

Program Review Summary Pages

Program Review Forum

November 5, 2021

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Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Economics

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

Headcount and Enrollment – For the courses offered, enrollment went up just over 10% while going down for NVC by about 8%

Average Class Size – 34.5 was the average class size for the program, the max capacity is 40 and NVC's average is 24.8

Fill Rate and Productivity – Econ's 3-year fill rate was 88% vs a college average of 81.4%. The three-year program productivity of 18.4 is higher than the target level of 17.5.

Student Equity – The retention and successful course completion rates for African/American/Black, Hispanic, and First generation were higher in Econ than the institution.

Retention and Successful Course Completion Rates by Delivery Mode – The rates for Econ were higher than the institution and very consistent among delivery types.

Fill Rates - Within the Economics Program tend to be higher than the fill rate at the institutional level. Compare program-level rate of 88% to institution-level rate of 81.4% over the past three years.

2. Areas for Improvement:

Econ 100 and 101 courses fill up quickly, look into offering an additional section in the fall and spring.

3. Projected Program Growth, Stability, or Viability:

Stability with the potential for some small growth.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

All three economics courses are transferable to the UC/CSU colleges. Two courses are required for business and accounting majors at 4-year institutions.

2. Assessment of Program's Recent Contributions to Institutional Mission:

This program contributes to the institutional mission with required transfer courses to UC/CSU.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Offering courses in a variety of ways which support students. Also, adjusting to Covid went smoothly.

C. New Objectives/Goals:

Look into offering more sections.

Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: Math Success Center

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

The Math Success Center facilitates the tutoring services via many different forms, including individual or group drop-in or scheduled appointments, various workshops, preparation of students to take mastery quizzes, tests, labs, and other forms of assessment. In addition, at the Math Success Center students have access to computers, online homework management systems, mathematics software, online tutoring, and printing. In the light of the recent pandemic, the Math Success Center has shown a great flexibility in adapting to the new online tutoring environment within three short days in order to meet student's needs.

2. Areas for Improvement:

New tracking software and hardware needs to be researched and implemented at the Math Success Center in order to produce valid reports on student's usage, success, retention, budget and planning needs.

The mathematics faculty expressed a great interest in the expansion of the Mastery Quizzes model in many math courses. Further research, training, and support for implementation is needed to address this need.

Develop a plan to better utilize the skills of the math faculty by integrating the math instructors as a mastery level tutors at the Math Success Center.

3. Projected Growth, Stability, or Viability:

The Math Success Center plays a vital role in supporting students in their mathematics classes. The data in Section I C shows that students that attend the Math Success Center perform significantly better in their math classes. This applies to both in-person and online services. In addition, the Math Success Center will continue to support the math department in implementation of AB-705. The growth in co-requisite courses to support AB 705 implementation will require additional support from the Math Success Center.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Math Success Center is committed and acts as a necessary irreplaceable tool in order to improve student achievement in the mathematics courses. We offer our tutoring services to all Napa Valley College students ranging from the basic skills to the transfer level courses in addition to the career-technical education and training.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The assessment of students using the Math Success Center about their confidence level with the learned material revealed that the vast majority of students (90%) had indicated that they felt more confident with the mathematics material after using the services of the Math Success Center. Data is showing positive results. Students feel more confident about their mathematics skills and perform better on the mathematics assessments in their classes. In addition, students get more in-depth understanding of the concepts and are able to analyze the results on their own. As a result, learners felt more confident and independent in their studies and gain necessary skills needed to succeed in the college level mathematics course. To summarize, the Math Success Center provides the necessary tutoring assistance in order to improve student achievement and help students achieve their goals: career training, transfer, or certificate.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Math Success Center provides the necessary support with the implementation of AB-705 legislature in the mathematics courses, including the Mastery Quizzes, various workshops, one-on-one or group tutoring sessions, access to the mathematics software, and many more. These efforts serve as an impressive aid in order to engage and increase student achievement and completion of educational and job training goals.

C. New Objectives/Goals:

Increase NVC student achievement and completion of educational and job training goals;
Engage NVC students and assist in their progress towards educational and job training goals;
Strengthen the connection between math department and the Math Success Center

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Counseling

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Retention rates and successful course completion rates higher than institution
- Higher retention rates and successful course completion rates amongst student equity groups
- COUN program learning communities that focus on the retention, persistence and success of Black/African American, Latinx and first generation students
- COUN courses build a sense of connection to the campus
- Diverse teaching faculty who create a supportive learning environment
- Counselors continue to develop professionally through trainings centered around culturally responsive pedagogy

2. Areas for Improvement:

- Increase average class size
- Reflect on number of sections currently being offered
- Improving these areas may be difficult due to social distancing and being in a fully online environment
- Reflect on courses taught in multiple is special programs and learning communities to see if we are preventing students from special programs due to having completed required class in a different program. May be a non-issue

3. Projected Program Growth, Stability, or Viability:

Stability: The COUN program is in a state of stability which is described as “a program that is consistently strong and currently thriving.” Although the COUN average class size and fill rate are below the institutional level, this is well explained in the program reflection in each of these areas. COUN continues to see its level of retention and successful course completion rates higher than the institutional level.

B. New Objectives/Goals:

- Update COUN 110 and 111
- Increase average class size and fill rate
- Improving these areas may be difficult due to social distancing and being in a fully online environment

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: English as a Second Language

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enrollment in the ESL Program increased over the past 3 years
- Overall, the ESL courses show retention and course completion rates that are quite high.
- The retention and successful course completion rates among all three groups remain high.
- Curriculum has been completely rewritten and updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included 3 new adjuncts.

2. Areas for Improvement:

- Continue to increase class size in all our sections.
- Continue to promote our classes in a variety of areas including social, outreach, flyers, etc.
- Increase our fill rates within the program.
- Work to increase headcounts in our credit and mirrored courses.

3. Projected Program Growth, Stability, or Viability:

- The retention rate for the ESL Program was higher than the rate at the institutional level though without statistical significance.
- In response to the Program's implementation of AB 705 which led to significant curricular revisions, we expect that program will grow due to program mapping and clear pathways, mirrored classes, self-placement, new partnerships, and support services.
- We have written 4 certificates for NC students to be eligible to obtain and we are currently working on drafting ones for the credit courses.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- Continue to grow all ESL classes, including modifying the ABEN curriculum
- Increase course advertisements
- Identify resources to support ESL students with online learning
- Continue to write more certificate for credit and noncredit courses

- Explore curriculum development on ESL computer literacy
- Explore curriculum development and certificates for inter-disciplinary programs (e.g. ESL & Viticulture, ESL & Business, ESL & Psychology, etc.)
- Use StarFish early alert system to improve retention
- Reach out to high schools, local colleges and additional consortia members to advertise our ESL classes

2. Assessment of Program's Recent Contributions to Institutional Mission:

- NC Course Certificates to better serve community members
- Provide a pathway with our updated mirrored curriculum to better offer open-access to Career Development and College Preparation
- Continuously evaluate and improve recent curriculum modifications and the Self-Placement tool

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Continued work with local educational partners (NVAE, PUC, Puertas Abiertas, UpValley Family Centers, etc.) to promote educational opportunities and prepare incoming students for college success.
- Expand our Equity services to better support ESL students from all backgrounds, including ranging work and study skills
- Maintain collaboration with community members and civic partners who make up our Consortia
- Create a more approachable pathway for students to receive Academic ESL courses to complete educational and job training goals

C. New Objectives/Goals:

- Explore possibilities to work with other programs to offer interdisciplinary certificates
- Hire additional ESL Support Specialists
- Strengthen the relationships between ESL, the Writing Center and English Department
- Identify additional avenues and funding for course advertisement and promotion
- Work with the Division and Counseling to draft greater educational plans for incoming International (F-1 Visa) students, especially ones with lower levels of English proficiency

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Spanish

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enrollment in the Spanish Program increased over the past 3 years, where those same areas have decreased across the institution.
- Most of the Spanish courses show retention and course completion rates that are quite high, and significantly higher than those of the institutional level.
- Curriculum has been updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included adjuncts for 2 new adjuncts.
- Online classes have high successful course completion rates.

2. Areas for Improvement:

- Average class size in our program decreased at the same level as the institution, although our average section size tends to be smaller than the average section size of classes across the institution.
- Fill rates are lower than those of the institution.
- Successful course completion of Black/African American students was lower than that of the institution.

3. Projected Program Growth, Stability, or Viability:

- Headcount and enrollment have increased over the past 3 years.
- Retention and successful course completion rates average about the same as the institution.
- Online course completion rates were especially high for Span 120 (higher than in-person classes)

B. New Objectives/Goals:

- Continue to grow all Spanish classes
- Advertise courses to Hispanic students in order to grow our Heritage Speaker Program.
- Update curriculum for Spanish 130 and 131.
- Explore curriculum development on interpretation and translation
- Use StarFish early alert system to improve retention
- Hispanic/Latino/Latinx/Latin American culture and civilization curriculum
- Reach out to high schools to advertise our Spanish classes and Study Abroad programs.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Modern Languages**

Term/Year of Review: **Fall 2020**

Summary of Program Review:

A. Major Findings

1. Strengths:

- Enrollment within the Modern Languages Program remained quite stable over the past 3 years (decreasing by only 0.5%), which is significantly less than the enrollment decreases in the institution. Enrollment in Italian has increased, and we offered a new level of Italian (Italian 121). Enrollment in ASL 120 has also increased.
- Retention rates among Black/African American students was higher than the rate at the institutional level.
- Curriculum has been updated recently for most courses.
- Assessments have been regular and thorough.
- New hires included adjuncts for Italian and ASL, and one returning French instructor.

2. Areas for Improvement:

- Better marketing and promotional activities Increase online offerings in French and/or be more strategic with scheduling options
- Monitor retention rates for Hispanic and First-Generation Students and for French and Japanese classes

3. Projected Program Growth, Stability, or Viability:

Our courses have mainly held stable, and we are now looking at the opportunity to add new levels of both French and Italian classes. Expanding online and hybrid course offerings is helping us reach more students and expand enrollment.

B. New Objectives/Goals:

- Continue to grow the upper levels of our Italian and French classes.
- Write curriculum for a second level Japanese class.
- Potential development of Mandarin curricula and/or other languages

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study Under Review: **Philosophy**

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

Strengths of the Philosophy Program are:

- **Faculty.** Hired a full-time tenure-track Humanities/Philosophy faculty member in 2019 who will continue to teach philosophy courses. Hired an additional part-time faculty member in 2020.
- **Teaching Styles.** Philosophy instructors at Napa Valley College are innovative, knowledgeable, and engaging. They use a number of transformative teaching approaches to bolster student interest and success in course completion (Socratic seminars, brave space, group projects, creative methods for Midterm and Final projects and papers).
- **Equity and Inclusivity:** There has been an increase in the enrollment of Indigenous, African-American, Asian-American, Pacific Islander, LatinX, and first-generation college students since 2015. The course completion rates match the institution-wide rates.
- **Student Support.** The Feminist Philosophy Club, and instructor willingness to meet with students outside of class.
- **Marketing.** Digital and printed flyers have increased student awareness of available philosophy courses.
- **Retention and successful course completion** rates exceed the corresponding institution rates.

