%
Community Outreach	33	2.6%	21	4.5%	12	1.6%
Overall College Processes	30	2.3%	25	5.4%	5	0.6%
Books	29	2.2%	4	0.9%	25	3.2%
Student Support Services (Including Tutoring)	29	2.2%	13	2.8%	16	2.1%
Student Engagement / Activities / Clubs	27	2.1%	6	1.3%	21	2.7%
Financial Aid (processes of)	25	1.9%	13	2.8%	12	1.6%
Quality of Courses / Curriculum	24	1.9%	12	2.6%	12	1.6%
Tuition / Fees	20	1.5%	1	0.2%	19	2.5%
LLRC	18	1.4%	3	0.6%	15	1.9%
General Ideas for Upgrades	17	1.3%	9	1.9%	8	1.0%
Institutional Financial Planning	17	1.3%	14	3.0%	3	0.4%
Training for Faculty and Staff	17	1.3%	15	3.2%	2	0.3%
Admission & Records (processes of)	16	1.2%	4	0.9%	12	1.6%
Bookstore	16	1.2%	4	0.9%	12	1.6%
Institutional Planning	16	1.2%	16	3.4%	0	0
Online Instruction	16	1.2%	5	1.1%	11	1.4%
Vocational Training Programs	16	1.2%	9	1.9%	7	0.9%
Financial Assistance / Literacy for Students	14	1.1%	4	0.9%	10	1.3%
Politics (avoidance of)	13	1.0%	8	1.7%	5	0.6%
Registration (General, Priority)	13	1.0%	1	0.2%	12	1.6%
Budget / Funding	12	0.9%	9	1.9%	3	0.4%
Attitude / Morale	11	0.9%	8	1.7%	3	0.4%
Faculty Development	11	0.9%	10	2.1%	1	0.1%
Other Services Online	11	0.9%	7	1.5%	4	0.5%

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# Survey Results

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Category	Overall		Non-Students		Students	
	#	Percent	#	Percent	#	Percent
Space Utilization	11	0.9%	4	0.9%	7	0.9%
Understaffing	10	0.8%	7	1.5%	3	0.4%
Customer Service	9	0.7%	0	0	9	1.2%
Campus Security	8	0.6%	2	0.4%	6	0.8%
Class Size (too big)	8	0.6%	2	0.4%	6	0.8%
Salaries	8	0.6%	8	1.7%	0	0
Business Partnerships / Career Training	7	0.5%	4	0.9%	3	0.4%
Diversity of Faculty and Staff	7	0.5%	4	0.9%	3	0.4%
Student Success / Retention	7	0.5%	5	1.1%	2	0.3%
Course Repetition	6	0.5%	1	0.2%	5	0.6%
Environmentally Friendly / Healthy Campus	6	0.5%	2	0.4%	4	0.5%
Hiring Practices	6	0.5%	5	1.1%	1	0.1%
Information / Guidance for Degree and Transfer	6	0.5%	0	0	6	0.8%
New Student Orientation	6	0.5%	2	0.4%	4	0.5%
Non-Traditional Student Support	6	0.5%	1	0.2%	5	0.6%
Upper Valley Campus	6	0.5%	4	0.9%	2	0.3%
Public Transportation	5	0.4%	1	0.2%	4	0.5%
Bigger Classes	4	0.3%	1	0.2%	3	0.4%
Child Care / Child Development Center	4	0.3%	0	0	4	0.5%
Assessment / Testing	3	0.2%	1	0.2%	2	0.3%
Entertainment / Speakers	3	0.2%	1	0.2%	2	0.3%
More Surveys	2	0.2%	1	0.2%	1	0.1%
American Canyon Campus	1	0.1%	0	0	1	0.1%
Disabled Student Services	1	0.1%	0	0	1	0.1%
Part-Time Student Achievement	1	0.1%	1	0.2%	0	0
<b>Total Responses</b>	<b>1294</b>		<b>498</b>		<b>796</b>	



# Survey Results

## FACILITIES RANKING

All respondents were directed to a series of questions asking them to rate the Napa Valley College facilities on a scale from poor (1) to excellent (5). Facilities on the Main Campus in Napa and the Upper Valley Campus (UVC) in St. Helena were evaluated separately.

Figure 12. Facilities at Main Campus. The figure below displays the average rating received by each NVC main campus facility included on the survey. "Food services (cafe)" was the only facility to receive an average rating below 3.

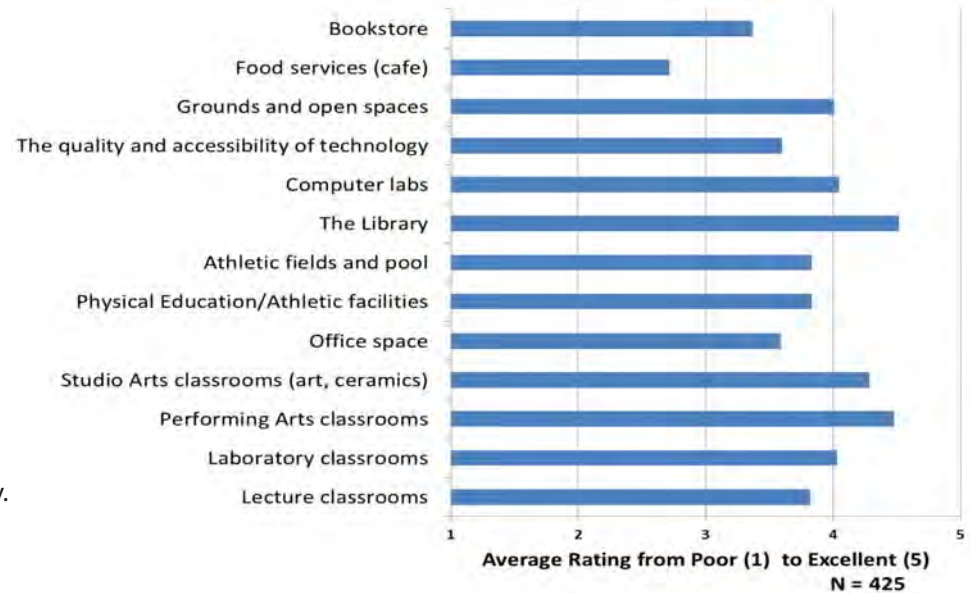
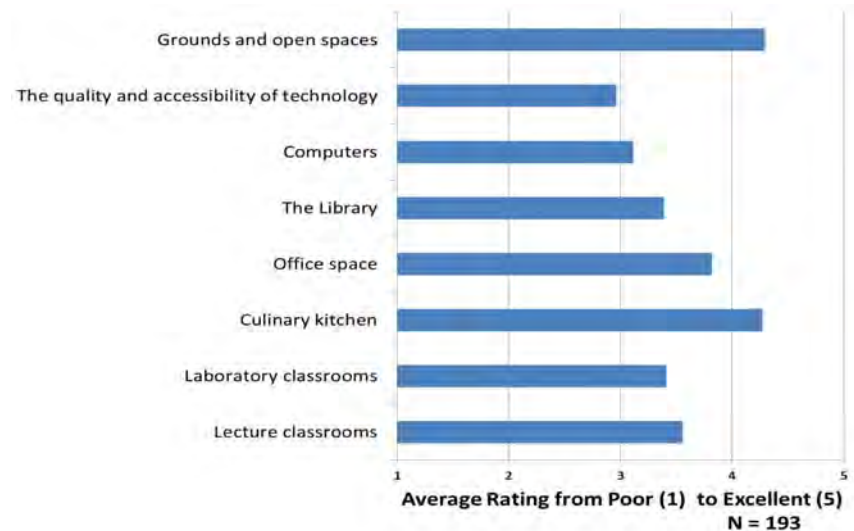


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# PROGRAMS OF CREDIT INSTRUCTION

The following program descriptions and data provide a brief overview of the major programs of study in the credit instructional program at Napa Valley College. The program data and forecast tables are only included to provide benchmarks for future data analysis and are not intended to be used for future institutional planning or resource allocations.



# Accounting

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## MISSION

The Accounting Program prepares students for entry-level positions in business, industry, and government by providing a well-rounded, up-to-date curriculum. The Program addresses the needs of a diverse student population seeking a Bookkeeping Certificate and/or an Accounting AS degree as well as the needs of those students wishing to retrain in a difference field or upgrade their skills for their current occupation. The Program also provides transfer students with the knowledge to pursue a four-year college degree in Accounting. The courses offered in the Program are regularly updated to assure that the Program remains current and relevant to students' needs. A close relationship with the business community and surrounding schools is maintained, which helps assure that students can be guided to employment and educational opportunities as they develop.

## ACCOUNTING COURSES OFFERED 2011-2012

- ACCT-120: Introduction to Accounting
- ACCT-122: Federal Income Tax for Individuals
- ACCT-125: Financial Accounting
- ACCT-126: Managerial Accounting
- ACCT-127: Computer Accounting

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Accounting in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Accounting are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Accounting Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	13	15.0	17.0
WSCH	1680.3	1917.0	2140.1
FTES	56.0	63.0	71.3
FTEF	3.4	3.9	4.3

## PROGRAM CONSIDERATIONS

A unique feature of the Accounting Program is placing Accounting students with employers. Accounting is one of the leading college programs in on-line delivery which makes IT support critical to the on-line Accounting classes. Priorities for the department are to stay current, especially as it relates to online delivery and proficiency in social media, and ensuring the necessary technology infrastructure support.



# Accounting

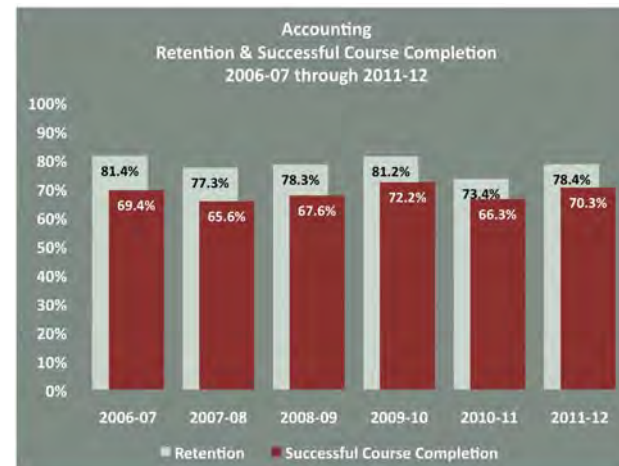
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Accounting courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Accounting program experienced a peak in headcount (341) and FTES (58.9) in 2009-10. While headcount across NVC college credit programs decreased by 13.0% across the period depicted in the graph, headcount within the Accounting program increased by 15.2%. For FTES, the figures are 5.6% and 26.7%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Accounting over the past six academic years. The retention rate within Accounting was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 73.4% to 81.4%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Accounting was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 65.6% to 72.2% (vs. a college-wide range of 70.7% to 73.1%).



# Administration of Justice

## MISSION

The Administration of Justice program provides quality instruction for transfer/degree and occupational students. The courses reflect skills and knowledge that have been identified by our transfer institutions and local criminal justice employers as critical to student success, both in the classroom and in the communities where students will be employed.

## ADMINISTRATION OF JUSTICE COURSES OFFERED 2011-2012

ADMJ-120: Introduction to the Criminal Justice System	ADMJ-125: Introduction to Evidence
ADMJ-121: Introduction to Criminal Law	ADMJ-190: Administration of Justice Internship 1
ADMJ-122: Introduction to Criminal Procedures	ADMJ-191: Administration of Justice Internship 2
ADMJ-123: Introduction to Community Policing	ADMJ-290: Administration of Justice Internship 3
ADMJ-124: Introduction to Investigation	ADMJ-291: Administration of Justice Internship 4

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Administration of Justice in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Administration of Justice are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Administration of Justice Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	26.0	28.0	30.0
WSCH	3426.0	3600.1	3979.4
FTES	114.2	120.0	132.6
FTEF	4.6	4.8	5.3

## PROGRAM CONSIDERATIONS

The program offers both transfer and vocational education and has doubled in size within the last five years. The program serves full-time, evening and online students. The program is addressing the Transfer Model Curriculum which potentially could impact the program with the elimination of the internship requirement for the Associate Arts degrees.

# Administration of Justice

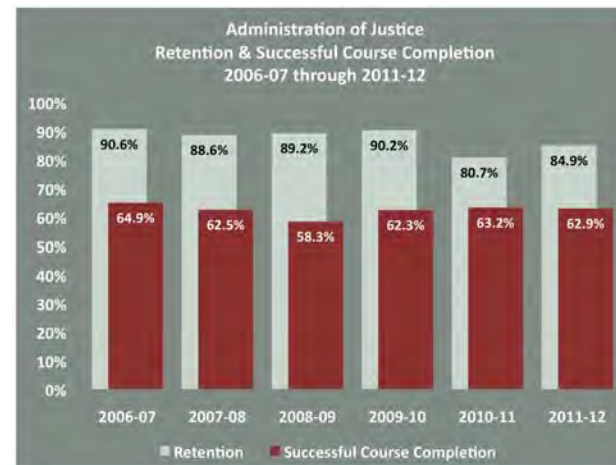
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Administration of Justice courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Administration of Justice program experienced a peak in headcount (539) in 2009-10, however the program showed its highest FTES (114.2) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Administration of Justice program increased by 85.1%. For FTES, the figures are 5.6% and 88.1%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Administration of Justice over the past six academic years. The retention rate within Administration of Justice exceeded the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.7% to 90.6%. The successful course completion rate within Administration of Justice was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 58.3% to 64.9% (vs. a college-wide range of 70.7% to 73.1%).



# Anthropology

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## MISSION

The mission of the Anthropology Department is to provide students with holistic, comparative knowledge about human biological and cultural diversity derived from scientific and humanistic anthropological research. The Anthropology curriculum provides a strong social sciences foundation applicable to many undergraduate programs, and prepares students for a broad range of public and private sector employment in anthropology-related fields.

## ANTHROPOLOGY COURSES OFFERED 2011-2012

- ANTH-120: Introduction to Biological Anthropology
- ANTH-120L: Introduction to Biological Anthropology Lab
- ANTH-121: Introduction to Cultural Anthropology
- ANTH-130: Introduction to Archaeology
- ANTH-131: Mesoamerican Anthropology
- ANTH-150: Sex and Gender: Cross-Cultural Perspectives
- ANTH-200: Introduction to Linguistic Anthropology

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Anthropology & Geography in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Anthropology & Geography are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Anthropology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	13.0	14.0	16.0
WSCH	2163.0	2280.8	2590.4
FTES	72.1	76.0	86.3
FTEF	3.2	3.4	3.8

## PROGRAM CONSIDERATIONS

The Anthropology department is distinctive in that it spans traditional disciplinary boundaries—students may take courses that focus on archaeology, culture, evolutionary biology, primatology, forensic science, language and communication, geography, technical skills, and medicine/public health. The department recently completed the Associate in Art degree for Transfer, and coordinated the Gender and Sexuality Studies Certificate program. The department has also offered international education programs around the world, with a focus on anthropological fieldwork. Other factors that have an impact on the program

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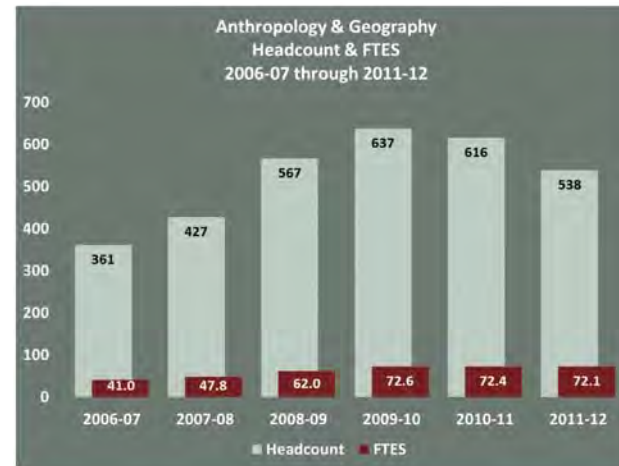
# Anthropology

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include outdated and under supplied laboratory equipment and facilities, insufficient lecture classrooms and educational technology, and an overall inability to meet high student demand. Adding prerequisites will likely increase the department's success and persistence rates. Priorities and plans are to develop and A.S./CTE-eligible program in Archaeological Technology, strengthen partnerships with other STEM and HSI fields on campus, provide robust laboratory programs in forensic, biological and archaeological anthropology courses, and develop additional opportunities for international education and fieldwork.

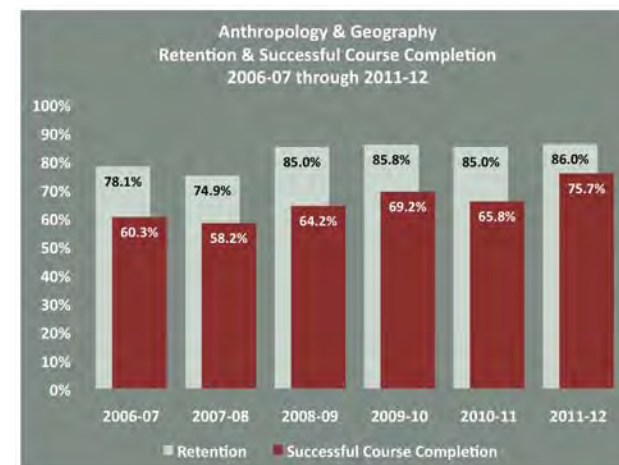
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Anthropology and Geography courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Anthropology and Geography program experienced a peak in headcount (637) and FTES (72.6) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Anthropology and Geography program increased by 49.0%. For FTES, the figures are 5.6% and 75.9%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Anthropology & Geography over the past six academic years. The retention rate within Anthropology & Geography was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 74.9% to 86.0%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Anthropology & Geography was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 58.2% to 75.7% (vs. a college-wide range of 70.7% to 73.1%).



# Associate Degree Nursing

## MISSION

The purpose of the ADN program is to educate individuals to earn an associate of science degree, to pass the NCLEX-RN, to function as entry level nurses in diverse health care settings in roles as providers of care across the health care continuum, as managers of care, and as active members within the profession of nursing.

## ASSOCIATE DEGREE NURSING COURSES OFFERED 2011-2012

NURS-141: Introduction to Nursing	NURS-247: Maternal-Newborn Nursing
NURS-142: Nursing in Health Alterations I	NURS-248: Nursing in Community-Based Settings
NURS-143: Nursing in Health Alterations II	NURS-249: Nursing in Health Alterations IV
NURS-144: Mental Health Nursing in the Community	NURS-250: Nursing Preceptorship
NURS-246: Nursing in Health Alterations III	

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Associate Degree Nursing in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Associate Degree Nursing are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Associate Degree Nursing Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	27.0	22.0	24.0
WSCH	5027.6	3952.5	4451.6
FTES	167.6	131.8	148.4
FTEF	29.9	23.5	26.4

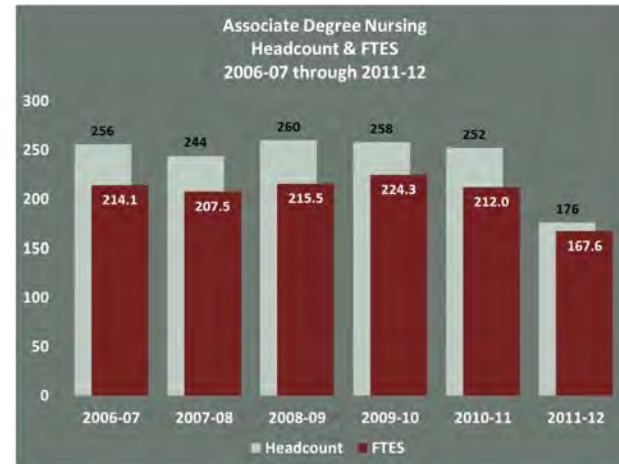
## PROGRAM CONSIDERATIONS

One of the unique aspects of the ADN program is the long waiting list; a student may wait more than two years before being offered a position in the program. This is due to a class limit of 40 students per year. Limitations in funding were a major factor impacting the program and led to a reduction in course offerings and decreased enrollment. To meet the growing need for Registered Nurses with bachelor's degrees, as identified in an Institute of Medicine report, the program has established an ADN-BSN collaborative with Sonoma State University. Industry trends in delivery of health care and the Affordable Care Act are moving the education setting from acute care nursing to community-based nursing delivery models. In addition, a factor that will influence the profession is the mass retirements of nurses that will occur in the next few years. There also will be an increased need for registered nurses to manage care for an aging population. A priority for the Nursing Program is support services for students to increase their success rates in completing the program requirements.

# Associate Degree Nursing

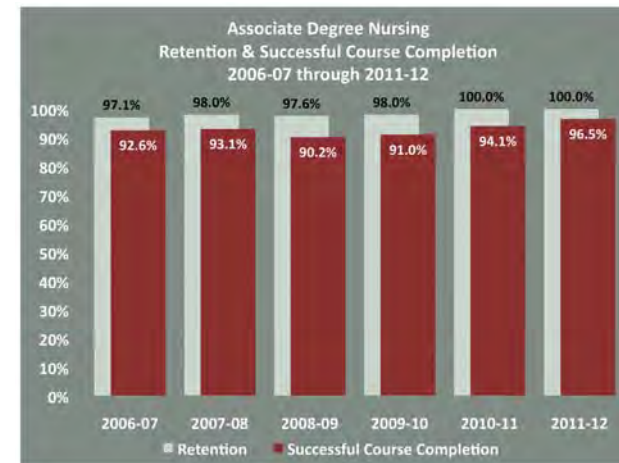
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Associate Degree of Nursing courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Associate Degree of Nursing program experienced a peak in headcount (260) in 2008-09, however the program showed its highest FTES (224.3) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Associate Degree of Nursing program decreased by 31.3%. For FTES, while NVC credit programs increased by 5.6%, the Associate Degree of Nursing program decreased by 21.7%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Associate Degree Nursing over the past six academic years. The retention rate within Associate Degree Nursing exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 97.1% to 100%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Associate Degree Nursing exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 90.2% to 96.5% (vs. a college-wide range of 70.7% to 73.1%).



# Biology

## MISSION

The mission of the Biology Department is to educate students in the principles and methods of biological science, facilitate understanding of biological processes, promote recognition of the value of biological diversity, and empower students with scientific knowledge and technical skills to enable them to make productive contributions to society.

## BIOLOGY COURSES OFFERED 2011-2012

BIOL-103: Introduction to Nutrition  
BIOL-105: Human Biology  
BIOL-110: Survey of Biology  
BIOL-112: Introduction to Ecology  
BIOL-117: Wildlife Biology  
BIOL-120: General Biology

BIOL-218: Human Anatomy  
BIOL-219: Human Physiology  
BIOL-220: General Microbiology  
BIOL-240: General Zoology  
BIOL-241: General Botany

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Biology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Biology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Biology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	36.0	40.0	44.0
WSCH	7203.0	8006.4	8813.9
FTES	240.1	266.9	293.8
FTEF	15.4	17.1	18.8

## PROGRAM CONSIDERATIONS

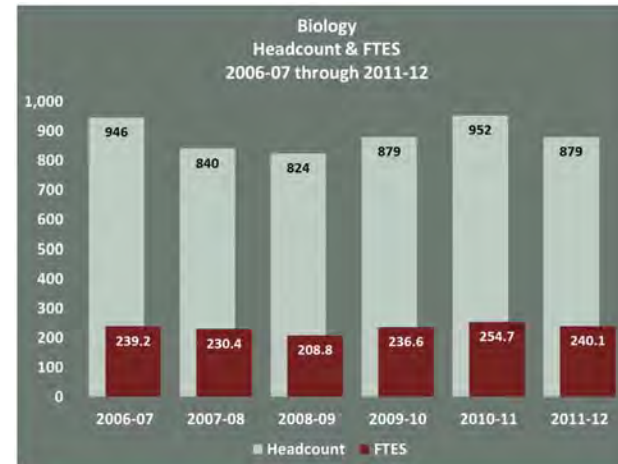
The biology department offers courses for general education, biology majors for transfer and prerequisite courses to the health occupations. The program encourages mentoring and coordination between full-time and part-time faculty to maintain standardization between sections. The Biology program balances support of students and academic rigor necessary for students to transfer successfully to universities and professional programs. A new life sciences building with state-of-the-art teaching laboratories was completed in 2008, designed in-part by full-time biology faculty. In Napa County, nursing is in the top 10 occupations expected to have the greatest number of job openings. The biology department anticipates increasing sections offered in the pre-nursing/health occupations courses. In addition, as the college grows, the department expects to increase the number of general education biology course sections.



# Biology

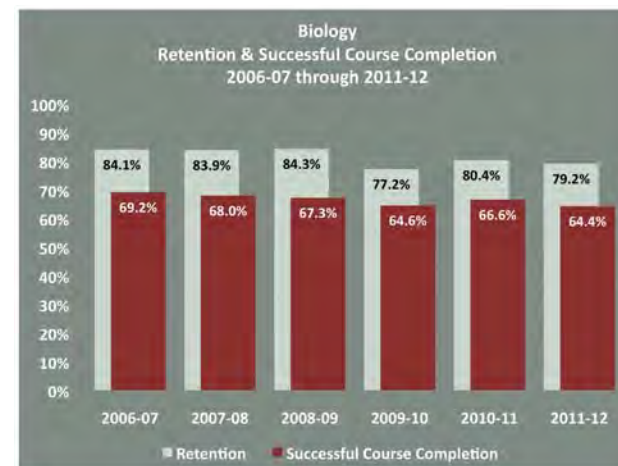
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Biology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Biology program experienced a peak in headcount (952) and FTES (254.7) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Biology program decreased by 7.1%. For FTES, the figures are 5.6% and 0.4%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Biology over the past six academic years. The retention rate within Biology was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 77.2% to 84.3%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Biology was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 64.4% to 69.2% (vs. a college-wide range of 70.7% to 73.1%).



# Business Administration

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## MISSION

The Business Administration program at Napa Valley College (NVC) empowers and prepares students to develop practical business skills while refining their ability to apply and solve real-life business-related problems. NVC's business program offers a comprehensive range of relevant business courses concentrating on either an Associate of Science degree in Business Administration or an Associate of Arts-Transfer degree in Business Administration.

