Substantive Change Proposal

Online Instruction

Napa Valley Community College District
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Napa Valley College  
Substantive Change Proposal  
Online Instruction

A. Description of the proposed change and the reasons for it.

Brief Description of Changes

During 2007-2008, Napa Valley College (NVC) revised and approved 31 online courses with start dates effective August 11, 2008. As a result of these new course offerings, students will be able to complete 50% or more of the coursework required to complete three programs.

Associate Degree Requirements that Apply to the A.S. degrees

The following general education courses are delivered through online education and apply to the three A.S. degrees listed within this substantive change proposal. Fifteen of the total 18 required units of General Education for the A.S. degree area can be taken through this mode of instruction. See Addendum 1 for complete list of courses.

P.E./Dance/Health
HELH 106

Humanities (3 units required)
ANTH 150, ART 115, CFS 145

Social and Behavioral Sciences (3 units)
ADMJ 121, 122; ANTH 121, 150; CFS 120; ECON 100, 101; PSYC 120, 123; SOCI 120, 122, 123

Language and Rationality (3 units)
BUSI 105; ENGL 120

Mathematics (3 units)
BUSI 90a, 90b, 90c; MATH 94

Communication and Analytical Thinking (3 units)
ADMJ 123; ANTH 150; ECON 100, 101; HEOC 101; MATH 90; MATH 94; SOCI 122

Multicultural/Gender Studies (3 units)
ANTH 121, 150, ADMJ 123
Administration of Justice A.S. degree program
The Administration of Justice A.S. degree program was revised and approved for more than 50% online instruction in 2007 / 2008. Four of the required seven core courses are available through Distance Education mode. Additionally, 15 of the total 18 required units of General Education for this AS degree are offered through distance education mode.

Business A.S. degree program
The following concentrations in the Business degree program were revised and approved for more than 50% online instruction in 2007 / 2008. The total number of units available through online instruction is indicated after each title.

- Accounting 37 of 60 units
- Business and Commerce 41 of 60 units
- Computer Studies 31 of 63 units
- Management and Business 47 of 60 units
- Office Administration 34 of 61 units

These totals include 15 of the total 18 required units of General Education for the A.S. degree that are offered through distance education mode.

Hospitality and Tourism Management
The Hospitality and Tourism Management program was revised and approved for more than 50% online instruction in 2007/2008. Ten of the 14 core courses are available through distance education mode (which apply to the certificate program and the degree). Additionally, 15 of the total 18 required units of general education for this A.S. degree and the PE/dance/health requirement are offered through distance education mode.

Relationship to NVC’s mission:

The mission states that “Napa Valley College engages students by providing high quality programs and services that promote learning, enhance individual development, and prepare life-long learners for their roles in our diverse, dynamic and interdependent world.” By providing courses through distance education, access and learning is promoted, individual development is enhanced and students, regardless of their ability to physically attend classes, can become life-long learners.

The distance learning courses, and eventually fully online degree programs, are consistent with and central to Napa Valley College’s mission. These courses/programs are held to the same high standards as on-site courses, and support services are provided to ensure students can achieve their educational goals.
Rationale for the change:

Distance education provides greater access for community college students, many of whom are working and/or considered nontraditional. A high quality, well-planned distance education program provides opportunities for students and increases their opportunities to complete their educational goals.

Student demand for online courses is high. Enrollment is strong, and we get regular requests for additional online course opportunities. In order to meet student need, Napa Valley College has committed adequate technological, human and fiscal resources in support of online course offerings. High standards in course delivery and student support are maintained.

B. N/A

C. Description of the planning process which led to the request for change

Description of Analysis:
Online courses at Napa Valley College grew out of the interest of a small group of dedicated and technologically savvy instructors. As the mode of delivery was perfected and the student demand for online courses increased, the decision to move to increased online instruction resulted from informal surveys of students enrolled in these courses and analysis of student demographic data that showed a high percentage of working professionals enrolled in the constituent courses for job retraining or enhancement. The Distance Education Committee, comprised of the Distance Education coordinator, online instructors, Information Technology technicians, administrators and staff began meeting regularly. The purpose was to improve and expand the distance education program, including sharing best practices, discussing student feedback, developing curriculum, mentoring others to develop curriculum, and improving processes.

During this time, the District invested in the faculty by providing guidance through a Memorandum of Understanding in the Faculty Agreement. Stipends were provided to develop and teach online courses. In addition, Napa Valley College received a Title III grant in 2003 that provided professional development in online education and additional stipends for development of curriculum and course content.