2. Areas for Improvement:

There are fourteen recommendations to ensure the Philosophy Program continues to grow and thrive for the next three years.

- Improve the Philosophy Department web presence.
- Increase marketing via digital and printed flyers. Incorporate three-minute video

introductions to courses that will be offered the following semester.

- Increase the guest speaker budget for faculty and adjunct instructors.
- Ensure that Philosophy courses are always offered during summer sessions.
- Offer Philosophy courses at local High Schools.
- Review and revise COR's and CLO's. Write new CLO's if they are duplicated on multiple courses.
- Develop and implement legal and medical field emphasis options. Or, work with campus counselors to reach out to pre-med and pre-law students.
- Continue to monitor enrollment by equity group data. Determine if the current courses bring growth in enrollment among equity groups.
- Add additional courses in two years if enrollment grows by 10% in the most popular courses.
- Encourage Philosophy faculty members to attend and present at the American Philosophical Association conference and other conferences of interest in the field.
- Reach 100% course assessment.
- Build up course offerings to increase enrollment back to the levels we saw in the data from 2017-2018 and prior years.
- Monitor and improve fill rates and productivity.
- Increase part-time faculty pool.

3. Projected Program Growth, Stability, or Viability:

Viability

B. Program's Support of Institutional Mission and Goals

Napa Valley College Mission Statement. Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes (Napa Valley College Website. Approved BOT. 2012).

Philosophy Department Mission Statement. The mission of the Philosophy Department is to educate students in the principles and methods of philosophical inquiry; facilitate rigorous critical thinking based on logic and empirical investigation; promote mental agility and alacrity; provide understanding of the crucial role of philosophical tools applied to all social, political, religious and academic discourse; instill a passion for learning; engage students in a life-long

quest to become healthy and whole individuals in body, mind, soul and spirit; and empower students to live the classic Good Life (Philosophy PEP Report. 2015).

1. Description of Alignment between Program and Institutional Mission:

The mission of the Philosophy Department serves the mission of the college by educating students to think critically in all areas of human activity, both academic and non-academic. With a philosophy background, students are well-prepared to pursue a career in a diverse, dynamic, and interdependent world. Studies show that Philosophy students score higher on law and business school entrance exams. The knowledge and practice of sharing wisdom that students gain in philosophy courses, offers our students a solid foundation in critical thinking and decision-making.

Studies show that Philosophy students attain among the highest law school LSAT scores among all other undergraduate majors (Daily Nous, 2015). See the research results here:

<https://dailynous.com/value-of-philosophy/charts-and-graphs/>

Philosophy majors score on average higher on the GMAT (graduate management admission test) than students with any other social science or humanities major (Daily Nous, 2015).

2. Assessment of Program's Recent Contributions to Institutional Mission:

The Arts, Humanities, & Philosophy Department hired a full-time tenure-track Humanities/Philosophy faculty member in 2019. An additional adjunct faculty member was hired in 2020 for a total of two adjuncts who have been teaching philosophy courses in the fall, spring, and summer semesters. Philosophy instructors are innovative, knowledgeable, charismatic, and engaging. They are well versed in the long standing texts and teaching methods common in philosophy. The instructors in the philosophy program have dynamic approaches to teaching and sharing a love of knowledge. Philosophy instructors at Napa Valley College are dedicated to developing culturally responsive pedagogies to support the growing student interest in philosophies of social justice, feminist philosophies, and non-Western philosophies. The hiring of Philosophy instructors who will prepare students for roles and careers in a diverse and dynamic world, demonstrates alignment with the Napa Valley College Mission.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

NVC Institutional Strategic Plan Goals

1. Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success

2. Engage NVC students and assist in their progress towards educational and job training goals
3. Increase NVC student achievement and completion of educational and job training goals
4. Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices
5. Ensure the fiscal stability of NVC as a community-supported district
6. Enhance collaboration between NVC and community and civic partners (NVC Strategic Plan 2018-2023)

The recent program activities that promote the goals of the institutional strategic plan and other institutional plans/initiatives are listed below.

- The course learning objectives are in alignment with the NVC Mission and the Strategic Plan. This was determined in an in-depth review of the Philosophy assessments in PHIL 120 (2011, 2014), PHIL 121 (2014), PHIL 125 (2014), PHIL 126 (2014), PHIL 127 (2019- 2020), PHIL 128 (2015-2016), PHIL 131 (2017-2018), PHIL 133 (2020), PHIL 134 (2014, 2017, 2018) and PHIL 137 (2019-2020).
- The instructors who assessed their courses in 2020 noted that philosophy courses in particular, offer our students a solid foundation in critical thinking and decision-making. These skills will benefit a student pursuing any career or educational goal.
- The philosophy department demonstrated a commitment to equity and inclusivity by offering PHIL 137 Comparative Religions, PHIL 134 Philosophy of Religion, PHIL 133 World Philosophy, and the new course PHIL 127 Feminist Philosophy. These courses in particular, highlight the voices and contributions of women, LBGTQIA, intersectional feminist, and non-western philosophers.
- There has been an increase in the enrollment of Indigenous, African-American, Asian-American, and LatinX students.
- Courses offered by instructors dedicated to culturally responsive and community responsive pedagogy further the institutional goal to keep the college in alignment with the community.
- Philosophy courses currently offered also ensure the fiscal stability of the college and the students who will go on to have successful careers.

C. New Objectives/Goals:

- **Web Presence.** Currently the Napa Valley College website has at least two places where students can find information on the Philosophy Program. These two locations are not consistent. The information should be reviewed annually and kept up to date. Delete the following link and add the degree information below:

<https://www.napa valley.edu/academics/ARAH/Pages/AADegreeinHumanitiesandPhilosophy.asp>
[x](#)

“AA Degree in Humanities and Philosophy. This degree focuses on studying and analyzing the interplay of significant philosophical, artistic, historical, political, religious, and cultural issues. Students will have a historical understanding of major civilizations and cultures, both Western and non-Western, as well as an understanding and appreciation of the contributions and perspectives of prominent intellectual women and men, including those of ethnic and other minorities. To complete this AA degree, a student needs to accomplish 9 units in Humanities plus 9 units in Philosophy, for a combined total of 18 units. Humanities Learning Outcomes On-line NVC Catalog AA Humanities and Philosophy For more information, contact: Dr. Sharon Gocke Janet Stickmon. (Napa Valley College website)”

Rationale for this suggestion: This information is out of date. Degree has been archived.

- **Marketing.** The Division Secretary designs flyers for courses (especially those courses with low enrollment). I suggest that the Division Secretary creates flyers for every Philosophy course over the course of the next three years. The goal will be to boost enrollment as well as ensure that students are aware of the Philosophy Program and the Humanities and Philosophy AA Degree. I also suggest that the instructors of Philosophy courses create and share two - three minute videos with an introduction to the classes that will be offered in the following semester. These videos can be posted in the current Philosophy courses. For example, in PHIL 133 World Philosophy I could post an announcement and share an upcoming summer course such as PHIL 126 or PHIL 128. Video introductions to courses that will be offered in the Fall 2021 can also be posted.
- **Guest Speaker Budget.** Philosophy instructors have expressed a desire for an increase in the guest speaker budget. Adjunct faculty members frequently have very little if any funds available to secure a guest speaker. Bringing in experts keeps the class vibrant and interesting.
- **Summer School.** Offer at least one philosophy course every summer session. In reviewing the enrollment data, it became clear that the courses with the highest enrollment at year end were offered every semester and/or had multiple sections offered. This has definitely decreased over the years for reasons that are understandable. It is probably not time to offer two sections of a philosophy course each semester. However I suggest a Program Goal is that we work to offer PHIL 120, PHIL 121, PHIL 125, PHIL 130, PHIL 133, and PHIL 134 every semester by the time we are scheduled to complete another Philosophy Program Review.
- **Philosophy Courses Offered at Local High Schools.** I believe students at New Technology High School would be excellent candidates for a philosophy course. Prior to the Covid19 pandemic, faculty members have been teaching Napa Valley College courses

at local highschools throughout the NVUSD. Napa Valley College has an excellent relationship with New Technology staff and students. Many New Tech students continue their education after graduation from High-School at NVC as they prepare to transfer to a four-year institution. I have found that the students who enrolled in Humanities courses at New Tech often return to take HUMA and PHIL courses at NVC because they are familiar with the instructors. Even if faculty members are not able to teach at New Tech due to time or distance constraints, it would be wise to share the flyers and videos for the upcoming philosophy courses with Jeannette Cherington. The administrator at New Technology High School. She is often willing to take a headcount in advance of the semester, just to see what students are interested in the course. The potential for offering Philosophy courses at American Canyon High School can be explored.

- **Revise CLOs.**
- **Law and Medical Field Emphasis Options.** The Philosophy Programs at UC Davis and UC Berkeley are taking advantage of data that shows philosophy majors score on average “higher on the GMAT than other students with any social science or humanities major. Students who are pre-med or pre-law will most likely transfer to a four-year college and declare a major in a variety of fields. An additional option is to reach out to Hope Scott in counseling and ask if they could begin to suggest Philosophy courses to students who have expressed an interest in pursuing a law degree in the future. We do not have pre-law students per se at Napa Valley College. Counselors could help us locate the students who are pre-med and pre-law, and suggest Philosophy courses.
- **Enrollment by Equity Group Data.** Offer counter narratives to the myth that philosophers and the study of philosophy is reserved for people with European heritage and values. If philosophy is defined as a love of knowledge, then that love exists among all cultures. Many institutions have found that there is great student interest in the following types of philosophy courses; Philosophy of Food, Philosophies of Non-Violence, Philosophies of Death and Dying, African Philosophies, Native-American Philosophies, Islamic and Sufi Philosophies, Asian and Pacific Islander Philosophies, Embodied Philosophies, Eco-Philosophies, and Philosophies of Social Justice. In the Spring of 2020 and the Spring of 2021, I incorporated embodied, ecological, African, and Native-American philosophies along with the standard content offered in PHIL 133. If growth is demonstrated in the Philosophy Program over the next two years, it would be wise and in alignment with Solano Junior College, Laney College, UC Davis, and UC Berkeley to offer an additional course from the list above or **from the courses suggested by Gocke as classes that could be proposed Associate Degree for Transfer courses.**(PEP Report, 2015, Page 84 of 88).
 1. **PHIL 122 Reading and Composition through Philosophy**
 2. **PHIL 132 Literature and Philosophy**
 3. **PHIL 135 Film and Philosophy**
 4. **PHIL 136 Love and Sex in Philosophy**

- **Projected Growth.** If enrollment in Philosophy courses can grow 10% in the next two-three years, the Program Coordinator can consider adding courses and increasing the part-time faculty pool. Students are drawn to enroll in courses by the titles, by word of mouth, for their major, or knowledge of the instructor. There are of course other reasons but these courses look interesting and from what I can see, they were not offered since the faculty member who was planning to teach the courses retired in 2018. The number of students enrolled (headcount) in the Philosophy Program decreased by 51.2% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the Philosophy Program decreased by 53.8%, while enrollment across the institution decreased by 8.3%. These numbers are alarming but we must take into consideration the retirement of Professor Gocke. Her absence after her retirement and the year following her departure, the department hired a new faculty member. As the current three instructors in the Philosophy Department take on more classes, the Philosophy Program should naturally grow back to more robust and sustained enrollment numbers.
- **Professional Development.** Encourage Philosophy faculty members to attend and present at the American Philosophical Association conference and other conferences of interest in the field. We can remind faculty to apply for a reimbursement through the Professional Development Committee.
- **Retention Rates.** Improve retention and course completion rates for all courses. Monitor PHIL 131 and 137 as they were significantly lower than the program-level rate.