## BUSINESS ADMINISTRATION COURSES OFFERED 2011-2012

BUSI-100: Introduction to Business  
BUSI-103: Legal Environment of Business  
BUSI-141: Entrepreneurial Opportunity Analysis  
BUSI-142: Principles of Management  
BUSI-143: Entrepreneurial Business Plan  
BUSI-242: Fundamentals of Corporate Finance  
BUSI-251: Marketing

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Business Administration in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Business Administration are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Business Administration Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	21.0	23.0	25.0
WSCH	531.6	564.0	615.9
FTES	17.7	18.8	20.5
FTEF	1.2	1.2	1.3

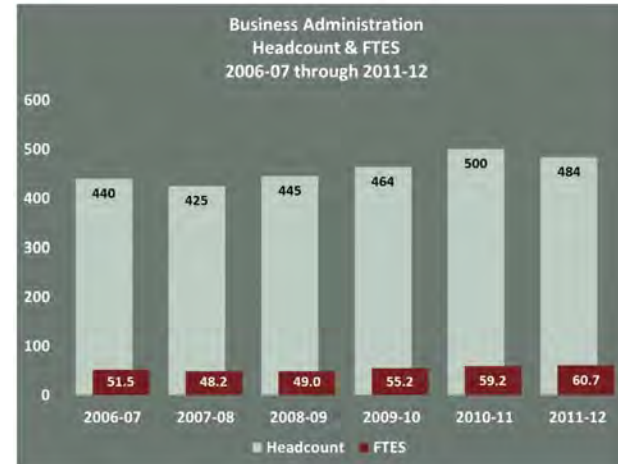
## PROGRAM CONSIDERATIONS

The program enrolls approximately 600 students annually, utilizing both traditional classroom and strong on-line modalities. The program would benefit from the expansion of campus Wi-Fi and computers in the classrooms for research and other needs. The program has seen a 400% increase in degrees awarded since 2008 with eight awarded in 2008/2009 and 33 awarded in 2011-2012.

# Business Administration

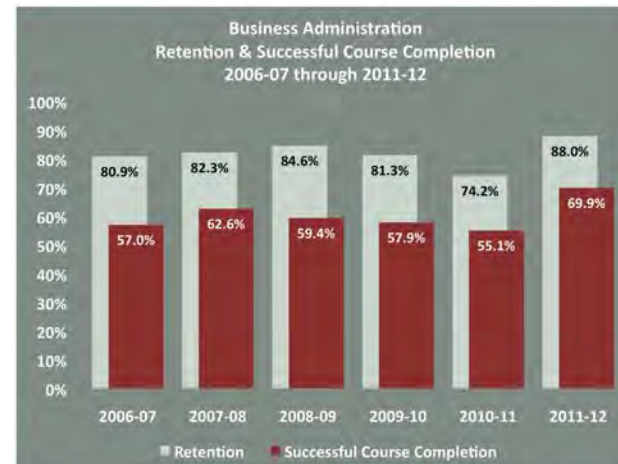
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Business Administration courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Business Administration program experienced a peak in headcount (500) in 2010-11, however the program showed its highest FTES (60.7) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Business Administration program increased by 10.0%. For FTES, the figures are 5.6% and 17.9%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Business Administration over the past six academic years. The retention rate within Business Administration was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 74.2% to 88.0%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Business Administration was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 55.1% to 69.9% (vs. a college-wide range of 70.7% to 73.1%).



# Chemistry

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## MISSION

The mission of the Chemistry Department is to educate students in the principles, concepts, and methods of chemistry, facilitate the understanding of chemical processes, promote recognition of the role of chemistry in everyday life, and empower students with the scientific knowledge and technical skills that enable them to be influential members of society.

## CHEMISTRY COURSES OFFERED 2011-2012

- CHEM-110: Introduction to Chemistry
- CHEM-111: Introduction to Organic & Biological Chemistry
- CHEM-120: General Chemistry 1
- CHEM-121: General Chemistry 2
- CHEM-240: Organic Chemistry 1
- CHEM-241: Organic Chemistry 2

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Chemistry in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Chemistry are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Chemistry Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	28.0	29.0	33.0
WSCH	4575.0	4874.6	5438.2
FTES	152.5	162.5	181.3
FTEF	8.5	9.1	10.1

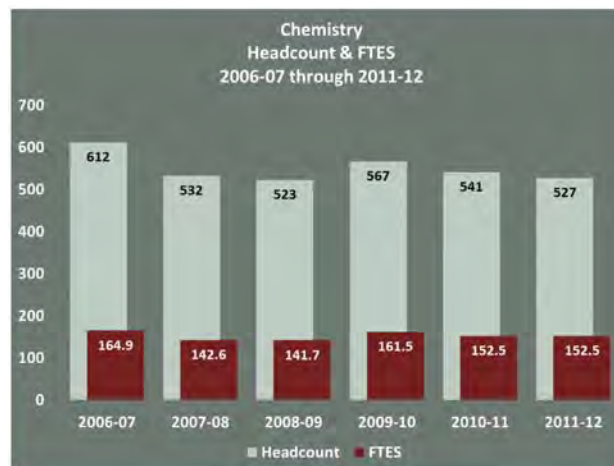
## PROGRAM CONSIDERATIONS

Chemistry courses are prerequisites for other programs and courses, leading high demand for enrollment. The program is currently unable to accommodate demand due to lab space limitation. A priority for the department is to address the space issue. The SME Division benefitted from the awarding of a Hispanic Serving Institution STEM grant, \$4 million over five years. As a result of the award, \$200,000 was directed to replace equipment or purchase new equipment that meets ACS standards.

# Chemistry

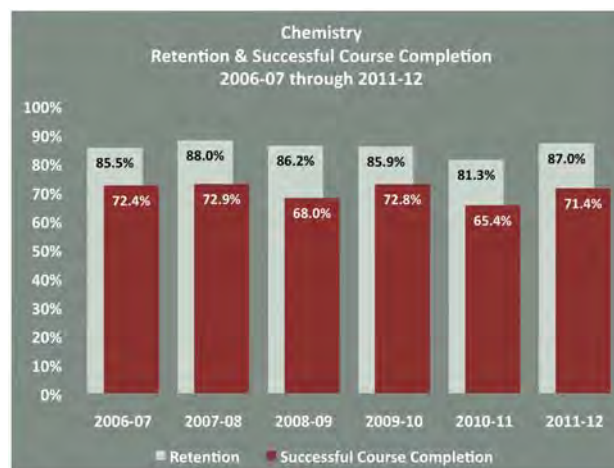
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Chemistry courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Chemistry program experienced a peak in headcount (612) and FTES (164.9) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Chemistry program decreased by 13.9%. For FTES, while NVC credit programs increased by 5.6%, the Chemistry program decreased by 7.5%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Chemistry over the past six academic years. The retention rate within Chemistry exceeded the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 81.3% to 88.0%. The successful course completion rate within Chemistry exceeded the college-wide rate in three of the six years. The successful course completion rate within the program ranged from 65.4% to 72.9% (vs. a college-wide range of 70.7% to 73.1%).



# Child & Family Studies and Education

## MISSION

The Department of Child & Family Studies and Education engages students in a dynamic and comprehensive academic program and practicum that prepares students for advanced academic pursuits and/or careers where they will work closely or peripherally with children, families, schools, communities, and social services organizations.

## CHILD & FAMILY STUDIES COURSES OFFERED 2011-2012

CFS-120: Child Development	CFS-155: Sensitive Issues in Early Childhood
CFS-121: Health, Safety & Nutrition	CFS-165: Curriculum & Environments in Early Childhood Programs
CFS-122: Principles & Practices of Teaching Young Children	CFS-184: Teaching Children in a Diverse Society
CFS-123: Observation & Assessment	CFS-196 / MUSI-196: Music & Movement in Early Childhood
CFS-130: The Creative Process in Young Children	CFS-223: Student Teaching (Practicum)
CFS-135: The Cognitive Development of Young Children	CFS-250: The Mentor Teacher
CFS-140: The Child, Family & Community	
CFS-145: Language Development & Early Literacy	
CFS-151: Environments for Infants & Toddlers	

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Child & Family Studies in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Child & Family Studies are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Child & Family Studies Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	30.0	31.0	34.0
WSCH	3158.6	3259.3	3658.2
FTES	105.3	108.6	121.9
FTEF	5.8	6.0	6.7

## PROGRAM CONSIDERATIONS

The Child & Family Studies and Education program provides comprehensive pathways for students seeking certificates, AS and AS-T degrees, and transfer to a baccalaureate program. The program strives to stay current and is linked with state organizations to help ensure that the needs of students are met. The program also contains a lab component, Child Development Center. This component is essential in meeting students' needs to observe and engage with children in a natural setting to afford the students the opportunity to apply theory to real settings. Several other programs on campus, such as the

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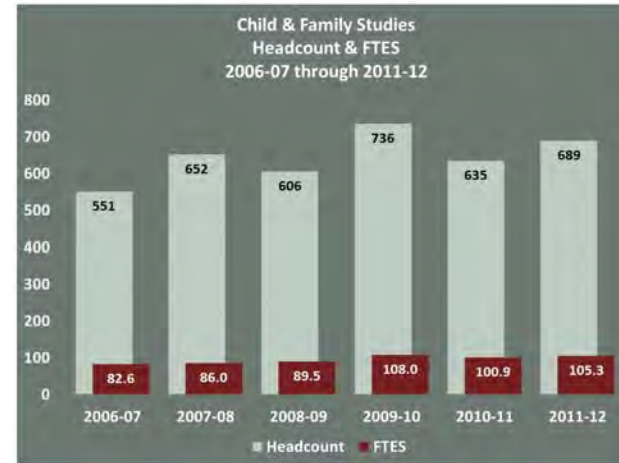
# Child & Family Studies and Education

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Police Academy, Health Occupations, and other academic disciplines also utilize the lab. Unique features of the program include individual student contact and hand auditing of all known CFS/E major's transcripts to support their progress through the program. The lab needs a remodel of the outdoor environment to increase the quality and ensure that it is developmentally appropriate for children and students and in order to continue as a model of best practices in the field.

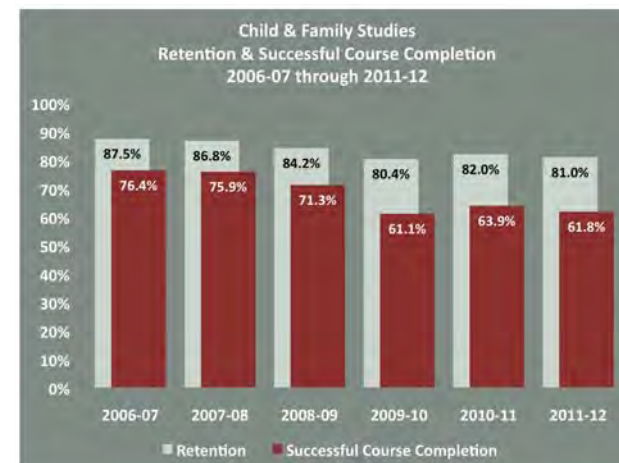
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Child & Family Studies courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Child & Family Studies program experienced a peak in headcount (736) and FTES (108.0) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Child & Family Studies program increased by 25.0%. For FTES, the figures are 5.6% and 27.5%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Child & Family Studies over the past six academic years. The retention rate within Child & Family Studies was lower than the retention rate across NVC credit programs in the four most recent years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.4% to 87.5%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Child & Family Studies was lower than the college-wide rate in the three most recent years. The successful course completion rate within the program ranged from 61.1% to 76.4% (vs. a college-wide range of 70.7% to 73.1%).



# Computer Studies

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## MISSION

The Computer Studies program provides training to students in the areas of computer applications, computer systems, computer networking, and computer science. The program can result in a certificate of proficiency in a computer specialty, an Associate in Science degree, or a transfer foundation for continued study where computer skills are required.

## COMPUTER STUDIES COURSES OFFERED 2011-2012

CISA-110: Introduction to Microcomputers	CISA-182: Javascript and AJAX
CISA-142: Operating Systems	CISA-184: Creating Applications for Mobile Devices
CISA-160: Database Systems	CISA-212: UNIX and Linux
CISA-165: Spreadsheets	COMS-100: Introduction to Computer Systems
CISA-180: Creating Web Pages With HTML	COMS-215: Programming Concepts and Methodology

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Computer Studies in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Computer Studies are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Computer Studies Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	18.0	20.0	21.0
WSCH	1933.0	2075.1	2230.8
FTES	64.2	69.2	74.4
FTEF	3.8	4.1	4.4

## PROGRAM CONSIDERATIONS

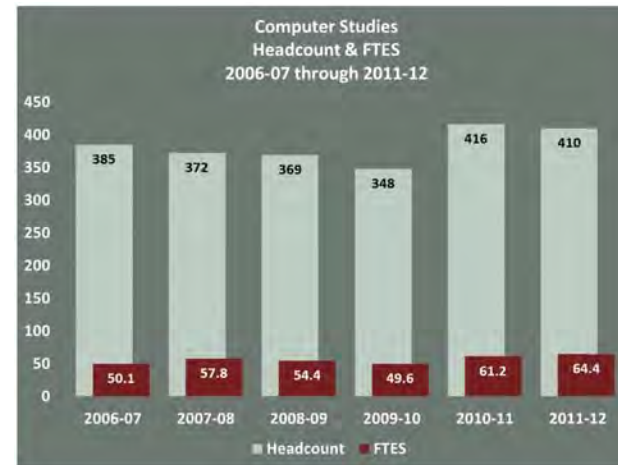
The program is part of the Technical Division and offers certificates in computer studies, networking, computer application, and information technology. A unique feature is that the program provides job-ready skills and workforce preparation. Though class size was increased to 50 over the last three years, the program is still not able to meet enrollment demand. Priorities include maintaining currency, obtaining dedicated space, and planning for equipment replacement.



# Computer Studies

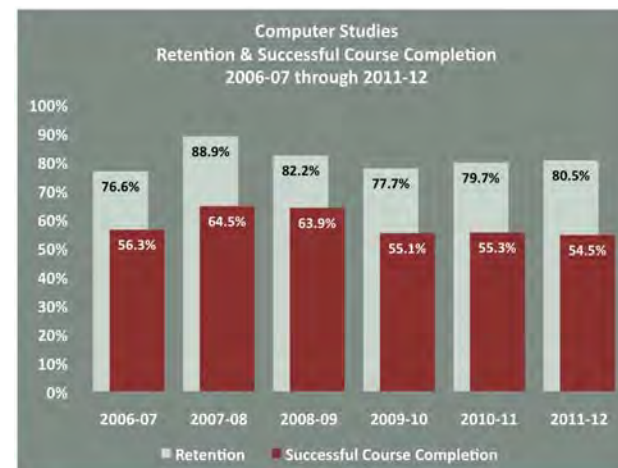
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Computer Studies courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Computer Studies program experienced a peak in headcount (416) in 2010-11, however the program showed its highest FTES (64.4) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Computer Studies program increased by 6.5%. For FTES, the figures are 5.6% and 28.6%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Computer Studies over the past six academic years. The retention rate within Computer Studies was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 76.6% to 88.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Computer Studies was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 54.5% to 64.5% (vs. a college-wide range of 70.7% to 73.1%).



# Criminal Justice Training

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## MISSION

Our mission is to provide our students with the highest quality training possible. We strive to provide the best opportunity for students' success in meeting basic and advanced training requirements and for enhancing job performance.

## CRIMINAL JUSTICE COURSES OFFERED 2011-2012

- CJT-200: Basic Police Academy
- CJT-203: Module 3 Arrest & Firearms
- CJT-211: Adult Corrections Academy
- CJT-296: Public Safety Dispatchers' Basic Course
- CJT-297: Basic Academy Recertification

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Criminal Justice Training in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Criminal Justice Training are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Criminal Justice Training			
	2011-12	2017-18	2022-23
SEC	18.0	19.0	23.0
WSCH	5889.4	6173.2	7294.3
FTES	196.3	205.8	243.1
FTEF	7.8	8.2	9.7

## PROGRAM CONSIDERATIONS

The Criminal Justice Training program is a highly structured program that constantly must adapt its training and delivery to meet changing legislation. The basic academy is a year-long training program with a six-month cycle of new enrollments. The rigors of the program translate to high job placement rates and the success rates of the students. A factor impacting the program is the low female student representation. Curriculum focuses on addressing the 42 learning domains for training/specifications, adjusting to the changing training and testing specifications, and including the four levels of Emergency Driver training. CJTC plans for addressing anticipated changes include facilities that provides for scenario training, testing, and recording. Priorities include seeking opportunities for "Simunitions," non-lethal training and creation of an Emergency Vehicle Operation Center and course.

# Criminal Justice Training

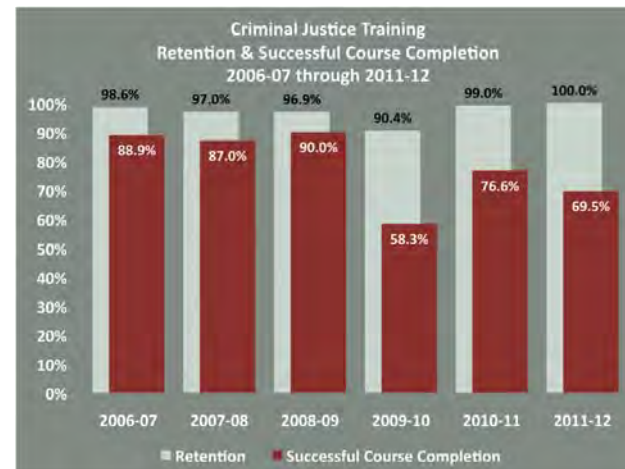
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Criminal Justice Training courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Criminal Justice Training program experienced a peak in headcount (1,116) and FTES (518.3) in 2007-08. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Criminal Justice Training program decreased by 71.9%. For FTES, while NVC credit programs increased by 5.6%, the Criminal Justice Training program decreased by 55.1%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the ... depicts trends in retention and successful course completion within Criminal Justice Training over the past six academic years. The retention rate within Criminal Justice Training exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 90.4% to 100%. The successful course completion rate within Criminal Justice Training exceeded the college-wide rate in four of the six years. The successful course completion rate within the program ranged from 58.3% to 90.0% (vs. a college-wide range of 70.7% to 73.1%).



# Counseling Division

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## MISSION

The Counseling Division provides quality counseling and teaching services to students, to support and teach to active learning and self-awareness; inclusive of our demonstrated respect and empathy toward all students. Our Division's goal is for students to achieve their personal, career, educational, and professional goals, for lifelong success in our diverse and changing global culture.

## COUNSELING COURSES OFFERED 2011-2012

- COUN-100: College Success
- COUN-103: Take Charge of Your Learning
- COUN-105: Planning for Transfer Success
- COUN-110: Career/Life Plan
- COUN-111: Career Decision-Making
- COUN-97: Managing the College Experience

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Counseling in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Counseling are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	21.0	23.0	26.0
WSCH	1302.6	1397.1	1594.2
FTES	43.4	46.6	53.1
FTEF	2.9	3.1	3.5

## Counseling Division

One of the unique features identified was that the program was down nine full-time counselors, which required people to wear multiple hats to meet the myriad of responsibilities of the department. A major factor impacting the Counseling program is the Student Success Act of which meeting the benchmarks in the Scorecard and addressing the requirement of completed Student Educational Plans for students are major components. The inability to offer enough sections of Learning Communities that would help in addressing some of the Student Success requirements is a challenge for the program. The response to the question of program plans or priorities for addressing anticipated change was that the present culture made it hard to engage

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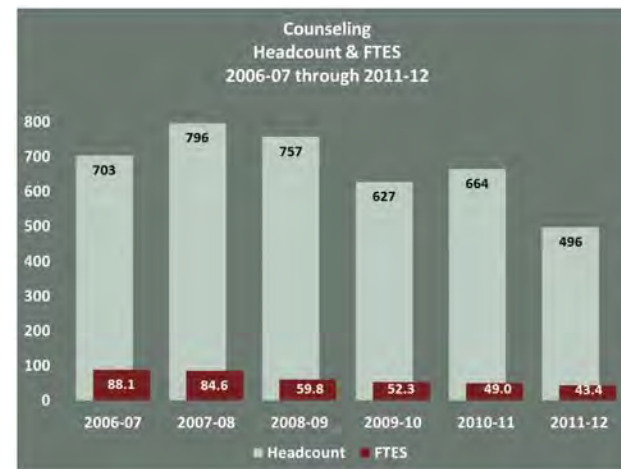
# Counseling Division

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in change. There is a need for data-driven change; understanding trends and patterns; understanding externally the impact and implications for the future. A priority for the program is addressing limited staffing. Meeting the Student Success Act timelines and addressing the lack of integrated technology were also important priorities for the program.

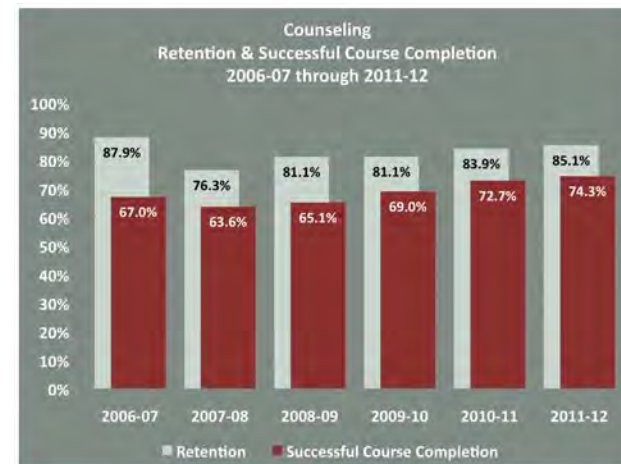
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Counseling courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Counseling program experienced a peak in headcount (796) in 2007-08, however the program showed its highest FTES (88.1) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Counseling program decreased by 29.4%. For FTES, while NVC credit programs increased by 5.6%, the Counseling program decreased by 50.7%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Counseling over the past six academic years. The retention rate within Counseling was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 76.3% to 87.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Counseling was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 63.6% to 74.3% (vs. a college-wide range of 70.7% to 73.1%).



# Digital Design Graphics Technology

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## MISSION

Digital Design Graphics Technology is dedicated to promoting a stimulating environment and providing a challenging learning experience for students who will design the future.

## DIGITAL DESIGN & GRAPHICS TECHNOLOGY COURSES OFFERED 2011-2012

DDGT-110: Technical Drawing Fundamentals /  
ENGI-122: Engineering Graphics & Design  
DDGT-120: Digital Design Graphics Technology 1  
DDGT-121: Digital Design Graphics Technology 2  
DDGT-230: Digital Architectural Drafting & Design  
DDGT-240: Digital Design Graphics Technology 3  
DDGT-241: Digital Design Graphics Technology 4

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Digital Design Graphics Technology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Digital Design Graphics Technology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Digital Design Graphics Technology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	8.0	7.0	8.0
WSCH	1058.9	885.3	1014.7
FTES	35.3	29.5	33.8
FTEF	3.4	2.8	3.2

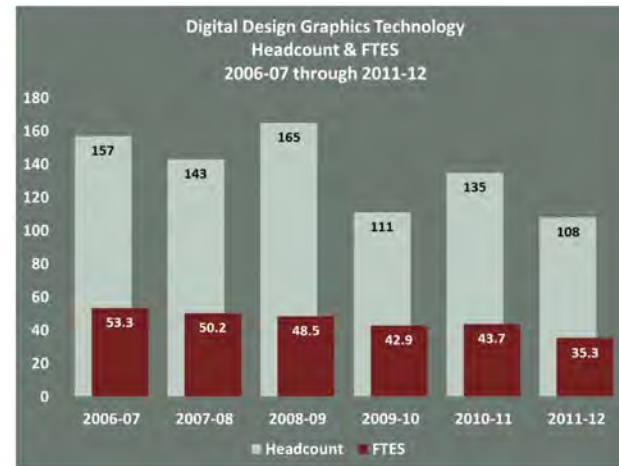
## PROGRAM CONSIDERATIONS

DDGT is a certified AutoDesk Training Center and provides AutoDesk training to the community. The program offers a credit certificate and degree program as well as an array of fee-based short-term classes to support working professionals in construction, architectural, mechanical, and design industries. Students can earn a certificate, recognizable within the industry, by completing each class offered by the DDGT program. The program operates in a sophisticated computer lab that provides 56 work stations for students, a real-world CAD network environment, and a state-of-the-art 3-D ABS plastic printer, the same found in a typical industry workplace. To maintain a realistic working environment, the computer hardware requires updating and replacement every five years. The AutoDesk software is updated annually and offers students the latest version. Future plans include offering a one-year Architectural Certificate program to meet the current workforce needs.

# Digital Design Graphics Technology

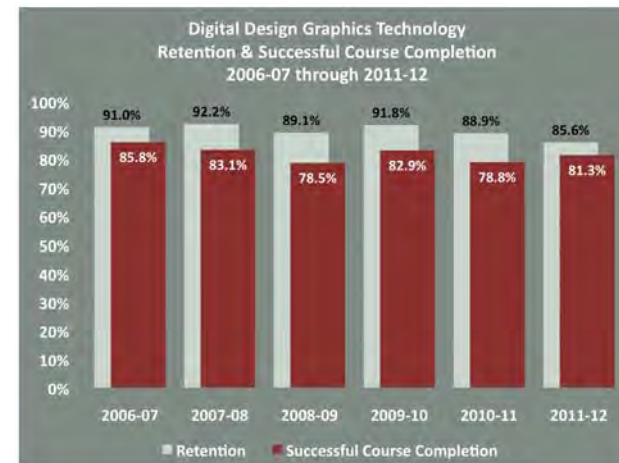
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Digital Design & Graphics Technology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Digital Design & Graphics Technology program experienced a peak in headcount (165) in 2008-09, however the program showed its highest FTES (53.3) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Digital Design & Graphics Technology program decreased by 31.2%. For FTES, while NVC credit programs increased by 5.6%, the Digital Design & Graphics Technology program decreased by 33.8%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Digital Design Graphics Technology over the past six academic years. The retention rate within Digital Design Graphics Technology exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 85.6% to 92.2%. The successful course completion rate within Digital Design Graphics Technology exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 78.5% to 85.8% (vs. a college-wide range of 70.7% to 73.1%).



# Economics

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## MISSION

The Economics Department's mission is to provide students with the courses necessary to enable them to understand, analyze, and apply economic theories and research.

## ECONOMICS COURSES OFFERED 2011-2012

ECON-100: Principles of Macroeconomics

ECON-101: Principles of Microeconomics

ECON-120: Economic History of the U.S.

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Economics in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Economics are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	11.0	14.0	15.0
WSCH	1127.0	1389.3	1529.0
FTES	37.6	46.3	51.0
FTEF	2.2	2.7	3.0

## PROGRAM CONSIDERATIONS

Economics is a stand-alone discipline that serves as a support program feeding into the college's two biggest degrees: Accounting and Business Administration. There is a growth trend in economics, though there is no demand to develop an Economics Major. However, the change in the prerequisite from pre-algebra to basic math may impact the completion and retention rates in Economics.



