Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.
Standard II.A: Instructional Programs
Conceptual Map with Embedded Analysis

The institution offers instructional programs, regardless of mode of delivery, consistent with institution's mission and standards of higher education, culminating in degrees, certificates, employment or transfer, as defined by attainment of Learning Outcomes (II.A.1, ER 9 & 11)

Practices

Curriculum Development

Quality Course Content and Methods of Instruction (II.A.2)
Continuous Curriculum Evaluation and Improvement (II.A.2)
CORS Include SLOs (II.A.3)
Differentiation of Pre-collegiate Curriculum (II.A.4)
Degrees and Programs follow Higher Ed Standards (II.A.5)
Units of credit based on accepted standards (II.A.9 & ER 10)
Programs include Competency LOs (II.A.11)
GE Development, LOs, and Course Placement (II.A.12 & ER 12)
Degrees have defined focus of study (II.A.13)

Academic Quality and Success

Identifies and Assesses SLOs (II.A.3)
All Syllabi Include SLOs (II.A.3)
Support for Students in Pre-collegiate Courses (II.A.4)
Scheduling time-to-completion. (II.A.6 & ER 9)

Policies

60 Unit Minimum Associates (II.A.5 & ER 12)
Units of Credit Calculations (II.A.9 & ER 10)

Program Discontinuance (II.A.15)
College regularly evaluates and improves all instructional programs (II.A.16)

Analysis of Effectiveness and Identification of Gaps

Improvement Narrative
II.A. Instructional Programs

II.A.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)

Description

All instructional programs at NVC 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 programs 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 2013-2014, 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, and 54 non-credit and 364 community service offerings (Ev. 4). The College offers 37 Associate Degrees (AA and AS; Associate of Arts and Associate of Science), 15 Associate Degrees for Transfer (ADTs: AA-T and AS-T), and 30 certificate programs (Ev. 5). Discipline faculty develop degrees and certificates according to the standards in NVC’s Curriculum Handbook (CH) (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, and the Board of Trustees (BOT), new programs are submitted to the California Community Colleges Chancellor’s Office (CCCCO) 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 each 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 non-credit courses in basic skills, including courses in English as Second Language (ESL), and those courses prepare students for college-level work. Standard II.A.4 provides more information on basic skills courses and support programs. In 2013-2014, 1,497 sections of courses were offered, 10% of which 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 non-credit offerings at upper valley family centers in St. Helena and Calistoga. Credit, non-credit 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 Technology 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 Proposal, NVC now offers 52 additional programs (since 2008-2009) – 35 degrees and 17 certificates – with at least 50% of requirements available through distance education (Ev. 12). Courses delivered through distance education are based on the same Course Outlines of Record (CORs) 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 Proposal provides extensive data and documentation outlining the full scope of distance education at NVC, including quality assurances built into the curriculum, course delivery and management, and program review processes (Ev. 12).

In 2013-2014, NVC awarded 600 Associate Degrees and 212 certificates (Ev. 13). In the same year, 422 students transferred successfully to California State University (CSU), University of California (UC), in-state private, and out-of-state schools (Ev. 14). NVC has developed clear transfer pathways for students that include extensive articulation of NVC curricula to CSU, UC, and private universities, including the development of 15 ADTs (Ev. 15).

Evaluation

NVC 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. 16). These linked processes include the development and evaluation of Student Learning Outcomes (SLOs) for all courses, degrees, and certificates. The curriculum approval process requires that SLOs are developed and included in the approval process for all courses and programs (Ev. 17).

Board Policies (BPs) 17825 and 17830 establish criteria and standards for the development and implementation of new certificates and programs (Ev. 18, 8). In addition to the continuous evaluation and improvement of existing programs, faculty have also developed 15 ADTs, as mandated by SB 1440 and SB 440 (Ev. 19). 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 Proposal to the ACCJC, providing current analysis and data on all programs offered via distance education (Ev. 12). The proposal 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 BOT, 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 figures are tracked by the College and analyzed regularly (Ev. 14). Transfers to CSU and UC have increased over the past three years by 2.7% and 17.2%, respectively (compared to 2010-2011 transfer figures) (Ev. 14). 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 2012-2013 to 29 awarded in 2013-2014 (Ev. 20). This number is expected to climb as more students become aware of the benefits of these degrees.

Evidence
II.A.1-01. Mission Statement
II.A.1-02. Catalog, Program Pages Excerpt
II.A.1-03. ARTS 110 Course Outline of Record (SLO Excerpt)
II.A.1-04. Instructional Offerings Data
II.A.1-05. List of Degrees and Certificates (Catalog, page 56)
II.A.1-06. Curriculum Handbook
II.A.1-08. BP I7830: New Program Development
II.A.1-09. Sample LMI Analysis
II.A.1-10. CTE Program Advisory Committee Minutes
   http://www.napavalley.edu/academics/CareerTechEd/Pages/AdvisoryCommittees.aspx
II.A.1-11. BACCC New Program Review and Website
   http://www.baccc.net/Home/file-cabinet
II.A.1-12. 2014 NVC Substantive Change Report
II.A.1-13. Number of Degrees and Certificates Conferred
II.A.1-14. Number of Transfers
II.A.1-15. Articulation Information and Examples of Articulation
   http://www.napavalley.edu/StudentServices/Articulation/Pages/welcome.aspx
II.A.1-16. PEP Overview and Instructional Program PEP Form
II.A.1-18. BP I7825: New Certificate Development
II.A.1-19. Catalog: ADT Description (page 45)
II.A.1-20. Core Indicators Report

II.A.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.

Description

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 COR, 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 CORs (Ev. 3).

Course syllabi for all faculty, including adjunct and part-time faculty, are developed based on the standards recorded on the official 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 described in Standard I.B.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 described in I.B.5 (Ev. 6).

Evaluation

NVC 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 programs 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 Course Identification Numbering System (C-ID) articulation and ADT development information (Ev. 5, 8).

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 584 courses (133 new courses and 451 revised courses) and deleted 154 courses (Ev. 9, 10). 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 2010-2011, California authorized the development of new Associate Degrees in the Community College system designed to simplify transfer to the CSU system. In response to this legislation, NVC developed 15 ADTs 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 California Community College (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. 11, 12).

Evidence

II.A.2-01. Rationale from ENGL 120 COR
II.A.2-02. Sample CORs
II.A.2-03. Curriculum Handbook: Course Standards (pages 32-37)
II.A.2-04. Full-Time Faculty Evaluation Packet: Curriculum Evaluation and Development Requirement
II.A.2-05. Curriculum Action Plan Form (from PEP)
II.A.2-06. PEP Reports Archive (Website) http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx
II.A.2-08. Previous Curriculum Action Plan Form
II.A.2-09. 2010-2014 Summary Table
II.A.2-10. Curriculum Packets 2010-Present (Screenshot)
   http://www.napavalley.edu/Committees/AS/Pages/Curriculum.aspx
II.A.2-11. Catalog: ADT Description (page 45)
II.A.2-12. Studio Arts ADT Chancellor’s Office Submission Narrative

II.A.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

NVC 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 described in detail in Standard I.B.5, and the guidelines and standards published in the SLO and Curriculum Handbooks (Ev. 1, 2, 3, 4). The NVC SLO Handbook provides best practices for faculty developing or revising outcomes in the CORs or Program pages in CurricUNET (Ev. 2). Additionally, the SLO Handbook outlines curriculum mapping and alignment for courses in a sequence, as well as course to program- and institution-level outcomes (Ev. 5). The SLO Curriculum Map in PEP provides a resource for program faculty to evaluate the alignment of assessment activities across each program, including expected skill development and methods of assessment (Ev. 6). All faculty are required to include SLOs course syllabi (Ev. 7).

All instructional programs have identified SLOs 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 COR, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards (Ev. 4, 8). SLOs are included on the official COR in NVC’s curriculum management system, CurricUNET, and are also entered into TracDat, NVC’s assessment management system (Ev. 9, 10). 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 (Ev. 11). 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 SLOs for courses, degrees, or certificates are communicated to the Faculty Outcomes Assessment Coordinator, to ensure consistency between outcomes in CurricUNET and TracDat.

NVC conducts the majority of instructional SLO 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 (Ev. 12). Yearly assessment plans are included in unit plans and in PEP reports (Ev. 12, 13). 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 (Ev. 14). 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 (Ev. 15). 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 (Ev. 16).

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 SLOs. During the PEP process, faculty distribute surveys to determine student awareness of learning outcomes within their respective programs (Ev. 17). The results of the survey are summarized by the Office of Research, Planning and Institutional Effectiveness (RPIE) and incorporated into the program's PEP report (Ev. 18). Faculty then review and reflect upon the data and provide a narrative response.

Evaluation

NVC meets this Standard. All instructional programs have established and recorded SLOs for existing courses, degrees, and certificates, and are required in the approval process for all new curriculum (Ev. 19). 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. 9, 20). 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 dialog 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 assess the institution-level outcomes (ILOs). The first ILO Inquiry Group was assigned to assess the Communication ILO. The Inquiry Group presented results at Flex Day in fall 2012 (Ev. 21). In 2012-2013, the Learning Outcomes Assessment Committee (LOAC) coordinated the revision of the College’s ILOs based on input from the campus community (Ev. 22). The revised ILOs are intended to facilitate mapping between course, program, and institutional outcomes. However, as noted in Standard I.B.2, the institution has struggled to ensure consistent levels of assessment in all programs (Ev. 23).

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

II.A.3-01. Instructional PEP Form, SLO Assessment (Section 8)
II.A.3-02. 2013 English PEP Report: SLO Assessment
II.A.3-03. SLO Handbook: SLO Development
II.A.3-04. Curriculum Handbook: SLO Development (page 52)
II.A.3-05. SLO Handbook: Curriculum Mapping
II.A.3-06. SLO Curriculum Map (from PEP)
II.A.3-07. Full-Time Faculty Handbook: SLO Requirement on Syllabi (page 26)
II.A.3-08. Curriculum Handbook: Relationship of SLOs on Integrated COR (pages 51-54)
II.A.3-09. CurricUNET Screenshot: SLO Entry Page
II.A.3-10. TracDat Screenshot: SLO Entry Page and Sample SLOs
II.A.3-11. CC Minutes 052815 (Expedited SLO Process)
II.A.3-12. Sample SLO Assessment Plans (from Annual Unit Plan)
II.A.3-13. Sample SLO Assessment Plans (from PEP Reports)
II.A.3-14. Visual Arts Visual Literacy PLO Assessment Results
II.A.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.

Description

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 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 provide 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, students are ready for ENGL 120 (Reading & Composition 1), required for any Associate Degree. In Math, LRNS 50 through LRNS 55 provide students with an opportunity to develop their 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 and 99 are proficiency levels for obtaining an AA/AS degree and are prerequisites for transfer-level mathematics courses such as Pre-Calculus or Statistics. 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 their first semester courses based on the test results and develop an abbreviated education plan (Ev. 4).

Evaluation

NVC 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 prepares 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 college-level courses in English and Mathematics (Ev. 1).

Action Plan

- Work with relevant faculty to discuss possibility of shifting some basic skills courses to non-credit status.
Evidence
II.A.4-1. List of Basic Skills Courses (Catalog, pages 127-129)
II.A.4-2. Engl 84 COR
II.A.4-3. Math Center Website (Screenshot) http://napavalley.edu/academics/MathCenter/Pages/MathCenterHome.aspx
II.A.4-4. SSSP Website (Screenshot) http://napavalley.edu/studentservices/studentsuccess/Pages/default.aspx
II.A.4-5. LRNS Successful Course Completion Rates and Transition to English and Math
II.A.4-6. Math 92 COR

II.A.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)

Description

NVC’s degrees and programs follow practices common to American higher education, as stated in Board Policies (BPs) 17830 and 17825: Program, Curriculum and Course Development (Ev. 1). Accordingly, NVC’s policies 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 California Code of Regulations (CCR) Title 5 §55060, et seq., NVC BP 17800 states minimum requirements for Associate Degrees as 60 semester units (Ev. 3).

Additionally, NVC BPs affirm the Curriculum Committee’s primary role in the review and approval of new and modified degrees and programs. The Curriculum Committee (CC) recommends curriculum changes to the Academic Senate, which then forwards the recommendations to the governing board for approval (Ev. 1). As outlined in the Curriculum Handbook, the review and approval process ensures compliance with state standards and determines the feasibility and need at the local level (Ev. 2, 4).

Evaluation

NVC meets this Standard. All degrees and programs, as listed in the NVC Catalog follow standard practices for higher education (Ev. 5).

Evidence
II.A.5-1. BPs I7830 and I7825
II.A.5-3. BP I7800
II.A.5-5. Catalog: Program and Degree Pages (Excerpts, pages 46-53, 56)

II.A.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)

Description

NVC schedules all degree and certificate courses – including required and elective degree courses, general education courses, communication and computation courses, and all other electives – to ensure that students 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 Program Evaluation and Planning (PEP) review and in yearly Catalog review (Ev. 1). Programs in Career Technical Education (CTE) 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 exist-
ing degree, certificate, or transfer patterns. Courses are then either scheduled or proposed for archiving through 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).

**Evaluation**

NVC 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 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 to ensure relevance for students as they pursue their educational goals.

Sections 4 and 5 of PEP for instructional programs require a comprehensive analysis of course data that is useful in determining student demand for courses by identifying enrollment and completion patterns (Ev. 3). The PEP Curriculum Action Plan (CAP) requires further analysis of courses, including an evaluation of course offerings as they apply to the organizational scheme in which students progress toward successful completion of degree/certificate requirements. Evidence of effective institutional practices is demonstrated by the NVC’s performance on the Student Success Scorecard. Over the past five cohorts, NVC’s overall completion rate has exceeded both the system-wide rate and the average rate among California community colleges (Ev. 4).

**Action Plan**

- Explore two-year schedule planning for all degree programs.

