Standard II.A

Final Draft

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Descriptive Summary

All instructional programs at Napa Valley College are offered in fields of study consistent with the institution’s mission in providing transfer courses and programs, career technical education (CTE), basic skills, non-credit courses and programs for basic skills and lifelong learning, contract education, and community education (Ev.1). All courses and program are appropriate to higher education and culminate in defined student learning outcomes (Ev.2,3). Students successfully completing courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs.

In 2013-14, NVC offered 1,497 credit course sections, over 90% of which were transfer-level courses or career technical training. This includes 1,375 degree-applicable course sections, 122 non-degree applicable course sections, 409 occupational course sections, 54 non-credit and 364 community service offerings (Ev.4). The college offers 37 associate degrees (A.A. and A.S.), 15 associate degrees for transfer (ADTs: AA-T and AS-T), and 26 certificate programs (Ev.5). Discipline faculty develop degrees and certificates according to the standards in NVC’s Curriculum Committee Handbook (CCH) (Ev.6). All new degrees and certificates must be reviewed and approved by the New Program Task Force, relevant faculty, and administrators, to determine feasibility and alignment with the college mission (Ev.7,8). Once approved locally--by the Curriculum Committee (CC), the Academic Senate (AS), and the Board of Trustees (BOT)--new programs are submitted to the Chancellor’s Office for California Community Colleges for approval. All approved programs are published in the College Catalog (skills certificates, under 18 units can be offered with only local approval), with clearly stated Program Learning Outcomes, program goals and objectives, target populations, and possible careers associated with the program (Ev.2).

New CTE programs must provide labor market information (LMI) drawn from a number of data sources including recent employer surveys, regional economic studies, and newspaper/magazine articles on industry or employment trends (Ev.9). Additionally, the creation of an Advisory Board, consisting of appropriate CTE faculty and locals at all levels of the industry, ensures that curriculum developed is appropriate and meets industry needs (Ev.10). CTE programs approved through the regular curriculum process, culminating with BOT approval, undergo review by the Bay Area Community College Consortium (BACCC) to ensure the new program’s purpose and scope will fit appropriately with other programs in the bay area (Ev.11).
NVC offers both credit and noncredit courses in basic skills, including courses in ESL (English as Second Language) and those courses that prepare students for college level work. Standard IIA.4 provides more information on basic skills courses and support programs. In 2013-14, 1,497 sections of courses were offered, 10% of these offered were basic-skills courses (Ev.4).

Regardless of location or means of delivery, NVC offers quality programs that are supported by adequate facilities. The college’s main campus is the site for most credit instruction with facilities including Child and Family Studies at the Child Development Center, the Viticulture and Winery Technology program, and the Napa Valley Criminal Justice Training Center. Upper Valley campus is the home to Community Education, including the fee-based Napa Valley Cooking School. Additionally, the college serves the community through the Small Business Development Center’s training and consulting services for area businesses, general education courses at local high schools, and ESL noncredit offerings at upper valley family centers in St. Helena and Calistoga. Credit, noncredit and fee-based courses and programs are offered at the following locations:

- Main Campus, 2277 Napa-Vallejo Highway, Napa
- Upper Valley Campus, 1088 College Avenue, St. Helena
- Small Business Development Center, Napa Campus & 1377 Corporate Center Pkwy, Santa Rosa
- Dedicated classrooms at American Canyon High School
- Other area institutions and high schools, including Napa State Hospital, NVC Simulation Center, New Tech High School, Vintage High School, Calistoga High School, and Napa High.

NVC offers courses, degrees, and certificates through distance education. As outlined in the 2014 Substantive Change Report, NVC now offers 55 additional programs (since 2008-09)—37 degrees and 18 certificates--with at least 50% of requirements available through distance education (Ev.12). Courses delivered through distance education are based on the same course outline of record as face-to-face courses, to ensure consistency and academic rigor in all courses offered in the name of NVC, regardless of location or mode of delivery. The 2014 Substantive Change Report provides extensive data and documentation outlining the full scope distance education at NVC, including quality assurances built into the curriculum, course delivery and management, and program review processes (Ev.12).

In 2013-14 NVC awarded 600 Associates Degrees and 212 certificates (Ev.13). In the same year 578 students transferred successfully to CSU, UC, In-state private schools, and out-of-state schools. NVC has developed clear transfer pathways for students that include extensive articulation of NVC curricula to CSU, UC, and private universities, the development of 15 ADTs (Ev.14).

**Self-evaluation**

Napa Valley College meets this standard. NVC ensures the high-quality and appropriateness of all programs and services to the mission of the college through multiple institutional processes, including Program Evaluation and Planning (PEP), annual planning, and cyclical curriculum review (Ev.15). These linked processes include the development and evaluation of student learning outcomes for all courses,
degrees, and certificates. The curriculum approval process requires that student learning outcomes are developed and included in the approval process for all courses and programs (Ev.16).

Board Policies 17825 and 17830 establish criteria and standards for the development and implementation of new certificates and programs (Ev.17). In addition to the continuous evaluation and improvement of existing programs, faculty have also developed 15 ADTs (Associate Degrees for Transfer), as mandated by SB 1440 and SB 440 (Ev.18). Recently approved certificate programs include: Addiction Studies, Architectural Drafting and Design, and Early Childhood Intervention.

Curricular and program standards are consistent for all courses and programs of study, regardless of location or mode of delivery. In 2014, NVC completed and submitted a substantive change report to the Commission, providing current analysis and data on all programs offered via distance education (Ev.12). This report provided thorough evaluation of the consistency between on-campus and distance education offerings. Standards and review cycles for courses and programs provided at off-site locations are likewise identical to on-campus courses and programs.

PEP, program development policy and procedures, and the curriculum approval process, culminating with approval by the Board of Trustees, have provided effective mechanisms for ensuring that all courses, degrees, and certificates offered by NVC are aligned with the institutional mission and represent current scholarship and standards in all disciplines. Students successfully earning course credit, degrees, or certificates are prepared for employment or transfer. Transfer and job placement rates are tracked by the College and analyzed regularly (Ev.19). Transfer rates to CSU and UC have increased over the past three years against the baseline data in 2010-11 by 2.7% and 17.2%, respectively (Ev.20). The recently authorized and approved ADTs will provide students with even clearer pathways for transfer to CSU. Awards of these degrees have increased from 5 degrees awarded in 2012-13 to 29 awarded in 2013-14 (Ev.21). This number is expected to climb as more students become aware of the benefits of these degrees.

Evidence
1. NVC Mission Statement
2. NVC Catalog, Program Pages Excerpt
3. ARTS 110 Course Outline of Record, SLO excerpt.
4. (NVC Course Section Scheduling Data)
5. (Table of NVC Degrees and Certificates)
6. Curriculum Committee Handbook
7. Curriculum Committee Handbook, pages (.....), New Program Development
8. BP XXXX: New Program Development
9. (Sample LMI Analysis)
10. (Minutes of CTE Program Advisory Committee)
11. (Evidence of BACC New Program Review)
12. 2014 NVC Substantive Change Report to the ACCJC
13. (Degree Award Data)
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Descriptive Summary
NVC’s full-time faculty are responsible for ensuring that all credit courses, in both content and methods of instruction, meet accepted academic and professional standards and expectations. Whether as authors, or co-authors with adjunct faculty, full-time faculty determine a need and provide a rationale for the development of a course (Ev.1). Proposed courses are appropriate for lower-division instruction and fulfill requirements for general education, major transfer preparation, or basic skills. Additionally, faculty ensure quality of courses through the development of an integrated course outline of record which contains all elements required by Title 5 of the California Code of Regulations—unit values, contact hours, requisites, catalog description, objectives, and content—and emphasizes critical thinking, writing or problem solving, and college-level skills (Ev.2). The NVC Curriculum Handbook provides guidelines and standards aligned with all relevant state and national standards for the development and review of quality, integrated Course Outlines of Record (Ev.3).

