

SECTION I: INTRODUCTION

Program Name

Noncredit Programming

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

The noncredit program at Napa Valley College began as a way to provide free, accessible education to the community, focusing on lifelong learning and workforce development. Over the years, it has grown to include courses in ESL, computer literacy, health, arts, and career readiness. These classes are open to all and offered across Napa County, including the Upper Valley Campus in St. Helena. Designed to meet evolving community needs, the program supports personal growth, job skills, and civic engagement. Today, it continues to thrive under Community Education, expanding opportunities for learners of all ages.

Alignment with Institutional Mission

The noncredit program at Napa Valley College aligns closely with the college's institutional mission to prepare students for evolving roles in a diverse, dynamic society. By offering tuition-free courses that promote lifelong learning, workforce development, and personal enrichment, the program supports equitable access to education for all community members. It fosters student success, civic engagement, and economic mobility; core values of the college's commitment to inclusive excellence and community responsiveness.

Program (CEWD) - Noncredit Programming: Program Review

Taxonomy of Program

Program	Noncredit Programs
Degree(s)/Certificate(s)	21st Century Employability Skills (Certificate of Completion) Community Health Worker (Certificate of Completion) Fire Resilient Landscaping (Certificate of Completion)
Courses	FAMN-40 - Strategies for Effective Elder Care
	FAMN-41 - Professionalism and Ethics in Elder Care
	LRNSNC-1 - Differential Learning Diagnosis
	LRNSNC-11 - Differential Learning Tutoring
	WORKNC-1 - OSHA 10 Certification Preparation
	WORKNC-2 - Introduction to Vegetation Management for Fire Prevention
	WORKNC-3A - Communication in the Workplace
	WORKNC-3B - Customer Service in the Workplace
	WORKNC-3C - Collaboration in the Workplace
	WORKNC-3D - Social Diversity & Awareness in the Workplace
	WORKNC-3E - Self-Awareness in the Workplace
	WORKNC-3F - Resilience in the Workplace
	WORKNC-3G - Time Management in the Workplace
	WORKNC-3H - Empathy in the Workplace
	WORKNC-3I - Problem Solving in the Workplace
	WORKNC-3J - Adaptability in the Workplace
	WORKNC-3K - Challenges of Leadership: Difficult People/Tough Conversations
	WORKNC-3L - Leadership Essentials: What Emerging Leaders Need to Know
	WORKNC-30A - Community Health Workers I: Background and Introduction
	WORKNC-30B - Community Health Workers II: Foundations, Ethics, & Best Practices
	YNVS-760/YNVS-1 - Community Practice Skills

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Noncredit Programming	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Enrollment				
FAMN-40	N/A	N/A	N/A	N/A
FAMN-41	N/A	N/A	N/A	N/A
LRNSNC-1	N/A	N/A	N/A	N/A
LRNSNC-11	N/A	N/A	N/A	N/A
WORKNC-1	N/A	N/A	N/A	N/A
WORKNC-2	N/A	N/A	N/A	N/A
WORKNC-3A	N/A	N/A	N/A	N/A
WORKNC-3B	N/A	N/A	N/A	N/A
WORKNC-3C	N/A	N/A	N/A	N/A
WORKNC-3D	N/A	N/A	N/A	N/A
WORKNC-3E	N/A	N/A	N/A	N/A
WORKNC-3F	N/A	N/A	N/A	N/A
WORKNC-3G	N/A	N/A	N/A	N/A
WORKNC-3H	N/A	N/A	N/A	N/A
WORKNC-3I	N/A	N/A	N/A	N/A
WORKNC-3J	N/A	N/A	N/A	N/A
WORKNC-3K	N/A	N/A	N/A	N/A
WORKNC-3L	N/A	N/A	N/A	N/A
WORKNC-620A	N/A	N/A	30	N/A
WORKNC-620L	N/A	N/A	30	N/A
YNVS-760/YNVS-1	524	456	252	-51.9%
Program Total	524	456	312	-40.5%
Institution Total (Noncredit)	1,662	1,529	924	-44.4%
<i>Source: SQL Server Reporting Services – Term to Term Enrollment - FTES - Load Comparison Report (by Non-Credit Course)</i>				
<i>Green shading denotes increases > 10%.</i>				
<i>Pink shading denotes decreases > 10%.</i>				

Describe the trend in enrollment within the program over the past three years.