Support Program(s) under Review: Transfer Center

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Serves as the hub for transfer services and resources for the NVC campus community.
- Strong collaboration with support programs and Counseling Division.
- Facilitate College and University Representative advising appointments/workshops.
- Coordinate and provide specialized on-campus tours of local 4-year institutions.
- Proactive communication to NVC students and staff via: email, social media, electronic billboard, NVC monitors, sandwich boards, flyers, bulletin boards, NVC online newsletter (Friday Extra), and website.
- Present workshops/open labs on specific transfer related topics (intro to transfer, transfer admission guarantee, transfer application, etc.)
- *** add something about equity workshop promotion*

2. Areas for Improvement

- Increase staffing to 100% Administrative Assistant and 50+% Coordination release time.
- Streamline collaboration and data collection of transfer services with student support programs to enhance student's awareness and accessibility to transfer information.
- Improve accessibility of transfer services by assessing the needs of part-time and evening students.
- Strengthen collaboration with outreach task force related to high school dual enrollment and adult education programs.
- Strengthen collaboration with faculty and disciplines to engage and promote transfer services.

3. Projected Growth, Stability, or Viability:

Stability

B. New Objectives/Goals:

- Establish a formal Transfer Center Advisory Board on campus that meets regularly as required by Title 5. The role of the advisory committee is to make recommendations and provide direction for the planning and implementation of the new and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.
- Transfer Bound program will be a networking group for NVC transfer students to support each other and to connect about the transfer experience. Students will be encouraged to discuss obstacles, opportunities, resources, and experiences regarding the transfer process. This group will be an opportunity for students to build connections, improve soft skills, and build confidence in transferring. The Transfer Center will seek to collaborate with student clubs, student support programs and Welcome Center's student ambassadors to promote.
- Transfer Center CANVAS pilot project: invite student support programs and NVC students enrolled in current counseling courses to join the Transfer Center's CANVAS page. This page will contain information about the transfer process to 4-year institutions, transfer updates and upcoming activities. This will supplement the ongoing efforts and collaboration with OIA's Friday Extra and social media, electronic billboard usage, and Transfer Center's social media platforms. Currently, we reach out to all students via email or text message a few times per semester, but this would allow for regular updates.
- Re-imagining workshop engagement by filming the introductions of our presentations and posting them on the Transfer Center's website to increase our online presence and availability of transfer information to a wider student base.
- Increasing online presence and accessibility to the services that the Transfer Center provides. We began utilizing ConexED's platform, Cranium Café, to connect with students online in March 2020. Students may create appointments with a Counselor or Student Affairs Specialist; access the "knock on door" live chat feature to receive assistance (just like going to the office front desk). Currently, the Transfer Center workshops are presented via the "Classroom" feature on Cranium Café.
- Revitalize the Transfer Advocate Program. NVC's Advocates and Champions for Transfer Success (ACTS) is a collaborative and inclusive program furthering NVC's commitment to providing support and guidance towards student transfer pathway completion. This is a support network of mentors for transfer students.

Support Program(s) under Review: Library Services: Instruction

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- A robust information literacy instructional program which includes a one-unit online LIBR 100 “Becoming a Skilled Researcher” class;
- a wide variety of workshops available through the Library Success Center link in a self-paced open Canvas format;
- as well as librarian-led format over ConferZoom and/or in-person when allowed.
- several information literacy modules, open to the public, on the Library’s SharePoint website under the “How to Do Research” link;
- outreach to students is through reference services, providing students one-on-one personalized research help;
- collaborative work by Librarians with all departments on campus, providing just-in-time classroom instruction, tailored to specific assignments and course requirements;
- quality Library staff, including the faculty, the administrators and the classified professionals;

2. Areas for Improvement:

- more qualified and dedicated full-time librarians;
- and an additional full-time tenure-track collection strategist librarian is highly recommended.

3. Projected Growth, Stability, or Viability:

The instructional portion of the program plan places the library in stability. Adequate staffing at both the paraprofessional and professional levels is a necessary component to move the library out of the stability stage.

B. New Objectives/Goals:

New Objectives and Goals for the library are tied to adequate support for increased personnel and library materials. It would be a futile endeavor to think that the library could continue to function as it has in the past without substantial fiscal support to maintain and enhance its role in student success. With college administrative support we envision a full offering of required information literacy curricula from the McCarthy Library. The curriculum, taught by library faculty, would be a co-requisite for other college courses; these co-requisites could be workshops, or the existing credit-bearing course focused on IL, Library 100. This approach would necessarily require adequate staffing—full-time librarians devoted to instruction, with supplemental support adjunct teaching librarians to teach the workshops and/or the credit-based course sections, depending on enrollment.

[Program Review Summary Page](#)

For Instructional Programs

Program or Area(s) of Study under Review: Library (Instruction)

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

The McCarthy Library has been well-placed to offer online services to our students with the development and expansion of its digital infrastructure. Beginning in 2009, several online information literacy modules were developed and placed on the Library’s SharePoint website. These modules were freely available to all, and required no special sign-in. In addition, digital “Tips of the Week” were begun in 2011 and have continued to the present time, alerting students, faculty and staff to important featured library resources. With the advent of the 2015 ACRL Framework for Information Literacy Instruction and the concomitant move from Blackboard to Canvas CMS, the instructional pathway was created with the development of a LIBR 100 course, “Becoming a Skilled Researcher”. All the while, each year, the library has endeavored to increase its database holdings to now over 48 databases. We are currently working to boost our e-book platforms through EBSCO’s GOBI. This year, the hiring of a new Library Director has brought a sea change to how the library is perceived and its immense untapped potential as a educational partner campus-wide. We have launched social media sites on Twitter and Instagram, boosting a following of the library that extends far beyond our digital newsletter’s radius. In Spring 2020, the library began an online partnership with the English Department to provide information literacy materials for their newly constructed English Research Lab on Canvas. This resource, which will be used by English 120 instructors as they teach a one-unit research class, will be maintained, and updated by NVC librarians. The curriculum, taken from the LIBR 100

modules, replaces the Bedford St. Martin canned information literacy course, with “home grown” modules, based upon the holdings unique to the McCarthy Library. Each module has embedded videos with lessons taught by librarians. This ensures that a greater number of students benefit from information literacy instruction aligned with the ACRL Framework. Past anecdotal information from students who took the course reveal that students found it extremely valuable and many had wished they had been able to take the class earlier in their college career, had it been available. A good deal of information literacy instruction occurs in one-off sessions requested by instructors throughout the campus. Librarians tailor their instruction to meet specific assignments assigned by discipline faculty experts. From a library orientation, to an introduction to databases, effectively evaluating websites, learning to use MLA and APA citation styles, library instruction runs a wide gamut. We are particularly proud of our outreach to instructors and students in STEM courses, MESA, and English, to name a few.

2. Areas for Improvement:

The Library is poised to undergo a major change in its' professional library staff. In August, a long-time tenured librarian retired, and we anticipate our second tenured librarian will retire no later than May 2021. The library has hired two part-time adjuncts (for a total of 18 hours per week) for fall 2020. The newest adjunct was onboarded in October 2020. The multifaceted and unique expectations for a library faculty for such engagement across the college require two full-time, tenure-track librarians at the very least. A third Collection Strategist Librarian to gather, access, and analyze qualitative and quantitative data and contribute to the strategic allocation of Library resources is key, especially in aiding the Library judiciously develop its collections in an environment of change in scholarly communication and publishing. Title 5 §58724 of the California Code of Regulations contains minimum standards for numbers of library faculty based on yearly full-time equivalent student enrollments. Per these standards, there should be 3 faculty librarians for colleges with FTES = 1,001- 3000. The McCarthy Library currently does not meet Title 5 Regulations, and this deficit continues to adversely affect library instruction and reference services. To ensure the library's successful contributions to student success, adequate staffing, both professional and classified, needs to be allocated to the library. It is recommended that two full-time librarians be hired, one with a focus on information literacy teaching, curriculum development and assessment. The second librarian position should be a systems librarian position. A systems librarian, with requisite information literacy instruction experience and ongoing responsibilities, is needed to fully develop and maintain the instructional and library services platforms supporting library resource discover and information literacy instruction. The Collection Strategist librarian is needed to guide evidence-based processes by developing content acquisition, format choice, location, and assessment strategies; design methodologies that promote best practices in making informed collection development and management decisions and conduct regular use reviews. It is beneficial that a Director of Library Services (an administrative position) has recently been created, a position which did not exist before. The Upper Valley Campus has been without a professional librarian and library support staff for many years, relying instead upon volunteers to staff and maintain the library. Librarians at the main campus have been able to provide a small amount of assistance, but more is needed as the Upper Valley Campus becomes reinvigorated with new programs and services. Not only will the shared use partnership with the City of St. Helena to occupy part of the campus inject a new influx of people at the UVC campus, but so too will a more advanced cooking school program, additional ESL classes, expanded community education classes continue to put increased demands on the

UVC Library. Maintaining the UVC library will help ensure that we can sustain and enhance community education programming and events and fulfill our mission of providing quality educational resources and information literacy instruction.

3. Projected Program Growth, Stability, or Viability:

The need for additional librarians will continue into the future as the need for students to become better and more sophisticated users and consumers of information is great. It is especially important for our students to develop their critical thinking skills to filter out “fake” stories and to participate in the democratic political process more effectively.

B. New Objectives/Goals:

With the success of the Library’s LIBR 100 course the library is poised to develop more information literacy modules devoted to particular disciplines. We endeavor to create a “Researching in the Sciences” Canvas course, along with a “Conducting Historical Research” course. In addition, we are considering partnering with our Viticulture Program to tailor a special research course for those pursuing viticulture and enology, a high-demand field of study in the Napa Valley.

Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: **Library Services**

Term/Year of Review: **Fall 2020**

Summary of Program Review:

A. Major Findings

1. Strengths:

- Library's digital collections (e-books, databases, streaming media) are a key, if not primary strength of the NVC Library.
- Research/reference consultations are a strong and needed service especially as the library continues to operate primarily online.
- Quality of staff
- New Technology: refresh of the technology our ability to offer new and reliable technology to our students

2. Areas for Improvement:

- Expand facilities and onsite collections and services to support student success.
- Redesign spaces in the library to include places for knowledge creation and collaboration (active, open, and visible exhibition and multi-media presentation and production spaces, makerspaces, etc.)
- Strong outreach via social media, educating faculty and staff across the college about the Library-as-place will be exceedingly important to reverse the decline in onsite services.
- Expansion to include weekend hours in the next few years to meet the needs of projected on-campus residential student needs.
- Strengthen the Library's collection of textbooks Provide print textbooks including multiple copies of textbooks for highly enrolled gen ed courses) for loan especially is a major equity issue. Continue to evaluate (for relevance) the collection of general circulating print books
- Create a well-defined collection development policy for print book acquisitions and weeding
- Update technology for self-service printing/scanning Update technology for the group and individual study rooms to adequately support digital collaboration and multi-media use.
- Better integration of instructional offerings, information literacy workshops, LibGuide resources into the overall curricula. Strongly support College's General Education Learning Outcome related to information literacy

3. Projected Growth, Stability, or Viability:

- Based on pre-2020 (and pre-pandemic usage), there are notable declines, and the Library can only be considered in a state of “Viability”. However, usage of online collections has exponentially grown and online services as measured at the end of Spring 2020 indicate consistent demand and support to meet that demand pointing to a state of “Stability” for a portion of the services.

B. New Objectives/Goals:

1. Strengthen the collections in support of curricular needs
2. Upgrade technology and facilities supporting informal learning spaces (study rooms etc.) and services
3. Strengthen information literacy instruction supporting the English 120 curricula
4. Strengthen information literacy across the curriculum through enhanced provision of library instructional resources
5. Strengthen discovery of reliable, authoritative digital and print information resources, to support information literacy and overall academic achievement
6. Strengthen the value of the “Library as place”
7. Seek cross-discipline collaboration and partnerships

Program or Area(s) of Study under Review: Physics and Astronomy

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- Physics for pre-health students shows **increased** enrollment.
- Productivity **increase** starting in 2018-2019.
- Over the past three years, the retention rate for the Physics Program was **significantly higher** than the rate at the institutional level.
- Over the past three years, the successful course completion rate for the Physics Program was **significantly higher** than the rate at the institutional level.
- Successful course completion rates were **higher** than the rates at the institutional level among all three studied equity groups. The differences among Hispanic and First-Generation students were statistically significant.
- The number of AS-T degrees conferred by the Physics Program **increased by 140%** between 2017-2018 and 2019-2020
- **100%** of physics and astronomy courses have **SLO** measurement in 2016-2020
- High Fill rates for ASTR 110 when compared to Institutional level.

2. Areas for Improvement:

General education: Continue monitoring success of new adjunct faculty and fill rates. Consider if appropriate number of sections are being offered.

Physics laptops and computer lab need refreshment.

3. Projected Program Growth, Stability, or Viability:

The physics program is stable. For astronomy, the program is stable; however, there is some room for growth if we reach out to students.

B. New Objectives/Goals:

Continue asking for laptop/computer refresh

Investigate whether a one credit physics calculus supplement would be beneficial addition to General Physics program.

Consider adoption of more open resources for equity purposes.

Bring back Observation Nights to increase visibility of Astronomy. This activity would also serve as outreach for Astronomy and other related programs.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Dance**

Term/Year of Review: Fall 2020

Summary of Program Review:

The dance program has been organized around the new AA Dance local degree. This degree provides a comprehensive foundation in Dance. The Associate of Arts (AA) degree in Dance will provide knowledge and skills that can be applied to a variety of educational and vocational pathways. The new dance degree prepares students for CSU/UC transfer, independent, and/or out-of-state four-year institutions with four-year dance programs, and potential candidacy for graduate studies in Dance. It also provides continuous training and preparation for performance artist and preparation for teaching at a private studio. Professional preparation for Choreographer. Professional preparation for dance critic, dance manager, dance promoter, director of a dance company. Some examples of educational pathways are Performing Arts and Dance Sciences when supplemented with Theater Arts or Kinesiology curriculum. Examples of vocational pathways in Dance are: Supplemental degree for therapist/art therapist, studio owner or company director. We recognize we have work ahead of us to re-establish the momentum for the department and the program review will reflect this.

A. Major Findings

1. Strengths:

New dance degree. This new degree is a local AA in Dance in which students can personalize their electives to attain their goal; transfer, double-major (i.e. World Cultures and Dance, Theater and Dance, Dance and Art therapy with Psychology major, etc.), performance, dance physical therapy/science.

Two new GE "C" Humanities online theory courses: Dance Appreciation and Dance History. Asynchronous courses will appeal to and allow busy students to attain one of the GE requirements.

All curriculum has been updated to include hybrid and online options.

Creation of families of courses: allows for logical progression of skills, appeals to dancers that have trained outside of NVC who do not want to join at entry level, allows transfer students to keep training before they go on to complete their 4-year degree.

New technique offerings: World Dance, Contemporary Dance and Broadway Jazz. These new courses will rotate into the schedule one time every 4th semester, or may be used for specialized short-term semesters such as Summer or Winter Break. Allows dance students to expand their cultural understanding of dance and diversify their skills. Will be a great way to connect with existing student and community groups.

Current outreach: the annual dance degree has been effective at increasing visibility to the program and participation in Napa High School's dance day is assisting in networking.

Continuous advocacy for CSU transfer degree.

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2. Areas for Improvement:

Outreach:

- Work with counseling department to encourage students to declare major early and create marketing and incentivization at the program level to encourage students to declare major early and follow guided pathways educational plans.

- Develop a plan to reach the numerous students that expressed interest in Dance in their CCCApply applications and NVC registration forms,

- Work with or align with existing campus groups to foster intrinsic relationships that guide schedule build,

- Work with Office of Academic Affairs to develop social media, marketing and promotional plans for courses and degree.

- Create small specialized certificates of completion. An example would be a certificate for the aspiring dance studio owner/teacher and could include small business courses.
- Work with Admissions department to encourage early enrollment during registration

3. Projected Program Growth, Stability, or Viability:

Stability to Viability:
Plagues, tempests, fires, earthquakes and incendiary politics aside, the dance program is stable and poised to meet the demands of current and future students alike. The degree was approved in 2017, revised in 2019, and is continually developing. The first wave declared majors have graduated last spring. Curriculum is also evolving to address campus needs such as creating the much in-demand need for online courses that fulfill the C section of GE. To recap from above- The outlook for the next three years will involve marketing and outreach, strategic and judicious schedule builds, campus and local relationship-building and collaboration, and incentives and motivation for early declaration of the dance major.

B. New Objectives/Goals:

1. Work with counseling department:
 - a.to encourage students to declare major early and create marketing and incentivization at the program level,
 - b. to encourage students to declare major early and follow guided pathways educational plans,
 - c. Identify ED plans for schedule courses at optimal times to garner larger enrollments,
 - d. Connect with Transfer Center for TAGS, and utilize STARFISH program to also guide schedule build and reach perspective dance students.

2. Develop a plan to reach the numerous students that expressed interest in Dance in their CCCApply applications and NVC registration forms,

3. Work with, or align with, existing campus groups to foster intrinsic relationships that guide schedule build and garner interest in the dance program.
4. Work with Office of Academic Affairs to develop social media, marketing and promotional plans for courses and degree and to increase department visibility.
5. Create small specialized certificates of completion. An example would be a certificate for the aspiring dance studio owner/teacher and could include small business courses.
6. Organize data in one central location for department insight into changing program needs.
7. Work with facilities to ensure the new safety wall is installed between 601a and 601b as originally planned.
8. Improve media and recording capabilities for up-to-date assessments of dance students.
9. Continue to improve adjunct teaching pool for more diversified course offerings.
10. Work with adjunct dance faculty to promote the program and provide early intervention for declaring dance major and retention.

Support Program(s) under Review: Writing Success Center

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Efficiency and Productivity of staff, specifically as it relates to diversity of staff and inclusion of Full-Time Faculty Tutors along with Part-Time Faculty, Classified Staff, and Student Employees.
- Successful adaptation to online tutoring and remote services for students.
- Support of DI/Equity student groups is consistently above institutional averages.
- Successful collaboration with English Department Faculty, and integration of English Department curricula, for synergy of programs to promote success.
- Data indicates that use of WSC services is correlated with increased success in English courses.
- Revised PLOs to better assess productivity and success of primary WSC services

2. Areas for Improvement:

- Improve and expand facilities and technology to better support full-service tutoring support to students.
- More focused support directed to students in courses with below average retention and success rates (e.g. ENGL 120).
- Improve connection and services directed at campus programs for DI/equity groups (e.g. Puente, ESL, Umoja).
- Maintain consistent data collection and disaggregation to track student usage and assess productivity goals.

3. Projected Program Growth, Stability, or Viability:

- The WSC is best described, even in a period marred by inconsistencies and trauma, as in a state of “Stability”. Projected goals will lead to growth and improved consistency of services, which will lead to increased success and retention in English programs, and qualitative increases in student reports of satisfaction.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- “...evolving roles in a diverse, dynamic, and interdependent world.”: The WSC demonstrates support of NVC’s diverse student population through individualized writing support in one-on-one tutoring, and dedication to the development of resources and services that benefit students’ individual needs. Furthermore, the WSC stays current on the needs of students through connection with Faculty and instructional programs, adapting to the dynamic needs of the student population’s success. Finally, the structure of the WSC as a student-centered, relationship-focused environment engages students in the productive collaboration necessary to understand the role of interdependence in students’ professional and personal lives.
- “...open-access, degree- and certificate-granting institution...”: Along with being supportive of all aspects of student work at the College, The WSC is committed to the success of student educational goals through individualized tutoring and specialized writing help.