**Evidence**

II.A.6-1. PEP Form for Instructional Programs (Section 3)
II.A.6-2. Time to Completion Data
II.A.6-3. PEP Form for Instructional Programs (Sections 4 and 5)
II.A.6-4. Student Success Scorecard

II.A.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(s) 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). Goal 1 of the Strategic Plan is to improve student success. Objectives within Goal 1 include:

- 1e. Promote academic excellence and evaluate delivery of instruction and services to ensure that they address student needs
- 1c. Enhance availability and use of technology to support student learning and achievement.

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, effective 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 CORs 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 Curriculum Committee requires additional documentation, including 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, 9, 10).

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. 11). 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
- Writing Center
- Math Center.

The College also provides learning support services through the Testing and Tutoring Center and Diagnostic Learning Services (Ev. 12).

**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 among NVC’s student population. 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-time faculty includes assessments of the instructor’s use of course content delivery modes and teaching methodologies. This evaluation includes student assessments of the effectiveness of the instructor’s use of modes and methodologies (Ev. 13).

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 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 pro-
gram faculty to discuss the instructional methods used to address the diverse student population and differences in learning styles and to encourage student achievement (Ev. 14, 15). 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.
• Faculty 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 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:
• Faculty 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 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. 16). NVC offers programs such as MESA, HSI/STEM, and Puente to provide culturally-appropriate services to targeted groups of 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 students 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 II.C.5.

Evidence
II.A.7-01. Mission Statement
II.A.7-02. 2014-2019 Institutional Strategic Plan
II.A.7-03. Biology Job 2015 Announcement
II.A.7-04. Full-Time Faculty Evaluation Form
II.A.7-05. List of TLC Professional Development Workshops 2011-2015
II.A.7-06. Curriculum Handbook: Course Development Methods of Instruction (page 54)
II.A.7-07. Curriculum Handbook: Distance Education Approval Form (page 100)
II.A.7-08. 2014 Substantive Change Proposal (Data)
II.A.7-09. Retention and Successful Course Completion Comparison
II.A.7-10. Factbook Data
II.A.7-11. Instructional Equipment Request Forms (Samples from PEP)
II.A.7-12. Learning Services Website (Screenshot)
   http://napavalley.edu/studentservices/DSPS/LS/Pages/welcome.aspx
II.A.7-13. Full-Time Faculty Evaluations: Student Survey Forms and Questions
II.A.7-14. 2013 Speech Communication PEP (Instructional Methods Example)

II.A.7-15. PEP Report Archive (Screenshot)
   http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx
II.A.7-16. Student Services Website (Screenshot)
   http://napavalley.edu/studentservices/Pages/studentservicestield.aspx

II.A.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
NVC 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.

Evaluation
NVC meets this Standard.

II.A.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)

Description
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 SLOs appropriate to the discipline and academic level of the course or program. Course-level SLOs are recorded on the official 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-level SLOs (or CLOs) through analysis of course objectives and related degree and program-level SLOs (or PLOs). Course SLOs (CLOs) synthesize course objectives into higher-level outcomes statements that are directly aligned in language and content to Program Learning Outcomes (PLOs). This development method provides direct linkage between PLOs, CLOs, 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 SLOs, 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 COR (Ev. 4).

Course SLO (CLO) 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 SLOs—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 CLOs 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, distinguishing between inside-of-class and outside-of-class hours using widely accepted standards in higher education, based on the 54 hours = 1 unit model:

<table>
<thead>
<tr>
<th>Category</th>
<th>In-class Hours</th>
<th>Homework Hours</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 Handbook (CH) and in a supplementary calculation worksheet developed by the Curriculum Committee (CC) (Ev. 7, 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 0.5-unit increments, with 0.5 unit 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, 54 hours of total student work earns one unit of academic credit. Units of credit, expected hours of student contact, and total student work are
identical for courses offered via distance education and face-to-face delivery. All courses, no matter the means of delivery, are based on the same COR. NVC does not offer any clock-hour programs (Ev. 10).

Evaluation

NVC 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 SLOs as stated on the official COR 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 PLOs 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 (ADTs), 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 PLOs 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 PLOs. 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 (Ev. 11, 12). 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.

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 response to changes in the interpretation of state regulations, the College is currently moving away from the use of the Integrated Lab calculation and is converting those courses to combined lecture and laboratory calculation formats.

Action Plan

- 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 degrees and certificates more directly to students’ attainment of PLOs.

Evidence

II.A.9-01. PSYC 120 COR (SLOs)
II.A.9-03. Five+1 Assessment Plan: Link between SLOs and Objectives
II.A.9-04. Sample CORs and Syllabi
II.A.9-05. Five+1 Assessment Plan Handbook: Course-Embedded Assessment
II.A.9-06. Sample Degree and Certificate Pages from Catalog
II.A.9-07. CC Credit Calculation Tables
II.A.9-08. Curriculum Handbook: Relationship of Hours to Units (page 128)
II.A.9-09. CC Minutes 112114 (Integrated Lab Discussion)
II.A.9-10. Sample CORs (CHEM 110, PHOT 120, HIST 120)
II.A.9-11. SLO Curriculum Map (from PEP)
II.A.9-12. Photography Curriculum Map
II.A.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

NVC’s commitment to quality education is evident through its student transfer-of-credit and articulation policies. The 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 that the transcript is from a regionally accredited institution. To determine whether a course is equivalent, the course description and COR 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 in the Office of Instruction. Students can also earn advanced placement credits towards AA/AS, Intersegmental General Education Transfer Curriculum (IGETC), and CSU general education with scores of 3 or higher. The NVC Catalog clearly outlines advanced placement procedures and awarding of credit (Ev. 1).

The College Catalog and transfer/articulation websites are important resources for students regarding articulation and transfer policies (Ev. 5, 6, 7, 8). The 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 UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors (Ev. 9). 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. 10, 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.

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.
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 facilitating 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 in locating and interpreting 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

Evidence
II.A.10-01. Information on Acceptance of Credit (Catalog, pages 23 and 24)
II.A.10-03. NVC Veterans Resources Website (Screenshot) http://www.napavalley.edu/student-services/FinancialAid/VeteransResources/Pages/App1.aspx
II.A.10-04. BP 4235: Credit by Examination
II.A.10-05. Credit by Examination Information on Website (Screenshot) http://www.napavalley.edu/academics/Instruction/Pages/Documents-and-Forms.aspx
II.A.10-06. Articulation Website (Screenshot) http://www.napavalley.edu/Student-Services/Articulation/Pages/welcome.aspx
II.A.10-07. Transfer Center Information (Catalog, pages 53-55)
II.A.10-08. Transfer Center Website (Screenshot) http://www.napavalley.edu/Student-Services/TransferCenter/Pages/default.aspx
II.A.10-09. Transfer Guidelines: General Education Requirements (Catalog, pages 49-52)
II.A.10-10. Articulation Agreements with CSU and UC Website (Screenshot) http://www.napavalley.edu/student-services/Articulation/Pages/CSUandUCAgreements.aspx
II.A.10-11. AA-T/AS-T Degrees for Transfer Guidelines (Catalog, page 45)
II.A.10-12. Course Identification Numbering System (C-ID) (Catalog, page 55)
II.A.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.

Description

All degree programs at NVC include at least two components: courses required or elective for the major and a sequence of General Education (GE) courses. All programs, whether degrees or certificates, include SLOs for the major or area of empha-
sis (Ev. 1). Associate Degrees also include SLOs for the GE component of the degree based on the Institutional Learning Outcomes (ILOs) covering:
- Communication & Collaboration
- Critical Thinking & Information Competency
- Global Awareness & Civic Responsibility
- Personal Responsibility (Ev. 2).

These outcomes statements apply to all GE patterns used at the College, including the NVC local GE pattern, IGETC, and CSUGE Breadth. Students completing any one of the three primary GE 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).

**Evaluation**

NVC meets this Standard. All degree programs 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**

II.A.11-1. Sample Degree Pages from Catalog (Showing PLOs)
II.A.11-2. ILOs
   http://napavalley.edu/AboutNVC/Planning/SLO/Pages/InstitutionalLearningOutcomes.aspx
II.A.11-3. 2014-2015 NVC General Education Pattern (Catalog, pages 47-48)
II.A.11-4. 2014-2015 CSU General Education Requirements (Catalog, pages 49-50)
II.A.11-5. 2014-2015 IGETC General Education Pattern (Catalog, pages 51-52)
II.A.11-6. General Education Category Descriptions (Catalog, page 46)

**II.A.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)

**Description**

NVC students are awarded degrees upon completion of GE credits in addition to major or area of emphasis program requirements. Board Policy and Administrative Regulations 4025 provide the underlying philosophy and criteria for Associate Degrees and GE (Ev. 1). A number of NVC degree-applicable courses fulfill one or more areas of GE, 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, and IGETC GE requirements. These GE requirements are clearly outlined and published in the College Catalog (Ev. 2, 3, 4, 5).

**Evaluation**

NVC meets this Standard. The College Catalog explicitly states the following GE 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 to CSU (AA-T, AS-T or ADTs) require completion of the CSU GE-Breadth pattern or the IGETC pattern requirements in addition to a minimum of 18 units of courses in the area of emphasis (Ev. 2, 3, 4, 5).

The Curriculum Committee, Academic Senate, and Board of Trustees review and approve GE designation for courses based on recommendation by a faculty subgroup led by the Articulation Officer (also a faculty member). The responsibilities of the Articulation Officer include:

• reviewing course curriculum and SLOs and determining inclusion in the appropriate GE category;
• submitting credit courses for articulation and inclusion in GE requirement areas for CSU, UC and other 4-year institutions;
• reviewing and verifying GE requirements for AA, AS, and ADTs;
• maintaining and editing the GE pattern documents published in the Catalog, Schedule of Classes, and College website; and
• serving as a consultant to counselors and instructional faculty on issues related to GE and articulation (Ev. 6, 7).

The CC utilizes GEO learning outcomes developed by the Academic Standards and Practices Committee in the review and determination of appropriate GE placement.

Completion of the NVC GE requirements effectively contributes to a student’s development of knowledge and 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).

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 four-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 to an SLO-driven approach to determine the appropriate GE assignment should strengthen alignment between NVC practices and the specific skill and subject areas noted in the Standard.

Evidence
II.A.12-1. BP and AR 4025: Philosophy and Criteria for Associate Degree and General Education (See also BP I7800)
II.A.12-2. 2014-2015 NVC General Education Pattern (Catalog, pages 47-48)
II.A.12-3. 2014-2015 CSU General Education Requirements (Catalog, pages 49-50)
II.A.12-4. 2014-2015 IGETC General Education Pattern (Catalog, pages 51-52)
II.A.12-5. General Education Category Descriptions (Catalog, page 46)
II.A.12-6. Credit Course Approval Process, Curriculum Handbook
II.A.12-7. Articulation Officer Roles and Responsibilities, Curriculum Handbook

II.A.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.

Description

All NVC degrees consist of two elements: general education, which gives students a broad base knowledge; and a “major,” in which students specialize in a particular field of study. Depending on the field of study, students are awarded an Associate of Arts (A.A.) or Associate 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 CSU faculty. Completion of these Associate Degrees allows students to transfer directly 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 PLOs. 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).

Evaluation

NVC 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, 6). 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.

Action Plan

• In order to increase effectiveness, NVC needs to expand PLO assessment and ensure that all programs have generated a Curriculum Map that identifies which CLOs support the stated PLOs. Assessment results should be entered into TracDat, and PLO assessment results and curriculum maps should be available on program websites.

Evidence

II.A.13-1. Sample Degree Pages from Catalog
II.A.13-2. Sample ADT Pages from Catalog
II.A.13-3. SLO Curriculum Map Description (from PEP)
II.A.13-5. Sample Program Websites showing PLOs
II.A.13-6. PLOs for All Programs
   http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/ProgramLearningOutcomes.aspx

II.A.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.

Description

NVC 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 agencies that require periodic external review (Ev. 3). It is necessary that these programs comply with the standards established by the external licensing and certifying agencies.

**Evaluation**

NVC meets this Standard. All CTE programs, including those overseen by specialized agencies, are required to complete the College’s Program Evaluation and Planning (PEP) process. The PEP process ensures that each program and its requisite courses have developed SLOs and, with the contributions from respective Advisory Committees, meet the employment sector’s labor force needs (Ev. 4). 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. 5).

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 SLOs. 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. 6).

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 Committees, which include staff from community facilities. Members of the Advisory Committees 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. 7).

**Evidence**

II.A.14-1. PEP Report Archive (Screenshot)  
http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx

II.A.14-2. Advisory Committee Requirements Documents

II.A.14-3. CTE Programs with External Accreditation

II.A.14-4. 2011 Machine Tool Technology PEP  
http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx

II.A.14-5. EMS 2015 Accreditation Report

II.A.14-6. Nursing Program Preparatory Exam  
http://www.napavalley.edu/academics/HealthOccupations/ADN/Pages/TEASV.aspx
Elsevier HESI Testing Entry Website  
http://elsevieradvantage.com/article.jsp?pageid=10709

II.A.14-7. Nursing Advisory Committee Minutes
II.A.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.

Description

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, 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).

Evaluation

NVC meets this Standard. The two instructional programs that have been eliminated since the 2008-2009 self-study and fall 2009 site visit illustrate this. In fall 2010, a Program Continuance Review of Broadcast Television Engineering (BTV) was initiated. The process defined by Board Policy l7840 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 (Ev. 2). The Continuance Review process for BTV included consideration for current students and provided 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.

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 Discontinuance 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. Thus, the current definition used in the Program Discontinuance Policy does not include degree or certificate programs (Ev. 4, 5).

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 are adequate to protect students enrolled in degree programs in the event of significant change or elimination of a degree.

Evidence

II.A.15-1. BP 4020 and AR 4021: Program Discontinuance
II.A.15-2. BOT Minutes 021011 (BTV Discontinuance)
II.A.15-3. Cosmetology Decision Letter 111309
II.A.15-4. CC Minutes 101113 (Social and Behavioral Sciences Degree)
II.A.15-5. Fall 2013 Curriculum Packet
II.A.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.