# Economics

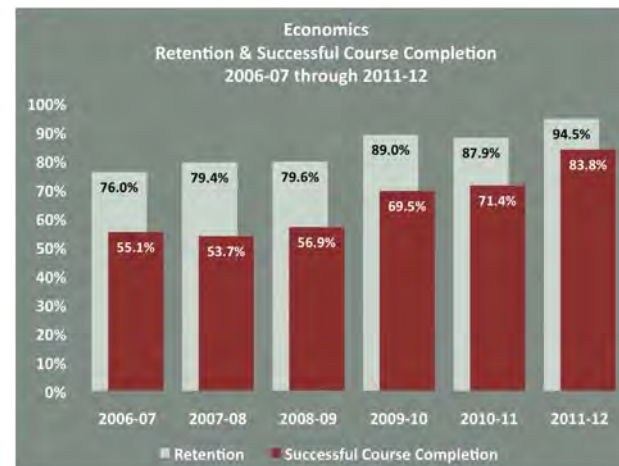
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Economics courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Economics program experienced a peak in headcount (396) and FTES (47.2) in 2008-09. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Economics program decreased by 6.5%. For FTES, while NVC credit programs increased by 5.6%, the Economics program decreased by 0.9%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Economics over the past six academic years. The retention rate within Economics exceeded the retention rate across NVC credit programs in the three most recent years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 76.0% to 94.5%. The successful course completion rate within Economics was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 53.7% to 83.8% (vs. a college-wide range of 70.7% to 73.1%).



# Emergency Medical Services

## MISSION

The mission of the Emergency Medical Services Academy is to provide its students the highest quality training possible. We strive to provide the best opportunity for students' success in meeting basic and advanced training requirements and for enhancing job performance.

The EMS program staff is committed to promoting student success through a positive and supportive learning environment using a variety of approaches that develop individual character, self-confidence, self-discipline, and critical thinking skills.

We recognize the critical role and responsibilities of the EMS system in today's society and will continue to maintain the highest ethical and performance standards to meet the needs of our community.

## EMERGENCY MEDICAL TECHNICIAN COURSES OFFERED 2011-2012

EMT-305: Emt-P (paramedic) Clinical Internship

EMT-90: First Responder

EMT-307: Emt-P (Paramedic) Field Internship

EMT-95: Emergency Medical Technician (Basic)

EMT-310: EMT Paramedic (Didactic)

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Emergency Medical Technician in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Emergency Medical Technician are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Emergency Medical Services Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	14.0	18.0	12.0
WSCH	2784.0	3565.7	3918.4
FTES	92.8	118.9	130.6
FTEF	9.0	11.5	12.7

## PROGRAM CONSIDERATIONS

The EMS Program works with the local high schools to build career pathways and offers Emergency Medical Responder courses to both ROP programs as well as qualified high school students. Most can be working in the EMS field shortly after the completion of Emergency Medical Technician course. Upon completing some field experience as an EMT, the students can then continue into the Paramedic Program as one exit point on the career pathway.

Another unique feature of the program is that the profession is constantly changing and evolving as new treatments, expectations, tools, techniques are incorporated every year. As such, it is a dynamic classroom and teaching environment

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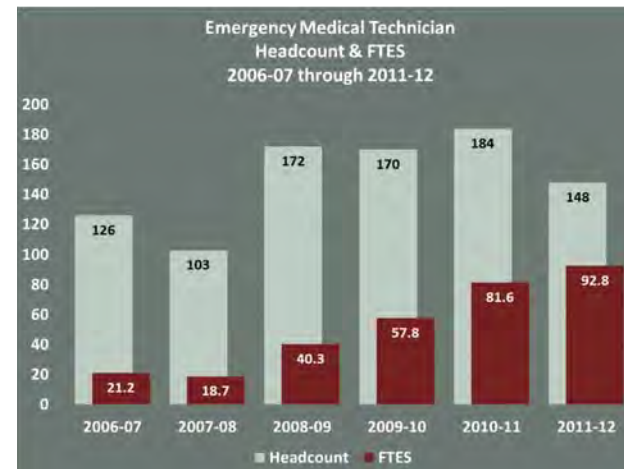
# Emergency Medical Services

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that incorporates the latest techniques and equipment each year. The EMS Programs also are unique in that they utilize multiple instructors for both the didactic and clinical skills education of students. By exposing the students to perspectives from practitioners in varied roles (fire department, private ambulance, flight personnel), students gain the best overall knowledge of where a career can lead, as well as the differing approaches used by different agencies. Courses are instructed by qualified EMT's and Paramedics. Some of the major factors impacting the program are the changing requirements from various governing agencies and a lack of dedicated classroom space.

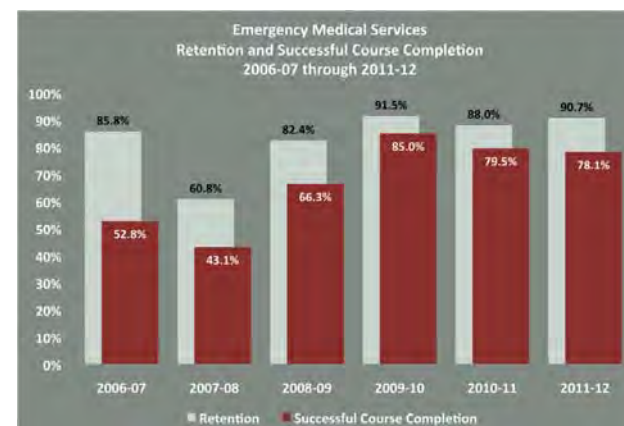
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Emergency Medical Technician courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Emergency Medical Technician program experienced a peak in headcount (184) in 2010-11, however the program showed its highest FTES (92.8) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Emergency Medical Technician program increased by 43.7%. For FTES, the figures are 5.6% and 397.3%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Emergency Medical Services courses over the past five academic years. The retention rate within the Emergency Medical Services program fluctuated around the retention rate across NVC credit programs, exceeding the college-wide rate in the two most recent years examined. While the college-wide rate has ranged from 85.0% to 86.7%, the program rate has ranged from 60.8% to 91.5%. Successful course completion rates during this same time period similarly fluctuated around those across NVC credit programs, exceeding the college-wide rate in two of the five years examined. The program successful course completion rate for this time period ranged from 43.1% to 85.0% (vs. a college-wide range of 70.7% to 73.1%).



# Engineering

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## MISSION

The mission of the Engineering Department at Napa Valley College is to provide its students a well grounded education in the applications of mathematics and science to solve real world problems; introduction to fundamentals of engineering through analysis and design of engineering systems; and understanding and validation of essential engineering principles through laboratory experiments and computer simulations. Students acquire the critical academic, ethical, and professional skills to succeed as life-long learners in a diverse, dynamic, interdependent world.

## ENGINEERING COURSES OFFERED 2011-2012

- ENGI-110: Engineering, Technology & Society
- ENGI-199: Independent Study in Engineering
- ENGI-240: Properties of Materials
- ENGI-241: Engineering Mechanics: Statics
- ENGI-242: Circuits 1

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Engineering in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Engineering are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Engineering Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	5.0	6.0	6.0
WSCH	527.0	618.8	662.6
FTES	17.6	20.6	22.1
FTEF	1.1	1.3	1.3

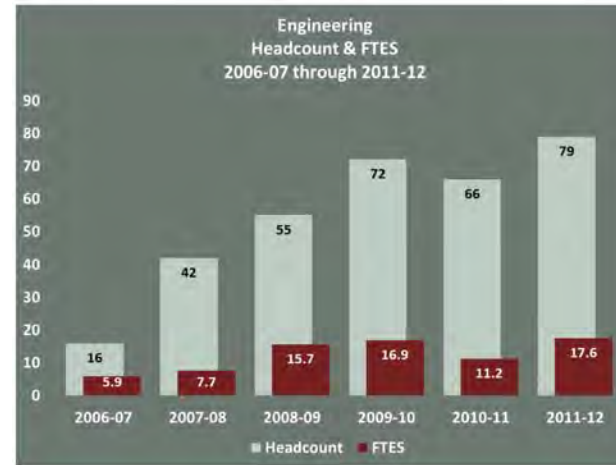
## PROGRAM CONSIDERATIONS

The engineering department offers engineering introductory courses for engineering majors. Over the past seven years, the department has doubled and in some cases tripled the enrollment for some classes. The department has acquired new equipment for properties of materials, statics, and circuits laboratories. This assures that the department maintains a healthy and vigorous program. Because of continuing outreach efforts at local high schools, which is partially supported by HSI-STEM Grand funding, the engineering department projects increasing enrollment. However, the increase in enrollment will have to be capped unless more sections of some engineering classes are added.

# Engineering

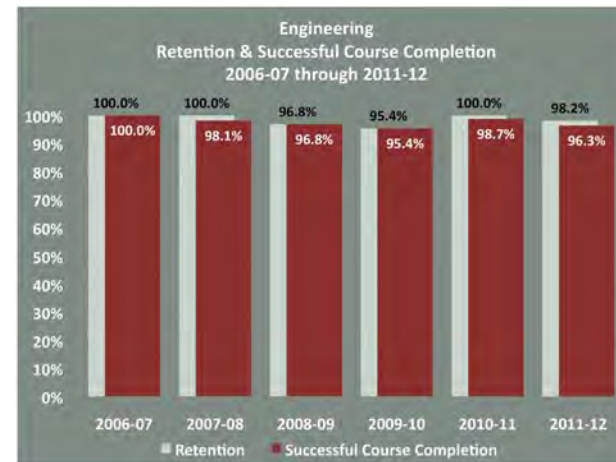
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Engineering courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Engineering program experienced a peak in headcount (79) and FTES (17.6) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Engineering program increased by 393.8%. For FTES, the figures are 5.6% and 196.3%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Engineering over the past six academic years. The retention rate within Engineering exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 95.4% to 100%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Engineering exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 95.4% to 100% (vs. a college-wide range of 70.7% to 73.1%).



# English (Including Writing Center & The Puente Project)

## MISSION

The English department's mission is to provide rigorous, supportive instruction in critical reading and writing skills necessary in college and beyond; to establish an inclusive, enriching and respectful learning environment that empowers students to address diverse ideas, opinions, and perspectives; and to engage students in complex problem solving and personal reflection through a broad selection of reading and writing assignments, literature, and instructional activities.

## ENGLISH COURSES OFFERED 2011-2012

ENGL-120: Reading & Composition 1	ENGL-215: Survey of American Literature 1
ENGL-121: Reading & Composition 2	ENGL-216: Survey of American Literature 2
ENGL-123: Critical Thinking About Literature	ENGL-220: Shakespeare: Introduction
ENGL-125: Critical Thinking & Composition	ENGL-223: The Bible As Literature
ENGL-200: Introduction to Creative Writing 1	ENGL-84: Supervised Writing Lab
ENGL-201: Introduction to Creative Writing 2	ENGL-85: Basic Reading & Writing
ENGL-202: Introduction to Creative Writing 3	ENGL-90: Preparing for College Read & Writing 1

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for English in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with English are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	118.0	125.0	137.0
WSCH	11412.8	12108.5	13294.9
FTES	380.4	403.6	443.2
FTEF	27.1	28.7	31.5

## PROGRAM CONSIDERATIONS

The college has recognized the central importance of communication skills as an institutional student learning outcome and for most degrees. Because the college has been tasked with preparing students for college-level reading, writing, critical thinking, and research skills, English courses at the transfer and basic skills level will continue to be in high demand as the college grows.

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# English (Including Writing Center & Puente Project)

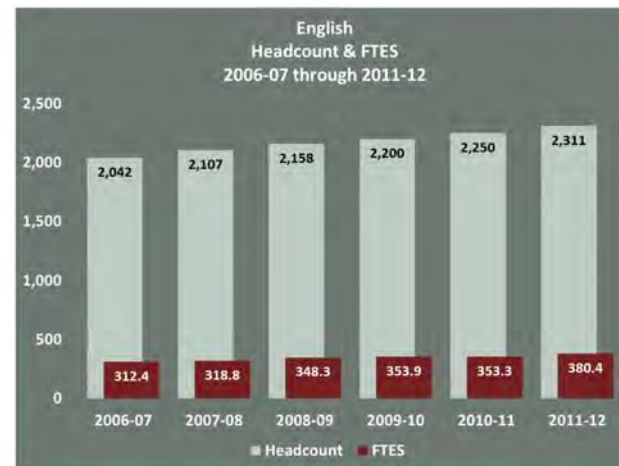
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New developments in technology will continue to impact our program, both in terms of content and delivery. The English department anticipates the need for upgrades in technology, training, and additional IT support as more course content is offered online.

To support student success, the English department will expand best practices such as learning communities and student success centers in reading and writing.

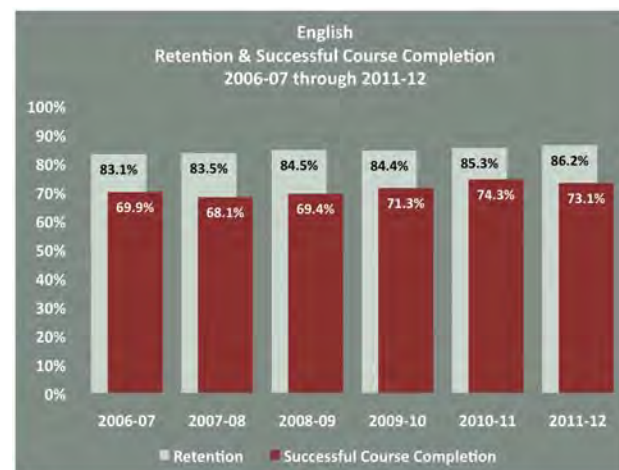
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in English courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The English program experienced a peak in headcount (2,311) and FTES (380.4) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the English program increased by 13.2%. For FTES, the figures are 5.6% and 21.8%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within English over the past six academic years. The retention rate within English was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 83.1% to 86.2%. The successful course completion rate within English exceeded the college-wide rate in the three most recent years. The successful course completion rate within the program ranged from 68.1% to 74.3% (vs. a college-wide range of 70.7% to 73.1%).



# English as a Second Language

## MISSION

The ESL Program is designed to engage ESL students in high quality, relevant instruction so they can communicate clearly in English, subsequently succeed in degree applicable and transfer courses, and/or progress towards personal and career goals.

## ENGLISH AS A SECOND LANGUAGE COURSES OFFERED 2011-2012

ESL-106: Oral Communication 5  
ESL-110: Writing  
ESL-50: Grammar/Writing 1  
ESL-60: Grammar/Writing 2  
ESL-64: Reading & Discussion 2

ESL-66: Oral Communication 2  
ESL-70: Grammar/Writing 3  
ESL-74: Reading Level & Discussion Level 3  
ESL-80: Grammar/Writing 4  
ESL-84: Reading & Discussion Level 4

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for English as a Second Language in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with English as a Second Language are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	14.0	12.0	14.0
WSCH	986.0	842.8	997.2
FTES	32.9	28.1	33.2
FTEF	3.1	2.6	3.1

## PROGRAM CONSIDERATIONS

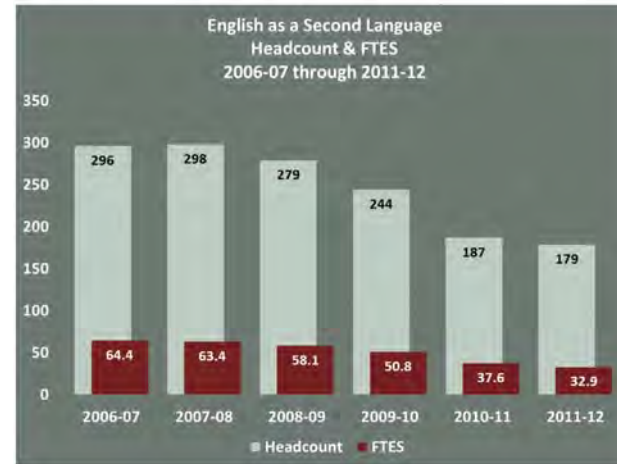
The program serves a non-traditional, first-generation population. The program has experienced a drop in enrollment since 2006 although the evening program maintains higher numbers. The challenge will be to strengthen the program and increase enrollments.



# English as a Second Language

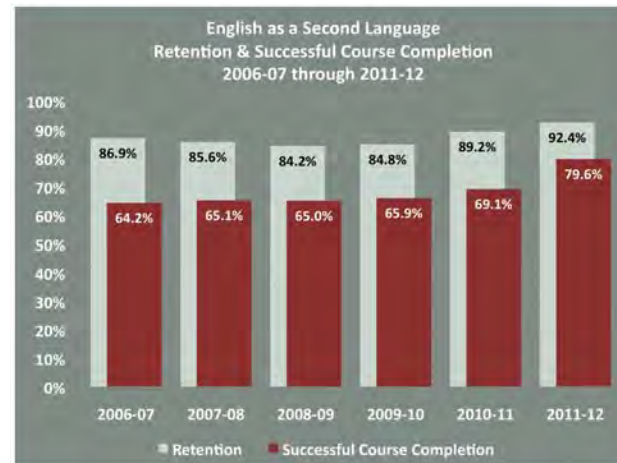
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in English as a Second Language courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The English as a Second Language program experienced a peak in headcount (298) in 2010-11, however the program showed its highest FTES (64.4) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the English as a Second Language program decreased by 39.5%. For FTES, while NVC credit programs increased by 5.6%, the English as a Second Language program decreased by 48.9%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within English as a Second Language over the past six academic years. The retention rate within English as a Second Language exceeded the retention rate across NVC credit programs in three of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 84.2% to 92.4%. The successful course completion rate within English as a Second Language was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 64.2% to 79.6% (vs. a college-wide range of 70.7% to 73.1%).



# Geology/Earth Science

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## MISSION

The Geology, Geography, Earth and Environmental Sciences programs' mission is to engage students in the study of the planet Earth, its geospatial attributes, the materials of which it is made, the processes that act on these materials, the products formed, and the history of the planet and its life forms since its origin. Through acquired knowledge and critical-thinking skills, students are empowered to examine the processes, models, experimental results, theories and to become more capable of reaching scientifically valid conclusions using the scientific method.

## GEOLOGY/EARTH SCIENCE COURSES OFFERED 2011-2012

- EART-110: Earth Science: Earth, Sea, & Sky
- ENVS-115: Energy, the Environment & Sustainability
- GEOG-110: Physical Geography
- GEOG-114: California Geography
- GEOL-110: Physical Geology
- GEOL-111: Physical Geology Laboratory

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Geology Earth Science in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Geology Earth Science are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Geology/Earth Science Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	13.0	13.0	15.0
WSCH	1365.0	1385.6	1550.0
FTES	45.5	46.2	51.7
FTEF	2.8	2.8	3.2

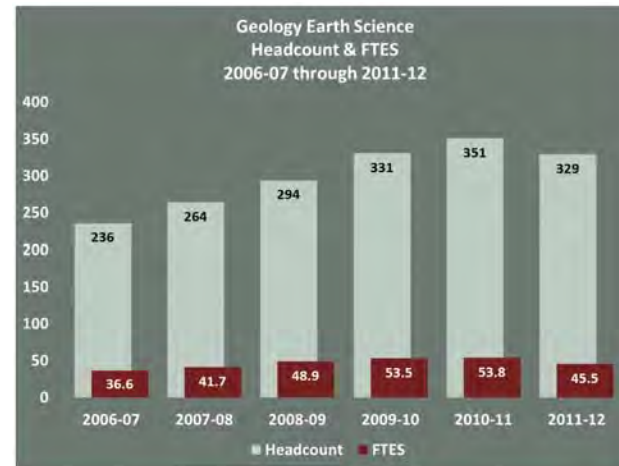
## PROGRAM CONSIDERATIONS

A unique feature of the program is the broad-based science curriculum (mineralogy, map-reading, and rock science) that requires equipment and the purchase of new equipment on a regular basis. A priority for the program is searching for grant money to purchase equipment and computers. Because the courses provide real world experience and contribute to workforce development, plans include connecting with business to increase job placement. Challenges include access to campus Wi-Fi, and lack of a large lecture facility.

# Geology/Earth Science

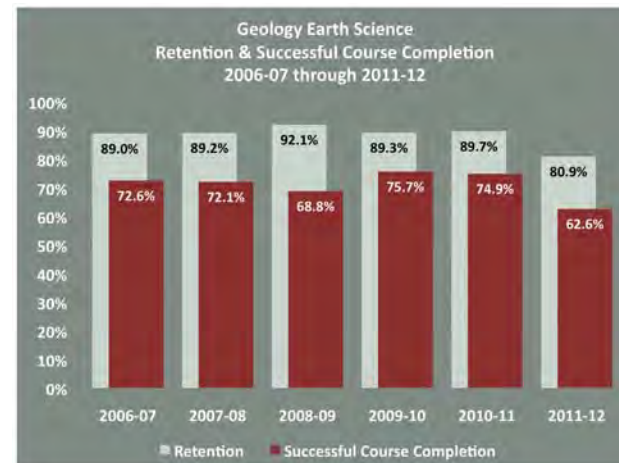
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Geology & Earth Science courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Geology & Earth Science program experienced a peak in headcount (351) and FTES (53.8) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Geology & Earth Science program increased by 39.4%. For FTES, the figures are 5.6% and 24.5%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Geology/Earth Science over the past six academic years. The retention rate within Geology/Earth Science exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.9% to 92.1%. The successful course completion rate within Geology/Earth Science exceeded the college-wide rate in four of the six years. The successful course completion rate within the program ranged from 62.6% to 75.7% (vs. a college-wide range of 70.7% to 73.1%).



# Health Occupations

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## MISSION

The Health Occupations Division houses the various health career certification programs at Napa Valley College such as the Associate Degree Nursing, Emergency Medical Technician I (Basic) Training, Respiratory Therapy, Paramedic Training, Psychiatric Technician, and Vocational Nursing programs. Each one of these programs may be found under their own subject heading in the general catalogue and schedule of classes. In addition, the Health Occupations Division offers a variety of introductory health courses to students that can assist the student in exploring health related subjects.

## HEALTH OCCUPATIONS COURSES OFFERED 2011-2012

- HEOC-100: Basic Anatomy & Physiology
- HEOC-101: Pharmacology
- HEOC-171: Medical Terminology
- HEOC-172: Basic Nutrition

## PROGRAM OF INSTRUCTION

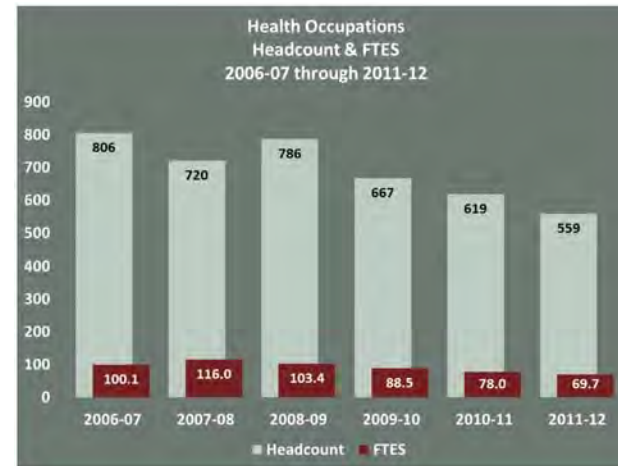
The table on the right contains the key metrics for Health Occupations in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Health Occupations are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	17.0	17.0	20.0
WSCH	2091.0	2102.1	2406.4
FTES	69.7	70.1	80.2
FTEF	3.1	3.1	2.6

# Health Occupations

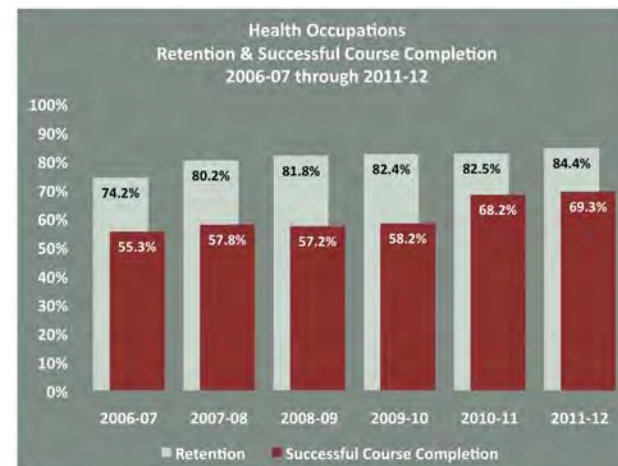
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Health Occupations courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Health Occupations program experienced a peak in headcount (680) in 2006-07, however the program showed its highest FTES (116.0) in 2007-08. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Health Occupations program decreased by 27.6%. For FTES, while NVC credit programs increased by 5.6%, the Health Occupations program decreased by 30.4%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Health Occupations over the past six academic years. The retention rate within Health Occupations was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 74.2% to 84.4%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Health Occupations was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 55.3% to 69.3% (vs. a college-wide range of 70.7% to 73.1%).



# History

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## MISSION

The History program at Napa Valley College familiarizes students with major developments in diverse regional and global histories, and invites them to a deeper understanding of the complexities of the human experience across time. Our students are asked to develop their knowledge of historical problems and patterns, to master the use of primary and secondary sources, and to clearly argue a historical thesis based on the analysis of evidence. Our history classes are structured to help prepare students for transfer and future success by building skills related to reading comprehension, clear writing, and informed critical thinking.

## HISTORY COURSES OFFERED 2011-2012

HIST-120: United States History 1

HIST-121: United States History 2

HIST-122: World Civilization 1

HIST-123: World Civilization 2

HIST-145: California History

HIST-150: History of American Women 1600-1900

HIST-152: Women in Twentieth-Century America

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for History in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with History are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

History Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	22.0	23.0	26.0
WSCH	3603.0	3779.0	4205.9
FTES	120.1	126.0	140.2
FTEF	4.4	4.6	5.1

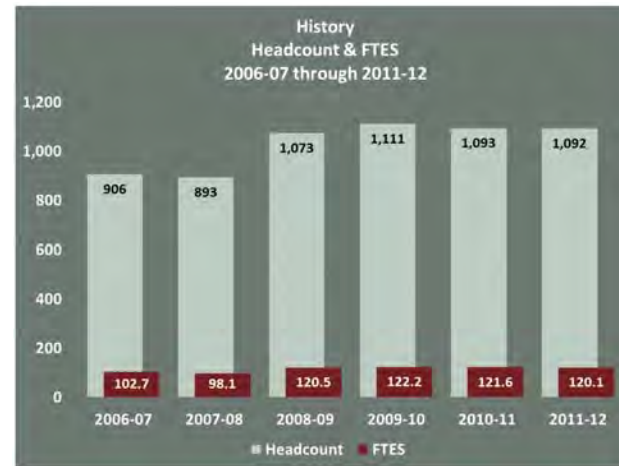
## PROGRAM CONSIDERATIONS

The History program is broadly applicable to a wide range of majors and degree programs, and courses are in extremely high demand. Immediate goals of the program include the creation of an AA for Transfer degree aligned with both the transfer model curriculum and the requirements of UC history departments. Challenges include an insufficient number of large capacity classrooms and inadequate classroom infrastructure including outdated lighting and media technology.

