



**2015 Annual Report
Final Submission**
03/30/2015

Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Robyn Wornall
3.	Phone number of person preparing report:	707-256-7192
4.	E-mail of person preparing report:	rwornall@napavalley.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.napavalley.edu/academics/Catalog/Documents/Current_NVC_Catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.napavalley.edu/AboutNVC/Planning/accreditation/Pages/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 6,554 Fall 2013: 6,646 Fall 2012: 6,512
7.	Total unduplicated headcount enrollment in	6,346

	degree applicable credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,194
9.	Number of courses offered via distance education:	Fall 2014: 56 Fall 2013: 52 Fall 2012: 41
10.	Number of programs which may be completed via distance education:	57
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,170 Fall 2013: 1,075 Fall 2012: 988
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70%
14b.	Successful student course completion rate for the fall 2014 semester:	72.1%

15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	425
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	200
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	652	
16b.	Number of students who received a degree in the 2013-2014 academic year:	512	
16c.	Number of students who received a certificate in the 2013-2014 academic year:	211	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	275	
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	334	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes	
18b.	If yes, please identify them:	Certificate of Achievement: CSU General Education Certificate of Achievement: IGETC Certificate of Completion: Environmental Science Certificate of Achievement: LGBT Studies	
19a.	Number of career-technical education (CTE) certificates and degrees:	41	
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	14	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0	
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0	
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:		

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Associate Degree Nursing (RN)	51.38	national	0 %	92 %
Emergency Medical Technician/Paramedic	51.09	national	0 %	91 %
Psychiatric Technician	51.15	national	0 %	83 %
Respiratory Care/Therapy	51.09	national	0 %	91 %
Licensed Vocational Nursing	51.39	national	0 %	71 %

21. 2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Viticulture, Enology, and Wine Business	01.03	0 %	77.5 %
Accounting	52.03	0 %	90 %
Drafting Technology	15.13	0 %	92.31 %
Respiratory Care/Therapy	51.09	0 %	100 %
Registered Nursing	51.38	0 %	92.77 %
Psychiatric Technician	51.15	0 %	86.44 %
Paramedic	51.09	0 %	78.57 %
Paralegal	22.03	0 %	71.43 %
Human Services	44.00	0 %	80 %
Administration of Justice	43.01	0 %	65.38 %
Police Academy	43.01	0 %	90.32 %
Cosmetology and Barbering	12.04	0 %	81.25 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Fall-to-fall persistence (retention) rate	The proportion of students that completed at least one credit course with a grade of A, B, C, CR, or P in a fall term that enroll in at least one credit course the subsequent fall term	45%

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

In 2013, research staff met with the Academic Standards and Practices Committee of the Academic Senate to establish institution-level standards. Standards were based on five years of data, and they were shared with the Planning Committee and the campus community. As part of program review, instructional programs are encouraged to establish program-level

standards, and the institution-level standards are provided to inform the discussion among faculty within the program/discipline. In 2014-2015, NVC produced a Core Indicators Report to communicate the identified standards across the campus community and compare 2013-2014 performance against the established standards. The Core Indicators Report includes the following measures at the institutional level: successful course completion, fall-to-fall persistence, number of degree and certificate recipients, and number of transfers to UC and CSU institutions. The report also provides comparable measures related to the four components of the California Community College mission – spanning career technical education, basic skills, completion, and transfer. The report has been posted on the college website, and the online version summarizes trends over the past three years. NVC has exceeded the institution-set standards since the time they were established.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 825
	b.	Number of college courses with ongoing assessment of learning outcomes: 409
		Auto-calculated field: percentage of total: 49.6
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 47
	b.	Number of college programs with ongoing assessment of learning outcomes: 22
		Auto-calculated field: percentage of total: 46.8
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 18
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 17
		Auto-calculated field: percentage of total: 94.4
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/ProgramLearningOutcomes.aspx
28.	Number of courses identified as	247

	part of the general education (GE) program:	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	54%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	247
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those	31%

	programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>NVC forms an Inquiry Group each year to assess ILOs. Inquiry Groups identify activities to help explore questions that existing data cannot answer and then use a combination of results from those activities (surveys conducted across the curriculum; indirect assessment) and existing data (collected at the course level; direct assessment) to assess student learning and identify areas for improvement. In 2013-2014, two surveys were conducted among subpopulations of students (new students and those who had petitioned for graduation) to assess the "value added" by time spent at the college. The surveys were used to track improvements in information competency and personal responsibility and to identify instructional programs and student learning services that contributed to students' skills in those areas. As part of program review, all programs and services describe how they support the achievement of the college's stated ILOs. ILOs were recently restructured to facilitate alignment of course/program/service outcomes with the ILOs. To increase effectiveness, the college is in the process of combining the responsibilities of the Inquiry Group and the Learning Outcomes Assessment Committee. Inquiry Group findings have been shared with the campus community through flex day sessions and will be posted on the college website.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>As part of program review, all instructional programs complete a matrix mapping course-level outcomes (CLOs) to program-level outcomes (PLOs) . Each CLO-PLO matrix identifies the expected level of skill development (introduction – reinforced – advanced) as well as the method/assignment used to assess the PLO within each course. The resulting maps provide detail regarding skill development as well as the variety of assessment activities across the program. The maps can be used refine assessment activities – by determining the appropriate locations for assessment of each PLO. The maps are also used to identify gaps that can be addressed through curriculum adjustments or changes in assessment activities, including</p> </div>	

revisiting the outcomes statements. The college revised its institution-level outcomes (ILOs) in 2013-2014 to facilitate the alignment of course and program outcomes with the broader ILO competencies. Instructional programs link CLOs and PLOs to the component skills that contribute to ILOs. These linkages can be used to identify individual courses that contribute to ILO attainment and incorporate data collected within those courses into the evaluation of outcomes across the college. Program review requires all programs and services to describe how they contribute to student achievement of the stated ILOs.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37.

The college uses the following approaches to communicate assessment results internally: Assessment results are shared at departmental meetings. Internal planning processes including program review and annual planning and reporting ensure that programs and services describe assessment activities and summarize results on a regular basis. Flex day activities and workshops provide opportunities for sharing effective assessment strategies and communicating results. The Learning Outcomes Assessment Committee produces newsletters highlighting assessment activities and results. The Faculty Coordinator continues a blog dedicated to assessment to share information via podcasts and stimulate dialogue. Internal communications are intended to share effective practices and build connections across the institution. Assessment results are shared with external audiences via the college website. Program review documents and annual institution-level progress reports are posted on the website. A template for reporting PLO assessment results has been developed to create a common structure for reporting results to the public, and a page of the website has been designated for reporting PLO results. The college is in the process of restructuring the Learning Outcomes Assessment Committee to increase communication and effectiveness.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38.

Departments and instructional programs discuss outcomes assessment at monthly department meetings. During program review, faculty and staff are required to summarize results of outcomes assessment as well as the related dialogue. SLO assessment results and dialogue are also recorded in TracDat (both within and outside of the program review year). The Learning Outcomes Assessment Committee (LOAC) has developed a template for faculty to summarize results of assessment at the program level and post those results on the college website. However, completion of the template has not become a widespread practice across programs. At the institutional level, an Inquiry Group is assigned to assess a subset of ILOs each year. Inquiry Groups discuss outcomes assessment across the institution based on information collected through student surveys. Dialogue is structured around results of indirect assessment, supplemented by observations of individual faculty. The college is in the process of restructuring LOAC to include representatives from all instructional divisions – to increase participation and dialogue. During annual planning and resource allocation, unit-level initiatives resulting from outcomes assessment receive a higher score on the prioritization rubric used to determine resource allocations across the institution.

Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

39.

Photography faculty administer pre- and post-surveys in all classes, using the Student Assessment of Learning Gains (SALG). The SALG asks students to report on their own learning and evaluate the degree to which specific aspects of the course have contributed to

that learning. Based on SALG results, faculty in Photography have: o reviewed strategies that increase visual literacy; o revised curriculum to increase emphasis on critique skills; o expanded opportunities for creating matted prints, printed folios, and electronic files; o incorporated podcasts as a graded component of class; and o modified projects to increase understanding of the concept of depth of field and the concept of sharpness. Based on outcomes assessment data, Organic Chemistry faculty modified content delivery to improve students' understanding of the logic underlying synthetic reactions. Faculty observed that students were able to solve synthetic reaction pathways and mechanisms but were unable to demonstrate the reasoning clearly and completely. Content delivery was modified to include the reasoning behind each solution, not just the process.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Considering development of a credit culinary program

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Upper Valley Campus of Napa Valley College
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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