



2016 Annual Report REVIEW

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/15-16%20NVC%20Catalog_06-2015%20bw.pdf |

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| 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 2015: 6,444 Fall 2014: 6,526 Fall 2013: 6,612 |
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015: | 6,080 |
| 8. | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015: | 1,066 |
| 9. | Number of courses offered via distance education: | Fall 2015: 62 Fall 2014: 63 Fall 2013: 59 |
| 10. | Number of programs which may be completed via distance education: | 57 |
| 11. | Total unduplicated headcount enrollment in all types of Distance Education: | Fall 2015: 2,301 Fall 2014: 2,148 Fall 2013: 2,114 |
| 12. | Total unduplicated headcount enrollment in | Fall 2015: 0 Fall 2014: 0 |

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| | all types of Correspondence Education: | Fall 2013: 0 |
| 13. | Were all correspondence courses for which students enrolled in fall 2015 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 2015 semester: | 74.16 % | | | | | | | | | |
| 15. | <p>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. <i>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.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>425</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>200</td> </tr> </table> | | 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 |
| 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 | | | | | | | | | |

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| 16a. | Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year: | 641 |
| 16b. | Number of students who received a degree in the 2014-2015 academic year: | 484 |
| 16c. | Number of students who received a certificate in the 2014-2015 academic year: | 280 |
| 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 2014-2015: | 332 |
| 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 Achievement: Environmental Science Certificate of Completion: Beginning ESL Certificate of Completion: Intermediate ESL Certificate of Achievement: LGBT Studies |
| 19a. | Number of career-technical education (CTE) certificates and degrees: | 45 |
| 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: | 9 |
| 19c. | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | 9 |

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| 19d. | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 44 | | |
| 20. | 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: | | | |
| | CIP Code 4 digits (##.##) | Examination | Institution set standard (%) | Pass Rate (%) |
| Associate Degree Nursing (2 degrees, including advanced placement for licensed vocational nurses) | 51.38 | national | 75 % | 88 % |
| Emergency Medical Services/Paramedic (degree & certificate) | 51.09 | national | 80 % | 80 % |
| Psychiatric Technician (degree & certificate) | 51.15 | state | 75 % | 75 % |
| Respiratory Therapy (degree) | 51.09 | national | 75 % | 95 % |
| Vocational Nursing (degree & certificate) | 51.39 | national | 70 % | 88 % |
| 21. | 2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees: | | | |
| | CIP Code 4 digits (##.##) | Institution set standard (%) | Job Placement Rate (%) | |
| Accounting | 05.02 | 55 % | 73.81 % | |
| Viticulture, Enology, & Wine Business | 01.04 | 60 % | 69.57 % | |
| Business Management | 05.06 | 55 % | 54.55 % | |
| Machine & Machine Tools | 09.56 | 50 % | 63.64 % | |
| Welding Technology | 09.56 | 60 % | 83.33 % | |
| Respiratory Care/Therapy | 12.10 | 70 % | 91.3 % | |
| Registered Nursing | 12.30 | 75 % | 76.19 % | |
| Psychiatric Technician | 12.39 | 75 % | 97.73 % | |
| Paramedic | 12.51 | 70 % | 100 % | |
| Child Development/Early Care & Education | 13.05 | 60 % | 83.33 % | |