Description

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 I.B.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, average class size, and program awards. The data are 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).

Evaluation

NVC 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**

II.A.16-01. PEP Unit Plan Template (Schedule A)
II.A.16-02. Curriculum Action Plan Form (from PEP)
II.A.16-03. Sample TracDat 4-Column Reports (from PEP)
II.A.16-04. Sample Unit Plans
II.A.16-05. Sample PEP Data Analysis
II.A.16-06. PEP Data Website (Screenshot) http://napavalley.edu/AboutNVC/Planning/research/Pages/ProgramOutcome-Data.aspx
II.A.16-08. PEP Reports Archive (Screenshot) http://napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgramList.aspx
II.A.16-09. Annual Progress Reporting Template
II.A.16-10. Email Communication to Faculty to Collect Examples of Program Improvements
II.A.16-11. Program Improvement Narratives
Standard II.B: Library and Learning Support Services

Conceptual Map with Embedded Analysis

The institution supports student learning and achievement by providing library and other learning support services (II.B.1 & ER 17)

Practices

- Relies on faculty and other professionals to select and maintain equipment and materials (II.B.2)
- Institution evaluates library and support services, including contribution to attainment of SLOs (II.B.3)
- Demonstrates integrity in collaborative agreements (II.B.4)

Standards

- Services are sufficient in quantity, currency, depth, and variety. (II.B.1 & ER 17)

Analysis of Effectiveness and Identification of Gaps

Improvement Narrative
Standard II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

Library & Learning Support Services
NVC supports student learning and achievement by providing a state-of-the-art Library and Learning Resource Center (LLRC) which includes the McCarthy Library and Media Center (MLMC) on the first floor and a wide range of learning support services on the second floor. Those services include the Testing and Tutoring Center (TTC), Learning Services (LS), the Teaching and Learning Center (TLC), Media Services (including Alternative Media), as well as assorted meeting rooms and classrooms. The services housed within the LLRC are sufficient and include: Library Collections, Learning Technology, Computer Laboratories, Ongoing Instruction on Information Literacy and Library Services, Tutoring and Professional Development, and Support for Instructors.

NVC opened the LLRC in 2010. The facility and resources within it reflect the generational shift in learning, focusing on collaboration supported by technological advancements. Over 1,600 students visit just the library area in the LLRC on a daily basis, compared to previous counts of 200-300 in the old facility (Ev. 1). Previous to the opening of the MLMC, the old library was housed in the 1300 building, with a mere 12,999 square feet of space, seating capacity of only 270 people, with four study rooms and ten computers. The Media Center, which serviced the media needs of classrooms and students, was separated from the library, located on the other side of campus in the 800 Building. The previous Media Center contained 4,000 square feet of space that housed dated computer equipment of varying models. The new LLRC is located in the recently constructed 1700 building. The new building is approximately 62,500 square feet. The Library comprises 48,000 square feet and has the capacity of holding 80,000 volumes. It contains the library collection of over 58,000 volumes, 80 computer stations (both Mac and PC), 8 group study rooms, a print and copy center, 18 media viewing stations, three media viewing rooms, 106 study table seating areas, and a campus café (Ev. 2).

In addition to the main campus library, NVC supports an Upper Valley Campus (UVC) library. Although small in size, the library’s collection supports instruction of UVC students, particularly those in the culinary program.

Library Collections
The McCarthy Library’s collection is sufficient in quantity, currency, depth and variety to support educational programs, regardless of means of delivery, including distance education. The MLMC is a member of the Solano Napa and Partners (SNAP) Library Consortium. NVC’s membership in the SNAP Consortium provides students, faculty, and staff with access to over 900,000 volumes of the combined holdings of its seventeen partner libraries. Collections include not only print books, but other media including DVDs, CDs, electronic books, and periodicals. At no charge, students can place holds using their library cards, and through Inter-Library Loan (ILL), materials are delivered to them at their nearest selected library. Most ILLs through the SNAP system are fulfilled within a three-day window, provided that the item is on the shelf at a consortium library. ILLs for materials through colleges and universities in California and around the country can take between one to three weeks to obtain. Staff verifies that all DVDs and videos are closed-captioned prior to purchase.
Circulation statistics from July through December 2014 for the MLMC reveal that patrons charged 3,547 books and made 9,504 returns and 638 renewals (Ev. 3). These circulation figures do not include circulation of reserved textbooks. At NVC, the total number of general circulation transactions during the 2011-2012 year was 193,840. The Library provided 2,573 ILLs and documents to other libraries and received 5,877 ILLs from other libraries (Ev. 4, page 11). Analyzing circulation statistics for books and media is somewhat problematic, as NVC is part of a consortium of public and academic libraries. SNAP shares a joint catalog, and members from any branch can borrow from the NVC collection. Therefore, circulation numbers may be inflated.

Collection development efforts since the last Accreditation Report have added substantial holdings to the LGBT (Lesbian, Gay, Bisexual, Transgender) collection. In addition, a local business, the Copia Center for Food and the Arts, sold the Copia Cookbook Collection to NVC when the business closed. The collection was split between the MLMC and the UVC Library. NVC is fortunate to have a local history collection. The books in this “California Collection” were purchased from a bequest to build a local history collection and promote student and community interest in Napa’s heritage. The collection comes primarily from the holdings of David Wheatley, a local prune farmer and avid collector of California history. The Library continues to build its collection of up-to-date science books and enlarge the ESL New Reader collection to meet the needs of English-as-a-Second-Language students.

The MLMC currently subscribes to 37 print periodicals, receives 19 titles free of charge and pays for four local newspapers. All titles are primarily unique and not indexed in online databases so that minimal duplication occurs. In addition to print periodicals, the Library subscribes to Zinio, a popular magazine database that contains over 100 full-text titles.

To ensure that library acquisitions are related to academic discipline needs, the MLMC uses a request system that is part of the Program Evaluation and Planning (PEP) process. College departments request library and media resources by completing a Media Materials Request (Schedule H) as part of the Program Evaluation and Planning (PEP) process (Ev. 5). To the best of its ability and pending funding limitations, the Library endeavors to purchase materials requested by instructors to support their instruction. In addition to PEP, the annual Unit Plan ensures that the Library aligns its strategic initiatives with the College’s goals and objectives (Ev. 6).

In addition to holdings in SNAP, the MLMC also maintains and circulates an instructors’ reserve collection of textbooks and course materials. Anecdotally, the Library’s reserve collection is the most highly utilized area of the collection, as it enables students to check out course textbooks for two-hour periods of time. Students who are unable to afford the high cost of textbooks are provided access to course materials through the Library. Statistics on the reserve circulation are not kept due to limitations of the current Integrated Library System (ILS), CARL X. However, the College anticipates that the planned change in ILS system in 2015-2016 to Polaris ILS will enable tracking of circulation of reserve textbooks.

The NVC Library collects usage statistics among patrons accessing databases and library webpages. Usage statistics inform decisions on selection and purchases. Since logon to licensed databases is restricted to NVC students, faculty, and staff, it is possible to measure trends in usage. The MLMC continues to grow its electronic resource collection. In fall 2014, the Library purchased a subscription to EBSCO’s Academic E-Book Collection, accessible from the Library’s database page. NVC’s subscription includes access to over 130,000 e-books. A usage report from September 2014 to February 2015 revealed 572 views, downloads and print requests were made via this subscription. To assist students and faculty in using this new resource, librarians created a guide “Using EBSCO eBooks” which was distributed campus-wide (Ev. 7).

The Library has added to its electronic database collection through the purchase of Access Science Database through HSI/STEM monies. Most of the Library’s EBSCO databases were procured through the Community College League of California (CCLC) without charge. The Library upgraded to Academic Search Complete over Academic
Search Premier in order to provide broader coverage of full-text science academic journals and periodicals.

Other new database subscriptions purchased by the MLMC in 2014-2015 include: World Book Encyclopedia Online, Oxford English Dictionary Online, Access Science, Academic eBook Collection and JSTOR (Humanities and Social Sciences). The new subscriptions allow the MLMC to offer a total of 24 online databases. Usage statistics show that NVC’s databases are well used. From the period November 2014 to March 2015, the College’s EBSCO databases had a total of 7,430 sessions in which 96,290 searches were conducted (Ev. 8). World Book Encyclopedia, which was purchased in August 2014, received a total of 21,340 hits between July 2014 and March 2015 (Ev. 9). Access Science Database had 188 sessions, resulting in 246 queries and 4,088 hits during the period September 2014 through February 2015 (Ev. 10). JSTOR (Journal Storage) Database, new to NVC in April 2014, had a year-to-date total of 964 sessions by December 2014 (Ev. 11).

In addition to collecting numbers on usage, the Library assesses the effectiveness of the collection for quality, quantity, depth, and variety by collecting feedback from students and faculty. Satisfaction surveys asking about the quality of Library collections have been conducted among students and faculty. As reported in the 2013 Library and Learning Service PEP Report, survey results indicate that faculty have identified electronic journals as the most important resource for their teaching (62.5%), followed by books (61.1%), electronic books (26.7%), the reference book collection (22.2%), videos and DVDs (6.7%), and newspapers (6.7%). Results of the student satisfaction survey indicate that a majority of students rated the book collection as “good” and the quality of online databases as “excellent” (Ev. 4).

**Tutoring**

Through the Testing and Tutoring Center (TTC), students are assessed in the areas of English and math to determine correct course placement. Students are referred to either the Math Center or to the Writing Center (both located in the 800 Building) for additional support. Tutor training takes place in the TTC. The Testing & Tutoring Specialist trains and deploys tutors. All NVC tutors must attend tutor training, which is certified by the College Reading and Learning Association (CRLA). Tutors are recommended by instructors and are endorsed by the Testing and Tutoring Center Specialist. They are required to have a minimum grade point average of 3.0 and at least a B grade in each class that they are tutoring. Tutors learn how to facilitate learning and incorporate study skills and test-taking techniques. Tutoring is generally provided one-on-one. Training is scheduled during intersession. Supplemental Instruction (SI) is also managed in the TTC. Supplemental Instruction is funded through HSI/STEM and targets Math, Science and Engineering. Supplemental Instruction is student-led, and trained students are deployed to specific classes and instructors.

**Learning Technology**

The MLMC provides a broad range of technologies to support instruction and student learning and achievement. The Library uses technology to curate content and make information accessible and comprehensible. Such technologies include:

- A Media/Production studio for faculty to create in-house lecture capture and editing
- The development of resource guides (e.g. Library Guides) that provide students with guidance and multiple points of entry to authoritative and trustworthy information on the Library webpage and on the Internet
- Microsoft Office (including PowerPoint, Excel, Word) as well as Paint programs available on all Library computers
- Twelve Library PCs equipped with Kurzweil 3000 software (text-to-speech), accessible through a web-based application on all other computers
- An Alternative Media program which teaches students how to use text-to-speech and speech to text software (e.g. Dragon Naturally Speaking, Dragon Dictate, Kurzweil 3000)
- A high tech lab available to students in Learning Services and DSPS
- The development and implementation of Student Success Center Workshops that utilize technology (e.g. PowerPoint, Prezis, Inspira-
tion, video, social media) to teach information literacy and writing concepts in a small group environment (Directed Learning Groups)

- Face-to-face and virtual Library workshops aimed at helping students gain skills necessary to navigate the demands of college life offered across disciplines and skill levels (Ev. 12)
- Self-paced online information literacy tutorials available 24/7 on “How to do Research”
- Classrooms equipped with LCD projectors, computer stations and laptops for student use.

Through the use of Google Analytics, the Library is provided data on the number of Library webpage views. Between September 2014 and February 2015, the main library page was viewed 27,603 times (Ev. 13). Library Guides, curated content to relevant books, online databases, and websites created by NVC librarians were popular as well. Anatomy & Physiology and Viticulture were accessed the most (Ev. 14)

**Computer Labs**

While the Library does not have a computer lab, the main library does contain 80 computers (Dell and Apple), located in the main open hall/foyer and interspersed throughout the Library. This is the largest concentration of computers on campus and contributes greatly to the Library’s overall use. An improved printing system (Go-print) was purchased in spring 2014 as a result of student concerns with printing and connection problems indicated in the results of the Student Library Survey (Ev. 4, page 23). In addition, the library offers free wireless access, 16 laptop computers, three media viewing rooms with Internet-accessible computers and large screens, as well as media viewing stations.

**Ongoing Instruction for Users of the Library and Other Learning Support Services**

NVC supports the educational mission of the College to develop and support information-competent students through classroom orientation sessions, one-on-one assistance, and ongoing workshops through the LLRC Student Success Center (Ev. 15). Distance education students and other students who visit the library virtually are supported through digital resources such as electronic research databases, Library Guides, instructional websites, demonstrational online videos, information literacy tutorial modules, *Tip of the Week* and *Ask a Librarian* (NVC’s system for connecting students and librarians through e-mail). Through the SNAP Consortium, the Library offers access to collections for every library in Napa and Solano Counties. Students are able to use online databases and order books and educational materials from outside libraries to be delivered directly to MLMC.

The MLMC continues to improve its digital outreach to NVC students through the Library website. The campus community utilizes the MLMC homepage to locate Library resources. The Library tracks the number of hits to the Library homepage and linked pages. Increased utilization indicates that the Library portal is viewed as a viable information resource. Regular tracking of patrons and access to Library services and web and other electronic resources is ongoing. NVC librarians conduct outreach and collaborate with faculty in many academic disciplines. The aim of the outreach is to highlight the Library’s services and collections that support instruction. A McCarthy Library & Learning Resource Center Information Booklet was recently created. This 29-page booklet is sent out electronically to all faculty and is available in hard copy (Ev. 16).

Librarians write and post *Tip of the Week* on the website. Tips feature technology-rich websites and tools. Also, short demonstrational embedded-videos featuring librarians were produced by the NVC Media Studio and linked on *Tip of the Week*. E-mail notification is sent to the entire campus when a new tip is posted.