In 2006/2007 language in the MOU was converted to permanent contract language. (Addendum 2) In spring 2007, the Vice President of Instruction, working with the Distance Education Coordinator, the Instruction Council and other faculty emphasized distance education as a priority, which resulted in additional courses. Through these collaborations, the business faculty, in particular the program coordinator, strategically worked with faculty across the campus to develop a fully online degree. Based on that work, this substantive change application is submitted.
D. Evidence that NVC has provided resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

Sufficient and qualified faculty, management and support staffing
Napa Valley College has fully committed to supporting the distance education program and provides sufficient and qualified faculty, management and support staff. The attached Distance Education Organizational Chart demonstrates the positions and services and how they interact. (Addendum 3) The Dean of Instruction oversees the distance education program at Napa Valley College. In addition, a full-time faculty member, with distance education expertise, is given 20% reassigned time to provide mentoring and faculty leadership. A full-time classified distance education technician provides technical expertise and training. (Note: This position is currently vacant while we retool the job description to strengthen the online education support duties. We anticipate filling the position in spring 2009. In the meantime, stipends are paid to an administrator to perform those functions.) The Information Technology department also provides technical help, including help desk services. NVC provides faculty with training and support services related to teaching via electronic means, including:

1. Distance Education Committee: This committee provides technical and logistical support and extensive training for faculty utilizing Blackboard for both hybrid and full distance education courses. Additionally, this committee advises and reviews all curriculum elements related to distance education to ensure rigor and accessibility.

2. Distance Education (DE) Coordinator: Glen Bell, a full-time faculty member experienced in distance education, is our current DE coordinator (20%) and chairs the DE committee, providing direct, one-on-one support for faculty teaching online.

3. A full-time dean provides administrative support.

4. Full-time, classified distance education technician provides support and training (currently vacant but backfilled on temporary basis until filled in January 2009).

5. Online and phone help desk is provided by Information Technology department.

6. Distance Education webpage with links to all relevant information and support services, both on and off-campus.

7. Faculty training is provided in the Teaching and Learning Center, with regular refresher courses to keep instructors current on all curriculum and technology developments. Training is provided in online modules and face-to-face sessions. We plan to increase the frequency of these trainings as more instructors become involved in hybrid and full online instruction. The Teaching and Learning Center is well-equipped to handle all of the training needs for distance education faculty.

8. Extensive training information is provided in the Online Educators Resource Center located on the Napa Valley College Distance Education Website (http://www.napavalley.edu/apps/Comm.asp?Q=24). The NVC online website also has a link to @One Online Teaching Certification that is available to NVC faculty. (Addendum 4)
9. Program Evaluation and Planning (PEP): Beginning in 2009, the NVC program review process (PEP) will require all programs to identify and evaluate the effectiveness of online and distance education courses. A support team is available to assist faculty and staff as they conduct the PEP. An Instructional Coordinator, Curriculum Committee Co-Chair, Dean of Research, Planning and Development, Director of Institutional Research, and Assessment Coordinator provide assistance throughout the one year review process.

10. NVC has a contract with iParadigm for Turnitin online plagiarism software. This software can be used by all faculty. However, to make it convenient for online faculty, a link has been embedded within the NVC Blackboard site. This was at an additional cost, but a step NVC felt was important to support high standards for online education.

11. Research: The Director of Institutional Research (DIR) provides faculty and staff with program level data and analysis every year. The DIR is available to help faculty track trends and to help identify program improvements.

Appropriate equipment and facilities
1. Blackboard, online education software, is maintained through the regular instructional budget process.
2. Each NVC faculty member has a PC in his/her office, as well as internet access.
3. Most students have access to personal computers and the internet. Those students who do not have access to their own computers can use networked computers at the NVC library, the Campus Computer Lab, the public library, or make other arrangements on their own.
4. Online courses do not impact campus facilities.
5. On September 11, 2008 the NVC Board of Trustees approved an expenditure of $1,187,141 for college computer network upgrades. (Addendum 5) This benefits the whole technology infrastructure, which supports online education.