# History

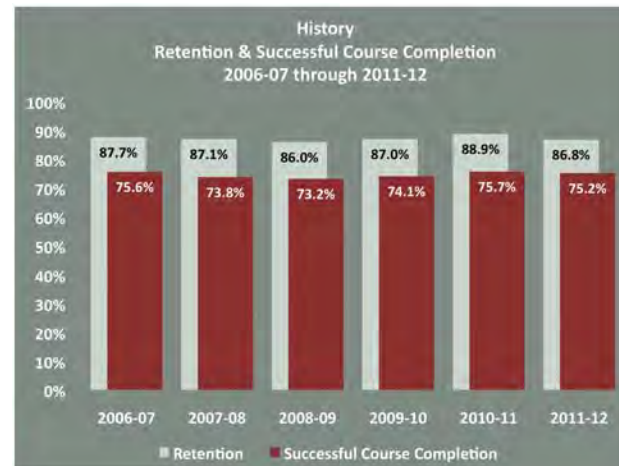
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in History courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The History program experienced a peak in headcount (1,111) and FTES (122.2) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the History program increased by 20.5%. For FTES, the figures are 5.6% and 16.9%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within History over the past six academic years. The retention rate within History exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 86.0% to 88.9%. The successful course completion rate within History exceeded the college-wide rate each year. The successful course completion rate within the program ranged from 73.2% to 75.7% (vs. a college-wide range of 70.7% to 73.1%).



# Hospitality

## MISSION

The Napa Valley College Hospitality & Tourism Management program offers a stimulating, supportive, and inclusive learning environment for students with diverse goals, abilities, and needs who are interested in obtaining a career and technical certificate, transferring to a four-year college, or continuing education as a lifelong learner. Our program encourages students to expand their potential by developing knowledge, skills, and abilities to ultimately make lasting contributions in the hospitality industry.

## HOSPITALITY COURSES OFFERED 2011-2012

- HOSP-120: Introduction to Hospitality Management
- HOSP-122: Principles of Hotel Administration
- HOSP-123: Hospitality & Tourism Management Sales
- HOSP-125: Food, Beverage & Restaurant Management

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Hospitality in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Hospitality are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Hospitality Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	6.0	7.0	8.0
WSCH	438.0	479.9	529.4
FTES	14.6	16.0	17.6
FTEF	1.2	1.3	1.5

## PROGRAM CONSIDERATIONS

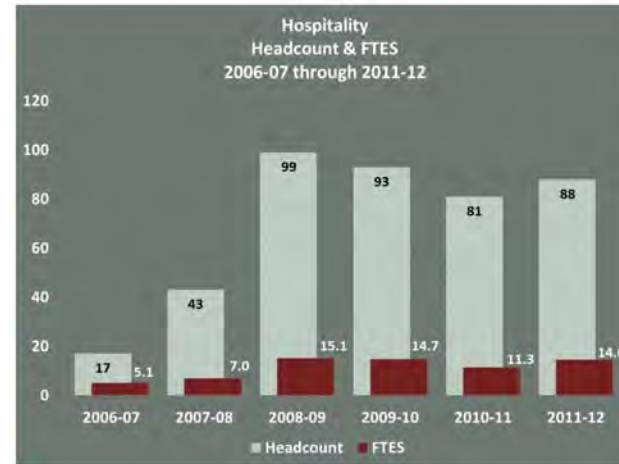
The hospitality industry is the largest private industry sector in Napa County and includes hotel and lodging, culinary and restaurants, wine, and tourism. The Hospitality Program is evolving to meet the training needs of the hospitality industry work force by providing short-term classes focused on hotel management, restaurant management, tasting room operations, and various aspects of tourism. The current certificate and degree program is being revised to provide short-term credit classes, more focused certificate options, and an integrated career pathway that connects with local high school programs. The Hospitality Program is growing a closer connection to the existing Napa Valley Cooking School and Viticulture and Winery Technology Program. Classes will be offered on the main campus, Upper Valley Campus, and online. These classes will include credit, non-credit, and fee-based offerings driven by the needs of the workforce.



# Hospitality

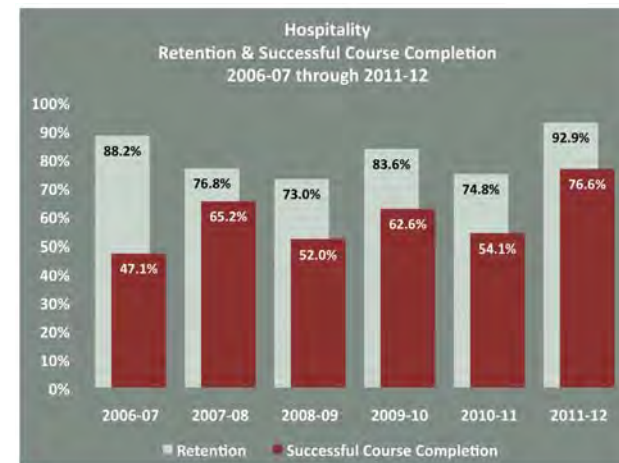
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Hospitality courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Hospitality program experienced a peak in headcount (99) and FTES (15.1) in 2008-09. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Hospitality program increased by 417.6%. For FTES, the figures are 5.6% and 186.3%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Hospitality over the past six academic years. The retention rate within Hospitality was lower than the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 73.0% to 92.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Hospitality was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 47.1% to 76.6% (vs. a college-wide range of 70.7% to 73.1%).



# Human Services

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## MISSION

The Human Services Program is a communications-based program that teaches students how to empower others to solve their own problems. Students who receive a certificate or degree will gain skills to enter the field of social services as a paraprofessional. The program is flexible for those who want to continue towards a bachelor's degree in social work and related fields.

## HUMAN SERVICES COURSES OFFERED 2011-2012

- COUN-120: Introduction to Human Services
- COUN-122: Helping Skills in Human Services
- COUN-124: Working With Diverse Populations
- COUN-126: Case Management in Human Services
- COUN-128: Introduction to Substance Abuse Studies
- COUN-130: Crisis Intervention in Human Services

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Human Services in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Human Services are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	6.0	7.0	8.0
WSCH	582.0	692.8	769.3
FTES	19.4	23.1	25.6
FTEF	1.2	1.4	1.6

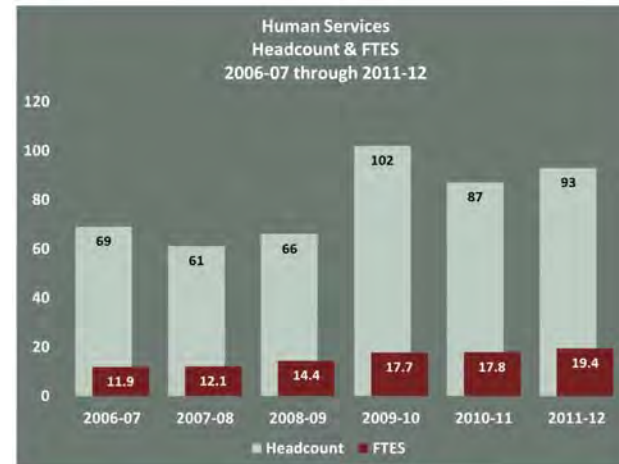
## PROGRAM CONSIDERATIONS

The program is designed to teach students entry level helping skills to work in the high demand field of Human Services. Students have the unique opportunity to have field experiences in one or more human service agencies in Napa and Solano Counties. In addition to the broad Human Services program, our new Addiction Studies certificate and degree programs are currently in final review and approval phases which will provide background and training in drug and alcohol counseling. The coursework prepares student to begin entry level jobs in this field to earn practical hours before sitting for one of the state certifying exams through the California Association for Alcohol and Drug Educators (CAADE). Future plans include offering coursework more than once per academic year and continuing to build the number of contracts we have for qualified internship sites.

# Human Services

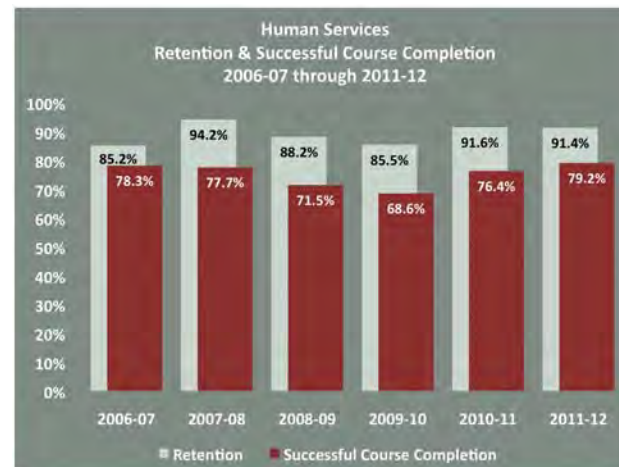
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Human Services courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Human Services program experienced a peak in headcount (102) in 2009-10, however the program showed its highest FTES (19.4) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Human Services program increased by 34.8%. For FTES, the figures are 5.6% and 63.0%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Human Services over the past six academic years. The retention rate within Human Services exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 85.2% to 94.2%. The successful course completion rate within Human Services exceeded the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 68.6% to 79.2% (vs. a college-wide range of 70.7% to 73.1%).



# Humanities

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## MISSION

The mission of the Humanities Department is to teach students how to study and analyze the interplay of significant philosophical, artistic, historical, political, religious, and cultural issues. This department strives toward helping students gain a historical understanding of major civilizations and cultures, both Western and non-Western. Students will also have an understanding and appreciation of the contributions and perspectives of prominent intellectual women and men, including those of ethnic and other minorities.

## HUMANITIES COURSES OFFERED 2011-2012

- HUMA-100: The American Mind 1
- HUMA-101: American Mind 2
- HUMA-104: Comparative Religion
- HUMA-112: Introduction to Africana Studies
- HUMA-113: Introduction to Mexican-American and Chicana(o) Studies
- HUMA-125: Introduction to Latin American Studies
- HUMA-151: Women's Ethnic Heritage
- HUMA-160: Filipina(o)-American Heritage

## PROGRAM OF INSTRUCTION

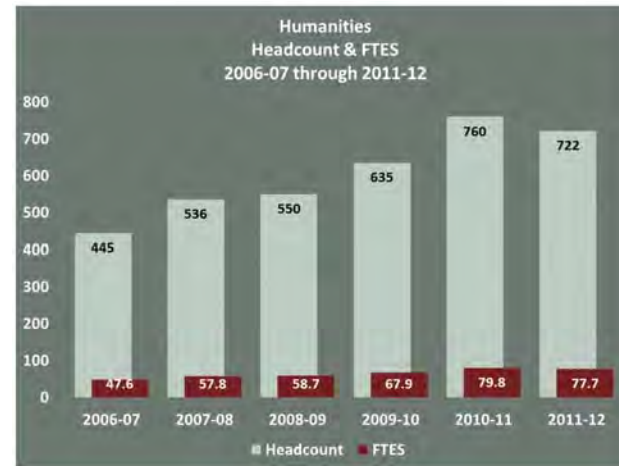
The table on the right contains the key metrics for Humanities in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Humanities are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Humanities Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	15.0	14.0	16.0
WSCH	2331.0	2237.4	2469.8
FTES	77.7	74.6	82.3
FTEF	3.0	2.9	3.2

# Humanities

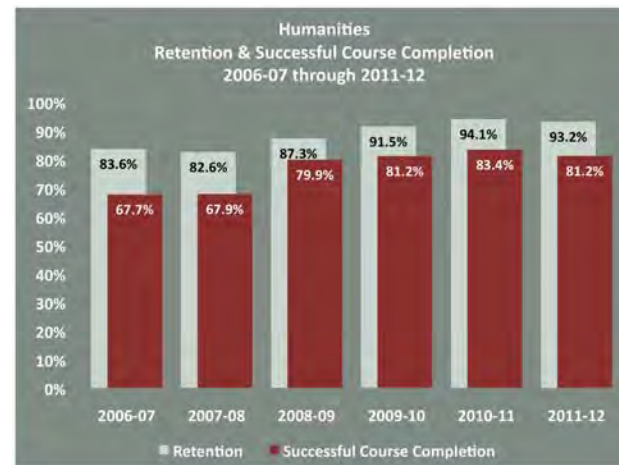
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Humanities courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Humanities program experienced a peak in headcount (760) and FTES (79.8) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Humanities program increased by 62.2%. For FTES, the figures are 5.6% and 63.2%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Humanities over the past six academic years. The retention rate within Humanities exceeded the retention rate across NVC credit programs in the four most recent years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 82.6% to 94.1%. The successful course completion rate within Humanities exceeded the college-wide rate in the four most recent years. The successful course completion rate within the program ranged from 67.7% to 83.4% (vs. a college-wide range of 70.7% to 73.1%).



# Learning Services

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## MISSION

Learning Services identifies students who qualify for academic support under the California Community College Learning Disability model. Assistance is offered to ensure that students with learning disabilities have equal access to all educational offerings at Napa Valley College.

## LEARNING SERVICES OFFERED 2011-2012

LRNS-10: Differential Learning Diagnosis

LRNS-12: Beginning Reading Skills

LRNS-17: Computer Composition

LRNS-18: Beginning Writing

LRNS-19: Intermediate Writing

LRNS-50: Basic Mathematics

LRNS-60: Study and Test-Taking Techniques

Chicana(o) Studies

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Learning Services in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Learning Services are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Learning Services Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	25.0	25.0	28.0
WSCH	1915.6	1950.2	2176.8
FTES	63.9	65.0	72.6
FTEF	6.2	6.3	7.0

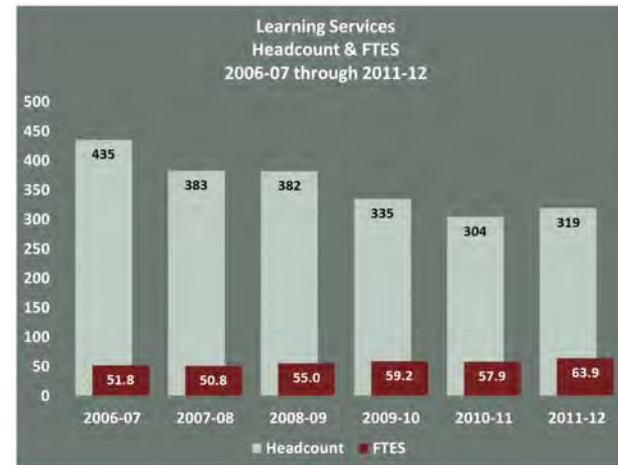
## PROGRAM CONSIDERATIONS

Learning Services offers testing services to students with learning disabilities. Learning Services provides accommodations such as tutoring and other services that are legally mandated; however, budgetary constraints have resulted in reductions in staff and limited outreach. Future plans include developing more thorough outreach to high schools and the community to assist students who have learning disabilities.

# Learning Services

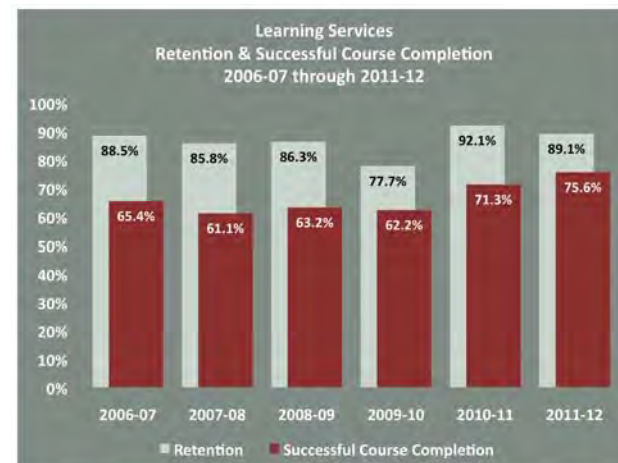
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Learning Services courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Learning Services program experienced a peak in headcount (435) in 2006-07, however the program showed its highest FTES (63.9) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Learning Services program decreased by 26.7%. For FTES, the figures are 5.6% and 23.2%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Learning Services over the past six academic years. The retention rate within Learning Services exceeded the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 77.7% to 92.1%. The successful course completion rate within Learning Services was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 61.1% to 75.6% (vs. a college-wide range of 70.7% to 73.1%).



# Machine Tool Technology

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## MISSION

The Machine Tool Technology program prepares students for careers as machinists, CNC operators, and CNC programmers/operators and satisfies the needs of life-long learners through quality instruction and job placement services. One-year and two-year certificates are offered as well as an AS degree to fulfill the needs of a wide spectrum of student needs.

## MACHINE TOOL TECHNOLOGY COURSES OFFERED 2011-2012

MACH-100: Machine Shop Practice	MACH-120: Machine Tool Fundamentals
MACH-110: Machine Technology 1	MACH-210: Machine Technology 3
MACH-111: Machine Technology 2	MACH-211: Machine Technology 4

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Machine Tool Technology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Machine Tool Technology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Machine Tool Technology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	4.0	4.0	5.0
WSCH	652.0	687.7	756.9
FTES	21.7	22.9	25.2
FTEF	2.2	2.3	2.5

## PROGRAM CONSIDERATIONS

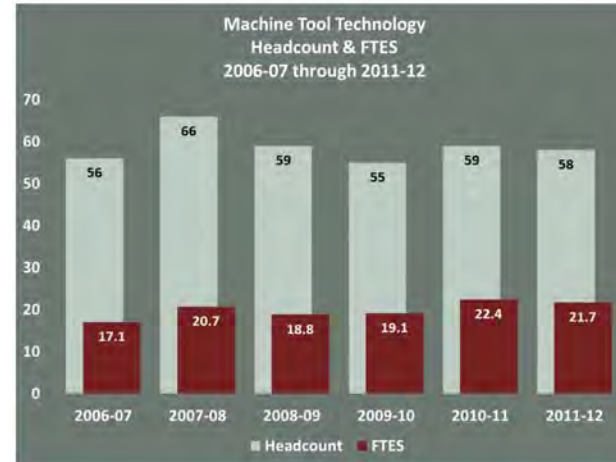
There is tremendous interest and demand in the Bay Area for conventional machinist mechanics. The ROP Program at Napa High with all new equipment including computers and CAD/CAM, dovetails with NVC's program. The program also has experienced enrollment demand. A factor that impacts the program is 1960s era facilities lacking a bridge crane and new milling equipment. Priorities include a new building, modernization of current facilities, and purchase of lifting equipment (overhead crane and other new equipment). A larger facility will allow the program to be redesigned to offer morning, afternoon and evening courses to better meet enrollment demands.



# Machine Tool Technology

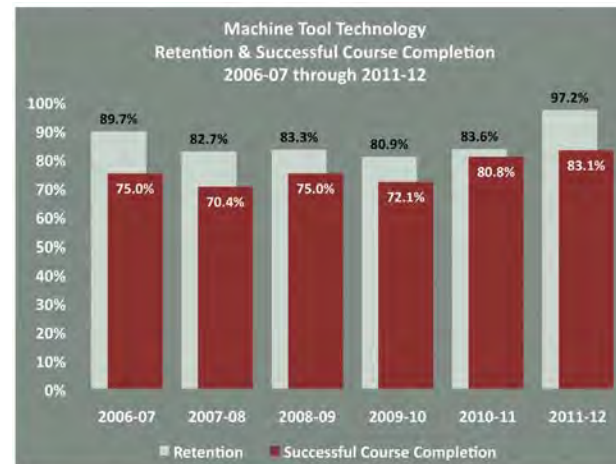
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Machine & Tool Technology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Machine & Tool Technology program experienced a peak in headcount (66) in 2007-08, however the program showed its highest FTES (22.4) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Machine & Tool Technology program increased by 3.6%. For FTES, the figures are 5.6% and 27.4%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Machine Tool Technology over the past six academic years. The retention rate within Machine Tool Technology was lower than the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.9% to 97.2%. The successful course completion rate within Machine Tool Technology exceeded the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 70.4% to 83.1% (vs. a college-wide range of 70.7% to 73.1%).



# Mathematics

## MISSION

The Napa Valley College Mathematics Department strives to make mathematics accessible and meaningful by employing diverse teaching methods in courses emphasizing vital quantitative skills and qualitative reasoning ability. Our goal is to ensure that all students receive the instruction and support necessary to become confident and successful lifelong learners, capable of achieving their academic and professional goals.

## MATHEMATICS COURSES OFFERED 2011-2012

MATH-106: Pre-Calculus: Elementary Functions

MATH-108: Trigonometry

MATH-115: Applied Calculus

MATH-120: Calculus 1

MATH-121: Calculus 2

MATH-220: Linear Algebra

MATH-221: Calculus 3

MATH-222: Differential Equations

MATH-232: Statistics

MATH-235: Finite Mathematics

MATH-55: Pre Algebra

MATH-90: Beginning Algebra

MATH-94: Intermediate Algebra

MATH-96: Beginning Algebra (Part A)

MATH-97: Beginning Algebra (Part B)

MATH-98: Intermediate Algebra (Part A)

MATH-99: Intermediate Algebra (Part B)

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Mathematics in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Mathematics are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Mathematics Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	114.0	119.0	130.0
WSCH	18788.1	19662.9	21537.2
FTES	626.3	655.4	717.9
FTEF	31.5	32.9	36.1

## PROGRAM CONSIDERATIONS

Students rely on all levels of mathematics ranging from basic skills class Math 94 to the full calculus series. The Math Center is instrumental to the success of many basic skills students, highlighting the need for stable, consistent leadership and resources in that area. In addition, the growing population of STEM transfer students underscores the need for more sections of the calculus series classes. There is a growing need for integrated technology in these classes, such as

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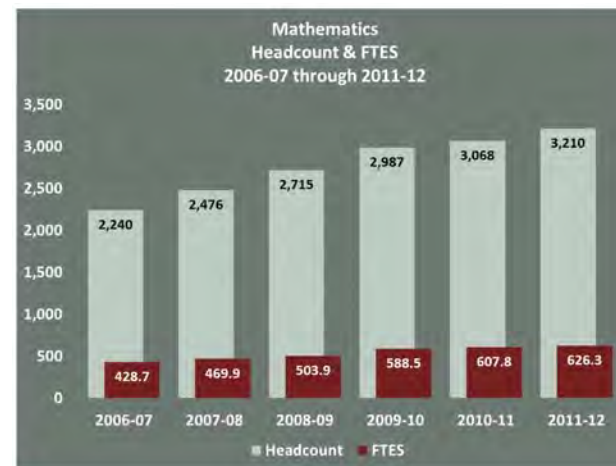
# Mathematics

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MATLAB and Mathematica as well as on-going professional development to ensure that faculty are well versed on all aspects of the software. The program also anticipates the need to develop and maintain a calculus lab, as well as on-going upgrades in technology to maintain currency in the existing computer lab/classroom.

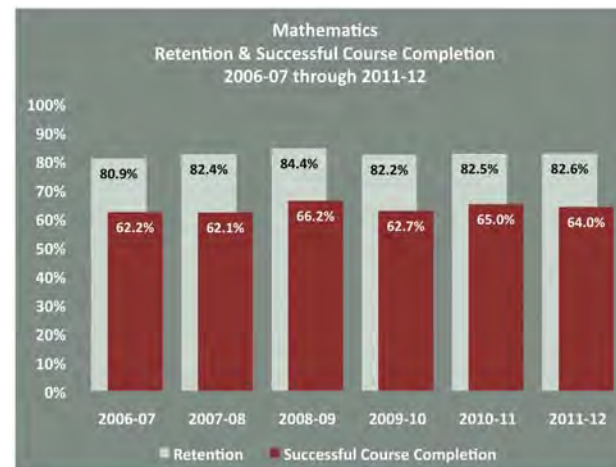
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Mathematics courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Mathematics program experienced a peak in headcount (3,210) and FTES (626.3) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Mathematics program increased by 43.3%. For FTES, the figures are 5.6% and 46.1%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Mathematics over the past six academic years. The retention rate within Mathematics was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.9% to 84.4%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Mathematics was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 62.1% to 66.2% (vs. a college-wide range of 70.7% to 73.1%).



# Modern Languages

## MISSION

The purpose of this program is for students to learn a foreign language as a first or second language, to communicate successfully with local and international communities, and to understand and appreciate their various cultures.

## MODERN LANGUAGES COURSES OFFERED 2011-2012

ASL-120: First Semester American Sign Language	SPAN-120: First Semester Spanish
ASL-121: Second-Semester American Sign Language	SPAN-121: Second Semester Spanish
FREN-120: First Semester French	SPAN-240: Third Semester Spanish
FREN-121: Second Semester French	SPAN-241: Fourth Semester Spanish
ITAL-120: First Semester Italian	SPAN-280: Spanish for Heritage Speakers I
ITAL-121: Second Semester Italian	SPAN-281: Spanish for Heritage Speakers II
SPAN-110: First Semester Spanish (part A)	SPAN-282: Introduction to Hispanic Literature
SPAN-111: First Semester Spanish (part B)	

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Modern Languages in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Modern Languages are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Modern Languages Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	35.0	40.0	43.0
WSCH	3652.2	4164.0	4454.8
FTES	121.7	138.8	148.5
FTEF	9.7	11.0	11.8

## PROGRAM CONSIDERATIONS

The program currently offers Spanish, French, Italian, and American Sign Language and three degrees: a transfer degree for Spanish and two local Associate of Arts degrees in Spanish. The unique aspects of the program are that NVC is the only area community college offering degrees in a foreign language, and that the program is very comprehensive and includes a summer Spanish abroad program. The availability and access to a reliably functional lab is an issue for the program. Furthermore, the department is in the process of validating its current placement test to require mandatory placement for students in order to promote student success. Plans include expanding the program as the Hispanic

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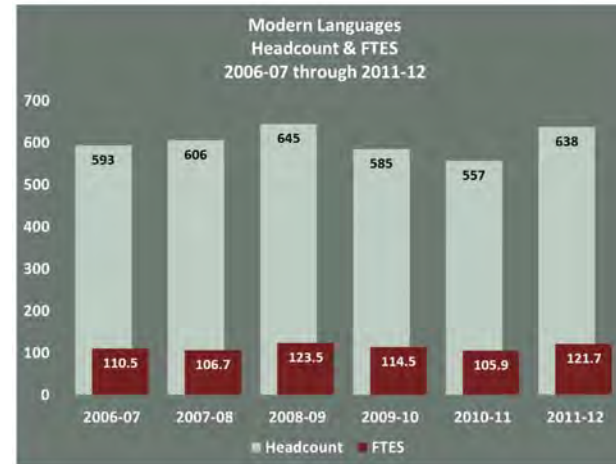
# Modern Languages

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population of the college continues to grow. Spanish courses that would strengthen college preparation skills of heritage speakers would also translate into success for these students in other coursework. The department also has readily available strands of Spanish for professionals and technical/vocational areas, but these have been archived due to economic curtailments at the college.

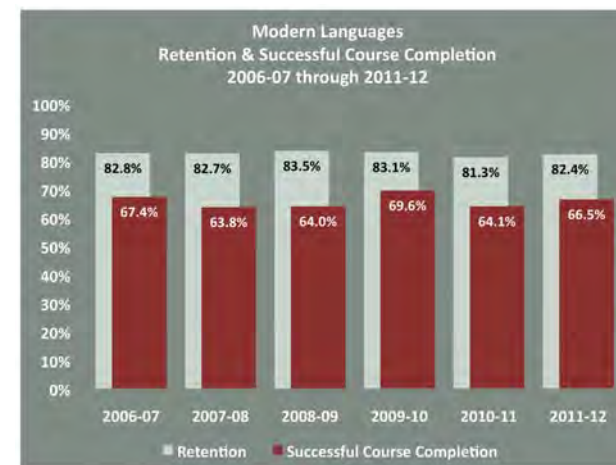
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Modern Languages courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Modern Languages program experienced a peak in headcount (645) and FTES (123.5) in 2008-09. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Modern Languages program increased by 7.6%. For FTES, the figures are 5.6% and 10.2%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Modern Languages over the past six academic years. The retention rate within Modern Languages was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 81.3% to 83.5%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Modern Languages was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 63.8% to 69.6% (vs. a college-wide range of 70.7% to 73.1%).