Course syllabi for all faculty, including adjunct and part-time faculty, are developed based on the standards recorded on the official course outline of record (COR), which include minimum standards for content and methods of instruction. Official CORs are provided to all adjunct or part-time faculty for reference during syllabus and course materials development. Program Coordinators, Chairs, or Deans regularly review part-time faculty course syllabi during the faculty evaluation process to ensure that the standards of scholarship in all course sections are consistent with the expectations listed on the official COR. Full-time faculty syllabi are reviewed for consistency with the COR standards during periodic evaluations (Ev.4).

Full-time faculty review and improve courses and programs through the PEP process as outlined in Standard IB.5. As part of the PEP process, at least every six years program faculty review all courses for currency and complete a Curriculum Action Plan (CAP), stipulating types of changes needed for each course and degrees within a program: substantive change, non-substantive change, archival, or development of new courses (Ev.5). Review of CTE programs takes place every two years, per state
mandate, and requires input from each program’s Advisory Board to ensure curriculum is appropriate and compliant with state and federal laws. Student learning and support programs conduct similar reviews of all program offerings and services through the PEP process as describe in IB.5 (Ev.6)

**Self-Evaluation**
Napa Valley College meets and exceeds this standard. Faculty at NVC regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards of scholarship in professional and academic fields. CORs consisting of all required and recommended elements are accessible to college staff and the public through CurricUNET, NVC’s curriculum management system (Ev.7). Full-time faculty use CurricUNET to modify existing CORs and degrees and generate new curriculum. Faculty members of the CC review courses and programs within the system and provide feedback to authors related to accuracy of data elements such as unit calculations or level of integration among different COR components. To reflect shifts in curriculum practice on the statewide level, changes have been made to CAP form to include C-ID articulation and Associate Degree for Transfer development information (Ev.5).

The PEP process provides an effective, systematic mechanism to evaluate the currency and quality of all instructional programs and services, including course, degree, and certificate curricula. Faculty also conduct curriculum review between PEP cycles to ensure that all curriculum is aligned with current student needs. Between 2010 and 2014, the CC reviewed and approved the following curriculum additions, revisions, and deletions:

<table>
<thead>
<tr>
<th>Action</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Courses</td>
<td>133</td>
</tr>
<tr>
<td>Revised Courses</td>
<td>451</td>
</tr>
<tr>
<td>Deleted Courses</td>
<td>154</td>
</tr>
<tr>
<td>New Degrees</td>
<td>19</td>
</tr>
<tr>
<td>Revised Degrees</td>
<td>10</td>
</tr>
<tr>
<td>Deleted Degrees</td>
<td>3</td>
</tr>
<tr>
<td>New Certificates</td>
<td>7</td>
</tr>
<tr>
<td>Revised Certificates</td>
<td>1</td>
</tr>
<tr>
<td>Deletee Certificates</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Course Actions** 738  
**Total Degree Actions** 32  
**Total Certificate Actions** 10  
**Total Curriculum Actions** 780

The types and content of these curriculum actions are summarized in the spreadsheet attached as evidence (Ev.8). The implementation of PEP over ten years ago created a formal mechanism for cyclical
curriculum review that has created institutional momentum for regular, ongoing review of all course, degree, and program offerings to ensure currency and effectiveness in meeting student needs.

For example, in 2010-11, California authorized the development of new Associates degrees in the Community College system designed to simplify transfer to the California State University (CSU) system. In response to this legislation, NVC developed 15 Associate Degrees for Transfer (ADT) that provide students with guaranteed admission in specific majors in the CSU system. Development of these degrees required new courses and modifications of existing courses to align with academic standards established statewide by discipline faculty from both the CCC and CSU systems. NVC has developed new courses for these degrees that are providing students with increased opportunities for scholarship in their major, including the development of Research Methods courses in Psychology and Social Sciences, a Color Theory course in the Studio Arts, and courses in Applied Music and Musicianship in the Music programs. New and modified courses within these degrees at NVC were submitted for and granted articulation with the statewide course descriptors. This intensive external review of NVC curriculum has helped to ensure congruency with accepted academic and professional standards (Ev.9, 10).

Evidence
1. ENGL 120 Course Outline of Record: excerpt showing course rationale.
2. Sample Course Outline of Record PDF Packet: ENGL 120, BIOL 110, ARTS 110, EMT95
3. Curriculum Committee Handbook: Course Standards pages excerpt
6. PEP Reports Archive:  
   http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx
8. 2011 – 2014 Curriculum Committee Actions Archive
9. NVC Catalog: ADT Pages excerpt
10. Studio Arts ADT Chancellor’s Office Submission Narrative

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Description
The Institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures, as evidenced in the regular review and assessment of outcomes in the PEP process describe in detail in Standard IB.5, and the guidelines and standards published in the SLO and Curriculum Handbooks (Ev.1,2,3). The NVC SLO handbook provides best practices for faculty developing or revising outcomes in the CORs or Program pages in CurricUNET
Additionally, the SLO handbook outlines curriculum mapping and alignment for courses in a sequence, as well as course to program and institution level outcomes. All faculty are required to include student learning outcomes on course syllabi.

All instructional programs have identified student learning outcomes at the course, degree, certificate, and program levels. SLOs are required in all new or revised courses and programs. The Curriculum Committee (CC) reviews SLOs as a component of the integrated course outline of record, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards. SLOs are included on the official course outline of record (COR) in NVC’s curriculum management system, CurricUNET, and are also entered into TracDat, NVC’s assessment management system. All degrees and certificates are required to include SLOs for approval by the CC and implementation by the District. The CC established an expedited process for updating SLOs on CORs and in degree and certificate records to help maintain consistency between the CurricUNET and TracDat databases. This process requires that all changes to course and program SLOs are included on CC agendas as information items to ensure that all changes are accurately recorded in Committee minutes. Changes to student learning outcomes for courses, degrees, or certificates are communicated to the LOAC Coordinator, to ensure consistency between outcomes in CurricUNET and TracDAT.

NVC conducts the majority of instructional student learning outcomes assessment at the course level, with programs selecting specific courses to assess each year based on discussions among program faculty during the previous year’s Unit Plan process. Yearly assessment plans are included in Unit Plans and in PEP reports. Several programs have developed assessment schedules to align yearly assessment activities with program learning outcomes (PLO) so that assessment across all courses and sections is coordinated to focus on one or more PLOs, providing both program-level assessment data and course-level data across multiple sections during every assessment cycle. PLO assessment is primarily conducted through analysis of data collected from courses “mapped” to each PLO. The aggregated course data is then analyzed and discussed by faculty and staff to provide a picture of student learning at the degree, certificate, or program level. Instructional assessment activity is entered into TracDat. Assessment results are attached to the comprehensive PEP reports as an appendix, in the form of a four-column report generated from the TracDat database.

At the division and department levels, discipline faculty analyze and discuss assessment data to make improvements to courses and programs. Division Chairs and Deans review syllabi of both full-time and part-time faculty to confirm the inclusion of student learning outcomes. During the PEP process faculty distribute surveys to determine student awareness of a course’s learning outcomes. Faculty then review and reflect upon the data that is incorporated into the PEP narrative, along with faculty response to the data.

**Self-Evaluation**
Napa Valley College meets this standard. All instructional programs have established and recorded student learning outcomes for existing courses, degrees, and certificates, and are required in the
approval process for all new curriculum (Ev.17). SLO development is a required component of all curriculum development and review for instructional programs. Course learning outcomes are recorded on CORs and included on course syllabi (Ev.7,18). PLOs for degree and certificate programs are recorded in the official curriculum database and in the college catalog. Adjunct and part-time faculty are provided with current copies of the COR, including SLOs, for syllabi development. Program coordinators, department chairs, and/or division administrators review syllabi to ensure inclusion of course SLOs.