Fiscal resources including the initial and long-term amount and sources of funding for the proposed change
Napa Valley College has committed to providing the fiscal resources necessary for a high quality distance education program using unrestricted general funds. Funding for distance education programs and services is incorporated into the regular Office of Instruction budget. (Addendum 6) Operation and maintenance of the Blackboard interface is handled through the Instructional Technology department, which does not cost the college additional funds as current IT staff perform these functions. The scheduling process controls the numbers of sections (seats) offered. Our current contract with the Foundation of California Community Colleges for Blackboard services adequately covers the planned growth. The seat count is tracked; and if and when additional funds are needed to allow expansion of the contract, this increase will be requested through the normal budget process.
Evidence of instructional delivery systems and modes meeting student need
To meet the educational needs of students who work full-time or have other needs or preferences that prevent on-site class attendance, faculty determined that online instruction, either hybrid or in full, is an effective mode for delivery of course content as it allows students to fulfill course requirements largely at their own pace and in their own time frame, within reasonable parameters. The need has been justified by enrollments that have more than doubled since 2005/2006. (Addendum 7)

The attached example Course Outline of Record (Addendum 8) provides detailed information on how each course meets student needs on Form D: Distance Education, a supplement to the main COR.

Description of student support
Napa Valley College provides students with adequate access to student services appropriate to support their learning. Links to the following departments and services can be found on the Napa Valley College homepage (www.napavalley.edu) (Addendum 9)

1. Admissions: Students may submit an online application for admission via a link on the NVC homepage.
2. Online registration is available using Webadvisor. From the NVC homepage students may click on "register for classes online".
3. Online orientation is offered at www.napavalley.edu/orientation. Orientation is a non-credit course listing and there is no enrollment fee.
4. In addition to online academic orientation, the Counseling Division is working with the Distance Education Committee to provide better counseling services for students only enrolled in online courses. The Counselors are working through the Datatel system to provide students educational planning online. They are also available to conduct counseling sessions by phone.
5. Scheduling: the NVC Schedule each semester lists the courses that are available online, as well as related information and instructions for accessing Blackboard, the online course software.
6. Financial Aid: The FAFSA form is available for students to complete and submit online. Questions are answered by email or by phone.
7. Library and Learning Resources: Through SNAP (Solano Napa Area Partnership) students have online access to library resources at NVC and all public libraries in Napa and Solano counties.
8. Special Services: Staff from NVC’s Special Services Office and faculty work together to provide accommodations as required by law.
9. NVC has established an Online Education webpage (http://www.napavalley.edu/apps/Comm.asp?Q=24) with links to all relevant information and support services, both on- and off-campus.
10. Blackboard Help Desk: provides email and phone support for student users of Blackboard.
11. Napa Valley College Information Technology Department provides help desk services.
12. A short-term class, How to Be a Successful Online Student (CISA 100), is offered.
13. Office Hours: full-time faculty who teach online hold online office hours equal to the number required for on-campus.

Evaluation of Information Provided to Students
The current system for providing information to students, outlined in the section above on Faculty and Student Support, is effective. Students are provided with information on the college website, in the college catalog and in the schedule of classes each semester. Students enrolled in online courses will be asked to participate in evaluation surveys conducted as part of Program Evaluation and Planning. The survey results of students enrolled in online courses/programs will be compared with the results of students enrolled on campus.

The faculty teaching online courses are evaluated through the approved tenure-track, tenured and adjunct evaluation processes. The student evaluation form was revised to relate more closely to the online student experience, while continuing to address the faculty teaching standards that apply to both distance and on-site teaching methods. The online survey software, Zoomerang, is often used to illicit additional feedback from students. In addition, Napa Valley College students and faculty participate in the annual California Community Colleges System Office distance education survey.

Description of College Accommodations for Campus Visit Requirements
A very small percentage of online courses offered by Napa Valley College require students to meet with the instructor on campus for an orientation to the course. In the event that a student is not able to travel to the campus, the student can make arrangements with the instructor to review the course orientation by telephone or email. Many instructors have incorporated downloadable audio files that students can listen to on “iPod” type devices. A very few instructors are experimenting with the use of videos to provide orientation material.

If an instructor requires that his/her students take proctored exams, the Napa Valley College Testing and Tutoring Center has set up procedures to do so. Online students have a high priority when the center is busy. If a student is not able to travel to the Napa Valley College campus, alternate arrangements can be made with the instructor, including arranging for proctoring services at a more convenient community or four-year college.