# Music

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## MISSION

The mission of the Music Department is to produce high quality instructional experiences for our students through individual development and group performance in musical events. We serve all segments of the community including transfer students, lifelong learners and college staff, as well as contribute to the quality of campus life and the community at large by providing engaging and stimulating performances and learning opportunities. We are committed to student success by creating nurturing music instruction environments which promote development of self-discipline, positive self-esteem, critical thinking skills and teamwork. In pursuing this mission, we reaffirm our commitment to diversity and cultural literacy.

## MUSIC COURSES OFFERED 2011-2012

MUSI-110: Fundamentals of Music	MUSI-164: Ensemble Movement
MUSI-112: Survey & Appreciation of Music	MUSI-166: Women's Chorale
MUSI-114: Survey & History of Jazz	MUSI-170: Musical Theater Performance
MUSI-121: Music Theory 1	MUSI-172: Musical Revue Workshop
MUSI-122: Music Theory 2	MUSI-174: Rehearsal & Performance Strings
MUSI-124: Computer Applications in Music	MUSI-176: Repertory Orchestra
MUSI-126: Introduction to Sound Reinforcement & Recording	MUSI-177: Rehearsal & Performance Winds
MUSI-130: Beginning Voice	MUSI-179: Repertory Wind Ensemble
MUSI-132: Commercial Voice	MUSI-181: Jazz Ensemble
MUSI-133: Musical Theater Voice	MUSI-185: Stage Band
MUSI-134: Lyric Diction for Singers	MUSI-230: Intermediate Voice
MUSI-135: Beginning Piano 1	MUSI-232: Advanced Voice
MUSI-140: Beginning Guitar	MUSI-235: Intermediate Piano
MUSI-160: College Chorale	MUSI-260: Vocal Performance Seminar
MUSI-161: Vocal Ensemble, Prima Voce	MUSI-266: Women's Ensemble
MUSI-162: Gospel Choir	MUSI-280: Instrumental Performance Seminar
	MUSI-90: Supervised Music Laboratory

## PROGRAM CONSIDERATIONS

With its new, state-of-the-art Performing Arts instructional facility and the new California transfer curriculum, including Applied Music, student educational success in the Napa Valley College Music Department has been transformed and stimulated. Applied Music courses provide students instruction in their major instrument, taught in a facility which has practice, rehearsal, instructional, and performance spaces of acoustic merit designed for music and its associated internal disciplines.

# Music

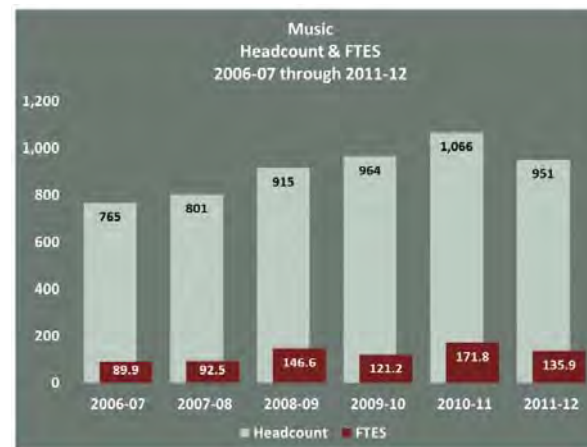
## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Music in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Music are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	55.0	50.0	55.0
WSCH	4078.0	3702.4	4058.2
FTES	135.9	123.4	135.3
FTEF	8.6	7.9	8.6

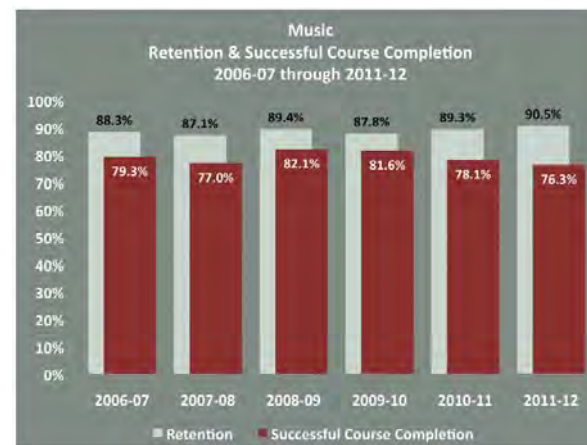
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Music courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Music program experienced a peak in headcount (1,066) and FTES (171.8) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Music program increased by 24.3%. For FTES, the figures are 5.6% and 51.1%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Music over the past six academic years. The retention rate within Music exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 87.1% to 90.5%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Music exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 76.3% to 82.1% (vs. a college-wide range of 70.7% to 73.1%).



# Office Administration

## MISSION

The Office Administration program prepares students for entry-level positions in business, industry, and government by providing a well-rounded, up-to-date curriculum. It not only addresses the needs of a diverse student population seeking an Office Assistant certificate and/or Office Administration AS degree, but it also addresses the needs of those students wishing to retrain in a different field or upgrade their skills for their current occupation.

## OFFICE ADMINISTRATION COURSES OFFERED 2011-2012

BUSI-105: Business Communication	CISA-170B: Keyboarding 1/Part 2
BUSI-176: Machine Calculations	CISA-170C: Keyboarding 1/Part 3
BUSI-177: Records Management	CISA-171A: Keyboarding 2/Part 1
BUSI-185: Business English	CISA-171B: Keyboarding 2/Part 2
BUSI-275: Machine Transcription	CISA-171C: Keyboarding 2/Part 3
BUSI-90A: Business Mathematics (Part 1)	CISA-172: Keyboarding Skill Development
BUSI-90B: Business Mathematics (Part 2)	CISA-186: Beginning Word Processing
BUSI-90C: Business Mathematics (Part 3)	CISA-284: Advanced Wordprocessing
CISA-130: Computer Literacy	CISA-287: Desktop Publishing
CISA-167: Intro Excel for Business Professionals	CISA-288: Presentation Software
CISA-170A: Keyboarding 1/Part 1	CISA-289: Advanced Desktop Publishing

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Office Administration in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Office Administration are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Office Administration Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	31.0	32.0	37.0
WSCH	1683.9	1773.9	2019.9
FTES	56.1	59.1	56.3
FTEF	4.0	4.2	4.8

## PROGRAM CONSIDERATIONS

The program offers certificate and degree programs that prepare students for entry-level office assistant positions or to upgrade or retrain current workers or individuals who are re-entering the field. A unique aspect is that many of the courses

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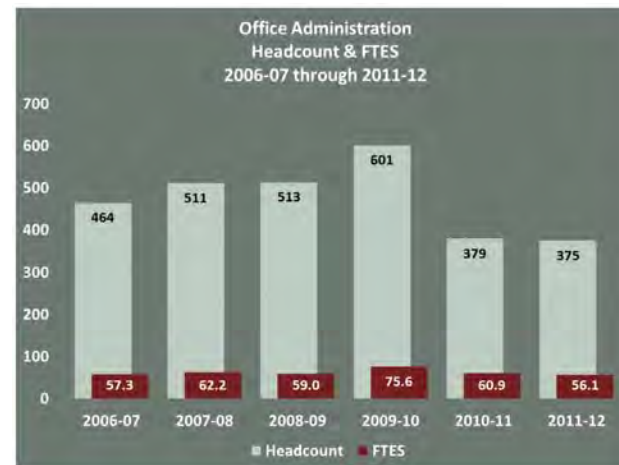
# Office Administration

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are offered in a self-paced and/or open-entry/open-exit format. A number of courses are offered online. The self-paced classes provide a fast-track opportunity for students to gain skills that translate to employment. It is anticipated that there will be a shift away from bulky desktop computers to portable notebooks/tablets, requiring equipment upgrades in the classroom. Constant upgrade of hardware and software is necessary to keep pace with industry standards. The Office Assistant/Office Administration career may require certificate/degree modifications as it continues to evolve and greater demands are required of the position. Some of these include: experience in website development and maintenance; effective use of social media; fluency in a second language.

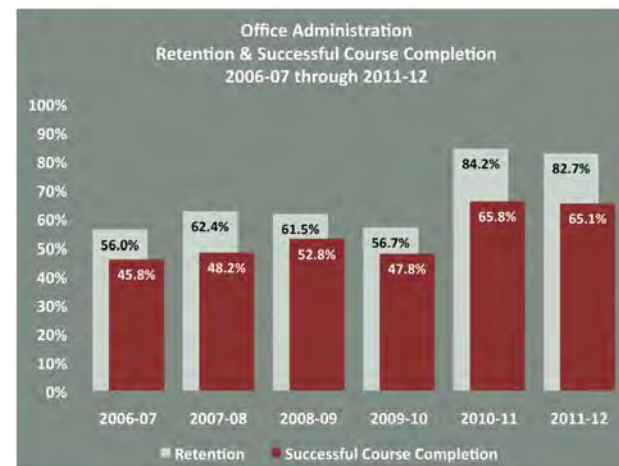
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Office Administration courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Office Administration program experienced a peak in headcount (601) and FTES (75.6) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Office Administration program decreased by 19.2%. For FTES, while NVC credit programs increased by 5.6%, the Office Administration program decreased by 2.1%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Office Administration over the past six academic years. The retention rate within Office Administration was lower than the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 56.0% to 84.2%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Office Administration was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 45.8% to 65.8% (vs. a college-wide range of 70.7% to 73.1%).



# Philosophy

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## MISSION

The mission of the Philosophy Department is to educate students in the principles and methods of philosophical inquiry; facilitate rigorous critical thinking based on logic and empirical investigation; promote mental agility and alacrity; provide understanding of the crucial role of philosophical tools applied to all social, political, religious and academic discourse; instill a passion for learning; engage students in a life-long quest to become healthy and whole individuals in body, mind, soul and spirit; and empower students to live the classic Good Life.

## PHILOSOPHY COURSES OFFERED 2011-2012

PHIL-120: Introduction to Philosophy 1

PHIL-121: Introduction to Philosophy 2

PHIL-125: Introduction to Ethics

PHIL-126: Contemporary American Ethics

PHIL-133: World Philosophy

## PROGRAM OF INSTRUCTION

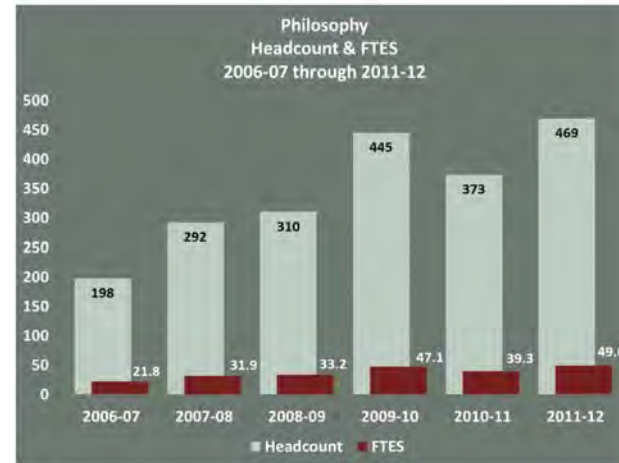
The table on the right contains the key metrics for Philosophy in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Philosophy are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Philosophy Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	9.0	10.0	11.0
WSCH	1488.0	1695.2	1839.5
FTES	49.6	56.5	61.3
FTEF	1.8	2.1	2.2

# Philosophy

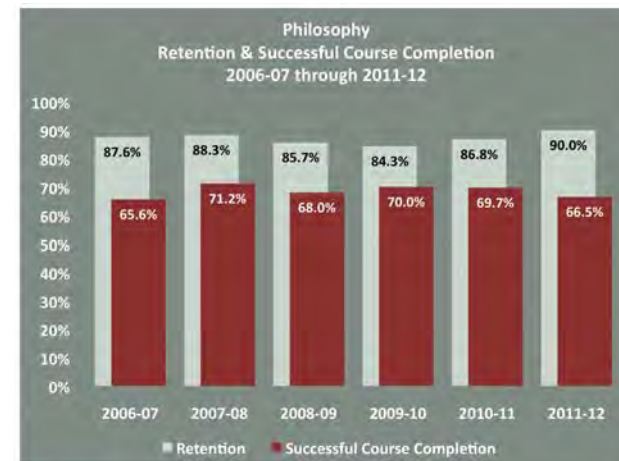
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Philosophy courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Philosophy program experienced a peak in headcount (469) and FTES (49.6) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Philosophy program increased by 136.9%. For FTES, the figures are 5.6% and 127.5%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Philosophy over the past six academic years. The retention rate within Philosophy exceeded the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 84.3% to 90.0%. The successful course completion rate within Philosophy was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 65.6% to 71.2% (vs. a college-wide range of 70.7% to 73.1%).



# Photography

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## MISSION

The Photography Program employs innovative technologies and andragogy that promote students' abilities to see, consider, and actively engage in visual culture. Majoring in photography with an emphasis in traditional or digital imaging will provide the student with aesthetic principles and photographic techniques needed for college transfer, entry into the photographic workplace, and enhancement of career skills, or for artistic expression.

## PHOTOGRAPHY TECHNOLOGY COURSES OFFERED 2011-2012

PHOT-120: Introduction to Photography	PHOT-153A: Apple Aperture
PHOT-121: Basic Darkroom Photography	PHOT-153B: Adobe Lightroom
PHOT-122: Intermediate Photography	PHOT-155: The Digital Fine Print
PHOT-123: Advanced Darkroom Photography	PHOT-250: Portrait Photography
PHOT-150: Beginning Digital Imagery	PHOT-260: Product & Advertising Photography
PHOT-151: Intermediate Digital Photography	PHOT-310: Photography Production Laboratory
PHOT-152: Advanced Digital Photography	

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Photography in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Photography are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Photography Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	17.0	19.0	21.0
WSCH	1444.4	1603.1	1798.4
FTES	48.1	53.4	59.9
FTEF	3.9	4.3	4.9

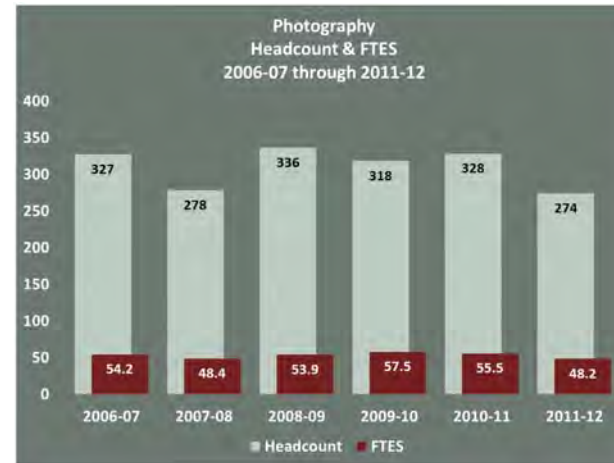
## PROGRAM CONSIDERATIONS

Photography is an Apple Training Center that provides certification. The program provides courses in fine art photography. A factor that impacts the program is the inability to grow since additional students cannot be accommodated due to limitations in facilities. Additionally, the finishing room needs to be renovated. The switch to digital requires Mac Pros and large printers to meet currency in the field. The program's priorities/plans include promotion of the Apple Training Center—where students learn Digital Files, Final Cut Pro (industry standards) and earn certification in 9 week courses.

# Photography

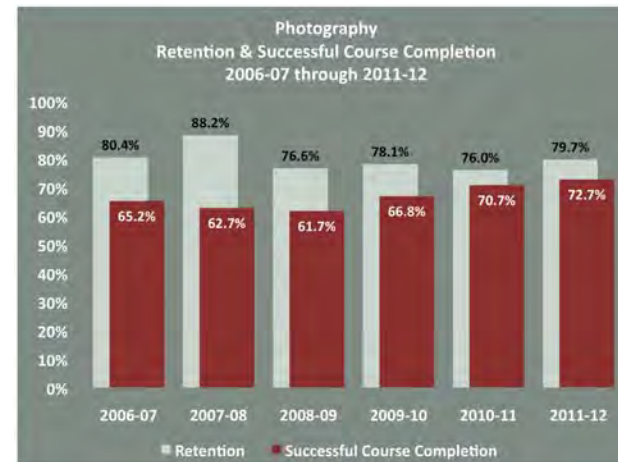
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Photography courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Photography program experienced a peak in headcount (336) in 2008-09, however the program showed its highest FTES (57.5) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Photography program decreased by 16.2%. For FTES, while NVC credit programs increased by 5.6%, the Photography program decreased by 11.2%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Photography over the past six academic years. The retention rate within Photography was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 76.0% to 88.2%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Photography was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 61.7% to 72.7% (vs. a college-wide range of 70.7% to 73.1%).



# Physical Education, Athletics, Health & Dance

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## MISSION

The Napa Valley College Division of Health, Physical Education, Athletics and Dance is committed to serving its community by providing quality individual and team activity, academic, and intercollegiate athletic instruction and opportunities to a diverse population. Health and Physical Education endeavors to enhance each student's current physical condition and to motivate each student to develop knowledge, attitudes, skills, and habits that will lead to wellness, health and fitness. Intercollegiate Athletics embraces the same mission and offers student-athletes high level competition and the opportunity to develop skills, attitudes, and values that will enable them to meet both athletic and academic goals. Curriculum in the transfer degree program is designed to provide a comprehensive course of study for careers in education, athletics, fitness, and applied health professions.

## PHYSICAL EDUCATION HEALTH AND ATHLETICS COURSES OFFERED 2011-2012

DANS-126:	Cardio Salsa	PHYE-146:	Fitness Flexibility
DANS-128:	Salsa and Latin Social Dance Forms	PHYE-147:	Swim for Fitness
DANS-132:	Dance Styles	PHYE-148:	Walking for Fitness
DANS-133:	Ballet Fit	PHYE-149:	Physical Fitness
DANS-134:	Ballet	PHYE-151:	Weight Training
DANS-135:	Street Jazz (Beginning Hip Hop)	PHYE-152:	Strength Training and Conditioning
DANS-136:	Jazz Dance	PHYE-154:	Mat Pilates
DANS-138:	Modern Dance	PHYE-160:	Adaptive Physical Education
DANS-140:	Dance Production	PHYE-162:	Adaptive Aquatics
HELH-100:	Community First Aid & Safety	PHYE-169:	Corrective Physical Education for Teaching Assistants
HELH-106:	Personal & Community Health	PHYE-174:	Skills and Conditioning for Team Sports
HELH-109:	Sport Nutrition & Weight Management	PHYE-176:	Team Sports
PHYE-100:	Swimming	PHYE-178:	Pre-Season Conditioning
PHYE-102A:	Water Exercise (Beginning)	PHYE-200:	Coaching & Athletic Administration
PHYE-112:	Golf	PHYE-201:	Introduction to Kinesiology
PHYE-113:	Badminton	PHYE-255:	Foundations of Physical Fitness
PHYE-118:	Racquetball	PHYE-285:	Men's Basketball Team
PHYE-123:	Tennis	PHYE-286:	Women's Basketball Team
PHYE-125:	Volleyball	PHYE-287:	Baseball Team
PHYE-129:	Spinning	PHYE-290:	Golf Team
PHYE-130:	Yoga	PHYE-291:	Soccer Team
PHYE-131:	Cardio Kickboxing	PHYE-292:	Softball Team
PHYE-133:	Body Sculpting	PHYE-297:	Women's Volleyball Team
PHYE-145:	Fitness Assessment Laboratory		

# Physical Education, Athletics, Health & Dance

## PROGRAM CONSIDERATIONS

The program has the largest transfer cohort of the college and will continue to work to maintain this status into the foreseeable future. Despite a 40% reduction in course offerings over the past four years, the educational curriculum develops individuals through a process of lifelong learning and provides a foundation to establish healthy lifelong lifestyle choices. Kinesiology majors and student-athletes who maintain the mandated full-time (minimum 12 unit) status contribute to the transfer cohort rate. The Division anticipates an expansion in course and programmatic offerings including possibilities such as a major in Dance, a certificate in Coaching/Athletic Administration, and the addition of one or two sport programs that would increase opportunities for female participation. The Division recognizes that facility, educational technology, staffing levels, and course repeatability issues may present challenges to overall expansion/growth in the immediate future.

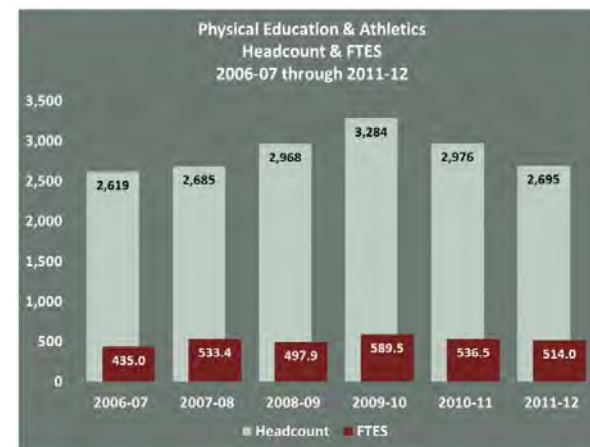
## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Physical Education & Athletics in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Physical Education & Athletics are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	174.0	178.0	199.0
WSCH	15419.0	15737.5	17620.6
FTES	514.0	524.6	587.4
FTEF	29.3	29.9	33.5

## HEADCOUNTS & FTES

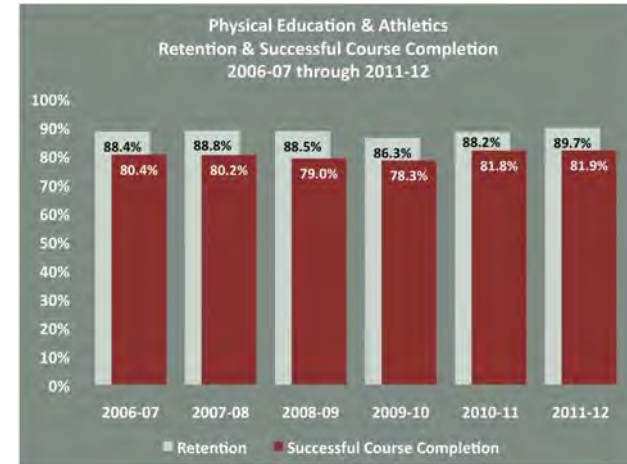
The graph on the right summarizes trends in the number of students enrolled in Physical Education, Health, Athletics & Dance courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Physical Education, Health, Athletics & Dance program experienced a peak in headcount (3,284) and FTES (589.5) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Physical Education, Health, Athletics & Dance program increased by 2.9%. For FTES, the figures are 5.6% and 18.2%, respectively.



# Physical Education, Athletics, Health & Dance

## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Physical Education, Health & Athletics over the past six academic years. The retention rate within Physical Education, Health & Athletics exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 86.3% to 89.7%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Physical Education, Health & Athletics exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 78.3% to 81.9% (vs. a college-wide range of 70.7% to 73.1%).





# Physics & Astronomy

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## MISSION

The Physics and Astronomy department teaches students to understand natural processes through application of the scientific method and critical thinking. Students explore physics through hands-on laboratory experiments which require proper experimental technique, equipment use, team work, data analysis, and verbal and written communication of scientific principles. Students learn to apply math to physical situations and increase their capacity for abstract thinking through solving conceptual and symbolic problems. The study of physics and astronomy prepares students for careers in science, math, and engineering and gives them a deeper appreciation of the natural world.

## PHYSICS AND ASTRONOMY COURSES OFFERED 2011-2012

PHYS-110: Descriptive Physics  
PHYS-111: Descriptive Physics Laboratory  
PHYS-120: General Physics 1  
PHYS-121: General Physics 2  
PHYS-140: Physics for Scientists & Engineers 1  
PHYS-240: Physics for Scientists & Engineers 2  
PHYS-241: Physics for Scientists & Engineers 3  
ASTR-110: Descriptive Astronomy  
ASTR-111: Practical Astronomy

## PROGRAM OF INSTRUCTION

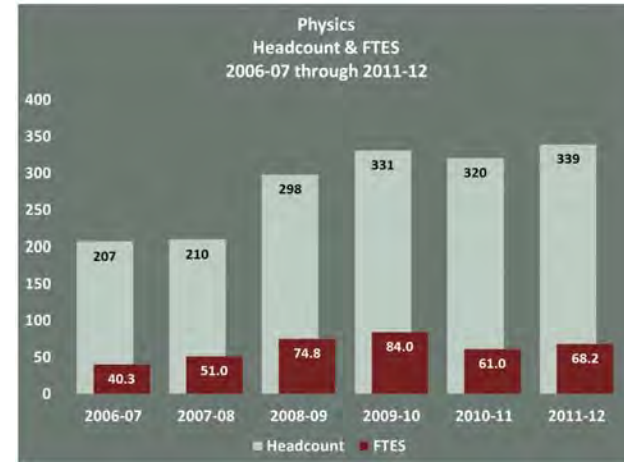
The table on the right contains the key metrics for Physics in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Physics are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Physics & Astronomy Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	18.0	21.0	22.0
WSCH	2045.0	2285.5	2492.8
FTES	68.2	76.2	83.1
FTEF	5.6	6.3	6.8

# Physics & Astronomy

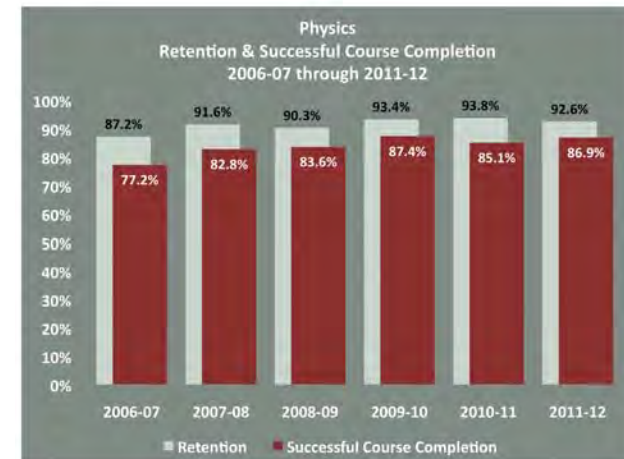
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Physics courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Physics program experienced a peak in headcount (339) in 2011-12, however the program showed its highest FTES (84.0) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Physics program increased by 63.8%. For FTES, the figures are 5.6% and 69.1%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Physics over the past six academic years. The retention rate within Physics exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 87.2% to 93.8%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Physics exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 77.2% to 87.4% (vs. a college-wide range of 70.7% to 73.1%).