- “...services that are continuously evaluated and improved.”: The WSC undergoes regular assessment and formal/informal data analysis to determine best practices and services to support student needs at any given time.
- “...transfer courses, career-technical education and training, basic skills...”: The WSC supports the learning and success of students at any level, and in any discipline that the College offers.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

- Maintains consistency in services to provide stable, high-quality services to promote student success in all aspects of College work.
- Expanded staff to encourage expertise in content, expansion of services, and development of outreach programs.
- Need to expand services, staffing, and schedule to support more diverse programs and student needs, expand workshops and specialized programs to promote success in specialized programs that are writing-heavy.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- *Increase NVC student achievement and completion of education and job training goals:* Expanded staff (addition of Full-Time English Faculty) to encourage expertise in content, expansion of services, and development of outreach programs. Maintain consistency and currency in tutorial strategies and practices to best support student success through one-on-one tutoring and other services.
- *Engage NVC students and assist in their progress towards educational and job training goals:* Adapted to remote instruction through development of online tutoring program, centralized appointment software and data collection service for more consistent assessment of data needs.
- *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices:* Development of non-credit support program designed to individualize longitudinal support for students in preparatory writing courses.
- *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices:* Diversify staff to specialize tutorial services to meet student needs. Establish expanded workshop schedule to diversify support services.

C. New Objectives/Goals:

1. Maintain centralized data collection service that connects with Single Sign-on for improved data collection and disaggregation purposes.
2. Upgrade technology and facilities supporting tutorial spaces and services.
3. Increase staffing to support diversity and expertise for student tutoring, outreach, course connection, and writing across the curriculum.
4. Increase opportunities for Professional Development, Collaboration, and Staff Orientation.
5. Increase services related to ESL and non-native speaker tutoring services and workshops

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Police Academy

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

The Criminal Justice Training Center provides basic training courses for police officers, correctional officers, 911 dispatchers, and recertification training for police officers as well as advanced police training courses.

The full time staff is comprised of professionals, dedicated to providing high quality training courses. Our adjunct staff are professionals from the field. Some are currently working as officers from all levels, as well as retired professionals. They have vast experience and expertise. All exceed the POST minimum standard for expertise in their specialized field of instruction. Our specialized instructional teams deliver expert instruction in firearms, vehicle operations, arrest and control training and physical training. These are very complex, high liability training areas.

Every instructor in the program has completed at least a 40-hour instructor development course that includes adult learning methodologies and a graded teaching demonstration. This requirement has been in place for two decades and exceeds most other areas of the college. Additionally, every instructor takes professional update training for their areas of expertise

The staff consistently evaluates the delivery of each course. Students provide written evaluations for each course. We retain the feedback and adjust our presentations. The high quality of instructions continues to be among the common positive areas of feedback.

2. Areas for Improvement:

A high priority for improvement is to reduce the number of students who give up and leave the program in the early weeks of the police academy. We will identify ways to better prepare students for entry to the police academy as well as evaluate the style and approach to discipline within the role of the traditional drill instructor.

We must improve our training delivery relevant to scenario training and testing. We experience significant attrition due to scenario testing failures. To achieve the desirable results we are restructuring the content delivery to include more interactive, scenario-based instruction.

We are in the midst of a comprehensive review of our curriculum content and delivery. The California citizenry are looking for change toward a less paramilitary training experience. Recent changes due to legislation have already required presentation of specialized training. We must continue to be aware of our preparedness to deliver training.

3. Projected Program Growth, Stability, or Viability:

The CJTC is stable. Our offerings meet the needs of clients in our region. Feedback from the Commission on Peace Officer Standards and Training (POST) verifies we deliver exemplary training. We enjoy the support of agencies within our region. Recently, we have been recognized for our innovative approach to Human Relations training. This has sparked interest in our program from agencies outside of our usual region. State agencies, such as the Franchise Tax Board, the California Department of Insurance, The California Department of Health Services, and the Department of Motor Vehicles, now send students to our programs from throughout the state.

B. New Objectives/Goals:

- Work with RPIE to focus on retention and student success
- Develop an online course to meet equivalency needs for basic academy instructors
- Develop other online training opportunities for current instructors
- Redefine our “high Discipline, Moderate Stress” model and improve preparing candidates for field training
- Work with the Commission on POST to streamline the certification process
- Seek opportunities to introduce new interactive training technologies
- Incorporate additional scenario practicums
- Connect with training managers in the region and identify regional specialized needs.

Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: **Enrollment and Outreach Services**

Term/Year of Review: **Spring 2021**

Summary of Program Review:

A. Major Findings

1. Strengths:

A strength of the Enrollment and Outreach Services area is the capacity to pivot and utilize new technologies to serve students. As evidenced in section 5A, the area has implemented eight significant technology initiatives since 2017-2018. Most recently, since March 2020, the area has implemented six student-focused technology initiatives.

Another strength of the area is the staffing pattern. The Welcome Center, Admissions and Records, and Office of Student life staff and temporary staff together provide the services needed to successfully enroll and register, as well as support and engage students. Temporary staff in all three areas have been instrumental in providing the additional support required to meet current student support needs.

A third area of strength is the team's resilience and adaptability. One example was transitioning to DocuSign to manage form workflow and processing. The Admissions and Records department had to reimagine business processes related to each form. In the process of developing DocuSign forms, the business processes were reviewed and improved. A significant improvement was allowing form view access to additional staff through signing groups. Student communications were facilitated as well since students are notified as soon as petitions are received and processed. Admissions and Records staff comments on the forms help guide students to next steps and explain the form status.

2. Areas for Improvement:

An area for improvement for the Enrollment and Outreach Services area is assessing student enrollment. The current mechanisms for assessing student enrollment are not providing enough regular and adequate feedback to guide specific changes to enrollment processes. Due to the number of technical issues experienced by students during the enrollment process, it is important for the Enrollment and Outreach Services area to identify the specific areas for improvement that they have the purview to change and improve.

Another area for improvement is the need for additional guidance with how to navigate the enrollment processes. Students and faculty need to have updated "how-to" videos to know how to access and use Self-Service and other important enrollment resources.

A third area for improvement is in reducing the dependency on temporary staffing. In order to ensure operational continuance and stability, the Enrollment and Outreach Services area has identified several temporary positions that are critical to departmental operations and therefore needed as regular part-time or regular full-time positions.

3. Projected Program Growth, Stability, or Viability:

Currently the Enrollment and Outreach Services area is in a state of stability. However, in order to continue to provide the services needed to serve students in all three areas, part-time positions need to be hired as regular part-time or regular full-time positions. The additional support provided by the temporary staff have made it clear that these positions are needed permanently without having the instability of temporary staffing.

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The missions of the Enrollment and Outreach Services area (Admissions and Records, Welcome Center, and Office of Student Life) are aligned with the institutional mission of the college.

The mission of the Admissions and Records office is to: “...provide(s) an accurate and complete records collection and management service for students, faculty, and staff. We are committed to offering exemplary customer service in a professional, courteous, and timely manner enabling students to meet their educational goals while upholding state regulations and local college policies.”

The mission of the Welcome Center is to: “...provide(s) students and the community the opportunity to access resources and services to support their future success.”

The mission of the Office of Student Life is to “...support the development of the whole student by providing opportunities to connect and learn from other students, faculty, and staff through serving in student government, being part of a campus club or committee, or attending an event or conference on campus. Student Life values and supports the college experience, social justice, building community, respect for all people, learning from each other, and having fun.”

The mission of Napa Valley College is to: “...prepare(s) students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate- granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

All three programs align with the college’s mission to provide for and prepare students for their future. Each program is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The Admissions and Records department contributes to the college’s mission through providing accurate and complete records, offering exemplary customer service, and enabling students to meet educational goals while upholding state regulations and local college policies. The Welcome Center provides students and the community access to the resources and services they need to be successful and the Office of Student Life supports the development of the whole student, valuing the college experience, social justice, community building, respect, learning, and having fun.

The Welcome Center and the Office of Student Life undergo a separate Program Review process that aligns with the entire Enrollment and Outreach Services area, but details of these separate programs will not be included in this Program Review.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

Overall, the Enrollment and Outreach Services area contributes to the institutional mission in three broad areas: enrollment support, educational records management, and student engagement.

All three departments of the Enrollment and Outreach Services area provide support for students seeking degrees, certificates, and transfer.

A recent contribution from the Admissions and Records department was the implementation of DocuSign electronic documents and workflow. Implementing DocuSign allows all students, regardless of student type or location, access to complete and submit documents electronically.

Both Admissions and Records and the Welcome Center use a virtual lobby to meet with students and guide them through the document completion process. Students who require more support can come to campus to get additional support through the Information Booth. The staff of both areas provide exemplary service to students who seek assistance with enrollment processes.

The Office of Student Life’s contribution to supporting the college’s mission is launching a Basic Needs Center in Fall 2021 to provide basic needs for students. The focus of the center is on food insecurities, and other basic needs resources students need to remain in school and to be successful.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The Enrollment and Outreach Area goals align with the 2018-2023 Institutional Strategic Plan in the following areas:

Goal 1: Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success

The Outreach Task Force, facilitated by the Dean of Enrollment and Outreach Services, is a cross-functional workgroup comprised of members from key Student Affairs departments (Admissions and Records, Welcome Center, Counseling, Financial Aid, DSPS, and numerous support programs). The work of this team is to collaborate with high school counselors and community partners to provide enrollment support for incoming students. The Task Force develops an annual timeline of activities to support and engage incoming students through the enrollment process. Recently, the entire team had to pivot all activities to virtual delivery methods and have been able to successfully enroll students. Key to the work of this group was the creation of Canvas shells that can be accessed by staff and students to provide support for the 5-Steps to Enroll. Students navigate through this shell having access to support resources and information. The shells that have been created so far are: Dual Enrollment Steps to Enroll, High School Seniors – 5-Steps to Enroll, and the New Student Walkthrough (for Degree and Transfer Seeking Students). The Non-Credit Steps to Enroll is still being developed and expected to be published within the 2021-2022 academic year.

Goal 2: Engage NVC students and assist in their progress towards educational and job training goals

Engaging students toward goals begins when they first complete the application. Application outreach workshops and Welcome Center staff walk students through the application process.

They also refer students to the online orientation, online self-placement tool, and the Counseling department to create an abbreviated educational plan. The implementation of the virtual lobby has made it possible to continue engaging with students even when in-person support is limited.

Goal 3: Increase NVC student achievement and completion of educational and job training goals

Since the last Admissions and Records program review, the Admissions and Records department changed the external transcript evaluation process. In the past, counselors were required to submit individual requests for transcript evaluation. Today, all incoming transcripts are evaluated as soon as they are received by the Admissions and Records office and entered into the student's record. This shift has improved the visibility of transfer-in courses for meeting program requirements. Now, students can view their external coursework in Self-Service Student Planning, the online education planning tool. This change improves the student's access to seeing progress toward completion since they are able to see where their previous coursework meets program requirements.

The implementation of Transferology, a student and counselor tool to provide course transfer information for students, allows students to see where their NVC courses transfer and where their external courses transfer in to Napa Valley College.

In addition, the Admissions and Records department is working with Academic Affairs on a project to increase degree completion called, Degrees When Due. This work will provide a new mechanism for issuing degrees to students who may not have sought out the degree or certificate they earned and will improve completion.