Enrollment has decreased

Program (CEWD) - Noncredit Programming: Program Review

Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change
	Enrollment
Program	-40.5%
Institution	-44.4%

Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the institutional level exceeds the change at the program level

Describe the factors that contributed to the recent enrollment trend within the program.

Several factors influenced the noncredit enrollment trend at Napa Valley College over the past three years. Reduced funding limited the ability to offer a broad range of noncredit classes, constraining growth opportunities. Additionally, the institution's strategic goal of enrollment stabilization prioritized maintaining overall headcount rather than aggressively expanding noncredit offerings. A shift toward delivering noncredit courses in a contract education format—targeting specific employers or agencies—also reduced open-access options for the general public. External factors, such as pandemic-related changes and increased competition from online providers, further shaped enrollment patterns, making sustained growth challenging.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

Yes

Describe proposed actions the program will take around headcount and enrollment.

To maintain enrollment stability while supporting the college's financial health, the noncredit program will continue its current strategies and leverage its unique advantage—tuition-free classes. These offerings provide accessible education and can attract new learners without adding cost barriers. The program will focus on community outreach, targeted marketing, and partnerships with local organizations to increase awareness. Additionally, expanding career-focused certificates and short-term skill-building courses will meet workforce needs and appeal to adult learners. By emphasizing flexibility and relevance, the program can sustain enrollment and position itself for modest growth without significant new expenditures.

A.2 AVERAGE SECTION SIZE

Average Section Size Data

Noncredit Programming	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
WORKNC-620A	N/A	N/A	N/A	N/A	2	15.0	15.0	N/A
WORKNC-620L	N/A	N/A	N/A	N/A	2	15.0	15.0	N/A
YNVS-760/1	9	58.2	9	50.7	6	42.0	51.3	-27.8%
Program Total	9	58.2	9	50.7	10	31.2	46.1	-46.4%
Institutional Noncredit Total	93	17.9	95	16.1	73	12.7	15.8	-29.1%
Source: SQL Server Reporting Services – Term to Term Enrollment - FTES - Load Comparison Report (by Non-Credit Course)								
Enrollments in concurrent sections are attributed to the primary course noted in the Concurrent Courses Reports. Each concurrent section is treated as one section.								
Green shading denotes increases > 10%.								
Pink shading denotes decreases > 10%.								

Program (CEWD) - Noncredit Programming: Program Review

Describe the trend in average section size within the program over the past three years.

Average section size has decreased

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	46.1	-46.4%
Institution	15.8	-29.1%

Relative Average Section Size Trend

Institutional average exceeds the program average

Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent trend in average section size within the program.

The decrease in average section size for noncredit classes is primarily linked to overall enrollment decline, which naturally reduces the number of students per class. Additionally, limited funding has constrained the ability to consolidate or expand offerings, resulting in smaller, more fragmented sections. The college's focus on enrollment stabilization rather than aggressive growth has also contributed, as fewer new courses and outreach efforts were implemented. Finally, the shift toward contract education delivery for some noncredit programs diverted resources and students away from open-access classes, further impacting section size.

Do the trends suggest that changes are necessary to increase average section size?

Yes

Describe proposed actions the program will take around average section size.

Focus on consolidating low-enrollment sections and offering fewer but more strategically scheduled classes to maximize attendance. Enhanced marketing and outreach; especially highlighting that these courses are tuition-free, can attract more learners. Strengthening community partnerships and aligning courses with high-demand skills will also help draw larger groups. Additionally, expanding online and hybrid options can make classes more accessible, reducing barriers for working adults and rural residents. These actions aim to optimize existing resources while improving section efficiency.