# Political Science

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## MISSION

The Department of Political Science seeks to provide students with a learning experience that will equip them to face the challenges of an increasingly complex job market and prepare them to become knowledgeable and engaged citizens. The political science program provides students with a broad-based political education grounded in the field's diverse theoretical traditions and its fundamental branches: American politics, comparative politics, international politics, political theory and public administration. Students gain abilities to critically assess contemporary political events and identify practical solutions to social problems. Political science majors develop analytical and methodological skills that will serve them well regardless of their chosen profession.

## POLITICAL SCIENCE COURSES OFFERED 2011-2012

- POLI-120: Introduction to the Principles of American Government 1
- POLI-121: Introduction to the Principles of American Government 2
- POLI-135: Comparative Government
- POLI-145: International Political Economy

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Political Science in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Political Science are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Political Science Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	17.0	20.0	21.0
WSCH	2434.2	2869.8	3067.7
FTES	81.1	95.7	102.3
FTEF	3.4	4.0	4.3

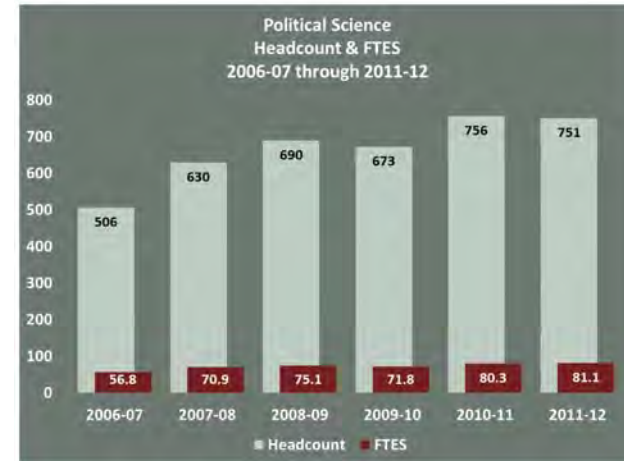
## PROGRAM CONSIDERATIONS

In 2013 a new Political Science Associate Degree for transfer was approved. This degree is designed to streamline the transfer process for students seeking a Bachelor's degree at California State University campuses. In addition, Political Science courses continue to satisfy general education and graduation requirements for both students seeking associate degrees and those transferring to baccalaureate institutions. As a result the program anticipates increased interest and growing demand for courses. Several Political Science courses require large capacity classrooms and the support of technology. Current technology equipment is old and unreliable. Future needs of the program inclined more large capacity classrooms and the support of current industry standard instructional technology that is reliable.

# Political Science

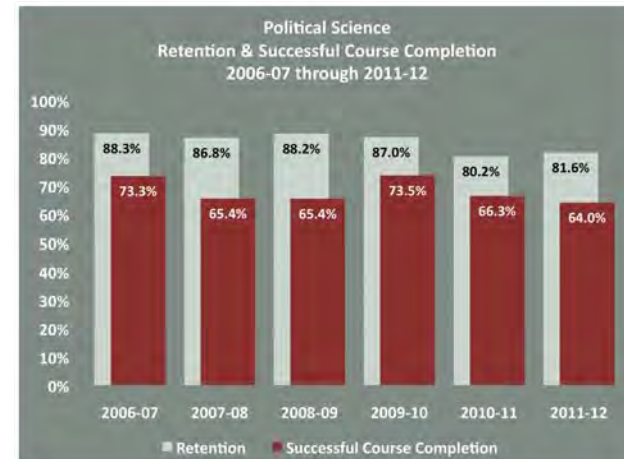
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Political Science courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Political Science program experienced a peak in headcount (756) in 2010-11, however the program showed its highest FTES (81.1) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Political Science program increased by 48.4%. For FTES, the figures are 5.6% and 42.9%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Political Science over the past six academic years. The retention rate within Political Science exceeded the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 80.2% to 88.3%. The successful course completion rate within Political Science was lower than the college-wide rate in four of the six years. The successful course completion rate within the program ranged from 64.0% to 73.5% (vs. a college-wide range of 70.7% to 73.1%).



# Psychiatric Technician

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## MISSION

The Psychiatric Technician Program offers quality instruction in health care skills, provides career focused education, hands-on clinical experience with individuals having developmental and mental health disabilities, and empowers our students to achieve their maximum potential.

## PSYCHIATRIC TECHNICIAN COURSES OFFERED 2011-2012

- PTEC-150: Principles & Practice for Psychiatric Technicians 1
- PTEC-155: Principles & Practice for Psychiatric Technicians 2
- PTEC-156: Principles & Practice for Psychiatric Technicians 3
- PTEC-160: Nursing Science
- PTEC-161: Developmental Disabilities
- PTEC-162: Mental Disabilities

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Psychiatric Technician in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Psychiatric Technician are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Psychiatric Technician Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	7.0	7.0	7.0
WSCH	3359.7	3201.7	3569.2
FTES	112.0	106.7	119.0
FTEF	15.4	14.6	16.3

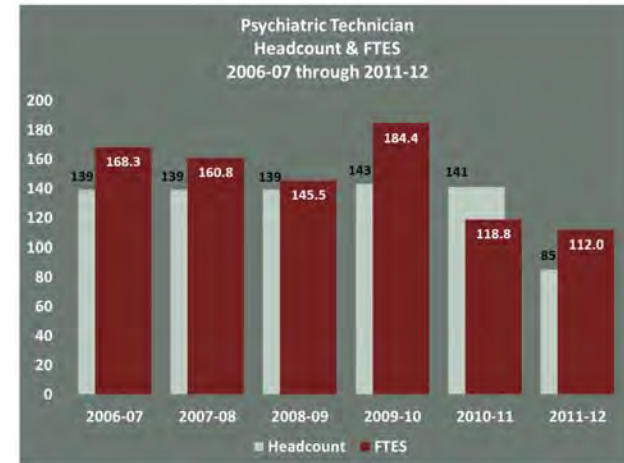
## PROGRAM CONSIDERATIONS

The Psychiatric Technician program is the only such program offered in northern California. The program has strong pass rates, as it takes a special, highly motivated student to take on the responsibilities of this particular profession. Because the program requires highly motivated students, it poses a challenge to attract students. The program has been reduced by one-third from 90 students to 60 students. Students have job placement opportunities as there is a new state hospital in Stockton, California. Additional priorities for the program are strengthening the Learning Community Model and improving classroom facilities.

# Psychiatric Technician

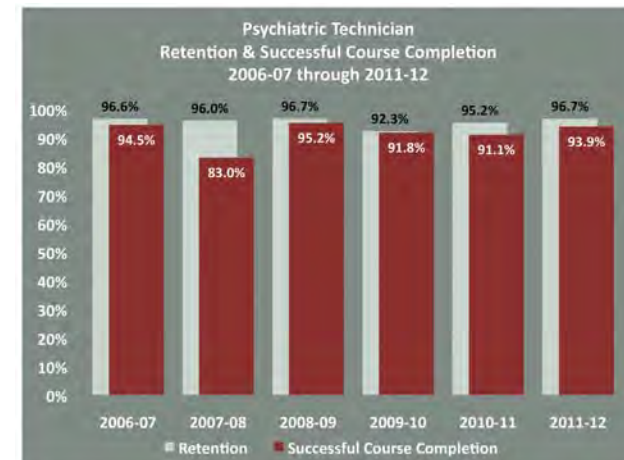
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Psychiatric Technician courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Psychiatric Technician program experienced a peak in headcount (143) and FTES (184.4) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Psychiatric Technician program decreased by 38.8%. For FTES, while NVC credit programs increased by 5.6%, the Psychiatric Technician program decreased by 33.4%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Psychiatric Technician over the past six academic years. The retention rate within Psychiatric Technician exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 92.3% to 96.7%. The successful course completion rate within Psychiatric Technician exceeded the college-wide rate each year. The successful course completion rate within the program ranged from 83.0% to 95.2% (vs. a college-wide range of 70.7% to 73.1%).



# Psychology

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## MISSION

The Psychology Department offers courses that enable students to understand, analyze, and apply psychological research and theories.

## PSYCHOLOGY COURSES OFFERED 2011-2012

PSYC-120: General Psychology

PSYC-124: Psychology of Adjustment

PSYC-125: Human Development

PSYC-126: Abnormal Psychology

PSYC-135: Human Sexuality

PSYC-175: Theories of Personality

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Psychology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Psychology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Psychology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	33.0	34.0	38.0
WSCH	4913.0	5049.7	5554.0
FTES	163.8	168.3	185.1
FTEF	6.6	6.8	7.5

## PROGRAM CONSIDERATIONS

The Psychology program has been experiencing strong enrollment growth over the past several years and there is a very high demand for courses. All courses offered by the program are transferable and the program offers two associate degree patterns to accommodate the needs of students. The AA degree is designed for students transferring to UC and private or out-of-state colleges and universities, and it is also designed for those seeking a terminal associate degree. The AA-T degree is designed for students transferring to CSU campuses. The program anticipates the need for additional psychology course offerings to meet growing student demand.

The Psychology program requires large format classrooms that are able to accommodate larger class sizes and that have appropriate instructional technology. The classrooms and instructional technology currently available are sometimes inconsistent or problematic.

# Psychology

## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Psychology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Psychology program experienced a peak in headcount (1,368) and FTES (163.8) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Psychology program increased by 62.5%. For FTES, the figures are 5.6% and 47.2%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Psychology over the past six academic years. The retention rate within Psychology was lower than the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 82.1% to 85.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Psychology was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 64.8% to 72.7% (vs. a college-wide range of 70.7% to 73.1%).





# Respiratory Therapy

## MISSION

The Napa Valley College Respiratory Care Program provides its students with a supportive environment that creates professional and ethical standards of quality patient care. We prepare them with the knowledge, skills and values required by new graduates to begin the practice of respiratory care to a diverse, dynamic health care community.

## RESPIRATORY THERAPY COURSES OFFERED 2011-2012

RESP-120: Respiratory Care Theory I	RESP-230: Respiratory Care Topics I
RESP-130: Respiratory Care Laboratory I	RESP-250: Respiratory Care Clinical IV
RESP-140: Preparation for Clinical	RESP-251: Respiratory Care Clinical V
RESP-150: Respiratory Care Theory II	RESP-260: Respiratory Care Theory IV
RESP-160: Respiratory Care Pharmacology	RESP-270: Advanced Respiratory Care Laboratory
RESP-170: Respiratory Care Clinical I	RESP-280: Respiratory Care Topics II
RESP-200: Respiratory Care Theory III	RESP-290: Respiratory Care Clinical VI
RESP-210: Principles & Applications of Mechanical Ventilation	RESP-290B: Computer Simulations in Respiratory Care
RESP-211: Mechanical Ventilator Laboratory	RESP-291: Respiratory Care Clinical VII
RESP-220: Neonatal/Pediatrics	RESP-292: Respiratory Care Preceptorship

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Respiratory Therapy in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Respiratory Therapy are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Respiratory Therapy Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	22.0	26.0	29.0
WSCH	1524.9	1796.9	1982.3
FTES	50.8	59.9	66.1
FTEF	5.7	6.7	7.4

## PROGRAM CONSIDERATIONS

The Respiratory Therapy program is the only such program in the northern Bay Area region. The program provides videoconferencing of lectures to a cohort of students at the SRJC campus, thereby increasing the number of healthcare professional educational opportunities in Sonoma County.

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# Respiratory Therapy

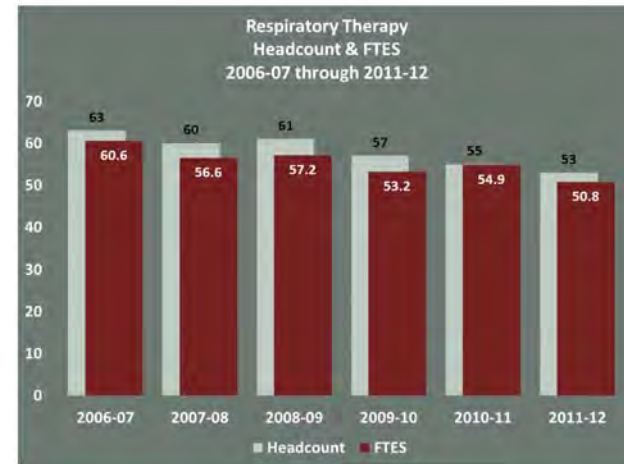
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Challenges for the program include finding adequate numbers of clinical placements for the students. The program contracts with over 20 clinical facilities, but can only place 1 or 2 students per facility; coordinating, monitoring, and communicating with this many agencies is very challenging.

In response to healthcare trends, the program is considering the feasibility of offering a Bachelor's degree in Respiratory Care at the community college level.

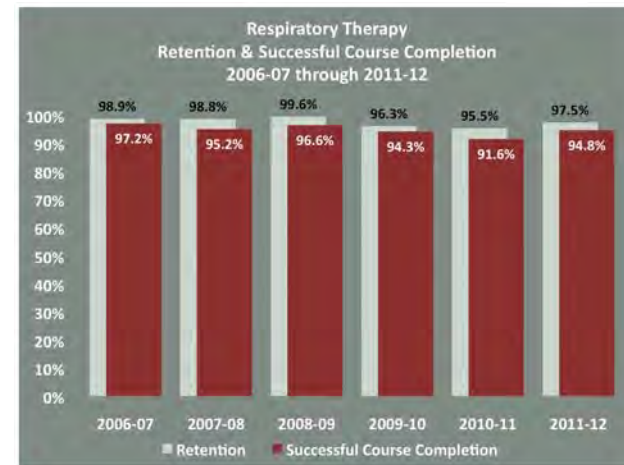
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Respiratory Therapy courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Respiratory Therapy program experienced a peak in headcount (63) and FTES (60.6) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Respiratory Therapy program decreased by 15.9%. For FTES, while NVC credit programs increased by 5.6%, the Respiratory Therapy program decreased by 16.1%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Respiratory Therapy over the past six academic years. The retention rate within Respiratory Therapy exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 95.5% to 99.6%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Respiratory Therapy exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 91.6% to 97.2% (vs. a college-wide range of 70.7% to 73.1%).



# Sociology

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## MISSION

The Sociology program provides quality instruction for transfer, degree, and life-long learning students. The courses within the Sociology program engage students in the application of theory and research and provide opportunities to understand and explain “real world” events using analytic tools commonly used in the social sciences. The courses reflect skills and knowledge which has been identified by our transfer institutions as critical to student success both in the classroom and in their communities. The Sociology program serves the needs of the community by offering courses in both the traditional classroom format, as well as online, and, by offering outreach courses as needed.

## SOCIOLOGY COURSES OFFERED 2011-2012

- SOCI-120: Introduction to Sociology
- SOCI-122: Introduction to Social Problems
- SOCI-123/PSYC-123: Social Psychology

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Sociology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Sociology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Sociology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	15.0	17.0	18.0
WSCH	2256.0	2511.7	2688.8
FTES	75.2	83.7	89.6
FTEF	3.0	3.3	3.6

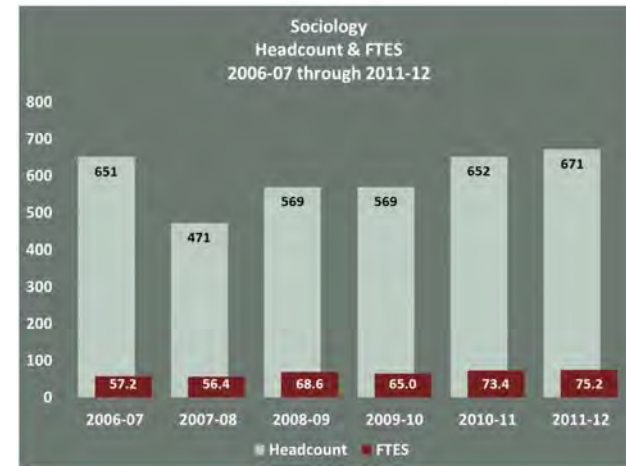
## PROGRAM CONSIDERATIONS

The Sociology program has low maintenance and low cost, yet high enrollments. It fulfills a social science requirement, so students readily enroll in the courses. Factors that impact the program include the lack of prerequisites, which affect retention and success rates, and the lack of large lecture space, preventing additional enrollments. Existing facilities and classrooms need updating to maintain effective learning environments.

# Sociology

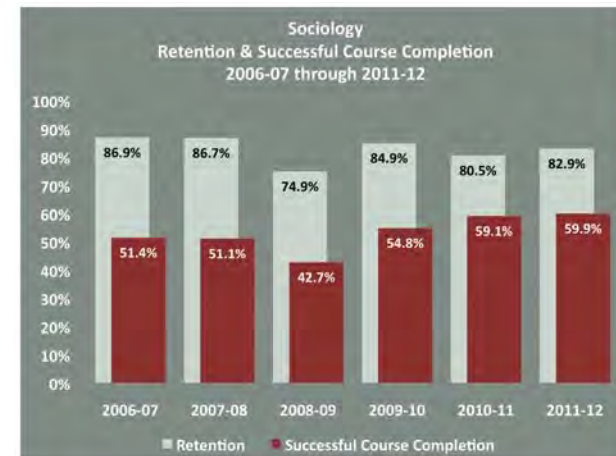
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Sociology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Sociology program experienced a peak in headcount (671) and FTES (75.2) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Sociology program increased by 3.1%. For FTES, the figures are 5.6% and 31.6%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Sociology over the past six academic years. The retention rate within Sociology was lower than the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 74.9% to 86.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Sociology was lower than the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 42.7% to 59.9% (vs. a college-wide range of 70.7% to 73.1%).



# Speech Communication

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## MISSION

The Speech Communication Department's Mission is to engage our students as they develop the necessary communication skills, knowledge and self-awareness to participate effectively in diverse personal, professional and global environments.

## SPEECH COURSES OFFERED 2011-2012

SPCOM-120: Interpersonal Communication

SPCOM-122: Public Speaking

SPCOM-124: Career Communication

SPCOM-126: Intercultural Communication

SPCOM-130: Small Group Communication

SPCOM-132: Oral Interpretation

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Speech in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Speech are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Speech Communication Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	32.0	34.0	38.0
WSCH	3005.4	3211.6	3526.7
FTES	100.2	107.1	117.6
FTEF	6.4	6.8	7.5

## PROGRAM CONSIDERATIONS

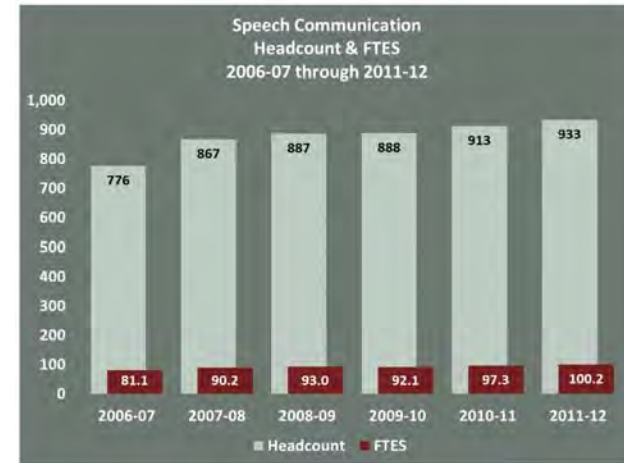
The college has recognized the central importance of communication skills as an institutional student learning outcome and for most degrees. For that reason, Speech Communication courses will continue to be in high demand as the college grows. The program also anticipates the need for additional Speech Communication course sections as more students take advantage of the Communication Studies Degree for Transfer.

New developments in technology will continue to impact the program, both in terms of content and delivery. The program anticipates the need for upgrades in technology and additional IT support as more course content is offered online and the curriculum is expanded in areas such as social media, organizational communication in a global context, voice and communication, and gender studies.

# Speech Communication

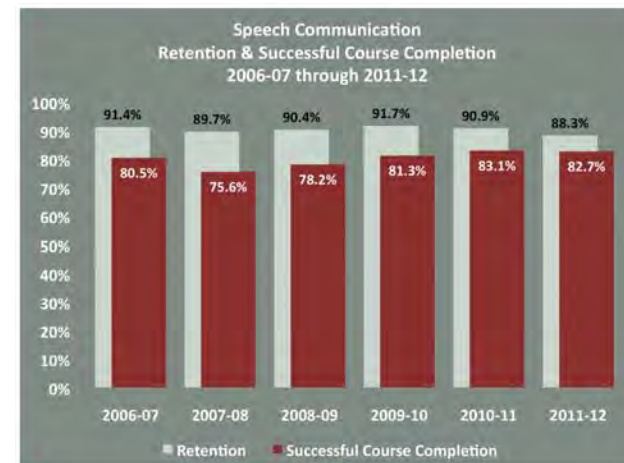
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Speech Communication courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Speech Communication program experienced a peak in headcount (933) and FTES (100.2) in 2011-12. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Speech Communication program increased by 20.2%. For FTES, the figures are 5.6% and 23.5%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Speech Communications over the past six academic years. The retention rate within Speech Communications exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 88.3% to 91.7%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Speech Communications exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 75.6% to 83.1% (vs. a college-wide range of 70.7% to 73.1%).



# Theater Arts

## MISSION

The mission of the Department of Theater Arts is to produce high quality instructional experiences through the craft of theater and film. We serve all segments of the community including transfer students, lifelong learners, and college staff. We offer students the opportunity to learn from professional artists in a way that inspires a passion for the artistic process of theater and film. We contribute to the quality of campus life and in the community at large by providing engaging and stimulating performances and learning opportunities. We are committed to student success by creating nurturing environments that promote development of self-discipline, positive self-esteem, critical thinking skills, and teamwork. We value risk-taking in order for students to discover and express their own creative voice. We believe in the value of acceptance and in the celebration of diversity.

## THEATER ARTS COURSES OFFERED 2011-2012

FILM-100/HUMA-186: Survey and Appreciation of Film	THEA-143: Technical Theater and Design: Lighting and Sound
FILM-110/HUMA-174: Culture and Gender in Film	THEA-152: Children's Theater Production
THEA-100/HUMA-170: Introduction to Theater	THEA-153: Musical Theater Production
THEA-105/HUMA-174: Diversity in American Drama	THEA-154: Repertory Theater Production
THEA-110: Technique of Acting	THEA-155: Dance Theater Production
THEA-140: Technical Theatre Laboratory	THEA-210: Intermediate Acting
THEA-141: Stagecraft: Scenery & Props	THEA-244: Fundamentals of Acting
THEA-142: Stagecraft: Costume & Make-Up	

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Theater Arts in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Theater Arts are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	21.0	24.0	26.0
WSCH	2862.0	3136.8	3415.8
FTES	95.4	104.6	113.9
FTEF	6.0	6.6	7.2

# Theater Arts

## PROGRAM CONSIDERATIONS

The Napa Valley College Theater Arts Department provides career and academic pathways by offering theater skills courses, production opportunities and Theater Arts degrees for transfer. The program operates in a new state of the art Performing Arts instructional facility which serves as the teaching lab for acting, performance studies and technical theater. Producing a five play season of both academic and co-curricular performances, including Shakespeare Napa Valley, the program anticipates that Napa Valley College will become a center for theater in the Napa Valley by awakening, engaging and educating emerging theater artists and artisans while cultivating a culture of theatergoers.

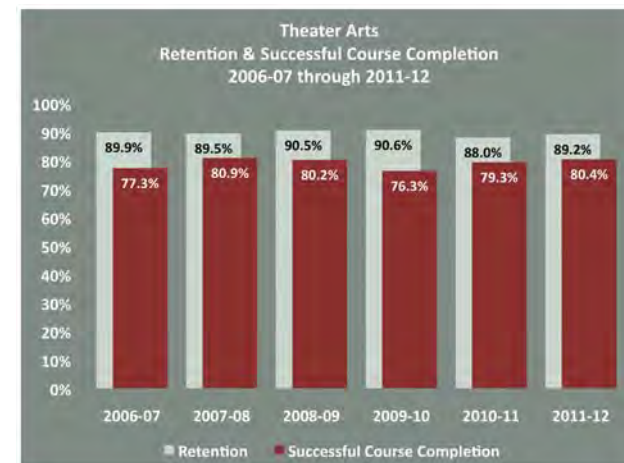
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Theater Arts courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Theater Arts program experienced a peak in headcount (800) and FTES (124.3) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Theater Arts program increased by 21.2%. For FTES, the figures are 5.6% and 15.3%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Theater Arts over the past six academic years. The retention rate within Theater Arts exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 88.0% to 90.6%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Theater Arts exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 76.3% to 80.9% (vs. a college-wide range of 70.7% to 73.1%).





# Visual Arts

## MISSION

The Art program offers a comprehensive range of courses designed for students pursuing an A.A. degree or transferring to a four-year institution. Our studio art, art history and digital art courses help students develop practical and conceptual skills while honing their ability to think critically, creatively and independently.

## ART COURSES OFFERED 2011-2012

ARTH-105: Art History: Prehistoric to Medieval	ARTS-141: Beginning Ceramics: Throwing
ARTH-106: Art History: Renaissance to Modern	ARTS-145: Clay Sculpture
ARTH-114: Art History: Renaissance and Baroque Art	ARTS-199: Independent Study in Art
ARTH-130: History of Asian Art	ARTS-220: Intermediate Painting
ARTH-180: History of Photography	ARTS-240: Intermediate Ceramics: Hand-Building
ARTS-101: 2D Design	ARTS-241: Intermediate Ceramics: Throwing
ARTS-102: Three-Dimensional Foundations	ARTS-244: Kiln Design
ARTS-110: Fundamentals of Drawing	ARTS-245: Salt-Fired Ceramics
ARTS-111: Figure Drawing 1	ARTS-246: Raku-Fired Ceramics
ARTS-112: Creative Drawing	ARTS-260: Studio Workshop
ARTS-120: Fundamentals of Painting	DART-120: Introduction to Digital Art & Graphic Design
ARTS-130: Printmaking	DART-130: Introduction to Digital Imaging
ARTS-140: Beginning Ceramics: Hand-Building	DART-170: Digital Video Editing

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Art in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Art are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

	2011-12	2017-18	2022-23
SEC	45.0	43.0	48.0
WSCH	6011.4	5834.7	6474.5
FTES	200.4	194.5	215.8
FTEF	12.6	12.2	13.6

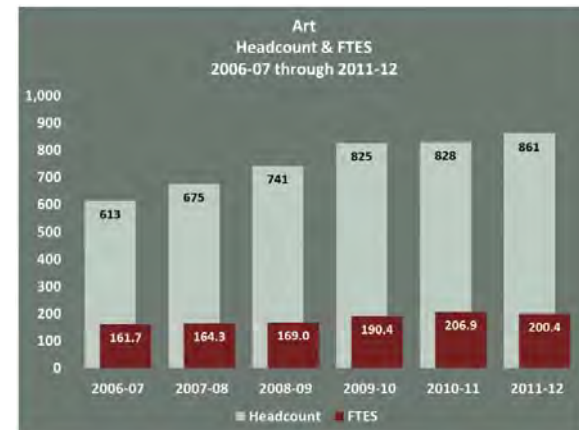
# Visual Arts

## PROGRAM CONSIDERATIONS

In addition, the department has created two new Associate Degrees for Transfer (ADT), aligned with the statewide transfer model curricula, in Art History and Studio Arts. Despite regulatory changes to credit course repetition that led to a decrease in enrollments across the state, transfer and degree-seeking student enrollments increased in the Visual Arts department. The department faculty are currently addressing the loss of community access to program facilities by working directly with the community education program and by developing plans for short-term workshops run by full-time faculty in the credit facility. Moving forward, the Visual Arts department plans to expand and strengthen the Digital Arts and Multimedia program, an increasingly popular major.