Goal 4: Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices

The creation of the Guided Pathways Onboarding Cross-Functional Team, co-led by the Dean of Enrollment and Outreach Services supports this institutional goal. The Onboarding team is exploring the onboarding practices of the college to ensure equity is considered at each step of the onboarding experience. The work being done by this team is expected to inform changes to the onboarding processes to ensure equitable outcomes for all NVC students.

Goal 5: Ensure the fiscal stability of NVC as a community-supported district

All three areas of the Enrollment and Outreach Services area make prudent spending decisions to ensure that every dollar spent is aligned with the goals of the department and institution. The Welcome Center secured equity funds to support additional training and staffing of the Student Ambassador program. The Office of Student Life has secured several external grant funds to build the new Basic Needs Center for the campus.

Goal 6: Enhance collaboration between NVC and community and civic partners

Goal six is most aligned with the work of the Office of Student Life. The development of the Basic Needs Center for the college has resulted in numerous community partnerships to support students.

C. New Objectives/Goals:

As a result of the Program Review process, the Enrollment and Outreach Services department has adopted the following goals:

- Design and implement a structured student enrollment survey instrument that can be distributed to students after each registration cycle to assess the effectiveness how students move through the enrollment process.
- Create a series of enrollment “how-to” videos for students and Self-Service videos for faculty.

Reorganization of Enrollment and Outreach Services area to include transitioning part-time temporary staff positions to regular part-time or regular full-time positions.

Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: **Student Life**

Term/Year of Review: **Fall 2020**

Summary of Program Review:

A. Major Findings

1. Strengths:

The Office of Student Life/ASNVC is a unique department in many ways. The Office of Student Life is directly involved in providing assistance for the NVC spring Commencement Event, which is a big part of the program. From providing volunteers as Ushers to the coordination of hosting the all campus Reception that follows Commencement, this is one of the most popular events coordinated by the department. The many facets of Student Government addresses issues around student development, leadership skillsets training, participation in college shared governance, peer interaction supporting student advocacy, and cultivating cultural awareness. Other facets concentrate on providing resources to students that address additional, unmet needs of students outside of academic assistance such as the provision of Emergency Food Resources, The Food Basket and Produce Stand. Due to COVID-19 we have adapted services of the Student Food Bank to a virtual ordering system. A phone based app allows students to scan a QRL code on located the door that provides them with a form for options to custom order groceries or pick an express bag which is filled with pre-selected groceries worth around \$250. A drive-thru pick up system was also implemented in order to minimize COVID-19 exposure between staff and students.

ASNVC Officers participate in an annual Youth Leadership Retreat focused on trainings to assist in Leadership principles and learning how to effectively run meetings. Trainings include information on The Brown Act and Robert's Rules of Order to better equip them in understanding the responsibilities and expectations of shared governance in working with the College administration. These trainings provide skillsets for students to become "*informed citizens*" and supplies them with additional tools to become leaders in the future. Recruitment of students to serve in leadership roles has evolved in the last few years and the recent transition to an online election system allows for more interaction with students as virtual involvement in topics become popular. We now have the Office of Institutional Advancement assisting us in promoting the elections, candidate recruitment and advertising of candidates. As Voter Registration and Constitution Day awareness are requirements for California Community Colleges, the Office of Student life/ASNVC stewards these directives in several ways. Events are created around these topics to advocate for the education of "*informed citizens*". In addition, trainings are held on how to access information on the constitution, as well as how to research, read, and locate information on candidates, ordinances, and bills on a local, state and federal Level.

The Student Life/ASNVC Speaker series concentrates on bringing in speakers to discuss topics ranging from Hot button issues, local candidate forums, advocacy, cultural awareness, and motivational empowerment. In addition, the program partners with the community in coordinating the popular Tabletop Game Night. Once a month we sponsor the Napa County Library to host a game night where the community and college students can meet at the Student Activities Center to play board games. Refreshments are supplied by Student Government (ASNVC) and the library supplies the games for students and community use. Student led events such as the ASNVC/Classified Halloween Event, The Inter Club Council Winter Holiday Lights Event, and the Student Life/ASNVC CDC Angels and Salvation Army Angel Tree Toy Drive are popular throughout the campus.

Lastly, it is noteworthy to highlight Student Life participation in The American Student Association of Community Colleges Leadership Conference held in February 2018 in Washington, D.C. Activities included visiting the offices of U.S. Senator Diane Feinstein and Congressman Mike Thompson to advocate for legislation impacting students and attending various workshops on student advocacy. There were a total of eleven officers from Student Government who participated in this event.

2. Areas for Improvement:

In 2017-2018, ASNVC completed their five-year Legacy Project which allowed them to create a furnished Student Activities Center. The expansion and emergence of additional student support resources has greatly impacted current facilities used to accommodate on-campus student activities and events. Currently there are three main areas that comprise Student Life which includes The Office of Student Life, located in the 1300 building, the Student Activities Center located in the 900 building, and the Food Basket located in the 1200 building. The Office of Student Life houses two full-time staff and is barely large enough to handle additional staff assistance needed serve an ever-growing student populace as evidenced by supporting data. Student government and clubs, which can range from 11 students up to 15 students, do not have a space committed for meetings and/or working on projects. We currently have a Student Activities Center for students to relax, study, and eat, but with the new facilities plan, there hasn't been a defined location for the student activities center when they plan to redo the 900 building. Furthermore, there has been no discussion or assessment of the impact of the Student housing and its effect and burden on the Office of Student Life. The Food Basket will be ill equipped to handle the increased influx of students that would come from student housing. The Office of Student Life would also be ill equipped to provide resources for a campus environment that is actively engaged from Monday thru Thursday 8 am – 5 pm, to 24 hours per day, 7 days a week.

The ASNVC were due to create a working By-laws document for their group which was not completed as a result of failure to follow the instructions correctly. Although they were successful in transferring their meeting agendas and minutes record-keeping to a Board Docs format, Student Government and organized clubs still need to have established guidelines and regulations adopted to ensure that information is not being withheld or policies and procedures being ignored. There has not been an established rule for evaluating student organizations on their success and learning outcomes which has always been left up to the student organizations to create these evaluations. Because they do possess sufficient knowledge or experience to create and identify these outcomes, very little effort is made to create a comprehensive learning outcomes template. The implementation of relevant trainings and rewriting of existing policies and procedures necessary to ensure adherence and understanding of governing documents will need to be created by the Department lead and established for the student organizations to use. Attempts to track event participation remains as a challenge and a better tracking system is needed for accuracy in documenting actual participation.

Attempts to create a more permanent Cal-Fresh Outreach Desk/Station capable of providing remote services have been unsuccessful. Although funding was collected externally through a grant, recent efforts have been circumvented by the facilities department in purchasing the necessary equipment.

3. Projected Growth, Stability, or Viability:

The program is in a period of growth as it continues to evolve and to manifest programs to assist students. The expansion of the program has supported the addition of resources such as the creation of a Hot Lunch Program. Ongoing efforts to update policies such as the student governance bylaws to match the expectations of current student leaders and innovate new ideas into tangible resources such as a Basic Needs Center. The acquisition of a Cal-Fresh Outreach Grant through Chico State University allowed NVC to hire a part-time Clerk to assist in supporting the food bank. The food basket achieved its highest level of student participation in April 2019, with a total of 60 students receiving food assistance for the month.

The greatest need is for support of additional office personnel. Currently there is one full-time manager who manages the office as well as student leader activities, student government, and

inter club council which is made up of 15 to 30 clubs and one full-time office assistant to support the level of programming that is coordinated and expected. With the recommendation of this department creating a Basic Needs Center as well as the ability to support student housing on campus, this department will need to have the personnel to operate at a level that can handle the current and future needs of the department.

Updated and current technology needs are commensurate with those required to maintain campus-wide communication and networking on social sites for recruitment and department advertising. By the time Student Housing is implemented an expected increase in technological additions is expected. A centralized and expanded on campus and student housing communication intranet will need to be created to make sure that information is available to students from on campus to student housing. Students that become actively engaged in student life on campus and in Student Housing will start to grow a community and feel more connected to the campus and more apt to become successful after college and involved community leaders.

B. New Objectives/Goals:

The Office of Student Life & Leadership is committed to student leadership growth and development by providing leadership opportunities that demonstrate advocacy, integrity, and cultural vitality of our diverse student population. Through these efforts Student Life seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to the NVC campus. Developing capable and effective student leaders ensures that NVC student leaders will successfully demonstrate the necessary skills and abilities in becoming community leaders.

The Inter Club Council is an integral part of student life on campus and its main function is to not only promote leadership, but to create events and to gather like minds together to bring a sense of community on campus. The goal for the Inter club Council will be to integrate them more into shared governance on campus so that the burden of student participation does not solely lie on a student government that does not have enough members to accommodate all the district committees requiring student representation. The plan to increase and track educational training throughout the year as opposed to only training Student Government via retreats twice a year. In addition to the Winter Break Retreats, there will be a Myers-Briggs training as well as converting the monthly student/advisor meetings into training sessions. The streamlining of the Student ID Card process will create a more efficient means that enable students to obtain an ID online.

Food and Housing insecurity will always be a challenge to students and their ability to succeed in their goals here on campus. The Food Basket and Basic Needs Center will help students in making sure that they have the nutrition they need to be successful and the resources they need to obtain housing at an affordable level. The goal for the Food resources program is to evolve into a Basic Needs program that can bring in resources for students with needs in particular, foster Youth and those who are homeless. We have identified several critical resources necessary for students such as emergency housing, housing placement, county connections, and community College resource statewide networking which are all currently unavailable through the institution.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	

Personnel: Classified	The Office of Student Life is currently supported by a full-time manager and one full-time office assistant. As a result of providing oversight in several different areas of responsibilities which include Student Leadership, stewardship of grants and budgets, campus events and supporting student equity resources, there is a notable lack of personnel required to assist in the coordination of the numerous activities and events. Additional staff assistance is crucial to address the emerging and ongoing need for support to continually produce the number of activities and events with a high level of quality and consistency.
Personnel: Admin/Confidential	In addition to the above recommendation of increasing staff levels in this area, it is my opinion that there is an additional tier of management needed in order for this department to function effectively.
Instructional Equipment	
Instructional Technology	It has been clearly identified through this report that technology needs must be commensurate with those required to maintain campus-wide communication and networking on social sites for recruitment and department advertising. With the present development of on-campus student housing, there is an expected increase in technological additions to meet the needs of a larger student population.
Facilities	A dedicated office space is desperately needed outside of the Office of Student Life which currently houses two full-time staff and is barely large enough to handle additional staff assistance needed serve an ever-growing student populace as evidenced by supporting data. Student government and clubs, which can range from 11 students up to 15 students, do not have a space committed for meetings and/or working on projects. This is being compounded by the fact that there is not sufficient office space for the two additional part-time employees whose role is to support the Cal-Fresh/Food Basket Program.
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Administration of Justice

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

The Administration of Justice Program provides courses of study that enable students to successfully transfer to a 4-year institution via the transfer degree and to gain employment via the local degree and certificate programs. There is a close alignment between courses of study and the needs of local criminal justice employers.