The institution sponsors ongoing dialogue on outcomes assessment on all levels--department, division and institution-wide. For example, in 2012 NVC formed an inquiry group comprised of faculty, administration, and classified staff, to revise the institution level outcomes. The ILO inquiry group then presented results to the larger institution at Flex Day January 2013 (Ev.19). LOAC approved the revised outcomes in May 2013, Planning Committee in August 2013, and the Academic Senate and Governing Board in September 2013. However, as noted in Standard IB.2, the institution has struggled to ensure consistent levels of assessment in all programs (Ev.20). This gap is being addressed in the Quality Focus Essay. Mitigating this issue is a priority for the institution. Additionally, there are some problems with maintaining congruence between SLOs in TracDat and SLOs on the official CORs in CurricUNET. Both systems require manual data entry and there are frequent gaps or lags in time between updating in one system or the other. This is also being addressed in the Quality Focus Essay.

**Action Plan**

- Analyze and ensure congruence between SLO and Curriculum handbooks.
- Analyze and ensure congruence of course SLOs between TracDat, Curricunet, and Syllabi
- Discuss redefining the role of SLO coordinator relative to curriculum, including CC membership.
- Review institutional plans, supports, and methods for SLO assessment to ensure consistency in assessment among programs.

**Evidence**

1. English 2013 PEP Report: Excerpt showing assessment responses
2. SLO Handbook: SLO Development excerpt
4. SLO Handbook: Curriculum Mapping excerpt
5. (Document verifying requirement for SLOs on Syllabi: FT Faculty Handbook, page 26)
6. CC Handbook: Relationship of SLOs on Integrated COR excerpt
7. (CurricUNET Screenshot: SLO Entry Page)
8. (TracDat User Screenshot: SLO Entry or List Page)
9. (Curriculum Committee Minutes, 2014-15 showing approval of expedited SLO process)
10. (CC minutes, May __, 2015 showing SLO changes)
11. (2014 Unit Plan: Assessment Plan Example)
12. (Sample PEP Report showing Assessment Plan)
13. VSARTS Visual Literacy PLO Assessment Results
14. (Other PLO Assessment Example)
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Descriptive Summary
NVC offers 30 courses of pre-collegiate level curriculum, distinguishing these courses either by subject code—Learning Skills (LRNS)—or by number (below 90) within the ENGL and MATH subject codes (Ev.1). Specialists administer diagnostic assessments to students with learning disabilities to determine the appropriate path through remedial instruction (LRNS 1-10). These courses can then prepare students for basic skills courses in English and Mathematics. Additionally, ENGL 84 Supervised Writing Lab provides students opportunity to work on writing skills and on specific areas such as grammar or sentence structure for credit (Ev.2).

To support students in learning skills and knowledge necessary to advance and succeed in college level curriculum, NVC provides clear paths through pre-collegiate to college-level courses. In English, LRNS 12 through 19 provides basic skills in reading, writing, and grammar to prepare students for the pre-collegiate sequence of English courses (ENGL 85, 90, 91). Upon successful completion of these pre-collegiate courses, the student is ready for ENGL 120 Reading & Composition 1, required for any Associates degree. In Math, LRNS 50-55 provide students remedial mathematical skills in preparation for Pre-Algebra (MATH 55) Algebra (MATH 90 or 96/97), and Intermediate Algebra (MATH 94 or 98/99); MATH 94 or 99 are proficiency levels for obtaining an AA/AS degree and are prerequisites for transfer-level mathematics courses such as Pre-Calculus or Statistics. Additionally, the NVC Math Center provides instructional math support for assignments or improving skills (Ev.3).

Through the Student Success and Support Program (SSSP), new applicants to NVC undergo assessment testing to determine appropriate course placement in English and Mathematics. Students then meet with a counselor to select first semester courses based on the test results and develop an abbreviated education plan (Ev.4).

Self-Evaluation
Napa Valley College meets this standard. Credit curriculum in LRNS and pre-collegiate English and Mathematics provides students a clear and effective transition into college level instruction (Ev.5). Faculty continue to develop curriculum that is responsive to the needs of basic skills students. For
example, Mathematics faculty developed an accelerated Mathematics course that condenses Pre-Algebra and Beginning Algebra courses into a single 7-unit course (Ev.6). A combination of in-class instruction and online practice will prepare students for Intermediate algebra in one rather than two semesters.

Recent changes to state law related to student repetition of credit courses prompted the development of a sequence of LRNS courses (where there was previously a single course) so that students could cover all modules of content in preparation for collegiate level courses in English and Mathematics (Ev.7).

**Action Plan**
- Work with relevant faculty to discuss possibility of shifting some basic skills courses to Non-credit status.

**Evidence**
1. (List of all Basic Skills Courses)
2. Engl 84 COR
3. Math Center: [http://napavalley.edu/academics/MathCenter/Pages/MathCenterHome.aspx](http://napavalley.edu/academics/MathCenter/Pages/MathCenterHome.aspx)
4. SSSP Webpage: [http://napavalley.edu/studentservices/studentsuccess/Pages/default.aspx](http://napavalley.edu/studentservices/studentsuccess/Pages/default.aspx)
5. (Data on LRNS Successful Course Completion rates and transition from LRNS to ENGL)
6. (COR for Combined Pre- and Intermediate Algebra)
7. NVC Catalog: LRNS program pages

5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

**Descriptive Summary**
NVC’s degrees and programs follow practices common to American higher education, as stated in Board Policy 17830 and 17825: Program, Curriculum and Course Development (Ev.1). Accordingly NVC’s policy and regulations establish standards for a proposed program, including alignment with the college mission, as well as appropriate rigor, sequence of courses, frequency of course offering, units, and stated outcome—career technical education or transfer. These standards are also included in the NVC Curriculum Handbook (Ev.2). In compliance with CCR Title 5 §55060, et seq, NVC Board Policy (BP 17800) states minimum requirements for Associates Degrees as 60 semester units (Ev.3)
Additionally, NVC Board policies affirm the Curriculum Committee’s primary role in the review and approval of new and modified degrees and programs. The Curriculum Committee recommends curriculum changes to the Academic Senate, who then forwards the recommendations to the governing Board for approval (Ev.1). As outlined in its Handbook, the CC review and approval process determine compliance with state standards, as well as the feasibility and need at the local level (Ev.2,4).
Self-Evaluation
Napa Valley College meets this standard. All degrees and programs, as listed in the NVC catalog follow standard practices for higher education (Ev.5)

Evidence
1. Board Policies I7830, I7825
3. Board Policy I7800
5. NVC Catalog: Program and Degree Pages excerpts

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Descriptive Summary
Napa Valley College schedules courses to ensure that all degree and certificate courses—including required and elective degree courses, general education courses, communication and computation courses, and all other electives—to allow students to complete programs within a reasonable time frame, which can range from 2-3 years or less, depending on the program and student performance. Credit courses listed in the catalog are typically offered at least once every two years. Frequency of course offerings is reviewed during the Program Evaluation and Planning cycle and in yearly catalog review (Ev.1). Programs in Career Technical Education areas are required by state law to conduct program review, including an analysis of course scheduling, once every two years. Courses not offered within the two-year cycle are reviewed for discontinuance by department faculty, the CC, and the office of instruction to determine potential impacts to existing degree, certificate, or transfer patterns. Courses are either then scheduled or proposed for archiving to the CC.

NVC regularly analyzes student time-to-completion data and periodically analyzes general scheduling data to ensure that students are able to attain their educational goals in a reasonable time frame, defined as roughly two years for a 60-unit degree program (Ev.2).

Self-evaluation
Napa Valley College meets this standard. NVC models a similar methodology of course planning to that of California Education Code §78016 requirements. Course review follows the two-year timeline consistent with these effective practices outlined for Career Technical Education (CTE) programs. Academic disciplines maintain responsibility for driving the course review process outlined in the Curriculum Handbook. This facilitates a shorter-term evaluation of available courses and enables academic disciplines to continuously improve, develop, or update curriculum that is relevant to successful completion of the requirements necessary to achieve their educational goal. Section 4 of the PEP report requires a comprehensive analysis of course data that is useful in determining student demand for courses by identifying enrollment and completion patterns (Ev.1). The
subsequent CAP requires further analysis of courses that allow disciplines to evaluate course offerings as they apply to the organizational scheme in which courses progress toward successful completion of requirements for their focus area.