E. Evidence that NVC has received all necessary internal approvals:

As per California Education Code, Title 5, all courses being proposed for distance education mode, whether as a hybrid or full online course (51%), are required to undergo separate review in the Curriculum Committee. The local curriculum process handles this by requiring the following:
1. The Course Outline of Record (COR) for any course being proposed for distance
education must be revised for currency requirements.
2. The faculty author fills out and attaches a supplemental Form D: Distance
Education.
3. The Distance Education sub-committee, the Curriculum Chair, and the CIO
review the distance education forms and components to ensure rigor,
appropriateness, and alignment with stated student learning outcomes for the
course.
4. The full curriculum committee reviews both the COR and the Distance Education
form simultaneously to ensure continuity of content, objectives and outcomes
between face-to-face and online course sections.
5. Once approved, the proposal goes through the regular curriculum approval
process, ending with approval by the Board of Trustees.

Napa Valley College requires that all courses proposed for distance education mode are
separately reviewed and approved by the Academic Senate Curriculum Committee and
recommended to the Board of Trustees for final approval. A separate form is attached
to each course outline of record approved for distance education that details regular
effective contact, assignments, contact modes and hours, and all other required
information. Likewise, the Curriculum Committee requires six-year currency revision to
the main body of the Course Outline of Record (COR) for all courses approved for
distance education mode. This ensures that the all course information, including
Student Learning Outcomes (SLO), is current, accurate and appropriately supports all
delivery modalities.

The following are required to review and approve all distance education curriculum
proposals:
- NVC Academic Senate Curriculum Committee
- NVC Academic Senate
- Chief Instructional Officer
- Board of Trustees (BOT)

The curriculum review and approval process at Napa Valley College is handled through
an online database management system with electronic approvals for all requisite
parties including the chief instructional officer. The attached 2007/2008 curriculum
packets and BOT minutes reflect this local approval process. (Addendums 10, 11, and
12) Approval of the packet by the BOT incorporates approval by all requisite
authorities. These materials documenting course approvals for previous years are
available upon request.

In addition, the Academic Senate (9/9/08) and the Board of Trustees (9/11/08) approved
the establishment of online degrees, including Administration of Justice, Business, and
Hospitality and Tourism Management. (Addendum 5)
F. Evidence that each Eligibility Requirement will still be fulfilled after the change.

The Dean, Research, Planning and Development and Vice President of Instruction reviewed the 21 ACCJC Accreditation Eligibility Requirements to determine that each will be fulfilled after the change.

1. Authority: The addition of online courses does not affect the authority of the college.
2. Mission: The online education offerings at NVC support the college mission.
3. Governing Board: The Board of Trustees approved each individual course that is being offered online. In addition, the Board of Trustees approved the establishment of online degrees, including Administration of Justice, Business, and Hospitality and Tourism Management at their regular meeting on September 11, 2008.
4. Chief Executive Officer: The addition of online courses does not impact the responsibilities of the President of Napa Valley College. Dr. McCarthy has approved the addition of these courses to the curriculum.
5. Administrative Capacity: The Dean of Instructional Services, who reports directly to the Vice President of Instruction, provides the administrative services necessary to support online instruction. A faculty coordinator is assigned 20% to provide additional support. See the Organization Chart: Distance Education, attachment 3.
6. Operational Status: The addition of online courses does not impact the operational status of Napa Valley College.
7. Degrees: Beginning Fall, 2008, it is possible to earn 50% or more of the coursework required in three programs: Administration of Justice, Business, Hospitality and Tourism Management. In 2007-2008, NVC online enrollments totaled 1,582. Fall 2008 enrollments total 985, up from 573 in Fall 2007.
8. Educational Programs: It is possible to earn 50% or more of the required coursework through online instruction in three educational programs: Administration of Justice, Business, and Hospitality and Tourism Management.
9. Academic Credit: Academic credits for online courses are awarded on the same basis as for regular, face-to-face courses.
10. Student Learning and Achievement: Each course offered online has established student learning outcomes. These SLOs appear in the Course Outline of Record and in the course syllabus. Program level SLOs are published in the NVC 2008-2010 Catalog. SLO assessment methods for all courses will be developed within the next four years.
11. General Education (GE): All GE courses that are available online have been reviewed by the Curriculum Committee and are consistent with levels of quality and rigor appropriate to higher education. Students may earn fifteen of the total 18 required units of General Education for the A.S. degree through online courses.
12. Academic Freedom: Faculty teaching in, and students enrolled in, online courses are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

13. Faculty: All faculty teaching online courses must meet the same minimum qualifications as other faculty hired to teach at NVC. All faculty have participated in additional training in online instruction.