Links to self-paced information literacy tutorial modules, *How to do Library Research*, are on the Library’s homepage. Tutorial modules that were accessed the most frequently between September 2014 and February 2015 include Reference Books (905 views), Information Competency Start Page (779), and The Work of the Historian (620) (Ev. 13, 17). The 2013 Library and Learning Services PEP Report incorporates similar data, spanning a portion of the 2012-2013 academic year (Ev. 4).

Other tools available on the Library site include an MLA citation crib sheet, application for a temporary electronic library card, e-mail link to librarians,
and Discover, which is a program for providing discounted or free regional museum passes.

Librarians promote new databases and library resources by communicating with individual faculty informally and contacting Division Chairs, Deans and Program Coordinators formally to set up group presentations. Providing screenshots and hyperlinks from the Library website via e-mail is a convenient method for informing faculty and students about available resources.

**Learning Centers**

In addition to the Library’s ongoing student success workshop offerings, the LLRC Dean and librarians work with the Basic Skills Committee to institute the Student Success Center model campus-wide. In fall 2014, the library staff collaborated with the English department and the newly hired Student Success Center Director to develop specific information competency activities to support one targeted English 90 (one level below transfer-level English) class. They prepared and presented workshops around information competency topics that were assigned to the students in that class as required homework. The Student Success Center is located in the Testing and Tutoring Center on the second floor of the LLRC.

Although this model is in the pilot stage, the hope and goal is to extend this model to all students in English 90 as well as other disciplines. The Student Success Center model will connect classes and students to the services and resources of the Library, to increase outreach and ensure that students are information competent.

**Additional Services to Support Personnel Responsible for Student Learning**

In addition to supporting faculty through library and media resources, the Teaching and Learning Center (TLC) is charged with providing all professional development on campus. This crucial function involves:

- Working with the Professional Development Committee in the planning and delivery of all calendar flex day activities
- Ongoing workshops in both pedagogy and technology to meet the needs of the changing classroom and twenty-first-century learner

- Supporting new faculty through mandatory training strands (Ev. 18)
- Offering Flex Day presentations on topics such as Infusing Information Literacy into your Classroom and Making Use of Library Resources (Ev. 19).

**Conducts Systematic Assessments and Uses Data to Make Improvements**

The Library supports the mission of the College emphasizing student learning and achievement. The library conducts systematic assessments and uses data to make improvements. The Library has conducted assessments in several areas and used the data to increase student satisfaction and bolster student learning. The Library and Learning Resources department has conducted a satisfaction survey to evaluate its services to students, faculty, and staff. Two separate surveys were developed and implemented in 2012-2013 — one for students and Library patrons; the other for faculty. These surveys have been embedded in the Library webpage to facilitate regular, ongoing evaluation. The results of the surveys are reviewed on a regular basis. Faculty as well as student survey results indicate that the College is meeting student and faculty needs. The Library uses the results of these evaluations as the basis for improvement.

Feedback from these assessments has resulted in the following changes being implemented:

- Working closely with the Office of Research, Planning and Institutional Effectiveness to design evaluations that target student and faculty concerns
- Instituting a GoPrint photocopying system
- Revising and changing the process for the use of group study rooms to better accommodate student needs
- Restructuring the “drinking of beverages in the library policy” to accommodate students who utilize the café and who wish to keep their drinks in a safe place when they enter the Library
- Stabilizing the Wi-Fi connection
- Increasing Library signage to facilitate student access to services
- Writing a policy and procedure manual ensuring that all staff follow standardized procedures and policies when assisting patrons
• Working with SNAP partners to increase digital periodical holdings, to provide students with more popular magazine choices
• Becoming part of the Discover & Go program, offering students free and discounted admission to Bay Area museums and cultural events
• Making the College’s Copia Collection available to both Upper Valley Campus students and NVC main campus students
• Providing digital access to library databases and information literacy modules 24/7 for regular and distance education students
• Increasing digital databases to reflect the needs of instruction
• Purchasing new printers to eliminate printing problems identified by students
• Participating in a customer service training and ongoing library staff meetings to improve customer service
• Improving the Library webpage
• Designating personnel to address specific technical issues with computers and equipment
• Restructuring the Library schedule so that librarians can work with more students in information competency needs
• Working with facilities to develop a better estimated schedule for the noisy electronic window shades
• Implementing a student-friendly daily evaluation method to gain immediate feedback
• Extending time for wireless connections for Library laptop use
• Rearranging Library furniture to reduce noise level
• Developing, printing, and distributing an LLRC brochure to the campus
• Developing a schedule for maintaining and cleaning equipment, technology and furnishings.

Most recently, the Library has begun to collect weekly data on patron satisfaction using a “cork” survey. The survey is located in a visible location at the Circulation Desk. Using wine corks, patrons are asked to rate Library services as “Excellent,” “Average,” or “Needs Improvement” by voting with a wine cork. This provides staff with a quick, weekly assessment of whether students’/patrons’ needs are being met as well as how staff’s customer service is perceived by students/patrons. Fall semester results reveal that out of a total of 312 corks cast, 267 (85.6%) indicated “Excellent,” 26 (representing 8.3%) indicated “Average,” and 19 (6.1%) indicated “Poor” (Ev. 20).

Evaluation

NVC meets and exceeds this Standard. The SNAP Consortium membership enables NVC to leverage resources which otherwise would be too expensive to purchase. Collectively sharing holdings with SNAP partners allows the College to offer students a wide selection of resources. NVC currently allocates $8,000 per year for book purchasing. The use of EBSCO’s Academic E-Book Subscription database allows the Library to extend its book offerings. However, based on current usage statistics, more needs to be done to make students aware of this resource. Drilling down further into data tracking usage of online databases allows staff to discern which databases get the most activity and which databases are less frequently used. This information helps to inform future database purchases as well as efforts to target further information literacy instruction to make the most of digital resources.

The College determined that Access Science can be utilized more fully. As a result, librarians are working with the HSI/STEM program to create workshops to be offered during summer 2015 to incoming STEM students. Teaching students to use Access Science database will be a primary focus. While faculty reported electronic journals as the most important resource for their teaching and requested that the Library purchase a subscription to JSTOR (via Schedule H), more needs to be done to increase usage of this database. If numbers remain low, either more outreach needs to occur or substitution with another resource may be indicated. As the Library’s reference and circulating collection ages, decisions will need to be made on where to invest resources and in what proportion of print to digital.

While Library’s current databases are robust and provide good coverage in both general and subject-specific databases, the long-term affordability of yearly subscriptions may be problematic to continue once the Community College League’s...
EBSCO subscriptions expire (anticipated in 2017). While the Library has access to 14 databases through the SNAP Consortium—including Masterfile Premier, Points of View, Novelist, Student Research Center, Book Index with Reviews, Biography Reference Center, Legal Information Reference Center, Auto Repair, Small Business Reference Center, Consumer Health Complete, Newspaper Source and Learning Express, many of these databases, which serve the community at large, are not sufficient for an academic library. The College needs to secure funding to continue, and perhaps expand, database subscriptions into the future. The cost of the CINAHL database to support Nursing and Allied Health students continues to increase yearly. Librarians are interested in bringing Credo Reference Discovery System to NVC, as well as additional databases to support the Sciences (e.g., Journal of the Federation of American Societies for Experimental Biology (FASEB) Journal, JSTOR Life Sciences Collection).

Using technology allows students to reach their learning goals with greater ease, higher engagement, and more independence. Currently, the Library provides learning technology that is sufficient in quantity, currency, depth, and variety to support educational programs. However, there is a concern that as equipment and computers age, technology will become less reliable and malfunction more frequently. An additional challenge is the maintenance and replacement of computers, projectors, printers, and other technologies, especially those with high usage. Technology upgrades and replacement plans must be in place to deal with aging technology and outdated software. This need was identified in 2008 in the Technology Assessment and Three Year Plan (Ev. 21). Specifically, a total cost of ownership model (TCO) was recommended at that time. While the use of the SharePoint Content Management system has improved with the upgrade to SharePoint 2013, librarians would like to bring LibGuides to the NVC Library. While the LLRC staff refers to webpages as “LibGuides”, librarians have created a “work-around” by using SharePoint 2013 to create Libguide webpages. An actual LibGuides subscription through SpringShare would provide not only a more intuitive user experience, but would be less awkward for librarians to create on SharePoint. It is anticipated that the addition of a LibGuides subscription, coupled with increased information literacy instruction, would substantially increase usage (Ev. 22).

The TLC operates on an extremely limited budget, relying on faculty sharing their expertise with other faculty and staff. TLC technology workshops have covered use of TracDat, BlackBoard, SharePoint, Excel, SmartPens, Lecture Capture and CurricU-NET in addition to pedagogical workshops offering training in Curriculum Mapping, Effective Teaching Practices, and Meeting Students’ Needs Without Lowering Standards (Ev. 19). As part of the AB86 Napa Regional Consortium for Adult Education, NVC may have the opportunity to increase professional development offerings in the future, with funding provided through the Chancellor’s Office. This will allow the College to bring experts from across the state and country to provide workshops to NVC and Napa Valley Adult Education staff (Ev. 23).

Providing excellent customer service as part of a welcoming and stimulating learning environment is an important goal delineated in the Library’s Unit Plan. The Library endeavors to continually improve its service to students, faculty and staff.

Evidence
II.B.1-01: Fall 2014 Library Gate Count
II.B.1-02: McCarthy Library Brochure, May 2010
II.B.1-03: SNAP Circulation Statistics Fall 2014
II.B.1-04: 2013 Library and Learning Services PEP Report
II.B.1-05: PEP Schedule H
II.B.1-06: 2015-2016 Unit Plan for McCarthy Library
II.B.1-07: Academic E-Book Collection and Using EBSCO eBooks
II.B.1-09: World Book Encyclopedia Usage Report
II.B.1-10: Access Science Database Usage Report
II.B.1-11: JSTOR Database Usage Report
II.B.1-12: Library and Learning Resources Student Success Center: Workshops Available for Your Classes brochure
II.B.1-13: Google Analytics Report on Library Webpage Views (Library Guides and Information Literacy)
II.B.1-14: Pie Chart Reporting Library Guide Views
II.B.1-15: Student Success Center Workshops Webpage
II.B.1-16: McCarthy Library & Learning Resource Center Information Booklet
II.B.1-17: Pie Chart Reporting Tutorial Module Views
II.B.1-18: New Faculty Learning Community Resources
II.B.1-19: 2014-2015 TLC Workshops and Flex Day
II.B.1-20: Results of Library Service Cork Survey
II.B.1-21: Technology Assessment and Three-Year Plan
II.B.1-22: LibGuides Webpage
II.B.1-23: AB86 Napa Regional Consortium for Adult Education Final Plan

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

At NVC, the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the institutional mission relies on the expertise of faculty, librarians, and learning support services professionals. The College provides formal and informal processes for faculty and learning support services professionals to provide input on the selection of instructional equipment and materials. Collection development, including the identification, purchasing, processing, and delivery of educational materials resources, is a crucial function of the Library. Librarians, learning support services professionals, and faculty work cooperatively in the process of building and maintaining quality collections. Through the Solano Napa and Partners (SNAP) Library Consortium, NVC provides students, faculty, and staff access to the physical and selected electronic (digital) resources of public and college libraries in both counties, via the shared catalog and courier delivery system. This partnership supplements NVC’s library and learning resources for students and faculty.

Instructional programs and academic and student support services identify resources needed to maintain and improve offerings to students through the Program Evaluation and Planning (PEP) process. Resource requests cover educational material and instructional equipment – including books, periodicals, media, and e-books. Requests for learning resources and media materials are conveyed through PEP Schedule H (Ev. 1). Requests for program-specific equipment are identified in PEP Schedule D (Ev. 2). Completed PEP request forms related to Library and media resources are forwarded to the MLMC staff to provide the basis for discussion and planning regarding collection development (Ev. 3). Requests for Library and media resources are also submitted through the annual planning and budget process (Ev. 4).

Outside of programs and services identifying resource needs through the PEP and annual planning processes, librarians have developed strategies to conduct outreach to faculty both individually and through departments and divisions to ascertain educational material needs. For example, the MLMC website includes a link to Faculty Resources, identifying Library Guides as tools for faculty to refer to and measure the educational resources of their respective disciplines (Ev. 5). Faculty is encouraged to work with the librarians to identify needed instructional materials. Librarians conduct outreach to academic divisions by attending regularly scheduled division and department meetings. This allows for direct dialog between librarians and discipline faculty, to identify needs including educational materials, databases, and electronic journals.

NVC provides library skills instruction sessions that offer additional opportunities for faculty and MLMC staff to interact and discuss current and emerging needs for educational materials. Library Skills Instruction Sessions are taught by librarians at the request of faculty and may include library tours, introduction to research methods, basic information-retrieval skills, and effective web-based
research. Library orientations are generally held in the bibliographic classroom to facilitate instruction on identifying, evaluating, and citing print and non-print research materials. The bibliographic classroom (Room 1772) is equipped with computers to give students hands-on practice in developing their skills. Instructors may request the librarian to deliver sessions in their assigned classrooms. Generally, sessions are scheduled during a regularly scheduled class with the instructor present. Collaborating with librarians and learning services professionals in building and maintaining a reserve collection of textbooks and other education materials allows faculty to identify areas where the circulating collection can be augmented in a given subject.

Librarians work collaboratively with Dean of Library and Learning Resources to ensure effective communication with the Instruction Council comprised of Division Chairs and Deans. This group represents faculty in all instructional areas. In this forum, issues of educational technology and major purchases involving education materials and equipment are discussed. Alternatively, it allows issues on behalf of the librarians to be heard and shared with discipline faculty.