Program (CEWD) - Noncredit Programming: Program Review

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Noncredit Programming	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	524	456	312	-40.5%	1,292
Capacity	1,080	1,080	870	-19.4%	3,030
Fill Rate	48.5%	42.2%	35.9%	-12.7%	42.6%
Institution					
Enrollments	1,662	1,548	924	-44.4%	4,134
Capacity	3,365	2,860	2,290	-31.9%	8,515
Fill Rate	49.4%	54.1%	40.3%	-9.0%	48.5%
Sources: SQL Server Reporting Services – Term to Term Enrollment - FTES - Load Comparison Report (by Non-Credit Course); SQL Queries for Fall 2025 Program Review					

Compare program-level fill rate with institution-level fill rate over the past three years.

Institutional fill rates have consistently exceeded program fill rates.

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

The decline in fill rate for noncredit classes is largely tied to overall enrollment decreases, which naturally reduce the proportion of seats filled. Additionally, fragmented scheduling and offering multiple low-demand sections instead of consolidating them has diluted enrollment. Limited marketing and outreach efforts, combined with the shift toward contract education delivery, also diverted potential students away from open-access classes. External factors such as increased online competition and pandemic-related disruptions further impacted demand.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

Yes

Describe proposed actions the program will take around fill rate and/or productivity.

To improve fill rates, the program will focus on consolidating under-enrolled sections and scheduling classes strategically to maximize attendance. Strengthening marketing efforts; emphasizing that courses are free and career-relevant; will help attract new learners. Building partnerships with community organizations will expand outreach and create referral pipelines. Additionally, offering flexible formats such as online and hybrid classes will reduce barriers for working adults and rural residents. Aligning courses with high-demand skills and certificates will further enhance their appeal and encourage fuller enrollment.

A.4 LABOR MARKET DEMAND

B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

B.2. STUDENT EQUITY

B.3 DELIVERY MODE

C.1 PROGRAM COMPLETION

Program Completion Data

Noncredit Programming				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
Certificates of Completion	0	0	0	N/A	0
Institutional: Certificates	384	344	342	-10.9%	1,070
Source: SQL Queries for Fall 2025 Program Review					

Program (CEWD) - Noncredit Programming: Program Review

Direction of 3-year trend in certificate conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in certificate conferral

The change at the institutional level exceeds the change at the program level.

Describe the factors that contributed to recent trends in completion within the program.

The trend in program completion rates is influenced by two key factors. First, many of the courses that make up the noncredit program are relatively new, so students have not yet had sufficient time to complete all requirements for certificates. Second, a significant portion of noncredit students enroll for personal growth and skill development rather than pursuing formal credentials. As a result, while participation remains strong, completion rates do not fully reflect the program's success in meeting community needs for lifelong learning and enrichment.

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

Yes

Describe the proposed actions the program will take around program completion.

To improve certificate completion rates, the program will focus on raising awareness of certificate pathways among students who currently enroll for personal growth. Many learners are unaware that their completed courses can lead to a recognized credential. Clear communication through orientation sessions, marketing materials, and instructor reminders will highlight the benefits of earning certificates for career advancement and personal achievement. Additionally, the program will streamline course sequencing and scheduling to make certificate completion more convenient. Offering stackable certificates and short-term options will appeal to students seeking flexibility. Finally, integrating advising and progress tracking tools will help students understand their progress and encourage them to complete remaining requirements.