14. Student Services: NVC is providing appropriate student services for students enrolled in online courses. These services include online catalog, course schedule, admissions, registration, counseling, orientation, financial aid, library, special services, faculty office hours, and technical assistance. See above.

15. Admissions: The same eligibility for admissions apply to students enrolled in online instruction. Persons who have completed twelfth grade are eligible for admission to NVC. Persons who are at least 18 years of age are eligible for admission. Those under 18 years of age who have a GED or have passed the California High School Proficiency Exam are eligible for admission. Students currently enrolled in the tenth grade or higher or who are at least 15 years old may take courses for college credit with permission from their high school counselor and parent or guardian.

16. Information and Learning Resources: Online students find information on the “SNAP” automated library system. Students may borrow books, DVDs, videos, CDs and audiotapes from the libraries in Solano and Napa Counties, all linked to one system. Online access to the catalog of materials is available at www.napavalley.edu, click on the Library link. The SuperSearch feature in the online catalog enables library users to find and borrow materials from libraries outside the SNAP system.

17. Financial Resources: NVC has funded online instruction through the Office of Instruction budget. Financial resources are adequate to support the program as described above. See budget attached.

18. Financial Accountability: The addition of online instruction does not affect this eligibility requirement.

19. Institutional Planning and Evaluation: Currently, the Distance Education Program is being evaluated as part of our institutional self study process. An operational plan will result from this evaluation. Beginning in 2009, all programs undergoing Program Evaluation and Planning, will be asked to address online instruction as part of the process. As the college develops tools to assess student learning, online and on-campus students will be assessed.

20. Public Information: The NVC 2008-2010 Catalog includes information concerning online education (see page 14, addendum 13). Information regarding online courses is also contained in the course schedule (see pages 94-95, addendum 14) and on the college’s website.

21. Relations with the Accrediting Commission: The addition of online courses does not change the college’s relations with the Accrediting Commission. By submitting this substantive change proposal, the college is adhering to the requirements and policies of the commission.
G. Evidence that each accreditation standard will still be fulfilled after the change.

None of the standards are particularly impacted by the change and each accreditation standard will still be fulfilled after the change.

Standard I: A Mission
The online education offerings at NVC fall within the mission that defines the broad educational purposes, NVC’s intended student population, and the college’s commitment to student learning.

Standard I: B Improving Institutional Effectiveness
NVC demonstrates its effort to produce and support student learning, measure the learning, and assess how well learning is occurring through the curriculum approval process and program evaluation and planning. All courses that were recently approved by the Curriculum Committee have established learning outcomes. Faculty are beginning work to identify methods to assess student learning. These efforts should be complete by 2012. As assessment methods are identified, student learning will be assessed. Each instructional program must develop program level SLOs, course level SLOs and identify assessment measures as part of the Program Evaluation and Planning Process (PEP). PEP is the process used to develop program plans and to identify the resources needed for program improvement. Resource allocations are based on the results of PEP and the prioritization of needs. Recent evaluations of the PEP process have resulted in the addition of annual reports, where programs will provide evidence of achievement of student learning outcomes, program objectives, and activities that support improvements.

Standard II: A Instructional Programs
The programs offered through online instruction are of the same high quality as courses offered through other modes of instruction. Students may now earn 50% or more of A.S. degrees and certificates in Administration of Justice, Business, and Hospitality and Tourism Management. These programs are systematically assessed through the Program Evaluation and Planning Process and courses were approved through the curriculum review process. Program faculty and staff receive program data on an annual basis which they use to analyze and track improvements. Student surveys are administered on a regular basis to gather data on student satisfaction and to collect student comments.

Standard II: B Student Support Services
A wide array of student support services are available in an online format to serve students enrolled in online courses. These services include online catalog, course schedule and an online instruction website that provide students with clear, complete, and timely information. Additional online services include admissions, registration, counseling, orientation, financial aid, library, special services, faculty office hours, and technical assistance. Efforts are underway to strengthen these services and to expand their availability to meet the growing demand for online instruction. To help students...
gain the background, knowledge and technical skills needed to successfully use the technology involved in their course work the college offers and introductory online course, a help desk, and other technical support services. Student services programs are developing student learning outcomes that will be assessed regularly, along with instructional programs. All student services programs participate in Program Evaluation and Planning and identify the availability of online services. Student surveys are administered on a regular basis. Also, faculty work with other college faculty and staff to arrange services for their students who need assistance.