The faculty teaching in the program are highly experienced and represent a wide range of experience and education. The current faculty includes two working chiefs of police, faculty with high level criminal justice management experience, a working criminal justice attorney, and a working juvenile probation officer. Students benefit from getting real-world experience delivered by highly educated faculty.

The curriculum offered by the program is lean, but highly focused on degree requirements. Courses are widely available in a variety of formats to meet the four distinct student populations who participate in the program. The program is engaged with local high schools.

The program uses an effective outcomes assessment process and has ways of addressing quickly student performance in various courses and the program as a whole.

2. Areas for Improvement:

We need to improve the success of high school students enrolled in the program. This requires both addressing obstacles to enrollment in the program and student performance expectations that lead to success.

Part time faculty in the program need additional training on how to teach effectively using online instructional methods and how to effectively assess learning outcomes.

The program needs to increase the information and access to certificate and degree programs to ensure all students who are eligible to receive a certificate or degree apply for one before leaving the college. This includes making visible the 9-1-1 dispatcher certificate program and completing the approval process for the juvenile justice program certificate.

3. Projected Program Growth, Stability, or Viability:

The Administration of Justice Program is stable with the potential to grow. It provides sufficient course offerings to meet the needs of the four distinct student populations in the program and has adequate faculty to deliver the classes in the program.

The “defunding movement” will create new jobs in the criminal justice system that don’t currently exist. For example, law enforcement agencies are looking at different ways of responding to calls for service involving mental health crises and issues related to the unhoused population. The BART Police Department just this month announced a team of new civilian social worker employees who will work with their Police Department but will be first-responders to calls related to mental illness and homelessness. The San Francisco Police Department announced a similar plan to launch in 2021. Napa Valley College is poised with the existing Human Services Program to create a collaboration with the Administration of Justice Program to provide training for these new jobs. The civilianization of law enforcement will continue and new jobs in areas such as forensics could expand. Again, Napa Valley College is already poised to expand in response to the need for education and training in this area.

The Administration of Justice Program must remain flexible and responsive to the educational needs of whatever new careers and jobs are created. This includes reviewing the 9-1-1 dispatcher certificate to ensure the courses and requirements reflect current need. It also includes considering the creation of low-unit certificates to strengthen the career and educational pathway for administration of justice students. These new certificates could also include the current social concerns related to the cultural competence of criminal justice professionals as well as the needs of criminal justice employers.

In the next three years, the existing strong relationship between the Administration of Justice Program and area criminal justice employers will enable the college to be closely involved and responsive to the needs of the community. The program also has the capability of expanding course offerings to other areas of Napa County, such as Calistoga High School. In summary, the program is poised to grow both to meet the needs of criminal justice employers and the wide range of students who rely on the program for a pathway to transfer or entry to the workforce.

B. New Objectives/Goals:

- Work with the academic senate to support adjusting registration priorities so that high school students taking on their high school campus can register earlier in order to better predict and manage enrollments in classes held on high school campuses.
- Experiment with scheduling evening courses as either hybrid or synchronous online in order to attract more interest in evening courses.
- Work with RPIE to track enrollment, retention, and success in 8-week online classes to determine viability and value long-term.
- Develop a course orientation specifically for classes presented on high school campuses with high numbers of high school students focused on how to be successful in college courses.
- Explore the use of Starfish in order to determine students who are likely to fail early on in a course.
- Experiment by scheduling ADMJ-123 and ADMJ-124 as a hybrid course with a 90-minute face-to-face meeting instead of 3 hours each week.
- Experiment by scheduling the 8-week online ADMJ-123 in the summer instead of spring.
- Work with the C-ID transfer degree review process currently underway to include ADMJ-123 as a required course instead of an elective.
- During the curriculum review planned for early 2021, evaluate the course content, assignments, and methods of evaluation to determine if the class caps for ADMJ-120 are appropriate.
- Identify formalized training beyond the basic required training for new online instructors for part time faculty teaching online at any level that emphasizes strategies used online that result in student success. This could include @One. In all cases, funding will be needed to pay for the course tuition and stipends for part time faculty to attend.
- Explore options for using learning communities that link Puente and Umoja program participants with administration of justice careers and classes.
- Conduct outreach presentations for ethnic base student clubs on campus to stimulate and attract interest.
- Explore professional development opportunities for program faculty that offer strategies on how best to support students of color and underrepresented groups. This will at least require funding for tuition.
- Identify additional methods of communicating with online students
- Revise the 9-1-1 Dispatcher Certificate Program.
- Create a webpage and marketing materials for the 9-1-1 Dispatcher Certificate Program.
- Explore options for creating lower unit certificates as a pathway to degree completion and successful entry to one of the existing entry-level criminal academies.
- Work with RPIE to obtain annually an email list of all students taking administration of justice courses so that direct communications about certificate and degree options can be sent.
- Continue working with local law enforcement executives to promote use of our Internship classes in order to expose employers to our students and our students to potential employers.
- Work closely with the criminal justice advisory committee to identify emerging new criminal justice jobs created as a result of the “defunding” movement to ensure NVC is positioned to provide any required training.

- Meet with the criminal justice advisory committee to gather input on program outcomes and content from local law enforcement executives.
- Modify individual courses as needed and prepare updates for all courses to include at least current textbook and learning outcomes.
- Complete the approval process for the pending Juvenile Justice Certificate program.
- Develop a low-unit certificate program that strengthens the pathway to a degree perhaps in the area of forensics, cultural competence, or crisis intervention related to mental health or addiction.
- Work with program faculty to identify additional assessment methods within each course using existing assignments, quizzes, and course activities.
- Work toward collecting assessment data every time a course is offered.
- Develop immediately alternative assessment methods for ADMJ-121 Introduction to Criminal Law.
- Identify ways of assessing work ethic in other program courses, perhaps by adopting program level student performance standards (eg. not accepting late work).
- Explore the formation of a learning community with the English Department and ADMJ-120 Introduction to the Administration of Justice in order to strengthen discipline related writing skills.
- Explore ways to work with high school counselors in order to educate high school students on the differences in expectations between high school and college classes, perhaps by requiring completion of a college readiness course before enrollment in an administration of justice class.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **LGBT Studies**

Term/Year of Review: **Spring 2021**

Summary of Program Review:

A. Major Findings

1. Strengths:

The LGBT Education Program at Napa Valley College is one of only three programs like it in the State of California. The program offers a unique curriculum that specifically supports a variety of career and workforce programs offered by the college including business, hospitality, human services, and child development with special emphasis on education, criminal justice, and health occupations.

The curriculum is contemporary and regularly assessed. Courses transfer to the CSU and UC system and are highly desirable for students looking to meet graduation requirements. Two new 9-unit certificates offer high school students a chance to earn a certificate of achievement on their pathway to college.

The LGBT Education Program directly supports and connects with the LGBT Student Club. Graduates of the program are in leadership positions in the club and are active on campus advocating for change and support for LGBTQ students using knowledge and skills learned in the program.

2. Areas for Improvement:

The program will benefit from additional marketing and community awareness of the learning opportunities available from Napa Valley College. This is especially true for the new degree and two new 9-unit certificates.

3. Projected Program Growth, Stability, or Viability:

Growth: The program is expected to grow in student population especially after the COVID-19 emergency is over and classes can resume on campus with face-to-face meetings.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The LGBT Education Program provides workforce training, helps students meet several legally required training mandates for educators, health occupations, and criminal justice employees, and prepares students for transfer to a 4-year college or university.

2. Assessment of Program's Recent Contributions to Institutional Mission:

The LGBT Education Program prepares students for "evolving roles in a diverse, dynamic, and interdependent world." It serves students by preparing them for transfer and by providing

training for a wide variety of careers for both future and incumbent members of the workforce. This includes meeting a number of legally required training requirements for educators, criminal justice professionals, and health occupations professionals.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

The LGBT Education Program created two new 9-unit certificates of achievement to support students pursuing a career in education and health occupations. These two new certificate programs strengthen the pathway for students to earn a two-year degree.

The LGBT Education Program is working with New Technology High School to make available the new certificate programs described above on the high school campus so that high school students can earn a certificate of achievement before they graduate high school. Two of the courses involved in these certificates transfer to UC and CSU and meet multiple graduation requirements.

C. New Objectives/Goals:

ACTION PLAN:

1. Focus on regularly marketing certificate and degree program opportunities to area high schools, college counselors, and the LGBT student club.
2. Schedule a rotation of classes to maximize students enrollment and success including face-to-face classes during day time hours, hybrid format classes in the spring, and online classes in the summer.
3. Work with New Technology High School to LGBT-121 on their campus in the spring semester every other year.
4. Work closely with the Sociology Department to ensure SOCI-130 and LGBT-120 are not offered in the same semester so they do not create competition or a conflict in student schedules.
5. Consider scheduling LGBT-190 every semester to expand opportunities for students to complete an internship and over a longer period of time (18 weeks as opposed to only 8 weeks in the summer).
6. Consider replacing LGBT-190 with an independent study to support students who wish an internship as well as expanded opportunities for LGBT studies.
7. Evaluate the effectiveness of new class caps with current course requirements to ensure sufficient time is available within the semester for every student to complete the required presentation work.
8. Explore the possibility of creating a learning community for LGBT Education Program students in partnership with the English Department. This initiative could be supported by student equity grants since LGBTQ+ identified students are among those at risk and, of course, are part of other race and nationality based at risk groups.
9. Work with the NVC LGBT Student club to provide a lavender graduation event supporting LGBTQ+ students as a way to promote degree and certificate opportunities and highlight student success.
10. Support other instructional departments interested in developing a major specific LGBT course.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Psychiatric Technician Program(s)

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Pass rates at the BVNPT (usually in top 3 of the state)
- 100% job placement for graduates
- Dedicated staff
- Equity

2. Areas for Improvement:

- Student retention
- Increased student applications
- Increased clinical sites.
- Increase number of qualified adjunct instructor pool

3. Projected Program Growth, Stability, or Viability:

Growth in the number of students, staff, and clinical agencies

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Psychiatric Technician (Traditional and Fast Track) programs, believe in people – in their worth as individuals and in their capacity to develop to their fullest potential. We believe that all people have basic needs and that these must be met to achieve well-being. We believe that the environment in which people exist influences their ability to achieve; and that program faculty serve as role models, planners, organizers, facilitators, and evaluators of student learning. We also believe that this education should be designed to enhance the learning of students from varied ethnic, cultural, religious, educational and life experience backgrounds.