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
FAMN	40	7/31/24 03/7/25	Renumbering	No	Never offered			X
FAMN	41	7/31/24 03/7/25	Renumbering	No	Never offered			X
LRNSNC	1	7/31/24 03/7/25	Renumbering	No	SP/21 as LRNSNC-601			X
LRNSNC	11	7/31/24 03/7/25	Renumbering	No	SU/21 as LRNSNC-602			X
WORKNC	1	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	2	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	30A	10/22/24 3/7/2025	Renumbering	No	Never offered			X

Program (CEWD) - Noncredit Programming: Program Review

WORKNC	30B	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3A	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3B	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3C	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3D	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3E	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3F	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3G	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3H	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3I	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3J	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3K	10/22/24 3/7/2025	Renumbering	No	Never offered			X
WORKNC	3L	10/22/24 3/7/2025	Renumbering	No	Never offered			X
YNVS	1/760	11/03/23 11/01/24	Renumbering	No	SP/2025 as YNVS-760			X

Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
21st Century Employability Skills NCCL	4/19/2025	2025	New Program	No Missing LMI and Advisory Comm Minutes			X
Community Health Worker NCCL	4/19/2025	2025	New Program	No Missing LMI and Advisory Comm Minutes	X 2026		
Fire Resilient Landscaping NCCL	4/19/2025	2025	New Program	No Missing LMI and Advisory Comm Minutes	X 2026		

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

Program (CEWD) - Noncredit Programming: Program Review

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).

Many of the classes within the noncredit program are not currently being offered, which limits certificate completion opportunities. For the certificates that are available, each is composed of two required courses. Both courses are scheduled within the same semester and are shorter than the full semester length, allowing students to complete one course and then the other consecutively. This structure ensures that students can earn their certificate in a timely manner without waiting for multiple terms, making the pathway more efficient and accessible.

Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

No

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Napa Valley College offers noncredit classes and programs to provide students with access to a variety of courses at no cost to assist them in reaching their personal, academic and professional goals. Noncredit instruction serves as a key contributor to "open access" for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education. Noncredit course offerings and programs span many disciplines, including English literacy, language arts, nutrition, basic computers, music and the visual arts. Classes are open for enrollment at any time during the semester and to all levels of experience, unless otherwise noted. Enjoy viewing the list of noncredit classes and programs Napa Valley College offers throughout Napa County.

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these .

Nuventive

Were any discrepancies between outcomes statements across the locations identified?

No

B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Many of the courses in the noncredit program are new and have not yet undergone formal assessment of their learning outcomes. However, the one existing course that has been part of the program for a longer period is fully up to date and has completed its learning outcomes assessment, ensuring alignment with institutional standards.

B.2 Program/Degree/Certificate Level

there have been no assessments at this level.

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

No

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

For YNVS: During the 2021–2022 assessment cycle, students demonstrated strong progress in workplace readiness and safety compliance. Many learned and consistently applied COVID-19 protocols, enabling them to return to work or continue working safely; 34 students were actively employed at various worksites during this period. Although only a small percentage fully observed all COVID protocols, the overall criterion was met, indicating satisfactory performance. Safety skills were regularly taught and reinforced through in-person

Program (CEWD) - Noncredit Programming: Program Review

instruction and on-the-job training, ensuring students understood and applied essential practices. These results confirm that program objectives related to health and safety were achieved.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

No

SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Year	Focus Area	Key Actions
Year 1	Stabilization & Awareness	<ul style="list-style-type: none">- Maintain current offerings and short, consecutive scheduling for certificates.- Launch targeted marketing emphasizing tuition-free and career relevance.- Educate students on certificate pathways through orientations and instructor reminders.
Year 2	Optimization & Engagement	<ul style="list-style-type: none">- Consolidate low-enrollment sections to improve fill rates and section size.- Expand hybrid and online options for flexibility.- Strengthen community partnerships for outreach and workforce alignment.- Begin formal learning outcomes assessment for new courses.
Year 3	Growth & Sustainability	<ul style="list-style-type: none">- Develop stackable, short-term certificates for incremental achievement.- Add high-demand skill courses based on labor market trends.- Implement advising and progress tracking tools for certificate completion.- Use assessment data to refine curriculum and teaching strategies.