Evidence of effective institutional practices is best demonstrated by the data compiled in the following sources:

- **Student Progress and Achievement** *(NVC Student Success Scorecard completed in 2014).* Overall distribution of Student Progress and Achievement data (over a five-year period) indicates NVC placement is above average when compared to system-wide data for California Community Colleges (Ev.3).
- **Educational Goals among Credit Students** *(See General Description of Institution and Student Population p10).* The Proportion of Headcount by Educational Goals demonstrates increase in percentage of students that progress to complete NVC requirements for achievement of declared educational goals (Ev.4).
- **IPED Report 2014** indicates NVC student cohort is comparable or higher than overall graduation, transfer, and retention rates for first-time degrees obtained by full-time students (Ev.5).
- **2012-13 Scheduling Pattern Analysis** (Ev.6)

**Action Plan**
- Explore two-year schedule planning for all degree programs.

**Evidence**

1. (Sample PEP Report: Curriculum Section excerpt)
2. (Time to completion data)
3. (Student Progress and Achievement Data)
4. (Educational Goals among credit students data)
5. IPED Report 2014
6. 2012-13 Scheduling Pattern Analysis

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**Description**

NVC is an open access community college that serves the educational needs of a diverse student body. This is reflected in the mission of the college, which recognizes the college’s responsibility to prepare students for evolving roles in a diverse, dynamic, and interdependent world, and supported by specific elements of the college’s strategic plan and related planning objectives (Ev.1,2).

**SP Goal 1** Improve Student Success
To achieve these goals, NVC emphasizes the importance of multiple teaching methodologies and course delivery methods in faculty hiring, evaluation, and curriculum development (Ev.3,4). The College supports faculty in these efforts through professional development opportunities focused on engaging multiple learning styles, best practices in distance education, flipped classroom models, development and use of online resources, effective use of technology in the classroom, and integration of audio and visual resources in the classroom (Ev.5). The college further supports the use of these pedagogical approaches through the acquisition of appropriate classroom technology and other instructional resources.

The curriculum development and review process requires the development of integrated course outlines of record that provide explicit links between course learning outcomes, objectives, content, and methods of instruction (Ev.6). When courses are proposed for distance education delivery mode, the committee requires additional documentation, including documentation on how the course will maintain regular and effective contact to ensure that an online section of a course maintains the quality and rigor of on-site sections (Ev.7). The college periodically monitors student success measures in online and on-site course sections to provide a comparative analysis of student retention and successful course completion between the two delivery modes (Ev.8).

Classroom technology and other teaching resources are evaluated yearly during the annual planning and budgeting process and through the Instruction Council (IC), District Instructional Technology Committee (DITC), and Facilities Committee. Individual programs include requests for new or replacement equipment through Unit Plans and PEP reports (Ev.9). Institutional purchase and maintenance of classroom technology, not specific to a particular program, is handled through IC and DITC.

The College provides programs and services for specific student populations and for specific learning needs including Educational Talent Search, Hispanic Serving Institution Science, Technology, Engineering, and Mathematics (HSI STEM), Mathematics, Engineering, Science Achievement (MESA), PUENTE, Umoja, Student Support Services TRIO, Workability III, Writing Center, and Math Center. The college also provides learning support services through the Testing and Tutoring Center and Diagnostic Learning Services (Ev.10).

**Self-evaluation**

NVC meets this standard. The College’s emphasis on good pedagogy in faculty hiring and evaluation and support for professional development on learning styles and teaching methodologies, results in faculty who are able to deliver course materials through multiple effective methods and address the diversity of the students population at NVC. The institution supports ongoing professional development for faculty.
and staff on these topics through workshops the Teaching and Learning Center (TLC) and Instructional Excellence days, maintains clear standards for the inclusion of discipline-appropriate methods of instruction on the official COR, and allocates classroom resources, including technology to support these efforts.

Current faculty hiring documents and screening criteria include demonstrated experience in “...implementing teaching techniques to effectively address the learning needs of students from a variety of cultural, educational and socioeconomic backgrounds, using current technology in the classroom...” (Ev.3). Faculty applicants are required to give a teaching demonstration to the hiring committee who assess candidates, in part, on their ability to utilize effective teaching modes and methodologies. Evaluation for both full-time and part-faculty include assessments of the instructor’s use of course content delivery modes and teaching methodologies. This evaluation includes student assessments of the effectiveness of instructor’s use of modes and methodologies (Ev.11).

NVC offers workshops and ongoing professional development for faculty on learning styles, alternative pedagogical models, and a range of instructional methods to ensure that faculty remain current in learning theory and adjust classroom practices to support student learning. Recent workshops have covered topics such as Curriculum Mapping, Effective Teaching Practices, Implementing Learner-centered Activities, Lecture Capture, and Meeting Students’ Needs Without Lowering Standards (Ev.5).

This training and expertise is effectively applied in the classroom. PEP reports for instructional programs include a specific writing prompt asking program faculty to discuss the instructional methods used to address the diverse student population, differences in learning styles, and to encourage student achievement (Ev.12,13). The following examples provide a brief look at the diversity of teaching methods employed by program faculty:

From Visual Arts 2013 PEP Report:

Visual Learners:
- Image-based lecture and discussion, supplemented by appropriate video or music samples. For example, to set historic context of Modern European art of 1920s, students are shown the Odessa Steps scene from Eisenstaedt’s Battleship Potemkin. Or a survey of pottery forms from the Neolithic era through contemporary periods.
- Field Trip/Gallery Review. Students visit a local collection of art and write a 250-word paper on a show at the di Rosa Preserve.
- Students identify a pair of images and write a comparison/contrast essay addressing the visual characteristics and connecting these to the historical context of the art works.
- Faculty blogs provide students links to artist’s websites, Art STOR, as well as opportunities for students to post questions/comments regarding course content.

Kinesthetic Learners:
- Students build a portfolio over the course of semester with written self-evaluation addressing development of skills/specific strengths.
• Group/collaborative assignments. For example, a small group of students “perform” a specific concept used in design.

Auditory Learners:
• Class critique in which students discuss strengths and weaknesses in one another’s works, as well as field similar comments on their own work.
• Instructional videos/podcasts. Faculty post on iTunes or YouTube demonstration videos on a specific assignment or skill.

From Speech Communications 2013 PEP Report
• Speech Communication faculty explicitly address diverse student populations within course content by presenting communication concepts in cultural contexts.
• We teach to a variety of learning styles, which facilitates student learning and success across diverse populations.
• Through the Umoja program, which is open to all students but is focused primarily on African-American students, a cohort of students participate in linked courses and receive additional support, leading to higher retention and persistence rates.
• Faculty: refer students to the Writing Center and other student support services; invite counselors to Speech Communication classes to discuss education plans, career and transfer options; educate students on available testing services.
• Speech Communication courses make use of a wide variety of instructional methods including group and individual exercises and assignments, lecture, readings, etc. Because our classes are relatively small (30 students max.) and because they are performance-based, students get to know each other very well and become support networks for each other.

From Biology 2013 PEP Report:
• We employ a wide variety of pedagogical methods, including lectures, visual presentations, kinesthetic activities, and one-on-one student interaction to address different learning styles. Critical to this is the use of anatomical models, videos, histology slides, and computer-based learning tools for the visual and kinesthetic learners. For the auditory learners, many of our instructors audio-record their lectures and post these recordings on their SharePoint websites so all students have access to them. For the visual learners auxiliary material including pictures of slides are also posted on the websites to help students succeed. Biology faculty have also used “clicker” devices in BIOL 105, 120 and 219 to assess and provide feedback on student comprehension of course material as it is being presented.

Learning support services are extensive and appropriate to NVC’s student population (Ev.14). As an Hispanic Serving Institution (HSI), programs such as MESA, HSI STEM, and Puente provide targeted, culturally-appropriate services to these students. The TTC, Writing Center, and Math Center provide services for students struggling academically or with specific learning disabilities. The Disabled Student Program and Services (DSPS) office provides assistance and support to student with verified disabilities to equalize their opportunities to successfully access NVC’s programs and services, including
instructional programs, student services, and extracurricular activities. Student learning and support services are discussed in detail in standards II.C.1 and 5.