| | <table border="1"> <tr> <td>Hospitality</td> <td>13.07</td> <td>60 %</td> <td>80 %</td> </tr> <tr> <td>Human Services</td> <td>21.04</td> <td>50 %</td> <td>76.47 %</td> </tr> <tr> <td>Administration of Justice</td> <td>21.05</td> <td>60 %</td> <td>84.62 %</td> </tr> <tr> <td>Police Academy</td> <td>21.05</td> <td>60 %</td> <td>91.38 %</td> </tr> <tr> <td>Licensed Vocational Nursing</td> <td>12.30</td> <td>70 %</td> <td>66.67 %</td> </tr> <tr> <td>Culinary</td> <td>13.06</td> <td>75 %</td> <td>100 %</td> </tr> </table> | Hospitality | 13.07 | 60 % | 80 % | Human Services | 21.04 | 50 % | 76.47 % | Administration of Justice | 21.05 | 60 % | 84.62 % | Police Academy | 21.05 | 60 % | 91.38 % | Licensed Vocational Nursing | 12.30 | 70 % | 66.67 % | Culinary | 13.06 | 75 % | 100 % |
|---|--|---|------------|--------------------------|-------------------------------|--|-------|------|---------|---------------------------|-------|------|---------|----------------|-------|------|---------|-----------------------------|-------|------|---------|----------|-------|------|-------|
| Hospitality | 13.07 | 60 % | 80 % | | | | | | | | | | | | | | | | | | | | | | |
| Human Services | 21.04 | 50 % | 76.47 % | | | | | | | | | | | | | | | | | | | | | | |
| Administration of Justice | 21.05 | 60 % | 84.62 % | | | | | | | | | | | | | | | | | | | | | | |
| Police Academy | 21.05 | 60 % | 91.38 % | | | | | | | | | | | | | | | | | | | | | | |
| Licensed Vocational Nursing | 12.30 | 70 % | 66.67 % | | | | | | | | | | | | | | | | | | | | | | |
| Culinary | 13.06 | 75 % | 100 % | | | | | | | | | | | | | | | | | | | | | | |
| 22. | <p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Fall-to-fall persistence rate</td> <td>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</td> <td>45%</td> </tr> </tbody> </table> | Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | Institution set standard | Fall-to-fall persistence 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% | | | | | | | | | | | | | | | | | | |
| Criteria Measured (i.e. persistence, starting salary, etc.) | Definition | Institution set standard | | | | | | | | | | | | | | | | | | | | | | | |
| Fall-to-fall persistence 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. | <p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Institution-set standards were established in 2013 by the Academic Standards and Practices Committee which includes representation from faculty, classified staff, and administrators. Since 2014, performance relative to the standards has been monitored annually through the Core Indicators Report (CIR). The CIR includes drill down to measures associated with the mission of California community colleges – including career technical education (CTE), basic skills, completion, and transfer. The CIR is reviewed by the Planning Committee and communicated to the campus community and the governing board. The report is posted on the college website. Program-level standards for job placement and licensure exam pass rates were established in 2015 by faculty and administrators affiliated with CTE programs. Licensure exam and job placement data are compiled each year and shared with CTE programs to monitor performance. In 2016, the process will be refined to cover all CTE programs (including those with fewer than 10 completers in recent years) and to define the process that is triggered when performance falls below any of the established standards. As part of program review, instructional programs are encouraged to establish program-level standards for retention, successful course completion, and degree/certificate conferral.</p> </div> | | | | | | | | | | | | | | | | | | | | | | | | |

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

| # | Question | Answer |
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| 24. | Courses | |
| | a. | Total number of college courses: 623 |
| | b. | Number of college courses with ongoing assessment of learning outcomes 435 |
| | | Auto-calculated field: percentage of total: 69.8 |
| 25. | Programs | |
| | 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 37 |
| | | Auto-calculated field: percentage of total: 78.7 |
| 26. | Student and Learning Support Activities | |
| | a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 16 |
| | b. | Number of student and learning support activities with ongoing assessment of learning outcomes: 14 |
| | | Auto-calculated field: percentage of total: 87.5 |
| 27. | URL(s) from the college | http://www.napavalley.edu/AboutNVC/Planning/SLO/Pages/ProgramLearningOutcomes.aspx |

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| | website where prospective students can find SLO assessment results for instructional programs: | |
| 28. | Number of courses identified as part of the general education (GE) program: | 271 |
| 29. | Percent of GE courses with ongoing assessment of GE learning outcomes: | 66.1 % |
| 30. | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | Yes |
| 31. | Number of GE courses with Student | 86 |

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| | Learning Outcomes mapped to GE program <i>Student Learning Outcomes:</i> | |
| 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 programs (courses) and activities (student and learning support activities). | 54 % |
| 34. | Percent of institutional | 100 % |