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Viability

A.2 Rationale for the State of the Program Selected

While the program fulfills its core mission of providing tuition-free educational opportunities, several challenges limit its growth and impact. Enrollment has declined, average section size and fill rates are below optimal levels, and many courses are new and have not yet undergone formal assessment. Additionally, certificate completion rates remain low because most students enroll for personal enrichment rather than credentials. Despite these issues, the program demonstrates strong alignment with institutional goals and offers a foundation for improvement through targeted outreach, strategic scheduling, and expanded partnerships. With its tuition-free advantage and flexibility, the program has significant potential to stabilize and grow over the next three years.

B.1 Major Findings: STRENGTHS

The tuition-free structure removes financial barriers, making education accessible to a broad range of learners. The program aligns closely with the college's mission by promoting lifelong learning, workforce development, and community engagement. Certificate courses are scheduled efficiently, allowing students to complete both required classes within the same semester for timely credential attainment. The program is responsive to community needs, offering courses that address workforce skills and personal enrichment, and it successfully adapted during the pandemic by incorporating safety training. Existing courses have up-to-date learning outcomes assessments, ensuring quality and compliance with institutional standards. Finally, the program holds strong potential for growth, leveraging its affordability and flexibility to attract learners seeking short-term skill-building and career advancement.

B.2 Major Findings: AREAS FOR IMPROVEMENT

Enrollment has declined, resulting in lower average section sizes and fill rates. Many courses are new and have not yet undergone formal learning outcomes assessment, limiting data-driven improvements. Certificate completion rates remain low because most students enroll for personal enrichment rather than credentials. Limited marketing

Program (CEWD) - Noncredit Programming: Program Review

and outreach have reduced awareness of the program's offerings, and the shift toward contract education delivery has diverted resources from open-access classes. These factors collectively hinder the program's ability to thrive.

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Over the past three years, the noncredit program has made significant strides in serving the community through creative and adaptive approaches. One of the most notable innovations has been leveraging Contract Education to deliver noncredit training directly to employers for their staff. This strategy has allowed the program to meet workforce needs efficiently while generating revenue and strengthening partnerships with local businesses and agencies. Courses have been structured to allow timely certificate completion by offering both required classes within the same semester in short, consecutive formats. These efforts demonstrate the program's commitment to flexibility, responsiveness, and alignment with community and industry needs, even during challenging times.

D. New Objectives/Goals

Looking ahead, the noncredit program will pursue several new objectives to strengthen its impact and sustainability. A primary goal is to increase awareness and enrollment by implementing targeted marketing campaigns and deepening partnerships with community organizations. The program will also work to improve certificate completion rates by educating students about the benefits of credentials, offering stackable certificates, and providing progress-tracking tools. Another objective is to enhance program quality through comprehensive learning outcomes assessments for all new courses and using data to refine curriculum. Expanding flexible learning options, including hybrid and online formats, will make classes more accessible to working adults and rural learners. Additionally, the program will continue to leverage Contract Education to deliver noncredit training for employers, creating industry-specific certificates aligned with workforce needs. Finally, optimizing resources by consolidating low-enrollment sections and focusing on high-demand courses will support enrollment stabilization and financial sustainability.

E. List of Individuals Who Contributed to the Report/Participated in Process

Shawntel Ridgle

ADMINISTRATIVE FEEDBACK

Supervising Administrator

Douglas C. Marriott

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.

Current strengths include direct alignment with our Adult Education partners for pathways that lead to our college and programs and strategic deployment of limited offerings. As cited above, industry partnerships for versions of classes exclusive for partners in contracted forms is a success of the the program as well.

Areas of concern, if any

Continuing to reach the mission of increasing access for our Adult Education populations with limited course allocations.

Recommendations for improvement

Continuing to align with partners (public and private) to leverage offerings and maximize impact to the shared communities we serve.

Additional information regarding resources

We are fortunate to have a counselor in this area connect dots for students wishing to move from non-credit to credit and strong community partnerships.