The Dean of Library and Learning Resources also serves in the pivotal role of Chair of the District Instructional Technology Committee. This committee is comprised of the Dean of Instruction, Dean of Institutional Technology (IT), two classified employees (one from IT and one from instruction), and four faculty members with experience in teaching technology. This committee addresses issues related to distance education, curriculum, TracDat (assessment tracking software), smart classrooms, instructional labs, Teaching and Learning Center (TLC), and other technology issues. It is in this forum that needs for educational equipment and learning technologies are identified and prioritized.

The Constitution and Bylaws of NVC’s Academic Senate state that the Academic Standards and Practices Committee, a standing committee of the Senate, shall be concerned with the scholastic success of the students at NVC, the measurement of the degree of success achieved by students, and the instructional resources to help achieve student success. In concert with the District Instructional Technology Committee, the Academic Standards and Practices Committee reviews and makes recommendations regarding policies concerning the acquisition, maintenance, and coordination of instructional resources—including library books, media materials and equipment, and computer hardware and software used in instruction.

Evaluation

NVC meets this Standard. NVC faculty, librarians, and learning support services professionals use their expertise in selecting and maintaining educational equipment and materials to support student learning and enhance the achievement of the College mission. Processes are in place to ensure the quality, quantity, depth, and variety of educational materials held by the institution. The annual planning and budgeting cycle, along with the PEP and curriculum processes, allow for the identification and prioritization of educational materials and equipment. For example, a new collection of Lesbian, Gay, Bisexual, Transgender (LGBT) materials was acquired in response to the development of a LGBT Studies Certificate. The author of the curriculum worked with librarians and learning services professionals to incorporate a large donation of books into the Library’s holdings, both in a discrete collection and general collection, to support student learning. Additionally, the library’s Wheatley Collection of local and California history books was facilitated by a financial donation by a community member to enable the library to purchase instructional materials and equipment and to support faculty in the creation and teaching of a course on local history.

In response to results from a faculty survey designed to gauge satisfaction with Library services in 2012, efforts have been made to increase and optimize the quality of outreach efforts from librarians to teaching faculty, to solicit and utilize their expertise to identify and maintain educational materials and equipment. Outreach efforts focus on face-to-face consultation, committee participation, and electronic communication via the Library’s website. The Student Success Center model of instruction, in which the Library is a partner, is
serving to strengthen the collaboration with English department faculty in identifying student information needs.

The College is reviewing current processes for annual and cyclical resource requests, including the review of adequate library and learning services resources during the curriculum revision and development process. The role of Library faculty and staff on the Curriculum Committee can be strengthened to provide better input on resources during that process. Likewise, the College is reviewing the role of the District Instructional Technology Committee (DITC) and its linkage to related committees. At the present time, discussions and actions in DITC related to ensuring adequate instructional equipment and materials are disconnected from discussions on academic standards and curriculum development. This linkage can be strengthened to ensure better comprehensive planning and resource allocation for educational equipment and materials.

Evidence

II.B.2-1: PEP Schedule H: Learning Resources/Media Materials Request Form

II.B.2-2: PEP Schedule D: Program-Specific Equipment Request Form

II.B.2-3: Sample Communication Regarding Schedules H and D

II.B.2-4: Annual Planning and Budget Template

II.B.2-5: Faculty and Staff Resources Link on MLMC Website

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

NVC regularly evaluates the library and other learning services to ensure their adequacy through regular tracking of patron’s library access, circulation records, gate counts, patron database usage analysis, online satisfaction surveys, and informal assessments of services through a “cork” survey conducted at the point of service at the circulation desk. Library and media staff have made good efforts in the assessment of SLOs, as demonstrated in the LLRC’s SLO Matrix and Schedule J (Ev. 1, 2). In addition, the McCarthy Library’s Outcomes Assessment Plan, which contains both Student Services Outcomes (SSOs) and Administrative Unit Outcomes (AUOs), is instructive and serves as the primary source document to assure that the Library meets identified student needs (Ev. 3). Regular tracking of students’ use of library services and web and other electronic resources is ongoing, which assists the staff with evaluating SLOs.

NVC has identified information literacy, defined as a student’s ability to evaluate and use information effectively, as a primary component of student learning. The MLMC staff and faculty have played a key role in developing methods to teach and measure information literacy. NVC librarians adopted a workshop model of instruction in fall 2012 based upon The Student Success Center (SSC), a best practice at several community colleges. Previously, conducting library research customized to the instructor’s assignments was the main instructional vehicle. Librarians still offer customized instruction when requested, but are increasingly utilizing the SSC workshop model: workshops designed to help students to gain the research skills necessary to navigate the demands of college are offered to students across disciplines and skill levels. Each 50-minute workshop includes a lesson, student activity, and assessment. Workshop presenters handle all aspects of the workshop, including scoring/grading the student activity and sharing the results with instructors. Workshops can be scheduled during class time and are held in the LLRC/Library classroom. There is also a weekly schedule of workshops posted online so that students can self-select topics of interest. An online sign-up form is available for students to sign-up individually. In fall 2014, 160 students were served during 34 sessions. (See accompanying table.)
In addition, during fall 2014, librarians conducted 32 full-class instruction sessions customized to the following subject disciplines: Speech, English, Nursing, Respiratory Therapy, Psychology, Engineering, Psychiatric Technician, Learning Services, Counseling, and Biology.

Librarians use both formal and informal evaluations to assess students’ knowledge of information literacy concepts. An example of an informal evaluation includes teaching students how to search for scholarly articles, and, as an assessment, having the students email the librarian with the best examples of their searches for information. From this exercise, the librarian is able to determine if students understood and could identify what constitutes a scholarly article.

Statistics show that large numbers of students entering NVC test into basic skills level English classes (English 90 and below). These students lack information literacy skills and concurrently enroll in other subject areas that require research and writing skills in order to successfully complete the classes. The need to develop required curriculum for this population of students was identified by the English department, librarians, and the Dean of Library and Learning Resources. In fall 2014, English faculty and librarians began working collaboratively to design a pilot program targeting English 90 students. The English-Library Student Success Center began to run concurrently with the previous models outlined above. Sixty-minute discrete workshops were offered in both writing instruction and information literacy taught by English and Library faculty. English faculty write and teach English writing curriculum and librarians write and teach the information literacy curriculum.

Each workshop is broken down into a 10-minute instructional block, followed by a student exercise to practice the skill, an additional 10-minute instructional block, and a second exercise. The remaining time is spent assessing the students’ skill. All instruction is accompanied with technology (e.g. PowerPoint, Prezi). The information literacy curriculum is correlated to the Library’s SLOs. During fall 2014, the following information literacy workshops were developed:

- Avoiding Plagiarism
- How to Narrow and Broaden a Topic
- Basic Research Skills
- Using Online Databases
- Evaluating Websites

Although this model is in the pilot stage, the hope and goal is to extend this needed model to all students in English 90 and expand to other disciplines.

Evidence that the Library contributes to student learning can be found in ongoing instruction. Information literacy skills have changed dramatically, from simply knowing how to use reference materials, to finding information, to having the skills to navigate digital, technological, visual, auditory, and textual resources. Information’s rate of expansion is enormous. Never before has there been a greater need to educate students about how to choose, evaluate, cite, and effectively use information. The MLMC’s four SLOs are based on the Association of College and Research Libraries (ACRL) Standards 1, 2 and 3 and include the following:

- SLO 1: The student will acquire the information competency skills of constructing a successful search statement and identifying keywords/subject words in order to construct an effective search strategy (ACRL Standard 1: Defining a Topic);
• SLO 2: The student will demonstrate the information competency skill of selecting sources from either the library online catalog or online databases (ACRL Standard 2: Developing a Search Strategy);
• SLO 3: The student will demonstrate the information competency skill of being able to evaluate a source and determine its reliability, validity, authority and point of view (Standard 3: Evaluate Information); and
• SLO 4: The student will recognize how to correctly cite a source in order to avoid plagiarism.

Evaluation

NVC meets this Standard. The workshop model identified above ran from fall 2012 through fall 2014. However, the College did not have a robust assessment process in place. With the lack of a hard-link to a specific course, coupled with the understanding that students “do not do optional,” librarians encountered difficulty in giving and collecting information literacy assessment. When a faculty member requested a workshop assessment, as is the case with nursing and allied health, it was provided. Assessment data for these disciplines has been collected. To ensure that assessment efforts are aligned and consistent, librarians have begun developing and using assessments on a regular basis in the English-Library Student Success Workshops. Each student is assessed using the same assessment instrument, and results are tallied (Ev. 4, 5). This provides a consistent measure to determine whether students have mastered the material or not. Also, each student is provided with an evaluation of the workshop form (Ev. 6).

Librarians believe that the institution-wide focus on critical thinking and information competency and the student assessments gathered in spring 2014 will provide a benchmark for opening the lines of communication with colleagues across the campus to better define what information competency is and develop campus-wide efforts to increase this important skill set among the student population.

The MLMC faculty and staff have assessed SLO and SSOs and used the results to improve library and media center services. For example, to help students meet SLO #1 (identified above), two Student Success Center (SSC) workshops have been developed which enable students to acquire the skill of constructing a successful search statement and to identify keywords and subject headings to devise an effective search strategy: “How to Narrow and Broaden a Topic” and “Basic Research Skills.” Similarly, to meet SLO #2, the “Basic Research Skills” and “Using Online Databases” SSC workshops teach students how to select sources from the SNAP online catalog and the myriad online databases available at the McCarthy Library.

Evaluation of library collections and services helps the Library to provide and improve materials and services in order to meet students’ needs. The MLMC strives to continually evolve to meet student needs. As assessments become more formalized, the College is observing the positive impact on students’ information literacy attainment. As staff drill down further into discrete skills and competencies, there is a clear need for additional workshops to more fully address skill deficiencies in the area of how to paraphrase and how to develop and carry out a research strategy. By including additional workshops which move beyond skills, to a more conceptual understanding of the research process (including how information is created) and involving students in a more constructivist approach, staff are confident that they can evolve and improve library instruction to better prepare students for transfer and achievement of educational goals.

Evidence

II.B.3-1: LLRC SLO Matrix
II.B.3-2: LLRC Schedule J
II.B.3-3: McCarthy Library Outcomes Assessment Plan (2013 PEP, page 49)
II.B.3-4: Results of Fall 2014 Pilot English-Library Student Success Center
II.B.3-5: Results of Fall 2014 Pilot English Library Student Success Center –Attendance/ Grades
II.B.3-6: Student Evaluation of Workshops Form
II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

The MLMC is part of the Solano Napa and Partners (SNAP) Library Consortium that includes all of the public libraries in Napa and Solano Counties and Solano Community College (Ev. 1). This partnership began with the Public Access to Library Services (PALS) project in 1979, under a grant with the State of California. At the end of this grant, a partnership was developed with the Napa County Library System in 1983, in order to expand library services to library users in Napa County and to provide a shared library computer system. In 1992, the libraries in Napa County joined in a partnership with the Solano County libraries that has greatly expanded services and has allowed for shared databases and staff to use an integrated library system. This contract has been renewed and is still in effect to provide the NVC Library with a shared library computer system, shared databases, and book loan program throughout the Napa and Solano Counties. The Dean of Library Learning Resources represents NVC on the SNAP Board of Directors and the Library’s Learning Resources Specialist represents NVC as a SNAP Operations Group member.

Through the SNAP library system, database costs are shared, with NVC contributing 3.16% or $36,983 of the operating costs that include equipment, databases, and other related costs. Evaluation of the effectiveness of the SNAP system is monitored by circulation statistics and database usage. Belonging to a consortium of the public libraries in Napa and Solano Counties, including the library at Solano Community College, is economical and provides increased access to materials, as well as links to services for NVC students. Through SNAP, NVC Library staff members attend professional development opportunities on new software and system changes. Plans are in development to offer staff additional professional development activities on such topics as customer service, literacy opportunities, referral processes, alternate media, and distance learning. Leveraging resources through collaboration aids in promoting free services to NVC students as well as all Napa County residents.

The SNAP Library Consortium is currently searching for a more cost-effective integrated library system (ILS). A Request for Proposal (RFP) was sent out last year, and vendor demonstrations were held to view different ILS services that could be provided to a two-county system comprised of several public and two college libraries. Three library vendors were selected to demonstrate their ILS systems in-depth so that a comparison could be made on the available products. The decision regarding whether to stay with CarlX or to change to Polaris will be made by the SNAP partnership. A final decision will be based upon input from all library staff including directors, deans, librarians and support staff.

The MLMC is also a member of the Online Computer Library Center (OCLC) that provides a cataloging database from world-wide sources, along with access to items that are not in the SNAP library system, through Inter-Library Loan (ILL) (Ev. 2). Through OCLC, the library also has access to First Search and World Cat (World Catalog) (Ev. 3, 4). First Search provides access to a core collection of reference databases. WorldCat allows library staff to locate books and other materials from libraries around the country. This then enables library staff to request materials through ILL from institutions across the state and country. The cataloging function in OCLC allows staff to search and download machine-readable cataloging records (MARC records) for library materials that, in turn, are loaded into the SNAP collection (Ev. 5). Copying and/or downloading quality MARC records saves Library staff time in having to create original catalog records.
In November 1980, the MLMC became a member of the North Bay Cooperative Library System that is now known as NorthNet (Ev. 6). This is an ongoing partnership of all libraries in the North Bay Area of California and provides additional library databases and reference services for questions beyond the scope of information available at individual libraries and a system delivery service.

The Community College League of California (CCLC) enables the library to purchase additional databases, not purchased through the SNAP Consortium. The College's EBSCO databases come through the CCLC, with the exception of Academic Search Complete (ASC). Through the SNAP Consortium, the College receives access to 14 databases. To meet the academic research needs of students, NVC has purchased additional databases including Academic Search Complete, World Book Encyclopedia, JSTOR, CINAHL, Access Science, Academic eBook Collection, and the Oxford English Dictionary Online. The CCLC provides all community colleges in the state with the ability to maximize services to students within the confines of local budget limitations.

**Evaluation**

NVC meets this Standard. Library usage and access to information both on campus and off campus, in both print and digital formats, provides students, faculty, and staff with access to resources and services that meet students’ needs and support the institution's intended purpose.