To that end, our faculty assists by providing positive feedback, repetition of experiences and by establishing clearly defined desired outcomes, so the learner can recognize their own success. Treating everyone with dignity and respect is always essential to self-development. Bullying and incivility are never acceptable and will not be tolerated. We believe that Psychiatric Technician Practice is a systematic course of study that prepares learners to assist those with physical, mental, emotional, and developmental problems in a positive environment.

2. Assessment of Program's Recent Contributions to Institutional Mission:

We continue to provide a certificate program with graduates that are prepared to successfully pass the state board licensure exam as well as join a variety of healthcare teams in several different facilities caring for a heterogeneous group of clients from different backgrounds with a variety of diagnoses and problems.

Our programs intersect in several areas in the Institutional Learning Outcomes/General Education Learning Outcomes including:

1. **Communication & Critical Thinking:** Create & communicate thoughts, ideas, & information effectively • Read & interpret college-level texts (as evidenced by not only the textbooks used in the program, but in written assignments in class & clinical settings).
2. **Scientific & Quantitative Inquiry** • Understand the relationship between human behavior & the physical environment • Analyze, evaluate, & synthesize information • Conduct calculations & solve problems using quantitative reasoning (as evidenced by the behavioral aspects of the program & pharmacological components of each semester)
3. **Global & Civic Awareness** • Examine issues in a variety of cultural contexts (as evidenced by both didactic & clinical experiences looking at behavior & illness within cultural considerations)
4. **Intercultural Literacy & Creativity** • Describe & demonstrate intercultural competency (as evidenced by both didactic & clinical experiences looking at behavior & illness within cultural considerations as well as working with a diverse cultural population of patients & staff)
5. **Personal, Academic, & Career Development** • Perform work-related functions according to current industry standards & interact with others professionally (as evidenced by clinical experiences, preparation to work as an entry level psychiatric technician as well as effectively take the state board examination for licensure)

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Recent program activities that align with the Institutional Strategic Plan include:

- A. Engage NVC students & assist in their progress towards educational & job training goals (as evidenced by training staff for a multitude of different employers in the greater North Bay Area).
- B. Increase NVC student achievement & completion of educational & job training goals. (as evidenced by outreach to a variety of employers in Napa, Solano, and Sonoma counties to explore strategies on transitioning their unlicensed personnel into the program and into licensed positions).
- C. Achieve equity in student outcomes & promote equity-mindedness to evaluate all District practices (as evidenced by attending a variety of equity related presentations and seeking a culturally diverse staff to teach our students in both the clinical areas as well as in the classroom).
- D. Enhance collaboration between NVC & community & civic members (as evidenced by director working with Senator Bill Dodd's office on increasing students' access to the program)

C. New Objectives/Goals:

- Increase number of applicants from 30 to 40 students per cohort.
- Establish a waiting list for entry into the psychiatric technician program.
- Increase retention of students in Nursing Fundamentals (first level course).
- Increase number of clinical agencies for student clinical rotations.

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: **Art History**

Term/Year of Review: **Spring 2021**

Summary of Program Review:

A. Major Findings

1. Strengths:

The Art History program at Napa Valley College plays a significant role in preparing students for an image-bound world, with opportunities to hone skills in critical thinking and visual literacy. Offering a number of lower-division classes, from traditional European surveys to courses focusing on graphic design, photography, and the arts of Asia, Africa, the Pacific, and Native North America, the Art History program provides a far richer curriculum than comparably sized community colleges in the state. Art History courses support related programs as requirements (or electives) in the Studio Arts, Digital Art, and Photography degrees.

2. Areas for Improvement:

Opportunities for growth:

- Improve Fill Rate and Productivity Rate
- Improve Retention and Successful Course Completion for all students, especially African-American males
- Expand outreach to High Schools
- Expand adjunct pool for expertise in non-European material through outreach (SF State, Sac State, UC Davis)

3. Projected Program Growth, Stability, or Viability:

The Art History program is stable, in terms of rising enrollments/headcount, average class size and robust numbers in AA and AA-T degrees completed. The program's curriculum has been continually reviewed and revised to reflect current changes in the discipline. Data regarding Learning Outcomes assessment is continually collected and analyzed to discern gaps in student learning as well as any misalignment with PLOs.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Art History program consists of rigorous classes and degrees that prepare students for both transfer and pursuit of careers where critical visual analysis is necessary.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- Completion of Art History AA and AA-T has increased 100% and 400% respectively, in the last three years and exceeds the Institution program completion rate.
- Curriculum is regularly reviewed and revised (most recently August 2020) to ensure currency and to reflect changes in the larger discipline of Art History.
- All CLOs and PLOs are assessed in an ongoing basis to ensure that student learning is taking place and being refined regularly.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Engage NVC students and assist in their progress towards educational and job training goals

The Art History program continues to refine scheduling of courses, which fulfill GE requirements and articulate with CSUs and UCs.

Increase NVC student achievement and completion of educational and job training goals.

As outlined in detail below, strategies are underway to improve stable (per the institution) retention and successful completion rates with emphasis on reducing the gap between those two rates. Through the use of online education resources rather than costly textbooks, the re-examination of formative and summative assessments of student learning within classes, and the expansion of course content with the approval of ARTH 101 Introduction to Visual Culture.

Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices

Through ongoing professional development activities, the Art History program is exploring different pedagogical strategies for reaching all students, particularly African-American males. Additionally, testing students' comprehension will shift from traditional identification quizzes/tests to more creative, holistic assessments.

C. New Objectives/Goals:

- Improve fill rate and productivity to align with or surpass that of the institution through marketing at local high schools and scheduling a balance of face-to-face and online course offerings
- Revise curriculum to reflect changes in discipline with equity emphasis
- Expand adjunct pool to include specialists in non-European material

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Film Studies

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

Film Studies class size average is 60% higher than the average class size at NVC.
Retention rates, including student equity groups, is significantly higher than institution rates.
The new Film, Television and Media ADT degree provides a new academic pathway.
All course outlines of record are up to date.

2. Areas for Improvement:

A full-time Film Studies faculty position is required to grow the program and provide more consistency in instruction.
A Film Studies coordinator position is needed to support course and program assessment, meet the needs of students and map department development.
Specific course outcomes mapping will enhance assessment.

3. Projected Program Growth, Stability, or Viability:

The program is poised to grow, in person and online, given the success of mandatory online instruction in the 20/21 academic year. The Film, Television and Electronic Media degree will allow students to achieve a transfer degree in Film which will attract majors and boost enrollments. There is also the opportunity to develop a local AA degree in Film Studies to complement the transfer degree. To sustain the program, Film Studies needs FTF faculty and coordinator positions.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world.

- Film Studies provides unique experiences of a diverse, dynamic and interdependent world through a study of film, television and media.

The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved.

- Upon state approval, Film Studies will be a degree granting program.
- Film Studies is committed to high-quality instruction which is regularly assessed and modified to enhance learning.

The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

- Film Studies currently serves students needing GE credit (supporting transferability) and lifelong learners.

2. Assessment of Program's Recent Contributions to Institutional Mission:

-Film, Television and Electronic Media ADT approved at the college level provides another pathway for transfer.

-Film Studies undergoes regular assessments and has recently updated all course outlines of record to assure high quality instruction.

-The course content of the Film Studies program reflects diverse equity groups allowing students to see themselves as part of a diverse, dynamic and interdependent world.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Offering a Film, Television and Electronic Media ADT is in direct alignment with the college's goal of boosting student transferability.

Given that film, television and media are the primary ways individuals gain information and possesses multiple and varied career opportunities, the study of these areas prepares students for evolving roles in a diverse, dynamic and interdependent world.

C. New Objectives/Goals:

Implement the new Film, Television and Electronic Media transfer degree upon state approval.

Create a local AA in Film Studies to complement the ADT.

Document program majors in concert with the Counseling division.

Create a more robust assessment schedule to include specific CLOs and PLOs within the mapping.

Create new community partnerships.

Expand film library.

Increase film production capabilities.
Offer film studies courses in person and online.

Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: **History**

Term/Year of Review: **Fall 2020**

Summary of Program Review:

A. Major Findings

1. Strengths:

- High and stable demand (± 1000 annual headcount)
- Program-level retention and success rates deviate from institutional rates $< 2\%$, with retention consistently higher than institutional rates at both the course and program levels.
- High fill rates evidence effective scheduling practices.
- History courses satisfy several requirements across the GE patterns, serving all transfer-oriented students.
- Quality of the faculty

2. Areas for Improvement:

- Reduce equity gap.
- Increase degrees conferred.
- Explore cross-discipline collaboration to support student success
- Team-teaching across disciplines

3. Projected Program Growth, Stability, or Viability:

In terms of enrollments, the History program is one of the larger instructional programs on campus. The vitality of the history program more or less tracks with the college. Significant growth beyond current stability unlikely in the near future. Increased elective offerings and improved recruiting/marketing may increase degrees conferred slightly.

B. New Objectives/Goals:

Improved marketing/recruiting. Reduce equity gap. Again, maybe too broad?

Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Geology

Term/Year of Review: Spring 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Headcount and enrollment increased within the program and are significantly higher than the institution.
- High fill rates indicate evidence of effective scheduling practices.
- Average class size is significantly higher than institutional average.
- Successful course completion rates are higher than institutional average.
- Geology and Earth Sciences courses serve as a GE requirement and serve transfer students.
- Competent, approachable, and student-invested faculty who incorporate innovative teaching methods and practices.
- The average annual geology-related job openings in Napa county are 1,290 and 153,610 in the SF Bay Area, through 2026.

2. Areas for Improvement:

- An overall 25% decrease in enrollment in GEOL 111 should be addressed.
- Program courses need Curriculum update.
- GEOL 199 should be archived.

3. Projected Program Growth, Stability, or Viability:

Labor Market Demand shows projected growth in geology-related jobs within Napa County at +9.8% and +10.4% in the San Francisco Bay Area, through 2026. Student enrollment has increased by 11.6% and fill rates are 88.5%, higher than the institutional level. Given this data and the role of geoscientists to find solutions to global natural resource, hazard, and climate challenges, the geology program is in a position of projected growth over the next few years.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

- The geology and earth science courses meet GE requirements, preparing students for evolving roles in a dynamic world and serving students seeking transfer courses.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- This is an area for improvement.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Participate in the STEM Summer Bridge programs (1)
- Participate in the MESA/STEM Fair (2)
- Over the past three years, the retention rate for the Geology Program was significantly higher than the rate at the institutional level. (3)

C. New Objectives/Goals:

The immediate objectives are:

- Increase GEOL 111 enrollment
- Update curriculum
- Recruit adjunct faculty
- Archive GEOL 199

The goals are:

- Draft AS-T in Geology and certificate degrees
- Develop a pathway partnership between local high schools, the geology program, and the local/regional geology workforce through curriculum alignment, field trips, guest lecture series, and volunteer/work experience.
- Improve student equity by increasing representation of accomplished people of color currently in the geosciences.