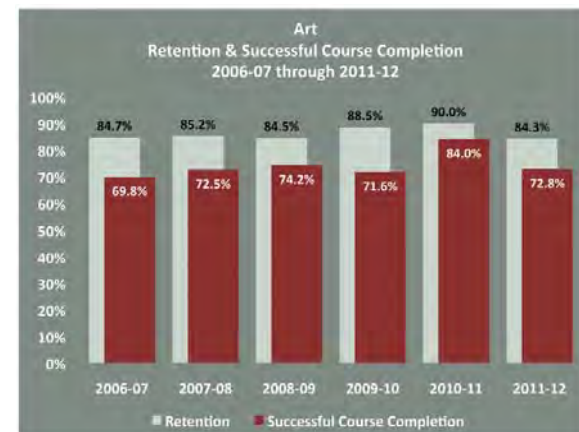
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Art courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Art program experienced a peak in headcount (861) in 2011-12, however the program showed its highest FTES (206.9) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Art program increased by 40.5%. For FTES, the figures are 5.6% and 23.9%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Art over the past six academic years. The retention rate within Art was lower than the retention rate across NVC credit programs in four of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 84.3% to 90.0%. The successful course completion rate within Art exceeded the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 69.8% to 84.0% (vs. a college-wide range of 70.7% to 73.1%).



# Viticulture & Winery Technology

## MISSION

The programs of the Viticulture and Winery Technology department are designed to prepare students for careers in the North Coast wine industry. The one-year Certificate and two-year Associate of Science options provide students with the knowledge and skills essential for success.

## VITICULTURE & WINERY TECHNOLOGY COURSES OFFERED 2011-2012

- |   |  |
|---|--|
| VWT-130: General Viticulture                                  | VWT-230: Fall Viticulture Operations                   |
| VWT-132: Vineyard Soils, Fertilizers & Irrigation             | VWT-231: Spring Viticulture Operations                 |
| VWT-134: Vineyard Pruning                                     | VWT-232: Vineyard Management                           |
| VWT-135: Grapevine Propagation                                | VWT-234: Integrated Pest Control for Grapes            |
| VWT-136: Wines of the World                                   | VWT-241: Wine Marketing                                |
| VWT-137: Wines of California                                  | VWT-270: Advanced Winemaking                           |
| VWT-139: Introduction to North Coast Wines                    | VWT-271: Winery Management                             |
| VWT-140: Cultural Appreciation of Wine                        | VWT-272: Fundamentals of Wine Chemistry & Microbiology |
| VWT-172: Laboratory Analysis of Musts & Wines                 | VWT-275: Winery Compliance and Recordkeeping           |
| VWT-173: Sensory Evaluation of Wine                           | VWT-280: Fall Winery Operations                        |
| VWT-180: Fundamentals of Enology                              | VWT-281: Spring Winery Operations                      |
| VWT-190: Viticulture & Winery Technology WOEX 1               | VWT-290: Viticulture & Winery Technology WOEX 3        |
| VWT-191: Viticulture & Winery Technology WOEX 2               | VWT-291: Viticulture & Winery Technology WOEX 4        |
| VWT-199: Independent Study in Viticulture & Winery Technology |  |

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Viticulture & Winery Technology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Viticulture & Winery Technology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Viticulture & Winery Technology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	32.0	34.0	38.0
WSCH	3434.9	3578.2	43995.8
FTES	114.5	119.3	133.2
FTEF	4.8	4.9	5.5

# Viticulture & Winery Technology

## PROGRAM CONSIDERATIONS

The Viticulture and Winery Technology program offers degrees, certificates and courses that support the local Napa Valley wine industry. The primary focus of the VWT program is career training for immediate employment at vineyards, wineries and a number of ancillary industries related to grape and wine production. A large percentage of the VWT student population is already employed in the wine industry and many of these students are supported by their employers. The VWT program is in the process of expanding certificate options and short-course offerings in response to input from the VWT Advisory Committee and from the most recent program review. Capital improvements are needed in the vineyard and winery that involve purchase of new equipment and upgrades of some existing equipment.

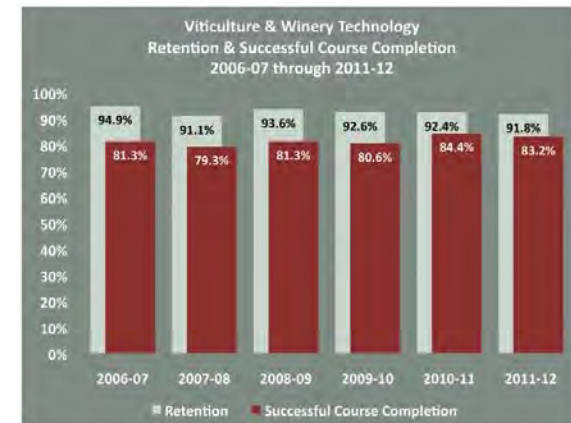
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Viticulture & Winery Technology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Viticulture & Winery Technology program experienced a peak in headcount (530) and FTES (118.7) in 2010-11. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Viticulture & Winery Technology program increased by 17.6%. For FTES, the figures are 5.6% and 40.1%, respectively.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Viticulture & Winery Technology over the past six academic years. The retention rate within Viticulture & Winery Technology exceeded the retention rate across NVC credit programs each year. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 91.1% to 94.9%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Viticulture & Winery Technology exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 79.3% to 84.4% (vs. a college-wide range of 70.7% to 73.1%).



# Vocational Nursing

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## MISSION

The purpose of the Vocational Nursing (VN) Program is to educate students to the experiences and course content necessary to meet the Board of Vocational Nurses and Psychiatric Technicians (BVNPT) requirement to allow them to take and pass the NCLEX-VN exam, obtain licensure, and to function as beginning licensed vocational nurses in diverse health care settings in the community.

## VOCATIONAL NURSING COURSES OFFERED 2011-2012

NURS-132: Vocational Nursing 2

NURS-233: Vocational Nursing 3

## PROGRAM OF INSTRUCTION

Due to the unique nature of the Vocational Nursing program (particularly the Vocational Nursing calendar's relationship to the NVC academic calendar), key metrics are not reported here. Due to the year-round calendar for Vocational Nursing, it is difficult to project the number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Vocational Nursing.

Vocational Nursing Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	1.6	3.4	3.4
WSCH	1549.9	1655.4	1653.5
FTES	57.3	55.2	55.1
FTEF	2.4	2.6	2.6

## PROGRAM CONSIDERATIONS

The Vocational Nursing Program remains small, admitting only 30 students per two year cohort. Recent research has demonstrated that this meets local needs in staffing physician offices, clinics, assisted living and skilled nursing facilities. Most graduates of the program are able to find employment in less than one year of licensure. The Federal and State of California labor statistics report a predicted increase in the need for Vocational Nurses of about 22% from 2010-2020.

A unique feature of the program is that it is a part time program, thus allowing students to work, care for their families, and still advance their education and work potential. The long wait list of the NVC and other RN Programs has caused many students to enroll in the program with the hope of then bridging to a RN program. This trend may increase the number of future applicants to the program.

# Vocational Nursing

## HEADCOUNTS & FTES

The graph on the ... summarizes trends in the number of students enrolled in Vocational Nursing courses (headcount) from 2006-07 through 2011-12. The Vocational Nursing program experienced a peak in headcount (53) in 2006-07. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Vocational Nursing program decreased by 56.6%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the ... depicts trends in retention and successful course completion within Vocational Nursing over the past six academic years. The retention rate within Vocational Nursing exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 83.9% to 100%. A similar pattern emerged among successful course completion rates, as the successful course completion rate in Vocational Nursing exceeded the college-wide rate across the six-year period. The successful course completion rate within the program ranged from 83.9% to 96.2% (vs. a college-wide range of 70.7% to 73.1%).



# Welding Technology

## MISSION

The mission of the Napa Valley College welding program is to provide students and the community with high quality welding instruction using state of the art welding technologies and equipment. The program is dedicated to providing industry relevant experiences that will prepare students for entry level employment in the welding related industry of their choice. The program is also dedicated to local welding industries to improve the process and procedure competence of the workforce.

## WELDING TECHNOLOGY COURSES OFFERED 2011-2012

WELD-100: Welding Theory & Practice 1  
WELD-120: Welding Technology 1  
WELD-121: Welding Technology 2  
WELD-130: Welding Technology 1A  
WELD-131: Welding Technology 1B  
WELD-132: Welding Technology 2A  
WELD-133: Welding Technology 2B

WELD-150: Metal Fabrication 1  
WELD-151: Metal Fabrication 2  
WELD-230: Welding Technology 3A  
WELD-231: Welding Technology 3B  
WELD-240: Welding Technology 3  
WELD-241: Welding Technology 4

## PROGRAM OF INSTRUCTION

The table on the right contains the key metrics for Welding Technology in the 2011-12 academic year. The number of sections (SEC), weekly student contact hours (WSCH), full-time equivalent students (FTES), and full-time equivalent faculty (FTEF) associated with Welding Technology are reported. The table tracks anticipated growth in the program through 2022-23. These projections were generated using the model adopted for the purpose of the 2013 Educational Master Plan.

Welding Technology Program Data & Forecast			
	2011-12	2017-18	2022-23
SEC	5.0	4.0	4.0
WSCH	1308.0	992.8	1102.2
FTES	43.6	33.1	36.7
FTEF	3.2	2.4	2.7

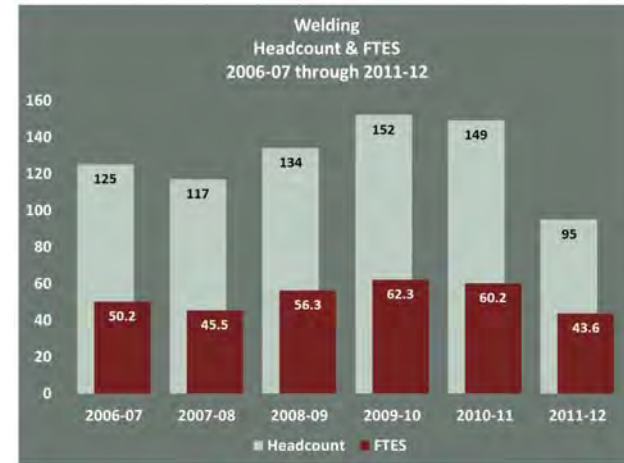
## PROGRAM CONSIDERATIONS

The program trains welders for the local and regional area. The courses have been taught on a concurrent schedule, but for an efficient program schedule to accommodate the increasing need for trained welders, the program looks to offer the courses on a non-concurrent basis. The priority for the program is to address industry needs (locally, the wine industry, and for the global market). The program seeks to provide students who are trained in the new technologies for entry level positions in the field.

# Welding Technology

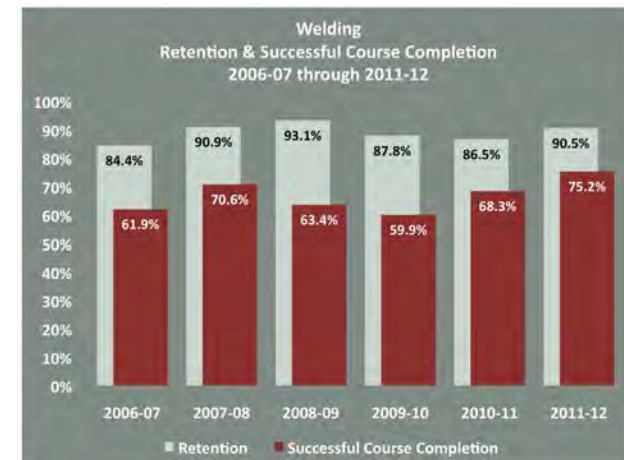
## HEADCOUNTS & FTES

The graph on the right summarizes trends in the number of students enrolled in Welding Technology courses (headcount) as well as the number of full-time equivalent students (FTES) from 2006-07 through 2011-12. The Welding Technology program experienced a peak in headcount (152) and FTES (62.3) in 2009-10. While headcount across NVC Credit Programs decreased by 13.0% across the period depicted in the graph, headcount within the Welding Technology program decreased by 24.0%. For FTES, while NVC credit programs increased by 5.6%, the Welding Technology program decreased by 13.1%.



## RETENTION & SUCCESSFUL COURSE COMPLETION

The graph on the right depicts trends in retention and successful course completion within Welding over the past six academic years. The retention rate within Welding exceeded the retention rate across NVC credit programs in five of the six years. While the college-wide rate ranged from 85.0% to 86.7%, the program rate ranged from 84.4% to 93.1%. The successful course completion rate within Welding was lower than the college-wide rate in five of the six years. The successful course completion rate within the program ranged from 59.9% to 75.2% (vs. a college-wide range of 70.7% to 73.1%).





# STUDENT SUPPORT SERVICE AREAS



# Student Support Services

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A vital component of ensuring the success and matriculation of the students at Napa Valley Community College lies within the student support services provided at the College. These services are an integral part of the College and together provide the services needed to assist the students in obtaining their educational goals. The following section provides a brief introduction to the available services at NVC and showcases the contributions each make to support the college community.

## STUDENT LIFE

The scope of Student Life and Development include Student Government, Campus Clubs, and interactive community events. All categories encompass involvement with the staff, the faculty, the students, and the community.

In the 2006 Institutional Self Study, three clubs were identified on campus; however, this number has grown substantially over the following semesters, now standing at 22 clubs as of Fall 2013. Clubs on Napa Valley College are built around students' academic or vocational areas (Anthropology Club, Nursing Student Club, Potters Guild), cultural education (Black Student Union, Hispanic Performing Arts Club), professional development (Society of Hispanic Professional Engineers, Society for the Advancement of Chicanos and Native Americans in Science), and common causes and interests (Campus Greens, Humans vs. Zombies, Garden Club, Napa Valley Dream Team, Rotaract, Tennis Club, and others). Club representatives congregate together to voice concerns over club policies and or organize various activities through the Inter Club Council.

Special awareness months are recognized with a community walk around the campus. Breast Cancer Awareness, Domestic Violence, AIDS Awareness, and the March of Dimes are all events that include the faculty, administration, students, staff, and the local community. The students have the opportunity to be involved as college club sponsors in community activities such Angel Tree in which they deliver toys to all children in Napa Valley during the holidays. They also assist with the Annual Classified Staff Canned Food drive.

Involvement with the community in leadership roles allowed them to host events at the local City Council Chambers with such events as Meet the Candidate Night. This event allows the Associated Students to host a candidate night which includes local residents vying for elected school, college, and city positions. Events on and off campus include: Club Rush ( Social Club mixer) Social Hours (include movie days, dances , campus-wide theme based dress-up days, Constitution Day, African American Celebration Dinner, Awareness months (breast cancer, AIDS, domestic violence, March of Dimes, disability), Halloween office decorating, food and clothing drive, Transfer and Career day, Open Mic Night, tailgate parties for athletic games on campus, Valentine's Day grams, Multicultural Day, Census Day, Annual Educator's Luncheon, Student Recognition Day, Cinco de Mayo, and Graduation,

Student Life has functioned with one Temporary manager for the past three years; however, the Coordinator of Student Life was reinstated as a permanent position in Fall 2013. Students serve as volunteers with secretarial and clerical support.

# Student Support Services

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## HONOR SOCIETY/PHI THETA KAPPA

Phi Theta Kappa is the international honor society of two-year colleges. Napa Valley College's chapter of the honor society, Beta Beta Sigma, was chartered in 1995. The purpose of the college's honor society is to recognize and encourage scholarship among two-year college students. All students who have achieved a cumulative GPA of 3.5 or higher for 12 transferrable units are invited to join. The society provides opportunities for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

## PUENTE

The Puente Project is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who: enroll in four-year colleges, earn college degrees, and return to the community as mentors and leaders for future generations. Puente provides three areas of service to students: teaching, counseling, and mentoring. Puente trains school and college staff members to conduct this program at their sites. Puente serves students in 56 community colleges and 36 high schools throughout California. Puente's staff training programs have benefited over 40,000 students directly and over 400,000 indirectly. Puente is open to all students.

The one-year program at Napa Valley College begins with English 90 and Counseling 100 in the fall semester and resumes in the spring semester with English 120 and Counseling 105. The Puente approach is unique in that the reading is focused on Latino and Mexican-American literature, essays and cultural writings in both the fall and spring semester classes. The fall composition course is also linked with the Writing Center to further assist Puente students.

## UMOJA

The Umoja Program, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. The Umoja Community seeks to educate the whole student--mind, spirit, and body. We believe that when the voices and histories of African American students are deliberately and intentionally recognized it will help students experience themselves as valuable and worthy of an education.

The Umoja Community provides opportunities for students to explore their cultural interests through a learning community, ceremonies, cultural activities, discussions, and seminars. These services attract students who desire to learn more about themselves culturally. The most significant aspect of the program is developing a place where students can develop an environment that fosters their cultural heritages. This development of community has been the major connections to our enrollment and retention. The variability in demographics of the Umoja Community (ethnicity/race, gender, age, disability) shows that the program is inclusive to all ethnic groups. This program infuses the curriculum with pedagogy from African and African American Diasporas. The Umoja learning community is a one year intensive community that includes Speech Communication, English, and Counseling courses.



# Student Support Services

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## INTERCOLLEGIATE ATHLETICS

Athletics endeavors to enhance each student's current physical condition and to motivate each student to develop knowledge, attitudes, skills, and habits that will lead to wellness, health, and fitness. In addition, Athletics offers student-athletes high level competition and the opportunity to develop skills, attitudes, and values that will enable them to meet both athletic and academic goals. Napa Valley College competes in the Bay Valley Conference and is governed by the California Community College Athletic Association. Nine sports are offered. In the fall, women's soccer, men's soccer, women's golf, women's volleyball, men's basketball, and women's basketball are offered. In the spring, women's softball, baseball, and men's golf are offered. The Athletic Program provides the student academic support to foster transfer to four-year institutions.

## STUDENT SUPPORT SERVICES (SSS) – TRIO

Student Support Services (SSS) TRiO is a federally funded program which serves low-income, first-generation students, and individuals with disabilities according to guidelines set by the federal government. The purpose of the program is to increase the number of disadvantaged low-income, first-generation and college students with disabilities in the United States who successfully complete a program of study at the postsecondary level. The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS- TRiO is to increase the college retention and graduation rates of its participants, facilitate their transfer from two-year to four-year colleges and foster an institutional climate supportive of their successes.

The program provides academic advising and counseling, academic mentoring, assistance with filling out applications for FAFSA, grants, loans, and work study employment and help with scholarship searches and applications. The program also provides workshops in financial & economic literacy, college transfer assistance, and social & cultural activities.

## FINANCIAL AID

Financial aid offers a variety of grant, scholarship, work study, and loan programs to assist students who are having a difficult time meeting the cost of attending Napa Valley College. Eligible applicants who submit the Free Application for Federal Student Aid (FAFSA) will be considered for Federal and State funded programs including the Federal Pell Grant, Cal Grants, Federal Supplement Educational Opportunity Grant, Federal Work Study, Federal Direct Loans and the Board of Governors Enrollment Fee Waiver (BOGW). Students who do not qualify for Federal student aid but meet eligibility requirements under the California Dream Act and submit the California Dream Application, will be considered for scholarships and State funded programs including Cal Grants and the Board of Governors Enrollment Fee Waiver (BOGW).

# Student Support Services

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## EOPS/CARE/CALWORKS/ASPIRE

EOPS at Napa Valley College is a state-funded program that provides support services to eligible students. Whether students are interested in obtaining job skills, an occupational certificate, an associate degree, or transferring to a four-year institution, our knowledgeable and caring staff can provide extra encouragement, support, and guidance to help students realize their goal(s). The EOPS Program provides academic, financial aid, scholarship, personal, and career counseling; Book Voucher Program; Priority Registration; Transfer Assistance; and coordination with other academic support services on campus.

The CARE program provides additional services to EOPS students who are single parents, head-of-household, receiving public assistance from CalWORKs or TANF and have at least one child under 14 years of age.

The CalWORKs Program at Napa Valley College provides support to NVC students who receive CalWORKs cash aid from the county Social Services Agency.

The ASPIRE program is designed to help students make a smooth transition from high school to college both academically and socially. Students participate in a class that is specifically designed to improve college study skills and that will provide a college level experience. In addition students learn about the social and academic resources on campus, participate in social and community building activities on and off-campus, engage in leadership opportunities, make new friends, and register early for their fall classes.

## LIBRARY/LLRC

The Library and Learning Resource Center (LLRC) houses the McCarthy Library and a multitude of additional support services for students. Students have access to Library and Media Services, Learning Services, the Testing and Tutoring Center and a variety of classrooms and study rooms with the most current technology.

The McCarthy Library & Media Center, located at the south-eastern side of the Napa Valley College campus in the 1700 Building, contains more than 54,000 books, nearly 297 print periodical titles, and a large collection of reserve items, including reading materials for various classes. Electronic databases provide access to many full-text journals, newspapers, and magazine articles. Reference librarians are available to assist students with research through the use of traditional print and state-of-the-art electronic resources, including the Internet. The library offers exceptional advantages to students and other library users through the college's long-time membership in two library consortia: the Solano, Napa and Partners Consortium (SNAP) and the North Bay Cooperative Library System (NBCLS or NBC). Three million items from the combined collections of the consortium members, including the media centers of the two academic library members, are represented in an online catalog searchable via the Web. Student success workshops are offered to assist with information literacy skills.



# Student Support Services

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Learning Services (LS) address the educational needs of students who are experiencing difficulties learning, including those with learning disabilities. NVC students may refer themselves for diagnostic evaluation. Information from the testing process is used by Learning Disability Specialists to determine accommodations that may support students in being successful in the college environment. Learning Services provides assistance with identifying a learning disability and assessment, assisting with accommodations and assistive technology training and referral to programs and support services.

The Testing & Tutoring Center is a one-stop center for assessment testing, ESL (English as a Second Language) Assessment Testing, Testing accommodations for students with verified disabilities and GED Testing. The Center can also proctor testing for distance education learners and arrange for tutoring.

## WORKABILITY

Workability is a collaborative program between NVC DSP&S (Disabled Students Programs and Services) and the California Department of Rehabilitation. We provide intensive academic and career services for students with severe disabilities. Our mission is to work with our mutual clients/students in successfully transitioning them into gainful employment. The services we provide include counseling, accommodations, instruction assistance support, academic and vocational assessment and job placement services.

## CAREER CENTER

The Career Center provides information and assistance for students in career and educational planning and in job development and job referrals.

The Career/Life Planning Service offers students counseling, classes and information to help plan their careers. Students learn to use a variety of assessment tools to clarify their interests, values, skills, and personality style in relationship to work and choosing a college major. Library and online career materials are available for student use. Career planning courses are available for students and community members.

Off-campus employment services offer referrals to full-time, part-time and temporary off-campus jobs for college students and community members. Students receive assistance in goal identification and the job search process. Workshops and individual appointments are available to help students with job-hunting skills, resume-writing, and interviewing techniques. One large job fair is offered to students and community members each year.

## TRANSFER CENTER

The Transfer Center provides counseling and advising services to NVC students planning to transfer to a four-year college or university. Our special focus is helping students transfer at the Junior level to the college of their choice. Our resources include:

# Student Support Services

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Counseling and advising with transfer education plans, hosting visiting university representatives, certification of Transfer Admission Guarantees (TAG), Transfer Advocate Program, Fall Transfer Day with over 50 colleges, van and bus tours of local colleges, and our Spring Transfer Student Celebration.

## BOOKSTORE

The Napa Valley College bookstore is managed and operated by Barnes & Noble. The bookstore provides a wide selection of college spirit apparel, award-winning NOOK® devices and other technology gadgets, as well as gifts for alumni, friends and family. Course materials are offered in variety of formats including digital, used and new formats textbooks, as well as a textbook rental program. Students are assured of having options and formats that best suit their needs. Students also have the ability to order textbooks and school merchandise both in-store and online, and interact with the bookstore through social media.

## STUDENT HEALTH SERVICES

The Student Health Center provides resources to enhance the health and wellness of students, which in turn, improves their success and learning outcomes. Health services, which are supported by the Student Health Fee, include but are not limited to: care for illness and injuries, reproductive healthcare, TB screening, immunizations, HIV testing, stress reduction guidance, physical exams for sports, school and work, and healthy lifestyle education. The Student Health Center is staffed by a Family Nurse Practitioner, a registered nurse who has completed additional graduate education and training and has national board certification in assessing, diagnosing and treating illnesses and injuries. NPs make prevention, wellness, and patient education priorities in care.

The Student Health Center also provides short-term counseling for personal, family, or other issues that may impact their educational progress. Mental Health services staff also offer support to students with respect and understanding for their backgrounds, cultural values, gender, communications styles, abilities, and /or limitations. The Health Center also provides emergency psychological counseling and when necessary referral to appropriate community resources.

## COLLEGE POLICE

The College Police Department is staffed by sworn Police Officers, Campus Service Officers and Dispatcher/Clerks. The Department provides a full range of law enforcement related activities, including emergency response, preventative patrol, criminal investigation, crime prevention and community liaison activities, special event security, traffic enforcement, accident investigations, and parking enforcement.



# Student Support Services

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## FOUNDATION

The Napa Valley College Foundation, which is currently comprised of 23 voting members and three honorary members, is an independent 501(c)(3) non-profit corporation. Established in 1968, the foundation supports excellence in education at Napa Valley Community College by facilitating the development of an effective working relationship between the college and the local community and developing financial resources through charitable giving opportunities that support the college and its students. The Napa Valley College Foundation coordinates annual appeals for student scholarships and donor designated programs. It also hosts fundraising events throughout the year, including Party on the Plaza (POP!) and the Storm Classic Golf Tournament that benefit the programs of the foundation and the college.

The Napa Valley College Foundation provides assistance to the college and its students through a program of approximately 150 student scholarships awarded each year, support for instructional materials for educational programs at the college, and support for campus improvements. NVCF works with the NVC Scholarship Committee, composed of NVC faculty members, NVC Financial Aid Office staff, and an NVCF board member to determine scholarship recipients.