**Evidence**

II.B.4-1: Solano Napa and Partners (SNAP) Contract
II.B.4-2: Online Computer Library Center (OCLC) Contract
II.B.4-4: OCLC WorldCat Website: http://www.oclc.org/worldcat.en.html
II.B.4-5: OCLC Website for cataloging and ILL: http://connexion.oclc.org
II.B.4-6: NorthNet Contract
Standard II.C: Student Support Services

Conceptual Map with Embedded Analysis

The institution provides student support services that support student learning and enhance accomplishment of institutional mission (II.C.1)

Services and Practices
- Assures equitable access at all locations and DE (II.C.3)
- Co-curricular Programs aligned, suitable, and managed (II.C.4)
- Institution provides appropriate counseling and advising (II.C.5)
- Institution prepares faculty and other personnel for advising role (II.C.5)
- Students receive accurate, timely information on academic requirements (II.C.5)
- Placement and assessment instruments regularly evaluated (II.C.7)
- Secure storage of student record files (II.C.8)

Evaluation of Services
- Quality evaluation of all services (II.C.1)
- Identifies and assesses learning support outcomes (II.C.2)
- Uses assessment data to improve services (II.C.2)

Policies
- Admissions Policy (II.C.6)
- Student Records Release (II.C.8)

Analysis of Effectiveness and Identification of Gaps

Improvement Narrative
II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

NVC regularly demonstrates that services support student learning and enhance the accomplishment of the College mission by regularly evaluating the quality of student support services at all locations and by all means of delivery, including distance education. [NVC does not offer courses through correspondence education.] Locations for services include the main campus in Napa, Upper Valley Campus in St. Helena and off campus sites such as the Veterans Home in Yountville, Napa Valley Support Services (NVSS) (Ev. 5) and Napa Valley Products Services and Industries (PSI), which provides services for developmentally delayed learners (Ev. 1, 2).

One of the methods used to identify and assess student support services and programs is the Strategic Enrollment Management (SEM) process that was implemented in spring 2011. “Strategic Enrollment Management (SEM) is a concept and process that enables the fulfillment of the institutional mission and students’ educational goals. SEM is a comprehensive and coordinated process that enables Napa Valley College (NVC) to identify enrollment goals that are aligned with the multiple missions of the college, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, and academic experiences” (Ev. 3).

Program Evaluation and Planning (PEP) is another assessment tool that combines self-study, evaluation, planning, and budgeting for all programs and services at NVC on a six-year cycle. PEP is used to identify program strengths, successes, and areas for improvement. It is a guide for planning goals, obtaining necessary resources, and promoting program awareness within the campus community. [For a description of PEP, see Standard I.B.5.] Also utilized as evaluation tools for student support services are online surveys, survey cards, and “Talk-To-Us” feedback forms. “Talk-To-Us” provides an online feedback form that students can use to submit questions, comments, or suggestion regarding NVC services (Ev. 4).

Student support services cover a diverse array of comprehensive services for NVC to support students. Counselors and staff are available to meet with students in person and communicate via email and telephone. NVC is currently exploring video conferencing capabilities for face-to-face electronic meetings with students via “Skype” or “FaceTime.” Services provided at local high schools include college advising, placement testing, and admissions and financial aid application assistance for concurrently enrolled and graduating seniors who will attend NVC the following term. A comprehensive list of Student Services offered at NVC can be found on the College website (Ev. 5). A map of the campus identifying the locations of NVC services is available in both English and Spanish (Ev. 6, 7).

Those Student support services and programs include:

- Academic support programs
- Student support programs
- Student Life and Associated Students of NVC
- Counseling Services
- Financial Aid/EOPS
- Library and Learning Resources
- Disabled Student Programs and Services
- Health Center

Evaluation

NVC meets this Standard. Services are evaluated regularly through PEP, surveys, and “Talk-To-Us” feedback (Ev. 8, 9). By utilizing these evaluations, student support services are able to ensure that services are meeting the needs of the students at NVC by the delivery of services and by supporting the mission of the institution.
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

NVC offers the following student support services and programs (Ev. 1, 2, 3):

- Admissions and Records
- Associated Students of Napa Valley College
- Career Center
- College Police
- Counseling Services
- Disabled Student Programs and Services
- Educational Talent Search (TRIO)
- EOPS/CARE/CalWORKs
- Financial Aid
- Health Center
- HSI/STEM
- Library and Learning Resource Center
- Learning Services
- MESA
- Outreach
- Student Support Centers
- Student Support Services (TRIO)
- Transfer Center
- Veterans Resource Center and Veterans Services
- Welcome Center

NVC utilizes several methods for identifying and assessing learning support outcomes for its student population and then uses that data to provide appropriate student support services programs to achieve those outcomes. Through the SEM process, three teams were assembled to collect data and evaluate practices to identify areas of “disconnect” that might create unintentional barriers to student achievement (Ev. 4). As noted in other portions of this report, SEM was structured around the theme of “challenging students in the classroom, not in navigating college processes.” Each team was assigned to focus on one of the following portions of the student progression or pipeline: pre-enrollment – enrollment – retention. The SEM Enrollment Team was composed primarily of personnel from the Student Services area. The most notable product from this team was the clarification of the “5 Steps to Successfully Enroll as a New Student” (Ev. 5). The 5 Steps is an easy-to-understand, step-by-step process that new students can use to successfully navigate from application to registration, with detailed instructions and links to important information. The 5-steps model is reviewed and updated whenever process changes occur and has been adopted by other departments as the model to help students navigate complicated processes.

The SEM Enrollment Team also determined that new student orientation lacked a comprehensive and consistent process, which led to the development of a more consistent process that included online orientations, small group orientations, and large group orientations and registration sessions (Ev. 6, 7). Although in-person orientation is the preferred method, the online component needed
improvement to serve online (distance education) and off-site student populations. To that end, the Counseling Department used a Blackboard platform (the same platform used for online courses) to develop an improved and easily updated online student orientation (Ev. 8). The new orientation is expected to go live in fall 2015.

The Student Services Area has also defined an overarching Student Services Outcome (SSO) to improve navigation of processes and support student success and achievement. The general SSO for Student Services states, “Students will be able to succeed in college by accessing and utilizing the college systems, services, and resources.” Two surveys have been conducted among all NVC credit student (in 2012 and 2015) to help assess this SSO (Ev. 9). In addition to the overarching SSO, individual service areas have defined outcomes that they assess at the unit level – both within and outside of the PEP process (Ev. 10). The assessment of SSOs tends to rely on surveys to collect information from the students’ perspective (Ev. 11). Services that provide more individualized support to subpopulations of qualifying students use student achievement data to assess program effectiveness (Ev. 12). The prompts within the Service Area Outcomes Assessment section of the PEP form (for Student Services) are designed to collect examples of areas for improvement identified through both SSO assessment activities (structured around concrete assessment plans) and other activities (not identified through formal assessment plans) intended to improve effectiveness (Ev. 13).

During the PEP review year, Student Services programs reflect on the data collected, identify areas for improvement, and fold targeted strategies for improvement into their unit-level plans (Ev. 14, 15). PEP is also used to identify department resources necessary to implement plans (Ev. 16). Once an item is identified as an area for improvement through PEP, the department administrator is responsible for developing the plan for improvement and requesting resources. These areas for improvement are reassessed on the following PEP to determine whether the department was able to make the improvement or why improvements were not made as identified.

Surveys are also used as a means to continuously evaluate programs and services to ensure appropriate services are being provided to students and that those services are aligned with the College mission. Survey methods include: Online surveys sent via email for program services or for specific workshops or events, online feedback such as “Talk to Us,” paper surveys used by departments, offices, or workshops (Ev. 9, 11, 17). Survey results are used to identify areas for improvement and to identify new services that are needed to support student success. An example of improvements based on assessments and surveys is the Veterans Resource Center (Ev. 18). The need for additional veterans services was identified in the Financial Aid/EOPS department PEP in 2007. Subsequent surveys showed a growing veterans population on campus whose needs were not being met by the services available at the time. To address these issues, a veterans task force was created to develop strategies to improve veteran services and resources on campus. Through that process, the Veterans Resource Center was planned. The center was funded through campus and community donations, and built in an available space on campus. Once the Veterans Resource Center was built and additional services added, the need for a full-time Veterans Services Specialist was identified. The Veterans Services Specialist position is currently in the hiring phase and is funded through multiple categorical and district sources.

Student Complaint & Grievance Procedures and online reporting is available to all students via the Student Services website (Ev. 1, 19). These assessment processes, along with other measures, are used to continuously improve student support programs and services by providing faculty, staff, and administrators with an opportunity to review data and other evidence and use that information to identify areas that foster student success as well as areas that need improvement.

Evaluation

NVC meets this Standard. NVC identifies and assess learning support outcomes through the PEP process, student surveys, and other assessment methods. Outcomes assessment activities
are conducted among individual academic and student support programs as well as the general Student Services level. NVC uses the data to continuously evaluate and improve its student support services and programs to foster student learning and align services to the institutional mission.

Evidence
II.C.2-01: Student Services Website
http://www.napavalley.edu/studentservices

II.C.2-02: Student Support Centers
http://www.napavalley.edu/studentservices/Pages/studentsuptctrs.aspx

II.C.2-03: Academic Support Programs
http://www.napavalley.edu/studentservices/Pages/acadsupptprogs.aspx

II.C.2-04: SEM Final Report
http://napavalley.edu/AboutNVC/Trustees/Documents/Board%20Resources/SEM%20Final%20Report.pdf#search=SEM

II.C.2-05: 5 Step to Successfully Enroll as a New Student
http://www.napavalley.edu/studentservices/AR/Pages/HowtoApply.aspxOnline Orientation

II.C.2-06: Online Orientation
http://www.napavalley.edu/Orientation

II.C.2-07: Orientation and Early Registration Sessions Fall 2015

II.C.2-08: General Counseling Center
http://www.napavalley.edu/Counseling

II.C.2-09: SSO Survey/Results 2012 and 2015

II.C.2-10: Sample Student Service Outcomes Assessment Plans

II.C.2-11: Sample Survey Results among Individual Student Services

II.C.2-12: Sample Data Analyses among Individual Student Services

II.C.2-13: Outcomes Assessment Portion of PEP Form for Student Services

II.C.2-14: PEP Reports Posted on Website (Screenshot)

II.C.2-15: Sample PEP Plans for Student Services

II.C.2-16: Sample PEP Resource Requests for Student Services

II.C.2-17: Talk to Us http://www.napavalley.edu/talktous

II.C.2-18: Veterans Resource Center http://www.napavalley.edu/va

II.C.2-19: Student Complaint and Grievance Procedures
http://www.napavalley.edu/studentservices/SRR/Pages/StudentComplaint-Grievance.aspx

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

NVC offers comprehensive services for students, most of which are available on-campus, online, and at various off-campus sites. Main campus services include admissions and records, financial aid, academic counseling, disabled student services, veterans services, health services, student life, testing/assessment, child care, transfer and career centers (Ev. 1). Specialized support programs such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), CalWORKs, Disabled Students Program and Services (DSP&S), Mathematics Engineering Science Achievement (MESA), Hispanic Serving Institution (HSI)/Science, Technology, Engineering, and Mathematics (STEM), and the federal TRIO Student Support Services and Educational Talent Search programs exist to provide additional support services that strengthen and expand educational opportunities for students. The College Police Department is also under the Student Services umbrella and provides on-campus public safety, women's self-defense and other safety workshops, online videos and information covering topics such as earthquake preparedness, breaking the cycle of violence, and emergency procedures. Instructional and academic support services are also available to students through the Testing and Tutoring Center, Math Lab, Writing Center, and the Library and Learning Resource Center (LLRC). To accommodate students during evening and peak registration times, Student Ser-
Services have extended office hours on Tuesday evenings, and Monday through Thursday evenings the week prior to and the first week of the fall and spring semesters.

Services offered at the NVC Upper Valley Campus (UVC) are counseling and advising, placement testing/assessment, and informational workshops regarding financial aid, degrees and certificates, career planning, and the general credit program. Services are also provided at local high schools and include college advising, placement testing, and NVC admissions and financial aid application assistance for concurrently enrolled and graduating seniors who will attend NVC the following term.

In order to serve distance education students or students who are unable to come to the main campus, information, forms and services are available via telephone, email, social media, and the College's website. Online services include online applications for admissions, financial aid, scholarships, and some specialized programs (in both English and Spanish), online orientation, parking permits, transcript requests, forms, and secure online access through WebAdvisor for registration, educational planning, viewing financial aid awards, document requests, and enrollments (Ev. 2, 3, 4, 5, 6, 7, 8, 9). The Student Services website provides students with links to NVC student support services websites, online feedback forms ("Talk to Us"), and complaints and grievances (Ev. 1, 10, 11). Counselors and staff are currently able to communicate with off-site students via email and telephone, while forms and documents can be sent by U.S. mail, fax, or email. NVC is in the process of developing video conferencing capabilities for real-time, electronic face-to-face meetings via software like “Skype” or “Facetime.”

The recent contract with Barnes & Noble for bookstore services provides both on-campus and online textbook purchasing for students (Ev. 12). In addition Barnes & Noble offers book rentals, which reduced the cost of purchasing books.

Evaluation

NVC meets this Standard. NVC provides appropriate, comprehensive, and reliable information and services to students using multiple methods to assure equitable access for all students. Review of services is performed on an ongoing basis, and when additional needs are identified, new methods are identified, developed, and made available to students. It is this ongoing review process that identified the need for expanded counseling services for distance education students at NVC. Student Services is in the process of purchasing hardware and software that will allow counselors and staff to connect to distance education students in a real-time, face-to-face environment that works across technology platforms. This face-to-face service provides a personalized experience between counselor and student that is lacking in other electronic formats and is an important aspect of student retention and success.

Action Plan

- Develop and implement timeline for completion of electronic face-to-face counseling/advising services.