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| | outcomes (ILOs) with ongoing assessment of learning outcomes: | |
| 35. | 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 (1,350 character limit, approximately 250 words). | <p>ILO assessment has been conducted by Inquiry Groups composed of faculty, classified staff, and administrators. Inquiry Groups identify activities to help explore questions that existing data cannot answer and then use a combination of results from those activities (most typically, 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. Surveys have been conducted among subpopulations of students (e.g., new students, current students with 20-40 units completed, and those who petitioned for graduation) to assess the "value added" by time spent at the college. The information competency and personal responsibility ILOs were assessed via surveys to identify improvements in students' skills as they spend more time at the college and to identify instructional programs and academic and student support 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. Inquiry Group findings have been shared with the campus community through flex day sessions. Summary reports describing Inquiry Group activities and the findings are posted on the college website.</p> |
| <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. | 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 (1,350 character limit, approximately 250 words). | |

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| | <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 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 to refine assessment activities – by determining the appropriate location(s) 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 revisiting the outcomes statements. 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 to describe how they contribute to student achievement of the stated ILOs. To date, instructional programs have been defined by individual departments (i.e., disciplines) that undergo program review. The college is in the process of evaluating and refining this practice.</p> |
| 37. | <p>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 (1,350 character limit, approximately 250 words).</p> <p>Assessment results are shared internally at department and division meetings and through flex day activities. 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 across the institution. The college has developed a master data set to track assessment activities among courses and programs. The data set is updated regularly and is distributed across instructional divisions to help prioritize and ensure ongoing assessment. 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 -- to expand membership to include representatives from all instructional divisions as well as academic support and student services.</p> |
| 38. | <p>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</p> |

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| | <p>reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>Departments/Programs discuss outcomes assessment at monthly department/division 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 communicate the results of program-level assessment to students and the public. Information reported on the template generates a summary paragraph to post on the college website. The template ensures consistency in the level of detail reported among programs and is tailored for external audiences. At the institutional level, Inquiry Groups have conducted surveys among subpopulations of students, defined by the amount of time spent at the college. They then discuss the survey results to help assess performance related to the ILOs. The college is in the process of expanding the structure and responsibilities of LOAC -- to include representation from service areas and all instructional divisions (to ensure dialogue across the institution and identify common strengths and areas for improvement to inform planning) and to increase efficiencies (by incorporating Inquiry Group responsibilities into the committee).</p> |
| 39. | <p>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 (1,350 character limit, approximately 250 words).</p> <p>The Studio Arts faculty have developed the concept of Visual Literacy, a pedagogical framework to hone students' skills in discerning content, visual language, and effectiveness of images. A 5-point rubric was used to assess students' ability to discern, analyze, and judge the effectiveness of two images. The results were disaggregated based on students' prior experience in other Art courses. While students were able to "read" images, many struggled at judging one work to be stronger or more effective than another. This finding led to curricular adjustments – to provide students with more opportunity for skill development. Faculty have used the Students Assessing their Learning Gains (SALG) survey for students to evaluate the change in their ability "to translate concepts and experiences through images" as a result of taking a Photography course. When the SALG was first used for assessment, 50% of students reported "great gain" in their skills. After more critique work was included in the class, 78% of students reported "great gain." When Digital Arts students were not grasping color theory concepts at a deep level, the unit was restructured into four smaller units, to allow more time to cover the concepts. Subsequent assessment indicated that students achieved higher levels of proficiency in color theory and its application.</p> |

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

| # | Question | Answer |
|------|---|---|
| 40. | Number of submitted substantive change requests: | 2014-2015: 1 2013-2014: 0 2012-2013: 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 and a credit or non-credit brewing program |

Other Information

| # | Question | Answer |
|------|--|--|
| 42a. | Identify site additions and deletions since the submission of the 2015 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 (Culinary program) Distance Education |
| 43. | List all of the institutions instructional sites out of state and outside the United States: | n/a |

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. Ronald Kraft). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify repo](#)

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