Evidence
1. NVC Mission Statement
2. NVC Strategic Plan
3. Biology Job 2015 Announcement
4. FT Faculty Evaluation Form
5. TLC Professional Development Workshops 2011-15
7. Curriculum Committee: Distance Education Approval form
8. NVC Substantive Change Proposal 2014: data comparing SS FTF vs. Distance Education
9. PEP and Unit Plans: Instructional Equipment Request Forms
11. FT Faculty Evaluations: Student Survey Forms and Questions
12. Speech Communication PEP 2013: excerpt of Instructional Methods
13. PEP Report Archive: [http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx](http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx)

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Description
Napa Valley College does not use any department-wide course and/or program examinations. Some programs in Health Occupations programs do offer students the opportunity to take external industry qualifying examinations for licensure or certification, but these do not affect student grades or placement.

Self-evaluation
NVC meets this standard.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Descriptive Summary
Napa Valley College (NVC) awards course credit, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with all state and federal laws. Every credit course, degree, and certificate includes student learning outcomes (SLO) appropriate to the discipline and academic level of the course or program. Course-level student learning outcomes are recorded on the official course outline of record (COR) for each course and are integrated with course objectives, content, methods of instruction, methods of evaluation, and grading standards (Ev.1). NVC develops course student learning outcomes through analysis of course objectives and related degree and program-level SLOs. Course SLOs synthesize course objectives into higher-level outcomes statements that are directly aligned in language and content to program learning outcomes. This development method provides direct linkage between program learning outcomes, course learning outcomes, course objectives, methods of evaluation, and grading standards (Ev.2,3).

Course credit is awarded based on demonstrated proficiency with all elements of the official COR, comprehensive of student learning outcomes, objectives, content, and methods of evaluation (Ev.1). Individual faculty syllabi and course grading standards are developed based on the standards delineated in the COR. Syllabi are submitted to the Division Chair or Division Dean each semester for review of alignment with the official course outline and grading policies for the college. Units of credit are only awarded to students successfully completing the course at the level specified on the integrated course outline (Ev.4).

Course SLO assessment is conducted through course assignments, portfolios of class work, tests, quizzes, and other embedded assessment methods that are also used to determine student grades as measured through performance on objectives and mastery of content (Ev.5). Students successfully completing course work—including assessments directly linked to student learning outcomes—with a passing grade are awarded units of credit as specified on the course outline. Degrees and certificates are awarded to students successfully completing all required and elective courses specified on the degree or certificate template, which includes demonstrated attainment of course-level student learning outcomes through the process described above (Ev.6).

NVC determines the appropriate units of credit for each course during the curriculum approval process based on formula that are compliant with the parameters set forth in federal regulations (34CFR 600.2) and state regulations (§55002.5 of the California Code of Regulations, Title 5, Division 6, Chapter 6). The NVC formula is based on an 18-week semester, with the assumption that every unit of credit represents a minimum of 54 total hours of student work, inclusive of in-class and outside-of-class work. Fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week for 1 unit of credit (Ev.7). The following table illustrates the minimum calculations for one unit of credit in all instructional categories, delineating between inside-of-class and outside-of-class hours using widely accepted standards in higher education, based on the 54 hours = 1 unit model:

For 1 unit of credit:
<table>
<thead>
<tr>
<th>Category</th>
<th>In-class Hours</th>
<th>Homework</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>18</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>Laboratory</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Integrated Lab</td>
<td>36</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

This relationship between hours and units is codified in the Curriculum Committee Handbook (CCH) and in a supplementary calculation worksheet developed by the Curriculum Committee (CC) (Ev.8). The College is currently phasing out the integrated lab category listed on this worksheet, but there are current courses using this calculation on the official course outlines and in the catalog. All integrated lab courses are being converted to standard lecture / lab calculations (Ev.9). All Course hours-to-unit ratios and calculations are carefully reviewed in the curriculum approval process. An individual course may divide credit calculations between categories, for example: a 4 unit Biology course that is composed of both lecture and laboratory components may award three units of credit for 54 total hours of in-class work for lecture, with an assumption of 108 hours of outside-of-class work, and one unit of credit for 54 total hours of laboratory work, with little to no outside of class work. While there are some variations on the above calculations, any proposed variation is reviewed on a case-by-case basis and must fall within the parameters set forth in federal and state regulations. Course credit is calculated in .5 unit increments, with .5 units being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 18 weeks to ensure that no matter the term length, that 54 hours of total student work earns one unit of academic credit. Units of credit and expected hours of student contact and total student work are identical for courses offered via distance education are identical to face-to-face courses. All courses, no matter the means of delivery, are based on the same course outline of record. NVC does not offer any clock hour programs (Ev.10,11,12).

Self-evaluation
Napa Valley College meets this standard. Awards of course credit, degrees, and certificates are linked to student learning and grading standards established through the curriculum review process and include the measurement of student learning outcomes as stated on the official course outline of record for each course, degree, or certificate. While this is directly evident at the course level, state standards and regulations for degree and certificate programs in the California Community College system creates some difficulty in directly measuring student performance in capstone courses or summative, end-of-program evaluations.

Degree and certificate programs at NVC are generally classified into three basic categories: career technical education (CTE), local, and transfer. CTE programs typically include specific course sequencing enforced through program requirements and course pre- or co-requisites. Summative, end-of-program evaluations of student performance on program learning outcomes are possible in these programs, as capstone courses or experiences are identified within the degree structure. However, degrees and certificates designed to meet local, non-CTE needs or transfer degrees, particularly the new Associate
Degrees for Transfer (ADT), are not typically composed of sequential courses that culminate in a particular course or student experience. As a result, it is difficult to conduct a summative assessment of program learning outcomes at the level of individual students. In these areas, faculty rely on the analysis of accumulated course-level assessments mapped to the degree or certificate outcomes to determine student achievement relative to program-level outcomes. While this is an indirect assessment method, it is currently the best practice for conducting degree and certificate assessment in programs without tight course sequencing. In the case of ADTs, the law authorizing these degrees prohibits the establishment of any local courses or standards for the awarding of the degree, requiring colleges to award the degree when the student reaches the prescribed threshold of 60 semester units of credit (Ev.13, 14).

NVC is compliant with all state and federal regulations for credit hour calculations and conforms to widely accepted norms in higher education for all disciplines. In responses to changes in the interpretation of state regulations, the College is currently moving away from the use of the Integrated Lab calculation listed on the table above and is converting those courses to combined lecture and laboratory calculation formats.

Areas for Improvement

- To improve the connection between the awarding of degrees and certificates and student attainment of learning outcomes, the college will explore appropriate means of linking awarding of degree and certificates more directly with attainment of program learning outcomes.

Evidence

1. PSYC 120: COR excerpt showing SLOs
2. Curriculum Committee Handbook: Discussion of integrated course outline and SLOs.
3. Five+1 Assessment Plan Handbook: Document on linkage between SLOs and Objectives.
4. (Packet of Sample COR and Syllabi Pairing to show consistency between the two)
5. Five+1 Assessment Plan Handbook: Statement on Course-embedded Assessment
6. NVC Catalog: excerpt from Degree and Cert Pages showing SLOs
7. CC Credit Calculation Tables
8. Curriculum Committee Handbook: Relationship of Hours to Units
9. Curriculum Committee minutes: 11.21.14 Integrated Lab Discussion
10. CHEM 110 COR
11. PHOT 120 COR
12. HIST 120 COR
13. (PLO / CLO matrix)
14. Curriculum Mapping: Course to Program Outcomes in Photography

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are
comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description
Napa Valley College’s (NVC) commitment to quality education is evident by supporting numerous student transfer-of-credit and articulation policies. The NVC catalog clearly provides specific guidelines for evaluation of credits from other institutions, international transcripts, military credits, credit by examination and advance placement. (Ev.1) The process starts with submission of official transcripts to the College. Each course is evaluated for transferability along with validating transcript is from a regionally accredited institution. To determine if a course is equivalent, the course description and course outline of record are reviewed. International transcripts must be evaluated by an accredited evaluating service located within the United States. (Ev.2) For military credits, veterans submit official documentation (Form DD214—Member Copy 4) to the Admissions and Records Office. The amount of military credit awarded depends on the length of service: four units of credit are awarded for under one-year of service and eight credits are awarded for over one year of service. Information is also provided through the Veterans’ Office and website. (Ev.3)