Evidence

II.C.3-01: Student Services Website http://www.napavalley.edu/studentservices
II.C.3-02: 5 Step to Successfully Enroll as a New Student http://www.napavalley.edu/studentservices/AR/Pages/HowtoApply.aspx
II.C.3-03: Welcome to Financial Aid http://www.napavalley.edu/studentservices/FinancialAid/Pages/default.aspx
II.C.3-04: 7 Steps to Financial Aid http://www.napavalley.edu/studentservices/FinancialAid/Pages/7StepsFinancialAid.asp
II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

NVC offers co-curricular and athletic programs aligned with the mission and provide expanded social, cultural, and educational activities for students. All co-curricular and athletics programs are reviewed through the PEP process, as part of the larger instructional programs with which they are associated. The reviews are conducted in the same manner for all academic programs and ensure that program components meet expected standards for higher education (Ev. 1, 2, 3).

NVC sponsors nine intercollegiate sport programs throughout the academic year:
- Women’s Volleyball
- Men’s and Women’s Soccer
- Men’s and Women’s Golf
- Men’s and Women’s Basketball
- Softball
- Baseball.

These programs are consistent with the general offerings found in the greater Napa community, including at local high schools, and are fully integrated into the fabric of the institution. NVC’s athletic programs are housed within the Division of Physical Education, Athletics, Health and Dance with direct supervision and oversight by the Dean/Associate Dean of the Division. Each sport program is offered as a for-credit educational course. In conjunction with the intercollegiate for-credit courses, there are three other for-credit courses associated with intercollegiate athletics. All courses associated with the program have been vetted and approved by the campus Curriculum Committee, the District Board of Trustees, and by the California Community Colleges Chancellor’s Office (CCCCO) (Ev. 4, 5). The intercollegiate courses (TOP coded 0835.50) are:
- PHYE 153: Sport Specific Training
- PHYE 174: Skills and Conditioning
- PHYE 178: Preseason Conditioning
- PHYE 285: Men’s Basketball
- PHYE 286: Women’s Basketball
- PHYE 287: Baseball
- PHYE 290: Golf (Men’s and Women’s Golf)
- PHYE 291: Soccer (Men’s and Women’s Soccer)
- PHYE 292: Softball
- PHYE 297: Women’s Volleyball

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the NVC Board of Trustees (Board Policy 5700), State Education Code Section 67360-67365, and Federal Register of Title IX (Ev. 6, 7, 8, 9). The CCCAA maintains the general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and
to the CCCAA to provide statistics and information to the public (Ev. 10). These reports are submitted in October and are inclusive of the prior year activity within the program (Ev. 11).

The Music and Theater departments offer co-curricular performance and production programs. The Theater Program runs two co-curricular performance programs under the names Shakespeare Napa Valley and Napa Valley Conservatory Theater. The Music Program runs two co-curricular programs, Napa Valley Music and the Master’s Series. These co-curricular programs offer students and community members the opportunity to participate in or enjoy performances and productions that range from lavish musicals to “Shakespeare in the Park” to performances of original music by professional musicians. Performances and productions in these co-curricular areas are part of the credit instruction program and are overseen by program faculty and administration. Students participating in some performances and productions receive college credit and in other cases, the productions are structured to provide on-stage and backstage experience for students without being tied to a credit course (Ev. 12, 13, 14, 15).

Evaluation

NVC meets this Standard. Co-curricular and athletics programs offered at NVC are appropriately aligned with the institutional mission and provide cultural and social experiences for students and the community at large. The Athletics Program actively engages in program review (PEP) as well as the annual planning and budget process. The department most recently completed PEP review in 2014 as part of the Physical Education, Athletics, Health and Dance Program. The PEP report outlined the strengths, weaknesses, and areas for improvement in the curriculum, academic support program, and facilities (Ev. 16).

The co-curricular programs in the performing arts are likewise aligned with institutional planning and budgeting cycles, including the PEP review cycle (Ev. 17, 18). All finances are controlled by the District and evaluated in the annual planning and budget development process. Revenues from ticket sales are folded into the General Fund and are used to offset the operational costs of the programs, including the cost of equipment, personnel, and supplies.

The co-curricular and athletics programs offered by NVC accurately reflect the trending interests of the local and surrounding communities. The atmosphere of institutional control and oversight is threaded throughout policy and protocol.

Evidence

II.C.4-01: PEP Overview
II.C.4-02: PEP Form for Instructional Programs
II.C.4-03: PEP Reports Website (Screenshot)
II.C.4-04: State of California Education Code: Student Athlete http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=67001-68000&file=67360-67365
II.C.4-05: CurricuNET Link to NVC Courses http://www.curricunet.com/napa/search/course/
II.C.4-06: CCCAA Manual and Bylaws http://www.cccaasports.org/about/administrators
II.C.4-07: BP 5700
II.C.4-08: State Education Code (Section 67360-67365)
II.C.4-09: Federal Statute Title IX http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
II.C.4-11: NVC Equity in Athletics Reports
II.C.4-12: Performing Arts Website http://napavalley.edu/academics/ARAH/Theater/Pages/Theater.aspx
II.C.4-13: Music Napa Valley Website http://www.musicnapavalley.org/
II.C.4-14: Napa Valley Conservatory Theater http://www.napavalleytheater.org/
II.C.4-15: Shakespeare Napa Valley Website http://shakespearenapavalley.org/
II.C.4-17: Music PEP Report (2014)
II.C.5. The institution provides counseling and/ or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

NVC provides counseling/advising services to support student development and success and provides counseling and advising programs to ensure that students receive timely, useful, and accurate information about relevant academic requirements, including programs of study requirements, graduation and transfer policies (Ev. 1).

NVC employs thirteen full-time faculty counselors and five adjunct faculty counselors. In addition, two Student Services Specialists (classified staff) are employed full-time to serve in a student-advising capacity. Counselors and Specialists are located in the following service areas: General Counseling, Extended Opportunity Programs and Services (EOPS), which includes CalWORKs/CARE, Disabled Students Programs and Services, Student Support Services/TRIO, HSI/STEM, and MESA. Each program is described on the program website, branching off of the main Student Services page (Ev. 2, 3, 4, 5, 6, 7, 8, 9, 10).

Data from NVC’s Student Success Scorecard indicates that the student to counselor ratio was 463 to 1 in the 2012-2013 academic year (Ev. 11). This ratio does not reflect the teaching, articulation, and program coordination responsibilities assigned to six counselors, the Articulation Officer (70% load), and the coordinators of EOPS, Puente, Umoja, respectively, as part of their full-time contracts (Ev. 12, 13, 14). These responsibilities significantly reduce the time available for the individuals assigned to these positions to counsel students.

The Student Success and Support Program (SSSP) was created in response to recent California legislation, the Student Success Act of 2012. The program funds colleges for the core services of orientation, assessment, counseling, advising, education planning services, including the development of education plans and follow up for at-risk students. As part of SSSP, new students, in addition to applying to the College, are required to complete math and English assessment, complete a new-student orientation, meet with a counselor, and develop a student education plan (Ev. 15).

In addition to the online orientation that most new students use, the Counseling Division offers “mega orientations.” These are on-campus, in-person sessions designed to serve large numbers of recent high school graduates. Several student services programs also offer orientations to college as part of introducing new students to their programs. For 2013-2014, nearly 1,900 students completed either an on-site or online new-student orientation (Ev. 16). The online orientation has recently been revised (Ev. 1). New content has been developed using the BlackBoard platform as the delivery vehicle. To complete implementation, two technical issues need to be solved: developing a way to automatically register eligible students into the online orientation and an efficient method of identifying students who have completed the orientation.

During registration periods, students see counselors/specialists primarily on a drop-in basis. The intent of these appointments is to assist students with selecting courses appropriate for each student’s expressed educational goal. During these sessions, students can create or modify their educational plans, which will often include the sequence of math and English courses a student must take to get a certificate or a degree or to transfer. EOPS/CalWORKs, WorkAbility III, Umoja, Puente, and HSI/STEM counselors and SSS-TRIO specialists also build education plans into their new student orientations. From data available from the counseling appointment system, counselors assisted students in developing or revising 6,945 abbreviated and comprehensive educational plans in 2013-2014 (Ev. 16).

Beyond registration periods, counselors or advisors/specialists offer on-going counseling and advising activities for all enrolled students to assist them in
Students seek counseling/advising for a variety of reasons, including, but not limited to: interpretation and application of assessment results; development of educational plans; discussion of academic, career, crisis, probation status, and personal issues; discussion of student rights and responsibilities; review of College policies, procedures, and regulations; and review of student progress toward educational goals. Data from the counseling appointment system show that during the 2013-2014 academic year, counselors had over 14,000 duplicated student contacts in the form of scheduled appointments, scheduled group meetings, and drop-in appointments (Ev. 16). During this period, students were served in a timely manner. The average wait time for students wanting to see a counselor was 21 to 31 minutes, depending on the term (Ev. 16).

Survey results indicate that students are generally satisfied with counseling services they receive. In a 2011 survey of students who used counseling services, 68% of respondents reported that getting through the process was easy or very easy. For those same students, 70% responded that counseling positivity contributed to their success as at NVC (Ev. 17).

Beyond orientations, counselors also provide a variety of group advising activities to orient students to NVC academic programs and services and to ensure that students understand program, graduation, and transfer requirements. These sessions include:

- Success workshops for students on probation or dismissal status
- College success and career guidance classes (Ev. 18)
- Transfer, career, and vocational workshops
- Specialized advising sessions for disabled students
- Specialized workshops through EOPS/CARE/CalWORKs and Veterans Services, as well as DSPS, Puente, Umoja, HSI/STEM, MESA, SSS-TRiO and Athletics

The Career and Transfer Center offers career counseling services and transfer assistance. Transfer services include dedicated counseling for transfer, access to extensive transfer college information, transfer requirements and workshops to assist with applications to California State University (CSU) and University of California (UC) campuses. Transfer Center staff offered 14 workshops related to transfer requirements and assisting student with application; 33 in-reach activities (e.g., classroom presentations, transfer day, transfer celebration), meeting with a total of over 2,000 students; and 9 outreach activities (e.g., to local high schools), addressing a total of over 2,300 students (Ev. 19).

The Career and Transfer Center also provided NVC students the opportunity to meet in person with representatives from numerous colleges and universities. Over 3,000 students visited the Transfer Center to obtain transfer information. Representatives from 18 separate colleges or universities met with a total of 326 students in the Transfer Center to discuss transfer options. Thirty-one students participated in a Discover UC Davis trip (Ev. 19).

In 2013-2014 career services were provided by one adjunct career counselor and one job placement specialist, who worked 10 hours per week in the Career and Transfer Center. Student contacts for 2013-2014, which included appointments, drop-in, and workshops, totaled 3,916 (Ev. 19). Currently, there is only one adjunct career counselor in the Career and Transfer Center.

NVC prepares faculty counselors, specialists, and student ambassadors for advising students in a variety of ways. Counseling personnel attend staff development activities as well as the annual conferences organized by the CSU and UC systems. Through these staff development activities, counselors and specialist maintain up-to-date information and knowledge about counseling techniques, articulation, and other changes. Awareness of these issues helps counselors provide accurate and timely academic advising (Ev. 20).

Faculty members within their disciplines participate in the development and modification of degree and certificate programs. Instructional faculty members are well informed about program and course requirements within their academic area and often advice students of program requirements for programs within their discipline. They then refer students to counselors for information and
advice regarding transfer, general education, and graduation requirements. This referral is explicitly stated in the College Catalog for several programs. Examples include the Associate of Arts for Transfer (AA-T) in Studio Arts, all concentrations of the Associate of Science (AS) in Business and the Associate of Arts (AA) in Humanities and Philosophy (Ev. 21). In addition, counselors interact with instructional divisions and sometimes participate in division meetings. The purpose is to promote information-exchange about program, transfer, general education and graduation requirements between division instructional faculty members and faculty counselors.

The Counseling Division meets twice per month for two hours to discuss topics of interest, share developments within the division, and review concerns and ideas surrounding services to students. Faculty and specialists participate in Instructional Excellence Day (Flex Day) activities and present workshops on topics such as the Student Success and Support Program (SSSP), Articulation, and other pertinent aspects of academic advising (Ev. 22). These workshops help support and increase awareness among non-counseling faculty.

Counselors will provide training to other counselors in areas in which they have acquired knowledge or expertise. Counselors have given workshops to other counselors and specialists on such topics as academic renewal, strategies and processes when encountering students on dismissal status, and educational plans for financial aid student (Ev. 23).

Counseling personnel are often given training when taking on new roles. An example is the training of new articulation officers and a new STEM counselor. Two different articulation officers and a new STEM counselor participated in a systematic and in-depth training program organized and delivered by a former experienced articulation officer (Ev. 24). Another example is when new adjunct counselors were oriented to their roles at NVC. Adjunct counselors participated in a series of workshops provided by full-time counselors. This training covered College processes and procedures, which were documented in a resource book given to each trainee. In addition, experienced counselors were available to answer any questions that arose from their counseling activities (Ev. 25).

**Evaluation**

NVC meets this Standard. As described in the 2013 Counseling PEP Report and other documents referenced above, the College provides comprehensive and timely counseling/advising services at each stage of students’ progress toward their academic goals (Ev. 26). Counseling minutes, training agendas, and travel/conference approvals document the participation of Counselors and specialists in trainings that keep them abreast of information and knowledge necessary for providing accurate and timely academic related counseling/advising.