Standard II: C  Library and Learning Resources
Appropriate learning resources are available to students who take electronically delivered courses. Online students find a wealth of information available as they use the “SNAP” automated library system. Students may borrow books, DVDs, videos, CDs and audiotapes from the libraries in Solano and Napa Counties, all linked to one system. Online access to the catalog of materials is available at www.napavalley.edu, click on the Library link. The SuperSearch feature in the online catalog enables library users to find and borrow materials from libraries outside the SNAP system. Other books and periodical articles not available locally may be requested through interlibrary loan. Valuable online resources available through the library’s internet stations include LexisNexis, a vast database of business, legal, medical and news references; and other available databases for periodical and news articles. Faculty also identify other online resources that support students enrolled in their classes.

Standard III: A  Human Resources
NVC employs faculty who are qualified by appropriate education, training, and experience to provide and support online instruction courses and services. All faculty are evaluated on a regular basis. Most online courses are taught by regular full-time faculty members who also teach in the classroom. Written policies regarding distance education instruction are included in the Napa Valley Community College District and Napa Valley College Faculty Association/CTA/ NEA, 2006-2009 (pages 8-9). The contract includes a statement that “The District may cover the costs related to training of participants through staff development funds or other sources.”

Standard III: B  Physical Resources
Napa Valley College has acquired the equipment and resources necessary to support online instruction. The college uses Blackboard online education software. Each NVC faculty member has a PC in his/her office, as well as internet access. In addition, most students have access to personal computers and the internet. Those students who do not have access to their own computers can use networked computers at the NVC library, the Campus Computer Lab, the public library, or make other arrangements on their own. On September 11, 2008 the NVC Board of Trustees approved an expenditure of $1,187,141 for college computer network upgrades. This benefits the entire technology infrastructure which supports online education.
Physical resource planning is integrated with the Program Evaluation and Planning process. As programs identify the need for equipment and physical resources to support online instruction, these will be identified in the PEP reports.

**Standard III: C Technology Resource**

Napa Valley College provides technology support to meet the needs of learning, teaching, college-wide communications and operational systems. The Distance Education Committee provides technical and logistical support and extensive training for faculty utilizing Blackboard for both hybrid and full distance education courses. Additionally, this committee advises and reviews all curriculum elements related to distance education to ensure rigor and accessibility. The faculty Distance Education Coordinator, Glen Bell, is currently the DE coordinator (20%) and chairs the DE committee. He is available to provide direct, one-on-one support for faculty teaching online. A full-time, classified distance education technician provides support and training. This position is backfilled on a temporary basis until the position is filled by a permanent employee in January 2009.

NVC’s Information Technology Department provides online and phone help desk support to faculty and students. The department also maintains the college’s website that includes the Online Education webpage with links to all relevant information and support services, both on and off-campus.

Faculty training is provided in the Teaching and Learning Center, with regular refresher courses to keep instructors current on all curriculum and technology developments. Training is provided in online modules and face-to-face sessions. We plan to increase the frequency of these trainings as more instructors become involved in hybrid and full online instruction. The Teaching and Learning Center is well-equipped to handle all of the training needs for distance education faculty. Extensive training information is provided in the Online Educators Resource Center located on the Napa Valley College Distance Education Website (http://www.napavalley.edu/apps/Comm.asp?Q=24). The NVC online website also has a link to @One Online Teaching Certification that is available to NVC faculty.

In addition, the Blackboard Help Desk provides email and phone support for student users of Blackboard. A short-term class, How to Be a Successful Online Student (CISA 100), is offered and students are encouraged to take this course before they begin an online course. Full-time faculty who teach online hold online office hours equal to the number required for on-campus.

**Standard III: D Financial Resources**

NVC assures that financial resources are sufficient to support online instructional programs and services. The online instruction budget is managed by the Vice President of Instruction. Financial resources planning is integrated with institutional planning. Resource needs will continue to be identified through the Program Evaluation and Planning process.
Standard IV: A Decision-Making Roles and Processes
NVC has followed written policies and procedures in the development of online instruction, including: Shared Governance Policy, Planning and Budget Process, Program Evaluation and Planning Process, Academic Senate/Curriculum Committee procedures, and NVCCD-Faculty Association Contract. The implementation of online instruction has been approved by authorized individuals and groups.

Standard IV: B Board and Administrative Organization
Online instruction will not result in any changes to this standard. The courses and online programs have been approved by NVC administrators and the Board of Directors and were developed consistently with district administrative procedures. The attached organizational chart shows that adequate administrative support is available to the online instructional program.