NVC students may earn credit by examination and advanced placement in compliance with NVC policies and Title 5 regulations, §§55050 and 55052. (Ev.4) Students must meet the criteria listed in the college catalog. Credit by examination forms are available online or the Office of Instruction. Students can also earn advanced placement credits towards AA/AS, IGETC, and CSU general education with scores of 3 or higher. The NVC Catalog clearly outlines advanced placement procedures and awarding credits. (Ev.1)

The college catalog and transfer/articulation websites are important resources for students regarding articulation and transfer policies. (Ev. 6-9) The college Articulation Officer maintains and works with faculty to coordinate articulation agreements with four-year and independent institutions, as well as with other local community college programs. For University of California (UC) and California State University (CSU), articulation agreements have been developed for general education requirements and various majors. (Ev. 10) To ensure quality education, the Articulation Officer ensures the coursework at NVC will be comparable and accepted by baccalaureate-conferring institutions.

The college catalog provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites. ASSIST is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. Likewise, NVC submits individual courses to C-ID for articulation with established course descriptors. C-ID is an online statewide numbering system that identifies comparable courses at different community colleges. The articulation officer sends courses to C-ID for approval to ensure courses are equivalent and comparable to CSU courses. (Ev.11-12)
In compliance with the 2006 Perkins Act, the Office of Career Technical Education (CTE) coordinates and maintains articulation agreements for career-technical courses and programs with high schools, regional occupational program and other colleges. (Ev.13) These agreements are updated regularly, and information is on the CTE website. Through the CTE completers survey, the annual survey shows completion rates and job attainment record. (Ev.14)

Students are encouraged to meet with a counselor for up-to-date information regarding current transfer-of-credit and articulation agreements. This information is made available to students during office appointments and drop-in counseling.

Self-Evaluation
NVC meets this standard. The College has effective procedures for transfer-of-credit and articulation agreements from accredited institutions, and these agreements are regularly updated. NVC is dedicated to offering more options and choices to students by its committed to facilitate student transfer to California and out-of-state colleges. NVC recently developed and received approval for 15 ADTs. To ensure quality and comparability of learning outcomes between courses accepted for transfer and offered at NVC, the college relies on the accreditation status of the institution and any existing articulation agreements. In addition, NVC is reviewing its current policy on awarding credit for College Level Entrance Program Exams (CLEP) and International Baccalaureate (IB). An IB and CLEP policy will also be implemented next year for students to receive additional credits for other types of external examinations.

Information on transfer-of-credit and articulation are clearly stated in the NVC catalog and website. There are numerous resources available to students, and these sources assist students with the most current information for a smooth transfer-of-credit process:

- College Catalog
- Articulation Website, including links to ASSIST and links to other resources
- Transfer Center
- Counseling Department
- Admission and Records, Veterans’ and CTE Offices

Action Plan
None.

Evidence
1. NVC Catalog information on evaluation of transcripts, military service credit, credit by examination, advanced placement (pages 23 and 24)
2. Admissions and Records Office website for Evaluation of Transcripts
   [http://www.napavalley.edu/studentservices/Counseling/Pages/EvaluationofTranscripts.aspx](http://www.napavalley.edu/studentservices/Counseling/Pages/EvaluationofTranscripts.aspx)
3. NVC Veterans’ resources
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Descriptive Summary
All degree programs at NVC include at least two components: course required or elective for the major and a sequence of general education courses. All programs, whether degrees or certificates, include student learning outcomes for the major or area of emphasis (Ev.1). Associate degrees also include student learning outcomes for the general education component of the degree based on the Institutional Learning Outcomes covering Communication & Collaboration, Critical Thinking & Information Competency, Global Awareness & Civic Responsibility, and Personal Responsibility. These outcomes statements apply to all general education patterns used at the college, including the NVC local GE pattern, IGETC, and CSUGE Breadth (Ev.2). Students completing any one of the three primary general education patterns are required to take multiple courses in each of these areas, ensuring that every student receives direct instruction in all of these skills (Ev.3, 4, 5, 6).

Self-evaluation
Napa Valley College meets this standard. All degree programs at NVC include both program-specific learning outcomes and general education learning outcomes covering communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence
1. NVC Catalog: Degree Pages showing PLOs
2. ILO Webpage: http://napavalley.edu/AboutNVC/Planning/SLO/Pages/InstitutionalLearningOutcomes.aspx
3. 2014-2015 NVC General Education Pattern
4. 2014-2015 CSU General Education Requirements
5. 2014-2015 IGETC General Education Pattern
6. NVC General Education Category Descriptions, 2014-2015 College Catalog

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Descriptive Summary
Napa Valley College students are awarded degrees upon completion of general education credits in addition to major or area of emphasis program requirements. Board Policy and Administrative Regulations 4025 provide the underlying philosophy and criteria for associates degrees and general education (Ev.1) A number of NVC degree-applicable courses fulfill one or more areas of general education, as prescribed by the NVC General Education Categories reviewed and approved by the Curriculum Committee (CC) and Academic Senate. Faculty course authors work closely with the Articulation Officer, the Faculty Co-chair, and two members of the CC during the development of their curriculum to determine the appropriate GE category assignment/s based on NVC, CSU (California State University) and IGETC (Intersegmental General Education Transfer Curriculum) general education requirements. These general education requirements are clearly outlined and published in the college catalog and schedule of classes (Ev.1).

Self-evaluation
Napa Valley College meets this standard. The college catalog explicitly states the following general education requirements for degrees awarded by the institution: NVC associate degrees (AA or AS) require completion of 18-21 semester units in NVC GE Areas A to E; NVC Associate Degrees for Transfer (AA-T, AS-T or ADTs) to the CSU require completion of the CSU GE-Breadth pattern or the IGETC pattern.
general education requirements in addition to a minimum of 18 units of courses in the area of emphasis. (Ev. 1, 2, 3, 4)

The Curriculum Committee, Academic Senate, and Board of Trustees reviews and approves GE designation for courses based on recommendation by a faculty subgroup led by the Articulation Officer (also a faculty member) whose responsibility includes: reviews course curriculum and SLOs and determines inclusion in the appropriate general education category; submits credit courses to for articulation and inclusion GE requirement areas for CSU, UC and other 4-year institutions; reviews and verifies general education requirements for AA, AS and Associate Degrees for Transfer; maintains and edits the GE pattern documents published in the catalog, schedule of classes, and college website; and serves as a consultant to counselors and instructional faculty on issues related to general education and articulation. (Ev. 5 and 6) The CC utilizes general education learning outcomes developed by the Academic Standards and Practices Committee in the review and determination of appropriate GE placement.

Completion of the NVC general education requirements effectively contribute to a student’s development of knowledge or employment preparedness in the following areas: Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality (includes subgroups English Composition, Communication and Analytical Thinking, and Mathematical Concepts and Quantitative Reasoning), and Multicultural/Gender Studies. (Ev. 5 and 7, pg 4)

Action Plan

- In order to increase effectiveness and maintain academic quality, NVC should be able to articulate 100% of its credit degree-applicable courses with CSU and IGETC general education systems. This goal may be achieved with the development of a more comprehensive set of standards for skills in general education that align with standards for 4-year institutions.
- An SLO-driven review of courses to establish the appropriate GE category also increases effectiveness and academic quality. Currently, the review of courses for GE focuses on how the course content aligns with the NVC GE descriptions. Shifting the emphasis on how SLOs should help determine the appropriate GE assignment aligns with the standard in addressing student preparedness with respect to an acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence

1. BP and AR 4025: Philosophy and Criteria for Associate Degree and General Education
2. 2014-2015 NVC General Education Pattern
3. 2014-2015 CSU General Education Requirements
4. 2014-2015 IGETC General Education Pattern
5. NVC General Education Category Descriptions, 2014-2015 College Catalog
6. Credit Course Approval Process, Curriculum Committee Handbook
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Descriptive Summary
Napa Valley College offers 18 separate Associate of Arts degrees that includes 11 Associate Degrees for Transfer (ADT) and 29 Associate of Science degrees that includes 4 ADTs. All degree programs include one area of focused study or an interdisciplinary core (e.g., A.S. in Natural Science and Mathematics) in addition to the required general education courses (Ev.1).