**Evidence**

II.C.5-01: New-Student Orientation
www.napavalley.edu/orientation
II.C.5-02: Student Services Website http://www.napavalley.edu/studentservices
II.C.5-03: II.C.2-08: General Counseling Website
http://www.napavalley.edu/Counseling
II.C.5-04: Extended Opportunity Program and Services Website
http://www.napavalley.edu/studentservices/EOPS/Pages/default.aspx
II.C.5-05: CalWORKs Website http://www.napavalley.edu/studentservices/EOPS/Pages/CalWORKs.aspx
II.C.5-06: CARE Website http://www.napavalley.edu/studentservices/EOPS/Pages/CARE.aspx
II.C.5-07: Disabled Student Programs and Services Website
http://www.napavalley.edu/StudentServices/DSPS/Pages/default.aspx
II.C.5-08: Student Support Services/TRiO Website
http://www.napavalley.edu/StudentServices/TRIO/Pages/default.aspx
II.C.5-09: HSI/STEM Website
http://www.napavalley.edu/hsistem
II.C.5-10: MESA Website
http://www.napavalley.edu/Academics/MESA/Pages/default.aspx
II.C.5-11: Student to Counselor Ratio from Student Success Scorecard
II.C.5-12: Articulation Website http://www.napavalley.edu/Student-Services/Articulation/Pages/welcome.aspx

II.C.5-13: Puente Website http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/PEPProgram-List.aspx

II.C.5-14: Umoja Website http://www.napavalley.edu/Academics/umoja/Pages/Umoja1.aspx

II.C.5-15: Student Success and Support Programs (SSSP) www.napavalley.edu/studentsuccess

II.C.5-16: SARS Data Summer 2013-Summer 2014

II.C.5-17: Student Services SLO Survey Results, Summer 2011

II.C.5-18: CurricUNET Courses http://www.curricunet.com/napa/


II.C.5-20: Travel/Conference Attendance (Approved Forms)

II.C.5-21: College Catalog http://www.napavalley.edu/academics/Catalog/Pages/default.aspx

II.C.5-22: Flex Day Agendas

II.C.5-23: Counseling Division Trainings Agendas

II.C.5-24: Articulation Officer Training

II.C.5-25: Adjunct Counselor Training Agenda

II.C.5-26: 2013 Counseling PEP Report

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

Consistent with its mission of open access, NVC has an open admissions policy (BP 5052), approved by the board of trustees (Ev. 1). This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College. Enrollment is subject to an established priority system and may be limited to students meeting properly validated pre-requisites and co-requisites, or other exemptions set out in statute or regulation. Students eligible for admission are defined in the College Catalog as high school graduates, non-high school graduates, high school students, transfer, and international students (Ev. 2).

The College follows practices that are consistent with the admissions policy approved by the Board of Trustees and adheres to state regulations. Admissions criteria is clearly outlined in the College’s Five Steps to Successfully Enroll as a New Student (available online and in the College Catalog) (Ev. 3). The five steps to enroll are: 1) Application 2) Orientation 3) Assessment 4) Counseling/Advising/Education Planning and 5) Registration. These five steps are part of a comprehensive Student Success and Support Program offered to all students and required for participation in priority enrollment. Special admissions criteria is also available for high school students and international students (available online and in the College Catalog) (Ev. 4, 5). The website and Catalog also outline specific admissions criteria for vocational programs requiring special preparation, such as the Health Occupations and Criminal Justice Training programs (Ev. 6). An example of a program that has specific admissions criteria is the Associate of Science in Nursing Degree. Special admissions criteria for this program can be found online and in the College Catalog.
NAPA VALLEY COLLEGE

NAPA VALLEY COLLEGE

230

Napa Valley College strives to meet the needs of the diverse population that it serves by offering an array of comprehensive high-quality student support services that are continuously evaluated and improved (Ev. 7). A primary process of the College related to admissions that is continuously evaluated, assessed, and improved is the enrollment process. The most comprehensive campus-wide assessment of this process occurred in 2011-2013 when a Strategic Enrollment Management (SEM) team was assembled to assess and improve the enrollment process (Ev. 8). This campus-wide effort involved members from all constituent groups across campus who are directly or indirectly involved with enrollment. The key objective of this work was to critically evaluate and assess the College’s enrollment processes, specifically in the areas of outreach, enrollment, and retention. [SEM is discussed in more detail within Standard I.B.1.]

An example of how the results of the process-improvement work associated with SEM led to improvements for the admissions process was in the identification that the online application was an area where improvement was needed. In December 2013, NVC signed a contract with the Chancellor’s Office to implement a new online application, OpenCCCApply (Ev. 9). The new application resolved many of the issues that were identified with the application, while ensuring compliance with state mandates. As of December 2014, the new application was implemented and accessible through the College website. Implementation of the new online application resulted in a reduced number of issues students were experiencing with the admissions process, thereby improving student access and the enrollment process. Another example of an improvement was to re-order the five steps to require the student to complete the College orientation before taking the assessment placement test. Steps two and three were re-ordered so that students would be better prepared for the assessment step. This provides another example of how enrollment process has been improved (Ev. 10).

NVC defines and advises students on clear pathways to complete degrees, certificates, and achieve transfer goals (Ev. 11). The College Catalog includes information for degree, certificate, and transfer-seeking students to provide graduation, general education, and transfer requirements used by students and counselors to design educational plans that guide the student from the first semester to completion (Ev. 12, 13). The Counseling Services website offers links to educational planning tools, lists of academic programs, and General Education and transfer curriculum (IGETC/CSU) patterns for students, to facilitate completion and transfer to four-year institutions (Ev. 14). Transcript Evaluators and Counselors use an evaluation tool made by CollegeSource to assist in the evaluation process (Ev. 15). Specific Associate Degrees for Transfer degrees (ADTs) have been developed by the College to facilitate transfer to the CSU system. Students can also review specific program information on the NVC program websites and program brochures made available in program offices, as well as the Welcome Center, Career and Transfer Center, and the Office of Student Services (Ev. 16).

In addition to faculty and staff resources, NVC currently employs a comprehensive student information system to provide robust online services for students. Components of this system include: Ellucian Colleague (ERP), WebAdvisor (online registration, student records, and education plans, SARS-GRID (appointment system), computerized assessment testing, and Singularity (document imaging system) (Ev. 17). These features improve the quality, access, and delivery of services to students and ensure the proper maintenance of student records.

Evaluation

NVC meets this Standard. NVC has adopted and adheres to admission policies consistent with the institutional mission of open access, that specify the qualifications of students appropriate for its programs. Evidence of this can be found in the admissions area of the College Catalog and website. In addition, the College achieves this Standard through regular and continuous evaluation and improvement of the admissions practices as evidenced by the SEM evaluation process as well as the oversight of the Student Success and Support Program Committee, which regularly monitors and assesses processes to ensure access and success.
NVC defines clear pathways for students and advises students, to facilitate completion of degree, certificate, and transfer requirements, as they pursue their educational goals. This Standard is met through counseling and advising provided by qualified counselors and advisors in the counseling areas of campus, including the Counseling Center, Transfer/Career Center, and special student support programs, such as EOPS, DSPS, and TRiO. Counselors and advisors work with students to provide abbreviated and comprehensive educational plans for students, utilizing the resources available through the College Catalog, online evaluation resources, course schedule, and tools available on the College website. Students are advised to set educational goals and declare a program of study, and are given a clear path through the educational planning process to achieve their declared goals.

NVC continues to make improvements through the continuous evaluation and improvement of pathways to completion. Evidence of this can be found in the Degree Audit project that provides resources for the further development of electronic degree audit and education planning tools.

In early 2014, the College purchased Colleague Self-Service Student Planning software to allow students, counselors, and advisors to more efficiently develop educational plans for students. Currently, staff evaluators are the primary users of the degree audit tool to process graduation petitions. Counselors also use this tool for education planning through the current online Colleague Education Planning tool, eAdvising. Once implementation of this project is complete, Student Planning and the associated Degree Audit will be used by students, counselors, and staff daily.

During the initial implementation of this new product, the implementation team identified several areas where program data needed to be added, updated, and standardized before it would be visible and usable in Student Planning. Now that this information will be visible by students, the system is required to have information from the Catalog that was not previously in the electronic system. The updating of the program information translated into a thorough analysis of the current and needed program information in the system. Reports were generated identifying exactly what changes needed to be made (some substantive, some non-substantive) and will require a great amount of work. Once the changes have been made to the College's degree audit, a test group of counselors and students will be able to use the new Student Planning tool.

Although this Standard has been met, an area of concern is the timeline of completion. Since substantive changes require curriculum changes, these take more time and resources to complete, and the implementation timeline is longer than originally projected. Until the tool is launched, staff and counselors have access to the current degree audit tool that is updated and maintained by the Office of Instruction. Staff and counselors currently use the Catalog and eAdvising to build educational plans and process graduation petitions until the new tool is implemented. Once Student Planning is implemented, this tool will greatly improve the educational planning and completion process and make it accessible to students as well. It will also provide electronic course data reports to inform the scheduling of future course offerings.

Evidence
II.C.6-01: BP 5052: Open Enrollment - Open Admissions Policy
http://www.napavalley.edu/AboutNVC/Trustees/Pages/policiesandregs.aspx
II.C.6-02: Eligibility for Admissions
II.C.6-03: Five Steps to Successfully Enroll as a New Student
http://www.napavalley.edu/studentservices/AR/Pages/HowtoApply.aspx
II.C.6-04: High School Students Admissions Information
http://www.napavalley.edu/studentservices/AR/Pages/HighSchoolStudents.aspx
II.C.6-05: International Students Admissions Information
http://www.napavalley.edu/studentservices/AR/Pages/InternationalStudents.aspx
II.C.6-06: Sample Admissions Information for Vocational Programs
II.C.6-07: Mission Statement
II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

As an open-access institution, NVC does not utilize an instrument to determine student admission. New students are assessed for placement in the English, mathematics, and English as a Second Language (ESL) course sequences as part of the Five Steps to Enrollment process (Ev. 1). Placement testing is offered year-round, on a drop-in basis through the Testing and Tutoring Center. The placement assessment is administered electronically on campus, and in paper format for placement tests administered at off-campus sites.

The College uses locally established cut scores based on a composite score from the following placement instruments to determine placement within each sequence:

<table>
<thead>
<tr>
<th>Placement Instrument</th>
<th>Corresponding Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Placement</td>
<td>College Tests for English Placement (CTEP)</td>
</tr>
<tr>
<td>Mathematics Placement</td>
<td>Mathematics Diagnostic Testing Project (MDTP)</td>
</tr>
<tr>
<td>English as a Second Language (ESL) Placement</td>
<td>Combined English Language Skills Assessment (CELSA)</td>
</tr>
</tbody>
</table>

Each of the placement instruments utilized by NVC are approved for use by the California Community College Chancellor’s Office (CCCCCO) and are validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (Ev. 2, 3).

In fall 2014, the effectiveness of student placement within the English and mathematics sequences was evaluated using a consequential validity approach, as recommended by the CCCCCO. Students were asked to assess their satisfaction with their placements into the English and math sequences. A survey was conducted simultaneously among...
instructors, asking them to evaluate whether each student was appropriately placed. The students’ assessments of their respective placements were then paired with the instructors’ assessment of the students’ skill levels, relative to the course content (Ev. 4, 5). During this evaluation process, NVC also completed an analysis of disproportionate impact utilizing student placement scores disaggregated by gender, race/ethnicity, age group, and disability status (Ev. 6). Findings for both the consequential validity study of cut scores and the analysis of disproportionate impact among equity groups were shared with the SSSP, the English department, and the mathematics department (Ev. 7).

Evaluation

NVC meets this Standard. The institution regularly evaluates its placement instruments for effectiveness and to minimize biases. NVC regularly monitors student feedback regarding its admission and placements processes, as part of its ongoing assessment of SSOs, and uses them to initiate improvements in processes. [SSO assessment is described within Standard II.C.2.]

Placement results are compiled annually and are incorporated into institutional reports (Ev. 8, 9). NVC recently completed the validation of its English and mathematics cut scores (through consequential validity), including an analysis of the impact on demographic/equity groups.

Evidence

II.C.7-1: Five Steps to Successfully Enroll as a New Student
http://www.napavalley.edu/studentservices/AR/Pages/HowtoApply.aspx
II.C.7-2: List of Assessment Exams approved by the Chancellor’s Office
http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Assessment.aspx
II.C.7-3: Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges
II.C.7-4: Summary Results of Consequential Validity Assessment for English
II.C.7-5: Summary Results of Consequential Validity Assessment for Mathematics
II.C.7-6: Disproportionate Impact Analysis of the Placement Exam
II.C.7-7: Meeting Agendas and Minutes (SSSP, English, Math)
II.C.7-8: Placement Results Reported in Factbook
II.C.7-9: Data Aligned with Institutional Mission

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

Student records are maintained by the Admissions and Records Office. The College adheres to California Code of Regulations in regard to the type of records that must be retained (Ev. 1). All permanent records (Class 1) are kept in hard copy or in imaged format. The hard copy and imaged records are stored in a secured location. Additionally, permanent student records are maintained with an electronic imaging system (Hershey) (Ev. 2). Access to hard copy records in the secure area is limited to authorized Admissions and Records personnel. Viewing access to imaged documents is limited to authorized personnel in Admissions and Records, Counseling, and Financial Aid. Administrative access to the imaging system is limited to authorized personnel in the Admissions and Records Office, Financial Aid Office, and Information Technology. The Family Educational Rights and Privacy Act requirements are strictly followed (Ev. 3). A student may request access to his/her individual records and may challenge the accuracy of the record or the appropriateness of its retention. A student’s consent is required for the release of records covered by the act. Directory information is clearly defined in the Catalog and released unless the College determines that such release is not in the best interests of the student. Directory information is released to the Department of Defense, if requested, for recruiting purposes. Electronic
records are stored on servers maintained in the Information Technology Department and backed up nightly to a backup server. The backup server is backed up by tape, and the backup tapes are stored in a secured fireproof safe.

**Evaluation**

NVC meets this Standard. NVC maintains hard copy and imaged permanent student records in secure and confidential locations, and those records are backed up regularly. NVC follows established, published policies for release of student records.

**Evidence**

II.C.8-1: Title 5 Regulations on Retention and Destruction of Records
II.C.8-2: Permanent Records Hershey (Electronic Imaging System)
II.C.8-3: Family Educational Rights and Privacy Act