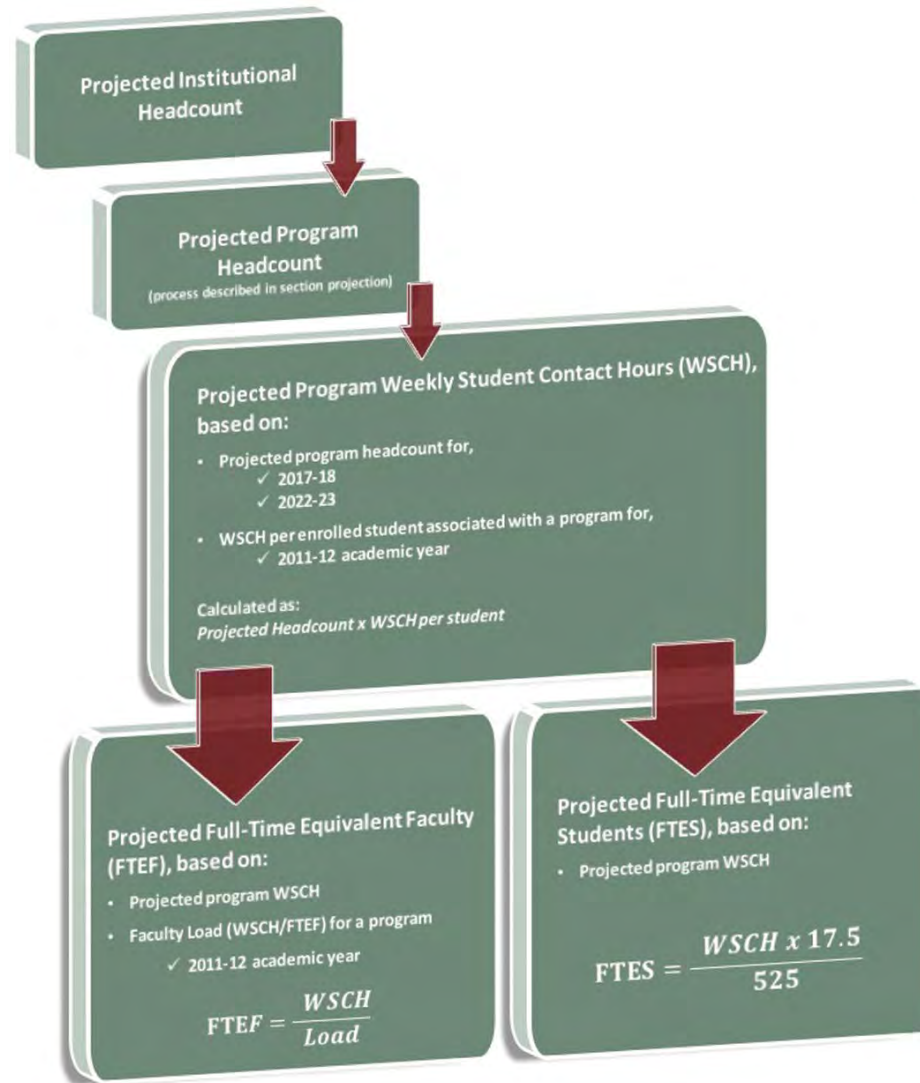


# APPENDIX



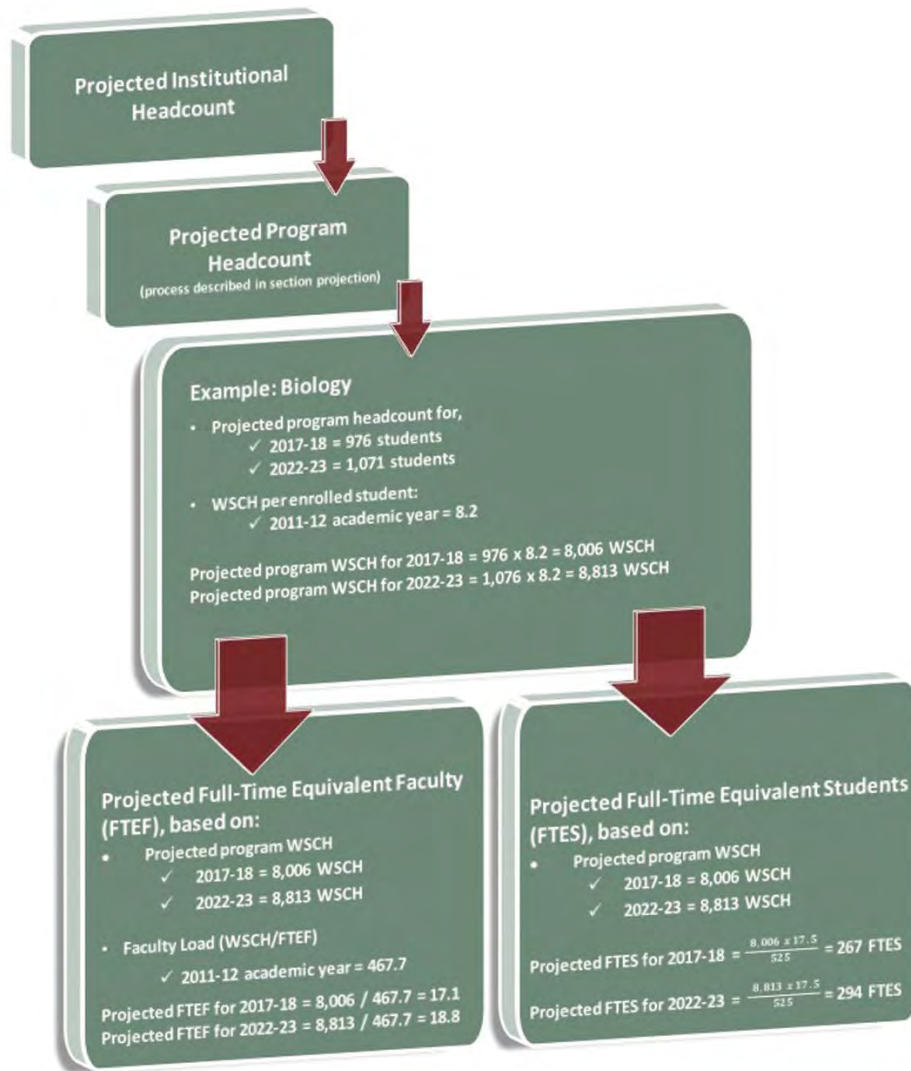
# Appendix

## PROCESS FOR PROJECTING THE WSCH, FTES, & FTEF FOR INSTRUCTIONAL PROGRAMS, 2017-18 & 2022-23



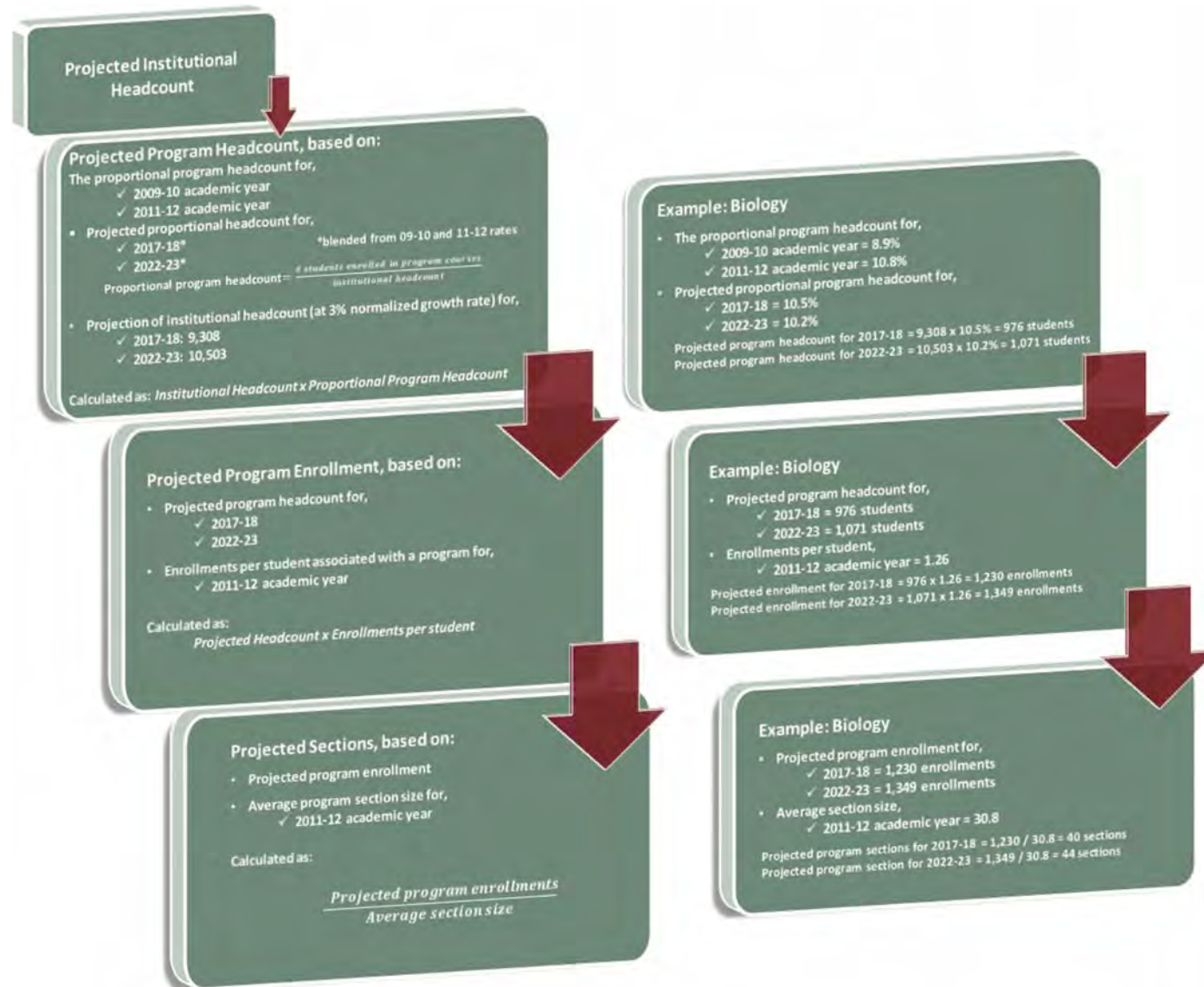
# Appendix

## PROCESS FOR PROJECTING THE WSCH, FTES, & FTEF FOR INSTRUCTIONAL PROGRAMS, 2017-18 & 2022-23



# Appendix

## PROCESS FOR PROJECTING THE NUMBER OF SECTIONS FOR INSTRUCTIONAL PROGRAMS, 2017-18 & 2022-23



# GLOSSARY OF TERMS



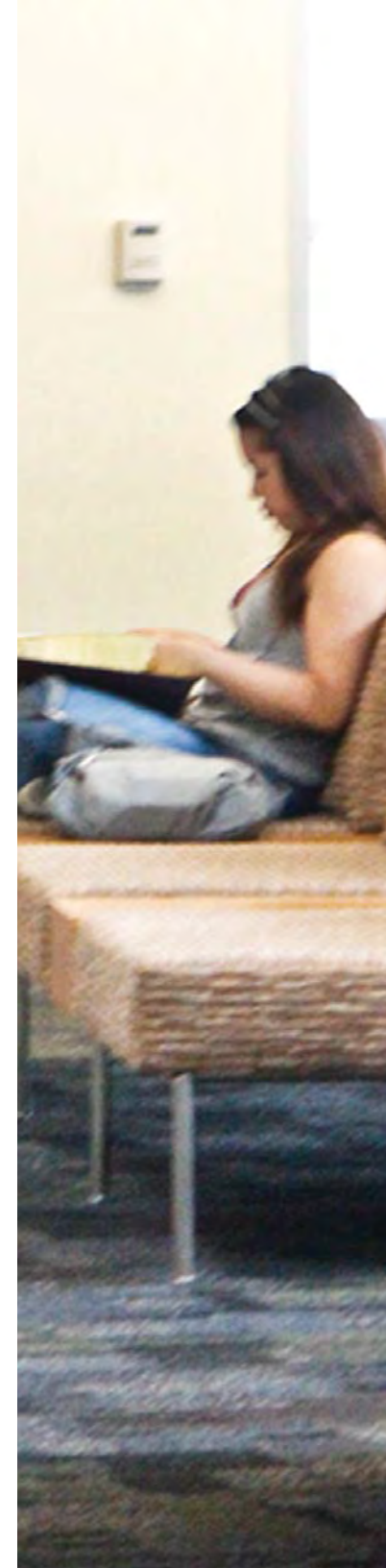
# Glossary of Terms

## GLOSSARY OF ACRONYMS

AA	Associate of Arts	CCCCO	California Community College Chancellor's Office
AA-T	Associate of Arts for Transfer	CCCDUG	California Community Colleges Datatel Users Group
AB	Assembly Bill	(3CDUG)	
ACCCA	Association Of California Community College Administrators	CCCSAA	California Community College Student Affairs Association
ACCJC	Accrediting Commission for Community & Junior Colleges	CCCSFAA	California Community Colleges Student Financial Aid Administrators
ACCT	Association of Community College Trustees	CCCSFAAA	California Community Colleges Student Financial Aid Administrators Association
ACP	Association of Classified Professionals	CCCT	California Community College Trustees
ACTS	American Canyon Troop Support	CCLC	Community College League of California
ADA	Americans with Disabilities Act	CFO	Chief Financial Officer
ADN	Associate Degree in Nursing	CELSA	Combined English Language Skills Assessment
ADT	Associate Degree for Transfer	CEO	Chief Executive Officer
AIR	Association for Institutional Research	CEOCCC	Chief Executive Officers of the California Community Colleges
ALO	Accreditation Liaison Officer	CERT	Community Emergency Response Team
APE	Adaptive Physical Education	CHEA	Council for Higher Education Accreditation
API	Academic Performance Index	C-ID	Course Identification Numbering
A & R	Admissions & Records	CJT	Criminal Justice Training
ARAH	Arts and Humanities	CLOs	Course-Level Outcomes
ARCC	Accountability Reporting for Community Colleges	COA	Cost of Attendance
AS	Associate of Science	COLA	Cost-of-Living Adjustment
ASCCC	Academic Senate for the California Community Colleges	COR	Course Outline of Record
ASF	Assignable Square Feet	CPEC	California Postsecondary Education Commission
ASNVC	Associated Students of Napa Valley College	CPR	Cardiopulmonary Resuscitation
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer	CSAC	California Student Aid Commission
AS-T	Associate of Science for Transfer	CSSO	Chief Student Services Officer
ATB	Ability to Benefit	CSU	California State University
ATC	Autodesk Training Center	CTE	Career Technical Education
AUO	Administrative Unit Outcomes	CTEP	College Tests for English Placement
AY	Academic Year	CWE	Cooperative Work Experience
BC	Budget Committee	DAM	Digital Asset Management
BCS	Business & Computer Studies	DAS	District Auxiliary Services
BIRT	Bias Incident Response Team	DDGT	Digital Design Graphics Technology
BOG	Board of Governors	DE	Distance Education
BOT	Board of Trustees	DED	Data Element Dictionary
BSI	Basic Skills Initiative	DITC	District Instructional Technology Committee
CAAHEP	Commission on Accreditation of Allied Health Education Programs	DISC	Datatel Implementation Steering Committee
CAIR	California Association for Institutional Research	DLS	Diagnostic Learning Services
Cal SACC	California Student Association of Community Colleges	DOB	Date of Birth
Cal SOAP	California Student Aid Student Opportunity and Access Program	DOF	Department of Finance
Cal-PASS	California Partnership for Achieving Student Success	DOR	Department of Rehabilitation
Cal WORKs	California Work Opportunity and Responsibility to Kids	DSPS (DSP&S)	Disabled Students Programs & Services
CAP	Curriculum Action Plan	DTAC	District Technology Advisory Committee
CARE	Cooperative Agencies Resources for Education	DTF	Diversity Task Force
CBO	Chief Business Officer	DUG	Datatel Users Group
CBOC	Citizens' Bond Oversight Committee	EAP	Employee Assistance Program
CCC	California Community Colleges	ED	(U.S.) Department of Education
		EDD	Employment Development Department
		EEO	Equal Employment Opportunity

# Glossary of Terms

EFC	Expected Family Contribution	ISIR	Institutional Student Information Report
EIR	Environmental Impact Report	IT	Institutional Technology (formerly Information Technology)
ELC	English Learning Community	ITC	Instructional Technology Committee
EMP	Educational Master Plan	LADS	Language Arts and Developmental Studies
EMS	Emergency Medical Services	LAO	Legislative Analyst's Office
EMT	Emergency Medical Technician	LASSI	Learning and Study Strategies Inventory
EOC	Emergency Operations Center	LDTP	Lower Division Transfer Program
EOP	Emergency Operations Plan	LGBT	Lesbian, Gay, Bisexual, Transgender
EOPS	Extended Opportunity Programs & Services	LLRC	Library and Learning Resource Center
ERC	Emergency Response Committee	LOAC	Learning Outcomes Assessment Committee
ERI	Early Retirement Incentive	LRNS	Learning Services
ERP	Enterprise Resource System	LVN	Licensed Vocational Nursing
ESL	English as a Second Language	MA	Mutual Agreement
FAQs	Frequently Asked Questions	MALDEF	Mexican-American Legal Defense and Education Fund
FAFSA	Free Application for Federal Student Aid	MDTP	Mathematics Diagnostic Testing Project
FCC	Faculty Coaching Committee	MESA	Mathematics Engineering & Science Achievement
FERPA	Family Educational Rights and Privacy Act	MIS	Management Information System
FKCE	Foster and Kinship Care Education	MOU	Memorandum of Understanding
FMP	Facilities Master Plan	MPN	Master Promissory Note
FON	Faculty/Full-time Obligation Number	MQs	Minimum Qualifications
FSA	Federal Student Aid	MSC	Matriculation Steering Committee
FTE	Full-Time Equivalent	NAR	(Financial) Need Analysis Report
FTEF	Full-time Equivalent Faculty	NASFAA	National Association of Student Financial Aid Administrators
FTE Network	Fault Tolerant Ethernet Network	NFLC	New Faculty Learning Community
FTES	Full-Time Equivalent Student	NSF	National Science Foundation
FY	Fiscal Year	NVC	Napa Valley College
GAAP	Generally Accepted Accounting Principles	NVCAA	Napa Valley College Alumni Association
GASB	Governmental Accounting Standards Board	NVC-ACP	Napa Valley College Association of Classified Professionals
GE	General Education	NVCCD	Napa Valley Community College District
GED	General Equivalency Diploma	NVCF	Napa Valley College Foundation
GIS	Geographic Information Systems	NVCPD	Napa Valley College Police Department
GPA	Grade Point Average	NVCVTF	Napa Valley College Viticulture and Winery Technology Foundation
HACU	Hispanic Association of Colleges and Universities	OCR	Office of Civil Rights
HEOC	Health Occupations	OHR	Office of Human Resources
HIPAA	Health Insurance Portability and Accountability Act	OI	Office of Instruction
HR	Human Resources	OPEB	Other Post Employment Benefits
HSEE	High School Exit Exam	OSS	Office of Special Services
HSI	Hispanic Serving Institution	PAC	Performing Arts Center
HSI-STEM	Hispanic Serving Institution—Science, Technology, Engineering, & Math	PAF	Personnel Action Form
IA	Institutional Advancement	PC	Planning Committee
IDEC	Indirect/Direct Evaporative Cooling	PCR	Program Continuance Review
IG(s)	Inquiry Group(s)	PDC	Professional Development Committee
IC	Instruction Council	PE	Physical Education
ICC	Inter Club Council	PEP	Program Evaluation and Planning
ICP	Incident Command Post	PERS	Public Employees Retirement System
IGETC	Intersegmental General Education Transfer Curriculum	PFE	Partnership For Excellence
IIPP	Injury Illness Prevention Plan	PHI	Protected Health Information
ILOs	Institution-Level Outcomes/Institutional Learning Outcomes	PIN	Personal Identification Number
IPEDS	Integrated Post-Secondary Education Data System	PO	Purchase Order



# Glossary of Terms

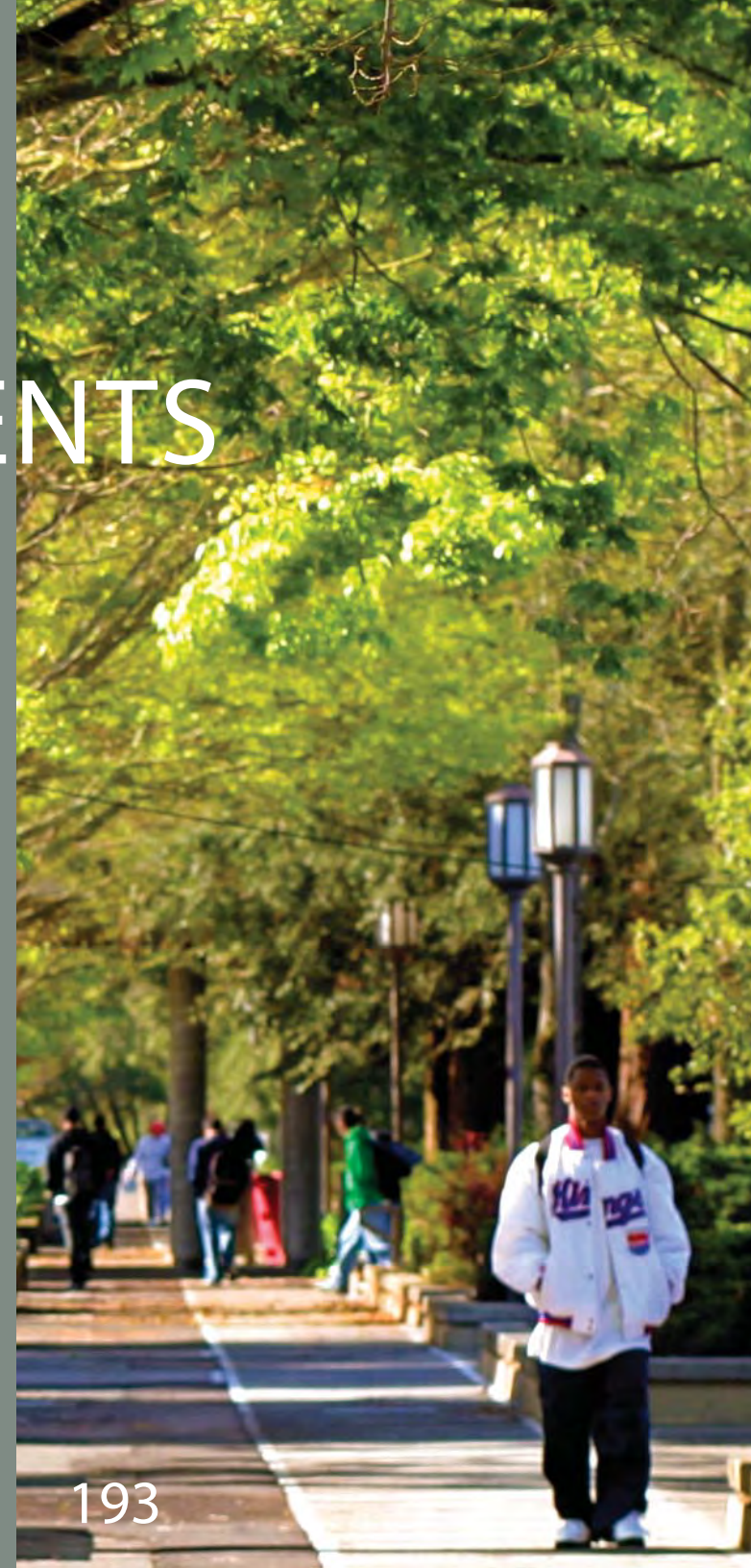
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POST	Police Officer Standards and Training	SWACC	Statewide Association of Community Colleges
PLOs	Program-Level Outcomes	TAG	Transfer Admission Guarantee
PTEC	Psychiatric Technician	TANF	Temporary Assistance to Needy Family
PTK	Phi Theta Kappa	TBA	To Be Announced
RFP	Request For Proposals	TBD	To Be Determined
RP Group	Research and Planning Group	TBR	Transaction-Based Reimbursement (from the California State Library)
RT	Respiratory Therapy		
RPIE	Research, Planning & Institutional Effectiveness	TCO	Total Cost of Ownership
SAP	Satisfactory Academic Progress	TCT	Tennis Courts
SAR	Student Aid Report	TEC	Technology Executive Committee
SARS-GRID	Appointment Scheduling and Reporting System	TIPS	Training for Intervention Procedures
SB	Senate Bill	TLC	Teaching and Learning Center
SBDC	Small Business Development Center	TMC	Transfer Model Curriculum
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills	TOEFL	Test of English as a Foreign Language
		TRANs	Tax Revenue Anticipation Notes
SCQI	Sustainable Continuous Quality Improvement	TS	Talent Search
SEIU	Service Employees International Union	TTC	Testing and Tutoring Center
SELF JPA	Schools Excess Liability Fund Joint Powers Authority	TTIP	Telecommunication, Technology, and Infrastructure Program
SEM	Strategic Enrollment Management	TWF	The Way Forward
SEOG	(Federal) Supplemental Educational Opportunity Grant	UB	Upward Bound
SES	Self Evaluation Survey	UC	University of California
SI	Supplemental Instruction	UVC	Upper Valley Campus
SIA	(Northern California Community College) Self-Insured Authority	VA	Veterans Administration
SID	Student Identification	VPAS	Vice President of Administrative Services
SIG	Strata Information Group	VPI	Vice President of Instruction
SLA	Service Level Agreement	VPSS	Vice President of Student Services
SLOs	Student Learning Outcomes	VOC	Volatile Organic Compounds
SLOAC	Student Learning Outcomes Assessment Cycle	VOIP	Voice Over Internet Protocol
SMART	Specific, Measurable, Attainable, Realistic/Relevant, Timely/Time-Bound	VRC	Veterans Resource Center
		VTEA	Vocational and Technical Educational Act
SME	Science, Math, and Engineering	VWT	Viticulture & Winery Technology
SNAP	Solano, Napa and Partners (Library Consortium)	VWTF	Viticulture & Winery Technology Foundation
SOU	Statement of Understanding	WAIII	Workability III
SP	Strategic Plan	WASC	Western Association of Schools and Colleges
SPSS	Statistical Package for the Social Sciences	WC	Writing Center
SQL	Structured Query Language	WCRSC	Wine Country Regional Simulation Center
SRJC	Santa Rosa Junior College	WES	World Evaluation Service
SRTK	Student Right To Know	WIB	Workforce Investment Board
STRS	State Teachers Retirement System	WOEX	Work Experience
SS	Student Services	WSCH	Weekly Student Contact Hours
SSC	Student Services Council		
SSCCC	Student Senate of California Community Colleges		
SSN	Social Security Number		
SSOs	Student Services Outcomes		
SSS	Student Support Services		
SSSP	Student Success and Support Programs		
SSSPP	Student Success and Support Program Plan		
SSS TRiO	Student Support Services TRiO		
SSTF	Student Success Task Force		
STEM	Science, Technology, Engineering, and Mathematics		

To submit an entry or correction to the Glossary please email Amber Keithley, Secretarial Support for RPIE, at [akeithley@napavalley.edu](mailto:akeithley@napavalley.edu)



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