Degrees consist of two elements, general education, which gives students a broad base knowledge, and a “major” in which a student specializes in a particular field of study. Depending on the field of study, the student will be awarded an Associate of Arts (A.A.) or Associated of Science (A.S.) Degree. At NVC the A.S. degree is earned in occupational programs that provide students with skills and training for immediate entry into the workforce, or in fields of Science, Technology, Engineering or Mathematics. The A.A. Degree is earned for all other academic areas. The “major” component of each degree is based on current discipline standards, based on accepted norms for each discipline in higher education (Ev.1).

The Associate Degrees for Transfer (ADT or AA-T / AS-T) are degrees that comply with the Transfer Model Curriculum templates that have been developed as a partnership between California Community College (CCC) and California State University (CSU) faculty. Completion of these Associate degrees at NVC allows students to then transfer to a CSU to complete the baccalaureate degree. The specialized area of inquiry in each of these degrees is determined through an extensive state-level review that ensures rigor and currency in all ADTs (Ev.2).

All degrees at NVC have Program Level Outcomes (PLOs) and all courses that make up these degrees have Course Level Outcomes (CLOs). The linkage of CLOs to PLOs is illustrated through curriculum maps that are used to determine which courses have content that meet each of the program-level outcomes. This allows faculty to develop a holistic picture of how every course in the curriculum fits with other courses and with program goals for student learning (Ev.3).

Self-Evaluation
Napa Valley College meets this standard. All degrees at NVC include focused study in an area of inquiry or interdisciplinary core aligned with key theories and practices within the field of study (Ev.4). All degrees at NVC have Program Level Outcomes (PLOs) that are listed as part of the program description in the NVC Catalog and on the College Website (Ev.5). PLOs are used in the development and revision of
degrees to determine the appropriate placement and content of courses included in the degree core. All courses included in the degree are appropriate to the discipline, degree level, and common standards in higher education.

Evidence:
1. NVC Catalog: Degree Pages excerpt showing PLOs
2. NVC Catalog: ADT pages
3. (Sample Curriculum Matrix and Map)
5. Program Websites showing PLOs

Action Plan
- In order to increase effectiveness, NVC needs to expand PLO assessment, insure that all programs have generate a Curriculum Map developed that identifies which CLOs support the PLOs. Enter all data into TracDat as well as have PLO assessment results and curriculum maps available on program web pages.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Descriptive Summary
Napa Valley College offers a wide range of occupational and vocational degrees and certificates. Graduates of these programs demonstrate technical and professional competencies that meet employment standards and other standards such as certification and external licensure. NVC assures that graduates of CTE programs have appropriate knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically and rigorously reviewed through the Program Evaluation and Planning (PEP) process (Ev.1). This review process includes a cycle of curriculum review of all courses in the catalog and the sequence of courses that make up the programs by the Curriculum Committee (CC).

All vocational programs have advisory committees composed of area professionals (Ev.2). These professionals give relevant recommendations to keep programs current with evolving professional standards, expected competencies, new trends, and offer advice on equipment and software purchases. In addition some of the vocational programs are overseen by external agencies that require periodic review by these agencies. It is necessary that these colleges comply with the standards required by the external licensing and certifying agencies (Ev.3).

Self-Evaluation
Napa Valley College meets this standard. At the present time, NVC offers a combined total of 49 vocational and occupational degrees and certificates (Ev.4). This includes 21 Associate of Science
degrees, 19 Certificates of Achievement, 5 Certificates of Completion, and 4 Skills Certificates. All programs are required to complete the college’s Program Evaluation and Planning (PEP) process, including those overseen by specialized agencies. The PEP process ensures that each program and its requisite courses have developed student learning outcomes (SLOs) and, with the contributions from respective Advisory Boards (Link to Advisory Committee page on website), meet the employment sector’s labor force needs (Ev.5). Many of these programs are required to undergo further external review by their accrediting agencies. Programs that are monitored by external accrediting agencies are required to provide additional assessment and feedback per their respective accrediting agency’s established evaluation requirements and processes (Ev.6).

For programs that have specialized accrediting agencies, the evaluation of a student’s preparedness for licensure or employment occurs through a combination of preparatory exams and licensure exams. For example, in the vocational nursing program, the first measure of student preparedness for licensure is successful demonstration of course objectives as distinguished from course student learning outcomes. To achieve this, students are required to take standardized tests composed of validated questions at the end of specific instructional units. The exams measure the students’ ability to pass a standardized competency exam similar to the licensure exam. If the students do not pass the standardized tests, they are required to submit a remediation plan to help prepare for the licensure exam, a process similar to that found in other licensure programs (Ev.7).

In addition to using standardized exams and board licensure pass rates as a measure of the students’ preparedness for professional practice, many of the accredited programs use input from their advisory boards, which include staff from community facilities. The members of the advisory board provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed. Vocational nursing program faculty members who work in the community also observe past students at work and receive ongoing feedback from community facilities (Ev.8).

Evidence:
1. PEP Report Archive: http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx
2. (Advisory Committee Requirements Documents)
3. (Table of CTE Programs with external accreditation)
4. (Table of CTE Programs)
6. EMS 2015 Accreditation Report
7. (Nursing Program Preparatory Exam)
8. (Nursing Advisory Committee Minutes)

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
Descriptive Summary
NVC has a clearly defined policy to review programs that may need improvement or face discontinuance. The NVC Program Discontinuance Policy indicates that when programs are eliminated or program requirements are significantly changed, that students will be accommodated by a phase-out period that allows all students currently in the program to have the opportunity to complete the program in a timely manner with a minimum of disruptions (Ev.1).

Self Evaluation.
Napa Valley College meets this standard. The two instructional programs that have been eliminated since the 2008-2009 self-study and fall 2009 site visit can illustrate this. In fall 2010, a Program Continuance Review of Broadcast Television Engineering (BTV) was initiated. The process defined by Board Policy I7840 was followed, and a committee was convened to review data pertaining to program performance, local labor market/community need, and cost of maintaining the program. A recommendation for discontinuance of the BTV program was approved by the Board of Trustees in February 2011 and was effective fall 2011. The Continuance Review process for BTV included consideration for current students and providing them with an opportunity to complete the program. The program accepted students every other year, and the last cohort started in 2009-2010. When the review process began in fall 2010, students enrolled in their second year were informed of the likely change (Ev.2).

Prior to 2009, NVC had an annual contract with the Vintage Academy of Hair Design, Inc. to provide three courses affiliated with NVC’s Cosmetology program. The annual contracts spanned the fiscal year. In 2009, the standard practice was modified, and an agreement extending from July 1 through December 31, 2009 was approved by the Board of Trustees, thus ending the program when the existing six-month contract between Vintage Academy of Hair Design, Inc., and the District ended. Students were enrolled in NVC’s cosmetology courses in fall 2009 but not in spring 2010. Vintage Academy of Hair Design, Inc. served NVC students as well as students that were not enrolled at NVC. The courses that NVC contracted with the Academy were self-paced in the sense that students were deemed to have completed them once they reached a certain number of training hours. Even though NVC’s affiliation with the Academy ended, this practice continued allowing for an alternative for students to complete their training (Ev.3).

While the program continuance review policy and process has effectively guided decisions on the elimination or review of whole departments, the definition of program in this policy is inconsistent with standard usage in higher education. At NVC, the term “program” in the context of instruction is used to describe administratively defined units, rather than a sequence of courses or experiences leading to a defined educational outcome. This is discussed in standard I.B.5 regarding NVC’s program review process and the problems this creates with planning and budgeting, but is important in this context, too, as the current definition used in the program continuance policy doesn’t include degree or certificate programs (Ev.4).
Action Plan

- To increase effectiveness, NVC will review the existing definition of program used in AR1740 and in the curriculum review process to ensure that the definition and process is adequate to protect students enrolled in degree programs that do not currently meet the definitions used in NVC policy and regulation in the event of significant change or elimination of a degree.

Evidence

1. NVC Board Policy 4020 and AR 4021: Program Discontinuance
2. (BTV Discontinuance Documentation)
3. (Cosmetology Decision)
4. (Minutes from Curriculum Committee and Academic Senate re: Social And Behavioral Sciences Degree deletion)

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Descriptive Summary

All instructional programs are regularly evaluated for quality and currency through the Program Evaluation and Planning (PEP) process that is described in detail in standard IB.5. During the PEP process program faculty and staff evaluate and discuss program curricula; student learning and achievement data in the context of program resources, services, and curriculum; and student equity. Each PEP report concludes with the development of a six-year program planning agenda, linked to the college strategic plan, that establishes how the program will sustain good practices that support student success, revise ineffective practices, and set targets for future development and growth based on the analysis of program data (Ev.1). This six-year plan includes a Curriculum Action Plan (CAP) that formalizes curriculum review, revision, and development plans for the program to ensure that all courses, degrees, and certificates offered by the program are evaluated for quality and currency through a regular, systematic process (Ev.2). Student learning assessment data is likewise reported and analyzed in this process, including course, program, service, or institutional-level assessment data appropriate to the program, pulled from TracDat directly by faculty (Ev.3). Learning outcomes assessment data and associated improvement plans are generated from TracDat and included as an appendix to the main report. The structure of PEP reports are tailored to the type of program or service, but retain consistent depth and rigor, no matter the type of program. The PEP process includes evaluation of individual credit instruction programs, pre-collegiate courses and programs, CTE programs, non-credit and community education. CTE programs undergo more frequent evaluations as described in standard II.A.14 and yearly evaluations with industry steering committees.

The results of this formal program evaluation are used in the development of annual program plans for improving the quality and currency of instructional programs (Ev.4). Program improvements emerging
from PEP and annual planning include revision of program curricula; improvement of educational pathways through degree, certificate, or transfer programs; identification of areas where program processes or resources can be improved to better facilitate student achievement or learning; processes for outreach and marketing; and improvements to other components of program operations. The student achievement data collected and analyzed for PEP review is updated by the Office of Research, Planning, and Institutional Effectiveness (RPIE) every year and is available to programs during the annual planning process to help inform planned program improvements and ensure that programs have the most recent data on student and program performance. For instructional programs, this includes data on course enrollment, successful course completion, retention, persistence, average class size, and program awards. This data is disaggregated by courses, programs within departments, and by equity group to provide program faculty and staff with a comprehensive view of program performance (Ev.5,6).

Faculty evaluate and revise course and program curricula outside of the PEP cycle as needed to ensure currency with articulation requirements, state and industry standards, and congruence with current discipline scholarship. The breadth and depth of curriculum review is presented in detail in standard II.A.2 (Ev.7).

**Self Evaluation**

Napa Valley College meets this standard. All instructional programs are regularly evaluated for quality and currency through the formal mechanisms of PEP and annual planning and through other, less formal means. PEP has effectively integrated a culture of continuous evaluation and improvement into all college planning processes. The following are a few examples of recent six-year planning items from PEP reports that demonstrate a commitment to continuous improvement based on analysis of program data (Ev.8):

**Hospitality**
- “Revise existing curriculum to provide topic-specific, short-term certificates. Create short-term, fee-based classes to meet identified workforce needs developed through a workforce training needs assessment with local industry.”

**Emergency Medical Services**
- “Relocate EMS program to more centralized location on campus to increase program visibility and student access.”

**English**
- “Work with the Writing Center, the BSI [Basic Skills Initiative Committee] and other groups on campus to develop and implement an English Success Center to serve students at all levels of the composition sequence and in all English courses.”

**Visual Arts**
“Develop educational pathway communication plan, accessible to potential students, that outlines depth, breadth, and rigor of Visual Arts programs and develop student-faculty advising program to encourage major declaration or pursuit of degree formalized in an educational plan.”

Counseling

“Work closely with Office of Instruction and Admissions & Records to update the Degree Audit system to meet the upcoming mandates of the Student Success Act.”

Planning objectives, as shown above, are then implemented and updated through the annual planning and budgeting process. All programs provide an annual progress report on the implementation of these plans, including a description of progress made, data measuring achievements resulting from implementation, actual resource allocations, and a general status update. This reporting mechanism allows the institution to track and measure progress on program-level plans (Ev.9).

Program faculty and staff at NVC are committed to continuous improvement of instructional programs in support of student learning and achievement. This evident in the formal evaluation processes of PEP and annual planning, but also occurs through less formal, more frequent adjustments based on program data and the experiences of staff and faculty working directly with students. These improvements often represent on-the-fly adjustments to classroom or program practices in direct response to student performance. Improvements range from adoption of online educational resources that supplement in-class work to including counseling and transfer presentations in course schedules to modifying teaching methods for basic skills students in pre-collegiate level Math courses. This also includes the smaller, less visible adjustments that faculty make to course delivery methods, instructional materials, or the classroom environment based on student feedback. Faculty and staff were surveyed in spring 2015 and asked to provide examples of these instances of program improvement (Ev.10).

The responses from programs revealed a consistent pattern of evaluation and adjustment by faculty and staff. The responses included a narrative from a program where faculty decided to start “…screen capturing our lectures (both audio and video) and posting them on our department website. If a student misses a class, or needs to review information that was already covered in class, they can watch the videos as many times as needed.”

Another narrative was submitted by a faculty member who developed a Course Sites webpage for her face-to-face GE classes to:

“…supplement my instruction, specifically for out-of-class assignments. For years I had assigned as homework, passages from an expensive textbook, students never purchased, much less read. Now I create assignments in Course Sites with links to articles about the most recent debates regarding repatriation of Native American art, or embed video of the destruction of Nineveh by ISIS. I assign students to respond to the material in short essays. As a result of these assignments, students now bring up these and other current events related to visual culture
during class—one day we linked the creation of early Caliphates with the contemporary co-option of the term by Islamist extremists. The creaky relic of art history looks more alive.”

Faculty involved in the Math component of HSI STEM responded with a description of the development of a “Women in STEM” club that was developed based on data demonstrating the under-representation of women in STEM majors. The initial club meetings and field trip inspired one student to take the lead in creating a formal WIS club board. The first meeting had:

“...15 students in attendance and was followed up in April with a field trip to Royce Instruments. The group is considering a change in name from WIS (Women in STEM) to WISE (Women in STEM empowerment). They have a Facebook page and are a highly organized group of enthusiastic students...Word of mouth from the students has been very good, lots of energy around the activities and hopes for the future.”

These stories are being collected to provide a single repository to share effective practices and richer narratives about student learning across the institution. These narratives provide strong examples of the less formal, under-the-radar ways in which individual programs within the institution work to continuously improve programs and services to better meet student needs and promote academic quality and effectiveness. (Ev.11)

**Action Plan**
- To increase effectiveness, NVC will conduct an analysis of how community service and non-credit courses are assessed for quality and currency and are systematically evaluated for effectiveness is enhancing learning outcomes and achievement for students.

**Evidence**
1. PEP Sample Report
2. (Curriculum Action Plan Example)
3. TracDat 4-column Report, PEP appendix.
4. (Sample 2014-15 Unit Plan)
5. (Sample PEP Data Report)
6. PEP Data Webpage: [http://napavalley.edu/AboutNVC/Planning/research/Pages/ProgramOutcomeData.aspx](http://napavalley.edu/AboutNVC/Planning/research/Pages/ProgramOutcomeData.aspx)
7. Curriculum Committee 2011-14 Actions Table
8. PEP Reports Archive: [http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx](http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx)
9. (Annual Progress Report)
10. (EShearer email to faculty with list of program improvement questions)
11. (Program Improvement Narratives Document)